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

2021-2022 Academic Year

Table of Contents

Introduction	3
Mission Statement	3
Vision Statement	3
Program Objectives (Student Learning Outcomes)	3
	4
Systematic Program Evaluation	
Aggregate student assessment data	6
Program Demographics	6
Survey of Graduates	7
Survey of Employers/Supervisors	12
CPCE Results	17
Advisory Committee Feedback	17
Assessment of Students	
Nuventive Campus Wide Assessment System	21
Student Dispositions Assessment	22
Evaluation of Faculty and Supervisors	23
Conclusion	23

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 2021-2022 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 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 2016 CACREP standards to guide its systematic program evaluation. The CP uses CACREP 2016 standard *Section 4: Evaluation in the program* standard. CACREP standard Section 4 is as follows, "Evaluation in the program includes opportunities for Counseling Program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge**,** skills, and professional dispositions is integral**.** Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions"**.**

CACREP Standard 4.A. Counseling Programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement

CP students are assessed in each course. However, as indicated in the table, there are three benchmarks. The CP evaluation term is from the beginning of Summer semester to the end of the Spring semester. In order to facilitate comprehensive faculty review of the evaluation system, the following table was created directly from Standard A, points 1 - 4. An additional column for outcomes was added.

Counseling Program Evaluation for Student Learning Outcomes

Assessment # Type	**(1) Data that will be collected: Assessment Name**	**(2) How & When Data are Collected**	**(3) Method for Data Review/Analysis: Assessment Results**	**(4) How data are used for curriculum and program improvement**	**(5) Outcome**
Assessment # 1: Request for Advanced Status Review	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 date at an upcoming program	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	COUN 5230, Counseling Diverse Populations, was added as a core course

(RASR)	Disposition Form)	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. **When:** After completion of foundation courses (COUN 5100, COUN 5110, COUN 5500, COUN 5610, COUN 5230)	feedback and RASR Decisions in the RASR table	prerequisites (as needed)	and COUN 5510, Counseling Theories, was removed from the core classes
Assessment #2: Program completion	Counselor Preparation Comprehensive Examination (CPCE)	**How:** Students take the assessment **When:** During one of the last 2 semesters before graduation	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	**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. **When:** Post-graduate The TEAC Survey was completed every three years. **How:** CP emails employers and graduates. A survey link is included in the survey. The data are compiled through the survey tool. **When:** The Counseling	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

		Program Survey of Graduates and Employers completed yearly.			

CACREP Standard 4.B. The Counseling Program faculty demonstrate the use of the following to evaluate the program objectives:

(1) aggregate student assessment data that address student knowledge, skills, and professional dispositions
Please see Survey of Graduates (p. 9); CPCE data (p. 12); Nuventive data (p. 17); Advanced Standing (disposition) data (p. 18).

(2) demographic and other characteristics of applicants, students, and graduates;

2000-2021:
Female = 80%; Male = 20%
Caucasian = 82%; Black or African American = 6%; American Indian / Alaska Native = 3%; Asian = 3%; Unknown = 6%
Average Age = 31 years

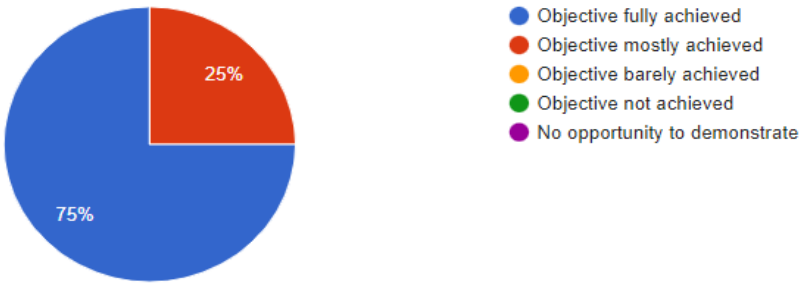
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates

The Counseling Program Survey of Graduates & Employees
The Counseling Program (CP) emails employers and graduates, every year, 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 2021-2022

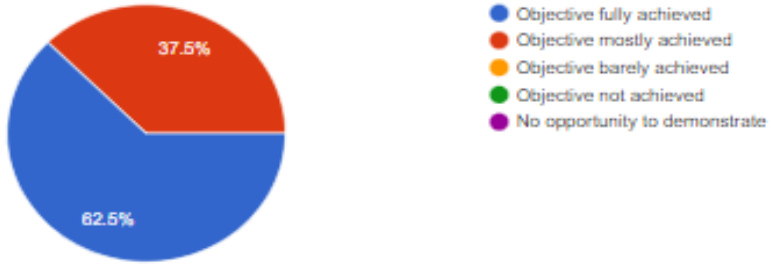
1. Demonstrates knowledge and understanding of how legal principles and ethical standards as published by professional organizations and accrediting bodies impact the work of counselors.

8 responses



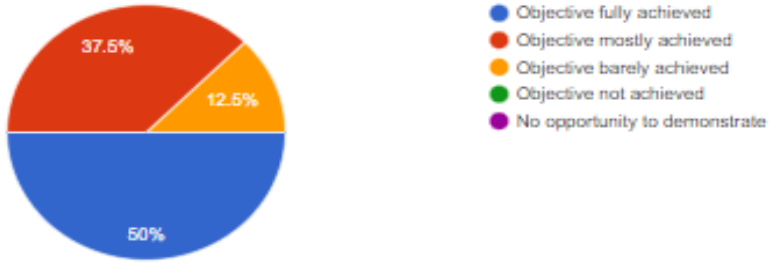
2. Demonstrates knowledge and understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients/students.

8 responses



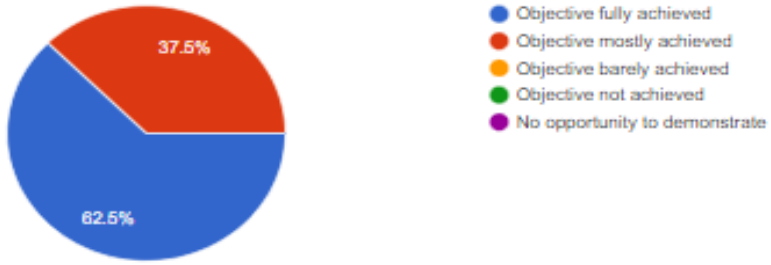
3. Demonstrates knowledge and understanding of collaboration and communication processes with an interdisciplinary team of human service providers, which may include intervention during local, regional, or national crisis, disaster, or other trauma-causing event.

8 responses



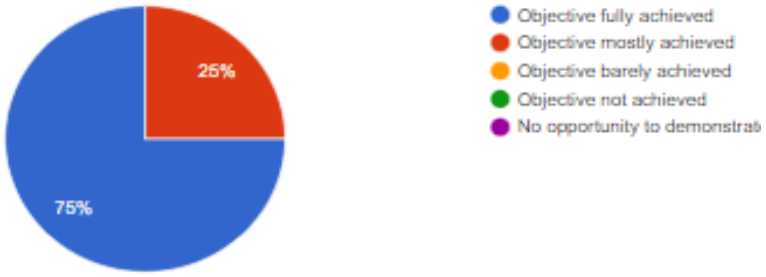
4. Demonstrates an understanding of relationships, issues, and trends in a multicultural society.

8 responses



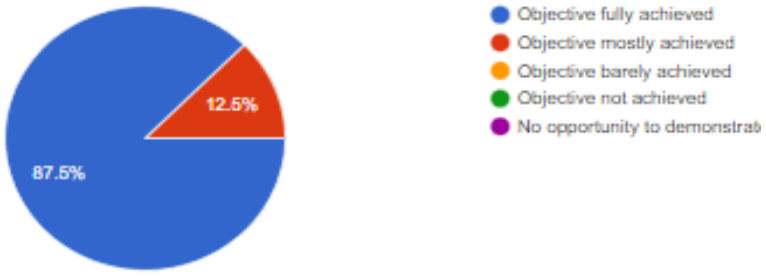
5. Demonstrates an understanding of the characteristics and needs of those persons served by your school or organization.

8 responses



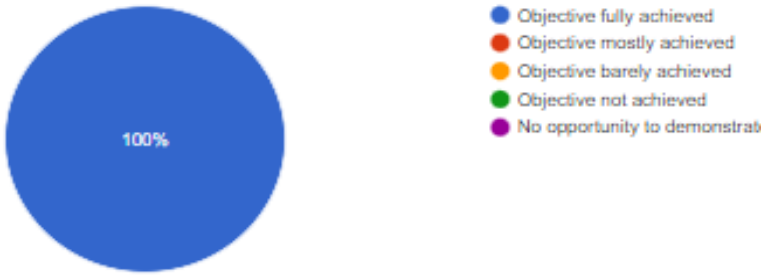
6. Demonstrates an understanding of the counseling process including essential interviewing and counseling skills.

8 responses



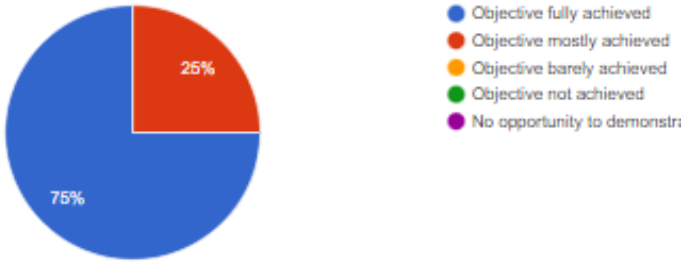
7. Demonstrates an understanding of group counseling skills.

8 responses



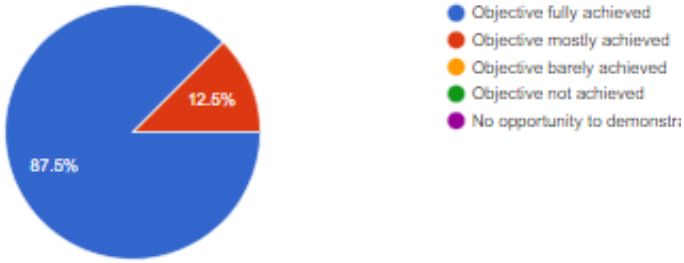
8. Demonstrates an understanding of a variety of approaches to assessment and evaluation.

8 responses



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

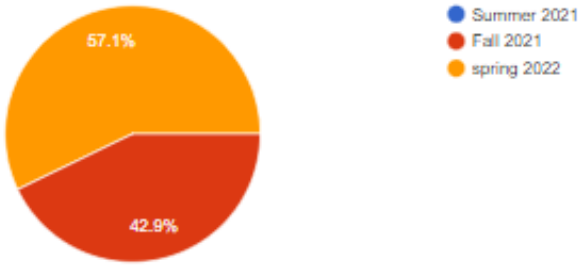
8 responses



Demographics

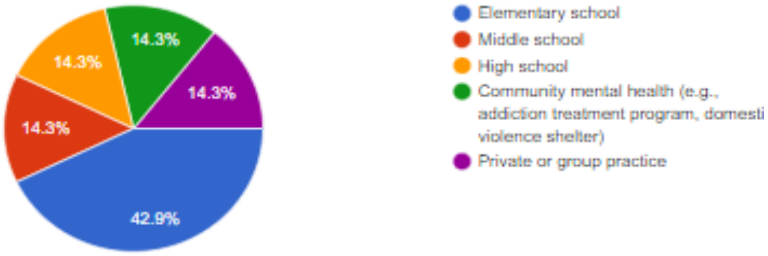
10. How recently did you graduate?

7 responses



11. What is your Primary Employment Site?

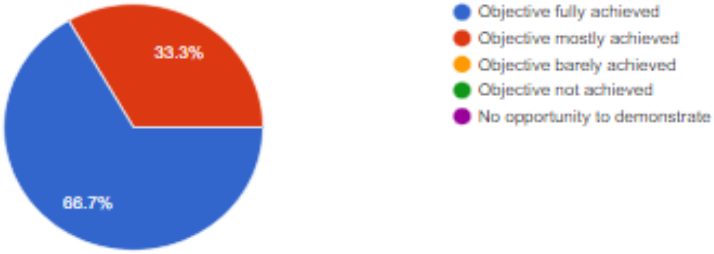
7 responses



Professional School Counseling specialization only

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

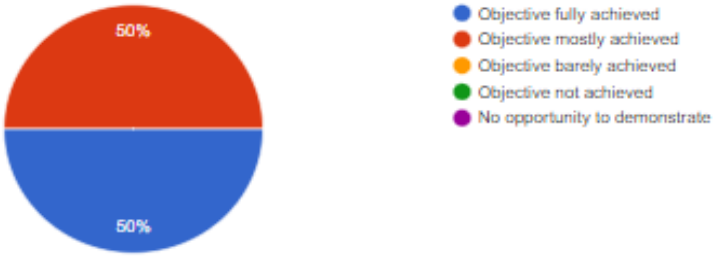
6 responses

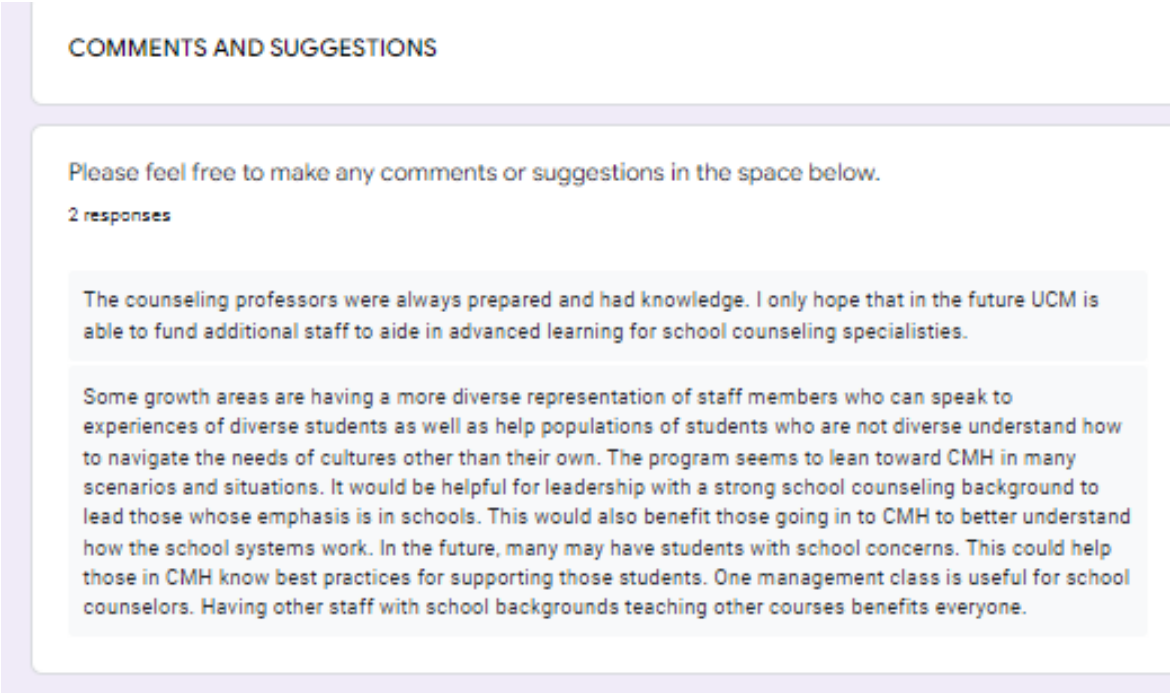


Clinical Mental Health Counseling specialization only

13. Demonstrates knowledge of diagnoses and comprehensive treatment planning.

2 responses





COMMENTS AND SUGGESTIONS

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

2 responses

The counseling professors were always prepared and had knowledge. I only hope that in the future UCM is able to fund additional staff to aide in advanced learning for school counseling specialisties.

Some growth areas are having a more diverse representation of staff members who can speak to experiences of diverse students as well as help populations of students who are not diverse understand how to navigate the needs of cultures other than their own. The program seems to lean toward CMH in many scenarios and situations. It would be helpful for leadership with a strong school counseling background to lead those whose emphasis is in schools. This would also benefit those going in to CMH to better understand how the school systems work. In the future, many may have students with school concerns. This could help those in CMH know best practices for supporting those students. One management class is useful for school counselors. Having other staff with school backgrounds teaching other courses benefits everyone.

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 an understanding of the counseling process including essential interviewing and counseling skills.
- Demonstrates an understanding of group counseling skills.
- Demonstrates knowledge of implementation and management of a comprehensive school counseling program / Demonstrates knowledge of diagnoses and comprehensive treatment planning.

Areas for Improvement:

- 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.

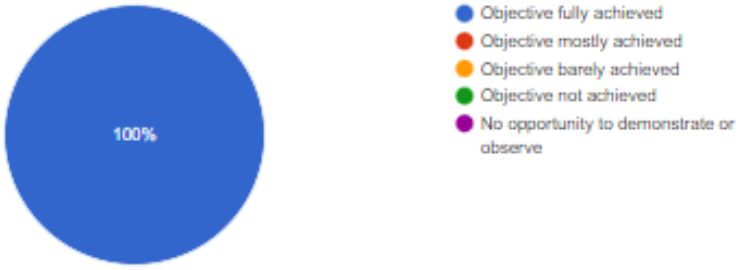
Action Plan:

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

A survey of Learning Objectives to be Completed by Employers or Supervisors of Graduates

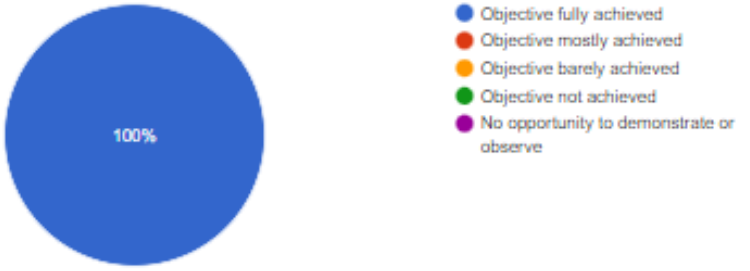
1. Demonstrates knowledge and understanding of how legal principles and ethical standards as published by professional organizations and accrediting bodies impact the work of counselors.

7 responses



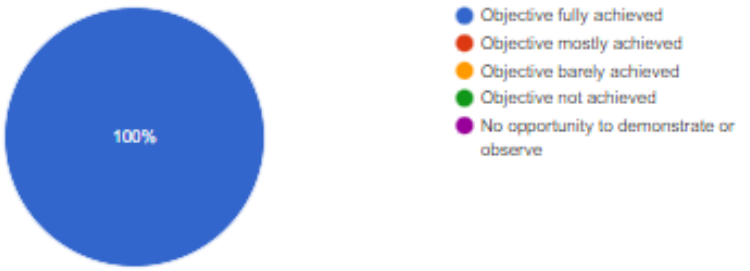
2. Demonstrates knowledge and understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients/students.

7 responses



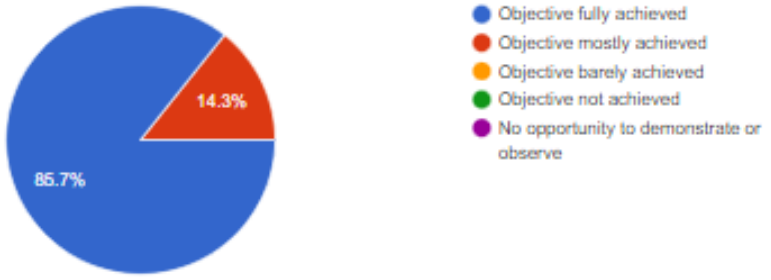
3. Demonstrates knowledge and understanding of collaboration and communication processes with an interdisciplinary team of human service providers, which may include intervention during local, regional, or national crisis, disaster, or other trauma-causing event.

7 responses



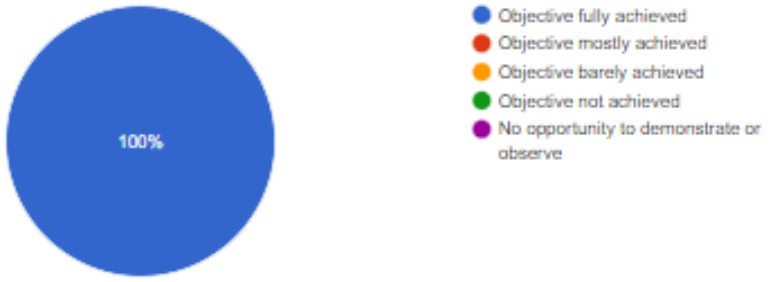
4. Demonstrates an understanding of relationships, issues, and trends in a multicultural society.

7 responses



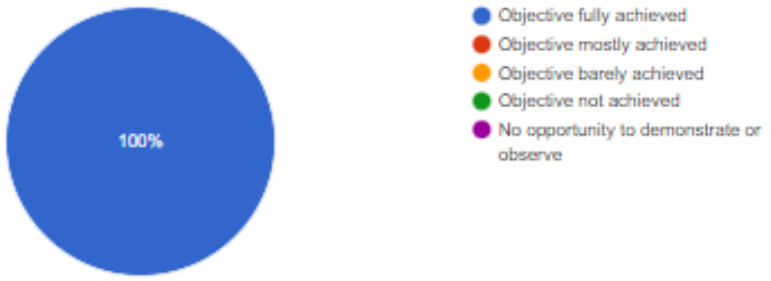
5. Demonstrates an understanding of the developmental characteristics and needs of those persons served by your organization.

7 responses



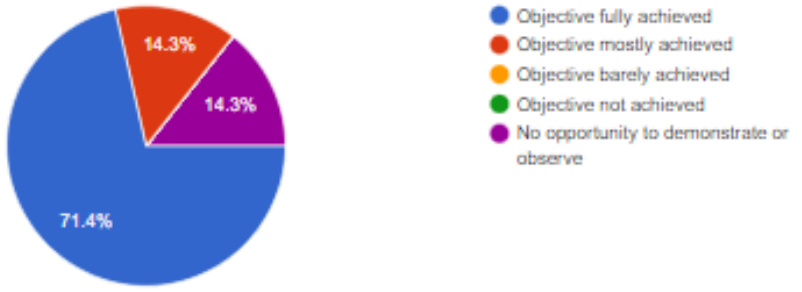
6. Demonstrates an understanding of the counseling process including essential interviewing and counseling skills.

7 responses



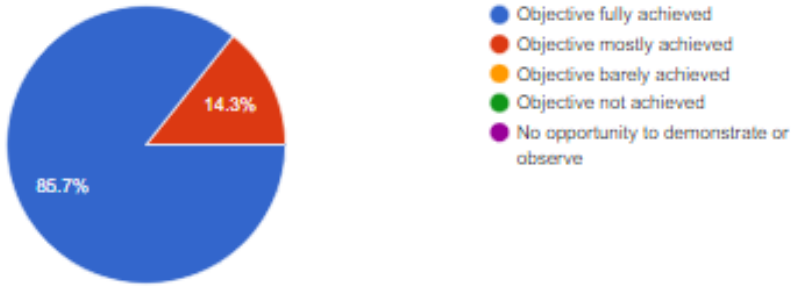
7. Demonstrates an understanding of group counseling skills.

7 responses



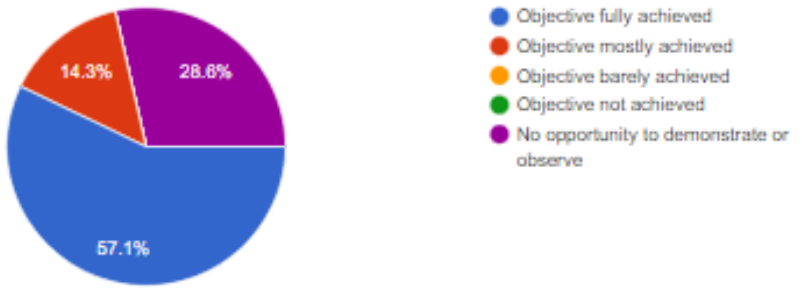
8. Demonstrates an understanding of a variety of approaches to assessment and evaluation.

7 responses



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

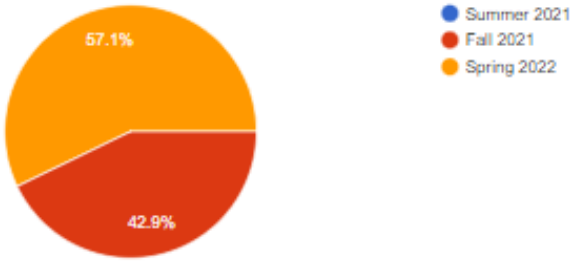
7 responses



Demographics

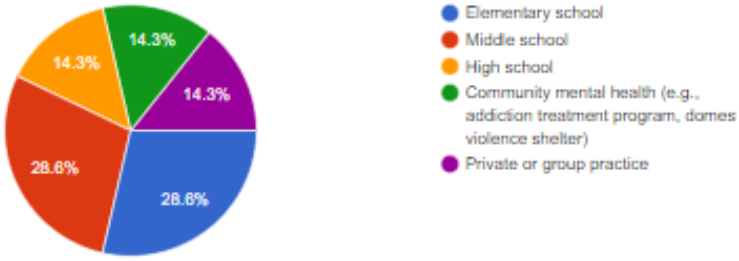
10. How recently did your employee or supervisee graduate?

7 responses



11. What is your Primary Employment Site?

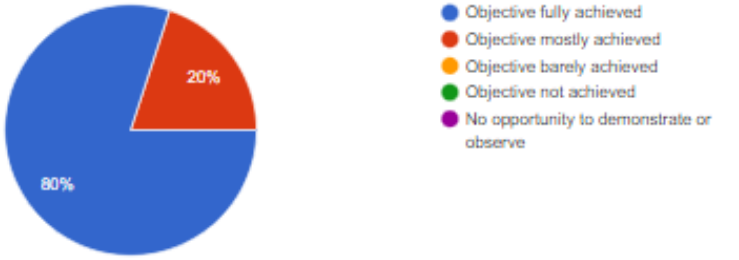
7 responses



Professional School Counseling specialization only

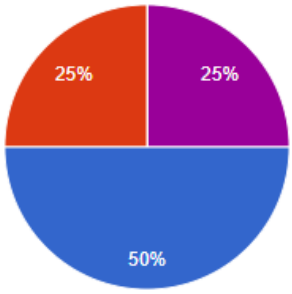
12. Demonstrates knowledge of implementation and management of a comprehensive school counseling program.

5 responses



13. Demonstrates knowledge of diagnoses and comprehensive treatment planning.

4 responses



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

COMMENTS AND SUGGESTIONS

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

1 response

This graduate is clearly a life long learner and ready to meet the challenges of this profession.

Strengths

- Supervisors/Employers reported that supervisees/employees *fully achieved* all learning objectives in school and clinical mental health settings, therefore believe that graduates are prepared for their careers in the counseling profession.

Areas for Improvement

- Reported 100% of supervisees/employees assessed that supervisee demonstrates an understanding of research methods, statistical analysis, needs assessment, and program evaluation at a mostly achieved level.

Action Plan

- CP faculty to continue to monitor curriculum.
- Consult with our advisory committee regarding curriculum

CACREP Standard 4.C. Counseling Program faculty provide evidence of the use of program evaluation data to inform program modifications.

Counseling Program faculty review program evaluation data and have made the following curriculum changes:

1. Student scores from the Counselor Preparation Comprehensive Examination (CPCE). 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.

CPCE RESULTS – Summer 2021 – Spring 2022

Area	
Human Growth & Development	11.6
Social & Cultural Diversity	10.2
Counseling & Helping Relationships	10.1
Group Counseling & Group Work	9.9
Career Development	11.3
Assessment & Testing	12.1
Research & Program Evaluation	9.7
Professional Counseling Orientation & Ethical Practice	10.7
Total:	85.6

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
2021-2022	Shared/discussed results	No changes to be made at this time	Continue to monitor and review

2. In addition, to results from CPCE (comprehensive examination), feedback from clinical site supervisors during site visits has led to curricular changes as seen below:

DATE	Site Supervisor Feedback	Curriculum/Program Revision/Modification
2021-2022		Please refer to 4.K.

3. Meetings with 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.

DATE	CPAC Consultation	Curriculum/Program Revision/Modification
2021-2022	Shared annual evaluation results	Recommends no changes at this time, continue to monitor

4.D. Counseling program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and

personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available

The Counseling Program disseminates an annual report that 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. For the program evaluation, on the Counseling Program website page, viewers are able to click on the links to the Alumni survey results, and the Employer survey results.

Section 4.E. Counseling Program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates

1. **Number of Graduates 2021-2022**
   Clinical Mental Health Concentration = 2
   School Counseling = 6

2. **Student to Instructor Ratio =** 11.4-1

3. **Pass Rates on Credentialing Examinations**
   100% of students who complete the Counseling Program have successfully passed the CPCE.

4. **Program Completion Rates**
   Approximately 90% of admitted students graduate from the Counseling Program.

5. **Employment of 2006-2022 Graduates**
   Approximately 98% of Counseling Program graduates are employed.

ASSESSMENT OF STUDENTS

CACREP Standard 4.F. The Counseling Program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data

Counseling Program Evaluation System

#	Key Performance Indicators	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)	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 strengths

		End of program - CPCE	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)	COUN 5230 Counseling Diverse Populations - Group Presentation PPT assignment is evaluated Advanced Status Review End of program - CPCE	1. All students must complete the assignment & reviewed by the lead instructor 2. Admissions & Standards Committee (ASC) 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 4. 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 approaches (CMHC) (SC)	COUN 5710 Introduction to Assessment - Quiz 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
4	Explains the career development planning process across the lifespan, & assists individuals in their career exploration, decision-making & planning (CMHC) (SC)	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)	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)	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)	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	COUN 5131 Management of Mental Health Counseling Programs - Clinical mental	1.a. COUN 5131, all students in CMHC must complete the assignment and reviewed by the lead instructor OR

	maintain comprehensive counseling programs for all students in schools & prevention services for the broader community (CMHC) (SC)	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	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)	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)	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 counseling profession (CMHC) (SC)	COUN 5110 Orientation to Professional Counseling and Ethics – Blackboard Discussion Boards End of program - CPCE	1. All students must complete the 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)	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)	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 2020-2021 academic year are shown below.

2021-2022 Counseling Program Nuventive results of Student Learning Outcomes

SLO	Assessment	Total Assessed	% Unsuccessful
MS			
1	5310 (final Group Project)	21	0
1	CPCE	9	22%
2	5230 (Group Presentation PPT)	15	0
2	Advanced Standing	17	0
2	CPCE	9	22%
3	5710 (Quizzes)	23	4.3%
3	CPCE	9	22%
4	5410 (Quizzes)	19	0
4	CPCE	9	22%
5	5610 (Group Proposal)	20	10%
6	5410 (Quizzes)	19	5.8%
6	6910 (Interview Summary Form)	21	0
7	5320 (CTP)	20	5%
7	5720 (CTP)	20	30%
8	5130/5131 (Program Manuals)	15	0
8	6910 (Time on Task Analysis)	21	0
9	5100 (Discussion Board)	37	24%
9	6910 (Time on Task Analysis)	21	0
10	5100 (Discussion Board)	37	32%
10	6910 (Discussion Board)	21	0
11	5110 (BlackBoard Discussions)	34	20%
11	CPCE	9	22%
12	5720 (PPT: US & MO Law Regulating Practice of Counseling [Including Mandated Reporter Training])	20	0%
12	CPCE	9	22%
13	5610 (Self-Assessment & Professional Development Plan)	20	5%
13	6910 (Goal Paper)	21	0
EdS		Total Assessed	% Unsuccessful
1	Coursework	10	0
2	EdS thesis/paper	1	0
3	EdS thesis/paper	1	0

Strengths

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

Areas for Improvement

- Continue to work with COUN 5100 (first course of the program) students regarding learning APA formatting, along with critical thinking at graduate level.
- Although 100% of students pass the CPCE before graduation, there were 3 of the 9 students did not pass the examination on the first administration.

Action Plan

- Consider how we can provide more resources for students as they prepare for the CPCE.

CACREP Standard 4.G. The Counseling Program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data

(1) & (2) 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 (Counseling Program Disposition Assessment). (3) review or analysis of data. As seen in above in section 4.F., Counseling Program faculty regularly analyze students' dispositions.

Assessment Name	Total Assessed Students Assessed	% Unsuccessful
Advanced Standing	17	5.9% (unsuccessful or conditional)

Strengths

- 94.1% received Advanced Standing on their first request.

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.

CACREP Standard 4.H. The Counseling Program faculty has a systematic process in place for the use of individual student assessment data in relation to 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, and the student's past G.P.A., dispositions, and behavior, a remediation plan is created. Rather than a plan punitive in nature, the members of the Admissions and Standards Committee believe that remediation is an opportunity for learning. As such, the attached shows the standard process for remediation. Depending upon the

outcome of the remediation, further remediation may be assigned, or student may be dismissed from the program.

EVALUATION OF FACULTY AND SUPERVISORS

CACREP Standard 4.I. Written procedures for administering the process for student evaluations of faculty are available to the Counseling Program faculty

The University of Central Missouri provides a written process for student evaluations of faculty in the UCM Faculty Guide. In addition, each semester reminders are emailed to faculty.

CACREP Standard 4.J. Students have regular, systematic opportunities to formally evaluate Counseling Program faculty.

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.

CACREP Standard 4.K. 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, 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.

Conclusion

The University of Central Missouri (UCM) Counseling Program (CP) 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. CP values transparency as well as feedback from its stakeholders. Therefore, findings from data analysis are shared at CPAC meetings, on the student CP Blackboard site, and on the UCM CP Bb site. This program evaluation report is the culmination of data collection, analysis, and utilization for program improvement.