

MISSOURI STATE UNIVERSITY

COUNSELING PROGRAM



Missouri StateTM
U N I V E R S I T Y

Annual Report

Calendar Year 2022

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Overview: Program Evaluation

Students, faculty, site supervisors, program graduates, and community employers, are involved in the evaluation process. This section outlines (Section 4. A.1) the data that has been collected, (Section 4.A.2) a procedure for how and when data was collected, and (3) a method for how data is reviewed or analyzed (Section 4.A.3). The process of evaluation consists of:

1. Reports on current students' academic progress.
2. Faculty review of professional dispositions and student achievement as related to the key performance indicators (KPI) of the program and specialty areas.
3. Departmental surveys of program graduates, site supervisors, and employers. Graduating Masters' students and program graduates are asked to provide feedback regarding their experiences in the counseling program through an exit survey and a program graduates survey. Respondents are asked to rate their level of preparedness on professional identity standards, program objectives, and specialty area program objectives. Site supervisors and employers of program graduates are asked to provide feedback regarding the preparedness of their supervisee/employee on professional identity standards, program objectives, and specialty area program objectives. Surveys include quantitative and qualitative measures.
4. Compilation and analysis of data from multiple evaluation methods.
5. Generation of Annual Report.
6. Annual meeting to review findings, assess the status of all aspects of the program, and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring, and other aspects of the existing program.
7. Sharing findings and suggested changes with students, administration, site supervisors, program graduates, and others interested in the Counseling Masters' program.

Program Evaluation Process

The Program Evaluation Process is overseen by the CACREP liaison. All department faculty are participants in the evaluation process. The Annual Report is systematic and ongoing from year to year. Multiple methods of assessment are used throughout the academic year. Annual assessments include evaluations of current students' academic, professional, and personal dispositions and development, and level of learning based on students' accomplishment of key performance indicators. Assessment also includes demographic and other characteristics of applicants, students,

and graduates. All faculty members evaluate the program, curriculum, coursework, admissions process, and current student functioning. Site supervisors evaluate current students and program outcomes. Graduates are evaluated by assessing alumni's knowledge of program objectives and employer evaluations.

The Logic Model that guides the overall evaluation process is depicted in Figure 1.

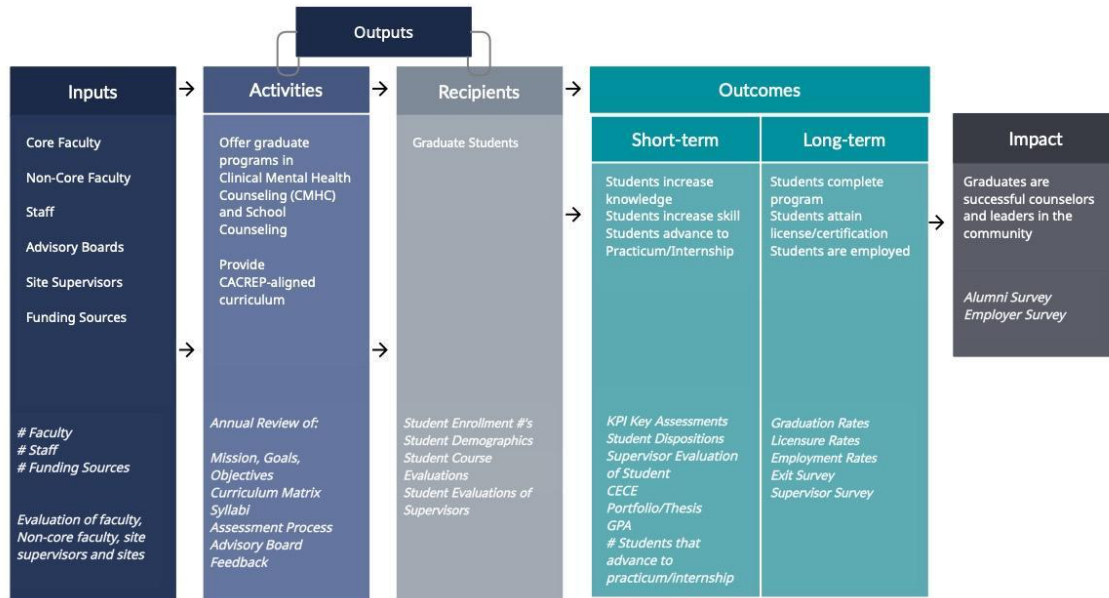


Table 1 presents the timeline used to complete the assessment plan.

Table 1. Evaluation Procedure

Process Evaluation		
Data Collected (A.1)	Procedure and When Data is Collected (A.2)	Methods for Review or Analysis (A.3)
# Students Enrolled (B.2)	Director and Program Director reviews enrollment data prior to Summer (May), Fall (August) and Spring (December) Semesters	Compare expected vs. actual enrollment
Student Demographics (B.2)	Program Director review during admissions (application self-report) and in September	Review trends and comparison to overall state demographics

Student Course Evaluations (B.2)	Faculty review in December, May, and August	Review University generated output and make determinations for change based on patterns. Discuss with the Director and/or peers as needed
Student Supervisor Evaluations (B.2)	Practicum and Internship Instructors in December, August, and May	Review student evaluations and make determinations for change based on patterns. Discuss with Practicum and Internship Coordinator, Program Director, and Director as needed
# Staff; # Faculty, # Adjuncts	Director reviews contracts in May, August, and December	Director determines instructional needs based on grant buyouts, CACREP caps and ratios
Review of Mission, Goals, and Objectives (B.1)	All Counselor Education Faculty and Lecturers review at annual meeting	Revisions are made based on aligning with CACREP standards, community needs, and College of Education, and Department's Strategic Goals
Review of Curriculum Matrix (B.1)	CACREP Liaison reviews matrix and syllabi prior to Summer (May), Fall (August) and Spring (December) Semesters	CACREP Liaison checks that syllabi include standards and KPIs and facilitates a conversation with all per course faculty as needed.
Review of Syllabi (B.1)	All Counselor Education Program Faculty review syllabi prior to Summer (May), Fall (August) and Spring (December) Semesters	Faculty update syllabi based on most current practices and readings and reviews standards and KPIs are included based on matrix and review and update assignments, expectations, and delivery methods as needed
Review of Assessment Process (B1-3)	CACREP Liaison, Program Director, Practicum/Internship Coordinator review assessment activities in August and January	CACREP Liaison, Program Director, and Practicum/Internship Coordinator review assessment activities and outputs including surveys that need to be collected and reported for the academic year

Outcome Evaluation		
Data Collected (A.1)	Procedure and When Data is Collected (A.2)	Method for review of Analysis (A.3)
CECE pass rate (B.3)	CECE scores reviewed each time the CECE is offered	If students score below 2 SD below the national mean, students retake the section(s).
NCE pass rate (B.3)	CACREP Liaison assesses pass rates through Exit surveys of graduating students and contacts NBCC for information.	CACREP Liaison and Program Director review data and report in Annual Report
Key Performance Indicators (B.1)	All Counselor Education Faculty submit completed rubrics and CACREP Liaison reviews in May, August, and December	CACREP Liaison facilitates a discussion as needed during faculty meetings to review scores and reports KPI scores in Annual Report
Supervisor Evaluations (B.3)	Practicum and Internship Instructors in December and May	Practicum/Internship Coordinator reviews student evaluations, makes determinations for change based on patterns.
GPA (B.1)	Advisor reviews in May and December	Advisors reviews and discusses any concerns with students
# Admission to Practicum (B.3)	Faculty reviews Spring and Fall	Faculty formally reviews and approves all applications to practicum.
Licensure Rates (B.3)	CACREP Liaison annually.	CACREP Liaison sends surveys to program graduates and reports in Annual Report
Employment Rates (B.3)	CACREP Liaison reviews annually.	CACREP Liaison sends survey to program graduates and reports in the Annual Report
Exit Survey (B.3)	CACREP Liaison and Internship Instructor ask students to complete during the last semester of Internship.	CACREP Liaison reviews in faculty meetings, annual meetings, and reports in the Annual Report

Program Graduates Survey (B.3)	CACREP Liaison reviews in April every two years.	CACREP Liaison sends survey to program graduates every two years, discusses with faculty during faculty meetings, and reports in Annual Report
Supervisor Survey (B.3)	CACREP Liaison and Practicum/Internship Coordinator reviews in March	CACREP Liaison/Practicum & Internship Coordinator sends survey to program supervisors, discusses with faculty during faculty meetings, and reports in Annual Report
Employer Survey (B.3)	CACREP Liaison reviews in March	CACREP Liaison sends survey to employers every two years, discusses with faculty during faculty meetings, and reports in Annual Report
Counseling Skills and Dispositions as Measured using the Performance Fitness Evaluation	Counselor Education Faculty and per-course faculty conduct the assessment in COU 710/711 Counseling & Helping Relationships, COU 777 Counseling Practicum, COU 785 Mental Health Counseling Internship, COU 781/783 Secondary School Counseling Internship, Elementary School Counseling Internship	Advisors review scores. For students who do not meet standards, the advisor initiates a discussion with the Program Director to meet with the student and follow the remediation process.

Core faculty in the program review and analyze measures described above, and decisions are made for curriculum and program improvement (Section 4. A.4) including, but not limited to modifying KPIs, course curriculum and sequencing, course delivery, as well as recruitment and retention efforts, as well as training implementation for supervisors.

Evaluation of Program Outputs

Program Activities

The Counselor Education Program offered an MS in Counseling Program with a School Counseling cognate area and a Clinical Mental Health Counseling cognate area. Curricular offerings are aligned with CACREP standards and KPIs and associated measurements have been placed throughout the program offerings. The assessment and evaluation procedure were reviewed this year. In the Fall of 2022 faculty updated the program learning objectives, student learning objectives, and key program indicators and standardized course syllabi.

Program Applications and Enrollment

In the fall of 2022, we received 65 completed applications for our master’s program (23 school counseling, 52 clinical mental health counseling). There are currently 121 students enrolled in the Graduate Counseling Program. Tables 2 and 3 present the number of students enrolled and their associated demographics.

Table 2. Student Demographics – School Counseling Cognate

Males	Females	Ethnicity						
		White	Hispanic/ Latino	Asian	Black	Native American/ Alaskan Native	2 or more Races	International
2	33							
		29	3	0	1	0	2	1

Table 3. Student Demographics – Clinical Mental Health Counseling Cognate

Males	Females	Ethnicity						
		White	Hispanic/ Latino	Asian	Black	Native American/ Alaskan Native	2 or more Races	International
22	64							
		29	4	0	1	2	4	3

Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

The Department of Counselor Education had 7 full-time faculty members. Faculty workload consists of teaching, research, service, and administrative activities. From Spring 2022 to Fall, 2022, non-core faculty taught 96 credits (46%) in the counseling program and core faculty taught 114 credits (54%) in the counseling program.

Additionally, for Spring 2022, Summer 2022, and Fall 2022, FTE ratios fell to 11.6:1.

Spring 2022	127.3	11.0	11.6
Summer 2022	68.1	6.7	10.2
Fall 2022	124.7	10.0	12.5
Last 3 Semesters	320.1	27.7	11.6

Site Supervisors

Internship Site Supervisors continue to play an invaluable role in the education and development of our students. Site supervisors provide ratings on skill-based measures during students' internship experiences, as well as completing a survey assessing Professional Identity Standards and Program Objectives.

Evaluation of Program Outputs

Program Activities

The Counselor Education Department offered an MS in Counseling Program with a School Counseling cognate area and a Clinical Mental Health Counseling cognate area. Curricular offerings are aligned with CACREP standards and KPIs and associated measurements have been placed throughout the program offerings. The assessment and evaluation procedure were reviewed this year. In the fall of 2022 faculty updated the program learning objectives, student learning objectives, key program indicators, and standardized course syllabi.

Program Applications and Enrollment

For fall 2022, we received 71 completed applications for our master's program (27 school counseling, 44 clinical mental health counseling).

Student Preparedness

Student preparedness to enter the field is measured using the exit survey which measures students' perception of preparedness as relating to program learning objectives and student learning outcomes. Exit survey results from Fall 2022 are presented in Table 4.

Table 4. December 2021 Exit Survey Results (1-5 scale)

Fall 2021	Counseling Program
Program Learning Outcomes	Mean
Professional Dispositions: Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.	4.7
Knowledge: Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).	4.7
Clinical Skills: Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.	4.2
Appraisal and Research: Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and	4.2

program evaluation in selected specialty areas (i.e., mental health or school counseling).	
Specialty Areas: Students will demonstrate appropriate breadths and depth of knowledge and skills in respective specialty areas (i.e., mental health or school counseling).	4.5
Student Learning Outcomes	Mean
Students will understand and adhere to ethical standards of professional counseling organizations.	4.5
Students will demonstrate professional dispositions relevant to professional counseling.	4.0
Students will attain multicultural counseling competencies and skills for creating therapeutic relationships with a diverse clientele.	4.3
Students will be able to determine the unique needs of individuals at all developmental levels and select relevant prevention and treatment strategies for addressing those needs.	4.5
Students will understand career development and make use of career theories, assessments, and career resources.	4.2
Students will be able to identify the process of group development (stages, roles, dynamics, theories, and skills) and facilitate therapeutic or psychoeducational groups.	4.1
Students will understand and apply counseling theory, skills, and interventions for enhancing the counseling relationship.	4.3
Students will know how to ethically utilize group and individual assessments applicable to either school counseling or mental health counseling.	4.1
Students will be able to apply the evidentiary hierarchy for appraising research and selecting evidence-based practices.	4.4
Students will be able to identify and evaluate an ethical comprehensive school program.	4.0
Students will be able to develop a culturally relevant, ethical treatment plan.	3.6

Note. **n* = 15; ** Data from December 2022 Exit Survey

Qualitative Feedback

I appreciate the program and all the faculty and everything I've learned!

I would recommend this program to anyone with a desire to become a counselor, and it is very possible that one of my offspring will apply to the program in a few years.

I appreciate it; it's been one of the best experiences of my life.

The MSU counseling program seems to cater largely to those in the mental health route, with many of

the classes early on in the program focusing largely on situations and knowledge needed for working in a clinical setting. As a school counseling major, I believe there could be more classes designed specifically for school counseling students that are unique to the school counseling role. For example, classes that focus on curriculum, guidance lessons, and classroom management could all make great additions to the program that allows school counselors to gain more knowledge of the school counseling field. The program also takes two and a half years to complete for those on the full-time track, which can create a hardship for students with full-time jobs and/or families.

Summary of Findings

Quantitative data indicate overall moderate satisfaction with the program. Quantitative findings from the Exit Survey indicate students were most satisfied with the knowledge and skills obtained for developing a culturally relevant treatment plan and least satisfied with being able to identify and evaluate a comprehensive school counseling program.

Evaluation of Program Outcomes

Professional Dispositions Review

All students are reviewed at least once a year to assess professional dispositions. Students are required to meet a standard of professional ethical behavior, and appropriate personal behavior.

Faculty concerns regarding individual students were discussed at faculty meetings and students were reviewed by the faculty using the Professional Dispositions and Social-Emotional Maturity & Integrity and Ethical Standards section of the Performance Fitness Evaluation in COU 710/711 Counseling & Helping Relationships, COU 778 Mental Health Counseling Practicum, COU 779 Mental Health Counseling Practicum, COU 785 Mental Health Counseling Internship, COU 781/783 Secondary School Counseling Internship, Elementary School Counseling Internship. Results indicate that no students ($n=65$) received scores of < 2.0 on the PFE.

Faculty also review student issues at faculty meetings on an ongoing basis as needed. These discussions may also result in areas of professional, personal, and academic development and remediation/dismissal from the program. In 2022, one student was referred to the remediation/dismissal committee for dispositional concerns, and subsequently, professional development plans were developed.

Academic Review

Students are also required to maintain a GPA of 3.0 or higher. An academic one-semester probationary period is normally granted to raise the grade point average. However, a graduate student in counseling becomes ineligible to continue counseling classes if five (5) or more semester hours of C+ or lower are earned in counseling classes or classes included in a degree audit for counseling. If a student earns seven (7) or more credits at B- or lower, Incomplete (I) or Not Pass (NP), the student also becomes ineligible to continue counseling classes. In other words, a student with a grade of F in COU 710 and F in 703 or a student with a grade of I in COU 777 (practicum), I in COU 765 (research seminar), and a B- in COU 714 would be ineligible to

continue counseling classes. “A student in counseling” includes students seeking graduate certificates in which a counseling class is used, or students who have stated they are seeking licensure or certification at MSU in school or professional counseling not within a degree or graduate certificate. If a student does not meet the academic requirements of the program, the student meets with their advisor and the program director to identify the problem and develop a professional development plan. If the professional development plan is unsuccessful, remediation/dismissal processes are enacted.

Findings

For AY 2022, no student failed to meet the academic requirements of the program.

CACREP Professional Counseling Identity Standards

CECE scores were reviewed to assess knowledge and performance on Professional Identity Standards for counseling students. Spring 2022 CECE mean scores for the specific identity standard areas are shown in Table 5. Summer 2022 mean scores for specific identity standard areas are shown in Table 6; Fall 2022 mean scores for specific identity standards are depicted in Table 7.

Table 5. Spring 2022 CECE Mean Score by Professional Counseling Identity Standard Area

CECE: Spring 2022	MSU		National	
Sections	Mean	SD	Mean	SD
C1: Human Growth and Development	8	2.2	9.65	2.3
C2: Social and Cultural Diversity	11.12	2.17	11.22	2.17
C3: Helping Relationships	8.44	2.73	10.06	2.71
C4: Group Work	10.25	3.17	9.62	2.31
C5: Career Development	8.8	2.34	10.2	2.54
C6: Appraisal	7.75	2.14	8.23	2.53
C7: Research and Program Evaluation	6.06	2.02	7.7	2.79
C8: Professional and Ethical Practice	9.1	1.9	9.03	2.53

*(n=16) 2 students failed C1, 1 student failed C2, 1 student failed C3, 1 student failed C4, 1 student failed C5, and 1 student failed C7. Notably, 1 student failed 4 sections of the CECE; and another student failed 2 sections of the CECE.

Table 6. Summer 2022 CECE Mean Score by Professional Counseling Identity Standard Area

CECE: Summer 2022	MSU		National	
	Mean	SD	Mean	SD
C1: Human Growth and Development	6.88	2.0	9.58	2.32
C2: Social and Cultural Diversity	11.15	1.97	11.23	2.15
C3: Helping Relationships	7.92	2.40	9.96	2.72
C4: Group Work	10.19	2.40	9.62	2.32
C5: Career Development	8.46	2.73	10.14	2.55
C6: Appraisal	7.54	1.88	8.21	2.52
C7: Research and Program Evaluation	5.96	1.95	7.65	2.77
C8: Professional and Ethical Practice	9.04	1.99	9.02	2.51

*(n=26) 4 students failed C1 and 3 students failed C5. Notably, three students failed two sections of the CECE.

Table 7. Fall 2022 CECE Mean Score by Professional Counseling Identity Standard Area

CECE: Fall 2022	MSU		National	
	Mean	SD	Mean	SD
C1: Human Growth and Development	7.89	1.84	9.52	2.33
C2: Social and Cultural Diversity	11.31	1.45	11.18	2.2
C3: Helping Relationships	8.83	2.60	9.89	2.73
C4: Group Work	10.23	1.73	9.62	2.33
C5: Career Development	8.61	2.30	10.07	2.56
C6: Appraisal	7.70	2.30	8.18	2.51
C7: Research and Program Evaluation	5.80	2.29	7.63	2.76
C8: Professional and Ethical Practice	8.11	3.07	8.98	2.53

*(n=15) 1 student failed C3, 3 students failed C4, 2 students failed C7, 2 students failed C8.. Notably, one student failed two sections of the CECE.

CACREP Professional Counseling Identity Standards for counseling students are also assessed through Exit, Supervisor, and Employer Surveys. Data was collected from an exit survey distributed in December 2022 as well as a site supervisor survey that was distributed in spring 2022. Results are shown in Tables 8-10.

Table 8. MS Program Outcomes (1-5 Scale)

Outcomes	Mean Score on Ratings			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (n = 10)	Supervisor Survey (n = 6)	Program Graduates Survey	Employer Survey
Program Learning Outcomes				
Professional Dispositions: Students will conduct self in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.	4.7	4.8	NA	NA
Knowledge: Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).	4.7	4.3	NA	NA
Clinical Skills: Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in culturally pluralistic world.	4.3	4.3	NA	NA
Appraisal and Research: Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).	4.2	4.2	NA	NA
Specialty Areas: Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).	4.5	4.2	NA	NA

Student Learning Outcomes				
Students will understand and adhere to ethical standards of professional counseling organizations.	4.5	4.6	NA	NA
Students will demonstrate professional dispositions relevant to professional counseling.	4.1	4.6	NA	NA
Students will attain multicultural counseling competencies and skills for creating therapeutic relationships with a diverse clientele.	4.4	4.5	NA	NA
Students will be able to determine the unique needs of individuals at all developmental levels and select relevant prevention and treatment strategies for addressing those needs.	4.6	4.3	NA	NA
Students will understand career development and make use of career theories, assessments, and career resources.	4.2	3.8	NA	NA
Students will be able to identify the process of group development (stages, roles, dynamics, theories, and skills) and facilitate therapeutic or psychoeducational groups.	4.1	4.0	NA	NA
Students will understand and apply counseling theory, skills, and interventions for enhancing the counseling relationship.	4.3	4.3	NA	NA
Students will know how to ethically utilize group and individual assessments applicable to either school counseling or mental health counseling.	4.1	4.2	NA	NA
Students will be able to apply the evidentiary hierarchy for appraising research and selecting evidence-based practices.	4.4	4.0	NA	NA

Table 9. School Program Outcomes (1-5 Scale)

School Counseling Student Learning Outcome	Mean Score on Ratings			
	Exit Survey (n = 6)	Supervisor Survey (n = 2)	Program Graduates Survey	Employer Survey
Students will be able to identify and evaluate an ethical comprehensive school program.	4.0	4.5	NA	NA

Table 10. Clinical Mental Health Counseling Outcomes (1-5 Scale)

Clinical Mental Health Counseling Student Learning Outcome	Mean Score on Ratings			
	Exit Survey (n = 5)	Supervisor Survey (n = 4)	Alumni Survey	Employer Survey
Students will be able to develop a culturally relevant, ethical treatment plan.	3.6	4.2	NA	NA

Findings from the surveys (ratings on a 5-point scale) indicate MS counseling students are achieving program outcomes, with an average performance from 3.8– 4.8 for mid-term outcomes. Results indicate MS school counseling students are achieving student learning outcomes, with an average performance of 4.0-4.5. For clinical mental health counseling learning outcomes ratings of performance ranged from 3.6 to 4.2.

Counseling Student Outcomes

CACREP 2.F.1. Professional Orientation and Ethical Practice

Student Learning Outcome: Students will understand and adhere to ethical standards of professional counseling organizations.

Key Performance Indicator: Students will understand and apply the ethical standards of professional counseling organizations.

KPI Measures: Ethical Decision-Making Model (EDMM), CECE Comprehensive Examination

Results: EDMM: From Spring 2022 to Fall 2022, 100% (n=25) of students met or exceeded the KPI for the Ethical Decision-Making Model Assignment.

CECE: 96% ($n=55$) of students passed the Professional & Ethical Practice section of the CECE.

CACREP 2.F.2. Social and Cultural Diversity

Student Learning Outcome: Students will attain multicultural counseling competencies and skills for creating therapeutic relationships with diverse clientele.

Key Performance Indicator: Students will recall and model multicultural counseling competencies in all aspects of their counseling work.

KPI Measures: Diversity Foundations Collection, CECE Comprehensive Examination

Results: Course not offered in AY2022

CECE: 98% ($n=58$) of students passed the Social & Cultural Diversity section of the CECE.

CACREP 2.F.3. Human Growth and Development

Student Learning Outcome: Students will be able to determine the unique needs of individuals at all developmental levels and select relevant prevention and treatment strategies for addressing those needs.

Key Performance Indicator: Students will recall and apply theories of individual and family development for creating differentiated interventions.

KPI Measures: Human Growth Conceptualization Paper, CECE Comprehensive Examination

Results: Human Growth Conceptualization Paper: From Spring 2022 to Fall 2022, 100% ($n=60$) of students met or exceeded the KPI for the assignment.

CECE: 89% ($n=53$) of students passed the Human Growth & Development section of the CECE.

CACREP 2.F.4. Career Development

Student Learning Outcome: Students will understand career development and make use of career theories, assessments, and career resources.

Key Performance Indicator: Students will understand and use theories of career development to assist with career development, planning, and counseling.

KPI Measures: College & Career Autobiography (CCA), CECE

Results: College & Career Autobiography (CCA): From Spring 2022 to Fall 2022, 100% ($n=34$) of students met or exceeded the KPI standard for the assignment.

CECE: 93% ($n=55$) of students passed the Career Development section of the CECE.

CACREP 2.F.5. Counseling and Helping Relationships

Student Learning Outcome: Students will understand and apply counseling theory, skills, and interventions for enhancing the counseling relationship.

Key Performance Indicator: Students will recall and demonstrate knowledge of counseling theories, techniques, and skills to establish and maintain effective counseling relationships.

KPI Measures: Counseling Skills section of the Performance Fitness Evaluation in COU 710/711, COU 778/789, COU 785; CECE

Results

From Spring 2022 to Fall 2022, 100% ($n=65$) of students met or exceeded the standard on the counseling skills section of the PFE.

CECE: 97% ($n=57$) of students passed the Helping Relationships section of the CECE.

CACREP 2.F.6. Group Counseling and Group Work

Student Learning Outcome: Students will be able to identify the process of group development (stages, roles, dynamics, theories, and skills) and facilitate therapeutic or psychoeducational groups.

Key Performance Indicator: Students will understand and demonstrate group work including theories, group dynamics and techniques, and skills necessary to effectively facilitate group counseling.

KPI Measures: Group Manual, CECE

Results

From Spring 2022 to Fall 2022, 100% ($n=48$) of students met or exceeded the standard on the group manual.

CECE: 98% ($n=58$) of students passed the Group Work section of the CECE.

CACREP 2.F.7. Assessment and Testing

Student Learning Outcome: Students will know how to ethically utilize group and individual assessments applicable to either school counseling or mental health counseling.

Key Performance Indicator: Students will recognize and demonstrate the ability to use assessment results to assist clients and/or students.

KPI Measures: Diagnostic Evaluation Report, CECE

Results: Diagnostic Evaluation Report: From Spring 2022 to Fall 2022, 92% ($n=52$) of students met or exceeded the standard on the diagnostic evaluation report and 8% ($n=4$) failed the standard.

CECE: 100% ($n=59$) of students passed the Appraisal section of the CECE.

CACREP 2.F.8. Research and Program Evaluation

Student Learning Outcome: Students will be able to apply the evidentiary hierarchy for appraising research and selecting evidence-based practices.

Key Performance Indicator: Students will identify and evaluate research to inform effective counseling practices.

KPI Measures: Seminar Paper or Thesis, CECE

Results: Seminar Paper or Thesis: From Spring 2022 to Fall 2022, 96% ($n=29$) of students met or exceeded the standard on the seminar paper on thesis and 4% ($n=1$) of students failed the standard.

CECE: 94% ($n=56$) of students passed the Research and Program Evaluation section of the CECE.

CACREP 5.G. School Counseling Specialty

Student Learning Outcome: Students will be able to identify and evaluate an ethical comprehensive school program.

Key Performance Indicator: Students will understand and demonstrate utilization of an ethical comprehensive school counseling program, including the application of the ACA and ASCA codes of ethics.

KPI Measures: School Counselor Interview, MSCE Summative Data: Site Supervisor, MSCE Summative Data: University Supervisor

Results: School Counselor Interview: From Spring 2022 to Fall 2022, 100% ($n=21$) of students met or exceeded the standard on the school counselor interview.

MSCE Summative Data: From Spring 2022 to Fall 2022, 100% ($n=16$) of students met or exceeded the criteria on the MSCE assessment.

Performance Fitness Evaluation (PFE): From Spring 2022 to Fall 2022, 100% ($n=16$) of students met or exceeded the criteria on the PFE.

CACREP 5.A. Clinical Mental Health Counseling Specialty

Student Learning Outcome: Students will be able to develop a culturally relevant, ethical treatment plan.

Key Performance Indicator: Students will conceptualize and apply an ethical counseling approach for working effectively with clientele from diverse backgrounds.

KPI Measures: Case Conceptualization Presentation (CCP), Ethical Decision-Making Model (EDMM),

Results EDMM: From Spring 2022 to Fall 2022, 100% ($n=28$) of students met or exceeded the KPI for the Ethical Decision-Making Model Assignment.

Case Conceptualization Presentation (CCP): From Spring 2022 to Fall 2022, 100% ($n=38$) of students met or exceeded the KPI for Case Conceptualization Presentation.

Summary of Findings

Overall, KPI ratings on key assessments in the areas of Assessment and Testing and Research and Program Evaluation reflect lower scores relative to other core and specialty areas. Scores from the CECE revealed that students’ performance in Human Growth and Development and Career Development are lower relative to other core counseling areas.

Graduation, Program Completion, Licensure, and Job Placement Rates

Program and university records were used to determine the number of graduates for spring 2022, summer, 2022, and fall 2022. Number of graduates, NCE pass rates, MoCA pass rates, and job placement rates are shown by program in Tables 11-16.

Table 11. Number of Graduates by Specialty

	Number of Graduates AY 2022
School	19
CMHC	39

Table 12. NCE, MoCA, Job Placement Rates

NCE Pass Rate AY 2022	MoCA Pass Rate AY 2022	Job Placement *
97% ($n=29$)	100% ($n=18$)	67% ($n=15$)

*Job Placement as reported from the fall 2022 exit survey.

NCE Spring 2022 CMHC	MSU			National	
Sections	<i>n</i>	Mean	SD	Mean	SD
Professional Counseling Orientation and Ethical Practice	13	7.85	0.66	7.35	1.57
Social and Cultural Diversity	13	2.92	0.83	2.61	0.92
Human Growth and Development	13	9.23	1.97	8.87	2.12
Career Development	13	13	2.11	12.05	2.27
Counseling and Helping Relationships	13	41.46	6.42	39.10	7.52
Group Counseling and Group Work	13	18.85	2.41	17.32	3.13
Assessment and Testing	13	3.13	3.17	16.23	4.50
Research and Program Evaluation	13	4.50	1.22	5.13	1.28

Table 13. Spring 2022 CMHC NCE Mean Scores by Professional Counseling Identity Standard Areas

NCE Spring 2022 SC	MSU			National	
Sections	<i>n</i>	Mean	SD	Mean	SD
Professional Counseling Orientation and Ethical Practice	6	7.33	1.60	7.35	1.57
Social and Cultural Diversity	6	2.83	0.69	2.61	0.92
Human Growth and Development	6	8.33	1.11	8.87	2.12
Career Development	6	12.17	0.90	12.05	2.27
Counseling and Helping Relationships	6	39.17	3.62	39.10	7.52
Group Counseling and Group Work	6	18.33	2.05	17.32	3.13
Assessment and Testing	6	17.17	2.41	16.23	4.50
Research and Program Evaluation	6	5.50	0.96	5.13	1.28

Table 14. Fall 2022 SC NCE Mean Scores by Professional Counseling Identity Standard Area

NCE Fall 2022 CMHC	MSU			National	
Sections	<i>n</i>	Mean	SD	Mean	SD
Professional Counseling Orientation and Ethical Practice	8	10.4	3.6	9.6	2.7
Social and Cultural Diversity	8	3.0	0.5	2.8	0.9
Human Growth and Development	8	11.6	1.6	10.3	2.4
Career Development	8	8.9	2.9	9.7	2.6
Counseling and Helping Relationships	8	38.1	5.6	37.1	6.9
Group Counseling and Group Work	8	21.3	3.0	19.5	3.8
Assessment and Testing	8	17.9	2.1	16.6	4
Research and Program Evaluation	8	4.5	0.9	4.4	1.5

Table 15. Fall 2022 CMHC NCE Mean Scores by Professional Counseling Identity Standard Area

NCE Fall 2022 SC	MSU			National	
Sections	<i>n</i>	Mean	SD	Mean	SD
Professional Counseling Orientation and Ethical Practice	2	9.0	1.4	9.6	2.7
Social and Cultural Diversity	2	3.0	0.0	2.8	0.9
Human Growth and Development	2	11.5	2.1	10.3	2.4
Career Development	2	8.0	1.4	9.7	2.6
Counseling and Helping Relationships	2	36.5	2.1	37.1	6.9
Group Counseling and Group Work	2	20.0	0.0	19.5	3.8
Assessment and Testing	2	15.5	2.1	16.6	4
Research and Program Evaluation	2	3.5	0.7	4.4	1.5

Table 16. Fall 2022 SC NCE Mean Scores by Professional Counseling Identity Standard Area

Summary of Findings

The NCE pass rate for graduating students is high, only one student did not pass the NCE. Results also indicate that 100% of students passed the MoCA examination. Finally, over half of fall 2022 graduates indicated that they had secured a position at the time of graduation.

Use of Findings to Inform Program Modifications

Based on the information provided in this report, faculty members in the counseling program determined to make the following programmatic changes:

1. Revise COU 707 KPI to capture student's demonstration of knowledge acquisition.
2. Increase education to our students about the benefit of CACREP (inclusion of graduate quotes or "testimonials", semi-permanent videos for website, etc.).
3. Implement group advising model.
4. In response to program outcomes (exit surveys) Table 8 p12-14, this low "n" makes interpretation and response difficult at best. The program will request that intern students complete an exit survey during the last semester of the internship.
5. The program will host a formal orientation and formal supportive mentorship for per-course faculty.
6. Ensure that practicum and internship application include a request for student person email.
7. Recommend revision to KPI description for COU 765/COU 794 Research Proposal.