

Annual Program Evaluation: Mental Health and School Counseling Programs 2022-2023

The Annual Program Evaluation is a way for the counseling program faculty to measure both student and overall program effectiveness. The key assessments that follow attempt to provide evidence that inform counseling faculty regarding progress as well as assist us in considering ways we might continue to develop and enhance the counseling programs.

Submitted by:

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**Southeast Missouri State University
Department of Educational Leadership and Counseling
Mental Health Counseling**

Introduction

The following program outcomes assist faculty in identifying key assessments in order to measure whether students in the program are meeting/exceeding expectations:

Outcome 1: Students will demonstrate Discipline Specific Knowledge, Disposition, and Performance as required to maintain the programs as established by CACREP (MA in Mental Health, and School Counseling) and CAEP (MA in School Counseling) accreditation standards in preparing entry-level professional counselor as outlined in the program objectives (see appendix).

Outcome 2: Students will demonstrate knowledge of the basic issues in nine core counseling areas, these are: human growth and development, social and cultural foundations, counseling theory, counseling skills, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation and ethical issues.

Outcome 3: Students will demonstrate basic interviewing and counseling related skills.

Outcome 4: Communication Skills: Students will demonstrate competence in oral and written communication.

Outcome 5: Critical Thinking: Students will demonstrate the ability to analyze issues and to apply theories to specific cases.

Outcome 6: Research Skills: Students will demonstrate the ability to do and consume research.

Outcome 7: Workplace and Graduate/Professional School Preparation: Students will demonstrate that they are prepared to succeed in the workplace or graduate/professional school.

Table 1: Method of Assessment and Objective(s)

| Method of Assessment | | Outcome(s) Addressed | Rationale for Using this Method to Address the Objective(s) |
|----------------------|--|----------------------|--|
| 1 | Student Clinical Site Evaluations | 1 | Site Satisfaction and Maintain national standards. |
| 2 | Student Evaluation of Practicum/Internship Supervisor | 1 | Maintain national standards. |
| 3 | University Faculty and Site Supervisor Student Evaluations | 1,2,3,4,5,7 | Provides information and data on the student's knowledge, disposition, and performance as they are applied in the workplace. |
| 4 | Post-Graduate Counselor Surveys | 1 | Post-graduation success and maintain national standards. |
| 5 | Supervisor and Employer Surveys | 1 | Post-graduation success and maintain national standards. |

| | | | |
|----|---|---------------|--|
| 6 | CPCE | 1,2,3,4,5,6,7 | Nationally normed test of comprehensive counseling knowledge |
| 7 | Praxis II/MOCA | 1,2,3,4,5,6,7 | State normed test of comprehensive counseling knowledge |
| 8 | NCE | 1,2,3,4,5,6,7 | Nationally normed test of comprehensive counseling knowledge |
| 9 | Program completers | 1,2,3,4,5,6,7 | Graduation rates. |
| 10 | Recommendation for Certification and/or Licensure | 7 | Post-graduation success |
| 11 | Counseling Dispositions | 1,2,3,4,5 | Provides information and data on the student's knowledge, disposition, and performance as they proceed through the program (currently assessed in Counseling Skills, Practicums, and Internships, see Method of Assessment 3). |
| 12 | Portfolio and Oral Defense | 1,2,3,4,5,6,7 | Provides a measure of the student's oral and written communication and literacy skills. Provides a measure of the student's skills level accepted by the counseling profession. |
| 13 | Faculty to Student Ratios | 1 | Maintain national standards. |

Analysis:

There have been several changes in the last several years with regards to the assessment report and collecting program data. Specifically, the counseling faculty has worked diligently to address inefficiencies and human error with the previously utilized collection of data through paper evaluations/surveys:

1. In 2013 we implemented a more efficient format for survey data through Google drive. This allowed us to input data more efficiently and keep immediate records of survey results for our assessment report.
2. While Google Drive was helpful in collecting and maintaining more efficiency with our program evaluations, there was concern regarding security. Because of this concern, all forms (i.e., evaluations, post graduate surveys) were adapted and transferred to a secure server so the overall program data could be accessed immediately and securely (2014).
3. In 2014-2015 faculty further investigated options to utilize pre-assessment and post-assessment tools to assess student knowledge at the beginning of the program and how student knowledge and skills shift near the end of the program. Options are currently under investigation by core counseling faculty. We are hoping to implement the new assessment in fall 2016 with a newly established cohort and have recently been working on curriculum mapping and identifying key assessments for the CACREP core areas and specialty areas (Fall 2016).
4. In 2016 the counseling program moved to a cohort model and reduced our rolling admission to summer/fall along with reduced numbers of admissions. Mental Health Counseling and School Counseling programs now admit a maximum of 15 students to each program in an effort to control our faculty/student ratios and bring them into compliance with the 1-12 CACREP ratio.

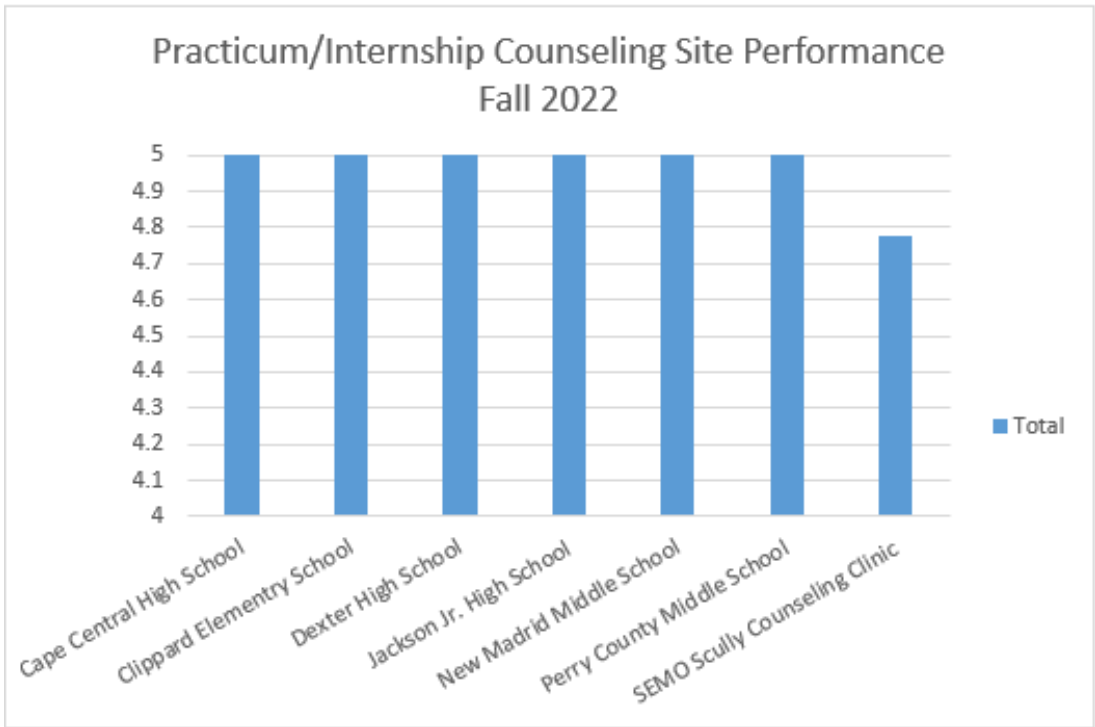
5. In the last two years (2019 and 2020) a new research course was developed in order to address the 2016 standards in this area. We are hoping to address persistently lower CPCE scores in this core area with this new course, CP 691 Research Methods and Program Evaluation, which is first offered in spring of 2021. This course will be offered in spring and fall, and we will be monitoring the CPCE scores in this area for improvement. This was the culmination of multiple years trying to address this in some way. Previously we developed our own syllabus for GR 691 but were never allowed to implement this due to multiple disciplines that were required to take that class. Following that attempt we also explored creating our own research class for counseling students only, but this was discouraged as it would have been considered a duplicate course.

6. Currently we are trying to incorporate two new methods of assessment into this report specifically for the school counseling program. These are new performance exams and a new content exam, Pearson Counselor 056 which has replaced the Praxis exam in the state of Missouri for certification. The first performance exam was discontinued not long after implementation, and a new performance exam has been in multiple stages of development. Now both methods of assessment have stabilized, and we are trying to obtain this data from our new Associate Dean. That office has also had multiple changes and we are hoping to include this data in our next assessment report for 2021-2022.

Update: We were able to attain both sets of data for the 20-21 report and they are Method of Assessment 7.

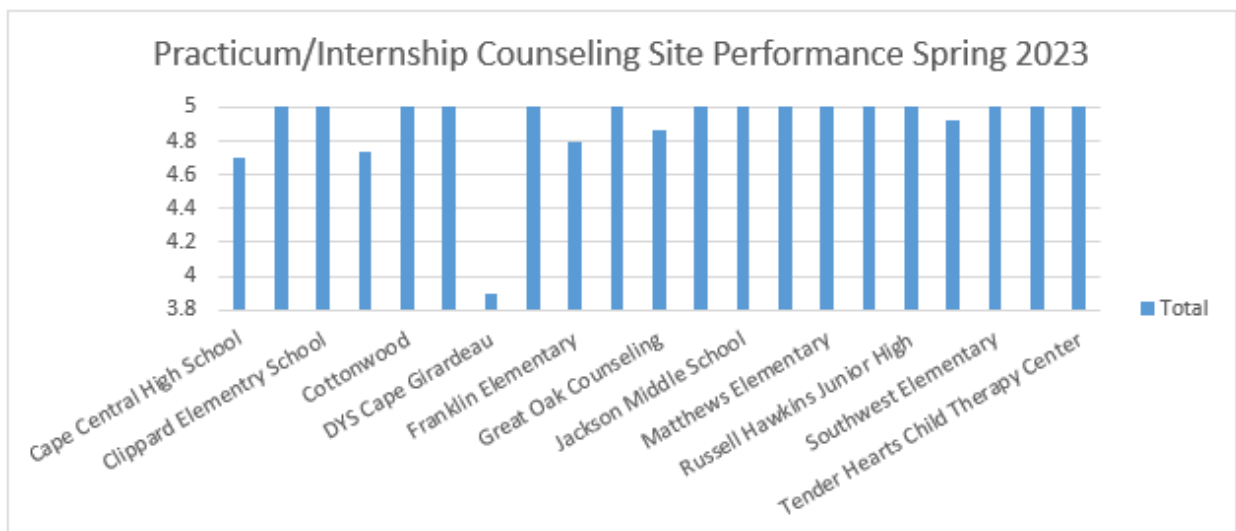
**Method of Assessment 1: Practicum/Internship Counseling Site Performance Scores Spring
Fall 2022-Spring 2023**

| Fall 2022 Site Performance Scores | | | | | | | | | | | | | | |
|-----------------------------------|-----------------------------|-----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|------------------|
| S# | Site Name | Average Score from Students | | | | | | | | | | | | Final Mean Score |
| | | St. 1 | St. 2 | St. 3 | St. 4 | St. 5 | St. 6 | St. 7 | St. 8 | St. 9 | St. 10 | St. 11 | St. 12 | |
| 1 | SEMO Scully Training Clinic | 5 | 4.9 | 4.4 | 4.9 | 4.8 | 4.1 | 4.9 | 4.9 | 4.9 | 5 | 4.5 | 5 | 4.775 |
| 2 | Cape Central High School | 5 | | | | | | | | | | | | 5 |
| 3 | Clippard Elementary School | 5 | | | | | | | | | | | | 5 |
| 4 | Dexter High School | 5 | | | | | | | | | | | | 5 |
| 5 | Jackson Jr. High School | 5 | | | | | | | | | | | | 5 |
| 6 | New Madrid Middle School | 5 | | | | | | | | | | | | 5 |
| 7 | Perry County Middle School | 5 | | | | | | | | | | | | 5 |



Spring 2023 Site Performance Scores

| S# | Site Name | Average Score from Students | | | | | Final Mean Score |
|----|---------------------------------------|-----------------------------|-------|-------|-------|-------|------------------|
| | | St. 1 | St. 2 | St. 3 | St. 4 | St. 5 | |
| 1 | Cape Central High School | 4.7 | | | | | 4.7 |
| 2 | Cape Central Jr. High | 5 | | | | | 5 |
| 3 | Clippard Elementary School | 5 | | | | | 5 |
| 4 | Community Counseling Center | 5 | 4.7 | 5 | 4 | 5 | 4.74 |
| 5 | Cottonwood | 5 | | | | | 5 |
| 6 | Dexter High School | 5 | | | | | 5 |
| 7 | DYS Cape Girardeau | 3.9 | | | | | 3.9 |
| 8 | East Elementary | 5 | | | | | 5 |
| 9 | Franklin Elementary | 4.8 | | | | | 4.8 |
| 10 | Gibson Center for Behavioral Change | 5 | 5 | | | | 5 |
| 11 | Great Oak Counseling | 5 | 4.6 | 5 | | | 4.87 |
| 12 | Jackson Jr. High School | 5 | | | | | 5 |
| 13 | Jackson Middle School | 5 | | | | | 5 |
| 14 | Matthews Elementary | 5 | 5 | | | | 5 |
| 15 | Perryville Primary Center | 5 | | | | | 5 |
| 16 | Russell Hawkins Junior High | 5 | | | | | 5 |
| 17 | SEMO Scully Counseling Clinic | 5 | 5 | 5 | 5 | 4.7 | 4.94 |
| 18 | Southwest Elementary | 5 | | | | | 5 |
| 19 | Susanna Wesley Family Learning Center | 5 | | | | | 5 |
| 20 | Tender Hearts Child Therapy Center | 5 | | | | | 5 |



Cape Central Jr. High

- I really liked this internship site. I kind of got a 3 for 1 deal. I got Mrs. Carter as my supervisor and I also got to learn from and consult the other counselor Mrs. Bright and the social worker Mrs. Thomas. It was a very supportive environment and the students who come down usually really need help and genuinely benefit from individual and group counseling. Anyone who is able to be flexible, open-minded, patient, and invested will do well here.

Clippard Elementary School

- I highly recommend this internship site for future placement. The staff is incredible. They care so much about their students and are willing to work with you on helping them. The kids are great and welcoming to new people. I feel like anyone who is able to be flexible, care about the kids, and be patient will do great here.

DYS Cape Girardeau

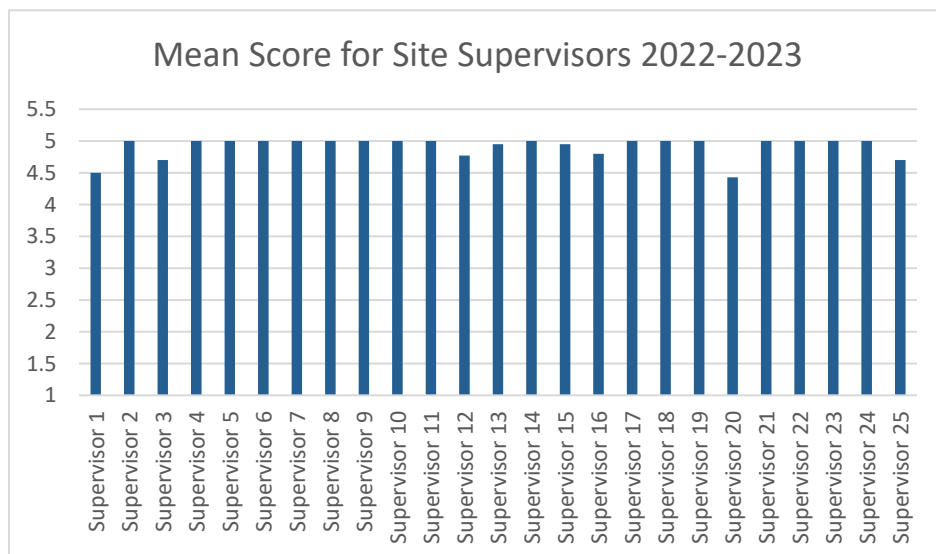
- Program needs attention in meeting needs of clients. Seemed to have an outdated philosophy on mental health for adolescent clients. Only offered groups.

Russel Hawkins Junior High

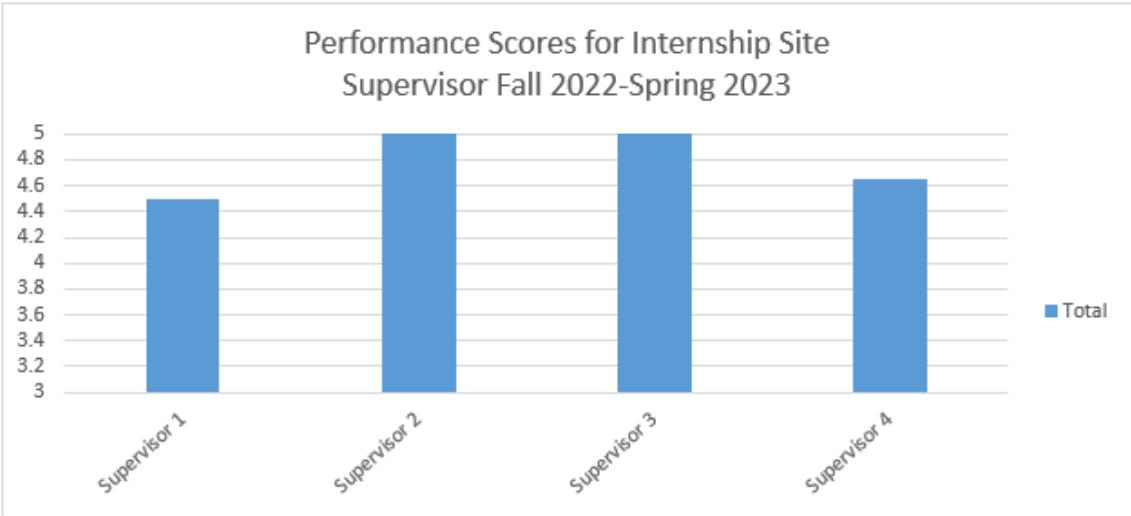
- The Junior High was a great place to learn. The other two school counselors are always more than happy to teach when I have questions. The staff and administration are very supportive of the counseling department and willing to teach a new school counselor.

Method of Assessment 2: Practicum/Internship Supervisor Performance Scores
Fall 2022-Spring 2023

| Fall 2022-Spring 2023 Performance Scores for Counseling Internship Site Supervisor | | | | | | | | | | | |
|---|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------------------------|
| Supervisor Name | Average Scores from students | | | | | | | | | | Final Mean Score |
| | St.1 | St. 2 | St. 3 | St. 4 | St. 5 | St. 6 | St. 7 | St. 8 | St. 9 | St. 10 | |
| Supervisor 1 | 5 | 4 | | | | | | | | | 4.5 |
| Supervisor 2 | 5 | | | | | | | | | | 5 |
| Supervisor 3 | 4.7 | | | | | | | | | | 4.7 |
| Supervisor 4 | 5 | 5 | | | | | | | | | 5 |
| Supervisor 5 | 5 | | | | | | | | | | 5 |
| Supervisor 6 | 5 | | | | | | | | | | 5 |
| Supervisor 7 | 5 | | | | | | | | | | 5 |
| Supervisor 8 | 5 | | | | | | | | | | 5 |
| Supervisor 9 | 5 | | | | | | | | | | 5 |
| Supervisor 10 | 5 | | | | | | | | | | 5 |
| Supervisor 11 | 5 | | | | | | | | | | 5 |
| Supervisor 12 | 5 | 5 | 5 | 5 | 4.95 | 4.35 | 4.5 | 5 | 3.85 | 5 | 4.77 |
| Supervisor 13 | 4.95 | | | | | | | | | | 4.95 |
| Supervisor 14 | 5 | | | | | | | | | | 5 |
| Supervisor 15 | 4.95 | | | | | | | | | | 4.95 |
| Supervisor 16 | 4.8 | | | | | | | | | | 4.8 |
| Supervisor 17 | 5 | | | | | | | | | | 5 |
| Supervisor 18 | 5 | | | | | | | | | | 5 |
| Supervisor 19 | 5 | | | | | | | | | | 5 |
| Supervisor 20 | 4.43 | | | | | | | | | | 4.43 |
| Supervisor 21 | 5 | | | | | | | | | | 5 |
| Supervisor 22 | 5 | | | | | | | | | | 5 |
| Supervisor 23 | 5 | | | | | | | | | | 5 |
| Supervisor 24 | 5 | | | | | | | | | | 5 |
| Supervisor 25 | 4.7 | | | | | | | | | | 4.7 |



| Fall 2022 – Spring 2023 Performance Scores for Counseling University Supervisor | | | | | | | | | | |
|---|-------------------------|------------------------------|-------|-------|-------|-------|------|-------|------------------|------|
| S# | Supervisor Name | Average Scores from Students | | | | | | | Final Mean Score | |
| | | St.1 | St. 2 | St. 3 | St. 4 | St. 5 | St.6 | St. 7 | | |
| 1 | University Supervisor 1 | 4.5 | | | | | | | | 4.5 |
| 2 | University Supervisor 2 | 5 | | | | | | | | 5 |
| 3 | University Supervisor 3 | 5 | 5 | 5 | 5 | 5 | | | | 5 |
| 4 | University Supervisor 4 | 5 | 3.8 | 4.9 | 5 | 4.8 | 4.9 | 5 | | 4.65 |



Fall 2022-Spring 2023 sample feedback from students regarding their site supervisor experiences:

Supervisor 1

- ___ and ___ both provided helpful feedback and encouragement throughout the semester.
- ___ gave me the support needed for professional development to strengthen the confidence needed to continue my education and career.
- ___ had great insight and was an integral part of my development and use of my theory of counseling. ___ helped me with becoming more effective with clients.

Supervisor 3

- I have loved working with ___ and the rest of the Dexter office. I have learned so much about the education system and what counseling looks like in the secondary education atmosphere.

Supervisor 6

- ___ is a great supervisor. She taught me a lot about school counseling and counseling in general. She is very supportive, gives great feedback, and has valuable information whenever I come up against something new with a client.

Supervisor 8

- Would often bring up religion (specifically God or Christianity) as reasoning or conversation with students who are struggling and expressed that she "does not typically follow CACREP guidelines." I did not feel that I was truly being supervised and was often not given a space to meet with students. I would consider other counselors to supervise in the future at this site.

Supervisor 10

- It's been a pleasure learning from __. It's clear that she does everything that she can to make sure that each student that walks into her office feels heard and understood. I've learned a lot about what it means to be a school counselor from her. After being supervised by __ I feel more confident going into my career and while she builds bonds with her students, I feel like she takes the same approach with her supervisees, making for a wonderful learning environment.

Fall 2022-Spring 2023 sample feedback from students regarding their practicum supervisor experiences:

Supervisor 1

- Very constructive yet encouraging with feedback. Consider giving more time to watch tape and ask questions after, rather than talking throughout.

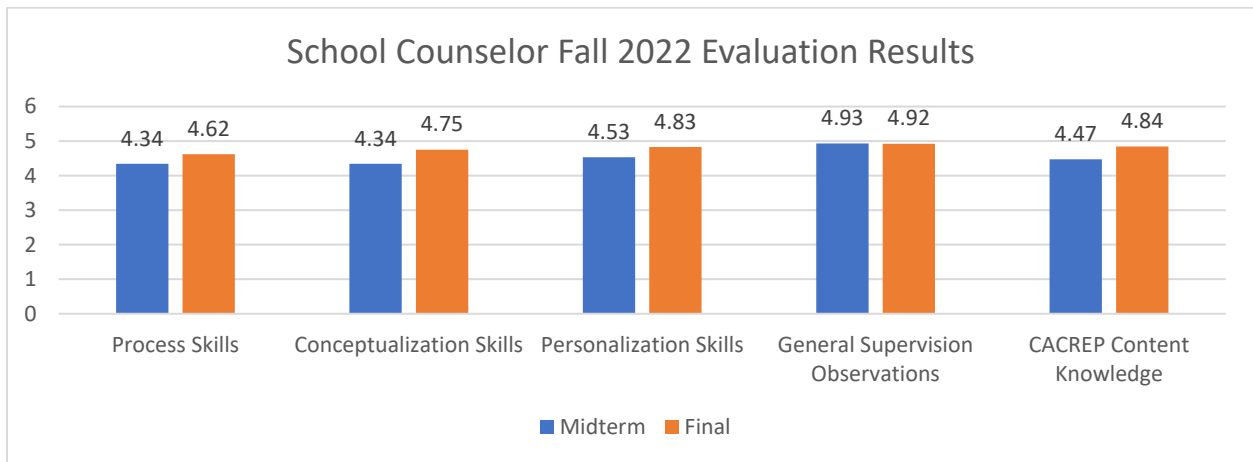
Supervisor 3

- __ been an amazing support during my first semester as a counselor, and has been very helpful in my growth this semester.

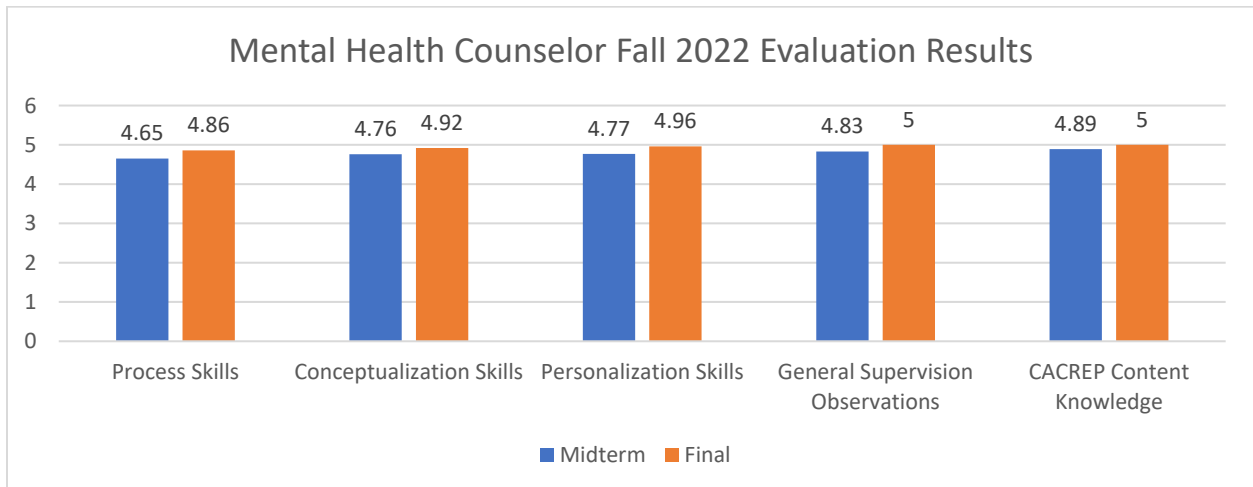
Supervisor 4

- __ is an excellent school counselor and supervisor. I've learned a lot from her and look forward to continuing to learn from her.
- __ has been an amazing resource for me and I've loved working with her!

Method of Assessment 3: Practicum/Internship Student Evaluations Fall 2022



N=7



N=12

Fall 2022 Midterm Comments

- ___ is very genuine and open minded. She maintained a positive attitude towards the client at all times to show acceptance by respecting the client's feelings, values and personal experience. Verbal and non-verbal cues such as minimal interruptions (to allow client to speak), sitting alongside the client, direct eye contact, and open body position were all handled appropriately and helped ___ communicate to the client in a safe and effective way. ___ does an excellent job at drawing out information about the client's life situation or circumstances.
- ___ is aware of counseling techniques that empowers her clients. Areas that ___ may need more growth in the area of taking clients into deeper feelings.

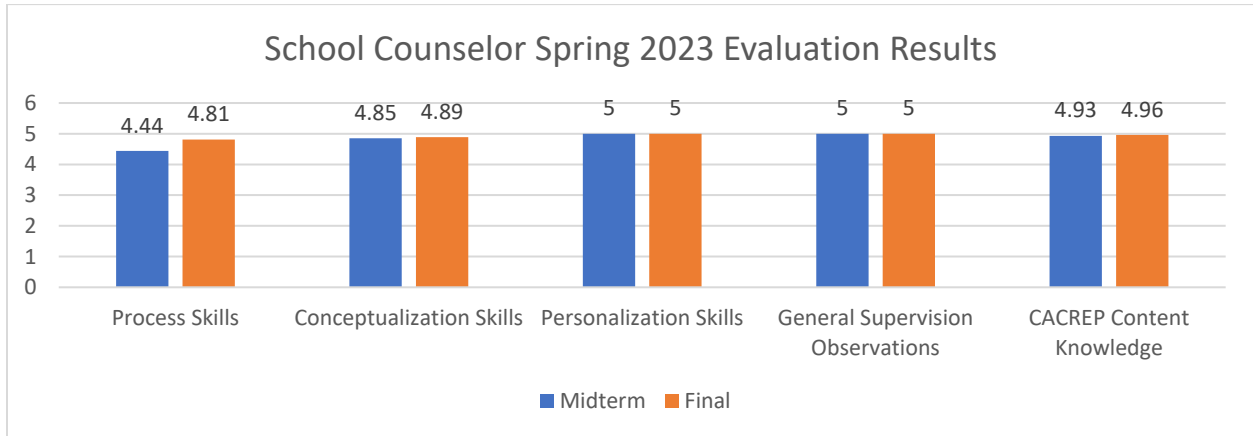
- ___ has not attended supervision consistently. He is doing a good job at his indirect hours position and presents himself as professional and capable. His time management, supervision, and punctuality need to be improved in order to accrue the supervision hours he will need to pass practicum. ___ is still developing his basic counseling skills and seems to be actively trying to advance his skills.
- ___ is doing a fantastic job. She connects well with the students and truly understands them for their age level. She is aware of family backgrounds, trauma, student disabilities, and the many other components that are important in counseling middle school aged students. She is supportive of the students, while challenging them to improve. It will be great to see her confidence in herself and her skills improve. She has a lot of great things to offer. Developing confidence to challenge the team and administrative team will be greatly beneficial. She is becoming more aware of her beliefs and the differing beliefs of students. She has already shown great growth in this area and continues to work towards bettering this skill. She is a great asset to our team.
- ___ has worked to continue to hone his counseling skills and apply them to counseling clients. ___ conveys warmth and acceptance with clients and provides a welcoming, affirming space for them. ___ uses his conceptual skills well. He will begin working on integrating theory toward the end of his practicum course.
- ___ has worked hard this semester to hone her counseling skills and apply them to counseling clients. She conveys warmth and acceptance with her clients and provides a welcoming, affirming space for them. ___ uses her conceptual skills well. She will begin working on integrating theory toward the end of her practicum course.
- ___ has worked hard this semester to hone her counseling skills and apply them to counseling school students. She conveys warmth and acceptance with her students and provides a welcoming, affirming space for them. She will begin working on integrating theory toward the end of her practicum course.

Fall 2022 Finals Comments

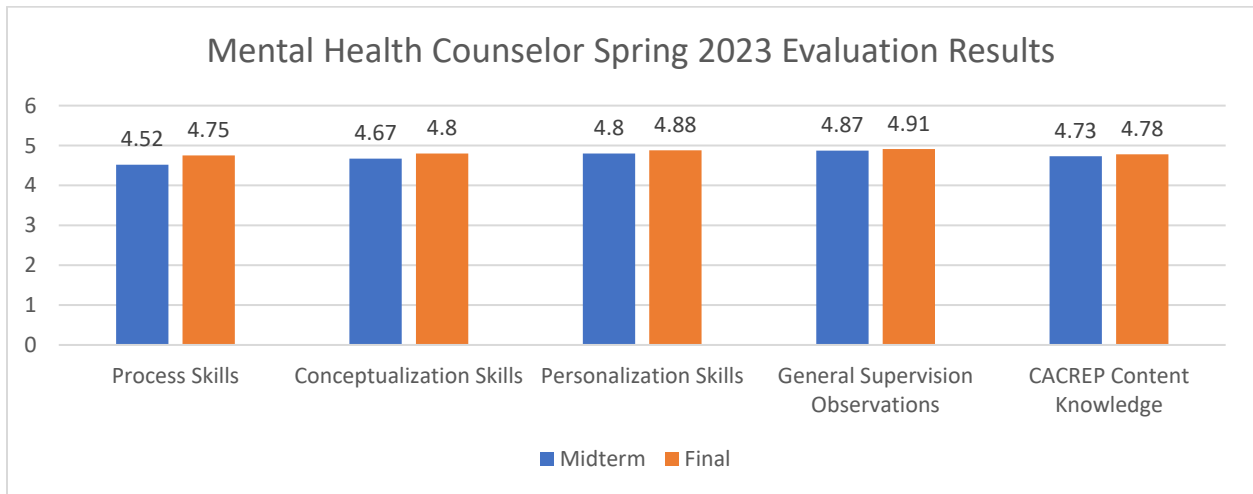
- ___ has worked diligently to hone her counseling skills and conceptual ability during practicum this semester. She is encouraging and affirming with her clients and promotes a genuine, warm, non judgmental relationship to facilitate the counseling process with each client. She will continue to work on developing her theoretical orientation during internship.
- ___ has worked to hone her counseling skills and conceptual ability during practicum this semester. She is encouraging with her counselees and promotes a positive, warm relationship to facilitate the counseling process with each of her students. She will continue to work on developing her theoretical orientation (CBT) during internship.

- ___ has grown so much over the semester. She has gained confidence in herself and the counseling skills she uses. She works so well with the students, and she is a vital member of our counseling team. She has taken all advice /criticisms and used it to make herself better. She is doing a fantastic job!
- ___ is wonderfully empathetic and displays consistent positive regard for all students. She shows a genuine concern for the students' welfare, and they recognize those feelings coming from her. ___ relates well to the students and they appreciate her. One area in which ___ will grow in when she has her own program could be time management. But I am confident that she will develop this skill as she grows in responsibilities. ___ is going to make a strong school counselor.
- ___ has developed basic as well as advanced helping skills, conceptual ability, and competence regarding appropriate interventions with counselees. She is a caring and dedicated professional. She relates well with her students.
___ will continue to develop her theoretical orientation (CBT) next semester. She is ready to move forward into internship.
- ___ has developed basic as well as advanced helping skills, conceptual ability, and competence regarding appropriate interventions with counselees. ___ provides a warm, caring space for students to process interpersonal and academic concerns. She will continue to develop her theoretical orientation next semester. She is ready to move forward into internship next semester. Excellent work in practicum!
- ___ has worked diligently to hone his counseling skills and conceptual ability during practicum this semester. He is encouraging and perceptive with his clients and promotes a genuine, warm, nonjudgmental relationship to facilitate the counseling process with each client. ___ will continue to work on developing his theoretical orientation during internship.

Method of Assessment 3: Practicum/Internship Student Evaluations Spring 2023



N=7



N=12

Spring 2023 Midterm Comments

- ___ has not been seeing clients for very long at this point, no deficiencies denoted however, student has not had time to develop core strengths that I would consider exceptional/exceeding at this point. Not because student has done anything to prevent this, but because timing and rollout of EHR software held student back for at least two weeks, so internship supervisor has not had adequate time to gauge student performance routinely based off of multiple visits by same client to student. The most students have been able to see the same client is two times at this point. After the third session, this is when the actual therapy starts, appointments 1-3 are typically information gathering, treatment planning, and comprehensive assessment.
- ___ is perceptive and nonjudgmental with clients. ___ creates pathways for clients to learn and grow. She has been a pleasure to have as an intern.
- ___ is very caring and genuine with her clients, and is receptive to constructive criticism to improve her skills and interaction with her clients. ___ does have difficulty being comfortable with

confronting clients regarding incongruence and behaviors she observes during the session. She also has difficulty maintaining control of the session or setting boundaries when a client wants to "take over" the session, or winding down the session and stopping on time with a client who wants to continue talking. ___ has improved her ability to be more concise with the client's presenting issue and with the interventions she is using with the client. I believe ___ is passionate about helping others and will continue to grow and improve as a counselor.

- ___ does well with communicating with site supervisor when there are questions or concerns with care coordination. ___ has also been flexible and willing to learn/assist in other programs within CCC to broaden her experience during internship. ___ would benefit from becoming more familiar with community resources and how to access outside resources for referrals when applicable for client care coordination.
- ___ shows exceptional ability to have an understanding of how a youth's history has an impact on their current choices and behaviors. ___ appears relaxed when he is facilitating a group with the youth. This helps the youth to be relaxed with Jeff and more likely to discuss their struggles. ___ is eager to learn how treatment is done within the Division of Youth Services system and he asks me many questions in order for him to learn more. ___ has not worked with teenagers in a setting such as DYS prior to this practicum. However, ___ is learning how best to facilitate groups and provide content for the group setting.
- ___ consistently demonstrates the qualities of a prepared and invested school counselor.

Spring 2023 Final Comments

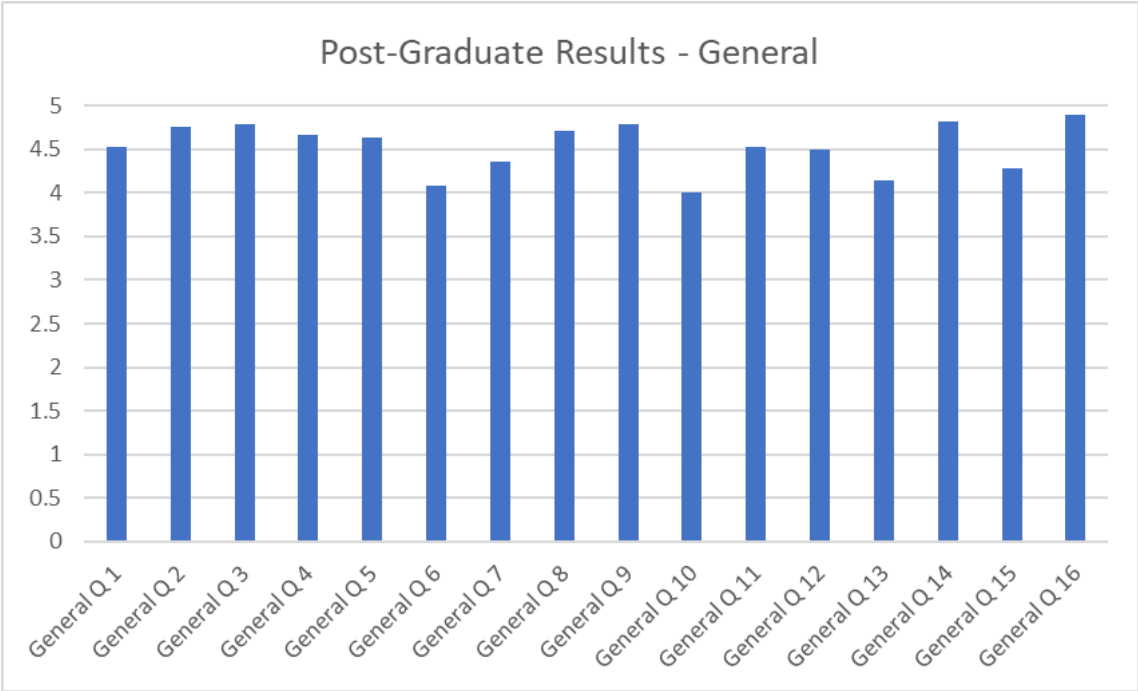
- While ___ was not required to write out specific goals/strategies for the groups he facilitated, he completed the process of asking the groups what they would like to work on and how they would like to accomplish their goals in a group setting. ___ consistently asked group members for feedback while working with them. ___ has been conscientious of values of group members and respecting their values. ___ was reliable and timely in being ready for facilitating groups. ___ spent time with me discussing various theories and what best fits working with the youth. He has also been very mindful of the impact of trauma that many of the youth has experienced.
- ___ does a great job of communicating with tx team members. She is always willing to lend a hand when needed and is eager to learn more in areas she struggles in. ___ would benefit from learning more of the resources in the area to share with clients and continue to increase her knowledge of SUD treatment.
- ___ continues to do well at taking time to self-reflect on his sessions and look for room for improvements independently. ___ communicates openly about concerns or questions he has in his caseload and client's treatment. ___ is punctual and has attended his internship each day as expected. ___ struggles at time to recognize his own strengths, and bring this into the sessions. ___ has also expressed wanting to improve his ability to take his counseling theory and applying to the counseling with the younger kid demographics.
- ___ is a genuine person who truly cares about her clients welfare and growth, and enjoys being a counselor. However, ___ struggles with setting boundaries with clients who are late (as in up to 30 minutes) to their appointment with regard to cancelling and rescheduling the session. She also

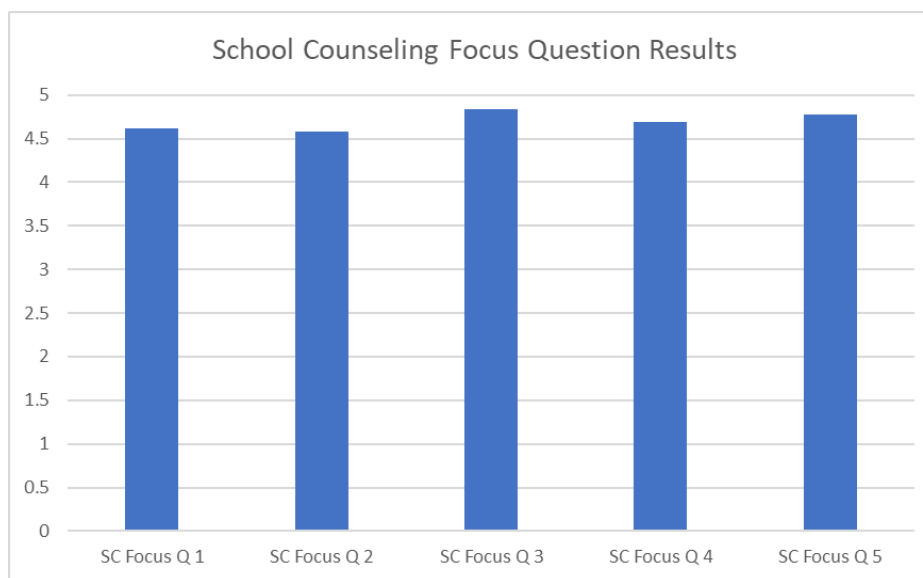
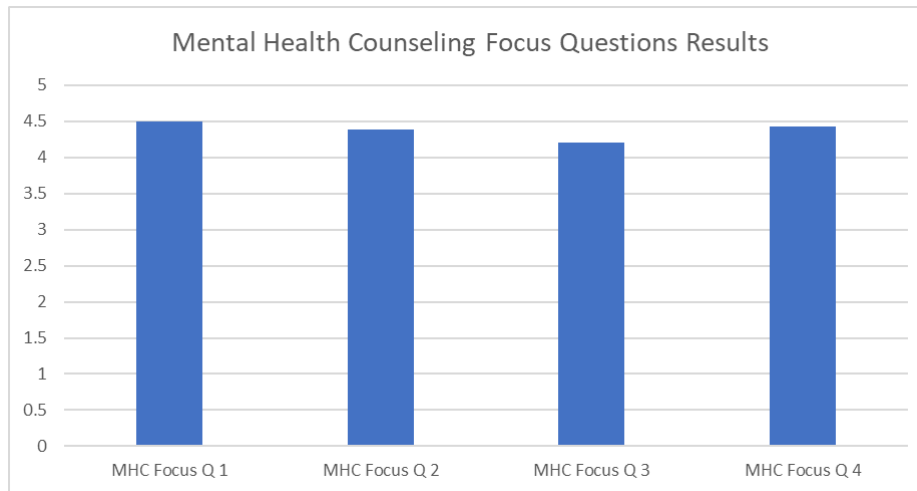
struggles with setting boundaries with regard to wrapping up and ending the session at 50 minutes, sometimes going over by 20 or 30 minutes beyond. This has improved somewhat with reminders, but I believe it is something she will continue to have an issue with on a moderate level. ___ is very thorough and timely with her session notes, as well as matching her interventions with the client goals, but sometimes needs to be reminded to ensure she sets at least two goals per client.

**Method of Assessment 4: Counseling Program – Post Graduate Survey Results Fall 2019-
Spring 2023**

| General Questions | Fall 2019 – Spring 2023 Average Scores N= 27 |
|---|---|
| 1. In the Counseling Program at Southeast Missouri State University I gained a basic understanding of what my roles of a counselor will entail. | 4.53 |
| 2. I have knowledge of the basic foundational theories of counseling. | 4.75 |
| 3. I have begun to establish my own personal theory of counseling. | 4.78 |
| 4. I understand certain limitations within myself and feel comfortable referring clients. | 4.66 |
| 5. I am confident in my abilities to demonstrate effective counseling skills. | 4.64 |
| 6. I am confident in my ability to plan, implement, and facilitate a group counseling program. | 4.08 |
| 7. I am knowledgeable about lifespan development. | 4.35 |
| 8. I am committed to learning and understanding cultures different from my own. | 4.71 |
| 9. I recognize that I may have prejudices and biases towards specific cultural orientations that may lead me to refer clients. | 4.79 |
| 10. I possess the skills necessary to provide career counseling. | 4.01 |
| 11. I am capable of evaluating the needs of my clients. | 4.53 |
| 12. I am confident in my ability to gather and understand current research. | 4.49 |
| 13. I am confident in my ability to conduct a research project. | 4.14 |
| 14. I am confident in my ability to operate within the ACA code of ethics. | 4.82 |
| 15. I am capable of implementing appropriate micro and macro level crisis intervention strategies. | 4.28 |
| 16. I am confident in my ability to work collaboratively with other mental health professionals in an interdisciplinary environment. | 4.89 |

| Degree/ Focus Related Questions | | |
|--|---|------|
| Mental Health Counseling Program Graduates N=17 | 1. My practicum and internship experiences adequately prepared me for my work in a mental health counseling setting. | 4.49 |
| | 2. I am knowledgeable about various community agencies and the services that they provide. | 4.39 |
| | 3. I am confident in my ability to diagnose and treat clients. | 4.20 |
| | 4. I am confident in my ability to understand systems theory and its impact on overall mental health. | 4.42 |
| School Counseling Program Graduates N=10 | 1. My practicum and internship experiences adequately prepared me for my role as a school counselor. | 4.62 |
| | 2. I have an understanding of the importance of the Comprehensive Counseling Program in order to increase the capacity of the learning environment. | 4.58 |
| | 3. I am confident in my ability to identify the prominent issues that affect schools and students. | 4.84 |
| | 4. I am capable of understanding and implementing the Comprehensive Counseling Program. | 4.69 |
| | 5. I am confident in my ability to provide services that have a positive impact on P-12 student achievement. | 4.77 |





Comments

Program Graduates

- We need more practice with the 504 and IEP processes. I also recommend spreading internship out between fall and spring and having practicum a semester earlier.
- While I do feel academically prepared to be a counselor, the program itself lacked supports for students. There was poor communication on department level items, and this caused unnecessary stress on all students within the program. Additionally, our mental health was only recognized as valid by some of the professors. There were a select few who truly didn't seem to care about our emotions or how their words came across. I feel there is a huge disconnect between what is being TAUGHT to graduate students and what is being IMPLEMENTED to them.

- I feel confident and continue to feel supported by the faculty post-graduation.

Analysis

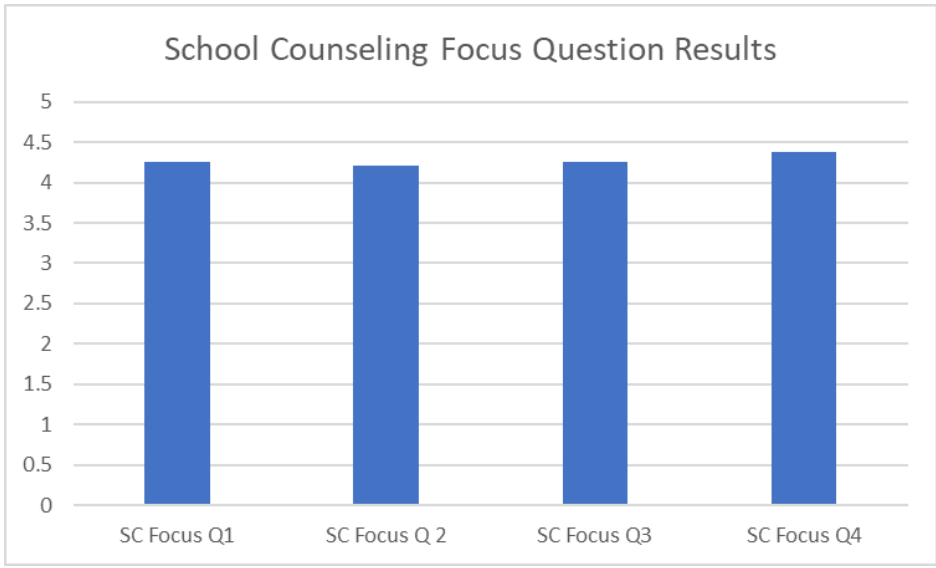
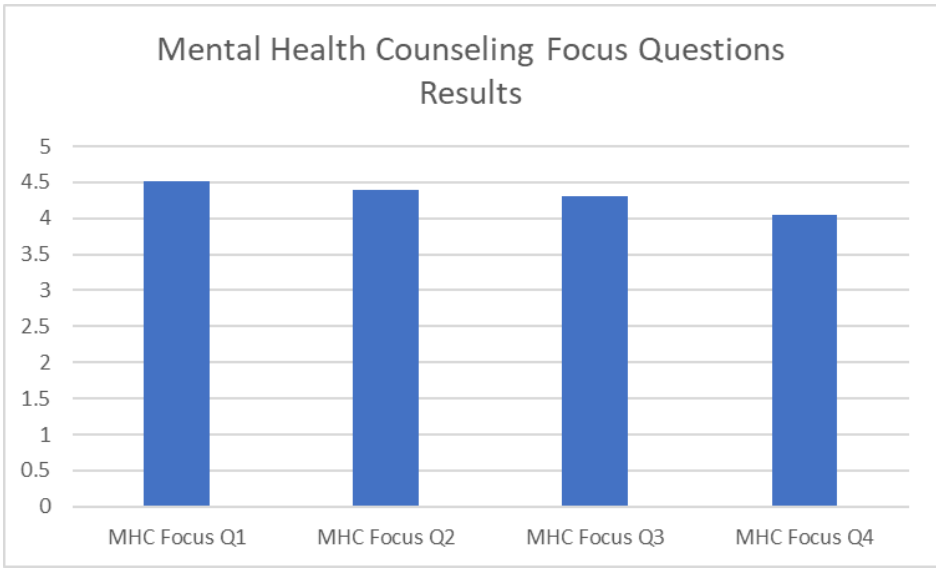
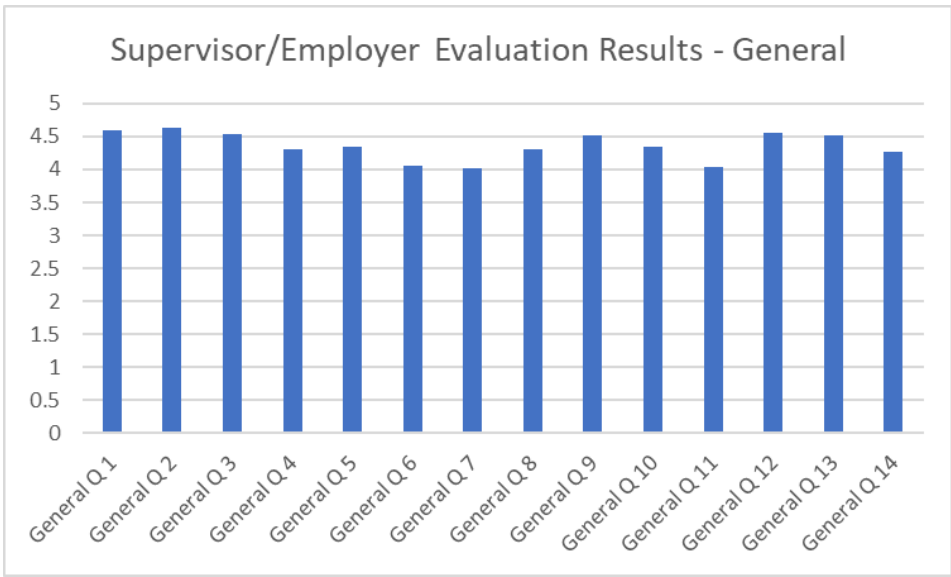
Overall, post-graduates indicated through their survey responses that they were well prepared as a result of completing their program area.

The individual comments above indicated the need for more practice with 504 and IEP protocol, although it should be noted that 504 and IEP protocol is not an indicated part of the school counseling program curriculum.

There were also individual comments directed toward attention needed on focusing on communication at the department level, student need, and attention to promoting student wellness and mental health, overall.

Method of Assessment 5: Supervisor/Employer Evaluation Results Fall 2019-Spring 2023

| General Questions | | Fall 2019 - Spring 2023 Mean Scores N= 23 |
|---|---|--|
| 1. Has a basic understanding of the duties of a counselor. | | 4.6 |
| 2. Has knowledge of the basic foundational theories of counseling. | | 4.63 |
| 3. Has established an integrated personal theory of counseling. | | 4.54 |
| 4. Has an understanding of personal limitations as a counselor. | | 4.31 |
| 5. Has demonstrated effective counseling skills. | | 4.35 |
| 6. Has demonstrated ability to plan and implement a group counseling program. | | 4.06 |
| 7. Has demonstrated abilities to facilitate group counseling. | | 4.01 |
| 8. Has applicable knowledge on human lifespan development and developmental theory. | | 4.3 |
| 9. Has demonstrated a commitment to learning and understanding diversity issues. | | 4.52 |
| 10. Has shown recognition of awareness of possible prejudices and biases. | | 4.34 |
| 11. Has demonstrated ability necessary to provide career counseling. | | 4.04 |
| 12. Has demonstrated the capability of evaluating the needs of clients. | | 4.55 |
| 13. Has demonstrated ability to obtain and understand current research. | | 4.52 |
| 14. Has demonstrated ability to conduct research. | | 4.26 |
| Degree/Focus Related Questions | | |
| Mental Health Counseling Program Graduates | 1. Has demonstrated adequate preparation for work in a mental health counseling setting. | 4.52 |
| | 2. Has demonstrated knowledge of various community agencies and the services provided. | 4.39 |
| | 3. Has demonstrated ability to diagnose and treat clients. | 4.31 |
| | 4. Has demonstrated ability to work in an interdisciplinary environment. | 4.04 |
| School Counseling Program Graduates | 1. Has demonstrated adequate preparation for role as a school counselor. | 4.25 |
| | 2. Has understanding of the importance of consulting in order to increase the capacity of the learning environment. | 4.21 |
| | 3. Has demonstrated a current knowledge of prominent issues that affect schools and students. | 4.25 |
| | 4. Has demonstrated understanding of the Comprehensive Guidance Program. | 4.38 |



Additional Comments

- While I supervised counselors-in-training in a university career center, they were studying mental health counseling, school counseling, and career counseling depending upon their own career goals as practitioners. All of these students were in Graduate Assistantships while going through their programs, or recent graduates in full or part-time positions as career counselors.
- Overall students are prepared for the counseling field, although some struggle to establish and maintain a balance between work and life. Normalizing self-care is an idea that needs to be stressed to the students. The students have provided services in an ethical manner and are open to creative feedback and criticism.
- She does a wonderful job!
- I supervise _____ and she came out of the SEMO program ready to see clients, diagnose, complete intakes, and develop treatment plans. _____ possessed confidence in her ability, knowledge of various counseling techniques, and meets the client where they are. She is knowledgeable of handling crisis and utilizes various online resources. SEMO greatly prepared her for her role as PLPC.

Analysis

Overall, supervisor/employers indicated that program graduates were well prepared as a result of completing their program area. There was one area of concern listed above regarding establishing a balance between work and self-care.

Method of Assessment 6: Counselor Preparation Comprehensive Examination (CPCE)

| Core Area – 2019-2020 | Mean | | | | Mean | | | |
|---|--------------------|-----------------|-------------------|--------------------|----------------------|-----------------|-------------------|--------------------|
| National Comp. | Fall (2019) | National | Mean Diff. | Stand. Dev. | Spring (2020) | National | Mean Diff. | Stand. Dev. |
| N= | 2 | 1019 | | | 25 | 1614 | | |
| Human Growth & Development | 14.0 | 11.5 | 2.5 | 4.2 | 10.1 | 11.1 | -1.0 | 2.2 |
| Social & Cultural Diversity | 11.5 | 9.7 | 1.8 | 2.1 | 10.8 | 10.4 | 0.4 | 1.8 |
| Helping Relationships | 9.0 | 9.1 | -0.1 | 1.4 | 11.6 | 11.1 | 0.5 | 1.8 |
| Group Work | 12.5 | 11.0 | 1.5 | 3.5 | 12.0 | 10.5 | 1.5 | 2.3 |
| Career Development | 11.0 | 10.0 | 1.0 | 1.4 | 10.2 | 10.7 | -0.5 | 2.5 |
| Assessment | 10.5 | 8.7 | 1.8 | 0.7 | 10.0 | 10.3 | -0.3 | 1.0 |
| Research & Program Evaluation | 9.0 | 9.5 | -0.5 | 0.0 | 8.6 | 8.7 | -0.1 | 2.6 |
| Professional Orientation & Ethical Practice | 13.5 | 10.6 | 2.9 | 0.7 | 12.4 | 12.2 | 0.2 | 2.1 |
| Total | 91.0 | 80.1 | 10.9 | 5.7 | 85.8 | 84.7 | 1.1 | 10.0 |

| Core Area – 2020-2021 | Mean | | | | Mean | | | |
|---|--------------------|-----------------|-------------------|--------------------|----------------------|-----------------|-------------------|--------------------|
| National Comp. | Fall (2020) | National | Mean Diff. | Stand. Dev. | Spring (2021) | National | Mean Diff. | Stand. Dev. |
| N= | 2 | 852 | | | 27 | 1077 | | |
| Human Growth & Development | 12.0 | 10.6 | 1.4 | N/A | 9.1 | 9.1 | 0 | 2.2 |
| Social & Cultural Diversity | 7.5 | 9.3 | -1.8 | N/A | 9.7 | 9.4 | 0.3 | 2.0 |
| Helping Relationships | 11.0 | 10.5 | 0.5 | N/A | 10.7 | 9.9 | 0.8 | 2.4 |
| Group Work | 13.5 | 12.0 | 1.5 | N/A | 12.6 | 11.8 | 0.8 | 1.8 |
| Career Development | 11.5 | 10.2 | 1.3 | N/A | 11.4 | 10.9 | 0.5 | 2.1 |
| Assessment | 9.5 | 9.6 | -0.1 | N/A | 9.6 | 9.4 | 0.2 | 2.4 |
| Research & Program Evaluation | 7.5 | 9.9 | -2.4 | N/A | 10.1 | 10.7 | -0.6 | 2.8 |
| Professional Orientation & Ethical Practice | 13.0 | 10.3 | 2.7 | N/A | 13.6 | 13.2 | 0.4 | 1.8 |
| Total | 85.5 | 82.0 | 3.5 | N/A | 86.7 | 84.4 | 2.3 | 13 |

| Core Area – 2021-2022 | Mean | | | |
|---|----------------------|-----------------|-------------------|--------------------|
| National Comp. | Spring (2022) | National | Mean Diff. | Stand. Dev. |
| N= | 17 | 1,551 | | |
| Human Growth & Development | 10.2 | 10.3 | -0.1 | 2.4 |
| Social & Cultural Diversity | 9.3 | 10.2 | -0.9 | 2.5 |
| Helping Relationships | 12.5 | 11.8 | 0.7 | 2.9 |
| Group Work | 12.6 | 11.7 | 0.9 | 2.6 |
| Career Development | 11.7 | 11.2 | 0.5 | 2.6 |
| Assessment | 9.5 | 9.1 | 0.4 | 2.5 |
| Research & Program Evaluation | 11.9 | 11.4 | 0.5 | 2.8 |
| Professional Orientation & Ethical Practice | 12.7 | 12.2 | 0.5 | 2.1 |
| Total | 90.4 | 87.9 | 2.5 | 15.1 |

| Core Area – 2022-2023 | Mean | | | |
|---|----------------------|-----------------|-------------------|--------------------|
| National Comp. | Spring (2023) | National | Mean Diff. | Stand. Dev. |
| N= | 21 | 1,437 | | |
| Human Growth & Development | 9.9 | 10.3 | -0.4 | 2.6 |
| Social & Cultural Diversity | 9.7 | 9.8 | -0.1 | 2.7 |
| Helping Relationships | 10.5 | 9.6 | 0.9 | 2.7 |
| Group Work | 11.7 | 11.4 | 0.3 | 2.8 |
| Career Development | 10.3 | 10.1 | 0.2 | 2.4 |
| Assessment | 9.3 | 9.6 | -0.3 | 2.6 |
| Research & Program Evaluation | 12.0 | 11.2 | 0.8 | 3.0 |
| Professional Orientation & Ethical Practice | 11.0 | 10.9 | 0.1 | 2.3 |
| Total | 84.4 | 82.9 | 1.5 | 16.3 |

Analysis:

The scores indicate overall that students in our counseling programs are knowledgeable in all of the CACREP core areas.

Method of Assessment 7: Praxis II and MOCA

MOCA

| | Attempted | Passed | % Passed |
|--------------------|------------------|---------------|-----------------|
| Summer 2015 | 3 | 3 | 100% |
| Fall 2015 | 1 | 1 | 100% |
| Spring 2016 | 9 | 8 | 89% |
| Summer 2016 | 4 | 3 | 75% |
| Fall 2016 | 4 | 4 | 100% |
| Spring 2017 | 0 | 0 | n/a |
| Summer 2017 | 4 | 4 | 100% |
| Fall 2017 | 1 | 1 | 100% |
| Spring 2018 | 9 | 7 | 78% |
| Summer 2018 | 3 | 3 | 100% |
| Fall 2017 | 1 | 1 | 100% |
| Spring 2018 | 9 | 7 | 78% |
| Summer 2018 | 3 | 3 | 100% |
| Fall 2018 | 4 | 4 | 100% |
| Spring 2019 | 1 | 1 | 100% |
| Summer 2019 | 6 | 6 | 100% |
| Fall 2019 | 1 | 1 | 100% |
| Spring 2020 | 1 | 0 | 0% |
| Summer 2020 | 7 | 2 | 29% |
| Fall 2020 | 4 | 1 | 25% |
| Spring 2021 | 3 | 2 | 67% |
| Summer 2021 | 11 | 9 | 82% |
| Fall 2021 | 1 | 1 | 100% |
| Spring 2022 | 3 | 3 | 100% |
| Fall 2022 | 3 | 2 | 67% |
| Spring 2023 | 2 | 2 | 100% |
| Summer 2023 | 1 | 1 | 100% |

Method of Assessment 8: National Counselor Exam (NCE)

| Year | | Attempted | Passed | Pass Rate |
|------------------|---------|------------------|---------------|------------------|
| 2022-2023 | April | 17 | 13 | 76% |
| | October | 1 | 1 | 100% |
| | Total | 18 | 14 | 78% |
| 2021-2022 | April | 8 | 8 | 100% |
| | October | 0 | 0 | n/a |
| | Total | 8 | 8 | 100% |
| 2020-2021 | April | 27 | 24 | 89% |
| | October | 3 | 3 | 100% |
| | Total | 30 | 27 | 90% |
| 2019-2020 | April | 23 | 21 | 91% |
| | October | 2 | 2 | 100% |
| | Total | 25 | 23 | 92% |
| 2018-2019 | April | 2(MH) | 2(MH) | 100% |
| | | 3(SC) | 3(SC) | 100% |
| | October | 3(MH) | 3(MH) | 100% |
| | Total | 8 | 8 | 100% |
| 2017-2018 | April | 5(MH) | 5(MH) | 100% |
| | | 6(SC) | 5(SC) | 83% |
| | October | | | |
| Total | 11 | 10 | 92% | |
| 2016-2017 | April | 7(MH) | 5 (MH) | 71% |
| | | 1 (SC) | 1 (SC) | 100% |
| | October | 6 (MH) | 6 (MH) | 100% |
| | | 2 (SC) | 1(SC) | 50% |
| Total | 16 | 13 | 81% | |
| 2015-2016 | April | 5 (MH) | 5 (MH) | 100% |
| | | 5 (SC) | 4 (SC) | 80% |
| | October | 2 (MH) | 2 (MH) | 100% |
| | Total | 12 | 11 | 92% |

Analysis:

The NCE is a nationally normed exam that students are required to take and pass in order to be recommended for counselor licensure in the state of Missouri (and across the nation). Over the last several academic years, students have performed well on the NCE, which indicates knowledge competency in the core CACREP areas. For the current reporting year, students' pass rate was 100%.

Method of Assessment 9: Program Completers

| Graduation | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Students that took and passed the CPCE | 25 | 16 | 12 | 15 | 26 | 27 | 13 | 21 |
| Students that graduated with an MA in School Counseling | 18 | 8 | 10 | 4 | 12 | 15 | 6 | 9 |
| Students that graduated with MA in Mental Health | 7 | 13 | 8 | 2 | 14 | 12 | 7 | 13 |

Analysis:

While more students passed the CPCE, program completers have declined slightly during the last academic year. Many of the 18/19 mental health counseling cohort elected to complete the program in 3 years rather than two and thus program completers are expected to increase in the 19/20 cycle. There is no longer a career counseling tract being offered, explaining the lack of career counseling master's program completers.

Method of Assessment 10: Recommendation for Certification/Licensure

| Number Recommended | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| National Certified Counselor (NCC) | 11 | 13 | 5 | 6 | 28 | 5 | 8 | 14 |
| Provisional School Counselor | 4 | 2 | 4 | 6 | 6 | 4 | 9 | 8 |
| School Counselor | 15 | 12 | 4 | 12 | 12 | 23 | 21 | 4 |
| Provisional Psychological Examiner | 4 | 0 | 2 | 3 | 0 | 1 | 5 | 4 |
| Psychological Examiner | 7 | 8 | 5 | 7 | 9 | 7 | 8 | 8 |

Analysis:

Faculty make appropriate endorsements for Certification and Licensure based on meeting national and state requirements (state and national content exams, performance exams, and successful completion of course requirements through degree completion).

Method of Assessment 11: Counseling Dispositions

Scoring guide:

- 5 - Highly developed: helpful, well-timed, and consistent.
- 4 - Well developed; helpful, well-timed when performed, not consistently smooth.
- 3 - Developing skill: somewhat helpful, many missed opportunities to be effective.
- 2 - Continued practice needed; Not very helpful or well-timed, and/or not very effective.
- 1 - Major adjustments needed; not at all helpful or well timed, potentially harmful or unethical.

| Dispositions Assessment Mean Scores | | | |
|--|------|---------------------------|------|
| Fall 2022 Midterm | | Fall 2022 Final | |
| 1. Genuineness | 4.68 | 1. Genuineness | 4.97 |
| 2. Congruence | 4.51 | 2. Congruence | 4.95 |
| 3. Non-judgmental Respect | 4.79 | 3. Non-judgmental Respect | 4.95 |
| 4. Emotional Awareness | 4.49 | 4. Emotional Awareness | 4.84 |
| 5. Ethical Understanding | 4.78 | 5. Ethical Understanding | 4.95 |
| 6. Concreteness | 4.73 | 6. Concreteness | 4.95 |
| 7. Empathy | 4.73 | 7. Empathy | 4.95 |
| Spring 2023 Midterm | | Spring 2023 Final | |
| 1. Genuineness | 4.75 | 1. Genuineness | 4.94 |
| 2. Congruence | 4.78 | 2. Congruence | 4.94 |
| 3. Non-judgmental Respect | 4.83 | 3. Non-judgmental Respect | 4.94 |
| 4. Emotional Awareness | 4.78 | 4. Emotional Awareness | 4.87 |
| 5. Ethical Understanding | 4.86 | 5. Ethical Understanding | 4.94 |
| 6. Concreteness | 4.67 | 6. Concreteness | 4.87 |
| 7. Empathy | 4.81 | 7. Empathy | 4.94 |
| Fall 2021 Midterm | | Fall 2021 Final | |
| 1. Genuineness | 4.53 | 1. Genuineness | 4.97 |
| 2. Congruence | 4.26 | 2. Congruence | 4.83 |
| 3. Non-judgmental Respect | 4.53 | 3. Non-judgmental Respect | 4.90 |
| 4. Emotional Awareness | 4.21 | 4. Emotional Awareness | 4.76 |
| 5. Ethical Understanding | 4.58 | 5. Ethical Understanding | 4.86 |
| 6. Concreteness | 4.37 | 6. Concreteness | 4.86 |
| 7. Empathy | 4.58 | 7. Empathy | 4.97 |
| Spring 2022 Midterm | | Spring 2022 Final | |
| 1. Genuineness | 4.91 | 1. Genuineness | 4.79 |
| 2. Congruence | 4.83 | 2. Congruence | 4.71 |
| 3. Non-judgmental Respect | 4.78 | 3. Non-judgmental Respect | 4.71 |
| 4. Emotional Awareness | 4.83 | 4. Emotional Awareness | 4.64 |

| | | | |
|---------------------------|------|---------------------------|------|
| 5. Ethical Understanding | 4.87 | 5. Ethical Understanding | 4.79 |
| 6. Concreteness | 4.78 | 6. Concreteness | 4.61 |
| 7. Empathy | 4.83 | 7. Empathy | 4.75 |
| Fall 2020 Midterm | | Fall 2020 Final | |
| 1. Genuineness | 4.68 | 1. Genuineness | 4.96 |
| 2. Congruence | 4.44 | 2. Congruence | 4.83 |
| 3. Non-judgmental Respect | 4.81 | 3. Non-judgmental Respect | 4.96 |
| 4. Emotional Awareness | 4.32 | 4. Emotional Awareness | 4.80 |
| 5. Ethical Understanding | 4.69 | 5. Ethical Understanding | 4.89 |
| 6. Concreteness | 4.47 | 6. Concreteness | 4.78 |
| 7. Empathy | 4.69 | 7. Empathy | 4.96 |
| Spring 2021 Midterm | | Spring 2021 Final | |
| 1. Genuineness | 4.77 | 1. Genuineness | 4.89 |
| 2. Congruence | 4.77 | 2. Congruence | 4.85 |
| 3. Non-judgmental Respect | 4.74 | 3. Non-judgmental Respect | 4.93 |
| 4. Emotional Awareness | 4.69 | 4. Emotional Awareness | 4.85 |
| 5. Ethical Understanding | 4.83 | 5. Ethical Understanding | 4.89 |
| 6. Concreteness | 4.71 | 6. Concreteness | 4.85 |
| 7. Empathy | 4.77 | 7. Empathy | 4.89 |
| Fall 2019 Midterm | | Fall 2019 Final | |
| 1. Genuineness | 4.55 | 1. Genuineness | 4.94 |
| 2. Congruence | 4.22 | 2. Congruence | 4.57 |
| 3. Non-judgmental Respect | 4.67 | 3. Non-judgmental Respect | 4.86 |
| 4. Emotional Awareness | 4.12 | 4. Emotional Awareness | 4.63 |
| 5. Ethical Understanding | 4.73 | 5. Ethical Understanding | 4.94 |
| 6. Concreteness | 4.18 | 6. Concreteness | 4.74 |
| 7. Empathy | 4.45 | 7. Empathy | 4.94 |
| Spring 2020 Midterm | | Spring 2020 Final | |
| 1. Genuineness | 5.00 | 1. Genuineness | 4.80 |
| 2. Congruence | 4.00 | 2. Congruence | 4.50 |
| 3. Non-judgmental Respect | 5.00 | 3. Non-judgmental Respect | 4.70 |
| 4. Emotional Awareness | n/a | 4. Emotional Awareness | 4.00 |
| 5. Ethical Understanding | 5.00 | 5. Ethical Understanding | 4.70 |
| 6. Concreteness | 4.00 | 6. Concreteness | 4.40 |
| 7. Empathy | 5.00 | 7. Empathy | 4.90 |

| Fall 2018 Midterm | | Fall 2018 Final | |
|---------------------------|------|---------------------------|------|
| 1. Genuineness | 4.74 | 1. Genuineness | 4.80 |
| 2. Congruence | 4.55 | 2. Congruence | 4.75 |
| 3. Non-judgmental Respect | 4.84 | 3. Non-judgmental Respect | 4.90 |
| 4. Emotional Awareness | 4.55 | 4. Emotional Awareness | 4.65 |
| 5. Ethical Understanding | 4.84 | 5. Ethical Understanding | 4.90 |
| 6. Concreteness | 4.58 | 6. Concreteness | 4.75 |
| 7. Empathy | 4.84 | 7. Empathy | 4.85 |
| Spring 2019 Midterm | | Spring 2019 Final | |
| 1. Genuineness | 4.63 | 1. Genuineness | 4.32 |
| 2. Congruence | 4.50 | 2. Congruence | 4.23 |
| 3. Non-judgmental Respect | 4.78 | 3. Non-judgmental Respect | 4.45 |
| 4. Emotional Awareness | 4.53 | 4. Emotional Awareness | 4.27 |
| 5. Ethical Understanding | 4.69 | 5. Ethical Understanding | 4.50 |
| 6. Concreteness | 4.39 | 6. Concreteness | 4.09 |
| 7. Empathy | 4.69 | 7. Empathy | 4.50 |

Analysis:

Students scored high on Dispositions during Practicum and Internship semesters with all scores between 4 and 5 respectively.

Method of Assessment 12: Portfolio and Oral Defense

| Year | Attempted | Passed | Pass Rate |
|-------------|------------------|---------------|------------------|
| Spring 2014 | 9 | 9 | 100% |
| Fall 2014 | 11 | 11 | 100% |
| Spring 2015 | 10 | 10 | 100% |
| Fall 2015 | 2 | 2 | 100% |
| Spring 2016 | 25 | 25 | 100% |
| Fall 2016 | 12 | 12 | 100% |
| Spring 2017 | 9 | 9 | 100% |
| Fall 2018 | 4 | 4 | 100% |
| Spring 2019 | 12 | 12 | 100% |
| Fall 2019 | 2 | 2 | 100% |
| Spring 2020 | 22 | 22 | 100% |
| Fall 2020 | 3 | 3 | 100% |
| Spring 2021 | 25 | 25 | 100% |
| Fall 2021 | 0 | 0 | n/a |
| Spring 2022 | 13 | 13 | 100% |
| Fall 2022 | 1 | 1 | 100% |
| Spring 2023 | 22 | 22 | 100% |
| Total | 146 | 146 | 100% |

Analysis:

Historically students have done well when they reach the culmination of their program. The Portfolio and Oral Defense is an opportunity for students to demonstrate their overall knowledge and skill integration with their clients through presenting a clinical tape that represents their counseling theory, a written transcript of the sessions (verbatim), and their theory position paper.

Method of Assessment 13: Faculty to Student Ratios

| Faculty to Student Ratios by Term | Full-Time Faculty FTE (12 cr) 9 Sum | Full-Time Student (12 cr) 9 Sum | Faculty/Student – 1 to X |
|--|--|--|---------------------------------|
| Spring 2016 | 4.5 | 42.25 | 9.39 |
| Summer 2016 | 4.25 | 40.6 | 9.55 |
| Fall 2016 | 4.25 | 42.5 | 10 |
| Spring 2017 | 4.5 | 40.75 | 9.05 |
| Summer 2017 | 3.34 | 34.3 | 10.27 |
| Fall 2017 | 4.25 | 35.5 | 8.35 |
| Spring 2018 | 4.25 | 41 | 9.65 |
| Summer 2018 | 3.34 | 36 | 10.77 |
| Fall 2018 | 3.75 | 37.75 | 10.06 |
| Spring 2019 | 3.75 | 41.24 | 11.00 |
| Summer 2019 | 3.31 | 38.66 | 11.67 |
| Fall 2019 | 3.75 | 41.5 | 11.06 |
| Spring 2020 | 4 | 49.5 | 12.38 |
| Summer 2020 | 3.33 | 41 | 12.31 |
| Fall 2020 | 4.25 | 47.75 | 11.23 |
| Spring 2021 | 4.5 | 49 | 10.88 |
| Summer 2021 | 3.66 | 40.33 | 11.02 |
| Fall 2021 | 3.75 | 41 | 10.93 |
| Spring 2022 | 4.25 | 37.5 | 8.82 |
| Summer 2022 | 3.66 | 43 | 11.75 |
| Fall 2022 | 4.25 | 41.5 | 9.76 |
| Spring 2023 | 4 | 42.25 | 10.56 |
| Summer 2023 | 3.66 | 38.33 | 10.47 |

Analysis:

Under the 2009 CACREP standards it is required that counseling programs Faculty to Student Ratios do not exceed 1 to 10. Therefore, the Faculty to student ratios will be monitored to verify adherence to national standards. (CACREP Standard reads: I.N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.)

The FTE student faculty ratio was calculated by determining the overall credit hours generated by students and the full-time faculty represented. For example, the FTE calculated in the fall of 2016 was 10:1. The calculation to determine the ratio:
 Total number of students enrolled in counseling courses for summer of 2016: 170*3(credit hours) 12=42.5/4.25 (Full-time faculty) =10:1.

Currently, our program has shifted our curriculum to the 2016 CACREP standards where the maintenance of FTE has moved from 10:1 to 12:1.