2025 Counseling Programs Evaluation Outcomes Report

Kansas State University

College of Education

Department of Special Education,
Counseling, & Student Affairs

Introduction

The purpose of this report is to present the results of the annual program evaluation meeting for the counseling programs at Kansas State University (K-State). Each year, the faculty members in the counseling programs at K-State meet to review data and evaluate the performance of their counseling programs. During this meeting, faculty members discuss trends in the data, program strengths, areas for growth, and any necessary program modifications or substantive changes. This process ensures that program quality remains high and that the programs meet the accreditation standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The counseling programs are evaluated annually using the following types of data:

1. Assessment of Key Performance Indicators (KPI)
2. Assessment of Key Professional Disposition Standards (i.e. COCATS assessment)
3. Demographics/characteristics of applicants, students, and graduates
4. Follow-up studies of graduates, site supervisors, and employers of graduates

This data is reported within the Counseling Programs Evaluation and/or the Vital Statistics report.

In the 2023–2024 academic year, K-State discontinued admissions to the MS in School Counseling and initiated admissions to the newly approved Ed.S. in School Counseling. During this same academic year, the Ed.S. in School Counseling and the PhD in Counselor Education and Supervision both transitioned to fully online (100%) delivery formats.

In 2025, the final cohort of MS students completed the school counseling program. In May 2025, the first cohort of Ed.S. students graduated. This first cohort represents a significant program milestone and provides the first complete set of Ed.S. key performance indicator (KPI) data for program review.

As part of the program transition, counseling faculty implemented revised program evaluation processes to ensure alignment with CACREP standards. Faculty identified and approved 11 KPIs to evaluate student performance in the school counseling program and six KPIs to evaluate student performance in the doctoral program. In both programs, KPIs are assessed at three designated points throughout each student's program using faculty-selected assessments.

During the 2025 calendar year, there were 47 school counseling students enrolled and seven graduated. The doctoral program had 30 students enrolled, with one graduate.

Program Evaluation Tools

Ed.S. in School Counseling Key Performance Indicators (KPI)
KPI 1 - Student is able to differentiate the various theories and models of counseling
KPI 2 - Student is able to establish and maintain an effective counseling relationship
KPI 3 – Student is able to effectively design counseling groups.
KPI 4 - Student is able to apply ethical and legal standards of counseling
KPI 5 - Student is able to demonstrate knowledge of the components of a comprehensive school counseling program
KPI 6 - Student is able to demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
KPI 7 - Student is able to conduct assessments of risk including suicide, danger to others, self-inflicted harm, and the presence of mental health disorders
KPI 8 - Student is able to demonstrate knowledge of theories of individual and family development across the lifespan
KPI 9 - Student is able to facilitate student skill development for career, educational, and life-work planning and management
KPI 10 - Student is able to demonstrate knowledge of statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
KPI 11 - Student is able to evaluate counseling interventions and programs

Ed.S. in School Counseling Key Performance Indicators (KPI)

	KPI 1	KPI 2	KPI 3	KPI 4	KPI 5	KPI 6	KPI 7	KPI 8	KPI 9	KPI 10	KPI 11
Ed.S. MeanScore	99.04	92.24	90.86	93.93	97.20	92.73	97.18	96.52	92.55	80.58	96.18

Ph.D. in Counselor Education & Supervision Key Performance Indicators (KPI)
KPI CES 1 - Student is able to demonstrate knowledge of evidence-based counseling practices
KPI CES 2 - Student is able to demonstrate clinical supervision skills
KPI CES 3 - Student is able to demonstrate knowledge of instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
KPI CES 4 - Student is able to demonstrate knowledge of research designs appropriate to quantitative and qualitative research methodologies
KPI CES 5 - Student is able to prepare professional conference proposals
KPI CES 6 - Student is able to demonstrate knowledge of leadership and leadership development in professional organizations and counselor education programs

Ph.D. in Counselor Education & Supervision Key Performance Indicators (KPI)

	KPI 1 CES	KPI 2 CES	KPI 3 CES	KPI 4 CES	KPI CES	KPI CES
PhD Mean Score	95.6	100	96.18	88.35	98.1	99.2

Key Professional Disposition Standards (COCATS) Assessment
(Ratings: 1 = Unacceptable, 2 = Acceptable, 3 = Exemplary)

Commitment to Professionalism
• Student demonstrates professional behavior and integrity with faculty, supervisors, peers, and clients.
• Student demonstrates respect and honesty with faculty, supervisors, peers, and clients.
• Student demonstrates effective and appropriate communication verbally, electronically, and in writing with faculty, supervisors, peers, and clients.

Orientation to Multiculturalism & Social Justice Advocacy
• Student demonstrates willingness to increase awareness of own culture.
• Student is able to respond to clients' needs without imposing personal values.
• Student demonstrates willingness to understand the cultural worldview of others.
• Student demonstrates willingness to engage in social justice.
• Student acknowledges the role of marginalization in society.

Capacity for Personal & Professional Growth
• Student demonstrates active engagement in the learning process.
• Student completes assignments in a timely manner and meets class expectations
• Student demonstrates ability to receive and integrate feedback.
• Student demonstrates openness to new ideas and concepts.

• Student demonstrates willingness to adapt and respond to changing environments or unexpected circumstances.

Attention to Ethical and Legal Considerations
• Student adheres to relevant ethical guidelines and legal mandates.
• Student seeks supervision when experiencing an ethical or legal concern.
• Student appropriately manages professional boundaries.
• Student maintains client confidentiality.
• Student does not endanger the safety or wellbeing of others.

Teamwork, Collaboration & Interpersonal Relationships
• Student demonstrates ability to cooperate and collaborate with others.
• Student is willing to compromise when necessary for team goals.
• Student demonstrates ability to contribute equally to group projects
• Student demonstrates ability to establish and maintain relationships with peers, faculty, supervisors, and clients.

Self-Awareness
• Student demonstrates ability and willingness to self-reflect honestly and objectively on their own values, needs, biases, and belief systems.
• Student is able to recognize one's own limitations and is able to accept personal responsibility.
• Student demonstrates insight into how one's words and actions can positively and negatively affect the people around them.
• Student actively pursues learning about how one's words and actions are affecting others and the incorporation of feedback to create positive change.

Key Professional Disposition Standards (COCATS) Assessment

	Commitment to Professionalism	Orientation to Multiculturalism & Social Justice Advocacy	Capacity for Professional & Personal Growth	Attention to Ethical and Legal Considerations	Teamwork, Collaboration, & Interpersonal Relationships	Self-Awareness
Ed.S. Mean Score	2.35	2.28	2.29	2.21	2.41	2.25
PhD Mean Score	2.35	2.41	2.54	2.25	2.33	2.17

Program Evaluation Outcomes

1. Key Performance Indicators (KPI)
• The KPI system has demonstrated strength in providing a snapshot of the programs' health.
• Overall, the KPI system is demonstrating a clear picture of identified student outcomes providing information to segregate students' performance. It also provides data to inform program faculty areas to address course content for improvement.

Ed.S. in School Counseling
Ed.S. students demonstrated performance above 80% on all KPIs. When KPI 10 is excluded, student performance exceeds 90% across KPIs.

KPI 10 assesses students' knowledge of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, distribution shapes and types, and correlations. Student performance on KPI 10 reflects an 80.58% success rate.

All KPI outcomes were reviewed, and faculty discussed the importance of selecting meaningful assessments within each KPI to ensure accurate measurement of student progress. KPI 10 was reviewed, and faculty discussed strategies for strengthening the integration of research and statistical concepts into coursework. It was determined that a core counseling faculty member will collaborate with research course instructors to ensure alignment with CACREP standards and program-related KPIs.

Faculty also discussed the need for ongoing monitoring of all KPIs, given the early stage of implementation of the new KPI model, online format, and the fact that this represents the first cohort of Ed.S. program completers. Currently, no program modifications or substantive KPI-related changes are warranted.

PhD. in Counselor Education and Supervision
PhD students demonstrated performance above 88% on all KPIs. When KPI CES 4 is excluded, student performance exceeds 95% across KPIs.

All KPI outcomes were reviewed, and faculty discussed the importance of selecting meaningful assessments within each KPI to ensure accurate measurement of student progress. KPI CES 4 assesses students' knowledge of research designs appropriate to quantitative and qualitative research methodologies. Faculty reviewed KPI CES 4 results and discussed strategies to strengthen the integration of research and statistical concepts into coursework. It was noted that KPI 4 could have foreseeable implications for dissertation, and time to completion.

As with KPI 11 for the Ed.S. students, it was determined that a core counseling faculty member will collaborate with research course instructors to ensure alignment with CACREP standards and program-related KPIs.

Given the early stage of implementation of the new KPI model and online format, ongoing monitoring of all KPIs will continue. Currently, no program modifications or substantive KPI-related changes are warranted.

2. Key Professional Dispositions (COCATS)

• The faculty recognized that the COCATS assessment remains in its early stages of implementation and 2025 was the first time that it had been used for program completers. The faculty agreed that the assessment itself was a strong tool, but the rating process may need to be modified in future use. Faculty will review and revisit the rating process during the 2026 calendar year.
• Overall, the COCATS assessment provides a clear picture of a snapshot of students' professional dispositions.

Students in both the Ed.S. and PhD programs successfully demonstrated all six professional dispositions. Mean disposition scores for both programs met established criteria for acceptable performance, with all mean scores exceeding 2.0 on a 3.0 scale.

Ed.S. in School Counseling

Among the six dispositions, *Attention to Ethics* received a slightly lower score. This is consistent with previous years. Program faculty will continue to monitor this and professional dispositions in 2026. Currently, no program modifications or substantive disposition-related changes are warranted.

PhD in Counselor Education and Supervision

Attention to Ethics and *Self-awareness* received a slightly lower score than the other four dispositions. *Orientation to Multiculturalism* showed an increased score. Faculty discussed this may be in part to the new *Orientation to Multiculturalism and Social Justice Advocacy* course that was offered summer 2025. Program faculty will continue to monitor all dispositions in 2026. No program modifications or substantive changes related to professional dispositions are needed at this time.

3. Demographics/characteristics of applicants, students, and graduates

• Demographic data is found within the Vital Statistics report.

4. Systematic Follow-up Studies of Graduates, Supervisors, and Employers

• Overall, the school counseling program was highly rated by graduates and employers.

• Members of the Ed.S. and PhD advisory committee for the school counseling program also commented on strengths such as strong relationships with faculty.

Ed.S. in School Counseling
Program feedback noted strong professional connections among students, alumni, and the broader counseling community, including engagement with national and state school counseling associations. These connections were reported to be evident and relevant in the new online learning formats.

The Ed.S. advisory committee also highlighted the program's strong preparation for the school counseling profession. Emphasis on program support of working professionals, faculty accessibility, and an emphasis on ethical decision-making were discussed. The committee further noted that the program fosters a learning environment in which students are encouraged to apply new skills and incorporate feedback to support their professional growth.

Based on program feedback and review processes, the following recommendations were identified to support ongoing program development and alignment with student and workforce needs:

- Enhance curricular emphasis on school counseling lesson planning and group development to further support applied practice
- Expand program-supported resources for job application and interview preparation
- Increase intentional instruction and skill development related to advocacy for school counselor role

Faculty discussed opportunities to enhance instruction in lesson planning, group development, and advocacy through targeted assignments and coursework. In 2026, the program will utilize the Chi Sigma Iota chapter to provide additional support for job applications and interview preparation. Given the recent transition to a fully online Ed.S. program, faculty will continue to monitor student needs and program outcomes. Currently, no additional program modifications or substantive changes are warranted.

PhD in Counselor Education and Supervision
Program feedback noted strong professional connections among students, alumni, and broader counseling communities. These connections were reported to be evident and consistent within the new online learning format.

The PhD Advisory Committee highlighted the faculty's holistic approach to student support, noting that students are viewed as whole persons rather than solely as learners. The committee also recognized the program's ongoing curricular enhancements, including strengthened gatekeeping and remedial processes, as well as the addition of the *Counselor Education*

Teaching and Learning and *Leadership and Advocacy* courses. Additionally, the committee noted that the program fosters a learning environment that encourages application of learning and incorporation of feedback to support professional growth.

Based on program feedback and review processes, the following recommendations were identified to support ongoing program development and alignment with student and workforce needs:

- Strengthen structured dissertation supports to reduce student isolation and promote engagement
- Identify additional strategies to support timely dissertation completion
- Enhance curricular and programmatic emphasis on mental health and trauma-informed practices to address evolving school and community needs

Faculty discussed opportunities to enhance dissertation supports and to reduce student isolation, promote engagement and support timely dissertation completion. In 2026, faculty will explore reinstating an *Orientation to Scholarly Writing* course, or adding a course or experience that emphasizes scholarly writing focused on counseling. Faculty will also emphasize goal-setting and regular meetings with PhD students who are writing their dissertation. The program will utilize the Chi Sigma Iota chapter to provide additional student support among students who are in the writing process. Faculty discussed opportunities to embed and enhance mental health and trauma-informed practices through targeted assignments and coursework. Faculty will continue to monitor student needs and program outcomes. Currently, no additional program modifications or substantive changes are warranted.