University of Wyoming

School of Counseling, Leadership, Advocacy and Design

Counselor Education Program

Annual Program Evaluation Report

Spring 2023

This program evaluation is written in accordance with CACREP standard I.A.A. stating that we distribute an official report documenting program outcomes and changes.

Program Overview

Description of our Counseling Programs

The University of Wyoming (UW) provides quality undergraduate and graduate education to more than 13,000 students from all 50 states and more than 75 countries. Established in Laramie, WY in 1886, UW now also offers programs on its branch campus in Casper, WY. UW is a nationally recognized research institution with accomplished faculty and world-class facilities. Offering 190 areas of study through traditional and distance learning opportunities, UW provides an environment for success.

The Counseling Education Program in the School of Counseling, Leadership, Advocacy and Design is offered across two campuses (Laramie and Casper) and is currently overseen by 6 full-time, tenure-track core faculty members. Program faculty are committed to the counseling profession and nurture the counseling identities of students as evidenced by professional counseling and supervisory experience, appropriate licensure and certifications, and dedicated participation in state and national professional counseling organizations. The Counselor Education Program encourages student-learners who enjoy small class environments, intensive class discussion, and opportunities for self-reflection, personal growth, and scholarly activity. UW's Counselor Education Program is ideal for persons who thrive in a caring community atmosphere where informal faculty and student interactions are the norm and where creativity, divergent thinking, and experiential learning are promoted.

As reported in the program's annual vital statistics reports, aggregated demographic information for program students and faculty are as follows:

Table 1 Demographic information of students in program

Gender Identity	Race/Ethnic Identity	2019-20			2020-21			2021-22			
		FA/19	SP/20	SU/20	FA/20	SP/21	SU/21	FA/21	SP/22	SU/22	Totals
Female	American Indian or Alaskan Native		1	1	1						1
	Asian								1	1	1
	Black or African American				1	1		2			2
	Hispanic of Any Race	2			1	1	1	1			2
	Two or More Races	2	2	2	2	2	1	2			2
	Unknown	6	3	3	7	7	6	9	7	7	14
	White	28	28	28	33	32	28	35	38	38	79
Male	Asian						1	1	1	1	1
	Black or African American	1	1	1	2	2					2
	Hispanic of Any Race								1	1	1
	Two or More Races	1	2	2	2	2	1	1			2
	Unknown	2	1	1	2	1	2	2	2	2	4
	White	12	13	13	15	15	12	14	7	7	27
	Totals	**54**	**51**	**51**	**66**	**63**	**52**	**67**	**57**	**57**	**138**
Percentages											
Female	American Indian or Alaskan Native		1.9%	1.9%	1.5%						**0.6%**
	Asian								1.8%	1.8%	**0.4%**
	Black or African American				1.5%	1.6%		3.0%			**0.8%**
	Hispanic of Any Race	3.7%			1.5%	1.6%	1.9%	1.5%			**1.1%**
	Two or More Races	3.7%	3.8%	3.8%	3.0%	3.2%	1.9%	3.0%			**2.5%**
	Unknown	11.1%	5.7%	5.7%	10.6%	11.1%	11.5%	13.4%	12.3%	12.3%	**10.5%**
	White	51.9%	56.6%	56.6%	50.0%	50.8%	53.8%	52.2%	66.7%	66.7%	**55.9%**
Male	Asian						1.9%	1.5%	1.8%	1.8%	**0.8%**
	Black or African American	1.9%	1.9%	1.9%	3.0%	3.2%					**1.3%**
	Hispanic of Any Race								1.8%	1.8%	**0.4%**
	Two or More Races	1.9%	3.8%	3.8%	3.0%	3.2%	1.9%	1.5%			**2.1%**
	Unknown	3.7%	1.9%	1.9%	3.0%	1.6%	3.8%	3.0%	3.5%	3.5%	**2.9%**
	White	22.2%	24.5%	24.5%	22.7%	23.8%	23.1%	20.9%	12.3%	12.3%	**20.7%**

Table 2 FTE Faculty, FTE student, and student to faculty ratio by academic year and site

Cohort	Year	FTE Faculty	FTE Student	ST/FAC Ratio
Casper	AY19/20	4.07	22.67	5.57
	AY20/21	6.00	18.06	3.01
	AY21/22	5.40	17.06	3.16
Laramie	AY19/20	7.47	66.72	8.94
	AY20/21	7.47	76.61	10.26
	AY21/22	7.27	84.39	11.61
Overall	**AY19/20**	**11.53**	**89.39**	**7.75**
	AY20/21	**13.47**	**94.67**	**7.03**
	AY21/22	**12.67**	**101.44**	**8.01**

Table 3 Headcounts by course and term

Course	19/FA	20/SP	20/SU	20/FA	21/SP	21/SU	21/FA	22/SP	22/SU	Totals
5060-1			23							**23**
5060-40						25				**25**
5060-50	20									**20**
5060-60									24	**24**
5110-1	18			18			20			**56**
5110-50							17			**17**
5120-1		7			12			5		**24**
5120-50					5					**5**
5125-1		9			7			12		**28**
5125-50								5		**5**
5130-1		11			10			19		**40**
5130-50					12					**12**
5140-1		18			21			24		**63**
5140-50		19								**19**
5150-1		7			11			9		**27**
5150-50								12		**12**
5170-1			17							**17**
5170-50								17		**17**
5170-60						20			25	**45**
5175-1			25							**25**
5175-40						24				**24**
5175-50	20									**20**
5175-60									24	**24**
5180-1	18			19			20			**57**
5180-50				17						**17**
5200-1	19			17			21			**57**
5200-50			19							**19**
5210-1	18			18			20			**56**
5210-50							17			**17**
5310-1	10			10			13			**33**
5310-2	10			12			13			**35**
5310-50				17						**17**
5320-1		10			9			13		**32**

Course	19/FA	20/SP	20/SU	20/FA	21/SP	21/SU	21/FA	22/SP	22/SU	Totals
5320-2		9			12			13		**34**
5320-50					12					**12**
5320-51					5					**5**
5330-1			17						23	**40**
5330-50					17					**17**
5330-60						22				**22**
5340-1	20			28			28			**76**
5340-50				17						**17**
5342-40		2			2					**4**
5343-40					1		1			**2**
5343-60		2								**2**
5350-1		19			24			23		**66**
5350-50		19								**19**
5580-1	10	8	6	9	11		10	11	10	**75**
5580-2	8	8		9	7		11	10		**53**
5580-50						8	6	8		**22**
5580-51						9	11	9		**29**
5580-60						7				**7**
5630-1		17			19			21		**57**
5630-50							17			**17**
5640-1	17			26			23			**66**
5640-50		19								**19**
5650-1	19			22			25			**66**
5650-50	20									**20**
5860-1	3	2		8			4	5		**22**
5860-2					7					**7**
5865-1	3			2			7			**12**
5871-1				10						**10**
5872-1					10					**10**
5873-1	8						12			**20**
5874-1		6						11		**17**
5875-1		3			2			6		**11**
5990-1	9	7		6	10	1	10	13	3	**59**
5990-40			1							**1**
Total	**250**	**202**	**108**	**265**	**226**	**116**	**305**	**247**	**109**	**1,828**

Table 4 2022 UW Counselor Education Program Students' National Counselor Examination (NCE) Aggregate Results

Campus Cohort	Track	UW Mean Score	# Tested	# Passed	UW Pass Rate
Laramie-MS	CMHC	115.71	7	7	100%
Laramie-MS	SC	115.20	11	10	91%
Casper-MS	CMHC	116.80	10	10	100%
Casper-MS	SC	116.50	4	4	100%
Laramie-PhD	CES	*	1	1	100%
Aggregate Totals		116.05*	33	32	97%

*Note: As reported by NBCC, the minimum score required to pass the NCE was 84.00. Overall national results reported by NBCC indicated a national mean score of 108.65 and a national pass rate of 63% for all test takers. *Mean score not reported for UW PhD-CES track due to only consisting of 1 individual student.*

Our Program's Assessment Plan

Beginning in Fall 2021, the Counselor Education Program faculty met to re-examine and re-conceptualized the program's assessment process using an Accountability Bridge Model (Astramovich & Coker, 2007) framework (See Appendix A). This framework and its corresponding processes were applied to all sites for the program. In accordance with this model, tables (see Tables 5 - 7, 8-10, & Appendix A) were created to organize the program's data collection efforts and identify appropriate methods of analyses. The framework by Astramovich & Coker (2007) (See Appendix A) starts with a (a) planning and objectives generation phase, which then leads to (b) program implementation and monitoring (formative evaluation), followed by (c) assessment data on outcomes, then an analysis of the data to examine results before (d) looping back to the planning and assessment process. The process established by this framework includes the elements of counseling program evaluation, accountability bridge (which involves communicating results), and counseling context evaluation, all of which are embedded within our assessment plan.

Evaluation of the Program

As presented in the diagram representing the Counselor Education Program's updated Comprehensive Evaluation Plan (CEP; See Appendix A), faculty engage in a process of on-going assessment utilizing empirical data to evaluate the program, identifying program strengths and needs, and responding to needs with modifications for improvement. Following the updated CEP (See Appendix A), the program collects specified data, all of which enters into the Program Evaluation Cycle and bridges across the Organizational Evaluation Cycle. For the program's Assessment Areas outlined in the CEP, the data sources (measures) evaluated and data collection procedures are as follows:

Data Sources

Aggregate student assessment data that address student knowledge, skills, and professional dispositions (grouped below according to Assessment Area as indicated on the program's CEP) are collected from the following sources:

- Curriculum – CACREP standards matrices; Key Performance Indicators (KPIs); Alumni, Employer and Supervisor Surveys; Student Course Evaluations
- Teaching and Learning – Programs of Study; Student Course Evaluations; Faculty/Student Ratios; Clinical Skills Evaluations; Internship Site Evaluations
- Professional Identity – Advising/Mentoring: Collaborations; Student Appreciations & Concerns; Student Performance Review Evaluations; Student Improvement/Remediation Plans
- Capstone Experiences – MS Internship Evaluations; PhD Comprehensive Exams; Prospectus Defenses; Dissertation Defenses

Demographic and other characteristics of applicants, students and graduates are also collected from the following sources (grouped below according to Assessment Area as indicated on the program's CEP):
- Graduation and Employment – Student Recruitment, Admissions, & Retention Data; Graduation: NCE Group Results; Licensure/Certification; Alumni, Supervisor, and Employer Survey
- Faculty – Recruitment & Retention; Instruction; Scholarly Production; Service and Professional Affiliations
- Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates
- Graduation and Employment – Student Recruitment & Retention Data; Graduation: NCE Group Results; Licensure/Certification; Alumni, Supervisor, and Employer Survey

Data Collection Procedures

As presented on the program's CEP graphic, an established timeframe for regular data collection is followed by the program in which some data are collected every 3 years, some annually, some every semester, some weekly, some are continuous/ongoing, and some as scheduled. Appropriate documentation of data collection is made in alignment with the six Assessment Areas identified in the CEP. As indicated in the upper right-hand corner of the program's CEP graphic, a variety of methods are utilized to collect stakeholder data.

Assessment of Students

To track student learning outcomes, counselor education program faculty regularly meet to discuss the assignments for each course and how those assignments align with the CACREP standards. Each course has one or more assignments that align with at least one KPI-related CACREP standard. As a result, by the end of their program, the students are evaluated on all of the program's identified KPI-related CACREP standards. Table 4 shows each KPI area and it's alignment with each course. Table 5 shows each assignment and its alignment with each KPI area and related standard(s).

When analyzing the data, counselor education program faculty identify mastery of each standard for the Casper campus and Laramie campus by identifying individual students in each site's respective cohort(s). To obtain the data, R statistical software is used to extract grades data from the Canvas Learning Management System (LMS) using the Canvas API key for each instructor. From there, program faculty can match student grade outcomes with each student, course, and KPI-related CACREP standard. In addition, KPI-related signature assignments are evaluated using corresponding rubrics. Therefore, when students complete the assignment, their rubric scores are used to enter their grades data in the Canvas LMS system. Thus, students who perform below satisfactory on the assignment given the standard are traced back to their rubrics and assignment artifacts to determine interventions and strategies to help the students master the standards.

Table 5. KPI Areas and Related CACREP Standards Mapped Across Student Coursework in the Counselor Education Graduate Programs

| | Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area | | | | | | | | | | | | | | | | |
| | Prof Counseling Orientation/ Ethical | Social & Cultural Diversity | Human Growth & Development | Career Development | Counseling & Helping | Group Counseling & Group Work | Assessment & Testing | Research & Program Evaluation | Mental Health Counseling | | School Counseling | | Doctoral | | | | |
	2.F .1	2.F .2	2.F .3	2.F .4	2.F .5	2.F .6	2.F .7	2.F .8	5.C .2	5.C .3	5. G. 2	5. G. 3	6.B .1	6.B .2	6.B .3	6.B .4	6.B .5
CNSL_5 060	X																
CNSL_5 110						X											
CNSL_5 120								X			X	X					
CNSL_5 125		X				X		X									
CNSL_5 130								X	X	X							

CNSL_5 150						X	X	X		X							
CNSL_5 170				X			X										
CNSL_5 175			X														
CNSL_5 180				X			X										
CNSL_5 310					X												
CNSL_5 350		X															
CNSL_5 580					X												
CNSL_5 860													X				
CNSL_5 865														X			
CNSL_5 871															X		
CNSL_5 873															X	X	
CNSL_5 874																	X
CNSL_5 875																X	
CNSL_5 990													X				
CNSL_5 5580					X												
EDRE_5 610																X	
EDRE_5 640																X	

Table 6 Course Assignments Mapped with KPI Areas and Related CACREP Standards

	Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area																
	Prof Counseling Orientation/ Ethical Practice	Social & Cultural Diversity	Human Growth & Development	Career Development	Counseling & Helping Relationships	Group Counseling & Group Work	Assessment & Testing	Research & Program Evaluation	Mental Health Counseling		School Counseling		Doctoral				
Assignment	2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
Developmental History Interview			X														
Advocate: Trends & Ethics		X															

Assignment	Prof Counseling Orientation/ Ethical Practice 2.F.1	Social & Cultural Diversity 2.F.2	Human Growth & Development 2.F.3	Career Development 2.F.4	Counseling & Helping Relationships 2.F.5	Group Counseling & Group Work 2.F.6	Assessment & Testing 2.F.7	Research & Program Evaluation 2.F.8	Mental Health Counseling 5.C.2	Mental Health Counseling 5.C.3	School Counseling 5.G.2	School Counseling 5.G.3	Doctoral 6.B.1	Doctoral 6.B.2	Doctoral 6.B.3	Doctoral 6.B.4	Doctoral 6.B.5
CSCP | Intervention Action Plan						X											
Career Assessments and Peer Interpretation							X										
Career Autobiography				X													
Career Theory Journal & Final Reflection				X													
Case Consult and article integration					X												
Case Consultation					X												
Case Presentation					X												
Clinical Skills Development					X												
Clinical skill development													X				
Comprehensive Assessment				X													
Counselor Interview									X	X							
CSCP: Intervention Action Plan								X									
Developmental History Interview			X														
Discussion #X	X																
Final Draft of Research Project																X	

Assignment	Prof Counseling Orientation/ Ethical Practice 2.F.1	Social & Cultural Diversity 2.F.2	Human Growth & Development 2.F.3	Career Development 2.F.4	Counseling & Helping Relationships 2.F.5	Group Counseling & Group Work 2.F.6	Assessment & Testing 2.F.7	Research & Program Evaluation 2.F.8	Mental Health Counseling 5.C.2	Mental Health Counseling 5.C.3	School Counseling 5.G.2	School Counseling 5.G.3	Doctoral 6.B.1	Doctoral 6.B.2	Doctoral 6.B.3	Doctoral 6.B.4	Doctoral 6.B.5
Final Exam (CNSL 5130)								X									
Program Evaluation (CNSL 5130)								X									
Program Evaluation/ Action Plan Project and Presentation (CNSL 5120)								X									
Reflective Presentation Project and Presentations															X		
Submission Letter or Conference Presentation																X	
Group Plan Paper						X											
Intervention Action Plan						X											
Leadership Paper																	X
Leadership and Advocacy Statement																	X
Mental Health Issue Presentation & Case						X			X	X							
Mental Health Issue Presentation						X			X	X							
School Counselor Interview & Paper											X						
Classroom Observations and Reflection												X					

	Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area												Doctoral				
	Prof Counseling Orientation/ Ethical Practice	Social & Cultural Diversity	Human Growth & Development	Career Development	Counseling & Helping Relationships	Group Counseling & Group Work	Assessment & Testing	Research & Program Evaluation	Mental Health Counseling		School Counseling						
Assignment	2.F .1	2.F .2	2.F .3	2.F .4	2.F .5	2.F .6	2.F .7	2.F .8	5.C .2	5.C .3	5.G .2	5.G .3	6.B .1	6.B .2	6.B .3	6.B .4	6.B .5
Multicultural Genogram		X															
Personal Style Paper																X	
Personal Style of Clinical Supervision																X	
Practice Case Study							X										
Skills of Clinical Supervision																X	
Summer/Semester Internship Plan													X				
Supervision Skills														X		X	
Teaching Philosophy Statement															X		
case consult #X					X												
case consult #2					X												
clinical skill development					X												
clinical skills evaluation					X												

Table 7 UW Counselor Education CACREP Program Indicators

KPI AREA	CACREP Standard(s) [with short descriptors] corresponding with the Key Performance Indicator Area	TIME 1 MEASURE	TIME 1 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)	TIME 2 MEASURE	TIME 2 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNSL 5060, Ethics (Laramie: Fall,1st yr) (Casper: Fall, 1st yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Online Discussions (Discussions 1, 2, & 3)	CNSL 5630, Adv Issues (Laramie: Spring 2nd yr) (Casper: Spring 2nd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Follow Up Quiz 1 – Ethical Standards
2. SOCIAL AND CULTURAL DIVERSITY	2.F.2.d. Impact of Heritage, Attitudes, Beliefs, and Experiences	CNSL 5350, Multicultural (Laramie: Spring, 1st yr) (Casper: Spring, 1st yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Multicultural Genogram	CNSL 5150, Mental H II (Laramie: Spring, 2nd yr) (Casper: Spring, 3rd yr) -OR- CNSL 5125, School Cnsl II, (Laramie: Spring, 2nd yr) (Casper: Spring, 3rd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** *CNSL 5150 –* Case Study -OR- *CNSL 5125 –* Advocacy Trends & Ethics (Formerly Advocacy Presentation in Sp 19)
3. HUMAN GROWTH AND DEVELOPMENT	2.F.3.a. Theories of Individual and Family Development	CNSL5175, Hum Gr & Dev (Laramie: Summer, 1st yr) (Casper: Spring, 1st yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Developmental History Interview	CNSL 5630, Adv Issues (Laramie: Spring, 2nd yr) (Casper: Spring, 2nd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Follow Up Quiz 2: Theories of Individual and Family Development

KPI AREA	CACREP Standard(s) [with short descriptors] corresponding with the Key Performance Indicator Area	TIME 1 MEASURE	TIME 1 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)	TIME 2 MEASURE	TIME 2 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)
4. CAREER DEVELOPMENT	2.F.4.e. Assessment of Contributing Factors to Career Development	CNSL 5170, Career (Laramie: Summer, 2nd yr) (Casper: Spring, 3rd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Career Autobiography (SP22 & SU 22) -OR- Career Theory Journal/Final Reflection (SP20, & SU21)	CNSL 5180, Assessment (Laramie: Fall , 2nd yr) (Casper: Fall 2nd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Comprehensive Assessment
5. COUNSELING AND HELPING RELATIONSHIPS	2.F.5g. Interviewing, Counseling, and Case Conceptualization Skills	CNSL 5310, PrePrac in CNSL (Laramie: Fall, 1st yr) (Casper: Fall, 2nd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Counseling Skills Evaluation Form(s)	CNSL 5580, Internship (Laramie: Spring, 2nd yr) (Casper: Spring 3rd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Case Presentation
6. GROUP COUNSELING AND GROUP WORK	F.6.g. Designing and Facilitating Groups	CNSL 5110, Group (Laramie: Fall, 2nd yr) (Casper: Fall, 3rd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** Group Plan Paper -OR- Group Leader Scenario Assignment	CNSL 5150, Mental H II, (Laramie: Spring, 2nd yr) (Casper, Spring 3rd yr) -OR- CNSL 5125, School Cnsl II, (Laramie: Spring, 2nd yr) (Casper, Spring 3rd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** *CNSL 5150 – Mental Health Issue Presentation and Case Consultation* -OR- *CNSL 5125 – Intervention Plan*
7. ASSESSMENT	2.F.7.m. Assessment Selection,	CNSL 5170, Career	**(1)** Overall Course Grade (as listed in Banner)	CNSL 5180,	**(1)** Overall Course Grade (as listed in Banner)

KPI AREA	CACREP Standard(s) [with short descriptors] corresponding with the Key Performance Indicator Area	TIME 1 MEASURE	TIME 1 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)	TIME 2 MEASURE	TIME 2 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)
AND TESTING	Administration, and Interpretation	(Laramie: Summ, 2nd yr) (Casper: Spring, 3rd yr)	**(2)** Career Assessments & Peer Interpretation	Assessment (Laramie: Fall, 2nd yr) (Casper: Fall 2nd yr)	**(2)** Assessment Presentation -OR- Practice Case Study (FA 20)
8. RESEARCH AND PROGRAM EVALUATION	2.F.8.j. Reporting Research and Program Evaluation Results	CNSL 5130, Mental H I (Laramie: Spring, 1st yr) (Casper: Spring, 2nd yr) -OR CNSL 5120, School Cnsl I (Laramie: Spring, 1st yr) (Casper: Spring, 2nd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** *CNSL 5130* – Final Exam -OR- *CNSL 5120* – Program Evaluation/Action Plan Project and Presentation	CNSL 5150, Mental H II, (Laramie: Spring, 2nd yr) (Casper, Spring 3rd yr) -OR- CNSL 5125, School Cnsl II, (Laramie: Spring, 2nd yr) (Casper, Spring 3rd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** *CNSL 5150* – Program Evaluation -OR- *CNSL 5125* – CSCP: Intervention Action Plan
SCHOOL COUNSELING	5.G.2.a. Leadership and Advocacy 5.G.3.c. Curriculum Design, Lesson Planning, and Classroom Management	CNSL 5120, School Cnsl I (Laramie: Spring, 1st yr) (Casper: Spring, 2nd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** **5.G.2.a.** Interview and Presentation re School Counselor. -AND- **5.G.3.c** - Classroom Observations and	CNSL 5125, School Cnsl II, (Laramie: Spring, 2nd yr) (Casper: Spring, 3rd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** **5.G.2.a** - Advocacy Presentation -AND- **5.G.3.c** - CSCP - Program Components

KPI AREA	CACREP Standard(s) [with short descriptors] corresponding with the Key Performance Indicator Area	TIME 1 MEASURE	TIME 1 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)	TIME 2 MEASURE	TIME 2 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)
			Reflection Report		
MENTAL HEALTH COUNSELING	5.C.2.c. mental health service delivery modalities 5.C.3.e. strategies to advocate	CNSL 5130, Mental H I (Laramie: Spring, 1st yr) (Casper: Spring, 2nd yr)	**(1)** Overall Course Grade (as listed in Banner) (2) **5.C.2.c & 5.C.3.e** Counselor interview	CNSL 5150, Mental H II, (Laramie: Spring, 2nd yr) (Casper: Spring, 3rd yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** **5.C.2.c & 5.C.3.e** Mental Health Issue Presentation and Case Consultation
DOCTORAL	6.B.1. Counseling 6.B.2 Supervision 6.B.3. Teaching 6.B.4 Research and Scholarship 6.B.5 Leadership and Advocacy	CNSL 5860, Doc Prac, (Fall, 1st yr) CNSL 5865, Sup Th, (Fall, 2nd yr) CNSL 5871, ID & Ethics, (odd yrs) CNSL 5871/5873, ID&Ethics/Res&Assess, (odd yrs)	**(1)** Overall Course Grade (as listed in Banner) **(2)** **6.B.1.** *CNSL 5860 –* Clinical Skill Development **6.B.2.** *CNSL 5865–* Skills of Clinical Supervision **6.B.3** *CNSL 5871 –* Teaching Philosophy Statement **6.B.4** *CNSL 5873 –* Journal Submission Letter or Conference presentation proposal **6.B.5** *CNSL 5871-* Mentorship Reflection Paper	CNSL 5871/5873, ID&Ethics/Res&Assess, (odd yrs) CNSL 5874, Ldshp,Adv, (Sp, even yrs) CNSL 5875, Sup Prac, (Sp, 2nd yr) CNSL 5990, Sup Internship (Fall, 3rd yr) EDRE 5640, Intro to Qual Research (Fall, 1st yr)	**(1)** Overall Course Grade (as listed in Banner) **(2)** **6.B.1** *CNSL 5990 –* Completion of Internship Goals (Including participation in weekly individual/triadic supervision) **6.B.2** *CNSL 5875 –* Personal Style of Clincial Supervision Paper -AND- Skills of Clinical Supervision (Supervision Skills) **6.B.3** *CNSL 5873 –* Final Project, **6.B.4**

KPI AREA	CACREP Standard(s) [with short descriptors] corresponding with the Key Performance Indicator Area	TIME 1 MEASURE	TIME 1 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)	TIME 2 MEASURE	TIME 2 ASSESSMENT MEASURE INSTRUMENT(S)/ ASSIGNMENT(S)
				-OR- EDRE 5610, Group Compar Research (Spring, 1st yr)	*EDRE 5640* - Qualitative Research Project Final Draft -OR- *EDRE 5610* - Quantitative Research Project **6.B.5** *CNSL 5874* – Consultation Project 6.B.5 Leadership & Advocacy Statement/Leadership Paper

Student Learning Outcomes Given CACREP Core Standards & KPIs

Philosophy of Assessment in Our Program

As a part of its comprehensive program evaluation, program faculty conceptualizes assessment of the program as a continuous process of evaluation and improvement. In accordance with the Accountability Bridge Model (Astramovich & Coker, 2007) framework, the assessment and evaluation of the program, faculty, and students will be a reiterative, continuous process including inputs and outputs (see Appendix A). The evaluation plan outlined by the program (See Appendix B) identifies the data collection points and outcome measures aligning with CACREP standards and university/college expectations.

Program Mission Statement and Objectives

The Mission of our MS Counseling Programs is to prepare culturally competent, skilled and ethical professional counselors for entry into school and community settings. Preparation focuses on clinical skills with an emphasis placed on the understanding and integration of theory, knowledge and experiential learning into practical application.

Program Objectives

The following program objectives have been established for the master's counseling programs:

1. **prepare students** who demonstrate academic preparation by completing an approved program of study that meets the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. **prepare students** who demonstrate development as culturally competent, skilled & ethical counselors.
3. **support students to** develop a professional identity as a professional counselor including the areas of advocacy, leadership, social justice, and promotion of caring communities.
4. **help students** demonstrate a clear vision of their professional and academic goals.

Learning Experiences and Coursework

The counselor education program faculty meet to discuss course assignments' alignment with general KPI areas and CACREP standards. Table 8 provides a map of the CACREP standards given KPI areas and courses. Rubrics have been in development for each assignment and are used to assign general grades for each assignment that is then mapped with each standard and KPI area. Traditionally, rubrics have been implemented in a variety of ways including paper rubrics, Excel spreadsheets, and on the Canvas LMS system. The counselor education program is moving towards full utilization of rubrics on Canvas where application programming interface (API) tokens can be used to extract assignment and rubric level data. Currently, program faculty in consultation with the College of Education's Assistant Dean of Data, Assessment, and Accreditation can extract all assignment and standard level data using R programming software. As result, the program can generate the following tables that provide a map of our assignments and their respective standards and KPI areas. Table 9 provides a map of the standards and KPI areas given assignments.

Table 8 KPI Areas and Related CACREP Standards Mapped Across Student Coursework in the Counselor Education Graduate Programs

| | Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area | | | | | | | | | | | | | | | | |
| | Prof Counseling Orientation/Ethical Practice | Social & Cultural Diversity | Human Growth & Development | Career Development | Counseling & Helping Relationships | Group Counseling & Group Work | Assessment & Testing | Research & Program Evaluation | Mental Health Counseling | | School Counseling | | Doctoral | | | | |
	2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
CNSL_5060	X																
CNSL_5110						X											
CNSL_5120								X			X	X					
CNSL_5125		X				X		X									
CNSL_5130								X	X	X							
CNSL_5150						X		X	X	X							
CNSL_5170				X			X										
CNSL_5175			X														
CNSL_5180				X			X										
CNSL_5310					X												
CNSL_5350		X															
CNSL_5580					X												
CNSL_5860													X				
CNSL_5865														X			
CNSL_5871															X		
CNSL_5873															X	X	
CNSL_5874																	X
CNSL_5875																X	
CNSL_5990													X				
CNSL_55580					X												
EDRE_5610																X	
EDRE_5640																X	

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Table 9 Course Assignments Mapped with KPI Areas and Related CACREP Standards

Assignment	Prof Counseling Orientation/ Ethical Practice 2.F.1	Social & Cultural Diversity 2.F.2	Human Growth & Development 2.F.3	Career Development 2.F.4	Counseling & Helping Relationships 2.F.5	Group Counseling & Group Work 2.F.6	Assessment & Testing 2.F.7	Research & Program Evaluation 2.F.8	Mental Health Counseling 5.C.2	5.C.3	School Counseling 5.G.2	5.G.3	Doctoral 6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
Developmental History Interview			X														
Advocate: Trends & Ethics		X															
CSCP | Intervention Action Plan						X											
Career Assessments and Peer Interpretation							X										
Career Autobiography				X													
Career Theory Journal & Final Reflection				X													
Case Consult and article integration					X												
Case Consultation					X												
Case Presentation					X												
Clinical Skills Development					X												
Clinical skill development														X			
Comprehensive Assessment				X													

Assignment	Prof Counseling Orientation/ Ethical Practice	Social & Cultural Diversity	Human Growth & Development	Career Development	Counseling & Helping Relationships	Group Counseling & Group Work	Assessment & Testing	Research & Program Evaluation	Mental Health Counseling		School Counseling		Doctoral				
	2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
Counselor Interview									X	X							
CSCP: Intervention Action Plan								X									
Developmental History Interview			X														
Discussion #X	X																
Final Draft of Research Project																X	
Final Exam (CNSL 5130)								X									
Program Evaluation (CNSL 5130)								X									
Program Evaluation/Action Plan Project and Presentation (CNSL 5120)								X									
Reflective Presentation Project and Presentations															X		
Submission Letter or Conference Presentation																X	
Group Plan Paper						X											

Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area

Assignment	Prof Counseling Orientation/Ethical Practice	Social & Cultural Diversity	Human Growth & Development	Career Development	Counseling & Helping Relationships	Group Counseling & Group Work	Assessment & Testing	Research & Program Evaluation	Mental Health Counseling		School Counseling		Doctoral				
	2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
Intervention Action Plan						X											
Leadership Paper																	X
Leadership and Advocacy Statement																	X
Mental Health Issue Presentation & Case						X			X	X							
Mental Health Issue Presentation						X			X	X							
School Counselor Interview & Paper											X						
Classroom Observations and Reflection												X					
Multicultural Genogram		X															
Personal Style Paper																X	
Personal Style of Clinical Supervision																X	
Practice Case Study							X										
Skills of Clinical Supervision																X	

Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area

	Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area																
	Prof Counseling Orientation/ Ethical Practice	Social & Cultural Diversity	Human Growth & Development	Career Development	Counseling & Helping Relationships	Group Counseling & Group Work	Assessment & Testing	Research & Program Evaluation	Mental Health Counseling		School Counseling		Doctoral				
Assignment	2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
Summer/Semester Internship Plan													X				
Supervision Skills														X		X	
Teaching Philosophy Statement															X		
case consult #X					X												
case consult #2					X												
clinical skill development					X												
clinical skills evaluation					X												

Schedule of Assessment

The counselor education program intentionally plans course schedules to meet all CACREP standards over time through the range of coursework that is offered. Table 10 shows the schedule of KPI areas and KPI-related CACREP Standards for identified assessments/signature assignments, courses, and academic terms from the fall of 2019 through the summer and spring of 2022. In general, these courses, areas, and standards remain consistent regardless of what year is affiliated with a given term. For example, as shown, the falls of 2021 and 2020 match the fall of 2019.

Table 10 KPIs by Assessment, Course, and Term

Term	Course	Assessment/Signature Assignment	KPI Area	Standard
19/FA	CNSL_5060	Discussion #1	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
19/FA	CNSL_5060	Discussion #2	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
19/FA	CNSL_5175	Developmental History Interview	Human Growth and Development	Standard 2.F.3
19/FA	CNSL_5310	Clinical Skill Development	Counseling and Helping Relationships	Standard 2.F.5
19/FA	CNSL_5310	Clinical Skills Development	Counseling and Helping Relationships	Standard 2.F.5
19/FA	CNSL_5860	Clinical skill development	Doctoral	Standard 6.B.1
20/SP	CNSL_5120	School Counselor Interview & Research Paper	Research and Program Evaluation	Standard 2.F.8
20/SP	CNSL_5125	Advocate: Trends & Ethics	Social and Cultural Diversity	Standard 2.F.2
20/SP	CNSL_5125	Intervention Action Plan	Group Counseling and Group Work	Standard 2.F.6
20/SP	CNSL_5125	CSCP	Intervention Action Plan	Research and Program Evaluation	Standard 2.F.8
20/SP	CNSL_5130	Final Exam	Research and Program Evaluation	Standard 2.F.8
20/SP	CNSL_5150	Program Evaluation	Research and Program Evaluation	Standard 2.F.8
20/SP	CNSL_5350	Multicultural Genogram	Social and Cultural Diversity	Standard 2.F.2
20/SP	CNSL_5874	Leadership and Advocacy Statement	Doctoral	Standard 6.B.5
20/SP	CNSL_5875	Personal Style Paper	Doctoral	Standard 6.B.4
20/SP	CNSL_5875	Supervision Skills	Doctoral	Standard 6.B.4
20/SU	CNSL_5580	Case Presentation 1	Counseling and Helping Relationships	Standard 2.F.5
20/SU	CNSL_5580	Case Presentation 2	Counseling and Helping Relationships	Standard 2.F.5
20/FA	CNSL_5180	Comprehensive Assessment	Career Development	Standard 2.F.4

Term	Course	Assessment/Signature Assignment	KPI Area	Standard
20/FA	CNSL_5180	Practice Case Study	Assessment and Testing	Standard 2.F.7
20/FA	CNSL_5310	Clinical Skill Development	Counseling and Helping Relationships	Standard 2.F.5
20/FA	CNSL_5310	Clinical skill development	Counseling and Helping Relationships	Standard 2.F.5
20/FA	CNSL_55580	Case Consultations	Counseling and Helping Relationships	Standard 2.F.5
20/FA	CNSL_5580	case consult #1	Counseling and Helping Relationships	Standard 2.F.5
20/FA	CNSL_5580	case consult #2	Counseling and Helping Relationships	Standard 2.F.5
20/FA	CNSL_5865	Supervision Skills	Doctoral	Standard 6.B.2
20/FA	CNSL_5871	Teaching Philosophy Statement	Doctoral	Standard 6.B.3
20/FA	EDRE_5640	Final Draft of Research Project	Doctoral	Standard 6.B.4
21/SP	CNSL_5120	School Counselor Interview & Research Paper	Research and Program Evaluation	Standard 2.F.8
21/SP	CNSL_5120	School Counselor Interview & Research Paper	School Counseling	Standard 5.G.2
21/SP	CNSL_5120	School Counselor Interview & Research Paper	School Counseling	Standard 5.G.2
21/SP	CNSL_5120	Direct Service Delivery Project	School Counseling	Standard 5.G.3
21/SP	CNSL_5125	Advocate: Trends & Ethics	Social and Cultural Diversity	Standard 2.F.2
21/SP	CNSL_5125	CSCP	Intervention Action Plan	Group Counseling and Group Work	Standard 2.F.6
21/SP	CNSL_5125	CSCP	Intervention Action Plan	Research and Program Evaluation	Standard 2.F.8
21/SP	CNSL_5130	Final Exam	Research and Program Evaluation	Standard 2.F.8
21/SP	CNSL_5130	Counselor Interview	Mental Health Counseling	Standard 5.C.2
21/SP	CNSL_5130	Counselor Interview	Mental Health Counseling	Standard 5.C.3
21/SP	CNSL_5150	Program Evaluation	Research and Program Evaluation	Standard 2.F.8
21/SP	CNSL_5350	Multicultural Genogram	Social and Cultural Diversity	Standard 2.F.2
21/SP	CNSL_5860	Clinical Skill Development	Doctoral	Standard 6.B.1
21/SP	EDRE_5640	Final Draft of Research Project	Doctoral	Standard 6.B.4
21/SU	CNSL_5060	Discussion #1	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
21/SU	CNSL_5060	Discussion #2	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
21/SU	CNSL_5060	Discussion #3	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1

Term	Course	Assessment/Signature Assignment	KPI Area	Standard
21/SU	CNSL_5170	Career Theory Journal & Final Reflection	Career Development	Standard 2.F.4
21/SU	CNSL_5580	Case Consultation 1	Counseling and Helping Relationships	Standard 2.F.5
21/SU	CNSL_5580	Case Consultation 2	Counseling and Helping Relationships	Standard 2.F.5
21/SU	CNSL_5580	Case Presentation #1	Counseling and Helping Relationships	Standard 2.F.5
21/SU	CNSL_5580	Case Presentation #2	Counseling and Helping Relationships	Standard 2.F.5
21/FA	CNSL_5110	Group Leader Scenario Assignment	Group Counseling and Group Work	Standard 2.F.6
21/FA	CNSL_5110	Group Plan Paper	Group Counseling and Group Work	Standard 2.F.6
21/FA	CNSL_5310	Clinical Skill Development	Counseling and Helping Relationships	Standard 2.F.5
21/FA	CNSL_5580	Case Consult 1 and article integration	Counseling and Helping Relationships	Standard 2.F.5
21/FA	CNSL_5580	Case Consultation #2 and Article Integration	Counseling and Helping Relationships	Standard 2.F.5
21/FA	CNSL_5580	Case Consultations	Counseling and Helping Relationships	Standard 2.F.5
21/FA	CNSL_5580	Case Presentation #1	Counseling and Helping Relationships	Standard 2.F.5
21/FA	CNSL_5580	Case Presentation #2	Counseling and Helping Relationships	Standard 2.F.5
21/FA	CNSL_5860	Clinical Skill Development	Doctoral	Standard 6.B.1
21/FA	CNSL_5865	Supervision Skills	Doctoral	Standard 6.B.2
21/FA	CNSL_5873	Final Project, Reflective Presentation	Doctoral	Standard 6.B.3
21/FA	CNSL_5873	Final: Journal Submission Letter	Doctoral	Standard 6.B.4
21/FA	EDRE_5640	Final Draft of Research Project	Doctoral	Standard 6.B.4
22/SP	CNSL_5120	School Counselor Interview & Research Paper	Research and Program Evaluation	Standard 2.F.8
22/SP	CNSL_5120	School Counselor Interview & Research Paper	School Counseling	Standard 5.G.2
22/SP	CNSL_5120	Module 2	Direct Service Delivery Project	School Counseling	Standard 5.G.3
22/SP	CNSL_5125	Advocate: Trends & Ethics	Social and Cultural Diversity	Standard 2.F.2
22/SP	CNSL_5125	CSCP	Intervention Action Plan	Group Counseling and Group Work	Standard 2.F.6
22/SP	CNSL_5125	CSCP	Intervention Action Plan	Research and Program Evaluation	Standard 2.F.8
22/SP	CNSL_5130	Final Exam	Research and Program Evaluation	Standard 2.F.8
22/SP	CNSL_5150	Mental Health Issue Presentation & Case	Group Counseling and Group Work	Standard 2.F.6

Term	Course	Assessment/Signature Assignment	KPI Area	Standard
22/SP	CNSL_5150	Mental Health Issue Presentation Consultation	Group Counseling and Group Work	Standard 2.F.6
22/SP	CNSL_5150	Program Evaluation	Research and Program Evaluation	Standard 2.F.8
22/SP	CNSL_5150	Mental Health Issue Presentation & Case	Mental Health Counseling	Standard 5.C.2
22/SP	CNSL_5150	Mental Health Issue Presentation Consultation	Mental Health Counseling	Standard 5.C.2
22/SP	CNSL_5150	Mental Health Issue Presentation & Case	Mental Health Counseling	Standard 5.C.3
22/SP	CNSL_5150	Mental Health Issue Presentation Consultation	Mental Health Counseling	Standard 5.C.3
22/SP	CNSL_5170	Career Autobiography	Career Development	Standard 2.F.4
22/SP	CNSL_5170	Career Assessments and Peer Interpretation	Assessment and Testing	Standard 2.F.7
22/SP	CNSL_5350	Multicultural Genogram	Social and Cultural Diversity	Standard 2.F.2
22/SP	CNSL_5580	Case Presentation #1	Counseling and Helping Relationships	Standard 2.F.5
22/SP	CNSL_5580	Case Presentation #2	Counseling and Helping Relationships	Standard 2.F.5
22/SP	CNSL_5874	Leadership Paper	Doctoral	Standard 6.B.5
22/SP	CNSL_5874	Leadership Paper outline	Doctoral	Standard 6.B.5
22/SP	CNSL_5874	Leadership Paper Rewrite	Doctoral	Standard 6.B.5
22/SP	CNSL_5874	Leadership, Advocacy, Consultation project	Doctoral	Standard 6.B.5
22/SP	CNSL_5875	Personal Style of Clinical Supervision Paper	Doctoral	Standard 6.B.4
22/SP	CNSL_5875	Skills of Clinical Supervision	Doctoral	Standard 6.B.4
22/SP	EDRE_5610	Final Draft Submission	Doctoral	Standard 6.B.4
22/SU	CNSL_5060	Discussion #1	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
22/SU	CNSL_5060	Discussion #2	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
22/SU	CNSL_5060	Discussion #3	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
22/SU	CNSL_5170	Career Autobiography	Career Development	Standard 2.F.4
22/SU	CNSL_5170	Career Assessments and Peer Interpretation	Assessment and Testing	Standard 2.F.7
22/SU	CNSL_5170	Career Assessments and Peer Interpretation	Assessment and Testing	Standard 2.F.7
22/SU	CNSL_5175	Developmental History Interview	Human Growth and Development	Standard 2.F.3
22/SU	CNSL_5580	Case Presentations	Counseling and Helping Relationships	Standard 2.F.5

Term	Course	Assessment/Signature Assignment	KPI Area	Standard
22/SU	CNSL_5990	Summer/Semester Internship Plan	Doctoral	Standard 6.B.1
22/FA	CNSL_5060	Discussion #1	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
22/FA	CNSL_5060	Discussion #2	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
22/FA	CNSL_5175	Developmental History Interview	Human Growth and Development	Standard 2.F.3
22/FA	CNSL_5310	Clinical Skill Development	Counseling and Helping Relationships	Standard 2.F.5
22/FA	CNSL_5310	clinical skills evaluation	Counseling and Helping Relationships	Standard 2.F.5
22/FA	CNSL_5580	Case Consultation #1	Counseling and Helping Relationships	Standard 2.F.5
22/FA	CNSL_5580	Case Consultation #2	Counseling and Helping Relationships	Standard 2.F.5
22/FA	CNSL_5865	Supervision Skills	Doctoral	Standard 6.B.2
22/FA	CNSL_5871	Teaching Philosophy Statement	Doctoral	Standard 6.B.3
22/FA	EDRE_5640	Final Draft of Research Project	Doctoral	Standard 6.B.4

Description of Assessment Approaches

The UW Counselor Education program has developed an empirically based plan for systematically evaluation program objectives, including student learning. This Comprehensive Evaluation Plan (CEP) (See Appendix A) follows an Accountability Bridge Model (Astramovich & Coker, 2007) framework. As a part of this plan, program data is collected in multiple forms at multiple points in time as outlined in the program's assessment plan table (See Appendix B).

Implementing the process outlined in the CEP (See Appendix A), program faculty worked to determine which CACREP standards are relevant to the program's identified objectives and related Key Performance indicators (KPIs). Data sources and collection methods for data were reviewed and explored. A subcommittee was established to identify which program courses were best suited to address KPIs and related standards. Courses were analyzed to determine which KPIs were relevant to them and appropriate measurement instruments in the form of signature assignments corresponding to each KPI area were identified and/or developed (see Table 7). Next, the KPIs were deconstructed into rubric criterion for use in evaluating student achievement for each signature assignment/measurement instrument.

KPI data analysis consists of rubrics and course assignments linked to CACREP standards. These data are systematically collected in the LMS system (Canvas) every semester where they are analyzed on each individual student for mastery. The LMS system and the use of R statistical software allows us to deploy an API key to extract gradebook information, link

specific assignment grades to a CACREP standard (KPI) and then analyze mastery at an individual student level. When mastery is below satisfactory, we are then able to examine the students' rubric scores and artifacts to determine interventions and strategies to assist that student to achieve mastery. Again, this analysis occurs at multiple levels. We are able to analyze individual student mastery, course-level mastery, site-level mastery, and entire program level mastery. This is done by linking each individual student to each level and using R software to aggregate the outcomes by counts and descriptive statistics. This also allows us to track progress longitudinally by academic year or by term.

Student graduation data, persistence data, and higher-level course success rate data are tracked using the University of Wyoming's data management system in Banner. The UW Office of Institutional Analysis (OIA) as well as the UW College of Education's newly appointed Assistant Dean of Assessment, Data, and Accreditation provide support for data collection and data management. From the Banner database, Counselor Education Program faculty are able to track our students by cohort, obtain graduate rates and times to graduation, as well as demographics, student to faculty ratios, and other information.

Additionally, the College of Education Assistant Dean's office is developing a college-wide graduate student tracking system to keep track of individual student mastery of individual student milestones such as preliminary exam completion, prospectus course master, prospectus course approval, and dissertation credits taken. This will help the counselor education track the trajectory of our students in the program.

Finally, the assistant dean's office is developing a programming system to extract data from the Canvas LMS system and analyze those data to track indicators of student learning. The section on learning assessment results will illustrate that work.

Comprehensive Exams (Doctoral Students Only)

The counseling program implements a standardized comprehensive exam protocol that is highly collaborative and utilized all counseling and outside committee members uniformly. The comprehensive exam rubric and expectations are provided to the student and committee members well in advance. The students are required to address four areas of counseling: (a) teaching, (b) research, (c) counseling, and (d) supervision. The student then addresses one prompt related to each of those areas (four prompts). The committee reads those prompts. The student then meets with the committee for an oral defense where they address questions and concerns of the committee members. The members then vote on the student passing the comprehensive exam based on the rubric and the students oral defense.

To this point, these rubrics have been collected on Microsoft Word documents. During our summer 2023 meeting, we plan on discussing ways to put these rubrics into electronic format

to better aggregate and analyze the students overall. Programs such as Qualtrics can be used to generate a standard form that remains constant across time where dates and terms can be entered to examine data longitudinally.

Table 11 provides an overview of student comprehensive exam results. As shown, by the time we get students to their exams, they are equipped to pass them as all our students were at the adequate level since the fall of 2019. Figure 1 provides the rubric for the compressive exams. As shown, each rubric is completed by each committee member for each of the four assessed areas. The votes and the rubrics are then examined for follow-up conversations with the student.

Table 11 Overview of final comprehensive exam results

Academic Year	Attribute	Criteria	N	Below Adequate	Adequate
2019-20	Quality of Response	1	2	0%	100%
		2	2	0%	100%
		3	2	0%	100%
	Knowledge Base	4	2	0%	100%
		5	2	0%	100%
		6	2	0%	100%
	Writing Quality	7	2	0%	100%
		8	2	0%	100%
		9	2	0%	100%
		10	2	0%	100%
2020-21	Quality of Response	1	4	0%	100%
		2	4	0%	100%
		3	4	0%	100%
	Knowledge Base	4	4	0%	100%
		5	4	0%	100%
		6	4	0%	100%
	Writing Quality	7	4	0%	100%
		8	4	0%	100%
		9	4	0%	100%
		10	4	0%	100%
2021-22	Quality of Response	1	5	0%	100%
		2	5	0%	100%
		3	5	0%	100%
	Knowledge Base	4	5	0%	100%
		5	5	0%	100%
		6	5	0%	100%
	Writing Quality	7	5	0%	100%
		8	5	0%	100%
		9	5	0%	100%
		10	5	0%	100%

Figure 1 Comprehensive Exam Rubric Completed on Each of the Assessed Areas by Each Committee Member

	Date:
Student Code: _____	_____
Question Topic: _____	Faculty Reviewer: _____

Attribute	Inadequate							Adequate		
Quality of Response										
1. Addresses all question elements	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
2. Demonstration of critical thinking skills	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
3. Synthesis and integration of concepts, ideas	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
Comments: This is adequate, but it would be excellent if you articulated your steps and thinking more in text. You certainly address it in the orals so I'm satisfied with this. I will work with you on the prospectus.										
Knowledge Base										
4. Demonstration of depth of relevant knowledge	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
5. Demonstration of breadth of relevant knowledge	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
6. Quality and quantity of literature references	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
Comments: I think if you added more literature review and framework to your response, this would be all tens. Remember to articulate your thinking!										
Writing Quality										
7. Editing quality – spelling, grammar, typos	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
8. Sentence structure – clear, coherent	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
9. Organization, transitions, flow	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
10. Adherence to APA guidelines throughout	□-1	□-2	□-3	□-4	□-5	□-6	□-7	□-8	□-9	□-10
Overall Evaluation (total score out of 100)										

Student Input and Community Assessments

Students offer their input in student evaluations, monthly during program meetings, and throughout the year during advising sessions. As many of the graduates are employers and supervisors of the program's current students, Counselor Education Program faculty also gather input during site supervision visits and emails, as well as during interactions at conferences during the year.

**Figure 2** Site Supervisor Internship Site Visit Feedback Data

Fall 2022 Internship Site Visit Feedback for Faculty Consideration
- Increased focus/refresher on complex dx closer to starting internship or during internship course   - Students and supervisors continually reported feeling very supported by program and students are well prepared   - Infusing more geriatric counseling into the some of the courses such as Human Growth and development   - Suggestion of possibly switching the offering of addictions and trauma informed counseling class and integrate more trauma info into the addictions course   - Developing/streamlining a process for UCC to refer clients to Wellspring   - Increase somatic/body interventions into a course/courses   - Changing our timing on when students can look for internship site, especially the VA.   - Continue/Increase communication to site supervisors know of any upcoming trainings/conferences that they may be interested in participating in   - Questions regarding using the same evaluation form over the course of year….some feel it is repetitive   - Recommend Hospice site be an advanced doctoral experience   - Supervisor ____ offered to come and talk about spiritual counseling vs clinical counseling vs spirituality in counseling   - Supervisor _____ is willing to come talk about complex DX and hospital setting   - Rob willing to come talk about the VA system and internship   - Some students reporting that they wish the trauma class was earlier in program   - Talking in Mental Health 1 or 2 more about legality/business components of being a counselor   - Supervisor _____ offered do presentation on clinically appropriate ways to support the trans community   - School counseling students getting opportunity to get in the schools during practicum, etc. seems to be jarring to student how different than WellSpring   - Question inquiring whether we would be okay with supervisor not being physically on-site while students are working with clients

The University of Wyoming has also partnered with Academic Analytics to help us track graduates from our program. This service provides us with a dashboard where we can filter by program and year. Figure 3 shows the results of their "Alumni Insights" feature. Of 65 master and doctoral alumni from the counseling program, about 35 are in academia and 11 are in for-profit industries. The figure further provides information about their fields of work and locations.

All located alumni are in fields related to our degree program. Figure 4 shows salary distributions and the majority appear to be earning what would be expected from their degrees. Even though 37% of the queried alumni are not located, this system produces a higher percentage than traditional email, mail, and phone surveys.

Figure 3 Locations and Job Types of Counselor Education Program Alumni as Shown by Academic Analytics
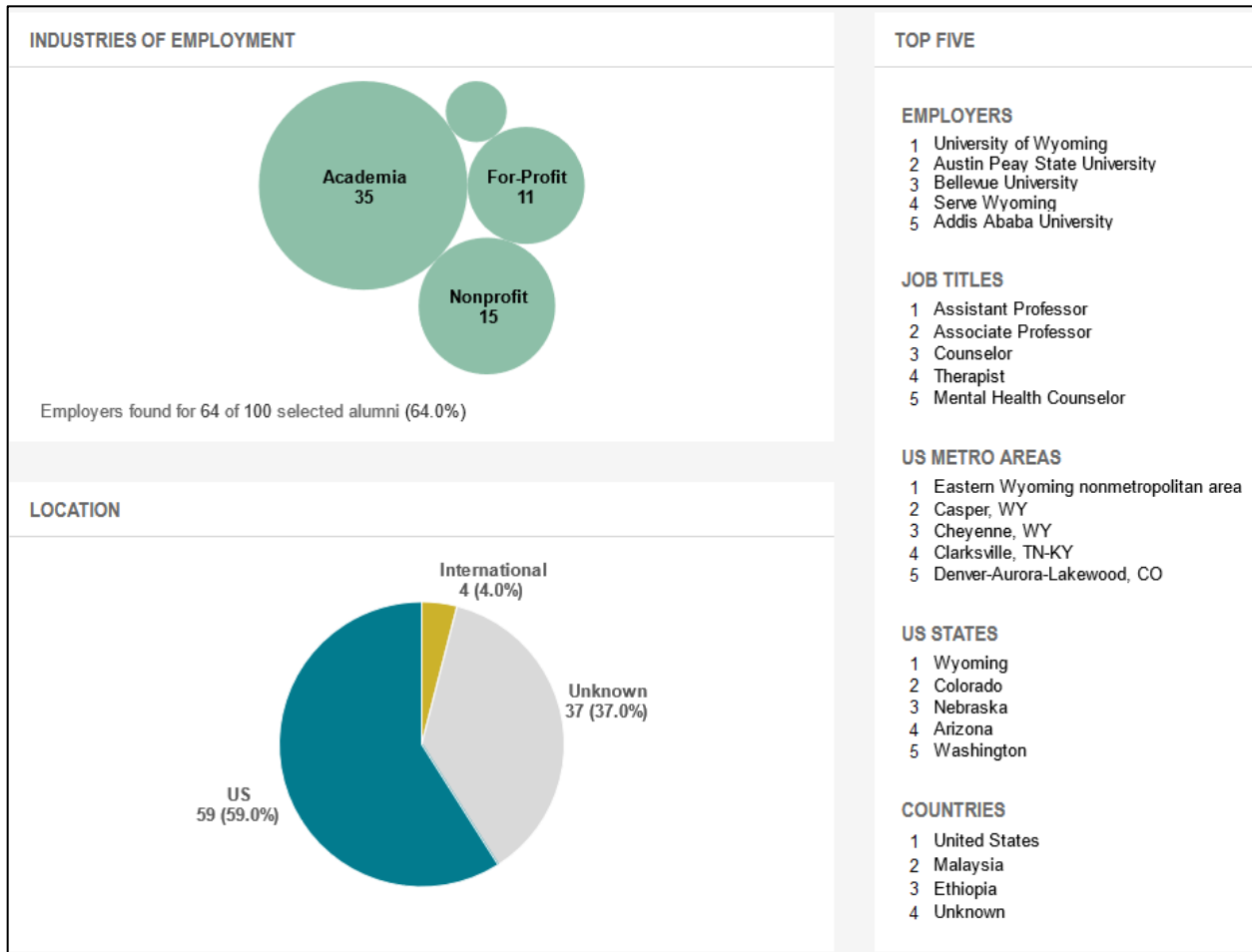
Figure 4 Salary Distributions of Counselor Education Program Alumni
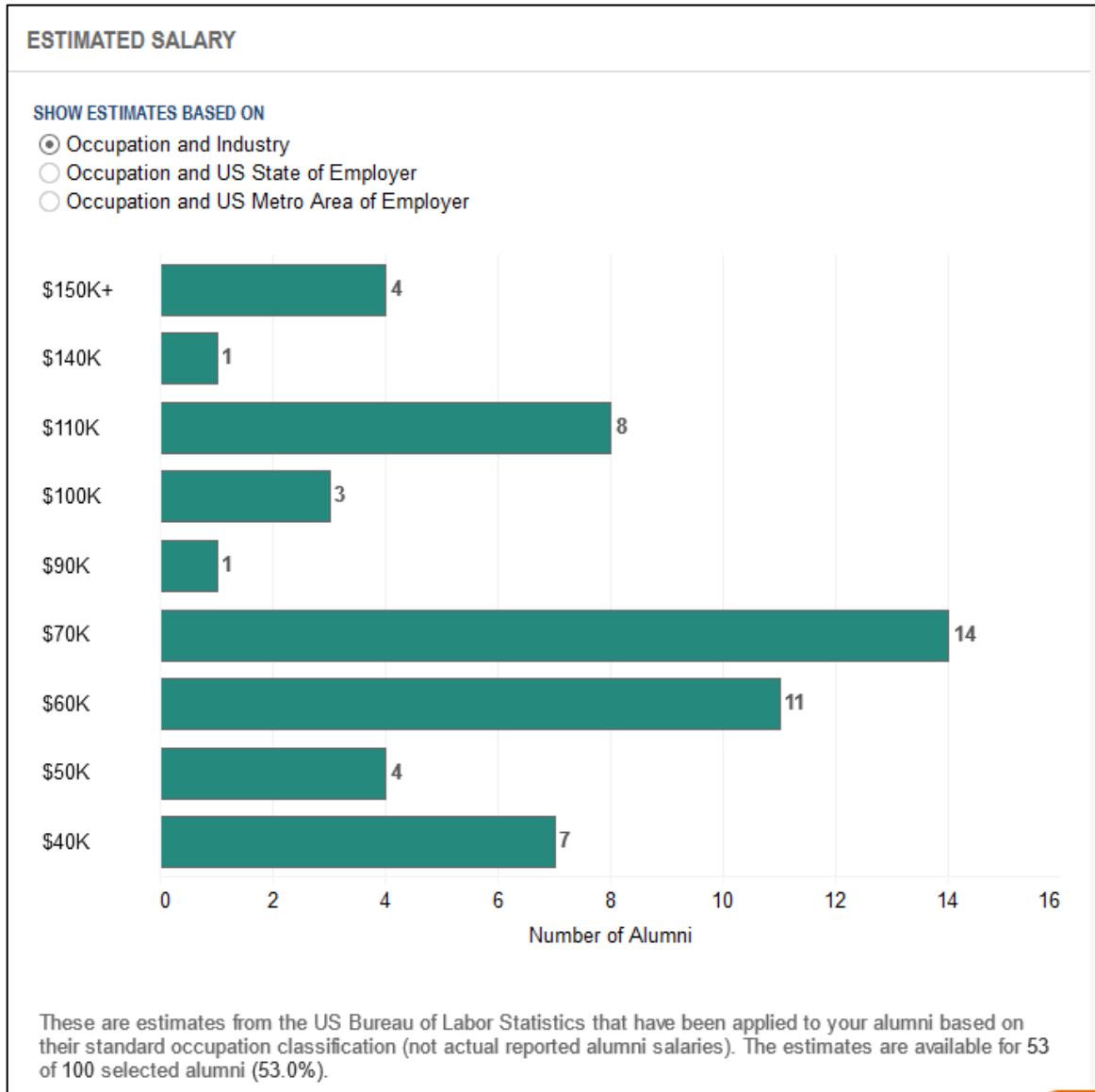
Learning Assessment Results

The following tables provide different hierarchies of analysis of student learning assessment starting at the course level and drilling into the standard level. To obtain these results, as shown, the program first maps CACREP standards and KPI areas to individual assignments linked to collaboratively developed rubrics. The faculty then use the rubrics to grade the student assignments during their courses. These grades are then entered into the Canvas LMS system for their course shell. The rubrics are also stored separately by the instructor.

To obtain standard level mastery, instructor API keys are applied to a program coded using an R software package known as *rcanvas()*. This allows the Assistant Dean to extract gradebook

information and link course assignment to the standards and KPI categories. The data are then analyzed for areas of concern. The gradebook dataset also allows us to analyze mastery of KPIs by individual student (not shown on this report for FERPA reasons). Students of concern can then be examined given rubric data as well as an examination of an artifact. Student concerns are then taken to meetings where plans and interventions are devised to help the student master those areas.

In the summer of 2023, we plan on holding a day-long training to transfer all paper and Excel rubrics into all Canvas LMS course shells. Once completed, the assistant dean will be able to use Python programming to extract and analyze student-level rubric data on all CACREP standards given their KPI areas. Currently, we utilize these data on an as-needed basis but plan to make this more systemic for our reporting.

The following tables provide an overview of our student assessment data from the high course level to the standard and KPI level. Table 12 provides student grade distributions by course and term. These data come from our Banner system and are extracted and analyzed after grade finalization and release by the registrar's office. Table 13 gives average standard and CACREP mastery level by course and term. These numbers, along with those shown in Figure 4, are scaled from 0 to 4 with values >3 considered acceptable. Figure 4 shows student mastery levels of standards overall from the fall of 2019 through the summer of 2022. Table 14 and Figure 5 show average mastery of professional dispositions between these time periods.

As shown in the tables and figures, students show acceptable or higher levels of mastery overall. However, when examining individual students' assignment grades and rubrics, there are times when it is necessary to address lower than acceptable mastery with interventions and strategies.

Table 12 Overall grade distributions by course and term

Course	Count	A	B	C	D	F	I	S	W
Fall 2019									
CNSL-5060-50	20	95%					5%		
CNSL-5110-1	18	100%							
CNSL-5175-50	20	95%					5%		
CNSL-5180-1	18	100%							
CNSL-5200-1	19	100%							
CNSL-5210-1	18	100%							
CNSL-5310-1	10	100%							
CNSL-5310-2	10	100%							
CNSL-5340-1	20	60%	40%						
CNSL-5580-1	10	90%							10%
CNSL-5580-2	8	100%							
CNSL-5640-1	17	70.60%	29.40%						
CNSL-5650-1	19	100%							

Course	Count	A	B	C	D	F	I	S	W
CNSL-5650-50	20	95%					5%		
CNSL-5860-1	3	100%							
CNSL-5865-1	3	100%							
CNSL-5873-1	8	100%							
CNSL-5990-1	9							100%	
EDRE-5530-40	1	100%							
EDRE-5550-40	2	100%							
EDRE-5580-1	1							100%	
EDRE-5600-40	1	100%							
EDRE-5640-40	3	100%							
EDRE-5645-40	6	100%							
EDRE-5670-40	2	100%							
Spring 2020									
CNSL-5120-1	7	100%							
CNSL-5125-1	9	100%							
CNSL-5130-1	11	100%							
CNSL-5140-1	18	100%							
CNSL-5140-50	19	89.50%					10.50%		
CNSL-5150-1	7	100%							
CNSL-5320-1	10						100%		
CNSL-5320-2	9						100%		
CNSL-5342-40	2	100%							
CNSL-5343-60	2	100%							
CNSL-5350-1	19	100%							
CNSL-5350-50	19	94.70%					5.30%		
CNSL-5580-1	8	100%							
CNSL-5580-2	8	100%							
CNSL-5630-1	17	100%							
CNSL-5640-50	19	89.50%					10.50%		
CNSL-5860-1	2	100%							
CNSL-5874-1	6	100%							
CNSL-5875-1	3	100%							
CNSL-5990-1	7							100%	
EDRE-5530-40	4	75%	25%						
EDRE-5580-1	2							100%	
EDRE-5600-40	1	100%							
EDRE-5610-40	1	100%							
EDRE-5655-40	1	100%							
EDRE-5660-40	4							100%	
Summer 2020									
CNSL-5060-1	*23*	95.70%					4.30%		
CNSL-5170-1	17	100%							

Course	Count	A	B	C	D	F	I	S	W
CNSL-5175-1	25	56%	44%						
CNSL-5200-50	19	89.50%	5.30%				5.30%		
CNSL-5330-1	17	100%							
CNSL-5580-1	6	83.30%					16.70%		
CNSL-5990-40	1							100%	
EDRE-5530-40	4	100%							
EDRE-5530-41	15	100%							
EDRE-5530-42	9	100%							
EDRE-5530-43	2	100%							
EDRE-5660-40	1							100%	
Fall 2020									
CNSL-5110-1	18	100%							
CNSL-5180-1	19	100%							
CNSL-5180-50	17	100%							
CNSL-5200-1	17	100%							
CNSL-5210-1	18	100%							
CNSL-5310-1	10	80%	10%						10%
CNSL-5310-2	12	83.30%					8.30%		8.30%
CNSL-5310-50	17	100%							
CNSL-5340-1	28	71.40%	14.30%	7.10%	3.60%				3.60%
CNSL-5340-50	17	94.10%					5.90%		
CNSL-5580-1	9	88.90%					11.10%		
CNSL-5580-2	9	77.80%					22.20%		
CNSL-5640-1	26	84.60%	7.70%						7.70%
CNSL-5650-1	22	95.50%							4.50%
CNSL-5860-1	8	100%							
CNSL-5865-1	2	100%							
CNSL-5871-1	10	100%							
CNSL-5990-1	6							100%	
EDRE-5550-40	2	100%							
EDRE-5600-40	1	100%							
EDRE-5620-40	1	100%							
EDRE-5640-40	7	100%							
EDRE-5670-40	1	100%							
Spring 2021									
CNSL-5120-1	12	91.70%	8.30%						
CNSL-5120-50	5	100%							
CNSL-5125-1	7	100%							
CNSL-5130-1	10	100%							
CNSL-5130-50	12	100%							
CNSL-5140-1	21	100%							
CNSL-5150-1	11	100%							

Course	Count	A	B	C	D	F	I	S	W
CNSL-5320-1	9						100%		
CNSL-5320-2	12						100%		
CNSL-5320-50	12							100%	
CNSL-5320-51	5							100%	
CNSL-5330-50	17	100%							
CNSL-5342-40	2	50%					50%		
CNSL-5343-40	1	100%							
CNSL-5350-1	24	95.80%	4.20%						
CNSL-5580-1	11	100%							
CNSL-5580-2	7	100%							
CNSL-5630-1	19	100%							
CNSL-5860-2	7	71.40%	14.30%				14.30%		
CNSL-5872-1	10	100%							
CNSL-5875-1	2	100%							
CNSL-5990-1	10							100%	
EDRE-5530-40	2	100%							
EDRE-5640-40	2	100%							
EDRE-5655-40	9	100%							
EDRE-5660-40	1							100%	
Summer 2021									
CNSL-5060-40	25	96%	4%						
CNSL-5170-60	20	100%							
CNSL-5175-40	24	95.80%	4.20%						
CNSL-5330-60	22	100%							
CNSL-5580-50	8	87.50%	12.50%						
CNSL-5580-51	9	100%							
CNSL-5580-60	7	85.70%							14.30%
CNSL-5990-1	1							100%	
EDRE-5530-41	10	100%							
EDRE-5630-40	1	100%							
EDRE-5660-40	1							100%	
Fall 2021									
CNSL-5110-1	20	100%							
CNSL-5110-50	17	100%							
CNSL-5180-1	20	100%							
CNSL-5200-1	21	100%							
CNSL-5210-1	20	100%							
CNSL-5210-50	17	100%							
CNSL-5310-1	13	100%							
CNSL-5310-2	13	100%							
CNSL-5340-1	28	92.90%	7.10%						
CNSL-5580-1	10	100%							

Course	Count	A	B	C	D	F	I	S	W
CNSL-5580-2	11	90.90%							9.10%
CNSL-5580-50	6	100%							
CNSL-5580-51	11	100%							
CNSL-5630-50	17	100%							
CNSL-5640-1	23	100%							
CNSL-5650-1	25	96%	4%						
CNSL-5860-1	4	100%							
CNSL-5865-1	7	100%							
CNSL-5873-1	12	100%							
CNSL-5990-1	10							100%	
EDRE-5550-40	1	100%							
EDRE-5600-40	5	100%							
EDRE-5640-40	2	100%							
EDRE-5645-40	2	100%							
EDRE-5670-40	2	100%							
Spring 2022									
CNSL-5120-1	5	100%							
CNSL-5125-1	12	100%							
CNSL-5125-50	5	100%							
CNSL-5130-1	19	100%							
CNSL-5140-1	24	100%							
CNSL-5150-1	9	77.80%	22.20%						
CNSL-5150-50	12	91.70%	8.30%						
CNSL-5170-50	17	100%							
CNSL-5320-1	13	100%							
CNSL-5320-2	13	100%							
CNSL-5343-40	1	100%							
CNSL-5350-1	23	95.70%	4.30%						
CNSL-5580-1	11	90.90%	9.10%						
CNSL-5580-2	10	100%							
CNSL-5580-50	8	100%							
CNSL-5580-51	9	100%							
CNSL-5630-1	21	95.20%	4.80%						
CNSL-5860-1	5	100%							
CNSL-5874-1	11	100%							
CNSL-5875-1	6	100%							
CNSL-5990-1	13							100%	
EDRE-5530-40	6	83.30%	16.70%						
EDRE-5530-41	5	100%							
EDRE-5600-40	4	100%							
EDRE-5610-40	6	100%							
EDRE-5660-40	2							100%	

Course	Count	A	B	C	D	F	I	S	W
				Summer 2022					
CNSL-5060-60	24	87.50%	12.50%						
CNSL-5170-60	25	100%							
CNSL-5175-60	24	70.80%	29.20%						
CNSL-5330-1	23	100%							
CNSL-5580-1	10	90%				10%			
CNSL-5990-1	3							100%	
EDRE-5530-40	8	100%							
EDRE-5530-41	10	100%							
EDRE-5660-41	2							100%	
				Overall					
Total	**1981**	**88.80%**	**3%**	**0.10%**	**0.10%**	**0.10%**	**2.90%**	**4.60%**	**0.50%**

Table 13 Average KPI related standard mastery by course and term ($n = 177$) on a scale of 1 to 3, ≥3 being acceptable

| | | Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area | | | | | | | | | | | | | | | |
| | | Prof Counseling Orientation/ Ethical Practice | Social & Cultural Diversity | Human Growth & Development | Career Development | Counseling & Helping Relationships | Group Counseling & Group Work | Assessment & Testing | Research & Program Evaluation | Mental Health Counseling | | School Counseling | | Doctoral | | | | |
Term	Course	2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
19/FA	CNSL_5060	3.82																
	CNSL_5110																	
	CNSL_5175			3.75														
	CNSL_5310					3.8												
	CNSL_5860													4				
	CNSL_5874																	
20/SP	CNSL_5120																	
	CNSL_5125		4			3.78												
	CNSL_5350		4															
	CNSL_5560																	
	CNSL_5630																	
	CNSL_5874																3.83	
	CNSL_5875															3.83		
20/SU	CNSL_5060																	
	CNSL_5170																	
	CNSL_5580					4												
	CNSL_5865																	
20/FA	CNSL_5110																	
	CNSL_5180				3.94			3.47										
	CNSL_5310					3.79												

| | | Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area | | | | | | | | | | | | Doctoral | | | | |
| | | Prof Counseling Orientation/ Ethical Practice | Social & Cultural Diversity | Human Growth & Development | Career Development | Counseling & Helping Relationships | Group Counseling & Group Work | Assessment & Testing | Research & Program Evaluation | Mental Health Counseling | | School Counseling | | | | | | |
Term	Course	2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
	CNSL_5580					4												
	CNSL_5860																	
	CNSL_5865														4			
	CNSL_5871															4		
	CNSL_55580					3 . 5												
	EDRE_5640																4	
21/SP	CNSL_5120											3.77	3.92					
	CNSL_5125		4				3.86		3.86									
	CNSL_5130								3.83	3.83	3.83							
	CNSL_5310																	
	CNSL_5350		4															
	CNSL_5630																	
	CNSL_5860													4				
	EDRE_5640																4	
	EDRE_5655																	
21/SU	CNSL_5060	3.97																
	CNSL_5170				4													
	CNSL_5580					3.92												
	CNSL_5865																	
21/FA	CNSL_5110						3.87											
	CNSL_5310					3 . 8												
	CNSL_5580					3.86												

| | | Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area | | | | | | | | | | | | | | | | |
| | | Prof Counseling Orientation/ Ethical Practice | Social & Cultural Diversity | Human Growth & Development | Career Development | Counseling & Helping Relationships | Group Counseling & Group Work | Assessment & Testing | Research & Program Evaluation | Mental Health Counseling | | School Counseling | | Doctoral | | | | |
Term	Course	2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
	CNSL_5630																	
	CNSL_5860													4				
	CNSL_5865														3.86			
	CNSL_5873															3.75	3.67	
	EDRE_5640																4	
	EDRE_5645																	
22/SP	CNSL_5120											4	4					
	CNSL_5125		4				4		4									
	CNSL_5150						4		3.59	4	4							
	CNSL_5170				3.94			4										
	CNSL_5350		4															
	CNSL_5580					4												
	CNSL_5630																	
	CNSL_5874																	3.44
	CNSL_5875																3.75	
	EDRE_5610																3.83	
22/SU	CNSL_5060	3.97																
	CNSL_5170				4			3.9										
	CNSL_5175			2.52														
	CNSL_5580					4												
	CNSL_5990													4				
22/FA	CNSL_5060	3.89																

Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area

Term	Course	Prof Counseling Orientation/ Ethical Practice	Social & Cultural Diversity	Human Growth & Development	Career Development	Counseling & Helping Relationships	Group Counseling & Group Work	Assessment & Testing	Research & Program Evaluation	Mental Health Counseling		School Counseling		Doctoral				
		2.F.1	2.F.2	2.F.3	2.F.4	2.F.5	2.F.6	2.F.7	2.F.8	5.C.2	5.C.3	5.G.2	5.G.3	6.B.1	6.B.2	6.B.3	6.B.4	6.B.5
	CNSL_5175			4														
	CNSL_5310					3.78												
	CNSL_5580					4												
	CNSL_5865														3 . 6			
	CNSL_5871															4		
	CNSL_5880																	
	EDRE_5640																4	
	EDRE_5645																	
Overall		3.92	4	3.57	3.97	3.89	3.93	3.83	3.81	3.93	3.93	3.82	3.94	4	3.79	3.88	3 . 8	3.49

**Figure 4** Overall CACREP KPI related standard mastery level (*n* = 117).
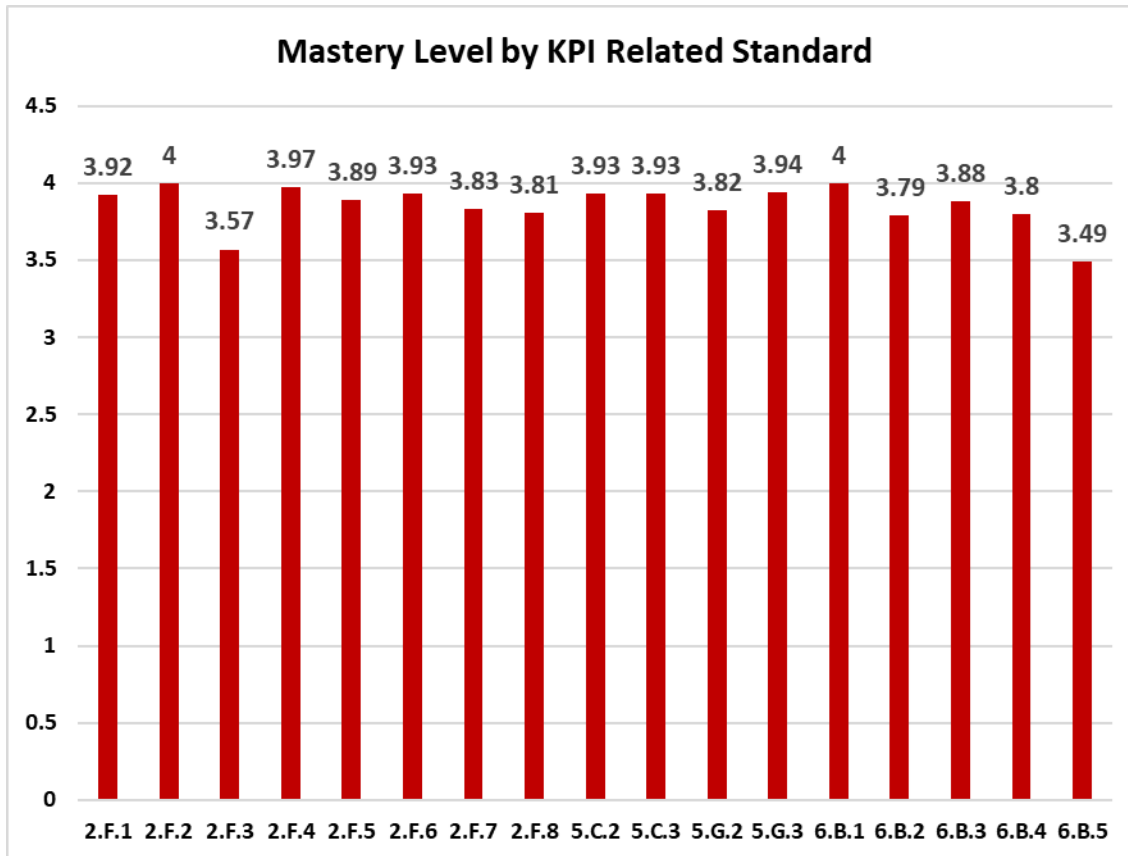
Over the past year, the counselor education program reviewed and analyzed professional dispositions data collected from the professionalism assignment measure that was being utilized in each course. Following the review and analysis of professional disposition data, the counselor education faculty determined that a more uniform approach to disposition evaluation was warranted and collaborated to identify a standard disposition evaluation instrument for use throughout the program in each course. Utilizing this standard disposition evaluation in each course, dispositions information is gathered for all students in every class throughout the program. In each course, 20% of the course grade is based on the student's demonstration of the professional dispositions outlined in the Counselor Education Professional Dispositions evaluation. Through this process, program faculty regularly evaluate and provide students with feedback about their professional dispositions. Annual student evaluations also provide a venue for disposition evaluation by the collective faculty. Table 14 and Figure provides a sampling of the professional dispositions average assessment scores utilizing the Counselor Education Program's updated Professional Dispositions instrument.

Table 14 Sampling of Professional Dispositions Average Assessment Scores Utilizing Updated Instrument

Course	22/FA	22/SU	Overall
CNSL_5060	4.00		4.00
CNSL_5170		4.00	4.00
CNSL_5175	4.00	3.96	3.99
CNSL_5310	3.88		3.88
CNSL_5580	3.85		3.85
CNSL_5865	4.00		4.00
Totals	3.96	3.98	3.96

Figure 5 Sampling of Overall Professional Dispositions Assessment Scores by Course and Term
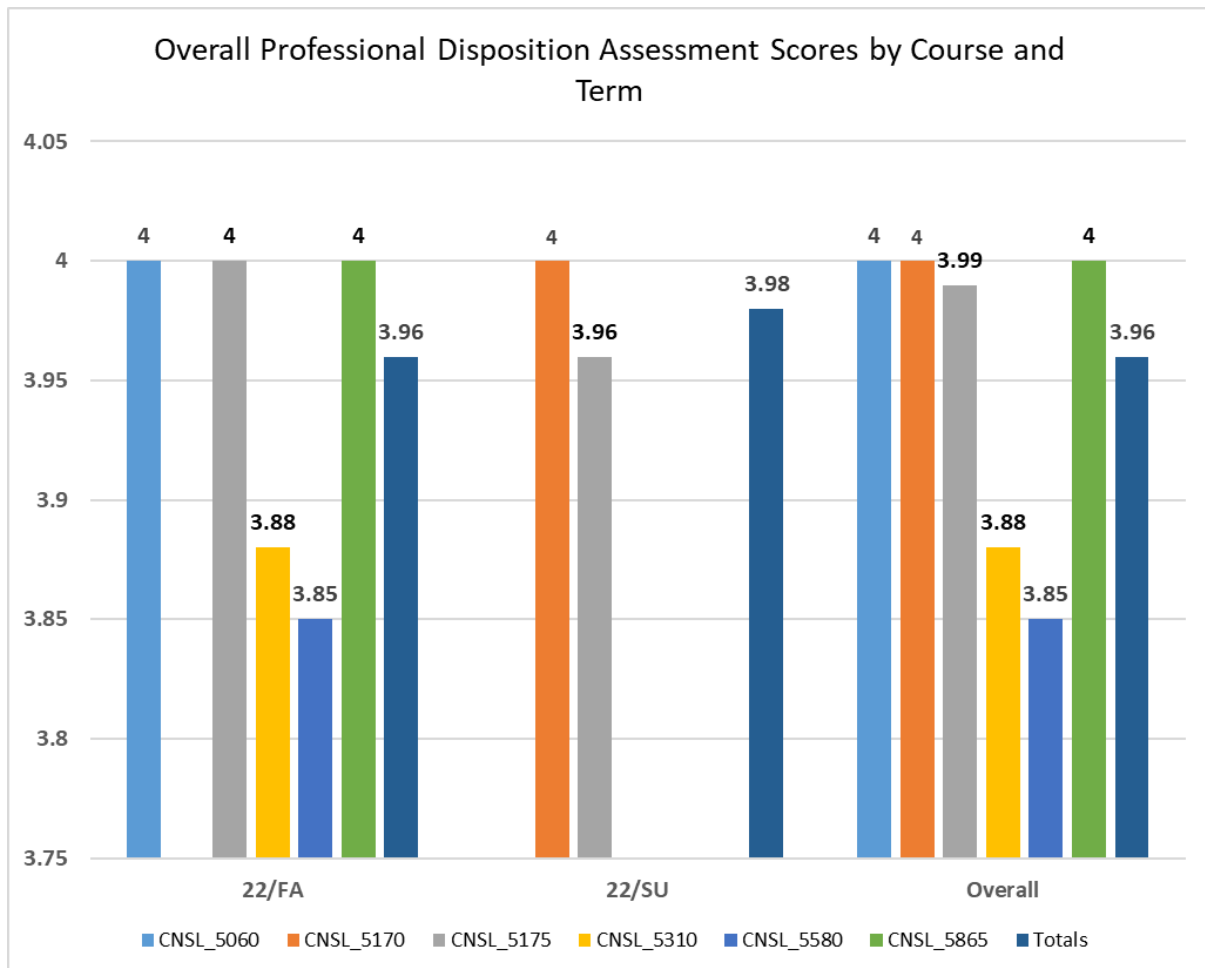
Summary of Program Evaluation Results

The UW Counselor Education faculty embraces the multi-method evaluation plan that has been developed for the program. As described earlier in this report, the Counselor Education Program has a clearly articulated mission statement and identified program objectives. The program 's objectives reflect input from the counselor education program faculty in conjunction with current students and graduates, and selected practitioners in the state of Wyoming. Students offer their input in student evaluations, monthly during program meetings, and throughout the year during advising sessions. As many of the graduates are employers and supervisors of the program's current students, Counselor Education Program faculty gather input during site supervision visits and emails, as well as during interactions at conferences during the year. Additionally, the content of the program's objectives directly relates to student learning outcomes in the courses and other required experiences in the program. As such, the program's objectives also correlate with the CACREP standards and the program's identified KPIs. Exposure to and participation in the clinical core of the programs and the mandatory/required curricular experiences has helped to ensure a minimal level of competency regarding knowledge base and demonstrated excellence. As demonstrated in the tables and figures listed in this report and in the program's vital statistics, the program's students' achievement related to KPI's, overall high retention rate, graduation/program completion rates, and student performance on national exams (e.g. NCE) serve as summative assessment measures indicating overall program success.

Corresponding Program Modifications

Based upon student performance regarding KPI related CACREP standards along with student input and site supervisor feedback, the need for an increased emphasis on human growth and development, particularly regarding middle and late adulthood, within the curriculum was identified. To help increase students' knowledge, understanding, and skills related to working with clients in middle and late adulthood, faculty will identify ways to integrate more human growth and development related content into the program's curriculum over the next academic year. Additionally, in accordance with other stakeholder data, including student input and supervisor feedback, has identified the need to make additional modifications such as adjusting the dates of when some programmatic events occur (such as doctoral comprehensive exams), placing a greater emphasis on certain topics such as trauma informed care within the curriculum (as evidenced by the implementation of the CNSL 5630 *Trauma Informed Counselin*g course as well as greater integration of trauma-informed content within the CNSL 5140 *Counseling and Addictions* course), and updating certain forms/processes (such as updates to the student handbooks concerning processes related to digital delivery of program materials and the reporting of historical abuse) to reflect changes in technology and practice within the field.

Tables 15 and 16 below provide an additional overview of the data collected and analyzed given each of the program's objectives along with corresponding program modifications.

Table 15 Overview of Data Collected and Analyzed in Accordance with M.S. Program Objectives

MS Program Objective	Data Source Input	Previous Results of Data Analysis	Corresponding Program Modification(s)
prepare students who demonstrate academic preparation by completing an approved program of study that meets the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)	KPI Data Analysis Graduation Rate Student Input NCE results	Indicated a need to reduce the worry students may experience regarding gatekeeping due to knowledge and skill development; otherwise the cohort model supports student retention.	Faculty and doctoral supervisors keep students constantly abreast regarding skill evaluation. A standard remediation plan was implemented to ensure understanding of expectations for those students who need extra support.
prepare students who demonstrate development as culturally competent, skilled & ethical counselors	Student Input KPI Data Analysis NCE results Graduate, Supervisor and Employer Surveys	Indicated a lack of preparedness particularly regarding assessment and program evaluation Indicated a need for increased emphasis on human growth and development related concepts within counseling curriculum.	Assessment and the research courses are taught by either adjunct faculty or faculty outside our program. Program evaluation was moved into school and mental health courses to offer a focused understanding and application. Faculty are identifying ways to integrate more human growth and development related content into the program's curriculum, particularly in relation to middle and late adulthood.
support students to develop a professional identity as a professional counselor including the areas of advocacy, leadership, social justice, and promotion of caring communities.	KPI Data Analysis Student Input Graduate, Supervisor and Employer Surveys	Indicated more work is needed to mentor and connect students	Increase encouragement and participation in Chi Sigma Iota and require additional community service activities as part of classes
help students demonstrate a clear vision of their professional and academic goals	KPI Data Analysis Student Input Graduate, Supervisor and Employer Surveys	Indicated satisfaction with professional and academic goals, especially pleased with helping relationships as well	Continue with student to student mentoring and faculty advising sessions

MS Program Objective	Data Source Input	Previous Results of Data Analysis	Corresponding Program Modification(s)
		as support when job seeking	

Table 16 Overview of Data Collected and Analyzed in Accordance with Ph.D. Program Objectives

PhD Program Objective	Input	Previous Results of Data Analysis	Corresponding Program Modification(s)
prepare students who demonstrate a clear vision of their counselor educator identity regarding their professional goals and academic preparation by developing and completing an approved program of study that meets the standards set forth by CACREP	KPI Data Analysis Graduation Rate Student Input	Indicated the Ph.D. Program is appropriately addressing the program objective to prepare students who demonstrate a clear vision of their counselor educator identity.	Continue with current procedures regarding the development and completion of approved programs of study
support students to demonstrate development as culturally competent, creative, skilled and ethical counselors, supervisors and educators especially related to the areas of advocacy, leadership, and social justice.	KPI Data Analysis Student Input Graduate, Supervisor and Employer Surveys	Indicated a lack of faculty awareness, mentoring and consideration for persons of color. Indicated a lack of preparedness in teaching	Faculty applied and were awarded several funding sources (GRI and URDM grants) to pay for: travel to visit UW, opportunities to meaningfully engage, and offer graduate assistantships to URDM students to diversify and enhance understanding among all. Eliminated the outside course for teaching and reintegrated the standards into the program's own required counseling courses
help students develop a professional identity as counselor educators and academic researchers by demonstrating a clear and active research agenda that includes a plan of action for professional presentations and manuscripts	KPI Data Analysis Student Input Graduate, Supervisor and Employer Surveys	Indicated a lack of direction and guidance related to scholarly expectations and production.	Faculty implemented an addition to the doctoral handbook that delineates specific research expectations to enhance researcher identity and production.

Other Program Changes

In the upcoming academic year, the Counselor Education Program anticipates hiring an additional tenure-track core faculty member to teach courses for both the Laramie and Casper cohorts. Additionally, over the course of the 2023-2024 academic year, program faculty will continue to review and analyze data to evaluate the program. Based upon the evaluation results, the faculty will work to recognize areas for growth and make appropriate program modifications to address identified needs.

Appendix A

UW Counseling Comprehensive Assessment Plan Revised (CEP Graphic)

Counseling Program - University of Wyoming   Comprehensive Evaluation Plan (CEP)

Assessment Area: Graduation & Employment
1. Student Recruitment & Retention (annual)
2. Graduation (annual)
3. NCE Group Results (annual)
4. Licensure/Certification (annual)
5. Alumni Survey (3 year cycle)
6. Supervisor Survey (3 year cycle)

Assessment Area: Faculty (annual)
1. Recruitment & Retention
2. Qualifications
3. Instruction
4. Scholarly Production
5. Service
6. Professional Affiliations

Assessment Area: Capstone Experiences
1. MS Internship Evals (sem)
2. PhD comprehensive exams (as scheduled)
3. Prospectus Defense (as scheduled
4. Dissertation Defense (as scheduled)

Stakeholders
Students
Alumni
Faculty: Core
Faculty: Non-Core
Supervisors
Employers
Professional Community

Assessment Area: Professional Identity
1. Advising/Mentoring (ongoing)
2. Collaborations (ongoing)
3. Student Appreciations & Issues (weekly)
4. Student Evaluations (annual)
5. Performance Improvement Plans (as needed)
6. Wellspring State Review (annual)

Program Monitoring & Modifications

Program Implementation

Program Evaluation Cycle

Accountability Bridge

Input From Stakeholders/ Needs Assessments

Organizational Evaluation Cycle

Strategic Planning

Program Planning

Revised Program Objectives

Assessment Area: Teaching & Learning
1. Program of Study (annual)
2. Course Assessments (semester)
3. Faculty-Student Ratios (ongoing)
4. Clinical Skills Evals (2x/sem)
5. Student Self-Evals (semester)
6. Intern Site Eval (semester)
7. Course Evaluations (semester)

Assessment Area: Curriculum
1. CACREP Alignment (semester)
2. Student Learning Outcomes (semester)
3. Alumni Survey (3 year cycle)
4. Supervisor Survey (3 year cycle)
5. Course Evaluations (semester)

Strategic Planning

CNSL Meetings (Formative: Weekly)

Faculty Retreats (Summative: Semester)

Adapted from: Astramovich & Coker (2007). Program Evaluation: The Accountability Bridge Model for Counselors. *Journal of Counseling & Development, 85*, 162-172.

Appendix B

UW Assessment Plan Table

Program Data Point	Assessment Data to be Collected and Reported	When and How	Data Application For Curricular and Program Review	Remediation Process (as needed)	CACREP Standard
1. Vital Statistics	Annual Data Collected A. Number and Acceptance Rate B. Number and Completion Rate C. Job Placement Rates	Summarized Annually Surveys, Reports Provided by Institutional Research, & Academic Analytics	Faculty review	Foundational Data	4.B.(2) 4.E. CACREP Annual Report
2. Admission and Enrollment	A. Applications Data 1. Applicants 2. Completed Application 3. Withdrew 4. Denied 5. Admitted B. Graduated	Ongoing collection by admissions committee.	Program Review Admission Procedure Improvements Identification and Implementation of Recruitment Strategies Review of applicant Characteristics	None – Denial to program as needed	4.B.(2)
3. Annual Master's Student Evaluation and Feedback	A. Overall Professional Performance Evaluations 1. Number of Student Remediation Plans 2. Percentage of students needing Remediation Plans	Ongoing collection by Program director(s) from advisors.	Identify areas of needed focus for student development Implement Programmatic and curricular interventions	Student Remediation Plan	4.H
4. Annual Doctoral Student Check-Ins & Feedback Forms	A. Overall Professional Performance Evaluations 1. Number of Student Remediation Plans 2. Percentage of students needing Plans	Ongoing collection by Program director(s) from advisors	Identify areas of needed focus for student development. Implement Programmatic and curricular interventions	Student Remediation Plan	4.B

Program Data Point	Assessment Data to be Collected and Reported	When and How	Data Application For Curricular and Program Review	Remediation Process (as needed)	CACREP Standard

4. Key Performance Indicators (KPIs)	A. KPIs for each of the Core Objectives
	  1. Professional Counseling Orientation and Ethical Practice
	  2. Social and Cultural Diversity
	  3. Human Growth and Development
	  4. Career Development
	  5. Counseling and Helping Relationships
	  6. Group Counseling and Group Work
	  7. Assessment and Testing
	  8. Research and Program Evaluation
	
	B. KPIs for School Counseling Objectives
	  9. Leadership and Advocacy
	  10. Curriculum Design, Lesson Planning, and Classroom Management
	
	C. KPIs for Clinical Mental Health Objectives
	  11. Mental health service delivery modalities
	  12. Strategies to advocate
	
	D. KPIs for Doctoral Objectives
	  13. Counseling
	  14. Supervision
	  15. Teaching
	  16. Research and Scholarship
	  17. Leadership and Advocacy
		Collected by faculty at the end of each course by use of individual KPIs.	Program Review Curricular Review	Student Remediation Plan(s)
				
				Possible Dismissal from program
					4.F

5. Practicum and Internship	A. Number and Percent of Practicum Placements B. Number and Percent of Internship Placements	Collected by Clinical Director through Field Placement applications.	Evaluate and examine the effectiveness of program advising.	Student Remediation Plan(s)	4.B

Program Data Point	Assessment Data to be Collected and Reported	When and How	Data Application For Curricular and Program Review	Remediation Process (as needed)	CACREP Standard
6. Completion of Internship	A. Site and University Supervisor's Evaluation for first internship. B. Site and University Supervisor's Evaluation for second internship.	Collected by Internship faculty at the end of each semester.	Identify areas of needed focus for student development. Identify areas within scores indicating needed improvements or increased emphasis within the counseling curriculum. Implement programmatic and curricular level interventions to improve disposition scores.	Student Remediation Plan(s) Possible Dismissal from program	
7. National Exams	A. Percentages of Graduates passing National Exams	Following administration.	Program and Curricular Improvement	Student Remediation Plan(s)	
8. Student Liaison Meetings	A. Qualitative Comments & Form	Each month during CNSL faculty meeting	Program and Curricular Improvement	Appropriate Program Modifications	4.C
9. Post Graduation Review	A. Graduate Program Surveys	Sent out by Program Sent out by Institutional Research	Program and Curricular Improvement	Appropriate Program Modifications	4.B
10. Student Clinical Site and Site Supervisor Evaluations	A. Supervisee Evaluation of Site Supervisor	Collected at the end of Placement. (Excel Spreadsheet)	Site Review and program improvement	Implement additional training for site supervisors or replace site.	
11. Counselor Disposition Ratings	A. Ratings of Dispositions During Admissions Interview B. Ratings of Dispositions During Techniques/Pre-Practicum Course C. Ratings of Dispositions at the end of Practicum D. Ratings of Dispositions at the end semester of internship.	Collected at various levels.	Review student enhancement of dispositions.	Comparative review of Dispositions. Student Remediation Plan(s) Possible Dismissal from program	

Program Data Point	Assessment Data to be Collected and Reported	When and How	Data Application For Curricular and Program Review	Remediation Process (as needed)	CACREP Standard
12. Faculty to Student Ratios	A. The ratio of Counseling Students to Faculty.	Collected at the end of each semester.	Program and Curricular Improvement Maintaining University and External Standards	Appropriate Program Modifications	
13. Overall Faculty Productivity	A. Percentage of courses full compared to optimum.	Collected at the end of each semester.	Maintaining University and External Standards	Appropriate Program Modifications	