University of Wyoming

School of Counseling, Leadership, Advocacy and Design

Counselor Education Program

2024 Annual Program Evaluation Report

(Reporting on Academic Year 2022-2023)

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 around 12,000 students from all 50 states and 82 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 200 areas of study through traditional and distance learning opportunities, UW provides an environment for success.

The Counselor 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.

Program Evaluation Results (including achievement of academic quality indicators)

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

Table 1 Applicant Demographic Data According to Admit Status

		2020				2021			2022				2023		
		Declined Offer	Deferred Admission	Denied Admission	Admitted & Enrolled	Deferred Admission	Denied Admission	Admitted & Enrolled	Declined Offer	Deferred Admission	Denied Admission	Admitted & Enrolled	Denied Admission	Admitted & Enrolled	Total
Female	American Indian or Alaskan Native				1										1
	Asian	1										1			2
	Black or African American							1				1			2
	Hispanic of Any Race			1	1		3				1				6
	Two or More Races				1										1
	Unknown	5	1	11	12	1	13	5		1	11	2	8	11	81
	White	1		8	25	1	7	17	1		6	19	2	10	97
Male	Asian							1							1
	Black or African American							1							1
	Hispanic of Any Race						1				1				2
	Two or More Races				1						1				2
	Unknown	1	1	1	1		5	2			3	1	2	2	19
	White			3	12		3	4			2	3	1	2	30
	Totals	**8**	**2**	**24**	**55**	**2**	**32**	**31**	**1**	**1**	**25**	**27**	**13**	**25**	**246**
Percentages															
Female	American Indian or Alaskan Native				.4										.4
	Asian	.4										.4			.8
	Black or African American							.4				.4			.8
	Hispanic of Any Race			.4	.4		1.2				.4				2.4
	Two or More Races				.4										.4
	Unknown	2.0	.4	4.5	4.9	.4	5.3	2.0		.4	4.5	.8	3.3	4.5	32.9
	White	.4		3.3	1.2	.4	2.8	6.9	.4		2.4	7.7	.8	4.1	39.4
Male	Asian							.4							.4
	Black or African American							.4							.4
	Hispanic of Any Race						.4				.4				.8
	Two or More Races				.4						.4				.8
	Unknown	.4	.4	.4	.4		2.0	.8			1.2	.4	.8	.8	7.7
	White			1.2	4.9		1.2	1.6			.8	1.2	.4	.8	12.2

Table 2 Aggregate Admit Status of Applicants to the Counselor Education Program

	2020	2021	2022	2023	Totals
Ap. Decline	8	NA	1	NA	**9**
Deferred	2	2	1	NA	**5**
Denied	24	32	25	13	**94**
Enrolled	55	31	27	25	**138**
Totals	**89**	**65**	**54**	**38**	**246**
Percent					
Ap. Decline	8.99%	N/A	1.85%	N/A	**3.66%**
Deferred	2.25%	3.08%	1.85%	N/A	**2.03%**
Denied	26.97%	49.23%	46.30%	34.21%	**38.21%**
Enrolled	61.80%	47.69%	50.00%	65.79%	**56.10%**
Totals	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

University of Wyoming Counselor Education Program Program/Student Outcomes Summary for Academic Year 2022-2023

Master's in Counseling: Clinical Mental Health Counseling Track (Academic Year 2022-2023):
    (a) Number of Graduates:
        • Twenty-one (21) students graduated from the Master's in Counseling program, Clinical Mental Health Counseling track in Academic Year 2022-2023.

    (b) Completion Rate:
        • Completion rate for students in the Master's in Counseling program was approximately 89% for Academic Year 2022-2023.

    (c) Licensure or certification examination pass rate:
        • To the best of our knowledge, for Academic Year 2022-2023, the licensure or certification examination pass rate for students/graduates was 100%.

    (d) Job placement rate of students/graduates:
        • To the best of our knowledge, for Academic Year 2022-2023, the job placement rate for graduates of the Master's in Counseling program, Clinical Mental Health track who were actively seeking employment was 100%.

Master's in Counseling: School Counseling Track (Academic Year 2022-2023):

    (a) Number of Graduates:
        • Five (5) students graduated from the Master's in Counseling School Counseling track in Academic Year 2022-2023.

    (b) Completion Rate:
        • Completion rate for students in the Master's in Counseling program was approximately 100% for Academic Year 2022-2023.

    (c) Licensure or certification examination pass rate:
        • To the best of our knowledge, for Academic Year 2022-2023, the licensure or certification examination pass rate for students/graduates was 100%.

    (d) Job placement rate of students/graduates:
        • To the best of our knowledge, for Academic Year 2022-2023, the job placement rate for graduates of the Master's in Counseling program, School Counseling track who were actively seeking employment was 100%.

Ph.D. in Counselor Education and Supervision (Academic Year 2022-2023):

    (a) Number of Graduates:
        • One (1) student graduated from the Ph.D. in Counselor Education and
          Supervision program Academic Year 2022-2023.

(b) Completion Rate:
> • Completion rate for students in the Ph.D. in Counselor Education and Supervision program was approximately 81% for Academic Year 2022-2023.

(c) Licensure or certification examination pass rate:

> • To the best of our knowledge, for Academic Year 2022-2023, the licensure or certification examination pass rate for students/graduates was 100%.

(d) Job placement rate of students/graduates:

> • To the best of our knowledge, for Academic Year 2022-2023, the job placement rate for graduates of the Ph.D. in Counselor Education and Supervision program who were actively seeking employment was 100%.

FTE Student to FTE Faculty Ratios

Full-Time Equivalent (FTE) faculty load and student enrollment for the UW Counselor Education Program are calculated using specific formulas based on credit hours. For faculty, the program faculty sum all credit hours of courses taught by Counselor Education Program faculty within an academic year and divide this total by 18, which represents the maximum annual teaching load for full-time faculty at UW. The typical teaching load for the average full-time faculty ranges from 15 to 18 credit hours a year depending upon their job description, with most instructors teaching 15 credit hours across the fall and spring semesters. For this calculation, the 15-credit hour average across fall and spring is used, distributed evenly between these two semesters. This results in a 7.5 credit hour average utilized in the calculations for both fall and spring semesters. For summer, the average full-time faculty typically teaches 3 credit hours, hence 3 is utilized in the FTE faculty calculations for summer.

For students, FTE is determined based on the university's definition of a full-time graduate student. According to university definitions, a full-time graduate student is one who takes 9 credit hours or more in fall and spring semesters respectively, and 6 credit hours or more during summer semesters. Using these definitions, program faculty calculate FTE students by totaling the number of students enrolled in CNSL graduate courses for the academic year and dividing by 24 (9 credits for fall + 9 credits for spring + 6 credits for summer).

To calculate the FTE Student to FTE Faculty ratio for each academic year, program faculty divide the total FTE Students by the total FTE Faculty for that year. This provides an overall ratio of students to faculty based on full-time equivalents.

For individual semester or term ratios, the calculations are adjusted to reflect the credit hour expectations for that specific period. For fall and spring semesters, FTE Faculty is calculated by dividing the credit hours taught by 7.5, and FTE Students by dividing enrolled credit hours by 9. For summer terms, faculty credit hours are divided by 3 and student credit hours by 6. After calculating these semester-specific FTE values, program faculty then divide FTE Students by FTE Faculty to get the ratio for that term.

These ratios allow program faculty to compare student-to-faculty loads across different time periods and can help in assessing program capacity, resource allocation, and instructional demands throughout the academic year, which is defined by the university in an annual fall, spring, and summer semester sequence (e.g. Fall 2023+Spring 2024+Summer 2024 = Academic Year [AY] 2023-2024). Table 3 provides an overview of the program's FTE faculty and FTE student calculations and corresponding student/faculty ratio by university defined academic year and site. Table 4 provides FTE student, FTE faculty, and student/faculty ratios by semester/term for the past 12-month period (Summer 2023-Summer 2024).

Table 3 FTE Faculty, FTE student, and student to faculty ratio by academic year and site

Site	Year	FTE Faculty	FTE Student	ST/FAC Ratio
UW-C (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
	AY 22/23	2	19.625	9.39
	AY 23/24	2.39	28.63	11.98
UW Main Campus (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
	AY 22/23	5	61.96	12.39
	AY 23/24	4.83	58	12
Overall (Both Sites)	**AY19/20**	**11.53**	**89.39**	**7.75**
	AY20/21	**13.47**	**94.67**	**7.03**
	AY21/22	**12.67**	**101.44**	**8.01**
	AY 22/23	**7**	**81.585**	**11.66**
	AY 23/24	**7.22**	**86.63**	**11.99**

Table 4 FTE Faculty, FTE student, and student to faculty ratio for the past 12 month period (Summer 2023, Fall 2023, Spring 2023, Summer 2024) by semester/term and site

Site	Semester/Term	FTE Faculty	FTE Student	ST/FAC Ratio
UW-C (Casper)	Summer 2023	3	10.5	3.5
	Fall 2023	2.4	34.67	14.45
	Spring 2024	2.8	33.33	11.9
	Summer 2024	1.33	12.5	9.38
	AY 23/24 (FA23, SP24, SU24)	**2.39**	**28.63**	**11.98**
	Past 12-month period (SU 23-SU24)	*2.48*	*25*	*10.10*
UW Main Campus (Laramie)	Summer 2023	2.67	48.5	18.19
	Fall 2023	4.53	71.78	15.85
	Spring 2024	5.2	56.44	10.85
	Summer 2024	4.67	39.67	8.5
	AY 23/24 (FA23, SP24, SU24)	**4.83**	**58**	**12**
	Past 12-month period (SU 23-SU24)	*4.52*	*56.1*	*12.40*
Overall (Both Sites)	Summer 2023	5.67	59	10.41
	Fall 2023	6.93	106.44	15.35
	Spring 2024	8	89.78	11.22
	Summer 2024	6	52.17	8.694
	AY 23/24 (FA23, SP24, SU24)	**7.22**	**86.63**	**11.99**
	Past 12-month period (SU 23-SU24)	*7*	*81.1*	*11.59*

Table 5 Headcounts by course and term

CNSL Course	19/FA	20/SP	20/SU	20/FA	21/SP	21/SU	21/FA	22/SP	22/SU	22/FA	23/SP	23/SU	23/FA	24/SP	Total
5060-1			23												23
5060-40						25						24			49
5060-50	20									23			22		65
5060-60									24						24
5110-1	18			18			20			25			22		103
5110-50						17									17
5120-1		7			12			5						7	31
5120-40														10	10
5120-50				5											5
5120-60											6				6
5125-1		9			7			12			5			6	39
5125-50								5							5
5130-1		11		10				19				18		15	73
5130-40														10	10
5130-50				12											12
5140-1		18			21			24			24			22	109
5140-50		19									22				41
5150-1		7			11			9							27
5150-50								12			20			16	48
5170-1			17												17
5170-40												22			22
5170-50							17								17
5170-60						20			25						45
5175-1			25												25
5175-40						24				24		24		21	93
5175-50	20														20
5175-60									24						24
5180-1	18			19			20						22		79
5180-40										25			20		45

CNSL Course	19/FA	20/SP	20/SU	20/FA	21/SP	21/SU	21/FA	22/SP	22/SU	22/FA	23/SP	23/SU	23/FA	24/SP	Total
5180-50				17											17
5200-1	19			17			21			25			22		104
5200-50			19									21			40
5210-1	18			18			20			25			22		103
5210-50							17								17
5310-1	10			10			13			12			10		55
5310-2	10			12			13			12			12		59
5310-50				17									20		37
5320-1		10			9			13			12			12	56
5320-2		9			12			13			12			10	56
5320-50					12									10	22
5320-51					5									10	15
5330-1			17						23			25			65
5330-50					17										17
5330-60						22									22
5340-1	20			28			28			24			22		122
5340-50				17									20		37
5340-51													22		22
5342-40		2			2										4
5343-40					1		1								2
5343-60		2													2
5350-1		19			24			23			24			22	112
5350-50		19									22			21	62
5580-1	10	8	6	9	11		10	11	10	13	13	10	12	11	134
5580-2	8	8		9	7		11	10	13	13	13		10	11	113
5580-50						8	6	8							22
5580-51						9	11	9							29
5580-60						7									7
5630-1		17			19			21			25			22	104
5630-50							17							20	37
5640-1	17			26			23			25			22		113
5640-40											22				22

CNSL Course	19/FA	20/SP	20/SU	20/FA	21/SP	21/SU	21/FA	22/SP	22/SU	22/FA	23/SP	23/SU	23/FA	24/SP	Total
5640-50		19													19
5640-55														21	21
5650-1	19			22			25			24			22		112
5650-40													21		21
5650-50	20									23					43
5860-1	3	2		8			4	5							22
5860-2					7										7
5865-1	3			2			7			5			4		21
5871-1				10						4			4		18
5872-1					10						4			4	18
5873-1	8						12								20
5874-1		6						11							17
5875-1		3			2			6			5			4	20
5990-1	9	7		6	10	1	10	13	3	10	7		10	6	92
5990-40			1									2			3
Totals	250	202	108	265	226	116	305	247	122	312	254	128	341	291	3167

Table 6 UW Counselor Education Program Students' National Counselor Examination (NCE) Aggregate Results

Track(s)	Campus	Semester	Number of Students taking the NCE Exam	Number of Students who passed the NCE Exam	UW Pass Rate	National Pass Rate	UW Avg. Score	National Avg. Score
School Counseling (*n=2*) Clinical Mental Health Counseling (*n=1*)	Main Campus [Laramie] & UW-C [Casper] *(UW-C = 1 Student; Main Campus = 2 Students)*	Fall 2022	3	3	100%	79%	121.7	110
School Counseling (*n=2*) Clinical Mental Health Counseling (*n=17*)	Main Campus (Laramie)	Spring 2023	19	19	100%	81%	124.6	115.7
School Counseling (*n=1*) Clinical Mental Health Counseling (*n=10*)	Main Campus (Laramie)	Spring 2024	11	10	91%	92%	111.5	112.5

Note: Results are reported in the aggregate for each identified term. Results not reported for UW PhD-CES track due to no PhD-CES students taking the NCE during the identified terms/time periods.

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. This framework and its corresponding processes were applied to all sites for the program. In accordance with this model, tables were created to organize the program's data collection efforts and identify appropriate methods of analyses. The framework by Astramovich & Coker (2007) (see Figure 1) 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 Figure 1), 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 Figure 1), 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
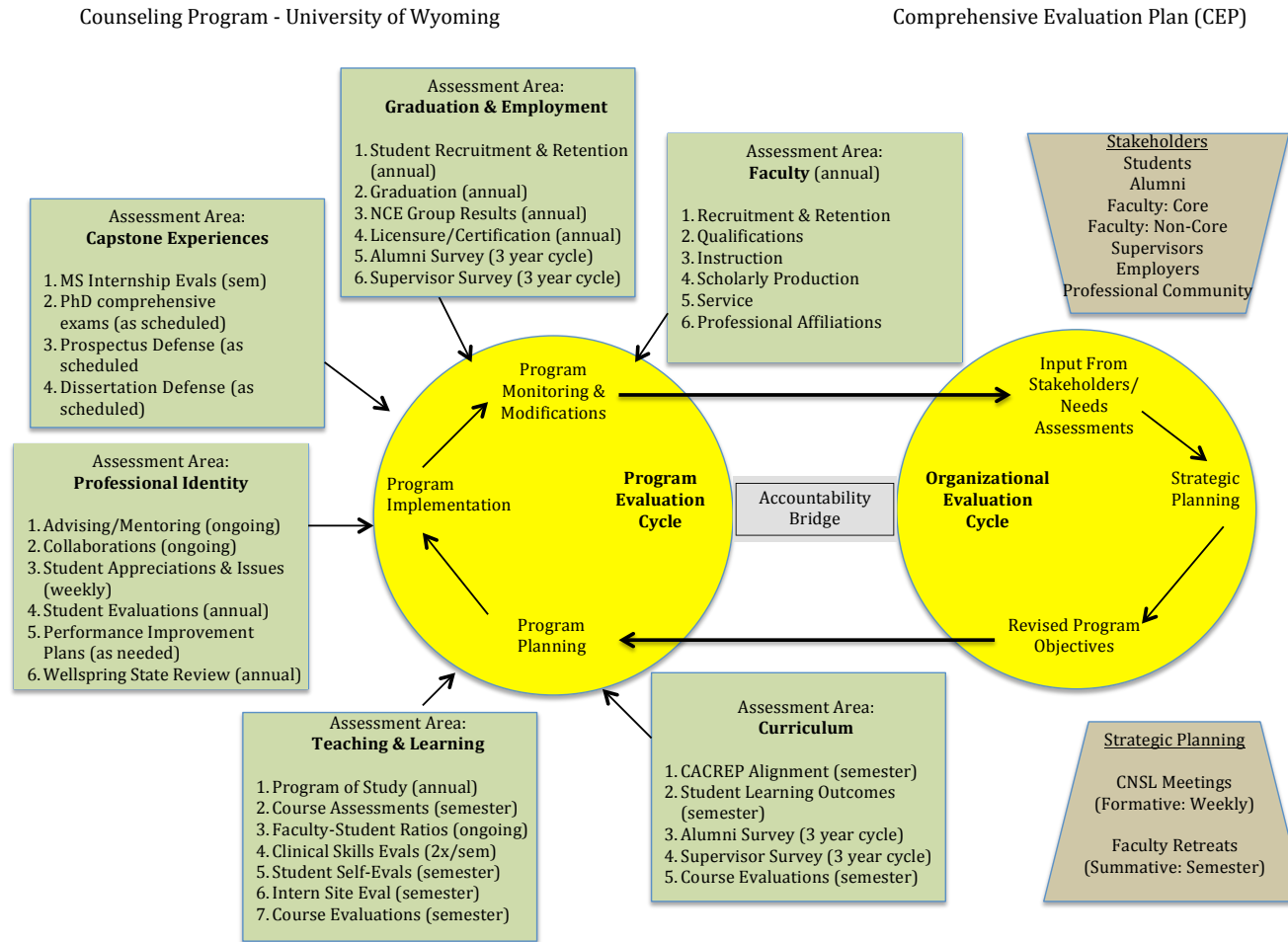
Data Collection Procedures

As presented on the program's CEP graphic (see Figure 1), 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 6 shows each KPI area and its alignment with each course. Table 7 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 may be traced back to their rubrics and assignment artifacts to determine interventions and strategies to help the students master the standards.

Figure 1. UW Counselor Education Updated Comprehensive Evaluation Plan (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)

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)

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)

Program Monitoring & Modifications

Program Implementation

Program Evaluation Cycle

Program Planning

Accountability Bridge

Input From Stakeholders/ Needs Assessments

Organizational Evaluation Cycle

Strategic Planning

Revised Program Objectives

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

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.

Table 7. 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/	Social & Cultural Diversity	Human Growth & Development	Career Development	Counseling & Helping	Group Counseling & Group Work	Assessment & Testing	Research & Program	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 5580					X												
EDRE 5610																X	
EDRE 5640																X	

Student Learning Outcomes given CACREP core Standard 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 Figure 1). The evaluation plan outlined by the program identifies the data collection points and outcome measures aligning with CACREP standards and university/college expectations.

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Program Mission Statement and Objectives

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Recently during the Spring 2024 semester, UW Counselor Education program faculty met to revise and update the program mission. Below is the updated overall program mission statement along with the previous specific mission statements for the MS Counseling Program and the PhD in Counselor Education and Supervision Programs.

Overall Program Mission Statement (Updated Spring 2024)

The University of Wyoming Counselor Education and Supervision program fosters the development of clinical excellence through an empirically grounded, humanistic emphasis on the therapeutic relationship across the lifespan. Our experiential curriculum prioritizes the integration of counseling knowledge, skills and dispositions and promotes creativity for careers that span global contexts, including rural and marginalized communities. We believe that students become professional counselors through an iterative process that includes instruction, action, feedback and adjustment, embedded in a supportive learning environment. Students and faculty belong to a cohort-based, collaborative community that supports meaningful interaction and learning from one another. Working together, we create a safe space for vulnerability, discovery, and growth. Within our community we seek to nurture each students' mastery of research-based counseling competencies, and the development of their unique professional identity. We value meaningful self-awareness, healthy self-regulation, and personal responsibility. Therefore, a key element in our approach to counselor preparation is the expectation that we all will engage in ongoing reflective practice and pursue a holistic-wellness lifestyle. Our commitment to socially conscious and culturally responsive service is supported through programmatic reflective practice and community engagement, which supports our commitment to meet the unique needs of our stakeholders.

MS Counseling Program Mission Statement

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.

Ph.D. in Counselor Education & Supervision

The Mission of our CACREP-accredited PhD program in Counselor Education & Supervision is to prepare competent, ethically responsible professionals for positions as faculty and advanced practitioners in Counselor Education programs through personalized, developmentally oriented coursework emphasizing the integration of theory and experiential learning.

The following program objectives have been established for the PhD counseling program:
1. 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 the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. 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.
3. 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.

Learning Experiences and Coursework

The counselor education program faculty meet regularly throughout each year to discuss course assignments' alignment with general KPI areas and CACREP standards. Program faculty are currently working to transition the program from the 2016 CACREP Standards to the new 2024 CACREP Standards prior to the submission of the program's next CACREP Self-Study Report due in 2026. 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 has been 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 8 outlines CACREP standards mapped by coursework and Table 9 provides a map of the standards and KPI areas given assignments.

Table 8 CACREP standard mapped by coursework

| | Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area | | | | | | | | | | | | | | | | |
| | Prof Counseling Orientation/ Ethical Practice | Social & Cultural | 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			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 5630	X		X														
CNSL_5860													X				
CNSL_5865														X			
CNSL_5871															X		X
CNSL_5873															X	X	
CNSL_5874																	X
CNSL_5875															X	X	
CNSL_5990													X				
CNSL_55580					X												
EDRE_5610																X	
EDRE_5640																X	

Table 9 Assignments mapped with standards

Course	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
CNSL 5060	Discussion #1	X																
CNSL 5060	Discussion #2	X																
CNSL 5175	Developmental History Interview			X														
CNSL 5310	Clinical Skill Development					X												
CNSL 5310	Clinical Skills Development					X												
CNSL 5860	Clinical skill development													X				
CNSL 5120	School Counselor Interview & Research Paper								X									
CNSL 5125	Advocate: Trends & Ethics		X															
CNSL 5125	Intervention Action Plan						X											
CNSL 5125	CSCP | Intervention Action Plan								X									
CNSL 5130	Final Exam								X									

| | | 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 | | | | |
Course	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
CNSL 5150	Program Evaluation								X									
CNSL 5350	Multicultural Genogram		X															
CNSL 5874	Leadership and Advocacy Statement																	X
CNSL 5875	Personal Style Paper																X	
CNSL 5875	Supervision Skills																X	
CNSL 5580	Case Presentation 1					X												
CNSL 5580	Case Presentation 2					X												
CNSL 5180	Comprehensive Assessment				X													
CNSL 5180	Practice Case Study							X										
CNSL 5310	Clinical Skill Development					X												
CNSL 5310	Clinical skill development					X												
CNSL 55580	Case Consultations					X												
CNSL 5580	case consult #1					X												
CNSL 5580	case consult #2					X												

Course	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
CNSL 5865	Supervision Skills														X			
CNSL 5871	Teaching Philosophy Statement															X		
EDRE 5640	Final Draft of Research Project																X	
CNSL 5120	School Counselor Interview & Research Paper								X									
CNSL 5120	School Counselor Interview & Research Paper											X						
CNSL 5120	School Counselor Interview & Research Paper											X						
CNSL 5120	Direct Service Delivery Project												X					
CNSL 5125	Advocate: Trends & Ethics		X															
CNSL 5125	CSCP | Intervention Action Plan						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 | | | | |
Course	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
CNSL 5125	CSCP | Intervention Action Plan								X									
CNSL 5130	Final Exam								X									
CNSL 5130	Counselor Interview									X								
CNSL 5130	Counselor Interview										X							
CNSL 5150	Program Evaluation								X									
CNSL 5350	Multicultural Genogram		X															
CNSL 5860	Clinical Skill Development													X				
EDRE 5640	Final Draft of Research Project																X	
CNSL 5060	Discussion #1	X																
CNSL 5060	Discussion #2	X																
CNSL 5060	Discussion #3	X																
CNSL 5170	Career Theory Journal & Final Reflection				X													
CNSL 5580	Case Consultation 1					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 | | | | | | |
Course	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
CNSL 5580	Case Consultation 2					X												
CNSL 5580	Case Presentation #1					X												
CNSL 5580	Case Presentation #2					X												
CNSL 5110	Group Leader Scenario Assignment						X											
CNSL 5110	Group Plan Paper						X											
CNSL 5310	Clinical Skill Development					X												
CNSL 5580	Case Consult 1 and article integration					X												
CNSL 5580	Case Consultation #2 and Article Integration					X												
CNSL 5580	Case Consultations					X												
CNSL 5580	Case Presentation #1					X												
CNSL 5580	Case Presentation #2					X												
CNSL 5860	Clinical Skill Development													X				

| Course | Assignment | 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 5865	Supervision Skills														X			
CNSL 5873	Final Project, Reflective Presentation															X		
CNSL 5873	Final: Journal Submission Letter																X	
EDRE 5640	Final Draft of Research Project																X	
CNSL 5120	School Counselor Interview & Research Paper								X									
CNSL 5120	School Counselor Interview & Research Paper											X						
CNSL 5120	Module 2 | Direct Service Delivery Project												X					
CNSL 5125	Advocate: Trends & Ethics		X															
CNSL 5125	CSCP | Intervention Action Plan						X											

Course	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				
		Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area																
		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 5125	CSCP | Intervention Action Plan						X											
CNSL 5130	Final Exam								X									
CNSL 5150	Mental Health Issue Presentation & Case						X											
CNSL 5150	Mental Health Issue Presentation Consultation						X											
CNSL 5150	Program Evaluation								X									
CNSL 5150	Mental Health Issue Presentation & Case									X								
CNSL 5150	Mental Health Issue Presentation Consultation									X								
CNSL 5150	Mental Health Issue Presentation & Case										X							
CNSL 5150	Mental Health Issue										X							

Course	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
	Presentation Consultation																	
CNSL 5170	Career Autobiography				X													
CNSL 5170	Career Assessments and Peer Interpretation							X										
CNSL 5350	Multicultural Genogram		X															
CNSL 5580	Case Presentation #1					X												
CNSL 5580	Case Presentation #2					X												
CNSL 5874	Leadership Paper																	X
CNSL 5874	Leadership Paper outline																	X
CNSL 5874	Leadership Paper Rewrite																	X
CNSL 5874	Leadership, Advocacy, Consultation project																	X
CNSL 5875	Personal Style of Clinical Supervision Paper																X	

The top spanning header reads: Program Identified KPI Areas & CACREP Standard(s) Related to Program Identified KPI Area

Course	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
CNSL 5875	Skills of Clinical Supervision																X	
EDRE 5610	Final Draft Submission																X	
CNSL 5060	Discussion #1	X																
CNSL 5060	Discussion #2	X																
CNSL 5060	Discussion #3	X																
CNSL 5170	Career Autobiography				X													
CNSL 5170	Career Assessments and Peer Interpretation							X										
CNSL 5170	Career Assessments and Peer Interpretation							X										
CNSL 5175	Developmental History Interview			X														
CNSL 5580	Case Presentations					X												
CNSL 5990	Summer/Semester Internship Plan													X				

| | | 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 | | | | |
Course	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
CNSL 5060	Discussion #1	X																
CNSL 5060	Discussion #2	X																
CNSL 5175	Developmental History Interview			X														
CNSL 5310	Clinical Skill Development					X												
CNSL 5310	clinical skills evaluation					X												
CNSL 5580	Case Consultation #1					X												
CNSL 5580	Case Consultation #2					X												
CNSL 5865	Supervision Skills														X			
CNSL 5871	Teaching Philosophy Statement															X		
EDRE 5640	Final Draft of Research Project																X	
CNSL 5350	Multicultural Genogram		X															
CNSL 5150	Current Event Share		X															
CNSL 5125	Advocate: Trends & Ethics		X															

| | | 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 | | | | |
Course	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
CNSL 5150	Mental Health Issue Presentation and Case Consultation						X											
CNSL 5125	Assignment | CSCP | B. Current Program Needs						X											
CNSL 5150	Program Evaluation								X									
CNSL 5125	CSCP | C. Intervention Action Plan								X									
CNSL 5120	Unit 4 | Action Plan Presentation Video & Discussion								X									
CNSL 5120	Unit 1 | School Counselor Interview & Research Paper											X						
CNSL 5120	Unit 2 | Direct Service Delivery Project - Part A: Classroom Observations												X					

| | | 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 | | | | |
Course	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
	and Reflection Report																	
CNSL 5125	Assignment	CSCP |A. Program Components												X					
CNSL 5125	CSPC	D. Presentation												X					
CNSL 5150	Mental Health Issue Presentation and Case Consultation									X								
CNSL 5150	Mental Health Issue Presentation and Case Consultation										X							
CNSL 5875	Personal Style of Clinical Supervision Paper (6.B.2.e)														X			
EDRE 5640	Final Draft of Research Project																X	
EDRE 5610	Final Research Project																X	
CNSL 5060	Discussion #1	X																

| | | 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 | | | | |
Course	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
CNSL 5060	Discussion #2	X																
CNSL 5060	Discussion #3	X																
CNSL 5175	Developmental History Interview			X														
CNSL 5060	Discussion #1	X																
CNSL 5060	Discussion #2	X																
CNSL 5580	Case Consultations					X												
CNSL 5865	Supervision Skills															X		
CNSL 5871	Teaching Philosophy Statement																X	
CNSL 5871	Professional Reflections																	X
EDRE 5640	Final Draft of Research Project																X	
CNSL 5630	Ethical Counselor Practice Quiz	X																
CNSL 5630	Follow-Up Quiz 1 - Ethical Standards	X																

| | | 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 | | | | |
Course	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
CNSL 5350	Multicultural Genogram		X															
CNSL 5125	Advocate: Trends & Ethics		X															
CNSL 5630	Theories of Individual & Family Development			X														
CNSL 5630	Follow-Up Quiz 2 : Theories of Individual and Family Development			X														
CNSL 5580	Case Consultation 1					X												
CNSL 5580	Case Consultation 2					X												
CNSL 5125	Assignment | CSCP | B. Current Program Needs						X											
CNSL 5125	CSCP | C. Intervention Action Plan								X									
CNSL 5120	14.4 Assignment: Action Plan								X									

| | | 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 | | | | |
Course	**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
	Presentation Video																	
CNSL 5120	Module 4 | Action Plan Part B: Action Plan Presentation								X									
CNSL 5120	1.4 Assignment: School Counselor Interview & Research Paper											X						
CNSL 5120	Module 1 | School Counselor Interview & Research Paper											X						
CNSL 5120	8.4 Assignment: Direct Service Delivery Project - Part A: Classroom Observations and Reflection Report												X					
CNSL 5120	Module 3 | Action Plan Part A: Site Observations												X					

Course	Assignment	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
	and Reflection Report																	
CNSL 5125	Assignment | CSCP |A. Program Components												X					
CNSL 5125	CSPC | D. Presentation												X					
CNSL 5875	Personal Style of Clinical Supervision Paper (6.B.2.e)														X			

Schedule of Assessment

The counselor education program faculty intentionally plan 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 signature assignments, courses, and academic terms from the fall of 2019 through spring of 2024. 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	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
20/FA	CNSL_5180	Practice Case Study	Assessment and Testing	Standard 2.F.7

Term	Course	Assessment	KPI Area	Standard
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_5580	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
21/SU	CNSL_5170	Career Theory Journal & Final Reflection	Career Development	Standard 2.F.4

Term	Course	Assessment	KPI Area	Standard
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
22/SP	CNSL_5150	Mental Health Issue Presentation Consultation	Group Counseling and Group Work	Standard 2.F.6

Term	Course	Assessment	KPI Area	Standard
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
22/SU	CNSL_5990	Summer/Semester Internship Plan	Doctoral	Standard 6.B.1

Term	Course	Assessment	KPI Area	Standard
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
23/SP	CNSL_5350	Multicultural Genogram	Social and Cultural Diversity	Standard 2.F.2
23/SP	CNSL_5150	Current Event Share	Social and Cultural Diversity	Standard 2.F.2
23/SP	CNSL_5125	Advocate: Trends & Ethics	Social and Cultural Diversity	Standard 2.F.2
23/SP	CNSL_5150	Mental Health Issue Presentation and Case Consultation	Group Counseling and Group Work	Standard 2.F.6
23/SP	CNSL_5125	Assignment | CSCP | B. Current Program Needs	Group Counseling and Group Work	Standard 2.F.6
23/SP	CNSL_5150	Program Evaluation	Research and Program Evaluation	Standard 2.F.8
23/SP	CNSL_5125	CSCP | C. Intervention Action Plan	Research and Program Evaluation	Standard 2.F.8
23/SP	CNSL_5120	Unit 4 | Action Plan Presentation Video & Discussion	Research and Program Evaluation	Standard 2.F.8
23/SP	CNSL_5120	Unit 1 | School Counselor Interview & Research Paper	School Counseling	Standard 5.G.2
23/SP	CNSL_5120	Unit 2 | Direct Service Delivery Project - Part A: Classroom Observations and Reflection Report	School Counseling	Standard 5.G.3
23/SP	CNSL_5125	Assignment | CSCP |A. Program Components	School Counseling	Standard 5.G.3
23/SP	CNSL_5125	CSPC | D. Presentation	School Counseling	Standard 5.G.3
23/SP	CNSL_5150	Mental Health Issue Presentation and Case Consultation	Mental Health Counseling	Standard 5.C.2
23/SP	CNSL_5150	Mental Health Issue Presentation and Case Consultation	Mental Health Counseling	Standard 5.C.3
23/SP	CNSL_5875	Personal Style of Clinical Supervision Paper (6.B.2.e)	Doctoral	Standard 6.B.2
23/SP	EDRE_5640	Final Draft of Research Project	Doctoral	Standard 6.B.4

Term	Course	Assessment	KPI Area	Standard
23/SP	EDRE_5610	Final Research Project	DOCTORAL	Standard 6.B.4
23/SU	CNSL_5060	Discussion #1	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
23/SU	CNSL_5060	Discussion #2	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
23/SU	CNSL_5060	Discussion #3	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
23/SU	CNSL_5175	Developmental History Interview	Human Growth and Development	Standard 2.F.3
23/FA	CNSL_5060	Discussion #1	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
23/FA	CNSL_5060	Discussion #2	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
23/FA	CNSL_5580	Case Consultations	Counseling and Helping Relationships	Standard 2.F.5
23/FA	CNSL_5865	Supervision Skills	Doctoral	Standard 6.B.2
23/FA	CNSL_5871	Teaching Philosophy Statement	Doctoral	Standard 6.B.3
23/FA	CNSL_5871	Professional Reflections	Doctoral	Standard 6.B.5
23/FA	EDRE_5640	Final Draft of Research Project	Doctoral	Standard 6.B.4
24/SP	CNSL_5630	Ethical Counselor Practice Quiz	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
24/SP	CNSL_5630	Follow-Up Quiz 1 - Ethical Standards	Prof. Coun. Orientation and Ethical Practice	Standard 2.F.1
24/SP	CNSL_5350	Multicultural Genogram	Social and Cultural Diversity	Standard 2.F.2
24/SP	CNSL_5125	Advocate: Trends & Ethics	Social and Cultural Diversity	Standard 2.F.2
24/SP	CNSL_5630	Theories of Individual & Family Development	Human Growth and Development	Standard 2.F.3
24/SP	CNSL_5630	Follow-Up Quiz 2 : Theories of Individual and Family Development	Human Growth and Development	Standard 2.F.3
24/SP	CNSL_5580	Case Consultation 1	Counseling and Helping Relationships	Standard 2.F.5
24/SP	CNSL_5580	Case Consultation 2	Counseling and Helping Relationships	Standard 2.F.5
24/SP	CNSL_5125	Assignment | CSCP | B. Current Program Needs	Group Counseling and Group Work	Standard 2.F.6
24/SP	CNSL_5125	CSCP | C. Intervention Action Plan	Research and Program Evaluation	Standard 2.F.8
24/SP	CNSL_5120	14.4 Assignment: Action Plan Presentation Video	Research and Program Evaluation	Standard 2.F.8
24/SP	CNSL_5120	Module 4 | Action Plan Part B: Action Plan Presentation	Research and Program Evaluation	Standard 2.F.8
24/SP	CNSL_5120	1.4 Assignment: School Counselor Interview & Research Paper	School Counseling	Standard 5.G.2
24/SP	CNSL_5120	Module 1 | School Counselor Interview & Research Paper	School Counseling	Standard 5.G.2

Term	Course	Assessment	KPI Area	Standard
24/SP	CNSL_5120	8.4 Assignment: Direct Service Delivery Project - Part A: Classroom Observations and Reflection Report	School Counseling	Standard 5.G.3
24/SP	CNSL_5120	Module 3 | Action Plan Part A: Site Observations and Reflection Report	School Counseling	Standard 5.G.3
24/SP	CNSL_5125	Assignment | CSCP |A. Program Components	School Counseling	Standard 5.G.3
24/SP	CNSL_5125	CSPC | D. Presentation	School Counseling	Standard 5.G.3
24/SP	CNSL_5875	Personal Style of Clinical Supervision Paper (6.B.2.e)	Doctoral	Standard 6.B.2

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 Figure 1) 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.

Implementing the process outlined in the CEP, 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. 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. Program faculty 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 faculty 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 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 counselor education 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 has been 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 system helps the counselor education program faculty track the trajectory of their students in the program.

Finally, the assistant dean's office has developed 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 one of the program's CACREP assessment meetings in Fall 2023, faculty discussed 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 faculty get students to their exams, the students are equipped to pass them as all students evaluated were at the adequate level since the fall of 2019. Figure 2 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 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%
2022-2023	Quality of Response	1	0	0%	0%
		2	0	0%	0%
		3	0	0%	0%
	Knowledge Base	4	0	0%	0%
		5	0	0%	0%
		6	0	0%	0%
	Writing Quality	7	0	0%	0%
		8	0	0%	0%
		9	0	0%	0%
		10	0	0%	0%
2023-2024	Quality of Response	1	0	0%	0%
		2	0	0%	0%
		3	0	0%	0%
	Knowledge Base	4	0	0%	0%
		5	0	0%	0%

		6	0	0%	0%
	Writing Quality	7	0	0%	0%
		8	0	0%	0%
		9	0	0%	0%
		10	0	0%	0%

Note: UW College of Education Administration "paused" all new admissions to the UW Ph.D. in Counselor Education and Supervision program for the 2021-2022 academic year, which resulted in no new cohort being admitted that year and no subsequent doctoral comprehensive exams being administered for the 2022-2023 and 2023-2024 academic years. Admissions to the UW Ph.D. in Counselor Education and Supervision Program were temporarily reinstated beginning in the 2023-2024 academic year which will result in doctoral comprehensive exams being administered beginning in the Spring 2025 semester. At the current time, UW College of Education Administration has once again "paused" all new admissions to the UW Ph.D. in Counselor Education and Supervision program for the 2024-2025 academic year.

Figure 2 Comprehensive Exam Rubric Completed on Each of the Assessed Areas by Each Committee Member

				Inadequate						Adequate		

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 3 Summary of Site Supervisor/Internship Site Feedback Data (2019-2024)
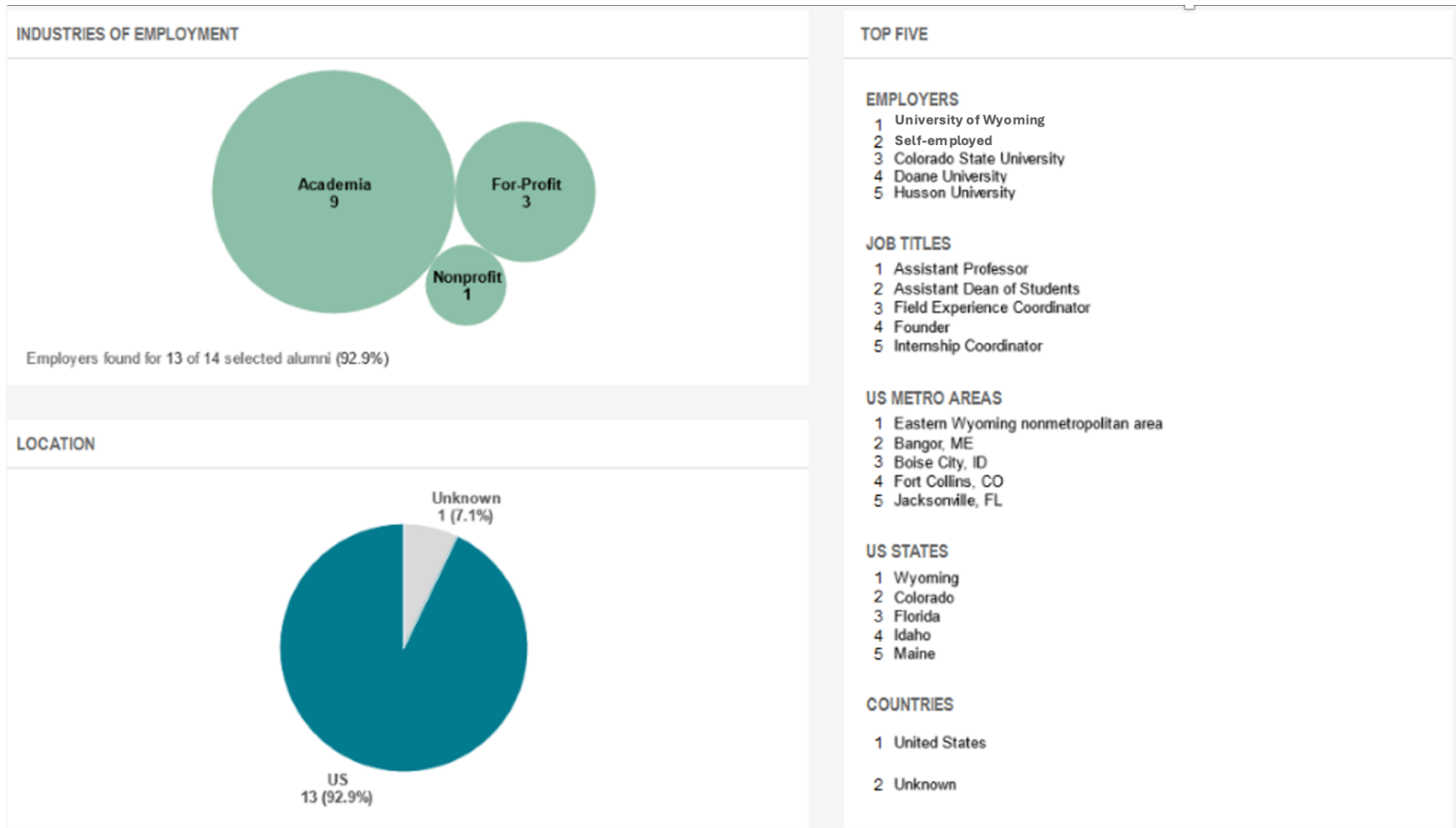
Internship Site Supervisor Feedback for Faculty Consideration
[Students] need more opportunities in our schools to use data, present to stakeholders and influence counseling programs.   - More preparation for school counseling students in classroom management, 504 plans, and special education processes/IEPs would be beneficial.   - Collaboration with [school] administration to inform them of what "appropriate" school counselor programs look like.   - Continuing to learn assessment strategies   - Helping _____ schools become more consistent and supportive of using PBIS as means of supporting all students   [Students are] knowledgeable on the implementation of a comprehensive school counseling program.   - More preparation on analyzing and administering assessments, particularly classroom assessments   - More advocacy regarding school counselors' role in IEP process and overall advocacy of school counseling   - 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 related site(s) 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   - Supervisor _____ 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 was raised inquiring whether we would be okay with supervisor not being physically on-site while students are working with clients
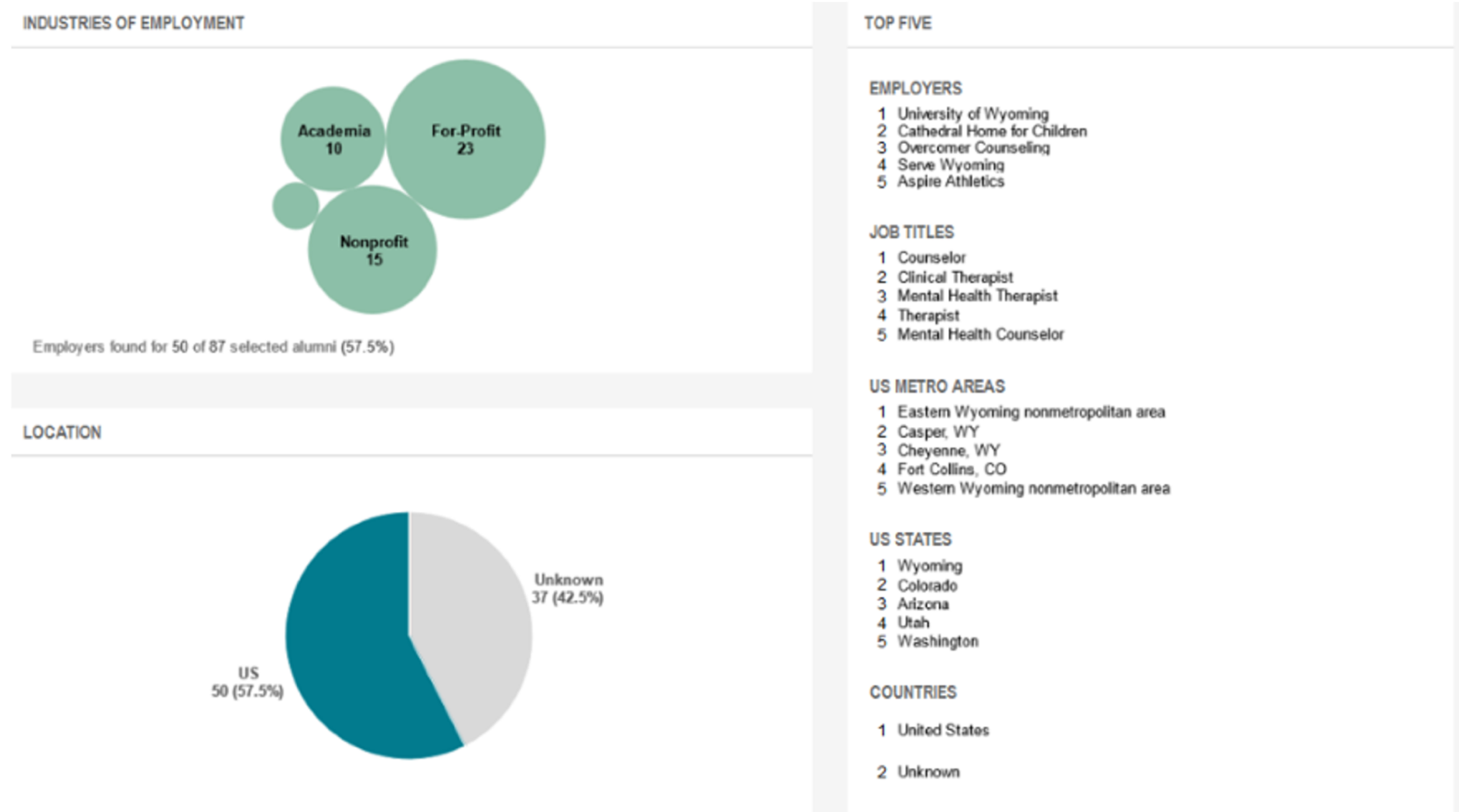
The University of Wyoming has also partnered with Academic Analytics to help track graduates from the Counselor Education program. This service provides faculty with a dashboard where they can filter by program and year. Figures 4, 5, and 6 show the results of their "Alumni Insights" feature. Of 62 master and doctoral alumni from the counseling program for whom employer information was identified, 10 are working in academia, 15 are employed by non-profit organizations, and 23 are in for-profit industries. The figure father provides information about their fields of work and locations. All located alumni are in fields related to their respective counselor education degree specialty area. Figure 7 shows salary distributions and the majority appear to be earning what would be expected from their degrees. Even though 38% of the queried alumni's employers are not located, this system produces a higher percentage than traditional email, mail, and phone surveys

Figure 4 Locations and job types of UW Ph.D. in Counselor Education alumni (2019-2023) as shown by Academic Analytics

INDUSTRIES OF EMPLOYMENT

Academia
9

For-Profit
3

Nonprofit
1

Employers found for 13 of 14 selected alumni (92.9%)

LOCATION

Unknown
1 (7.1%)

US
13 (92.9%)

TOP FIVE

EMPLOYERS
1 University of Wyoming
2 Self-employed
3 Colorado State University
4 Doane University
5 Husson University

JOB TITLES
1 Assistant Professor
2 Assistant Dean of Students
3 Field Experience Coordinator
4 Founder
5 Internship Coordinator

US METRO AREAS
1 Eastern Wyoming nonmetropolitan area
2 Bangor, ME
3 Boise City, ID
4 Fort Collins, CO
5 Jacksonville, FL

US STATES
1 Wyoming
2 Colorado
3 Florida
4 Idaho
5 Maine
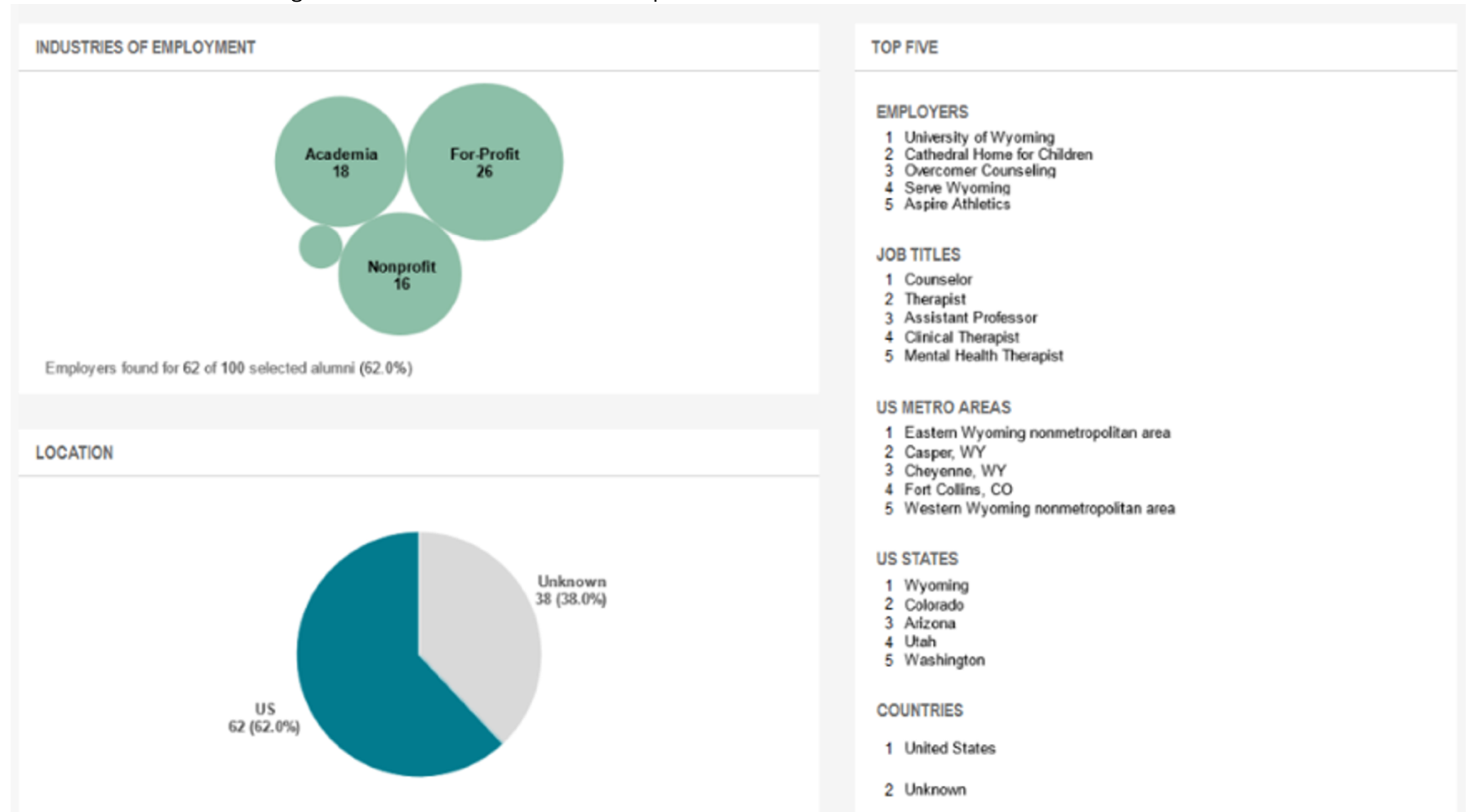
COUNTRIES
1 United States
2 Unknown

Figure 5 Locations and job types of UW M.S. in Counseling alumni (2019-2023) as shown by Academic Analytics

Master of Science (MS) in Counseling 2019-2023

INDUSTRIES OF EMPLOYMENT

Academia 10

For-Profit 23

Nonprofit 15

Employers found for 50 of 87 selected alumni (57.5%)

LOCATION

Unknown 37 (42.5%)

US 50 (57.5%)

TOP FIVE

EMPLOYERS
1 University of Wyoming
2 Cathedral Home for Children
3 Overcomer Counseling
4 Serve Wyoming
5 Aspire Athletics

JOB TITLES
1 Counselor
2 Clinical Therapist
3 Mental Health Therapist
4 Therapist
5 Mental Health Counselor

US METRO AREAS
1 Eastern Wyoming nonmetropolitan area
2 Casper, WY
3 Cheyenne, WY
4 Fort Collins, CO
5 Western Wyoming nonmetropolitan area

US STATES
1 Wyoming
2 Colorado
3 Arizona
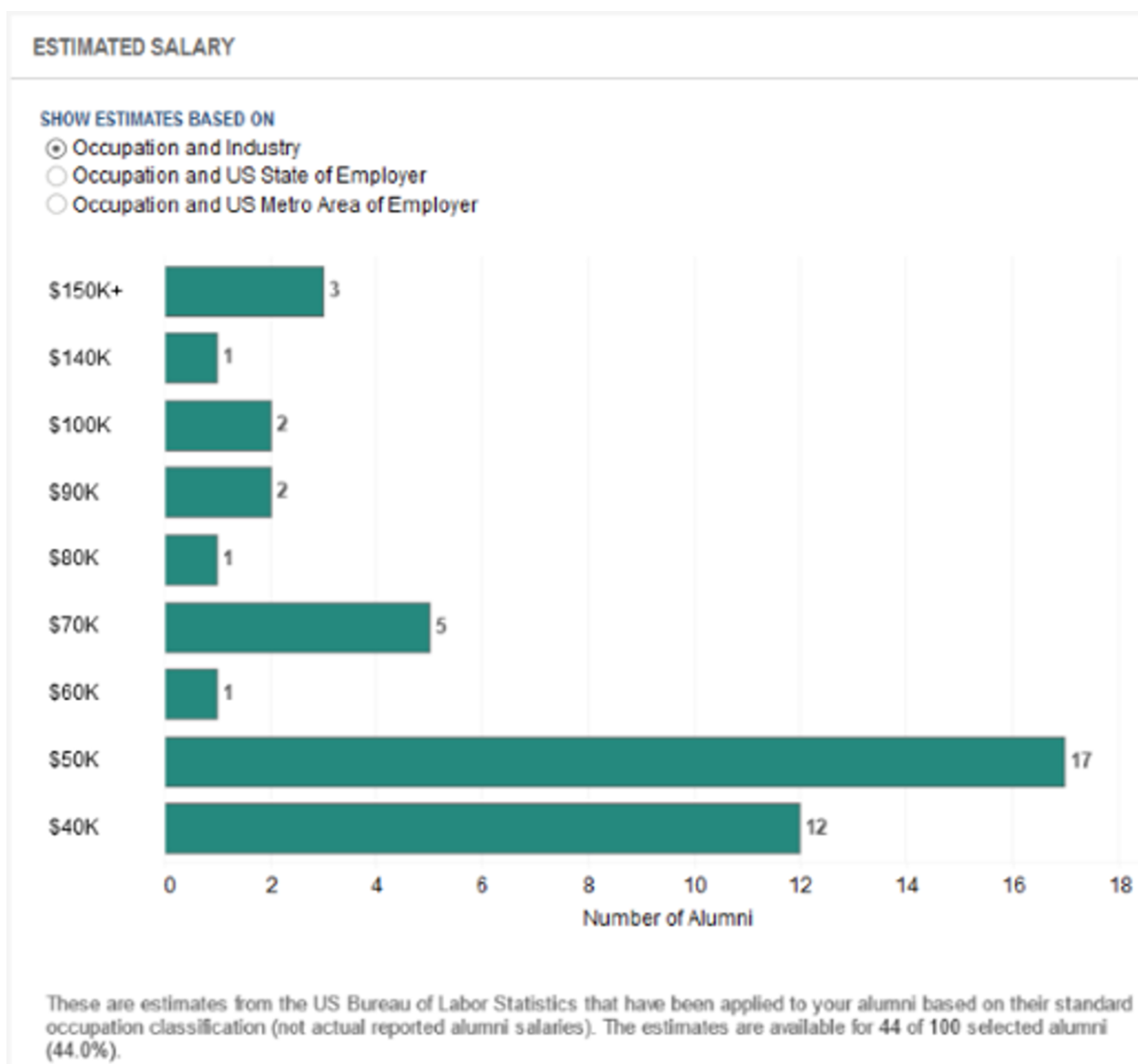4 Utah
5 Washington

COUNTRIES

1 United States

2 Unknown

Figure 6 Locations and job types of UW Combined M.S. in Counseling and Ph.D. in Counselor Education and Supervision alumni (2019-2023) as shown by Academic Analytics

Combined MS in Counseling and Ph.D. in Counselor Ed and Supervision 2019-2023

Figure 7 Salary distributions of our alumni

ESTIMATED SALARY

SHOW ESTIMATES BASED ON
⊙ Occupation and Industry
○ Occupation and US State of Employer
○ Occupation and US Metro Area of Employer

These are estimates from the US Bureau of Labor Statistics that have been applied to your alumni based on their standard occupation classification (not actual reported alumni salaries). The estimates are available for 44 of 100 selected alumni (44.0%).

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 program faculty to analyze mastery of KPIs by individual students (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.

Counselor Education Program faculty have worked on transferring all paper and Excel rubrics into all Canvas LMS course shells. Through these efforts, the assistant dean has been able to use Python programming to extract and analyze student-level rubric data related to CACREP standards in the various KPI areas. Currently, the program is transitioning from utilizing these data on an as-needed basis to making this more systemic for our reporting.

The following tables provide an overview of the UW Counselor Education Program's 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 8, are scaled from 0 to 4 with values >3 considered acceptable. Figure 8 shows student mastery levels of standards overall from the fall of 2019 through the summer of 2023. Table 14 and Figure 9 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%							
CNSL-5650-50	20	95%					5%		
CNSL-5860-1	3	100%							

Course	Count	A	B	C	D	F	I	S	W
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%							
CNSL-5175-1	25	56%	44%						
CNSL-5200-50	19	89.50%	5.30%				5.30%		

Course	Count	A	B	C	D	F	I	S	W
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%							
CNSL-5320-1	9						100%		
CNSL-5320-2	12						100%		

Course	Count	A	B	C	D	F	I	S	W
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%							
CNSL-5580-2	11	90.90%							9.10%
CNSL-5580-50	6	100%							

Course	Count	A	B	C	D	F	I	S	W
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%	
Summer 2022									
CNSL-5060-60	24	87.50%	12.50%						

Course	Count	A	B	C	D	F	I	S	W
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%	
Fall 2022									
CNSL 5060-1	1	100%							
CNSL 5110-1	25	100%							
CNSL 5175-40	1	100%							
CNSL 5180-40	25	92%	8%						
CNSL 5200-1	25	100%							
CNSL 5210-1	25	100%							
CNSL 5310-1	13	84.60%			7.70%		7.70%		
CNSL 5310-2	13	92.30%	7.70%						
CNSL 5340-1	25	76%	24%						
CNSL 5580-1	14	92.30%					7.70%		
CNSL 5580-2	13	84.60%	15.40%						
CNSL 5640-1	26	53.80%	46.20%						
CNSL 5650-1	25	92%	8%						
CNSL 5650-50	1	100%							
CNSL 5865-1	5	100%							
CNSL 5871-1	4	100%							
CNSL 5990-1	10							100%	
EDRE 5640-40	2	100%							
EDRE 5645-40	4	75%					25%		
EDRE 5660-40	3							100%	
EDRE 5670-40	3	75%					25%		
Spring 2023									
CNSL 5120-60	6	100%							
CNSL 5125-1	5	100%							
CNSL 5130-1	19	94.70%							5.3%
CNSL 5140-1	25	96%							4%
CNSLS 5140-50	1	100%							
CNSL 5150-1	20	100%							
CNSL 5320-1	12	58.40%					33.30%		8.30%
CNSL 5350-1	25	96%							4%
CNSL 5580-1	13	100%							
CNSL 5630-1	25	100%							
CNSL 5872-1	4	100%							

Course	Count	A	B	C	D	F	I	S	W
CNSL 5875-1	5	100%							
CNSL 5990-1	7							100%	
Summer 2023									
CNSL 5060-40	24	87.50%	8.30%						4.2%
CNSL 5170-40	22	95.5%	4.5%						
CNSL 5175-40	23	91.30%	4.35%	4.35%					
CNSL 5200-50	21	90.5%					9.5%		
CNSL 5330-1	23	95.65%				4.35%			
CNSL 5580-1	9	100%							
CNSL 5990-40	2							100%	
EDRE 5530-40	4	75%	25%						
EDRE 5530-41	4	100%							
EDRE 5630-41	1	100%							
EDRE 5660-40	4							100%	
Overall									
Total	**2527**	**88.41%**	**3.52%**	**0.12%**	**0.08%**	**0.08%**	**2.61%**	**4.63%**	**0.55%**

Table 13 Average KPI related standard mastery by course and term on a scale of 1 to 4, ≥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																	

Term	Course																		
	CNSL_5874																			3.83
	CNSL_5875																		3.83	
20 / S U	CNSL_5060																			
	CNSL_5170																			
	CNSL_5580					4														
	CNSL_5865																			
20 / F A	CNSL_5110																			
	CNSL_5180				3.94				3.47											
	CNSL_5310					3.79														
	CNSL_5580					4														
	CNSL_5860																			
	CNSL_5865														4					
	CNSL_5871															4				
	CNSL_55580					3 . 5														
	EDRE_5640																4			
21 / S P	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		4																	
	CNSL_5860													4						
	EDRE_5640																4			
	EDRE_5655																			
21 / S U	CNSL_5060	3.97																		
	CNSL_5170				4															

Group	Code																	
	CNSL_5580					3.92												
	CNSL_5865																	
2 1 / F A	CNSL_5110						3.87											
	CNSL_5310					3 . 8												
	CNSL_5580					3.86												
	CNSL_5630																	
	CNSL_5860													4				
	CNSL_5865														3.86			
	CNSL_5873															3.75	3.67	
	EDRE_5640																4	
	EDRE_5645																	
2 2 / S P	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	
2 2 / S U	CNSL_5060	3.97																
	CNSL_5170				4			3 . 9										
	CNSL_5175			2.52														
	CNSL_5580					4												
	CNSL_5990													4				

	CNSL_5060	3.89																
	CNSL_5175			4														
	CNSL_5310					3.78												
	CNSL_5580					4												
2 2 / F A	CNSL_5865														3 . 6			
	CNSL_5871															4		
	CNSL_5880																	
	EDRE_5640																4	
	EDRE_5645																	
	CNSL 5120											4						
	CNSL 5125												3.79					
	CNSL 5130								3.84									
	CNSL 5150								2.33									
23/SP	CNSL 5350		4															
	CNSL 5580					4												
	CNSL 5630	4		4														
	CNSL 5875													4				
	CNSL 5990												4					
	CNSL 5060	3.5																
	CNSL 5170				3.82													
	CNSL 5175			3.65														
23/SU	CNSL 5580					4												
	CNSL 5990												4					
	EDRE 5660	4																
O v e r a l l		3.88	4	3.58	3.94	3.89	3.90	3.79	3.58	3.92	3.92	3.92	3.90	4	3.87	3.92	3.89	3.64

Figure 8 Overall CACREP KPI related standard mastery level Fall 2019-Summer 2023
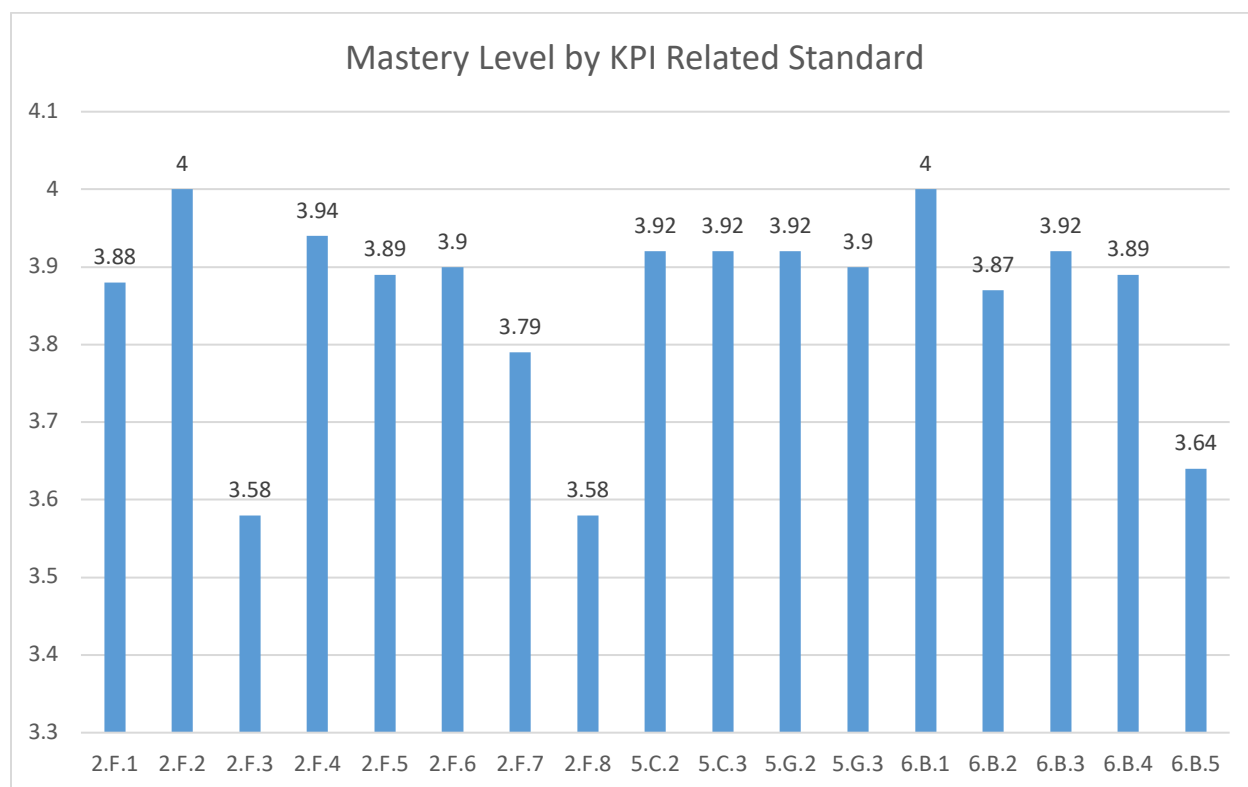
Beginning in 2021, the UW Counselor Education Program faculty reviewed and analyzed professional dispositions data collected from the professionalism assignment measure that was being utilized in each course. Following the review and analysis of professional disposition data, the counselor education 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 5 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	Average Assessment Score
Fall 2022 Counseling Ethics/Prof Issues (CNSL-5060-50)	4
Fall 2022 Counseling Theories (CNSL-5650-01)	3.92
Fall 2022 Counseling Theories (CNSL-5650-50)	4
Fall 2022 Diag., Psycho - Path & Pharm (CNSL-5640-01)	4
Fall 2022 Human Growth & Development (CNSL-5175-40)	4
Fall 2022 Supervision Theory (CNSL-5865-01)	4
Fall 2022 Overall Average	**3.98**
Spring 2023 Counseling & Addictions (CNSL-5140-50)	4
Spring 2023 Diag., Psycho - Path & Pharm (CNSL-5640-40)	4
Spring 2023 Doc Prac Sup (CNSL-5875-01)	4
Spring 2023 Doc Sem II: Div & Soc Chg (CNSL-5872-01)	4
Spring 2023 Mental Health Couns II (CNSL-5150-01)	3.98
Spring 2023 Multicultural Counseling (CNSL-5350-50)	4
Spring 2023 School Counseling (CNSL-5120-60)	4
Spring 2023 Trauma-Informed Counseling (CNSL-5630-01)	4
Spring 2022 Overall Average	**3.99**
Summer 2023 Counseling Ethics/Prof Issues (CNSL-5060-40)	4
Summer 2023 Couple & Family Theory (CNSL-5200-50)	3.98
Summer 2023 Human Growth & Development (CNSL-5175-40)	4
Summer 2023 Overall Average	**3.99**
Fall 2023 Counseling Ethics/Prof Issues (CNSL-5060-50)	3.95
Fall 2023 Counseling Theories (CNSL-5650-01)	3.86
Fall 2023 Diag., Psycho - Path & Pharm (CNSL-5640-01)	3.84
Fall 2023 Doc Sem I: Prof Id & Ethics (CNSL-5871-01)	4
Fall 2023 Play Therapy (CNSL-5340-51)	3.99
Fall 2023 Supervised Internship (CNSL-5580-02)	3.92
Fall 2023 Supervision Theory (CNSL-5865-01)	4
Fall 2023 Overall Average	**3.92**
Spring 2024 Diag., Psycho - Path & Pharm (CNSL-5640-55)	4
Spring 2024 Multicultural Counseling (CNSL-5350-50)	3.93
Spring 2024 Practicum (CNSL-5320-50)	3.96

Spring 2024 Practicum (CNSL-5320-51)	3.98
Spring 2024 School Counseling (CNSL-5120-01)	3.93
Spring 2024 School Counseling (CNSL-5120-40)	3.96
Spring 2024 Supervised Internship (CNSL-5580-01)	3.93
Spring 2024 Theoretical Models of Play Therapy (CNSL-5342-40)	4
Spring 2024 Trauma-Informed Counseling (CNSL-5630-01)	3.72
Spring 2024 Trauma-Informed Counseling (CNSL-5630-50)	3.98
Spring 2024 Overall Average	**3.93**

Figure 9 Overall Professional Dispositions Assessment Scores by Course and Term
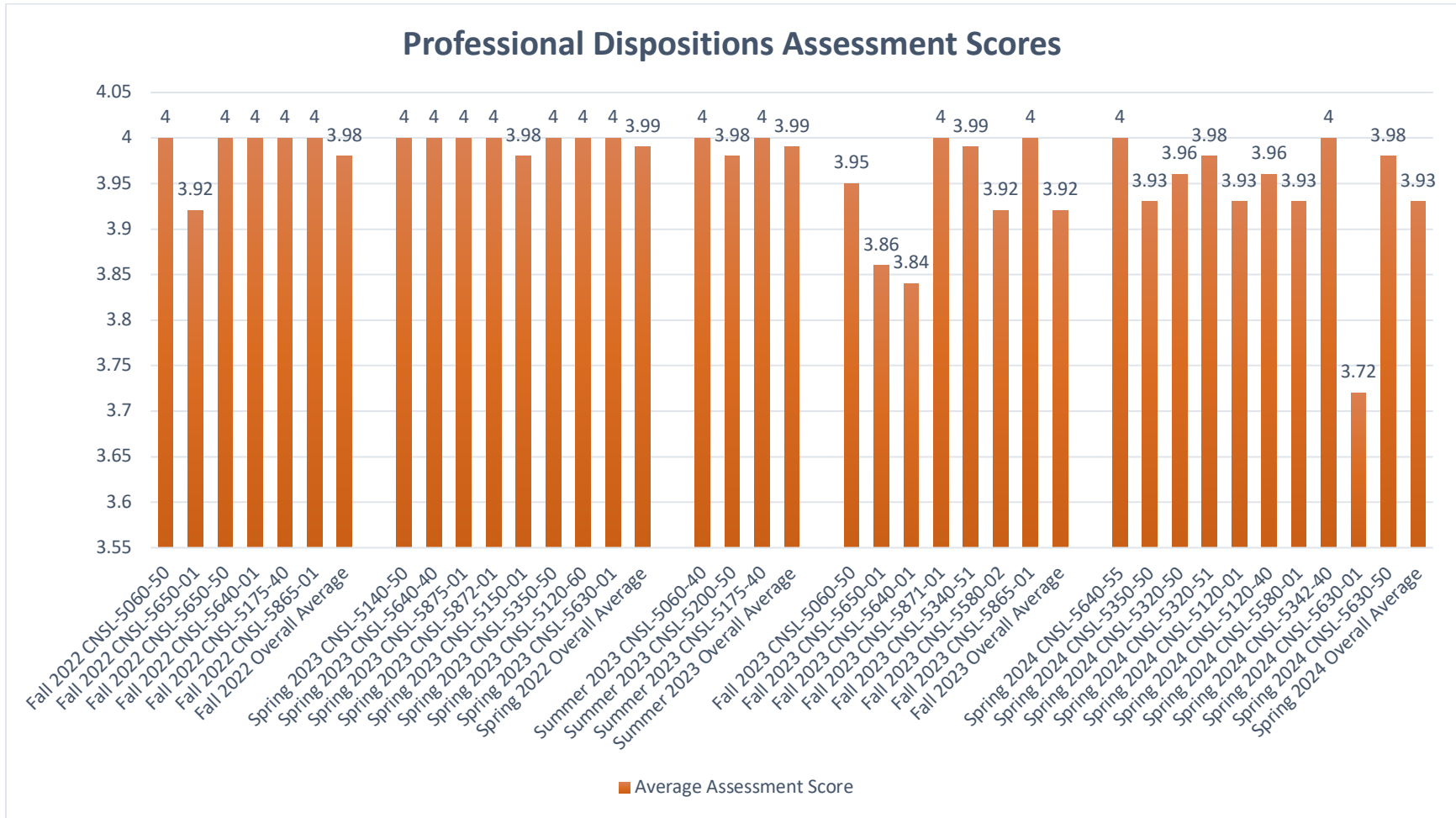
Summary of Program Evaluation Results

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 has been identified. To help increase students' knowledge, understanding, and skills related to working with clients in middle and late adulthood, faculty continue to identify ways to integrate more human growth and development related content into the program's curriculum. Additionally, in accordance with other stakeholder data, including student input and supervisor feedback, program faculty have 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 additional readings and activities in the CNSL 5630 *Trauma Informed Counseling* 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 Previously Collected and Analyzed 2019-2024 in Accordance with M.S. Program Objectives

MS Program Objective	Data Source Input	Previous Results of Data Analysis	Corresponding Program Modification
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 for increased continuity and standardization in the formatting and structure of online course shells across the program. 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, in consultation with instructional designers, are collaborating to develop common counseling course shell templates for implementation across program courses. 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 need for more integration of information related to trauma-informed care principles within the *Counseling & Addictions* course. 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.	Faculty have integrated more information regarding trauma-informed care principles into coursework across the curriculum, particularly in the *Counseling & Addictions* course. 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 as support when job seeking	Continue with student-to-student mentoring and faculty advising sessions

Table 16 Overview of Data Previously Collected and Analyzed 2019-2024 in Accordance with Ph.D. Program Objectives

PhD Program Objective	Input	Previous Results of Data Analysis	Corresponding Program Modification
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 previous schedule and timeframe of some programmatic events (such as comprehensive exams) and activities created challenges for working students	Faculty adjusted the schedule and timeframe of certain programmatic events (such as comprehensive exams) and activities to better address student needs
		Indicated a lack of faculty awareness, mentoring and consideration for persons of color.	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.
		Indicated a lack of preparedness in teaching	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 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
		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 Updates and Changes

Changes in Faculty

In Fall 2024, the program hired two new faculty members to teach courses for both main campus (Laramie) and UW-C (Casper) student cohorts. Dr. Brittney Phillips, a 2023 graduate of Tennessee Technological University's Counselor Education Ph.D. program, has a background in clinical mental health counseling, ecotherapy, adverse childhood experiences, holistic wellness, and play therapy interventions. Dr. Phillips is a Licensed Professional Counselor (LPC; Tennessee) and a National Certified Counselor (NCC). She is also currently a member of the American Counseling Association (ACA). Dr. Ty Tedmon-Jones, 2024 graduate of the University of Wyoming's Ph.D. in Counselor Education and Supervision program, also has a background in clinical mental health counseling, creative arts therapy, and dance/movement therapy. Dr. Tedmon-Jones is currently a Licensed Professional Counselor (LPC; Wyoming & Colorado) and a Licensed Creative Arts Therapist (LCAT; New York). Additionally, he is also a Board Certified Dance/Movement Therapist (BC-DMT). Dr. Tedmon-Jones is a member of the American Counseling Association (ACA) and is a professional member of the American Dance Therapy Association (ADTA). Both Dr. Phillips and Dr. Tedmon-Jones are designated as core faculty members for the UW Counselor Education Program. In 2023, Dr. Pete Moran, director for the School of Counseling, Leadership, Advocacy, and Design (C.L.A.D.), was promoted to the position of Associate Dean for the UW College of Education. With this change, Dr. Courtney McKim stepped into the role of the director for C.L.A.D. beginning Fall 2023.

Since 2019, four faculty members who were designated as core faculty have left the program. Dr. Mary-Alice Bruce retired in Spring 2019, and Dr. Eric Dafoe left the program at the end of the same semester for a faculty position at another institution. To fill these two vacant positions, the UW Counselor Education Program hired Dr. Robert Paul Maddox II and Dr. Lindsey Nichols in Fall 2019. Dr. Maddox, a 2015 graduate of the University of Wyoming's Ph.D. in Counselor Education and Supervision program, has a background in school counseling, clinical mental health counseling, and play-based counseling interventions. He is a Licensed Professional Counselor (LPC; Missouri & Wyoming), and a National Certified Counselor (NCC). Dr. Maddox holds membership with a variety of professional associations such as the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Association for Counselor Education and Supervision (ACES), the Association for Humanistic Counseling (AHC), the Association for Child and Adolescent Counseling (ACAC), and the Association for Play Therapy (APT) among others. Dr. Maddox is designated as a core faculty member and is currently serving as CACREP Liaison for the UW Counselor Education Program. Dr. Lindsey Nichols is a 2012 graduate of The Pennsylvania State University's Counselor Education and Supervision Ph.D. program. She has a background in school counseling and clinical mental counseling. Dr. Nichols is a Licensed Clinical Professional Counselor (LCPC; Montana), a Licensed Professional Counselor (LPC; Wyoming) and a National Certified Counselor (NCC). She is a member of the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Association for Counselor Education and Supervision (ACES), and the National Career Development Association. Dr. Nichols is designated as core faculty for the UW Counselor Education Program.

In Fall 2020, the program hired Dr. Michele Mahr to serve as a full-time faculty member. Dr. Mahr has a professional background in addictions counseling and rehabilitation counseling. Dr. Mahr left the program in Spring 2021 for a faculty position at another institution. The program hired Dr. Andrew Sutherland to serve as a 1-year full-time core faculty designated visiting lecturer in Fall 2021. Dr. Sutherland left the program in Spring 2022 for a faculty position at another institution. In Summer 2023, Dr. Kara Carnes-Holt, who had been serving as the program's coordinator, left the program for a faculty position at another institution. After her departure, Dr. Michael Morgan stepped in as program coordinator beginning Fall 2023. The program also hired Dr. Rachel Ratliff to serve as a 1-year full-time core faculty designated visiting lecturer in Fall 2023. Dr. Ratliff left the program in Summer 2024 for a faculty position at another institution.

With the number of faculty changes since the program's last site visit in 2019, the UW Counselor Education Program faculty have worked to orient new faculty members to the program's CACREP assessment process and provide a consistent experience for students.

Below is a listing of the courses the program's core faculty are teaching during the Fall 2024 semester:

Dr. Brittney Phillips:
CNSL 5180 *Assessment in Counseling*
CNSL 5340 *Play Therapy*

Dr. Ty Tedmon-Jones:
CNSL 5200 *Couples and Family*
CNSL 5310 *Pre-Practicum*

Dr. Lindsey Nichols:
CNSL 5580 *Supervised Internship*
CNSL 5873 *Doc Seminar 3: Research Assessment & Scholarship*

Dr. R. Paul Maddox II:
CNSL 5140 *Counseling & Addictions*
CNSL 5330 *Counseling Children & Adolescents*
CNSL 5580 *Supervised Internship*

Dr. Amanda DeDiego:
CNSL 5110 *Group Procedures*
CNSL 5310 *Pre-Practicum*
CNSL 5580 *Supervised Internship*

Dr. Michael Morgan:
CNSL 5990 *Doctoral Internship*
CNSL 5860 *Doc Practicum in Counseling*
CNSL 5640 *Diagnosis, Psychopathology*
CNSL 5310 *Pre-Practicum*

Additional Program Changes

The University of Wyoming (UW) College of Education's administration has undergone several changes regarding admissions to its Ph.D. program in Counselor Education and Supervision. Initially, the administration "paused" all new admissions for the 2021-2022 academic year. This decision resulted in no new cohort being admitted that year and the suspension of doctoral comprehensive exams for the following two academic years (2022-2023 and 2023-2024). Subsequently, admissions were temporarily reinstated for the 2023-2024 academic year, with plans for doctoral comprehensive exams to resume in the Spring 2025 semester. However, at present, the UW College of Education Administration has once again "paused" all new admissions to the program for the 2024-2025 academic year. These fluctuations in the admissions process have significantly impacted the program's enrollment and examination schedule over the past few years.

Finally, in the Fall 2022 semester, a new counseling program cohort was admitted to the UW-C campus. Following this, the counselor education program faculty developed a comprehensive plan to simultaneously accommodate two cohorts on the UW-C campus. This proposal was presented to the administration, who approved the initiative. With this green light, the UW counselor education program proceeded to admit another new cohort for the UW-C campus starting in Fall 2023. While these two cohorts operate concurrently, they are strategically staggered in their progression through the program. The cohort admitted in Fall 2022 is scheduled to complete the master's program and graduate in Spring 2025, while the cohort admitted in Fall 2023 will finish their studies and graduate in Spring 2026. This staggered approach has allowed the program to have two cohorts on the UW-C campus and has resulted in an expansion of the program's reach and impact within Wyoming.