

University of Central Missouri

COUNSELING PROGRAM

Department of Counseling and Educational Leadership

MASTER OF SCIENCE DEGREE

CLINICAL MENTAL HEALTH COUNSELING & SCHOOL COUNSELING

Counseling Program Evaluation Report

2023-2024 Academic Year

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University of Central Missouri (UCM) Counseling Program (CP)

The Counseling Program at the University of Central Missouri is CACREP (national) accredited and offers a master's degree programs in School (54 semester credit hours) and Clinical Mental Health Counseling (60 semester credit hours), and an Education Specialist degree (30 semester credit hours) in Human Services, Professional Counseling. Courses are offered on both the Warrensburg and Lee's Summit Campuses. The following is the 2023-2024 Counseling Program Evaluation Report.

Counseling Program Mission Statement

The Counseling Program at the University of Central Missouri prepares professional counselors at the Master and Education Specialist levels who: demonstrate all the necessary knowledge, skills and dispositions, are reflective practitioners, advocate for clients, the counseling profession and society, are prepared to serve a dynamic, diverse and complex society, and adhere to the current version of ethical standards of the American Counseling Association.

Counseling Program Vision Statement

The Counseling Program at the University of Central Missouri aspires to prepare individuals for exemplary practice as Professional Counselors in school and clinical mental health settings.

Program Objectives (Student Learning Outcomes)

The Counseling Program objectives (student learning outcomes) are designed to address counseling practice in a multicultural and pluralistic society. These objectives were created with input from our Counseling Program Advisory Committees (CPAC) (Clinical Mental Health Counseling and School Counseling). Both advisory committees include members who are practicing counselors, Counseling Program students and alumni, and personnel in cooperating agencies. All program objectives are written so they can be evaluated.

The graduate with a Master of Science degree in Counseling will use the knowledge, skills and dispositions obtained in the program to:

1. Demonstrate knowledge and understanding of human and personality development and how these domains affect individuals. (Lifespan)
2. Demonstrate knowledge and understanding of how human diversity affects learning and development within the context of a global society and a diverse community of families. (Diversity)
3. Demonstrate knowledge and understanding of the principles of measurement and assessment, for both individual and group approaches. (Assessment)
4. Explain the career development planning process across the lifespan, and assist individuals in their career exploration, decision-making and planning. (Career)

5. Demonstrate knowledge and understanding of both psychoeducational and interactive group methods and techniques. (Group)
6. Demonstrate knowledge and understanding of planning and goal setting for the personal, social, educational, and career development of the individual. (Personal Plans of Development)
7. Demonstrate knowledge and understanding of various methods for delivering responsive counseling services to individuals and groups in school and community settings. (Counseling Services)
8. Demonstrate knowledge and understanding of various methods to develop and maintain comprehensive counseling programs for all students in schools and prevention services for the broader community. (Program Management)
9. Demonstrate knowledge and implement technology as a management and counseling tool in promoting the personal, education, social and career development of individuals. (Technology)
10. Demonstrate understanding and develop professional relationships in the school, family, and community, through consultation and collaboration to promote development of all individuals. (Professional Relationships)
11. Demonstrate knowledge and applies ethical principles of the counseling profession. (Ethics)
12. Demonstrate knowledge and understanding of the legal aspects of the role of counseling in the school and community. (Law)
13. Demonstrate knowledge and understanding of methods to promote his or her professional development and well-being. (Professional Development & Well-being)

Systematic Program Evaluation

The UCM Counseling program utilizes 2024 CACREP standards to guide its systematic program evaluation. The CP uses CACREP 2024 standard *Section 2: Academic Quality* standard. CACREP Section 2 is as follows, “Counselor education programs must be committed to attaining the highest quality in their preparation of students and must demonstrate the process, tools, and thresholds used to measure quality. Academic quality is determined by evaluation of program mission and objectives and assessment of students’ knowledge, skills, and professional dispositions. The purpose of student evaluation is for counselor education program faculty to continuously monitor student demonstration of key knowledge, skills, and dispositions to prepare them for practice as a counselor. The purpose of program evaluation is for counselor education program faculty to comprehensively evaluate overall program effectiveness across specific dimensions and to use findings to inform program modifications.” More specifically, CACREP 2024 Standard 2.F.3 requires programs to create an annual report that includes “a) a summary of the program evaluation results, including achievement of academic quality indicators; b) subsequent curriculum modifications and program improvement informed by program evaluation; and c) any other significant program changes.” The following report will address many areas of Section 2 of the 2024 CACREP standards.

The Counseling Program disseminates this annual report which includes a summary of the

program evaluation results. This information is shared among faculty at our program meetings, with students on the Counseling Program Blackboard site, and Counseling Program advisory committees (CPAC) at yearly meetings, UCM administration via annual reports, and site supervisors and the public via the Counseling Program website.

CACREP 2024 Standard 2.C.1:

The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:

- a) key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (for doctoral programs, each of the five doctoral curriculum areas);
- b) minimum performance expectations for each of the key performance indicators;
- c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time;
- d) for a minimum of one KPI, one measurement must be taken during fieldwork; and
- e) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.

Table 1: Counseling Program Evaluation System.

This table addresses CACREP 2024 standards 2.C.1.a (how each key performance indicator is associated with each CACREP foundational curricular area and specialized practice area) as well as 2.C.1.c (how each key performance indicator is assessed in multiple methods over multiple times) and 2.C.1.e (how data is reviewed).

#	Key Performance Indicators	Corresponding CACREP Foundational Curricular Area and Specialized Practice Area	How Assessment Conducted Via Multiple Measures Over Multiple Times	How Review or Analysis of the Data Occurs
1	Demonstrates knowledge & understanding of human and personality development & how these domains affect individuals (CMHC) (SC)	2.C: Lifespan Development	COUN 5310 Development Across the Lifespan - Development Across the Lifespan Final Group Project assignment is evaluated	1. All students must complete the assignment & reviewed by the lead instructor 2. Faculty are provided scores. Faculty discuss trends to determine

			End of program - CPCE	strengths and areas for growth to modify courses
2	Demonstrates knowledge & understanding of how human diversity affects learning & development within the context of a global society & a diverse community of families (CMHC) (SC)	2B: Social and Cultural Identities and Experiences	COUN 5230 Counseling Diverse Populations - Group Presentation PPT assignment is evaluated Advanced Status Review End of program - CPCE	<ol style="list-style-type: none"> 1. All students must complete the assignment & reviewed by the lead instructor 2. Admissions & Standards Committee (ASC) <ol style="list-style-type: none"> a. Evaluates student requests for advanced understanding review (RASR) & determines outcomes b. ASC provides the academic advisor feedback about the student c. Advisor meets with the student to provide outcome and feedback 3. Advisor records the student feedback & RASR decisions in the RASR table 5. Faculty are provided scores. Faculty discuss trends to determine strengths & areas for growth to modify courses
3	Demonstrates knowledge & understanding of the principles of measurement and assessment, for both individual & group	2.G: Assessment and Diagnostic Processes; 5.C: Clinical Mental Health Counseling; 5.H: School Counseling	COUN 5710 Introduction to Assessment - Quiz End of program - CPCE	<ol style="list-style-type: none"> 1. All students must complete the assignment & reviewed by the lead instructor 2. Faculty are provided scores. Faculty discuss

	approaches (CMHC) (SC)			trends to determine strengths & areas for growth to modify courses
4	Explains the career development planning process across the lifespan, & assists individuals in their career exploration, decision-making & planning (CMHC) (SC)	2.D: Career Development; 5.H: School Counseling	COUN 5410 Career Development & Counseling - Quizzes End of program-CPCE	1. All students must complete the assignment & reviewed by the lead instructor 2. Faculty are provided scores. Faculty discuss trends to determine strengths & areas for growth to modify courses
5	Demonstrates knowledge & understanding of both psycho-educational and interactive group methods & techniques (CMHC) (SC)	2.F: Group Counseling and Group Work	COUN 5610 Introduction to Group Work Self-Assessment & Professional Development Plan COUN 6910 Internship in Professional Counseling	1. All students must complete the assignments & reviewed by the lead instructor 2. Ability to demonstrate, in video recordings, with clients
6	Demonstrates knowledge & understanding of planning & goal setting for the personal, social, educational, & career development of the individual (CMHC) (SC)	2.D: Career Development	COUN 5410 Quizzes COUN 6910 Internship in Professional Counseling – Interview Summary Form	1. Quizzes 2. All students must complete the assignment & it is reviewed by the lead instructor
7	Demonstrates knowledge & understanding of various methods for delivering responsive counseling services to individuals & groups in school & community settings (CMHC) (SC)	2.E: Counseling Practice and Relationships; 5.C: Clinical Mental Health Counseling; 5.H: School Counseling	COUN 5320 Mental Health Issues in Counseling – Comprehensive Treatment Plan COUN 5720 Analysis & Diagnosis of the Individual – Comprehensive Treatment Plan	1. All students must complete the assignments & reviewed by the lead instructor 2. All students must complete the assignments & reviewed by the lead instructor

8	Demonstrates knowledge & understanding of various methods to develop and maintain comprehensive counseling programs for all students in schools & prevention services for the broader community (CMHC) (SC)	2.H: Research and Program Evaluation; 5.H: School Counseling	COUN 5131 Management of Mental Health Counseling Programs - Clinical mental health program manual OR COUN 5130 Management of Comprehensive School Counseling Programs – Program manual COUN 6910 Internship in Professional Counseling - Weekly time on task analysis	1. a. COUN 5131, all students in CMHC must complete the assignment and reviewed by the lead instructor OR b. COUN 5130, all students in SC must complete the assignment and reviewed by the lead instructor 2.All students must complete the assignment and reviewed by the lead instructor
9	Demonstrates knowledge & implements technology as a management & counseling tool in promoting the personal, education, social & career development of individuals (CMHC)(SC)	2.E: Counseling Practice and Relationships	COUN 5100 Foundations of Professional Counseling - Blackboard discussion board COUN 6910 Internship in Professional Counseling - Weekly time on task analysis	1.All students must complete the assignment and reviewed by the lead instructor 2.All students must complete the assignment and reviewed by the lead instructor
10	Demonstrates understanding & develops professional relationships in the school, family, & community, through consultation & collaboration to promote development of all individuals (CMHC) (SC)	2.A: Professional Counseling Orientation and Ethical Practice; 5.H: School Counseling	COUN 5100 Foundations of Professional Counseling - Blackboard discussion board COUN 6910 Internship in Professional Counseling – Blackboard discussion board	1. All students must complete the assignment and reviewed by the lead instructor 2. All students must complete the assignment and reviewed by the lead instructor
11	Demonstrates knowledge& applies ethical principles of the	2.A: Professional Counseling	COUN 5110 Orientation to Professional	1. All students must complete the

	counseling profession (CMHC) (SC)	Orientation and Ethical Practice	Counseling and Ethics – Blackboard Discussion Boards End of program - CPCE	assignment and reviewed by the lead instructor 2. Faculty are provided scores. Faculty discuss trends to determine strengths and areas for growth to modify courses
12	Demonstrates knowledge & understanding of the legal aspects of the role of counseling in the school & community (CMHC)(SC)	2.A: Professional Counseling Orientation and Ethical Practice	COUN 5720 Analysis & Diagnosis of the Individual – PPT: US & MO Law Regulating the Practice of Counseling Including Mandated Reporter Training COUN 6910 Internship in Professional Counseling –Goal Paper	1. All students must complete a quiz related to the assignment 2. All students must complete the assignment & reviewed by the lead instructor
13	Demonstrates knowledge & understanding of methods to promote his or her professional development & well-being (CMHC) (SC)	2.A: Professional Counseling Orientation and Ethical Practice	COUN 5610 Introduction to Group Work – Self-Assessment & Professional Development Plan COUN 6910 Internship in Professional Counseling– Goal Paper	1. All students must complete the assignment and reviewed by the lead instructor 2. All students must complete the assignment and reviewed by the lead instructor

Nuventive Campus Wide Assessment System

The Nuventive Campus Wide software system is a comprehensive data management, assessment and reporting system. Since 2015, UCM has used a campus wide process to collect and manage program, departmental, and institutional data for academic and non-academic programs. Nuventive is an online assessment system required to upload and store student and program data for national and state accreditation purposes. This assessment process allows the university and the CP to identify academic deficiencies among students, programs or the unit, and make improvements. Results from the 2023-2024 academic year are shown below.

Table 2: 2023-2024 Counseling Program Nuventive Results of Student Learning Outcomes.

This table addresses CACREP 2024 Standard 2.E.1 (analysis of student learning outcome data). Please note that CACREP 2024 Standard 2.C.1.d. requires that for at least one key performance indicator, one measurement must be taken during fieldwork experiences (i.e., COUN 5900 Practicum or COUN 6910 Internship). The table above indicates which SLOs are assessed during field experiences by the inclusion of an asterisk (*) following the assessment name. This table also addresses CACREP 2024 Standard 2.E.1.c, which requires the Counseling Program to report on professional dispositions for students. Because the Advanced Standing process evaluates the professional dispositions of students and requires students to achieve at a minimum a consistent level of “Emerging” across all dispositions, Advanced Standing (SLO 2) documents students professional dispositions at a midpoint in their graduate program.

SLO	Assessment	Total Successful	Total Assessed	% Successful
MS				
1	5310 (final Group Project)	6	6	100%
1	CPCE*	10	14	71.4%
2	5230 (Group Presentation PPT)	13	13	100%
2	Advanced Standing	16	16	100%
2	CPCE*	10	14	71.4%
3	5710 (Quizzes)	8	8	100%
3	CPCE*	10	14	71.4%
4	5410 (Quizzes)	18	18	100%
4	CPCE*	10	14	71.4%
5	5610 (Group Proposal)	15	15	100%
6	5410 (Quizzes)	18	18	100%
6	6910 (Interview Summary Form)*	24	24	100%
7	5320 (CTP)	13	14	92.86%
7	5720 (CTP)	12	14	85.71%
8	5131 (Program Manuals)	8	8	100%
	5130 (Program Manuals)	5	5	100%
8	6910 (Time on Task Analysis)*	24	24	100%
9	5100 (Technology Discussion Board)	10	14	71.43%
9	6910 (Time on Task Analysis)*	24	24	100%
10	5900 (Quiz on Module 10: Consultation in Schools and Clinical Mental Health Settings)*	12	15	80%
10	6910 (Discussion Board)	24	24	100%
11	5110 (Discussion Boards)	4	10	40%
11	CPCE*	10	14	71.4%

12	5720 (PPT: US & MO Law Regulating Practice of Counseling [Including Mandated Reporter Training])	14	14	100%
12	CPCE*	10	14	71.4%
13	5610 (Self-Assessment & Professional Development Plan)	15	15	100%
13	6910 (Goal Paper)*	24	24	100%
EdS			Total Assessed	% Successful
1	Coursework	3	3	100%
2	EdS thesis/paper	3	3	100%
3	EdS thesis/paper	3	3	100%

Minimum performance expectations for each performance indicator: 80% and higher = successful

Strengths

- Students have a high rate of demonstrating knowledge in course assignments.

Areas for Improvement

- Continue to work with COUN 5100 and COUN 5110 (first courses of the program) students regarding learning APA formatting, locating scholarly sources, and critical thinking at graduate level.
- Although 100% of students passed the CPCE before graduation, several students are not passing the exam upon their first attempt.

Action Plan

- To help first semester counseling students grow in APA format and writing, assign reading from the APA Publication Manual in COUN 5100 and continue recommending that students send papers to the UCM Writing Center.
- Continue inviting UCM librarians into COUN 5100 as guest lecturers to assist students with using UCM library to locate appropriate sources for graduate level work.
- Consider how we can provide more resources for students as they prepare for the CPCE.
- Assist students in creating a plan for studying for the CPCE, especially students who were not successful on their first attempt and need to retake the exam.

Table 3: Data Trends in SLOs from 2020 to 2024

This table provides data to analyze trends in the SLOs across multiple years (addressing CACREP 2024 Standard 2.D.7).

SLO	Assessment	Percentage of Students who were Successful			
		2023-2024	2022-2023	2021-2022	2020-2021
MS					

1	5310 (final Group Project)	100%	100%	100%	85.71%
1	CPCE*	71.40%	80%	78%	80%
2	5230 (Group Presentation PPT)	100%	100%	100%	100%
2	Adv. Stand.	100%	88%	100%	100%
2	CPCE*	71.40%	80%	78%	80%
3	5710 (Quizzes)	100%	100%	96%	100%
3	CPCE*	71.40%	80%	78%	80%
4	5410 (Quizzes)	100%	100%	100%	94%
4	CPCE*	71.40%	80%	78%	80%
5	5610 (Group Proposal)	100%	91%	90%	99%
6	5410 (Quizzes)	100%	100%	95%	94%
6	6910 (Interview Summary Form)*	100%	100%	100%	100%
7	5320 (CTP)	92.86%	87.50%	100%	100%
7	5720 (CTP)	85.71%	94.70%	70%	100%
8	5131 (Program Manuals)	100%	100%	100%	98%
	5130 (Program Manuals)	100%	100%	100%	98%
8	6910 (Time on Task Analysis)*	100%	100%	100%	100%
9	5100 (Technology Discussion Board)	71.43%		76%	75%
9	6910 (Time on Task Analysis)*	100%	100%	100%	100%
10	5900 (School and Clinical Mental Health – quiz)*	80%	94%	n/a	n/a
10	6910 (Discussion Board)	100%	100%	100%	100%
11	5110 (Discussion Boards)	40%	67%	n/a	n/a
11	CPCE*	71.40%	80%	78%	80%
12	5720 (PPT: US & MO Law Regulating Practice of Counseling [Including Mandated Reporter Training])	100%	100%	100%	93%
12	CPCE*	71.40%	80%	78%	80%
13	5610 (Self-Assessment & Professional Development Plan)	100%	100%	95%	96%
13	6910 (Goal Paper)*	100%	100%	100%	100%
EdS					
1	Coursework	100%	100%	100%	
2	EdS thesis/paper	100%	n/a	100%	
3	EdS thesis/paper	100%	n/a	100%	

CACREP 2024 Standard 2.C.2:

The counselor education program faculty systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:

- a) identify and define professional dispositions to be assessed;
- b) measurement of student professional dispositions over multiple points in time; and
- c) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.

Student progress of dispositions is evaluated systematically in each course of the program, during student request for advanced standing (after successful completion of foundational courses (COUN 5100 Foundations of Profession Counseling, COUN 5110 Orientation to the Counseling Profession and Ethics, COUN 5500 Prepracticum in Professional Counseling, COUN 5610 Introduction to Group Work, and COUN 5230 Counseling Diverse Populations), and concluding with COUN 6910 Internship in Professional Counseling when students graduate. (3) review or analysis of data. Counseling Program faculty regularly analyze students' dispositions.

The Counseling Program has created a document to evaluate student dispositions: Counseling Program Disposition Assessment. It contains 6 dispositions, which are based on the characteristics adapted from the text: Corey, M. S. & Corey, G. (1998). *Becoming a Helper* (3rd. ed.). Pacific Grove, CA: Brooks).

- **Unconditional Positive Regard:** Communicates nonjudgmental warmth and acceptance of others without regard to ethnic group, race, religion, gender, sexual orientation, age, and/or disability.
- **Compassion and Empathy:** Responds to the needs of others with concern and understanding.
- **Integrity:** Demonstrates both self-respect and respect for others (clients, peers, and instructors) in interactions.
- **Facilitative:** Seen by others as utilizing interaction and communication that are facilitative.
- **Personal Responsibility for Professional Growth and Development:** Consults with peers, supervisors and instructors and makes appropriate changes in dispositions and behavior resulting in accurate self-evaluation. Engages in learning activities to enhance knowledge and skill.
- **Modeling:** Models functional human behavior and coping processes.

In addition to faculty assessment of dispositions, students self-evaluate their professional dispositions. In each course in the program, CP students self-report their professional dispositions.

Midway through a student's progression in the Counseling Program, their professional dispositions are thoroughly evaluated. After completing the COUN 5230 Counseling Diverse Populations course, students submit the Request for Advanced Status Review (RASR Form) to their faculty advisor along with the Self-Assessment and Professional Development Plan

prepared in COUN 5610 Introduction to Group Work, along with an additional section of the paper, which contains an updated progress report indicating that the student has made progress in incorporating feedback and has developed additional plans for continued growth in professional counselor dispositions that were identified in the original Professional Development Plan. The update requires students to identify new growing edges they have identified (that may not have been something they were aware of while taking COUN 5610), a plan to work towards this growth, and documentation of growth in the counseling dispositions broadly.

The Counseling Program Admissions and Standards Program reviews the RASR Form and updated Self-Assessment and Professional Development Plan during Counseling Program meetings. Students' dispositions are discussed. If it is determined that the student is consistently demonstrating an "Emerging" level of each disposition across courses and interactions, the student is granted Advanced Standing. Faculty advisors meet with students individually to provide feedback on the student's demonstration of disposition and suggest areas to improve. In the event that a student is not consistently demonstrating an "Emerging" level of each disposition, the Counseling Program Admissions and Standards Committee may create a remediation plan to support the student in further developing in professional dispositions.

Pertaining to CACREP 2024 Standard 2.C.2 regarding "review or analysis of individual student data for the purpose of retention, remediation, and dismissal," the Counseling Program has a policy for student retention, remediation, and dismissal from the program (Counseling Program Student Handbook, p. 5) & University of Central Missouri Student Handbook (UCM Student Handbook). When a student issue arises, the Counseling Program faculty members bring it to the next available Counseling Program Admissions and Standards Committee (composed of full time Counseling Program faculty). After reviewing and discussing the incident, the student's past G.P.A., dispositions, and behavior, a remediation plan is created. Rather than a plan that is punitive in nature, the members of the Admissions and Standards Committee believe that remediation is an opportunity for learning. Depending upon the outcome of the remediation, further remediation may be assigned, or student may be dismissed from the program.

Table 4: Student Dispositions Assessment During Advanced Standing Applications

Assessment Name	Total Assessed Students Assessed	% Unsuccessful
Advanced Standing	16	0% (unsuccessful or conditional)

Strengths

- 15 out of 16 (93.75%) received Advanced Standing on their first request. The remaining student was granted advanced standing after receiving additional feedback from faculty on growing edges, incorporating the feedback, and reapplying for Advanced Standing.

Areas for Improvement

- Continue to monitor.

Action Plan

- Continue to monitor the counseling dispositions to determine areas where students are not successfully demonstrating the professional counseling dispositions. Create remediation plans when deficits are observed to support students in growing in dispositions.

CACREP 2024 Standard 2.D: Continuous and systematic improvement of the program.

The counselor education program has a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. The plan includes:

1. academic quality indicators aligned with program objectives;
2. minimum thresholds for academic quality indicators, as determined by counselor education program faculty;
3. the data that will be collected;
4. a procedure for how and when data will be collected;
5. a method for how and when data will be reviewed or analyzed;
6. a process for addressing unmet minimum thresholds;
7. a procedure for identifying and analyzing trends in the data across multiple years; and
8. an explanation for how data will be used for curriculum and program improvement.

Table 5: Counseling Program Evaluation for Student Learning Outcomes

This table outlines the data that will be collected (CACREP 2024 Standard 2.D.3), a procedure for how and when data will be collected (CACREP 2024 Standard 2.D.4), a method for how data will be reviewed or analyzed (CACREP 2024 Standard 2.D.5), and an explanation for how data will be used for curriculum and program improvement (CACREP 2024 Standard 2.D.5).

Assessment # Type	Data that will be collected: Assessment Name	How & When Data are Collected	Method for Data Review/Analysis: Assessment Results	How data are used for curriculum and program improvement	Outcome
Assessment # 1: Request for Advanced Status Review (RASR)	A. Request for Advanced Status Review (RASR Form) B. Professional Dispositions (Professional	How: Students submit the RASR forms to their academic advisor, who requests a review	Faculty will review student forms at a program meeting. Faculty provide the academic advisor feedback about the student. The faculty record the student	Faculty determine the needs of students and modify course sequences and prerequisites (as needed)	COUN 5230, Counseling Diverse Populations, was added as a core course and COUN 5510, Counseling Theories,

	Dispositio n Form)	<p>date at an upcoming program faculty meeting. Faculty provide the student's advisor feedback for the student. The academic advisor will share feedback with student at a face-to-face meeting.</p> <p>When: After completio n of foundatio n courses (COUN 5100, COUN 5110, COUN 5500, COUN 5610, COUN 5230)</p>	feedback and RASR Decisions in the RASR table		was removed from the core classes
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Assessment #2: Program completion	Counselor Preparation Comprehensive Examination (CPCE)	<p>How: Students take the assessment</p> <p>When: During one of the last 2 semesters before graduation</p>	CPCE Results (CPCE table)	Faculty are provided scores. Faculty discuss trends to determine strengths and areas for growth to modify courses	Information was shared with CPAC. CPAC recommended no changes
Assessment # 3: Assessment of Ability to fulfill roles & functions of professional counselors	The TEAC Survey was discontinued by UCM College of Education after Spring 2014. Replaced with Counseling Program Survey of Graduates & Employers	<p>How: The Graduate School used to send an email with a survey to current employers and to students. The Graduate School compiled the data and distributed to the CP.</p> <p>When: Post-graduate</p>	TEAC (TEAC table) CP Survey – Graduates (survey table – graduates) CP Survey- Employers (Survey table – employers)	Faculty analyze data/discuss/determine areas of strength & growth to modify courses. The findings are shared with CPAC to consult about appropriate action for course and program modification.	Information was shared with CPAC. CPAC recommended no changes

		<p>The TEAC Survey was completed every three years.</p> <p>How: CP emails employers and graduates. A survey link is included in the survey. The data are compiled through the survey tool.</p> <p>When: The Counseling Program Survey of Graduates and Employers completed yearly.</p>			
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Related to CACREP 2024 Standard 2.E.1.a, Counseling Program faculty review CPCE scores each time the CPCE is administered. The CPCE is offered each semester (fall, spring, summer) and students are required to pass the CPCE before graduation. After each administration, scores are reviewed and compared to previous administrations

Table 6: CPCE Results – Summer 2023 to Spring 2024

Area	Average UCM Score	Average National Score
Human Growth & Development	10.17	10.83
Social & Cultural Diversity	9.83	9.90
Counseling & Helping Relationships	10.23	11.03
Group Counseling & Group Work	10.07	10.30
Career Development	9.37	10.03
Assessment & Testing	9.90	10.93
Research & Program Evaluation	9.73	9.87
Professional Counseling Orientation & Ethical Practice	10.43	11.17
Average total score:	79.03	84.03

The Counseling Program faculty pays particular attention to any emerging trends in student scores. Below are curricular changes made to address deficiencies in coursework.

Date	CPCE results	Curriculum/Program Revision/Modification	Result
2023-2024	Shared/discussed results	No changes to be made at this time	Continue to monitor and review

CACREP 2024 Standard 2.E.2: Graduate outcomes.

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:

- a) pass rates on credentialing examinations,
- b) degree completion rates, and
- c) employment and doctoral admission rates.

Table 7: Percentage of UCM Students Successful on the NCE Compared to National Norm.

This table provides passing rates on the National Counselor Exam (NCE), which is the credentialing exam used for Licensed Professional Counselors in the state of Missouri and for Nationally Certified Counselors (NCC) (CACREP Standard 2.E.2.a).

Test Period	Specialization	Number of Test-Takers* who Took the NCE through UCM	Number of Test-Takers* who Passed	UCM Pass Rate	National Pass Rate
Spring 2024	CMHC	2	2	100%	92%
Fall 2023	CMHC	11	11	100%	91%
Fall 2023	SC	1	1	100%	91%
Spring 2023	CMHC	4	4	100%	81%
Spring 2023	SC	3	3	100%	81%
Fall 2022	CMHC	4	4	100%	79%
Fall 2022	SC	3	3	100%	79%

*Results may also include test-takers who took the exam through the UCM campus. Also, some of our students may have waited until after graduation to take the exam, and this data does not reflect those students' data.

Number of Graduates Summer 2023 to Spring 2024:

Clinical Mental Health Concentration = 9

School Counseling = 3

Program Completion Rates (CACREP 2024 Standard 2.E.2.b):

Approximately 90% of admitted students graduate from the Counseling Program.

Employment of 2006-2024 Graduates (CACREP 2024 Standard 2.E.2.c):

Approximately 98% of Counseling Program graduates are employed.

CACREP 2024 Standard 2.F.1.a:

The program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its program objectives by collecting data from community partners that include graduates.

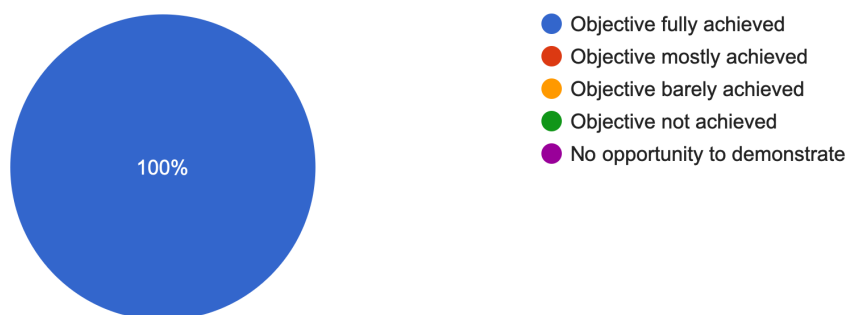
The Counseling Program Survey of Graduates & Employees

Every year, the Counseling Program (CP) emails employers and graduates an invitation to complete the survey and a link to the survey. The data are compiled through the survey tool. This information is then analyzed by the CP faculty and findings are shared with stake holders. This process allows the CP to note strengths and areas for improvement, which leads to the development of plans for continued growth. Please see results:

Counseling Program Survey of Graduates 2023-2024

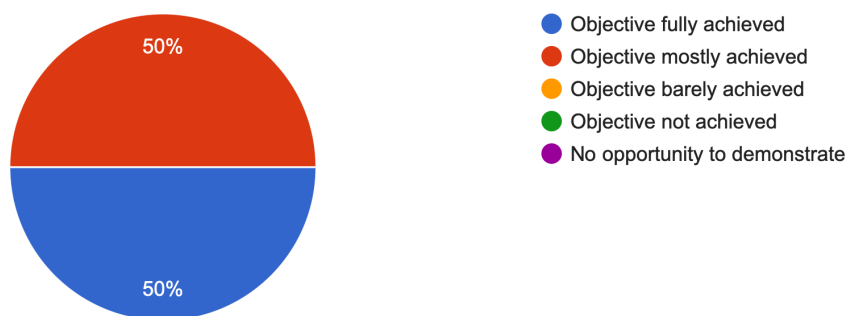
1. Demonstrates knowledge and understanding of how legal principles and ethical standards as published by professional organizations and accrediting bodies impact the work of counselors.

2 responses



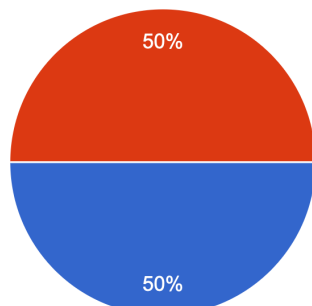
2. Demonstrates knowledge and understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients/students.

2 responses



3. Demonstrates knowledge and understanding of collaboration and communication processes with an interdisciplinary team of human service providers...al crisis, disaster, or other trauma-causing event.

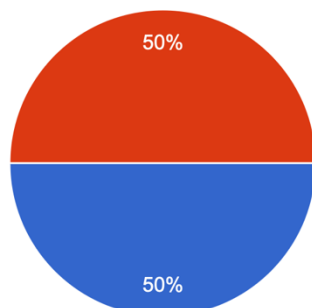
2 responses



- Objective fully achieved
- Objective mostly achieved
- Objective barely achieved
- Objective not achieved
- No opportunity to demonstrate

4. Demonstrates an understanding of relationships, issues, and trends in a multicultural society.

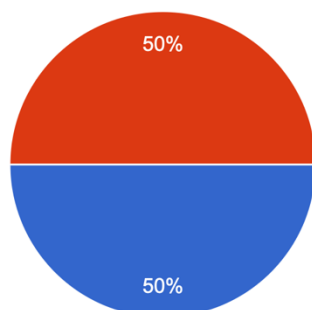
2 responses



- Objective fully achieved
- Objective mostly achieved
- Objective barely achieved
- Objective not achieved
- No opportunity to demonstrate

5. Demonstrates an understanding of the characteristics and needs of those persons served by your school or organization.

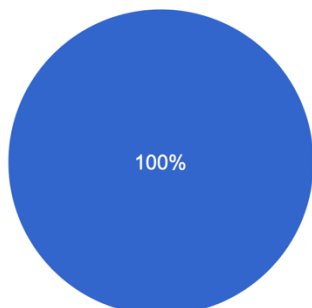
2 responses



- Objective fully achieved
- Objective mostly achieved
- Objective barely achieved
- Objective not achieved
- No opportunity to demonstrate

6. Demonstrates an understanding of the counseling process including essential interviewing and counseling skills.

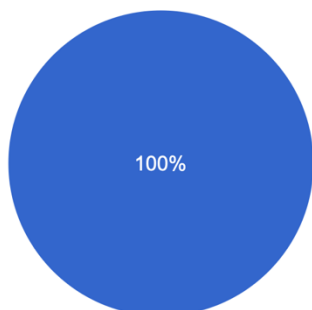
2 responses



- Objective fully achieved
- Objective mostly achieved
- Objective barely achieved
- Objective not achieved
- No opportunity to demonstrate

7. Demonstrates an understanding of group counseling skills.

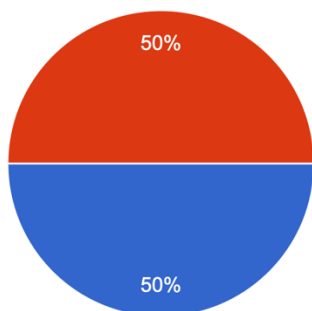
2 responses



- Objective fully achieved
- Objective mostly achieved
- Objective barely achieved
- Objective not achieved
- No opportunity to demonstrate

8. Demonstrates an understanding of a variety of approaches to assessment and evaluation.

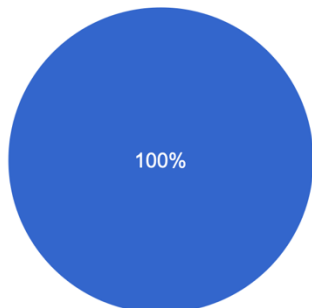
2 responses



- Objective fully achieved
- Objective mostly achieved
- Objective barely achieved
- Objective not achieved
- No opportunity to demonstrate

9. Demonstrates an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

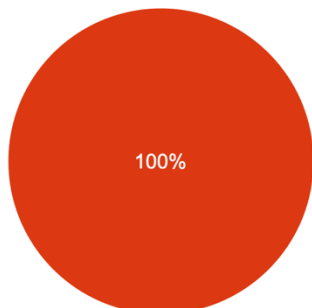
2 responses



- Objective fully achieved
- Objective mostly achieved
- Objective barely achieved
- Objective not achieved
- No opportunity to demonstrate

10. How recently did you graduate?

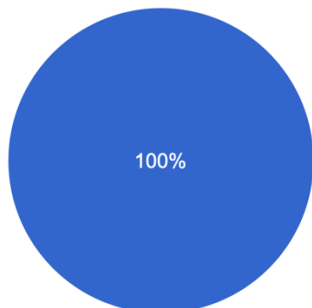
2 responses



- Fall 2023
- Spring 2024
- Summer 2024

11. What is your Primary Employment Site?

2 responses

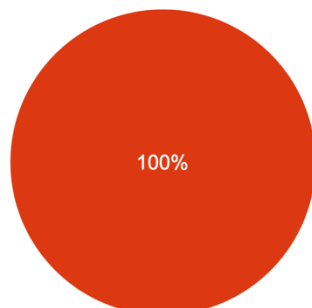


- Elementary school
- Middle school
- High school
- Community mental health (e.g., addiction treatment program, domestic violence shelter)
- Private or group practice

Professional School Counseling Specialization Only

12. Demonstrates knowledge of implementation and management of a comprehensive school counseling program.

2 responses



- Objective fully achieved
- Objective mostly achieved
- Objective barely achieved
- Objective not achieved
- No opportunity to demonstrate

Clinical Mental Health Specialization Only

13. Demonstrates knowledge of diagnoses and comprehensive treatment planning.

0 responses

No responses yet for this question.

COMMENTS AND SUGGESTIONS

Please feel free to make any comments or suggestions in the space below.

0 responses

No responses yet for this question.

All areas were assessed at either fully or mostly achieved

Strengths:

- Demonstrates knowledge and understanding of how legal principles and ethical standards as published by professional organizations and accrediting bodies impact the work of counselors.

- Demonstrates knowledge and understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients/students.
- Demonstrates knowledge and understanding of collaboration and communication processes with an interdisciplinary team of human service providers, which may include intervention during local, regional, or national crisis, disaster, or other trauma-causing event.
- Demonstrates an understanding of relationships, issues, and trends in a multicultural society.
- Demonstrates an understanding of the characteristics and needs of those persons served by your school or organization.
- Demonstrates an understanding of the counseling process including essential interviewing and counseling skills.
- Demonstrates an understanding of group counseling skills.
- Demonstrates an understanding of a variety of approaches to assessment and evaluation.
- Demonstrates an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Areas relatively weaker than others although still listed as Objective Fully Achieved and Objective Mostly Achieved:

- Demonstrates knowledge and understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients/students.
- Demonstrates knowledge and understanding of collaboration and communication processes with an interdisciplinary team of human service providers, which may include intervention during local, regional, or national crisis, disaster, or other trauma-causing event.
- Demonstrates an understanding of relationships, issues, and trends in a multicultural society.
- Demonstrates an understanding of the characteristics and needs of those persons served by your school or organization.
- Demonstrates an understanding of a variety of approaches to assessment and evaluation.

Action Plan:

- Review curriculum for coursework for courses listed in areas of improvement
- Consult with our advisory committee regarding curriculum

Additional Evaluation and Assessment

Evaluation of Faculty and Supervisors

Each semester, students have the opportunity to formally evaluate faculty via standard, online University of Central Missouri end of course evaluation form that contains a series of both

quantitative and qualitative questions. Faculty members use this valuable data for course improvement.

Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors. At completion of COUN 5900 Practicum in Counseling and both semesters of COUN 6910 Internship in Professional Counseling, students complete an evaluation of their site supervisors. The clinical coordinator, collects evaluations, compiles data, and brings results to scheduled program meetings. The Counseling Program faculty uses information from these evaluations to monitor and support site supervisors' effectiveness.

Strengths

- The Counseling Program collects site supervisor data every semester and utilize this information to determine appropriateness of practicum and internship sites.

Areas for Improvement

- If a practicum/internship site and or site supervisor's evaluations is/are consistently low, or if we have evidence of a supervisor not meeting student's needs or engaging in unethical behavior, we consider not approving for future.

Action Plan

- If practicum/internship site and or site supervisor not approved, create database (stored in the Counseling Program Drive) for practicum/internship site and site supervisors who are not approved.

Consultation with Advisory Committees

CACREP 2024 Standard 2.F.2 states, "The counselor education program solicits feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. The advisory committee comprises representatives from the program and community partners with diverse identities and perspectives."

As previously described, there are two advisory Committees: CPAC-Clinical Mental Health Counseling & CPAC-School Counseling. These committees are composed of CP core and adjunct faculty, current and former students, and area counselors and professionals serving the community in different capacities. Each committee meets yearly. The faculty specifically uses feedback from the Advisory Committee to consider curricular/program revisions/modifications as seen in the table below.

Table 8: Curriculum and Program Revisions and Modifications

DATE	Advisory Committee	CPAC Consultation	Curriculum/Program Revision/Modification
Fall 2023	School Counseling	The CACREP 2024 standards require School Counseling programs to increase from 54	The School Counseling Advisory Committee recommended to move from a 54 semester credit program to

	Advisory Committee	semester credit hours to 60 credit hours. The Counseling Program faculty suggested three existing one-semester-credit courses that may be useful to School Counseling students (COUN 6500 Crisis Intervention in Professional Counseling, COUN 6555 Consultation in Professional Counseling, and COUN 6560 Supervision in Professional Counseling) as well as three additional one-semester-credit courses (COUN 5132 Applications of Elementary School Counseling, COUN 5133 Applications of Middle School Counseling, COUN 5134 Applications of High School Counseling).	a 60 credit hour program so the School Counseling specialization would be in compliance with CACREP 2024 requirements. The Committee approved the suggested courses.
Spring 2024	Clinical Mental Health Counseling Advisory Committee	Shared annual evaluation results	Recommends no changes at this time, continue to monitor

Conclusion

The University of Central Missouri (UCM) Counseling Program takes pride in its ability to collect, analyze, and utilize data for continual program improvement. Data comes from many sources including but not limited to test scores (CPCE); demonstration of dispositions as evidenced by Advanced Standing; Employers, site supervisors, and graduate surveys; and individual assignments. Counseling Program values transparency as well as feedback from its stakeholders. Therefore, findings from data analysis are shared at Counseling Program Advisory Committee meetings, on the student Counseling Program Blackboard site, and on the UCM Counseling Program Blackboard site. This program evaluation report is the culmination of data collection, analysis, and utilization for program improvement.