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The Counselor Education Program at the University of Central Missouri is CACREP (national) accredited and offers a master 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 2017-2018 Counselor Education Program Evaluation Report.

Counselor Education Program Mission Statement
The Counselor Education 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.

Counselor Education Program Vision Statement
The Counselor Education 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 CEP 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 Counselor Education Program Advisory Committees (CEPAC) (Clinical Mental Health Counseling and School Counseling). Both advisory committees include members who are practicing counselors, Counselor Education 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 CEP utilizes 2016 CACREP standards to guide its systematic program evaluation. CEP 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 counselor education 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. Counselor education 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

CEP students are assessed in each course. However, as indicated in the table, there are three benchmarks. The CEP 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.

Counselor Education Program Evaluation for Student Learning Outcomes

<table>
<thead>
<tr>
<th>Assessment # Type</th>
<th>(1) Data that will be collected: Assessment Name</th>
<th>(2) How &amp; When Data are Collected</th>
<th>(3) Method for Data Review/Analysis: Assessment Results</th>
<th>(4) How data are used for curriculum and program improvement</th>
<th>(5) Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment # 1: Request for</td>
<td>A. Request for Advanced Status Review</td>
<td>How: Students submit the RASR forms to their academic</td>
<td>Faculty will review student forms at a program meeting. Faculty provide the</td>
<td>Faculty determine the needs of</td>
<td>COUN 5230, Counseling Diverse</td>
</tr>
<tr>
<td>Advanced Status Review (RASR)</td>
<td>(RASR Form)</td>
<td>advisor, who requests a review 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. (\text{When:} ) After completion of foundation courses (COUN 5100, COUN 5110, COUN 5500, COUN 5610, COUN 5230)</td>
<td>academic advisor feedback about the student. The faculty record the student feedback and RASR Decisions in the RASR table</td>
<td>students and modify course sequences and prerequisites (as needed)</td>
<td>Populations, was added as a core course and COUN 5510, Counseling Theories, was removed from the core classes</td>
</tr>
<tr>
<td>Assessment #2: Program completion</td>
<td>Counselor Preparation Comprehensive Examination (CPCE)</td>
<td>How: Students take the assessment (\text{When:} ) During one of the last 2 semesters before graduation</td>
<td>CPCE Results (CPCE table)</td>
<td>Faculty are provided scores. Faculty discuss trends to determine strengths and areas for growth to modify courses</td>
<td>Information was shared with CEPAC. CEPAC recommended no changes</td>
</tr>
<tr>
<td>Assessment #3: Assessment of Ability to fulfill roles &amp; functions of professional counselors</td>
<td>The TEAC Survey was discontinued by UCM College of Education after Spring 2014. Replaced with Counselor Education Program Survey of Graduates &amp; Employers</td>
<td>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 CEP. (\text{When:} ) Post-graduate The TEAC Survey was completed every three years. (\text{How:} ) CEP emails employers and graduates. A survey link is included in the survey. The data are compiled through the TEAC (TEAC table) CEP Program Survey – Graduates (survey table – graduates) CEP Program Survey-Employers (Survey table – employers)</td>
<td>Faculty analyze data/discuss/determine areas of strength &amp; growth to modify courses. The findings are shared with CEPAC to consult about appropriate action for course and program modification.</td>
<td>Information was shared with CEPAC. CEPAC recommended no changes</td>
<td></td>
</tr>
</tbody>
</table>
CACREP Standard 4.B. The counselor education 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 Employers/Supervisors (p. 7); Survey of Graduates (p. 9); CPCE data (p. 12); TK20 data (p. 17); Advanced Standing (disposition) data (p. 18).

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

2017-2018: Clinical Mental Health Counseling:
Female = 82%; Male = 4%
Caucasian = 96%; African American = 4%

2017-2018: School Counseling:
Female = 94%; Male = 6%
Caucasian = 77%; Hispanic = 11%; African American = 6%; Native Hawaiian or Other Islander = 6%

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

The Counselor Education Program Survey of Graduates & Employees
The CEP 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 CEP faculty and findings are shared with stakeholders. This process allows the CEP to note strengths and areas for improvement, which leads to the development of plans for continued growth.
A survey of Learning Outcomes/Objectives to be Completed by Employers or Supervisors of Graduates

From the faculty of the Counselor Education Program

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.
   - Objective fully achieved: 23 (88.0%)
   - Objective mostly achieved: 2 (7.7%)
   - Objective barely achieved: 0 (0%)
   - Objective not achieved: 0 (0%)
   - No opportunity to demonstrate or observe: 1 (3.9%)

2. Demonstrates knowledge and understanding of advocacy processes need to address institutional and social barriers that impede access, equity, and success for clients/students.
   - Objective fully achieved: 16 (61.5%)
   - Objective mostly achieved: 8 (30.0%)
   - Objective barely achieved: 1 (3.9%)
   - Objective not achieved: 0 (0%)
   - No opportunity to demonstrate or observe: 1 (3.9%)

3. Demonstrates knowledge and understanding of collaboration and communication processes with an inter-disciplinary team of human service providers, which may include intervention during local, regional, or national crisis, disaster, or other trauma-causing event.
   - Objective fully achieved: 17 (65.6%)
   - Objective mostly achieved: 5 (20.0%)
   - Objective barely achieved: 2 (7.7%)
   - Objective not achieved: 0 (0%)
   - No opportunity to demonstrate or observe: 1 (3.9%)

4. Demonstrates an understanding of relationships, issues, and trends in a multicultural society.
   - Objective fully achieved: 19 (73.1%)
   - Objective mostly achieved: 6 (23.1%)
   - Objective barely achieved: 0 (0%)
   - Objective not achieved: 0 (0%)
   - No opportunity to demonstrate or observe: 1 (3.8%)

5. Demonstrates an understanding of the developmental characteristics and needs of those persons served by your organization.
   - Objective fully achieved: 22 (84.0%)
   - Objective mostly achieved: 3 (11.5%)
   - Objective barely achieved: 1 (3.8%)
   - Objective not achieved: 0 (0%)
   - No opportunity to demonstrate or observe: 0 (0%)

6. Demonstrates an understanding of the counseling process including essential interviewing and counseling skills.
   - Objective fully achieved: 22 (84.0%)
   - Objective mostly achieved: 3 (11.5%)
   - Objective barely achieved: 0 (0%)
   - Objective not achieved: 0 (0%)
   - No opportunity to demonstrate or observe: 1 (3.8%)

7. Demonstrates an understanding of group counseling skills.
   - Objective fully achieved: 21 (80.0%)
   - Objective mostly achieved: 3 (11.5%)
   - Objective barely achieved: 0 (0%)
   - Objective not achieved: 0 (0%)
   - No opportunity to demonstrate or observe: 2 (7.7%)
Comments and Suggestions

1. Surveys are great when technology is your friend and you have a helpful colleague! :)
2. Implement more focus on school counseling; more group work where students actually take turns facilitating the group
3. UCM is best in Missouri!
4. Substance abuse/addictions counseling needs to be incorporated as a requirement. The program was too school focused, including programming issues that are narrowly focused. Research is demonstrating moving to a trauma-informed practice, whether in community or school counseling. This could be easily incorporated into current coursework or separately. In my opinion and experience, I witness therapists
who conceptualization in a narrowly focused manner, affecting cultural sensitivity, misdiagnosis, and poor treatment due to conceptual dissonance....hmm, a new term. Perhaps I will write about that!

5. I am extremely impressed with UCM's Counselor Education Program and often encourage those seeking training to pursue it there.

6. The Counseling Program at UCM has an outstanding teaching staff. They are all extremely professional and knowledgeable. All of them are leaders in the counseling field. I am honored that I was able to work with them and grateful for their dedication to helping me become the best counselor I could be.

7. All counselors need some course work in schedule building!

8. Has only been employed 1 week

9. UCM's counseling program is by far one of the best around. The expectations of students are extremely high, as they should be when entrusting their students with the precious lives of so many.

Strengths
- Employers and supervisors observed that graduates of the UCM CEP fully or mostly achieve all learning objectives in school and clinical mental health settings.
- The reputation of UCM CEP is stellar, based on feedback from employers and supervisors.

Areas for Improvement
- The objectives that were barely achieved, as noted by 3.8% to 7.7% of employers and/or supervisors, could be improved.

Action Plan
- The objectives that were barely achieved as noted by 3.8% to 7.7% of employers and/or supervisors could be improved and should be reviewed by CEP. CEP faculty should aggregate data further to determine when those evaluated graduated because 52% of those evaluated graduated 3 or more years ago. Changes in the program have taken place through the years and those that graduated numerous years ago may not have been exposed to the current curriculum.
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.

- Objective fully achieved: 15 (41.7%)
- Objective mostly achieved: 12 (33.3%)
- Objective barely achieved: 5 (13.9%)
- Objective not achieved: 1 (2.8%)
- No opportunity to demonstrate: 3 (8.3%)

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

- Objective fully achieved: 24 (64.9%)
- Objective mostly achieved: 7 (18.9%)
- Objective barely achieved: 4 (10.8%)
- Objective not achieved: 1 (2.7%)
- No opportunity to demonstrate: 1 (2.7%)

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

- Objective fully achieved: 27 (73%)
- Objective mostly achieved: 7 (18.9%)
- Objective barely achieved: 1 (2.7%)
- Objective not achieved: 0 (0%)
- No opportunity to demonstrate: 2 (5.4%)

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

- Objective fully achieved: 29 (78.4%)
- Objective mostly achieved: 5 (13.5%)
- Objective barely achieved: 2 (5.4%)
- Objective not achieved: 0 (0%)
- No opportunity to demonstrate: 1 (2.7%)

7. Demonstrates an understanding of group counseling skills.

- Objective fully achieved: 27 (77.1%)
- Objective mostly achieved: 6 (17.1%)
- Objective barely achieved: 1 (2.9%)
- Objective not achieved: 0 (0%)
- No opportunity to demonstrate: 1 (2.9%)

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

- Objective fully achieved: 26 (72.2%)
- Objective mostly achieved: 6 (16.7%)
- Objective barely achieved: 2 (5.6%)
- Objective not achieved: 1 (2.8%)
- No opportunity to demonstrate: 1 (2.8%)

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

- Objective fully achieved: 21 (58.3%)
- Objective mostly achieved: 10 (27.8%)
- Objective barely achieved: 2 (5.6%)
- Objective not achieved: 2 (5.6%)
- No opportunity to demonstrate: 1 (2.8%)

Demographics

10. How recently did you graduate?

- Within the last 3 years: 14 (40%)
- Between 3-8 years ago: 11 (31.4%)
- More than 8 years ago: 10 (28.6%)
Comments and Suggestions

1. Thank you for the excellent preparation that you provided me for my career as a professional school counselor!
2. I did both specializations
3. By far, I believe the counseling education program prepared me better than peers who graduated from other programs in the area.
4. The Counselor Ed program is beyond question the best in the state. The professors hold students to a very high standard and I'm proud to have been part of such a quality graduate program.
5. I wish we had more practice with group skills.
6. I believe UCM's counselor education program gave me a solid foundation to become a well-rounded, empathic, and ethical counselor. Because this program is so comprehensive and meticulously follows CACREP guidelines, I believe my career options are greater than counselors who graduated from other universities.
7. Some of my answers were "Objective mostly achieved" because while I believe the counseling program prepared me very well for my future career in this field, it is my opinion that a graduate program (any grad program, really) can only prepare their students so much; However, in my experience, working in this field on a daily basis has been the truest test of applying what I learned. The counseling program at UCM was and continues to be phenomenal. The faculty and staff are top rate and each went above and beyond to teach, share and provide opportunities for learning, growth and experiences which prepared me well for my career in this field. A couple of suggestions: 1) Regarding ethical and legal standards: I would suggest that more time be spent discussing and educating students about the LEGAL issues associated with working with clients, lawyers, courts and so on. We spent a
considerable amount of time discussing ethical issues but I don’t think I was nearly as prepared to deal with legal issues/considerations as I was with the ethical issues. 2) Advocacy processes and social and institutional barriers: A very powerful way of educating students about advocacy/access and so on is to have them experience what it’s like to deal with those issues (culturally, disabilities, etc.) by having someone come in and provide equipment (wheelchairs, goggles smeared with vaseline to simulate blindness, etc.) and role play cultural experiences, etc. to help them learn and remember how important these issues are. 3) With group counseling skills: I will never forget group process, but I also have realized that it would have been helpful for me to learn to prepare and lead a group counseling program (simulated, even) as I was not prepared for this. Thank you for the opportunity to participate in this survey. Good Luck!

8. I have worked with many recent grads from other counseling programs- I am so thankful that I went to UCM. I felt so prepared with my degree and we covered so much more than what some other programs did. The best part of my UCM education were the amazing, caring, brilliant professors. Thank you for all you have taught us 😊

9. No emphasis was placed on learning the MO Comprehensive School Counseling Model and this has severely limited my professional impact. More time needs to be spent in training differentiating between those who are in the schools verses those in community health to help better prepare student for the workplace.

Strengths
- Graduates of the UCM CEP reported that they fully or mostly achieve all learning objectives in school and clinical mental health settings.
- Based on graduate comments, the majority feel prepared for their careers in the counseling profession.

Areas for Improvement
- The objectives that graduates believed they barely achieved could be improved.

Action Plan
- The objectives that were barely achieved should be reviewed by CEP. CEP faculty should aggregate data further to determine when participants graduated because 60% of those evaluated graduated 3 or more years ago. Changes in the CEP have taken place through the years and those that graduated numerous years ago may not have been exposed to the current curriculum.
- Adding demographic questions for our graduates will be helpful.

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

Counselor Education 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 2017 – Spring 2018*

<table>
<thead>
<tr>
<th>Area</th>
<th>Summer N=5</th>
<th>SD</th>
<th>Fall N=17</th>
<th>SD</th>
<th>Spring N=8</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth &amp; Development</td>
<td>13.4</td>
<td>1.9</td>
<td>10.5</td>
<td>1.3</td>
<td>11.8</td>
<td>2.3</td>
</tr>
<tr>
<td>Social &amp; Cultural Diversity</td>
<td>10.6</td>
<td>4</td>
<td>8.8</td>
<td>1</td>
<td>10.4</td>
<td>2.5</td>
</tr>
<tr>
<td>Counseling &amp; Helping Relationships</td>
<td>13.4</td>
<td>3.6</td>
<td>10.8</td>
<td>2.4</td>
<td>13.3</td>
<td>1.7</td>
</tr>
<tr>
<td>Group Counseling &amp; Group Work</td>
<td>12.8</td>
<td>1.1</td>
<td>10.8</td>
<td>2.4</td>
<td>12.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Career Development</td>
<td>9.6</td>
<td>3.6</td>
<td>10</td>
<td>2.6</td>
<td>9.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Assessment &amp; Testing</td>
<td>10.4</td>
<td>2.3</td>
<td>9</td>
<td>.8</td>
<td>11.8</td>
<td>2.3</td>
</tr>
<tr>
<td>Research &amp; Program Evaluation</td>
<td>12.8</td>
<td>2.6</td>
<td>9.3</td>
<td>1.3</td>
<td>11.3</td>
<td>2.1</td>
</tr>
<tr>
<td>Professional Counseling Orientation &amp; Ethical Practice</td>
<td>12</td>
<td>3.7</td>
<td>9.3</td>
<td>1</td>
<td>10.9</td>
<td>1.8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>CPCE results</th>
<th>Curriculum/Program Revision/Modification</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>Shared/discussed</td>
<td>No changes to be made at this time</td>
<td>Continue to monitor and review</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>DATE</th>
<th>Site Supervisor Feedback</th>
<th>Curriculum/Program Revision/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>Please refer to 4.K.</td>
<td></td>
</tr>
</tbody>
</table>

3. Meetings with Advisory Committees (CEPAC-Clinical Mental Health Counseling & CEPAC-School Counseling). These committees are composed of CEP 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>
<thead>
<tr>
<th>DATE</th>
<th>CEPAC Consultation</th>
<th>Curriculum/Program Revision/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>Shared annual evaluation results</td>
<td>Recommends no changes at this time, continue to monitor</td>
</tr>
</tbody>
</table>
4.D. Counselor education 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 Counselor Education 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 Counselor Education Program Blackboard site, and Counselor Education Program advisory committees (CEPAC) at yearly meetings, UCM administration via annual reports, and site supervisors and the public via the Counselor Education Program website. For the program evaluation, on the Counselor Education Program website page, viewers are able to click on the links to the Alumni survey results, and the Employer survey results.

Section 4.E. Counselor education 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 2017-2018**
   - Clinical Mental Health Concentration = 6
   - School Counseling = 9

2. **Pass Rates on Credentialing Examinations**
   - 100% of students who complete the Counselor Education Program have successfully passed the CPCE.

3. **Program Completion Rates**
   - Approximately 75% of admitted students graduate from the Counselor Education Program.

4. **Employment of 2006-2018 Graduates**
   - Approximately 96% of Counselor Education Program graduates are employed.

**ASSESSMENT OF STUDENTS**

CACREP Standard 4.F. The counselor education 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.
<table>
<thead>
<tr>
<th>#</th>
<th>Key Performance Indicators</th>
<th>How Assessment Conducted Via Multiple Measures Over Multiple Times</th>
<th>How Review or Analysis of the Data Occurs</th>
</tr>
</thead>
</table>
| 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 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 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 - Test Critique assignment is evaluated 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 |
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Course Details</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Demonstrates knowledge &amp; understanding of planning &amp; goal setting for the personal, social, educational, &amp; career development of the individual (CMHC) (SC)</td>
<td>COUN 5410 Quizzes, COUN 6910 Internship in Professional Counseling – Interview Summary Form</td>
<td>1. Quizzes 2. All students must complete the assignment &amp; it is reviewed by the lead instructor</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrates knowledge &amp; understanding of various methods for delivering responsive counseling services to individuals &amp; groups in school &amp; community settings (CMHC) (SC)</td>
<td>COUN 5320 Mental Health Issues in Counseling – Comprehensive Treatment Plan, COUN 5720 Analysis &amp; Diagnosis of the Individual – Comprehensive Treatment Plan</td>
<td>1. All students must complete the assignments &amp; reviewed by the lead instructor 2. All students must complete the assignments &amp; reviewed by the lead instructor</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrates knowledge &amp; understanding of various methods to develop and maintain comprehensive counseling programs for all students in schools &amp; prevention services for the broader community (CMHC) (SC)</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>9</td>
<td>Demonstrates knowledge &amp; implements technology as a management &amp; counseling tool in promoting the personal, education, social &amp; career development of individuals (CMHC)(SC)</td>
<td>COUN 5100 Foundations of Professional Counseling - Blackboard discussion board, COUN 6910 Internship in Professional Counseling - Weekly time on task analysis</td>
<td>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</td>
</tr>
<tr>
<td>10</td>
<td>Demonstrates understanding &amp; develops professional relationships in the school, family, &amp; community, through consultation &amp; collaboration to promote development of all individuals (CMHC) (SC)</td>
<td>COUN 5100 Foundations of Professional Counseling - Blackboard discussion board, COUN 6910 Internship in Professional Counseling – Blackboard discussion board</td>
<td>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</td>
</tr>
<tr>
<td>11</td>
<td>Demonstrates knowledge &amp; applies ethical principles of the counseling profession (CMHC) (SC)</td>
<td>COUN 5110 Orientation to Professional Counseling and Ethics - Ethical dilemma PPT assignment evaluation, End of program - CPCE</td>
<td>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</td>
</tr>
<tr>
<td>12</td>
<td>Demonstrates knowledge &amp; understanding of the legal aspects of the role of counseling in the school &amp;</td>
<td>COUN 5720 Analysis &amp; Diagnosis of the Individual – PPT: US &amp; MO Law Regulating the Practice of</td>
<td>1. All students must complete a quiz related to the assignment 2. All students must complete the assignment &amp; reviewed by the lead instructor</td>
</tr>
</tbody>
</table>
TK20 CampusWide Assessment System

The Tk20 CampusWide software system is a comprehensive data management, assessment and reporting system. Since 2015, UCM has used TK20 CampusWide to collect and manage program, departmental, and institutional data for academic and non-academic programs. Tk20 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 CEP to identify academic deficiencies among students, programs or the unit, and make improvements. Results from the 2017-2018 academic year are shown below.

### 2017-2018 Counselor Education Program TK20 results of Student Learning Outcomes

<table>
<thead>
<tr>
<th>SLO</th>
<th>Course Number (Assessment Name)</th>
<th>Total Assessed</th>
<th>Total Assessed</th>
<th>% Unsuccessful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Clinical Mental Health Counseling (CMHC)</td>
<td>School Counseling (SC)</td>
<td>(concentration)</td>
</tr>
<tr>
<td>1</td>
<td>5310 (final Group Project)</td>
<td>3</td>
<td>6</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>1</td>
<td>CPCE</td>
<td>9</td>
<td>9</td>
<td>0% CMHC; (n=1) 1% (SC)</td>
</tr>
<tr>
<td>2</td>
<td>S230 (Group Presentation PPT)</td>
<td>9</td>
<td>18</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>2</td>
<td>Adv. Stand.</td>
<td>7</td>
<td>9</td>
<td>(n=1) 6% CMHC; 0% SC</td>
</tr>
<tr>
<td>2</td>
<td>CPCE</td>
<td>9</td>
<td>9</td>
<td>0% CMHC; (n=1) 1% (SC)</td>
</tr>
<tr>
<td>3</td>
<td>5710 (Test Critique Assignment)</td>
<td>8</td>
<td>12</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>3</td>
<td>CPCE</td>
<td>9</td>
<td>9</td>
<td>0% CMHC; (n=1) 1% (SC)</td>
</tr>
<tr>
<td>4</td>
<td>5410 (Quizzes)</td>
<td>2</td>
<td>11</td>
<td>0% CMHC; 9% SC</td>
</tr>
<tr>
<td>5</td>
<td>5610 (Group Proposal)</td>
<td>6</td>
<td>16</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>6</td>
<td>5410 (Quizzes)</td>
<td>2</td>
<td>11</td>
<td>0% CMHC; (n=1) 9% SC</td>
</tr>
<tr>
<td>6</td>
<td>6910 (Interview Summary Form)</td>
<td>14</td>
<td>27</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>7</td>
<td>5320 (CTP)</td>
<td>6</td>
<td>13</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>7</td>
<td>5720 (CTP)</td>
<td>3</td>
<td>14</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>8</td>
<td>S131/S130 (Program Manuals)</td>
<td>21</td>
<td>19</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>8</td>
<td>6910 (Time on Task Analysis)</td>
<td>17</td>
<td>27</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>9</td>
<td>5100 (Discussion Board)</td>
<td>6</td>
<td>13</td>
<td>50% CMHC; 54% SC</td>
</tr>
<tr>
<td>9</td>
<td>6910 (Time on Task Analysis)</td>
<td>17</td>
<td>27</td>
<td>0% CMHC; 0% SC</td>
</tr>
<tr>
<td>10</td>
<td>5100 (Discussion Board)</td>
<td>6</td>
<td>13</td>
<td>0% (CMHC); 0% (SC)</td>
</tr>
<tr>
<td>10</td>
<td>6910 (Discussion Board)</td>
<td>6</td>
<td>11</td>
<td>0% (CMHC); 0% (SC)</td>
</tr>
<tr>
<td>11</td>
<td>5110 (Ethical Dilemma PPT Assignment)</td>
<td>13</td>
<td>7</td>
<td>(n=1) 5% (CMHC); 0% (SC)</td>
</tr>
<tr>
<td>11</td>
<td>CPCE</td>
<td>9</td>
<td>9</td>
<td>0% (CMHC); 9% (SC)</td>
</tr>
<tr>
<td>12</td>
<td>5720 (PPT: US &amp; MO Law Regulating Practice of Counseling [Including Mandated Reporter Training])</td>
<td>3</td>
<td>14</td>
<td>0% (CMHC); 0% (SC)</td>
</tr>
<tr>
<td>12</td>
<td>CPCE</td>
<td>9</td>
<td>9</td>
<td>0% (CMHC); (n=1) 1% (SC)</td>
</tr>
<tr>
<td>13</td>
<td>5610 (Self-Assessment &amp; Professional Development Plan)</td>
<td>6</td>
<td>16</td>
<td>0% (CMHC); 0% (SC)</td>
</tr>
<tr>
<td>13</td>
<td>6910 (Goal Paper)</td>
<td>6</td>
<td>11</td>
<td>0% (CMHC); 0% (SC)</td>
</tr>
</tbody>
</table>

**Strengths**
- Students have a high rate of successful completion of CPCE, and course assignments.

**Areas for Improvement**
- A high percentage, 44%, did not successfully complete (at 80%) the discussion board assignment in COUN 5100.
- A small percentage, 5%, of students did not successfully complete (at 80%) the final project Ethical Dilemma PPT in COUN 5110.

**Action Plan**
- COUN 5100 and COUN 5110 are the first classes for admitted students. CEP should review discussion board assignment in COUN 5100, and Ethical Dilemma PPT in COUN 5110 to determine if curriculum changes are needed for successful completion.

**CACREP Standard 4.G.** The counselor education 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 (Counselor Education Program Disposition Assessment). (3) review or analysis of data. As seen in above in section 4.F., Counselor Education Program faculty regularly analyze students’ dispositions.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Total Assessed Clinical Mental Health Counseling (CMHC)</th>
<th>Total Assessed School Counseling (SC)</th>
<th>% Unsuccessful (concentration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Standing</td>
<td>7</td>
<td>9</td>
<td>(n=1) 6% (CMHC); 0% (SC)</td>
</tr>
</tbody>
</table>

**Strengths**
- The majority of students, 94%, received Advanced Standing on their first request.
Areas for Improvement
- One student, in 2017-2018, did not receive Advanced Standing at the first request.

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 counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal

The Counselor Education Program has a policy for student retention, remediation, and dismissal from the program (Counselor Education Program Student Handbook, p. 5) & University of Central Missouri Student Handbook (UCM Student Handbook). When a student issue arises, the Counselor Education Program faculty members bring it to the next available Counselor Education Program Admissions and Standards Committee (composed of full time Counselor Education Program faculty). After reviewing and discussing the incident, and the student’s past G.P.A., dispositions, 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 counselor education 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 counselor education 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. As clinical coordinator, the clinical coordinator collects these evaluations, compiles data, and brings results to scheduled program meetings. The Counselor Education Program faculty uses information from these evaluations to monitor and support site supervisors’ effectiveness.

Strengths
- The CEP collect site supervisor data every semester and utilize this information to determine appropriateness of practicum and internship sites.

Areas for Improvement
• CEP could be more efficient in their data management of site supervisor surveys by converting from a hard copy to an electronic format.

**Action Plan**

• The CEP recently converted the Site Supervisor Evaluation Form into electronic format to more efficiently collect, manage, and analyze data. This form will be utilized beginning 2018-2019 school year.

**Conclusion**

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