



GRAND VIEW 
UNIVERSITY
COUNSELOR EDUCATION PROGRAMS

Year in Review

2022 - 2023

OVERVIEW



Our program evaluation report represents the culmination of a thorough and systematic review of our objectives and performance measures. It details our comprehensive assessment methodology, encompassing the knowledge, skills, and professional dispositions of our students, to ensure a holistic evaluation of program effectiveness. This process is vital for identifying our program's strengths and areas for growth and guiding our decisions on programmatic and curricular enhancements.

We actively engage faculty, administrators, students, site supervisors, employers, and other stakeholders in this self-assessment, seeking to align our program outcomes with the evolving needs of the counseling profession. We invite and encourage all interested parties to contribute their feedback and suggestions, ensuring a collaborative approach to continuous improvement.

The primary aim of this report is to transparently share our findings with students and stakeholders, not only to inform them of our program's performance but also to foster an environment of mutual feedback. This dialogue is crucial for our ongoing efforts to refine and advance our program, ensuring it remains at the forefront of counselor education.

The Clinical Mental Health Counseling Program is currently undergoing the CACREP accreditation process, and it is expected that a final decision on accreditation status will be made in January 2024.

Clinical Mental Health Counseling (CMHC)

In this crucial section of our report, we delve into the core objectives that define and drive our Counselor Education Programs. Each objective is meticulously designed to equip our students with the knowledge, skills, and ethical dispositions necessary for effective counseling practice. Following a comprehensive presentation of our program objectives, we will explore the results derived from our rigorous evaluation processes. These results are not merely numbers; they are a reflection of our program's impact on student development and professional readiness. We will analyze these findings to draw meaningful conclusions about the effectiveness of our program. This analysis serves not only as a testament to our achievements but also as a guide for future enhancements. Through this reflective process, we aim to demonstrate our program's commitment to excellence, continuous improvement, and the preparation of competent counseling professionals ready to meet the challenges of the field. CACREP requires that programs provide a summary of program evaluation results annually (**CACREP Standard 4D (1)**).

Program Objectives

Program Objective 1: Deliver a high-quality education that meets licensing requirements and the national standards of the Center for Credentialing & Education by enhancing knowledge of counseling and counseling concepts.

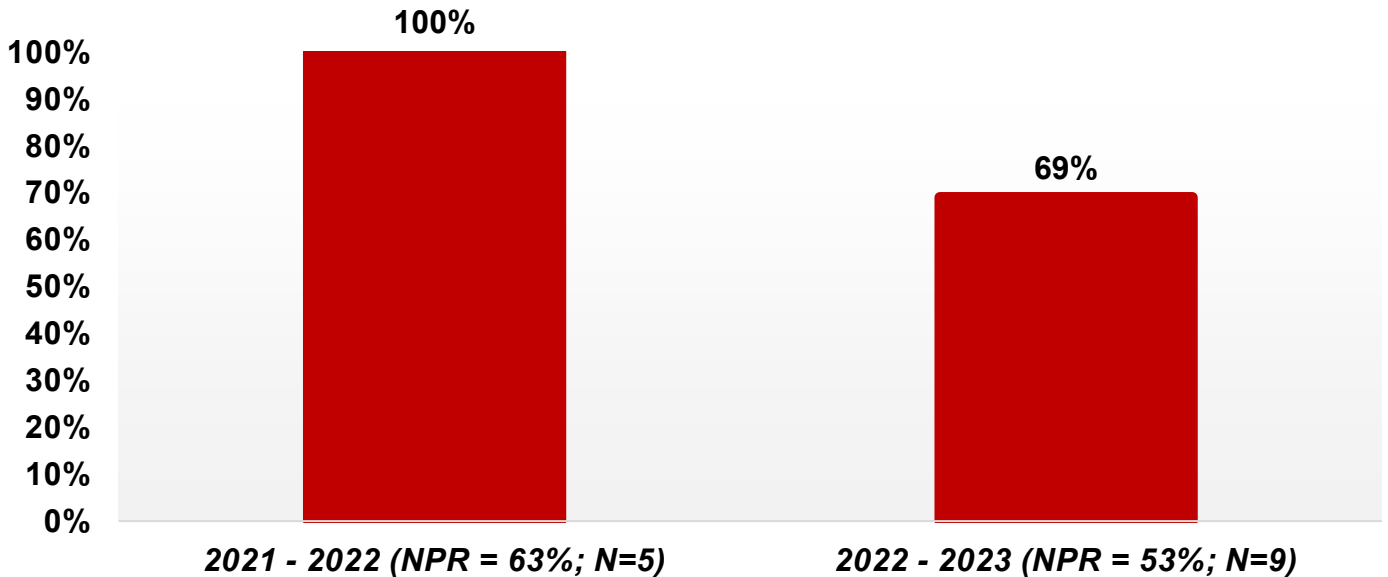
CACREP Standard: 4.E.(2).

Data Location: N/A

Data Used to Evaluate Objective:

NBCC Report of Licensure Pass Rates

Licensure Pass Rates, 2021-Present



Results: In comparing the academic years 2021-2022 and 2022-2023, we observe notable outcomes in our students' performances on their respective certification exams, including the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling

Examination (NCMHCE). During the 2021-2022 academic year, our program achieved a remarkable milestone, with all 5 students who undertook the certification exams passing, resulting in a perfect pass rate of 100% when the national pass rate (NPR) was only 63%. In the subsequent academic year, spanning Fall 2022 and Spring 2023, the program saw an increase in participation, with 13 students attempting their certification exams. Of these candidates, 9 were successful in passing their chosen examination, translating to a pass rate of 69%. This rate, while lower than the previous year's perfect score, still indicates a strong performance from our students against the rigorous national standards set by the exams.

Program Modifications: The department is planning to implement several adjustments to enhance our program and better support our students moving forward:

1. **Targeted Academic Support:** We will introduce more targeted academic support and resources for students preparing for their exams, including licensure workshops and earlier access to Qualtrics.
2. **Curriculum Review and Enhancement:** The curriculum will undergo a thorough review to ensure it aligns closely with the knowledge and skills tested in the NCE and NCMHCE exams. We aim to integrate more content and practice opportunities related to areas where students have shown weaknesses.
3. **Other:** In the objective, we will replace “Center for Credentialing & Education” with “Council for Accreditation of Counseling and Related Educational Programs (CACREP)” as we expect CACREP accreditation in the 2023-2024 academic school year.

Program Objective 2: Provide high engagement and hands-on experiences that prepare students to become professional counselors to meet the demands of their clients in an unpredictable society.

CACREP Standard: N/A

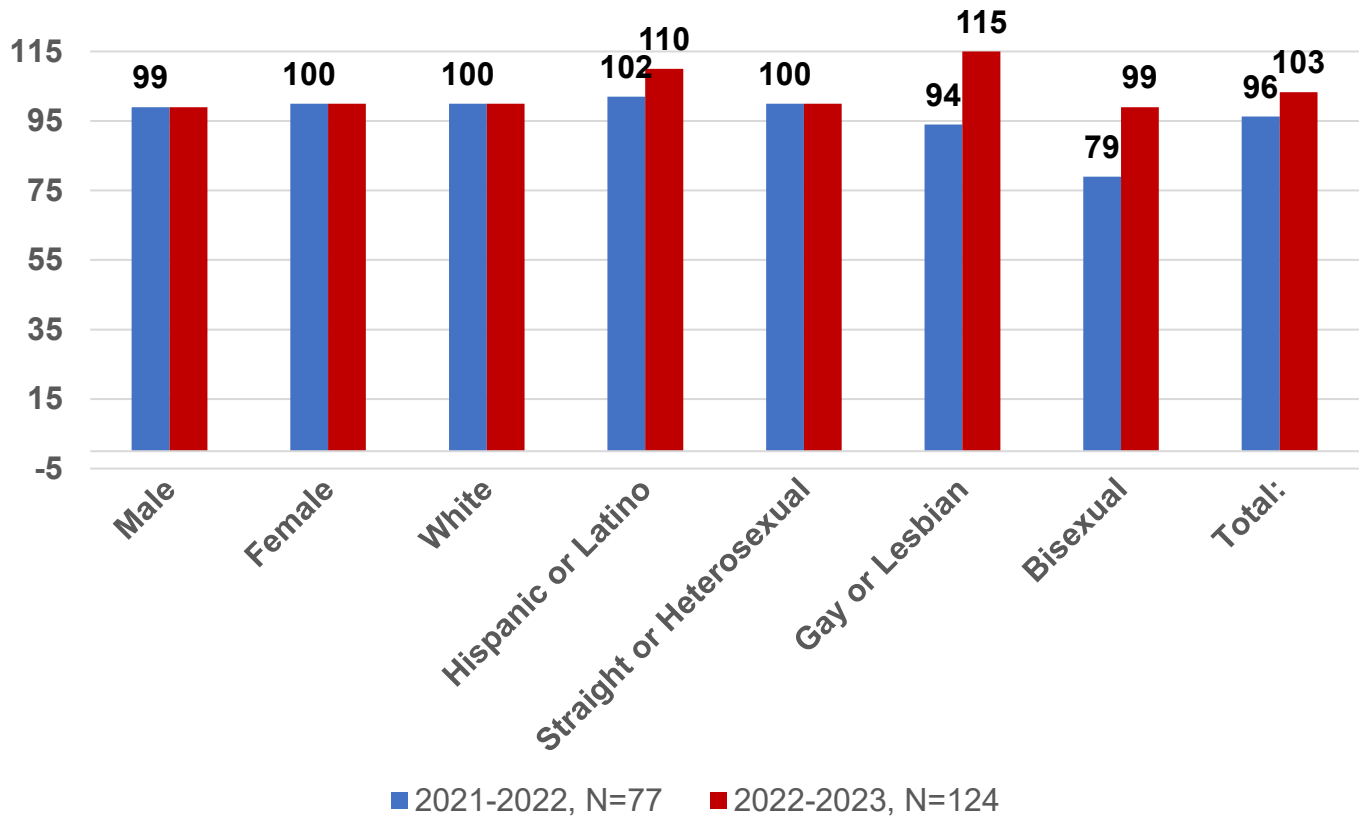
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Data Used to Evaluate Objective:

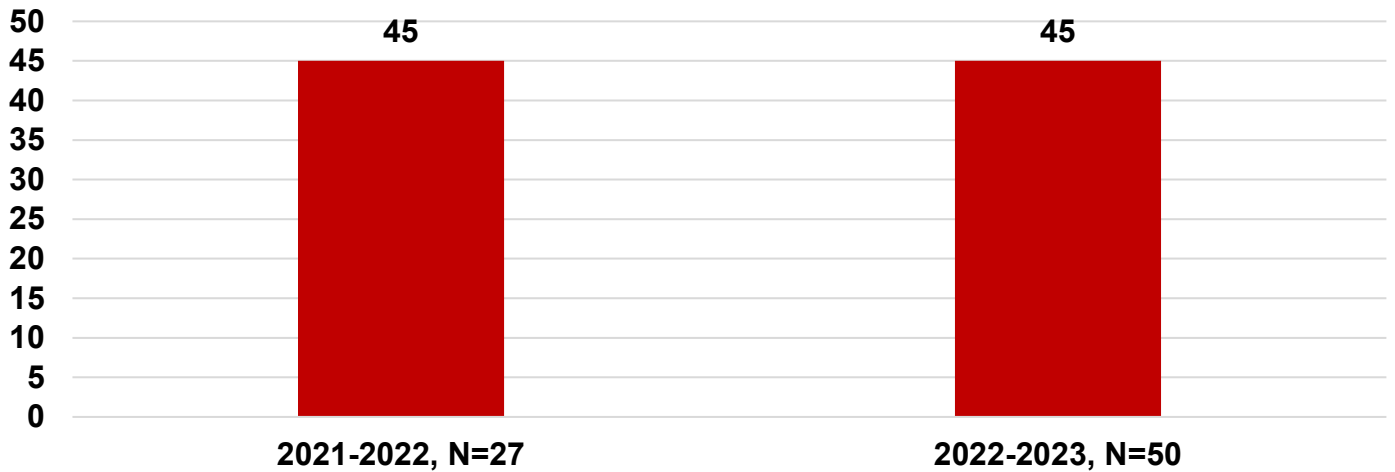
Student Evaluation by Site Supervisor (compared against demographics of students).

Program Evaluation by Clinical Site Supervisor (*Report 602*)

Supervisor Evaluation of Student Results, by Demographic, >68 =Pass



Program Evaluation by Supervisor >32 = Pass



Results: The department employs a comprehensive assessment strategy that not only scrutinizes the overall preparedness of our student body but also delves into performance metrics across various demographic groups. This thorough approach ensures that our curriculum not only meets academic standards but also aligns with our objective to provide high engagement and hands-on experiences. Such experiences are crucial for preparing students to become professional counselors capable of navigating the complexities of serving clients in an unpredictable society.

We highly value the insights of site supervisors, whose close interactions with our students during clinical experiences offer a real-world perspective on the students' readiness to enter the professional field. This year, we placed a particular emphasis on monitoring the performance of our LGBTQ students, a group that had previously shown comparatively lower scores. The latest results are encouraging, showing marked improvement and no significant disparities, which speaks to the effectiveness of our targeted efforts to enhance engagement and hands-on learning for all students.

Across the board, performance metrics indicate consistency among other demographic groups as well, further affirming the strength of our program in maintaining high standards of achievement for all students. This consistency is pivotal for ensuring that our graduates are well-equipped to meet the needs of their clients in diverse and challenging environments.

Feedback from site supervisors has consistently praised the program, reinforcing our belief that our emphasis on practical, hands-on experiences is effectively preparing students for the realities of professional counseling. This positive feedback not only validates our approach but also underscores the importance of continuing to evolve our curriculum to keep pace with the demands of an unpredictable society.

Intended Program Modifications: Several program modifications will be considered to further enhance the curriculum and better prepare students for the complexities of professional

counseling. These suggestions aim to address identified needs while building on the strengths already evident in the program:

1. **Increase Diversity and Inclusion Training:** Given the emphasis on monitoring performance across different demographic groups, including LGBTQ students, it would be beneficial to integrate diversity and inclusion training into the curriculum further. This could involve more comprehensive modules on cultural competence, sensitivity training, and strategies for addressing the unique challenges faced by underrepresented groups.
2. **Expand Hands-On Learning Opportunities:** While the program is already praised for its practical, hands-on approach, there's always room for expansion. This could include increasing the variety and number of clinical placements or offering more simulation-based learning experiences.
3. **Facilitate Professional Development and Networking:** Organizing workshops, guest lectures, and networking events with seasoned counselors and specialists can provide students with insights into the profession's evolving demands. These activities can also help students build professional networks that will be valuable throughout their careers.

Program Objective 3:

Provide education to train counselors to uphold ethical standards in their practice and community by infusing current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

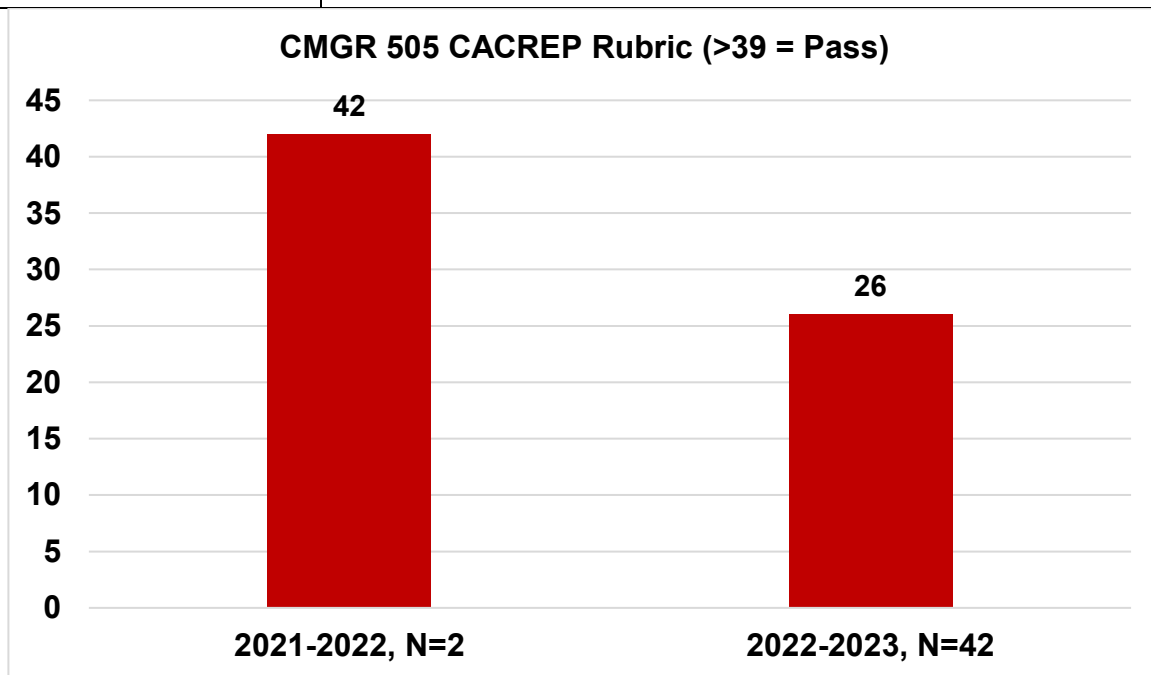
CACREP Standard: N/A

Data Location: N/A

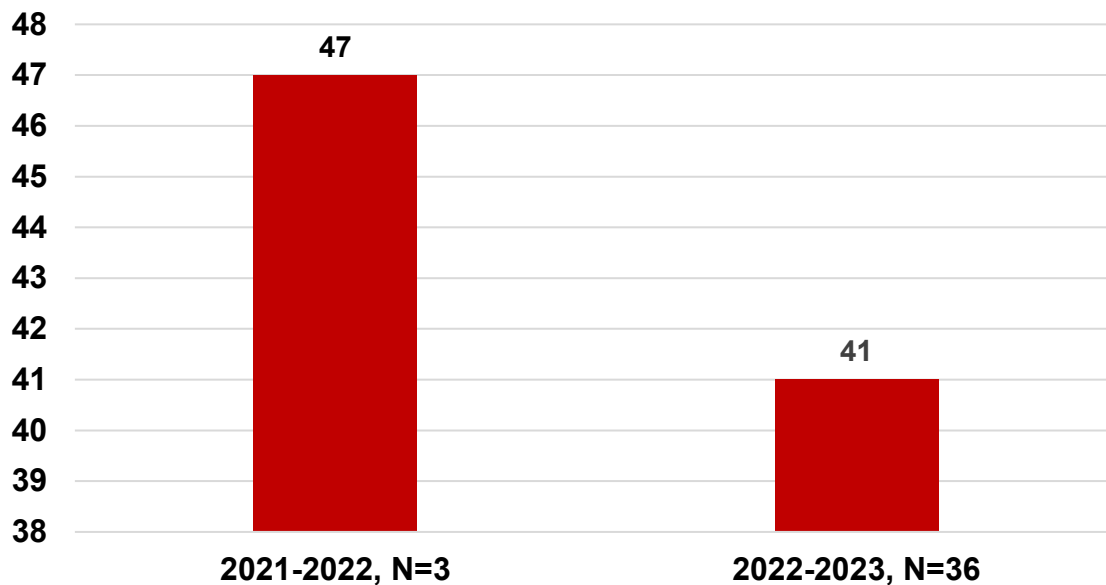
Data Used to Evaluate Objective:

CACREP Standard Achievement Rubrics in 505 (*Report 602*)

CACREP Standard Achievement Rubrics in 520 (*Report 602*)



CMGR 520 CACREP Rubric >31 = Pass



Results: During the 2022-2023 academic year, our program's assessment of compliance with CACREP standards indicated a slight decrease in average achievement levels compared to previous years, although the results still met the necessary threshold. This outcome holds particular relevance in the context of our core objective. This objective is central to our program, emphasizing the importance of infusing current knowledge and addressing the projected needs of counseling practice within diverse societal contexts.

The observed decline in achievement can primarily be attributed to two factors. Initially, the small number of participants in the 2021-2022 assessment year (a low N) likely skewed the comparative results. Additionally, a detailed examination revealed a notably low response rate for certain assessment rubrics, a situation that arose from an oversight in ensuring all students were consistently involved in the evaluation process.

This feedback loop, while highlighting areas for improvement, also reinforces our commitment to refining our curriculum and assessment methods. Ensuring that all students are fully engaged in our comprehensive assessment process is a step towards achieving our objective of fostering a well-rounded, ethically grounded, and culturally competent counseling workforce. This approach is vital for responding effectively to the complexities of counseling in a multicultural and ever-evolving society.

Intended Program Modifications: Based on the provided data and the identified challenges within the program's recent assessment year, several targeted modifications are proposed to address these issues and align more closely with the program's core objectives. These modifications aim to enhance the curriculum's effectiveness, ensure comprehensive student engagement in assessments, and adapt to the evolving needs of counseling practice:

- 1. Improve Engagement in Assessment Processes:** To address the low response rate on certain assessment rubrics, the program will implement more engaging and interactive

assessment methods. This could include incorporating technology-enhanced assessments to make the assessment process more appealing and relevant to students.

2. **Strengthen Curriculum Content on Diversity and Inclusion:** To better prepare students for counseling in diverse societal contexts, integrating more content on cultural competence, ethical considerations in multicultural counseling, and strategies for addressing the needs of diverse populations can be beneficial. This could also include guest lectures, workshops, and partnerships with community organizations.
3. **Expand Practical Experience Opportunities:** Increasing opportunities for hands-on experience through internships, practicums, and community service projects can enhance students' readiness to meet the complex demands of professional counseling. This also provides practical contexts for applying and evaluating the competencies covered in the curriculum.

Program Objective 4: Develop practitioners who become lifelong learners by providing a curriculum that educates about the research process, proper use of assessment, and the importance of continuous re-evaluation.

CACREP Standard: N/A

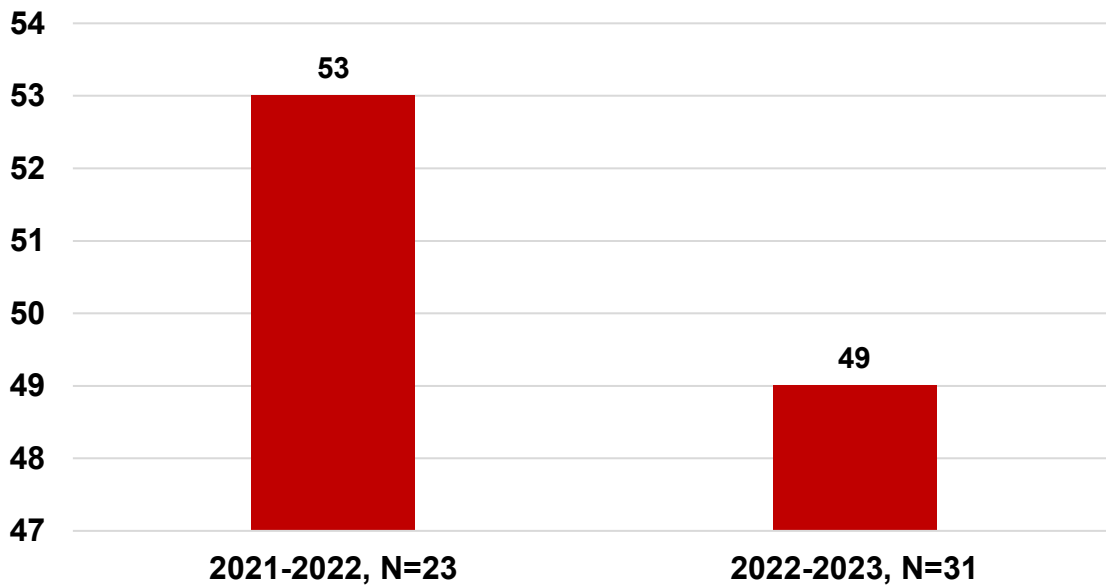
Data Location: N/A

Data Used to Evaluate Objective:

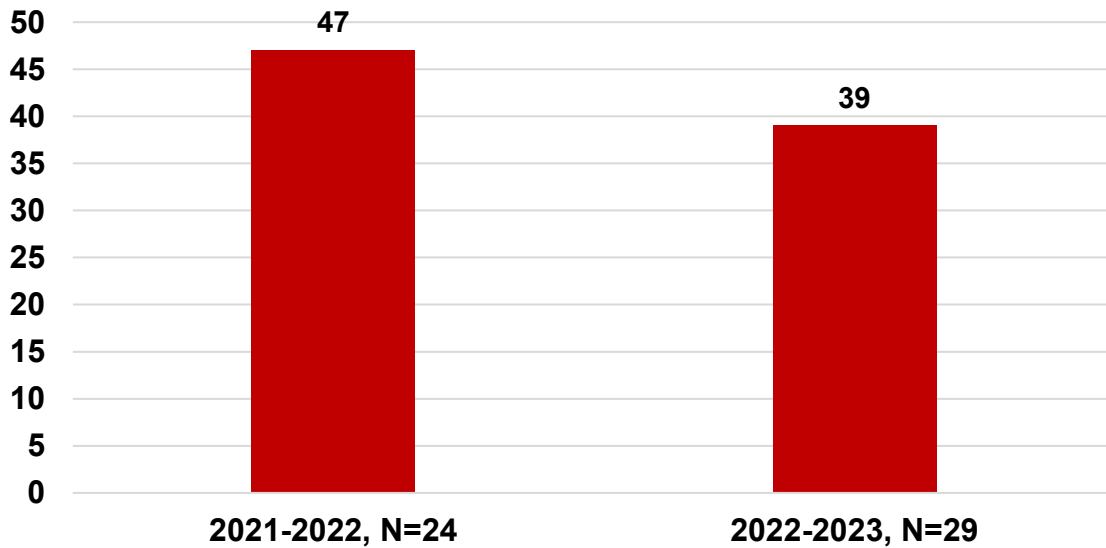
CACREP Standard Achievement Rubrics in 545 (*Report 602*)

CACREP Standard Achievement Rubrics in 560 (*Report 602*)

CMGR 545 CACREP Rubric >35 = Pass



CMGR 560 CACREP Rubric >31 = Pass



Results: In the 2022-2023 academic year, our program noticed a decrease in average achievement against the CACREP standards, although the scores still met the necessary average threshold. This period coincided with significant curriculum modifications, especially in courses CMGR 545 and CMGR 560, aimed at better aligning with CACREP's mandated content areas. This adjustment period is of particular importance when considering our core objective to develop practitioners who are committed to lifelong learning.

The revisions made to these courses were intended not just to comply with accreditation standards but to enrich the curriculum in a manner that fosters a deep understanding of the research process, proper use of assessment techniques, and the importance of ongoing self-evaluation. By integrating these elements more fully into the curriculum, we aim to instill in our students the values of continuous learning and adaptation, essential for their growth as competent practitioners.

We believe that the curriculum adjustments significantly contributed to the observed variance in achievement levels, as they introduced new materials and evaluation methods that students needed to acclimate to.

Intended Program Modifications: Given the data on the curriculum modifications and their impact on student achievement, as well as the program's commitment to developing practitioners who embrace lifelong learning, several program modifications could enhance the effectiveness of these changes and support students in adapting to and excelling within the updated curriculum:

1. **Increased Emphasis on the Research Process:** Further integrate the research process into the curriculum by incorporating more hands-on research projects, offering opportunities for students to engage in ongoing faculty research, and hosting seminars by researchers in the field. This would not only enhance students' understanding of research but also inspire them to incorporate research into their lifelong learning journey.

2. **Strengthen Assessment Techniques Education:** Develop modules focused on the latest assessment techniques, including training on new tools and technologies used in counseling assessments. Incorporating practical exercises where students can apply these techniques in simulated or real-world scenarios will enhance their competence and confidence.
3. **Ongoing Self-Evaluation Mechanisms:** Introduce more formalized self-evaluation mechanisms, such as reflective journals, portfolio development, and peer review sessions, to encourage continuous self-assessment and growth. These tools can help students internalize the process of self-evaluation as a key component of their professional development.

Program Objective 5:

Enhance students' employability into entry-level professional counseling positions by continuously reflecting on input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies.

CACREP Standard: 4.E.(4)

Data Location: Appendix A; Objective 2; Appendix B

Data Used to Evaluate Objective:

Alumni Survey

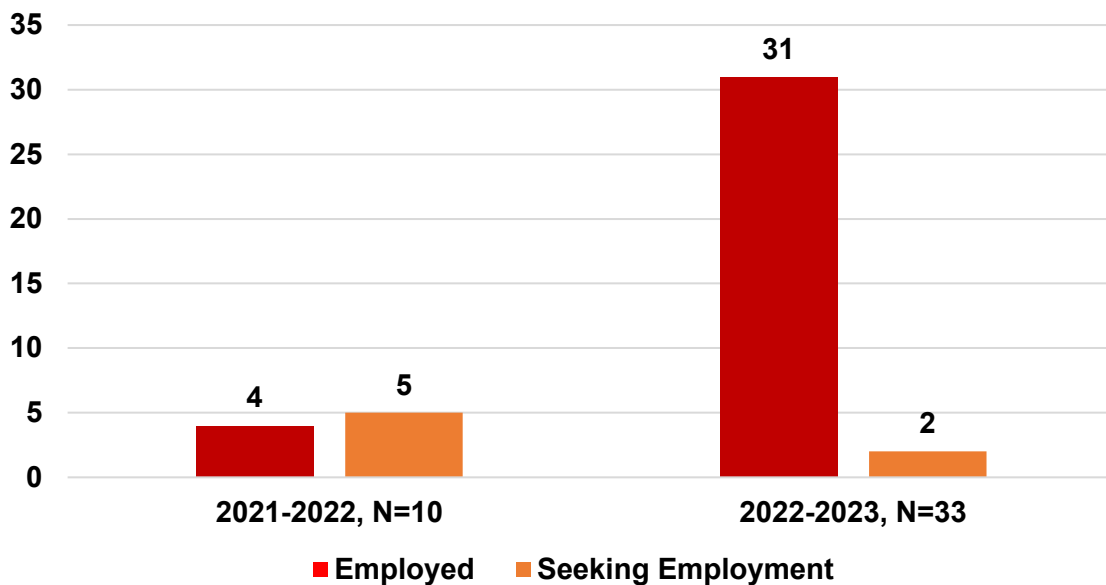
Employer Survey

Applicant Demographic Report (*Report REC105*)

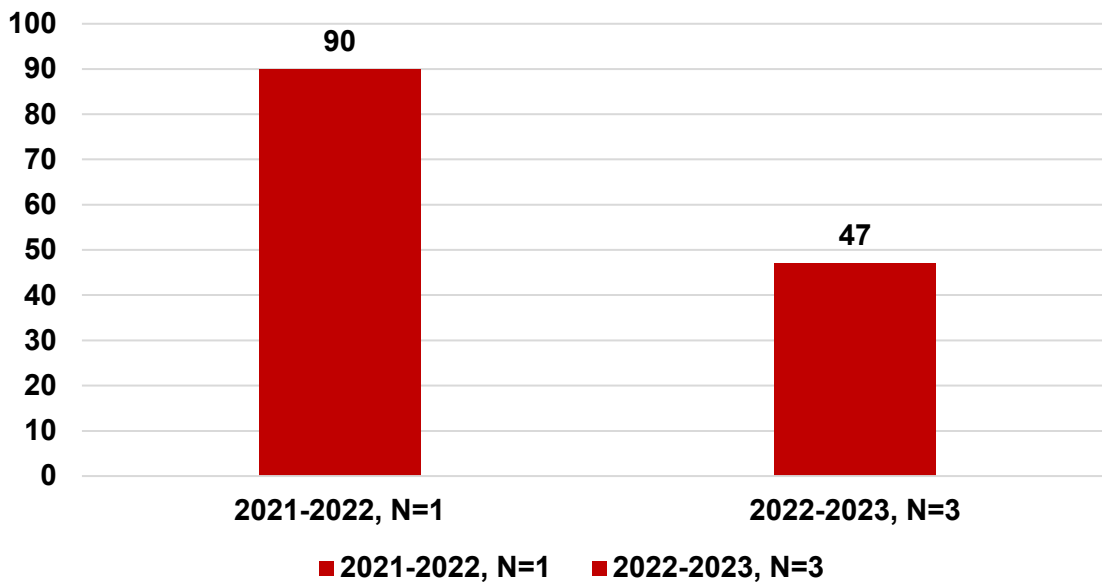
Student Evaluation by Site Supervisor (*Report 602*) (*see Objective 2 for figure*)

CEP Advisory Committee Recommendations (Appendix B)

Alumni Survey of Employment



Employer Survey of Graduate >53 = Pass



Results: Our department has observed notable trends in the demographic composition of our applicant pool and their performance outcomes, with a significant majority of applicants being female (82 females to 16 males) and predominantly white. This trend underscores the ongoing necessity for targeted diversity and inclusion efforts within our field to enrich the counseling profession with a variety of perspectives and experiences.

Assessment outcomes using the Counselor Competency Scale-Revised (CCS-R) underscored our students' high proficiency across essential counseling competencies. This achievement highlights their readiness for professional practice and aligns with our objective to enhance employability in entry-level counseling positions. Positive feedback from site supervisors further supports our program's effectiveness in preparing students for their future roles.

However, areas requiring additional focus have been identified, particularly in preparing students to navigate complex family situations and address safety concerns, including suicidal, self-harm, and homicidal ideations. Enhancing training in these areas is crucial for the comprehensive preparedness of our graduates, directly impacting their employability and effectiveness in the field. This does not appear to affect the employability of our students, given the stark average increase since last year.

Intended Program Modifications: Based on the provided data, several program modifications could be implemented to address the highlighted areas of concern and further enhance the effectiveness and inclusivity of the counseling program. These suggestions aim to build on the program's strengths while addressing areas for improvement:

1. **Diversity and Inclusion Initiatives:** Develop and integrate more comprehensive diversity and inclusion training modules into the curriculum. This could include workshops, guest lectures, and case studies focusing on counseling diverse populations, with the goal of broadening students' perspectives and understanding of various cultural, gender, and racial

experiences. Partnering with diverse community organizations for fieldwork can also provide hands-on experience with different client backgrounds.

2. **Targeted Recruitment Efforts:** Implement targeted recruitment strategies to attract a more diverse applicant pool. This could involve outreach to high schools and undergraduate programs with high diversity, scholarships for underrepresented groups, and marketing materials that highlight the program's commitment to diversity and inclusion.
3. **Enhanced Training on Complex Situations:** Incorporate specialized training modules or courses focused on handling complex family dynamics and safety concerns, such as suicidal, self-harm, and homicidal ideations. This could include advanced simulations, role-playing scenarios, and expert-led workshops to equip students with the skills needed to manage these challenging situations effectively.

Other CACREP Required Information

Number of graduates for the past academic year; Completion rates	
CACREP Standard: 4.E. (1&3))	Data Location: N/A
Data Used to Evaluate Objective:	N/A

Completion Rates by Specialty – CMHC (CACREP 4.E. (3))			
Semester	Number Enrolled	% Graduated as of May 2023	% Graduated or still enrolled as of May 2023
Fall 2020	38	50%	53%
Spring 2021	24	50%	67%
Fall 2021	27	48%	63%
Spring 2022	23	26%	70%
Fall 2022	35	0%	83%
Spring 2023	38	0%	76%

Summary: The data on completion rates by specialty for the Clinical Mental Health Counseling (CMHC) program reveals several notable trends from Fall 2020 to Spring 2023. Initially, the program maintained a consistent graduation rate of approximately 50% in the first two semesters, with a slight uptick in total completion or ongoing enrollment. By Fall 2022 and Spring 2023, although no students had graduated by May 2023, the proportion of students who either graduated or still enrolled in the program reached its peak at 83% and then slightly decreased to 76%.

Summary

In the 2022-2023 academic year, our counseling program focused intensely on aligning our curriculum with licensing requirements and national standards, specifically those set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This period was marked by a strategic push to enhance our educational offerings and adapt to the evolving landscape of counseling practice. Despite facing challenges, our efforts culminated in notable achievements and insights that have significantly informed our path forward.

During this academic year, we observed a shift in our students' performance on national certification exams, such as the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE). While the pass rate saw a decrease from the previous year's perfect score, 69% of our students successfully passed their exams. This outcome, against the backdrop of increased exam participation, underscores the rigorous preparation our students undergo and our program's steadfast commitment to upholding high educational standards. In response to these outcomes and in anticipation of CACREP accreditation, we plan to initiate a series of program modifications aimed at bolstering student support and enriching the curriculum.

A significant part of our strategy involves providing high engagement and hands-on experiences. Feedback from site supervisors has been instrumental in this regard, particularly highlighting the effective preparation of our students for professional practice. Notably, our focused efforts on inclusivity and engagement have led to marked improvements in the performance of our LGBTQ students, illustrating the positive impact of our targeted educational strategies.

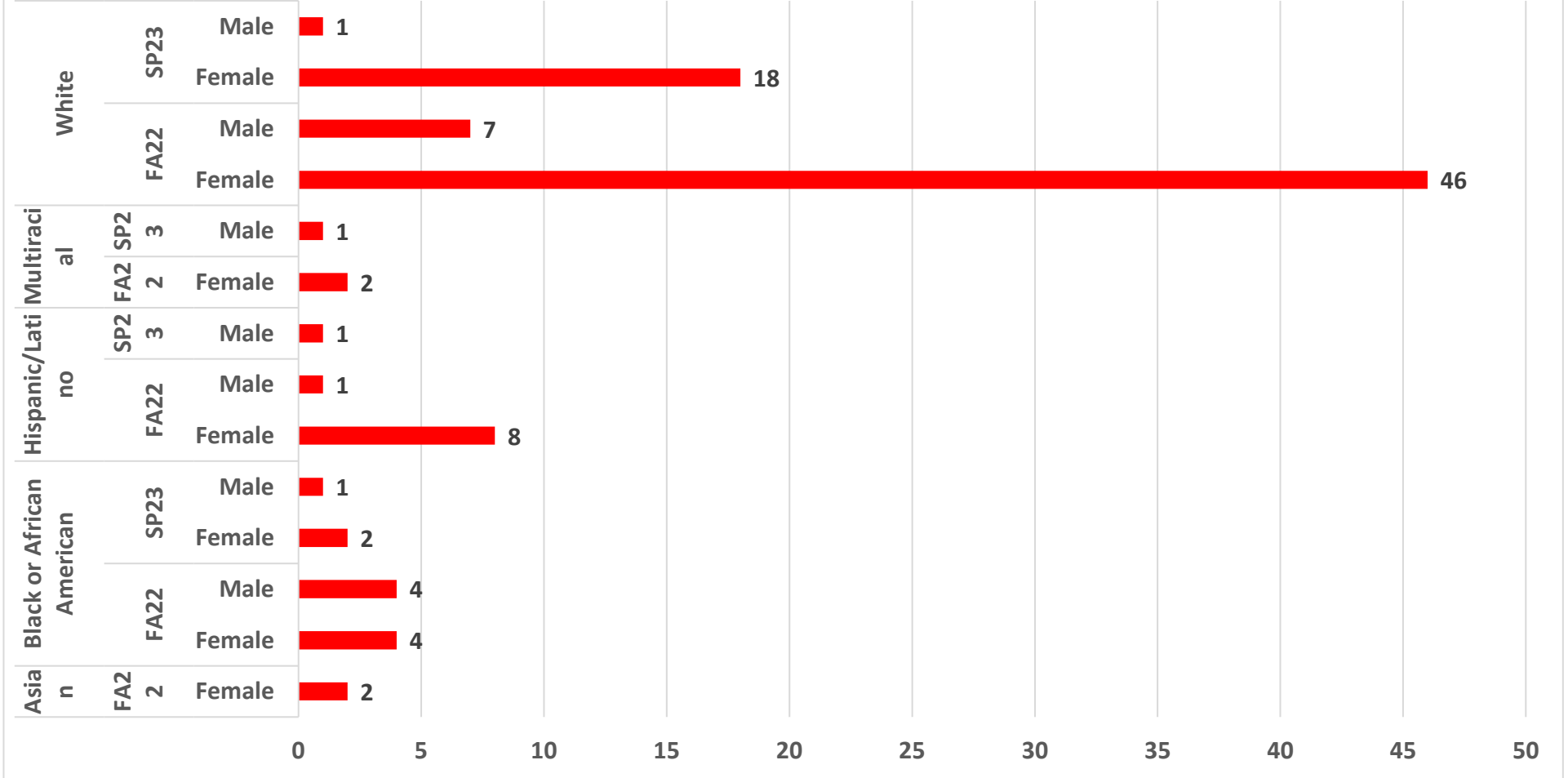
To build on these successes, we've outlined further program enhancements. These include increasing diversity and inclusion training, expanding practical learning opportunities, and facilitating professional development and networking. Each of these initiatives is designed to prepare our students to meet the demands of a dynamic and unpredictable society, ensuring they are well-equipped for the complexities of professional counseling.

Moreover, our commitment to ethical standards and cultural competency remains a central theme of our educational objectives. Despite a slight dip in average achievement levels, the adjustments made to our assessment processes and curriculum content aim to foster a more inclusive and ethically grounded counseling workforce. This approach is critical for navigating the complexities of counseling in a multicultural society.

In conclusion, the 2022-2023 academic year has been a period of reflection, adaptation, and growth for our counseling program. Through targeted program modifications and a deep commitment to our educational objectives, we continue to strive for excellence in preparing our students for successful careers in counseling. Our efforts to enhance employability, uphold ethical standards, and foster lifelong learning among our graduates are indicative of our program's dedication to not only meeting but exceeding the evolving standards of the counseling profession.

Appendix A

Applicant Demographics for 2022-2023



Appendix B: CEP Advisory Board Recommendations

To enhance the effectiveness and outreach of the Masters in Professional Counseling program and align with CACREP accreditation requirements, the advisory committee recommends a multifaceted approach.

The implementation of a feedback system is crucial for maintaining quality assurance within the program, allowing for continuous improvement based on real-world inputs. Effective communication strategies, such as utilizing personal emails and collecting contact information from students before their departure from the program, are key to maintaining a connection with alumni. Keeping graduates engaged through regular updates about new programs, certifications, and opportunities can foster a lasting relationship and support network.

Finally, optimizing assignment placements by carefully analyzing student strengths and preferences will enhance the educational experience and outcomes for students. This approach not only ensures that students are placed in roles where they can excel and grow but also aligns with the program's mission to prepare competent, empathetic professionals in the field of counseling.