



**WESTERN**  
NEW MEXICO UNIVERSITY  
COLLEGE OF EDUCATION  
*Department of Counseling*

**Western New Mexico University  
Department of Counseling**

**2024-2025  
Annual Report**

**ANNUAL REPORT  
WNMU DEPARTMENT OF COUNSELING  
2024-2025 Academic Year**

At the end of each year, program faculty are required to complete an annual review of the Department of Counseling in fulfillment of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. Although, this review is a requirement, the department highly values its students, stakeholders, and community partners, and publishes this review for their benefit as well as for the overall benefit of the Department of Counseling.

This document is the fifth annual comprehensive review of the WNMU Department of Counseling, and it is published to the Department of Counseling's website each year during the Fall semester. This report describes data collected and program modifications based on the data collected. Since the program continues to make programmatic changes for the benefit of students and clients, some data types herein may be different from previous years. The following data is included within this report:

1. Key Performance Indicators
2. Professional Performance Assessments
3. Demographic Data
  - Applicants
  - Current Students
  - Graduates
4. Systematic Follow-up Studies of Graduates, Site Supervisors, and Employers of Program Graduates
  - Job Placements Rates
  - Employer Satisfaction
  - Site Supervisor Satisfaction
5. Number of Graduates for the Past Academic Year and Their Race/Ethnicity
6. NCE Pass Rates for Previous Fall and Spring
7. Completion Rates
8. CPCE Pass Rates for Previous Fall and Spring

Suggestions for program modification and improvement are provided in connection to each data point collected. Modifications are determined by the following:

1. Themes that emerged from course, student, and program data
2. Issues evident in preparation for CACREP accreditation and writing of the program's self-study and addendums
3. Decisions made at strategic planning meetings with core and non-core faculty.

### **Program Overview**

The Department of Counseling at Western New Mexico University (WNMU) is a three-year, 60 credit online program that prepares students to become professional counselors within a variety of settings including schools, community mental health centers, state agencies, clinics, hospitals,

and private practices. The focus of the program is to assist students in developing the skills and nurturing the dispositions needed to provide innovative and effective counseling experiences to diverse clients in multicultural settings. The Department of Counseling has four separate specialties which include Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Addiction Counseling. Graduates of the Department of Counseling at WNMU are eligible for licensure as School Counselors, Licensed Mental Health Counselors (LMHC), and Licensed Rehabilitation Counselors (LRC) in New Mexico. The program is also designed to meet the National Board for Certified Counselor requirements for students who wish to become National Certified Counselors (NCC) as well as the Commission on Rehabilitation Counselor Certification requirements for students who want to become Certified Rehabilitation Counselors (CRC). Additionally, students who graduate from the program receive the necessary training to become Board Certified-TeleMental Health (BC-TMH) providers

### **Program Mission**

The principal mission of the Department of Counseling within the College of Education at Western New Mexico University is to train competent counselors and leaders to work with diverse populations throughout the United States and internationally. The Department of Counseling empowers and educates counselors-in-training to provide high-quality counseling through research-based practices and culturally responsive approaches that address systemic inequities to foster growth, wellness, and advocacy among the communities of the world.

### **Graduate Faculty and Staff**

*William B. Lane Jr., PhD, LPCC, NCC, BC-TMH*

Department Chair

CACREP Liaison

School Counseling Coordinator

Clinical Mental Health Counseling Coordinator

Assistant Professor

Email: [william.lanejr@wnmu.edu](mailto:william.lanejr@wnmu.edu)

Areas of Expertise: School Counseling, Clinical Mental Health Counseling, trauma, child counseling

*Kristine Gonzalez, PhD*

Clinical Rehabilitation Counseling Coordinator

NCE/CPCE Coordinator

Assistant Professor

Email: [kristine.gonzalez@wnmu.edu](mailto:kristine.gonzalez@wnmu.edu)

*Kacie Dentlegrand, PhD*

Addiction Counseling Coordinator

Practicum and Internship Coordinator

Assistant Professor

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## Program Learning Objectives

The overall objective of the Master of Arts in Counseling degree is to prepare students to be professional counselors. The Department of Counseling faculty believe that the development of a strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to functioning as a professional counselor.

The Master of Arts in Counseling degree is designed to be a strong foundation upon which graduates enter a lifetime career in the counseling profession. This program prepares counselors to respond to social, psychological, and environmental challenges. In addition to knowledge and experience in the below eight common-core areas, graduates have specialized knowledge and skills as identified in the objectives of the program's four specialties. For specific details, please reference <https://www.cacrep.org>.

The Department of Counseling has curricular and professional objectives for each student.

### Curricular Objectives

1. Students will have knowledge of human growth and development in order to understand the nature and needs of persons at all developmental levels and in multicultural contexts.
2. Students will have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in counseling and consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to evaluation, assessment, and documentation.
7. Students will be knowledgeable about various research methods and statistical analysis, needs assessments and program evaluation.
8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

### Student Professional Objectives

In addition to the above curricular objectives, the Department of Counseling has program specific objectives. These include the following:

9. All students will become eligible for credentialing National Certified Counselors.
10. Clinical Mental Health Counseling students will be eligible to pursue appropriate state licensure as professional counselors.
11. School Counseling students will be eligible to pursue appropriate state licensure as school counselors.
12. Clinical Rehabilitation Counseling students will be eligible to pursue certification as rehabilitation counselors (CRC) and appropriate state licensure as professional counselors.
13. Addiction Counseling students will be eligible to pursue appropriate state licensure as professional counselors.

14. All students will receive the necessary training applicable to becoming Board Certified-TeleMental Health (BC-TMH) providers.

### **Department of Counseling Activity**

The Department of Counseling experienced many successes during the 2024-2025 academic year. A new faculty member, Dr. Kacie Dentlegrand, joined the team during the Spring 2025 semester. Within the program she currently serves as the Practicum and Internship Coordinator and the Addiction Counseling specialization coordinator.

During the Summer 2025 semester, program faculty were informed that the program would transition to a department with Dr. William Lane as the new chair of the Department of Counseling. He has also retained the position of CACREP liaison and School Counseling Coordinator. He also transitioned to being the Clinical Mental Health Counseling Coordinator.

Dr. Kristine Gonzalez continues to serve as the CPCE/NCE Coordinator and has transitioned to being the Clinical Rehabilitation Counseling Coordinator.

The focus of the 2024-2025 academic year for the Department of Counseling was to continue making adjustments to properly align with CACREP standards. The program submitted its response to CACREP's request for a second addendum on October 29<sup>th</sup>, 2024. The program was then approved for a virtual site visit, which was completed on February 14<sup>th</sup>, 2025. During the visit, the program was found to be meeting all CACREP standards except for one that was partially met. On May 6<sup>th</sup>, 2025 the program received official communication that it was accredited for the specialties. The accreditation is retroactive from February 6<sup>th</sup>, 2023, and the program is accredited through April 30<sup>th</sup>, 2033.

The Department of Counseling continues to be the first and only Department of Counseling that is a Registered Credential Training Provider (RCTP# 1004-BC-TMH) for the Center for Credentialing & Education (CCE) to provide the required training for the Board Certified-TeleMental Health provider credential. Since the program first became an RCTP back in July of 2023, 35 students have completed the training towards their BC-TMH credential.

The program was able to work with university administration and the state of New Mexico to change the CIP code for our faculty to better align with the profession of counseling. The CIP code was previously 13.1101 Counselor Education/School Counseling and Guidance Services, and it was changed to 51.1508 Mental Health Counseling/Counselor. With this change, the degree was also changed from a Master of Arts in Counseling to a Master of Counseling.

Unfortunately, during the middle of the Spring 2025 semester, a cyber incident occurred that shut down many aspects of the university technology, such as the university's website and Mustang Express. This incident caused stress and confusion and made it difficult for students to submit assignments as well as the Practicum/Internship application. Counseling faculty accommodated students where appropriate.

An Attract, Enroll & Retain Plan was created and implemented during the 2024-2025 academic year to help attract, enroll, and retain diverse students. This plan is implemented throughout the academic year and reviewed during the Department of Counseling Yearly Evaluation Meeting.

### Program Data Report and Modifications

The Department of Counseling collects and analyzes multiple data regarding student learning outcomes, dispositions, and other important factors regarding the progress of students and the program. These data include the following:

1. Key Performance Indicators
2. Professional Performance Assessments
3. Demographic Data
  - o Applicants
  - o Current Students
  - o Graduates
4. Systematic Follow-up Studies of Graduates, Site Supervisors, and Employers of Program Graduates
  - o Job Placements Rates
  - o Employer Satisfaction
  - o Site Supervisor Satisfaction
5. Number of Graduates for the Past Academic Year and Their Race/Ethnicity
6. NCE Pass Rates for Previous Fall and Spring
7. Completion Rates
8. CPCE Pass Rates for Previous Fall and Spring

### Key Performance Indicators

The Department of Counseling has a total of 13 KPIs that are assessed at multiple points throughout the program through 27 assessments, and which coincide with the 8 core areas of CACREP as well as each of the four specialties. Below is a report on the 13 KPIs as they correlate with the 8 core areas of CACREP and the four specialties, the 27 assessments, goals and results, program modifications, and results from the previous year:

CACREP Area	KPI	Class & Assignment	Goal	Data Results	Program Modifications	Data for Subsequent Year
Counseling Orientation and Professional Practice	2.F.1.i. Apply professional counseling ethical standards	COUN 501: Ethics Case Studies	80% will do an average of 90% or better	70% did an average of 90% or better		67% did an average of 90% or better

		COUN 584: Quiz #2	80% will do 90% or better	90% did 90% or better	Two of the three students who scored below the cutoff, marked the same answer for question 1, so question 1 was reworded to improve the clarity of the question.	85% did 90% or better
<b>Social and Cultural Diversity</b>	2.F.2.c. Embody multicultural counseling competencies	COUN 505: Advocacy Plan for Diverse Population	80% will do 90% or better	80% did 90% or better	A population check and further directions on including correct references was included in the Master Canvas Shell on 5/1/25	59% did 90% or better
		COUN 596: Integration Paper #3		59% did 90% or better	A more updated rubric was created and this assignment was revised.	44% did 90% or better
<b>Human Growth and Development</b>	2.F.3.a. Apply theories of individual and family development across the lifespan	COUN 534: Stories of Development Self-Reflection Paper	80% will do 90% or better	53% did 90% or better		73% did 90% or better
		CPCE (C3)	80% will get 9 or better	78% got 9 or better		82% got 9 or better

<b>Career Development</b>	2.F.4.a. Apply theories and models of career development	COUN 586: Career Development Narrative Paper	80% will do 90% or better	95% did 90% or better		88% did 90% or better
		CPCE (C4)	80% will get 9 or better	91% got 9 or better		71% got 9 or better
<b>Counseling and Helping Relationships</b>	2.F.5.a. Apply theories and models of counseling	COUN 502: Theory Overview & Integration Papers		87% did 90% or better		64% did 90% or better
		COUN 596: Family Systems Theory Application		67% did 90% or better	A more updated rubric was created and this assignment was revised.	67% did 90% or better
	2.F.5.f. Demonstrate counselor characteristics and behaviors that influence counseling	COUN 581: Case Conceptualization and Presentation	80% will do 90% or better	85% did 90% or better		92% did 90% or better
		COUN 582: Case Conceptualization and Presentation		100% did 90% or better		100% did 90% or better
		COUN 583: Case Conceptualization and Presentation		92% did 90% or better		90% did 90% or better
<b>Group Counseling and Group Work</b>	2.F.6.b. Understand dynamics associated	COUN 522: Discussion Post #8	80% will do 90% or better	100% did 90% or better		95% did 90% or better

	with group process and development	COUN 587: Group Counseling Project		96% did 90% or better		100% did 90% or better
<b>Assessment and Testing</b>	2.F.7.e. Demonstrate use of assessments for diagnostic and intervention purposes	COUN 527: Individual Assessment Evaluation and Presentation	80% will do 90% or better	100% did 90% or better		63% did 90% or better
		CPCE (C7)	80% will get 9 or better	91% got 9 or better		71% did 90% or better
<b>Research and Program Evaluation</b>	2.F.8.b. Identify evidence-based counseling practices	COUN 596: Integration Paper #2	80% will do 90% or better	66% did 90% or better	A more updated rubric was created and this assignment was revised.	67% did 90% or better
		COUN 500: Evidence-Based Counseling Practice		54% did 90% or better		75% did 90% or better
<b>Addiction Counseling</b>	5.A.3.d. Apply techniques and interventions related to substance abuse and other addictions	COUN 566: When a Man Loves a Woman Case Study	80% will do 90% or better	60% did 90% or better	The assignment was changed to allow students to do the same assignment, but with the choice of several different movies.	100% did 90% or better
		COUN 564: Discussion Post #9		100% did 90% or better		100% did 90% or better

<b>Clinical Mental Health Counseling</b>	5.C.2.d. Practice the diagnostic process	COUN 562: Diagnosis Group Presentation	80% will do 90% or better	84% did 90% or better	A list of acceptable journals was created and included in the Master Canvas Shell for this class.	79% did 90% or better
		COUN 589: Individual Case Study Analysis	80% will do an average of 90% or better	92% did 90% or better	The assignment description was changed to make it clear that the paper should include headings. The rubric was also added to the assignment descriptions within the Master Canvas Shell.	92% did 90% or better
<b>Clinical Rehabilitation Counseling</b>	5.D.1.c. Understand the social science theory that addresses psychosocial aspects of disability	RHAB 501: Case Studies	80% will do an average of 90% or better	33% did 90% or better		67% did 90% or better
		RHAB 503: Employment Experience Paper		50% did 90% or better		Assignment not incorporated during the last academic year
<b>School Counseling</b>	5.G.2.a. Understand school counselor roles as leaders,	COUN 554: School Counseling Practice Model Project	80% will do 90% or better	100% did 90% or better		100% did 90% or better

	advocates, and systems change agents in P-12 schools	COUN 555: School Counselor Interview		100% did 90% or better		100% did 90% or better
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Noted from the table above is that student performed better on 13 of the 27 assessments compared to the previous academic year.

**Professional Performance Assessments**

The Department of Counseling assesses students on core counseling dispositions which include mindfulness, empathy, reflexivity, curiosity, integrity, engagement, and cultural humility. This is done at multiple points throughout the program. One modification that was incorporated during the 2024-2025 was that students, supervisors, and faculty all completed these assessments twice during the semester. The data reported herein is only for the instructor’s ratings on the final assessments. The following is the report with suggested modifications:

Other Data	Goal	Data Results	Data for Subsequent Year
<b>Counseling Core Dispositions Assessment (Faculty Instructor) for Practicum</b>	80% will score higher than an average of "2" for faculty final assessment for Practicum	100% did an average of "2" for faculty assessment	82% did an average of "2" for faculty assessment
<b>Counseling Core Dispositions Assessment (Faculty Instructor) for Internship #2</b>	80% will score higher than an average of "2" for faculty final assessment for Internship #2	100% did an average of "2" for faculty assessment	This data was not collected for the previous year
<b>Counseling Advanced Skills Assessment (Faculty Instructor) for Internship #1</b>	80% will score higher than an average of "2" for faculty final assessment for Internship #1	100% did an average of "2" for faculty assessment	This data was not collected for the previous year

<p><b>Counseling Advanced Skills Assessment (Faculty Instructor) for Internship #2</b></p>	<p>80% will score higher than an average of "2" for faculty final assessment for Internship #2</p>	<p>100% did an average of "2" for faculty assessment</p>	<p>98% did an average of "2" for faculty assessments</p>
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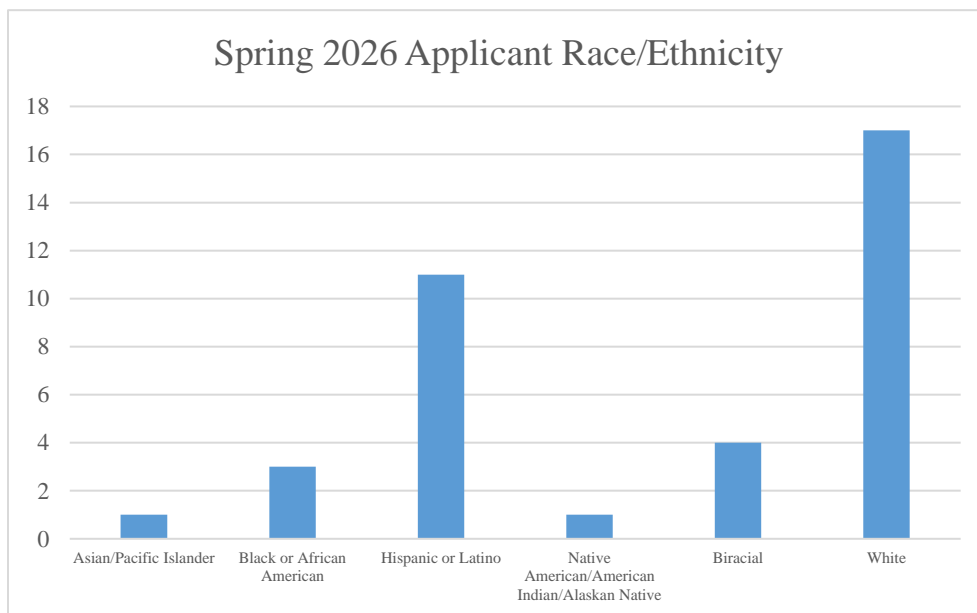
Noted from the table above is that student performed better across all assessments compared to the previous academic year.

**Demographic Data of Applicant (Spring 2026) Race/Ethnicity**

One modification the Department of Counseling has made this academic year is including the applicant Race/Ethnicity in the Annual Report. This data is collected during the Fall semester for those individuals who have applied to the Department of Counseling for the following Spring semester. The program had 37 applications to consider. The following are the percentages of the Race/Ethnicity of the applicants:

- Asian/Pacific Islander: 3% (1)
- Black or African American: 8% (3)
- Hispanic/Latino: 30% (11)
- Caucasian/White Non-Hispanic: 46% (17)
- Native American/American Indian/Alaskan Native: 3% (1)
- Biracial: 11% (4)

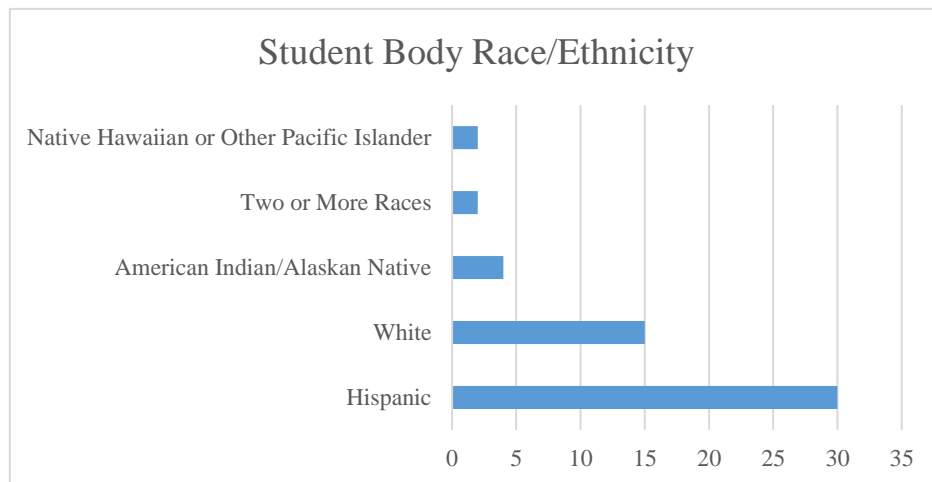
This academic year, the Department of Counseling changed its goal from “having a majority of applicants be Hispanic/Latino with at least two other race/ethnicities of at least 10%” to “having three races/ethnicities that each make up at least 10% of the applicant pool.” The department reached this goal!



**Demographic Data of Current (Fall 2025) Student Body Race/Ethnicity**

The Department of Counseling does its best to honor the diversity found within its surrounding communities. As a Hispanic Serving Institution (HSI), we work to attract Hispanic students as well as students from diverse backgrounds. This academic year, the Department of Counseling changed its goal from “having a majority of students being Hispanic with at least two other races/ethnicities of at least 10% or the majority of students will be of minority populations” to “having three races/ethnicities that each make up at least 10% of the student body.” Of the 53 current students, 30 are Hispanic, 15 are White, 4 are American Indian/Alaskan Native, 2 are Two or More Races, and 2 are Native Hawaiian or Other Pacific Islander. The change to a cohort model where applicants are admitted only once a year has significantly impacted the number of students enrolled in the program. The following is a report on this data along with suggested program modifications as well as a graph of the racial/ethnic make-up of current students:

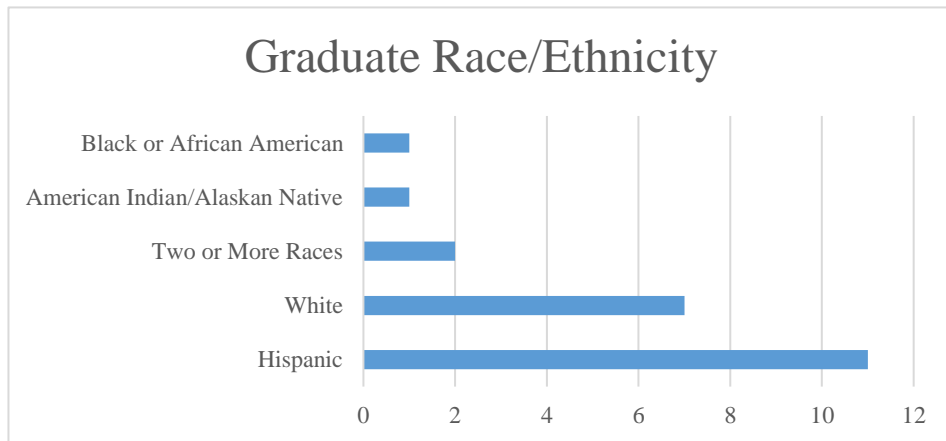
Other Data	Goal	Data Results	Future Actions	Data for Subsequent Year
<b>Current Student Body Race/Ethnicity</b>	Have three races/ethnicities that each make up at least 10% of the student body.	Majority of current student body identify as Hispanic (57%). White (28%). American Indian/Alaskan Native (7%). Two or More Races (4%). Native Hawaiian or Other Pacific Islander (4%).	Promote the program to the local Hispanic and American Indian or Alaskan Native populations. Do more to retain and recruit Black or African American and Asian students. Continue to build representation on the program website and within the makeup of the faculty.	Majority of current student body identify as Hispanic (54%). White (27%). American Indian/Alaskan Native (7%). Two or More Races (6%). Black or African American (3%). Native Hawaiian or Other Pacific Islander (3%).



### Demographic Data of Graduate Race/Ethnicity

For this academic year the goal for this data was changed from “majority of graduates are Hispanic with at least 2 other races/ethnicities of at least 10% or the majority of graduates will be of minority populations” to “have three races/ethnicities that each make up at least 10% of graduates” The last part of the original goal was removed: “or the majority of graduates will be of minority populations” because it did not make sense. As of September 15<sup>th</sup>, 2025, 22 individuals graduated during the 2024-2025 academic year, which includes the Fall 2024, Spring 2025, and Summer 2025 semester. The graduates of the 2024-2025 academic year included 50% Hispanic, 31% White, 9% Two or More Races, 5% Black or African American, and 5% American Indian/Alaskan Native. This did not meet our full goal of having three races/ethnicities each make up 10% of graduates. We needed to have one other race/ethnicity of 10% in order to meet our goal. Hispanic and White races/ethnicities were the only demographic that had 10% or more representation among our graduates. Below is a graph of the 2023-2024 graduate race/ethnicity representation. An Attract, Enroll & Retain Plan was created and implemented during the 2024-2025 academic year to help attract, enroll, and retain diverse students. This plan is implemented throughout the academic year and reviewed during the Department of Counseling Yearly Evaluation Meeting.

Other Data	Goal	Data Results	Program Modifications/Future Actions	Data for Subsequent Year
<b>Graduates Race/Ethnicity</b>	Have three races/ethnicities that each make up at least 10% of graduates	50% Hispanic, 31% White, 9% Two or More Races, 5% Black or African American, and 5% American Indian/Alaskan Native.	An Attract, Enroll & Retain Plan was created. Continue to implement and review the Attract, Enroll & Retain Plan	22% Hispanic, 67% White, and 11% Black or African American



## **Job Placements Rates**

The Department of Counseling had 12 of the 22 graduates respond to the Counseling Graduate Survey, and 8 respondents stated they were currently employed as a counselor. Of the 8 graduates who are employed as counselors 2 are school counseling graduates, 5 are clinical mental health counseling graduates, and 1 is an addiction counseling graduate. Three of the respondents stated they were not employed as a counselor, and two of them are clinical mental health counseling graduates and the other is a school counseling graduate. Eight of the 12 respondents being employed as counselors does not meet the program's goal of having at least 90% of graduates employed as counselors.

## **Employer Satisfaction**

The goal is that 90% of respondents will be "Satisfied" or "Very Satisfied" with our graduates' work as professional counselors. One respondent identified as both an employer and site supervisor. No respondents identified as just an employer. The one respondent indicated that they were "Very Satisfied," making 100% of respondents "Satisfied" or "Very Satisfied" with our graduates' work as professional counselors.

## **Site Supervisor Satisfaction**

The goal is that 90% of respondents will be "Satisfied" or "Very Satisfied" with our graduates' work as professional counselors. One respondent identified as both an employer and site supervisor, and five respondents identified as just a site supervisor. Of these six respondents, all six indicated that they were "Very Satisfied", making 100% of respondents "Satisfied" or "Very Satisfied" with our graduates' work as professional counselors.

## **Number of Graduates**

The Department of Counseling had 22 graduates who were awarded degrees during the 2024-2025 academic year, which is an increase from the previous academic year of which the program had 18 graduates. Of the 22 graduates, two were Addiction Counseling graduates, 14 were Clinical Mental Health Counseling Graduates, two were Clinical Rehabilitation Counseling graduates, and four were School Counseling graduates.

## **NCE Pass Rates for the Previous Fall and Spring**

The Department of Counseling offers its students the National Board for Certified Counselors (NBCC) Graduate Student Application (GSA) for taking the National Counselor Exam (NCE). This program allows the Department of Counseling to collect data regarding NCE pass rates for each specialty area. One modification the program has made is to collect both NCE and CPCE pass rates for the previous Fall and Spring. For purposes of collecting NCE data, "Fall" and "Spring" matches the NBCC GSA program's classification of Fall and Spring which is the following: Fall is 7/1 – 12/31 and Spring is 1/1 – 6/30. A total of 11 students took the NCE during Fall 2024 and Spring 2025. Of these students, 10 were clinical mental health counseling specialty and 1 was school counseling specialty. Of the 10 CMHC students, 9 passed, and the 1

school counseling student passed. The following is a report on data as provided by NBCC’s GSA program for those graduates who took the NCE during Fall 2024 and Spring 2025:

Other Data	Goal	Data Results	Data for Subsequent Year
<b>NCE Pass Rates</b>	90% of students who take the exam through the GSA program will pass	91% of students who took the exam through the GSA program passed. Of the 11 students who took the exam, 10 were CMHC specialty and 1 was SC specialty. 90% of CMHC students passed and 100% of SC students passed.	92% of students who took the exam passed

### Completion Rates

The graduation rate for students who were admitted to the program during the Spring, Summer, and Fall semesters of 2018 who graduated by the 2024-2025 academic year is 58%, which is an increase from 55% for the previous academic year. There was a total of 12 students who were admitted to the program Spring, Summer, or Fall semesters of 2018. Of those 12 students, 7 completed the program by the 2024-2025 academic year. Of these 7 graduates, 2 were School Counseling graduates and 5 were Clinical Mental Health Counseling graduates. During the 2022-2023 academic year, the Department Chair took on the responsibility to contact every student within the program each semester to check up on them, and he has continued this practice to the present semester. The Department of Counseling has created a clearer application process since 2018. Program faculty continue to advise and create remediation plans to help retain students. A system has been put in place to allow students to take a leave of absence. This system allows faculty to better keep track of students who stop taking classes.

### CPCE Pass Rates for the Previous Fall and Spring

The Department of Counseling utilizes the Counselor Preparation Comprehensive Exam (CPCE) as its comprehensive exam. This exam consists of 136 questions. Students take this exam during their last semester of classes. Due to not having completed all courses by the time they take the exam, students are required to answer at least 72 of the 136 questions correctly. One modification the program has made is to collect both CPCE and NCE pass rates for the previous Fall and Spring. For purposes of collecting CPCE data, Fall and Spring match the university’s Fall and Spring dates, which slightly vary every year and are different from how NBCC defines Fall and Spring. For Fall 2024 and Spring 2025, 22 students took the CPCE. Of these 22 students, 19 scored 72 or above on the CPCE. A new clarification for the collection and reporting of this data, is that pass rates are reported only for the first attempt. Students may still pass the exam after additional attempts. The following is a report on this data as described:

Other Data	Goal	Data Results	Data for Subsequent Year
CPCE Pass Rates	80% of students will get a 72 or above the first time they take the CPCE	86%	76%

### Executive Summary

The Department of Counseling has an extensive program assessment and evaluation plan. The plan includes multiple data points across the curriculum based on the results of selected comprehensive assignments, counseling dispositions, comprehensive exam scores, graduate and employer surveys, and skill assessments completed by students, site supervisors, and faculty. The results of the plan summarized in this document represent the portion of the program evaluation plan that aligns with the program’s student learning objectives.

Overall, the plan is intended to better inform faculty of how the program is doing so they can make improvements and adjustments to better meet program objectives and student learning outcomes. It also informs stakeholders of the program’s continual progress and improvement. The Department of Counseling evaluation plan is an evolving process as feedback from the data gathered each academic year allows faculty to assess student learning and identify strengths and areas for improvement.

Our 2024-2025 program assessment results have revealed that while there have been successes, there have also been shortcomings.

Respectfully submitted,



William B. Lane Jr., PhD, LPCC, NCC, BC-TMH  
 Department Chair  
 Assistant Professor of Counseling  
 Western New Mexico University

Completed: October 28<sup>th</sup>, 2025