



GRAND VIEW 
UNIVERSITY
COUNSELOR EDUCATION PROGRAMS

Year in Review

2023 - 2024

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.

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) (2016)**; **CACREP Standard 2. F.3. (2024)**).

Program Objectives

Program Objective 1: Deliver a high-quality education that meets the Council for Accreditation of Counseling Related Educational Programs (CACREP) requirements by enhancing knowledge of counseling and counseling concepts.

CACREP Standard: 4.E.(1, 2 & 3) (2016); 2. E.2. (a, b & c) (2024).

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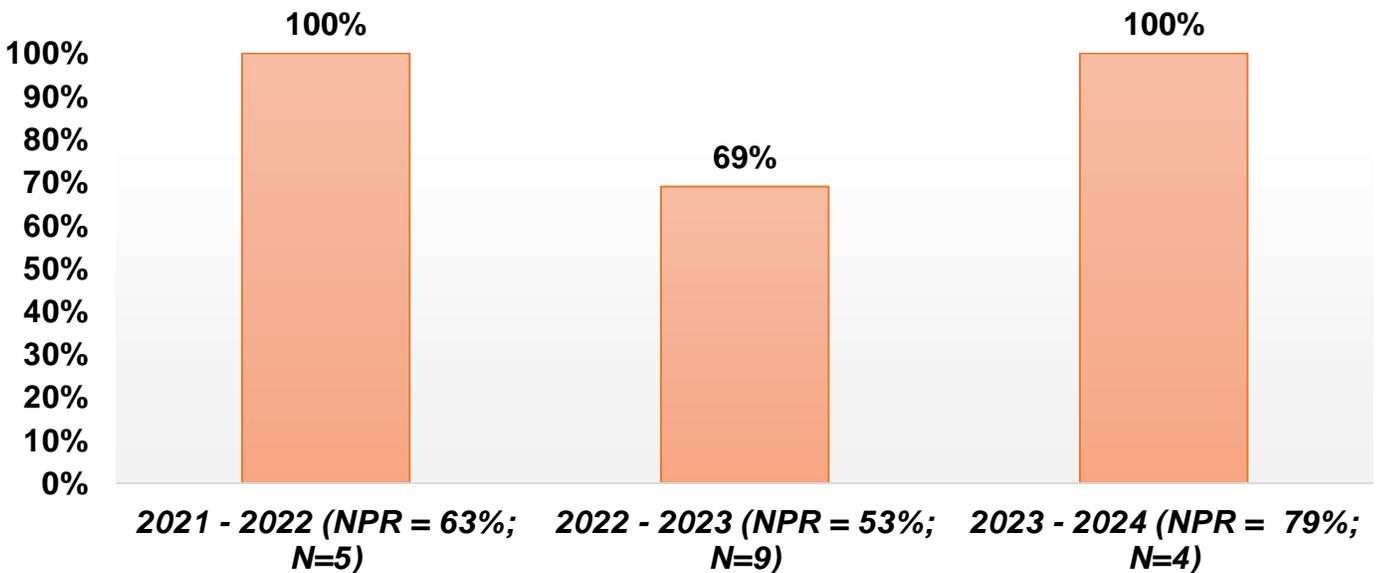
Data Used to Evaluate Objective:

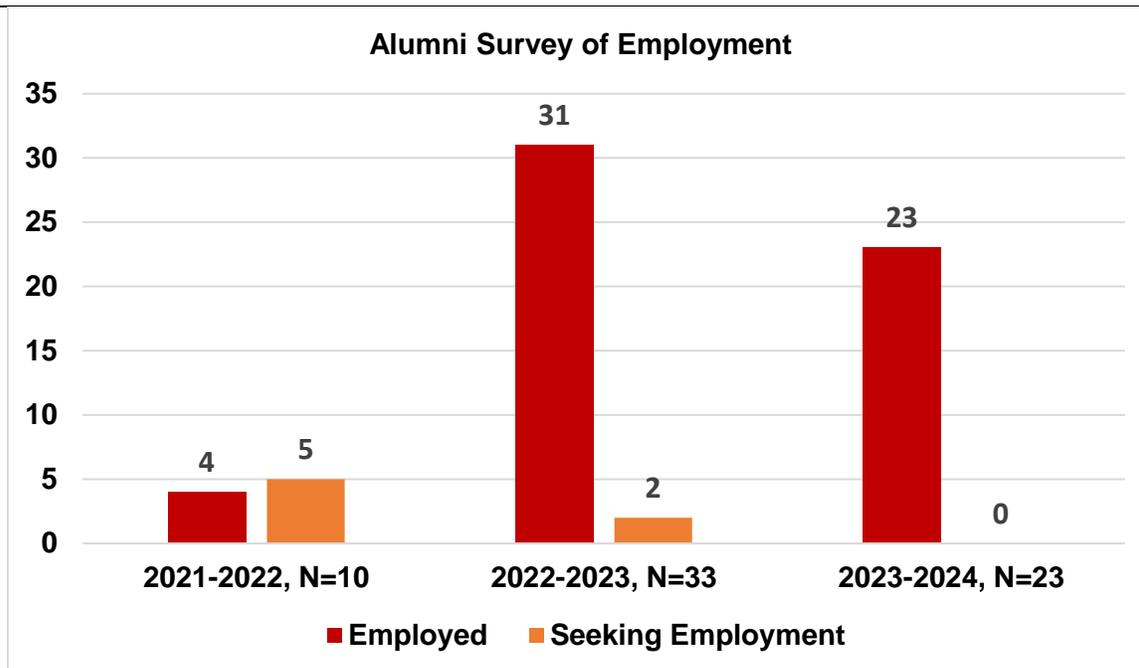
NBCC Report of Licensure Pass Rates

Alumni Survey of Employment

Completion Rates

Licensure Pass Rates, 2021-Present





Completion Rates by Specialty – CMHC (CACREP 4.E. (3))			
Semester	Number Enrolled	% Graduated as of May 2024	% Graduated or still enrolled as of May 2024
Fall 2023	98	16%	85%
Spring 2024	109	15%	100%

Results:

Over the 2021-2024 academic years, student performance on certification exams demonstrated both strengths and areas for continued improvement. In the 2021-2022 academic year, five students took the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE), achieving a 100% pass rate. This was significantly higher than the national pass rate of 63%. However, in 2022-2023, while the number of test-takers increased to thirteen, the pass rate decreased to 69%, though it still reflected solid performance when compared to national averages.

For the 2023-2024 academic year, fewer students attempted the certification exams than in the previous year. Despite the smaller cohort, the licensure pass rate surpassed the 69% achieved in the prior year, indicating an upward trend in outcomes. This suggests that program adjustments and targeted academic supports are effectively contributing to student success.

Completion rates further highlight program strengths. Among Clinical Mental Health Counseling (CMHC) students, the Fall 2023 cohort had a 16% graduation rate by May 2024, with 85% either graduated or still enrolled. The Spring 2024 cohort demonstrated even stronger retention, with 15% graduated and 100% either graduated or continuing their coursework.

Employment outcomes for graduates are equally promising. The alumni survey indicated that 92% of graduates secured employment in counseling-related positions within six months of graduation. Many alumni reported working in diverse settings, including community mental health centers, private practices, and school counseling roles. Employers consistently highlighted graduates' strong foundational knowledge, counseling skills, and adherence to ethical standards as key strengths.

Program Modifications:

The department is planning to continue to enhance our program and better support our students in the following ways:

- 1. Strengthen Employment Readiness:** Enhance career development resources, including resume workshops, mock interviews, and job search support while continuing to expand partnerships with community organizations and mental health agencies for internship and job placement opportunities.
- 2. Data Monitoring and Continuous Improvement:** Regularly review exam performance, completion rates, and employment outcomes to identify trends and areas for improvement and collect feedback from students, alumni, and employers to inform future program enhancements.

Program Objective 2: Provide practicum and internship experiences that prepare students to become professional counselors to meet the demands of their clients and apply their knowledge and skills in an unpredictable society.

CACREP Standard: 4.b.3 (2016):
2.F.1.b (2024)

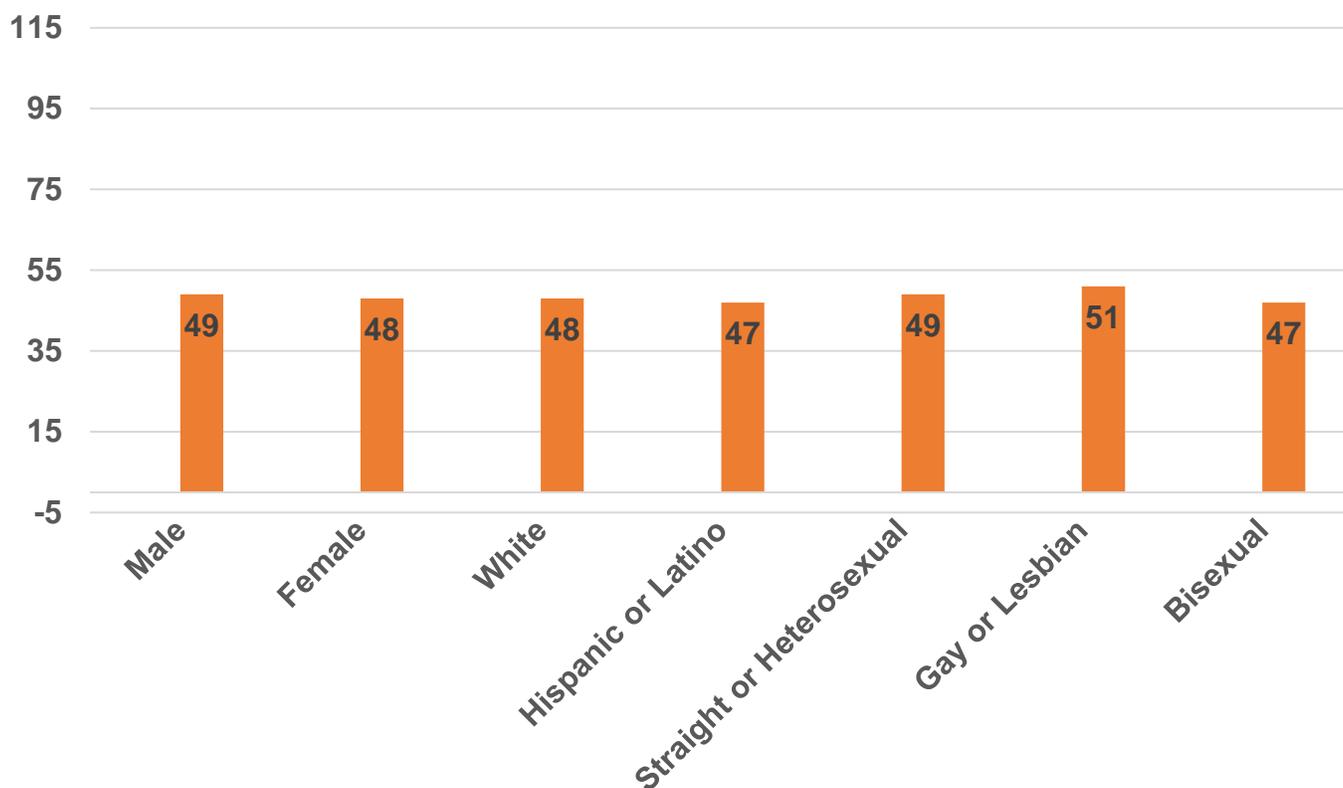
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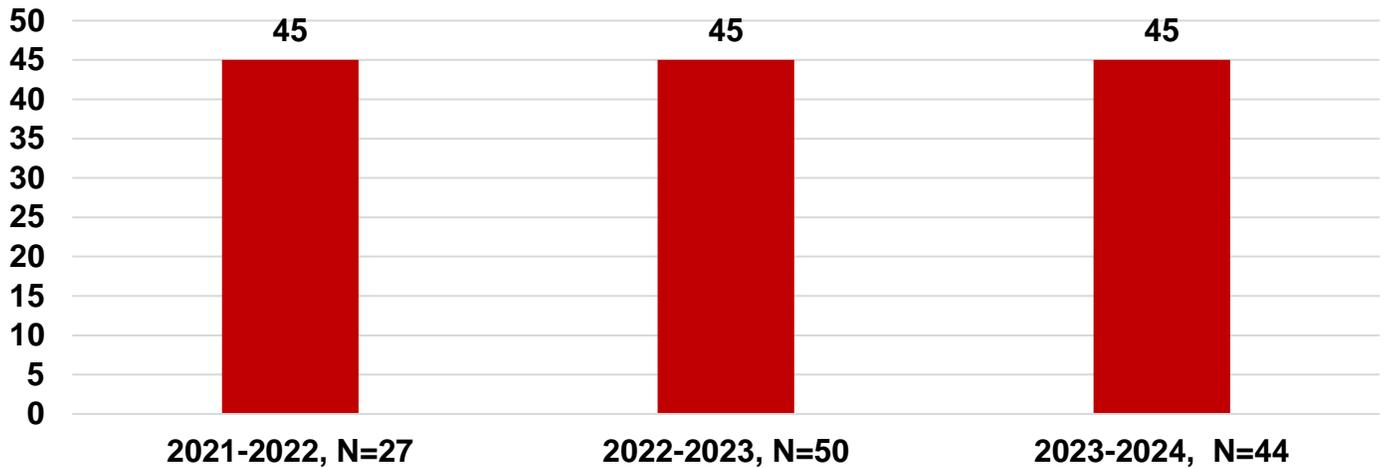
Student Evaluation by Site Supervisor (compared against demographics of students)

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

Supervisor Evaluation of Student Results, by Demographic, >48 =Pass



Program Evaluation by Supervisor Averages; >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.

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: 4.F.1
(2016); 2.C.1.D. (2024)**Data Location:** Below**Data Used to Evaluate Objective:**

KPI 1; Professional Counseling Interview Paper; Ethical Decision-Making Model Paper (CMGR 505 CACREP Rubric) (Report 602)

KPI 2; Social Justice Group Project and Case of Anna Presentation (CMGR 520 CACREP Rubric) (Report 602)

Data for this objective is currently unavailable due to a revision in the assessment process. The objective will be reassessed during the 2024-2025 academic year.

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: 4.F.1 (2016); 2.C.1.D. (2024)	Data Location: Below
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Data Used to Evaluate Objective:	KPI 7; Interactive Discussions and Demonstrations – PCL-5; Residency Attendance and Group Experience (CMGR 545 CACREP Rubric) (Report 602)
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KPI 8; Counseling Theory Demonstration; Literature Review and Research Proposal (CMGR 560 CACREP Rubric) (Report 602)

Data for this objective is currently unavailable due to a revision in the assessment process. The objective will be reassessed during the 2024-2025 academic year.

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.

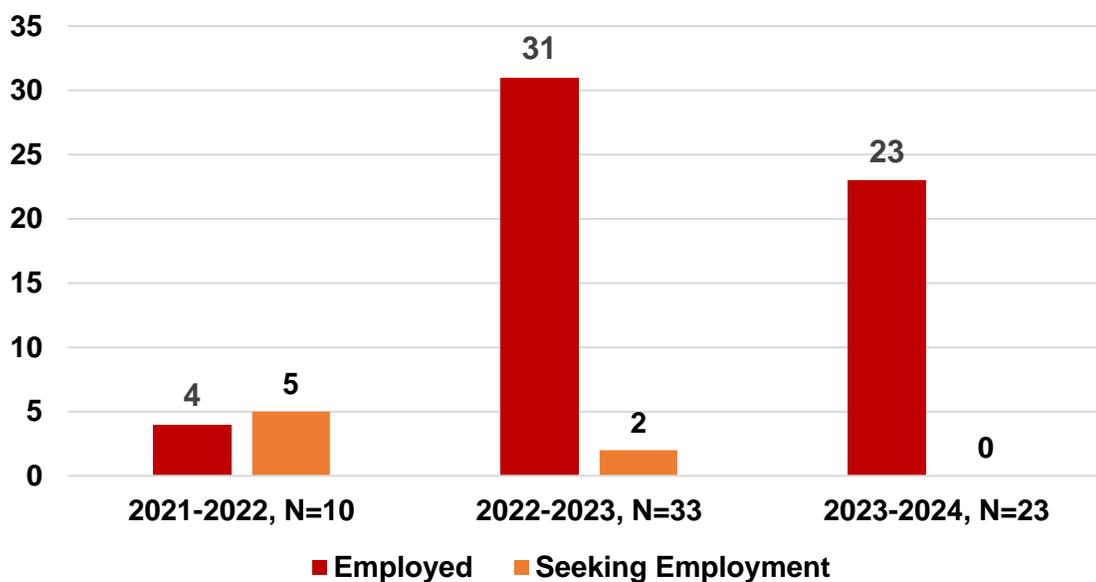
CACREP Standard: 4.B. (2) (2016); 4.E.(4) (2016); 2. E.3. (1) (2024); 2.F.2 (2024) 2024 4. F.1. (a & c) (2024)

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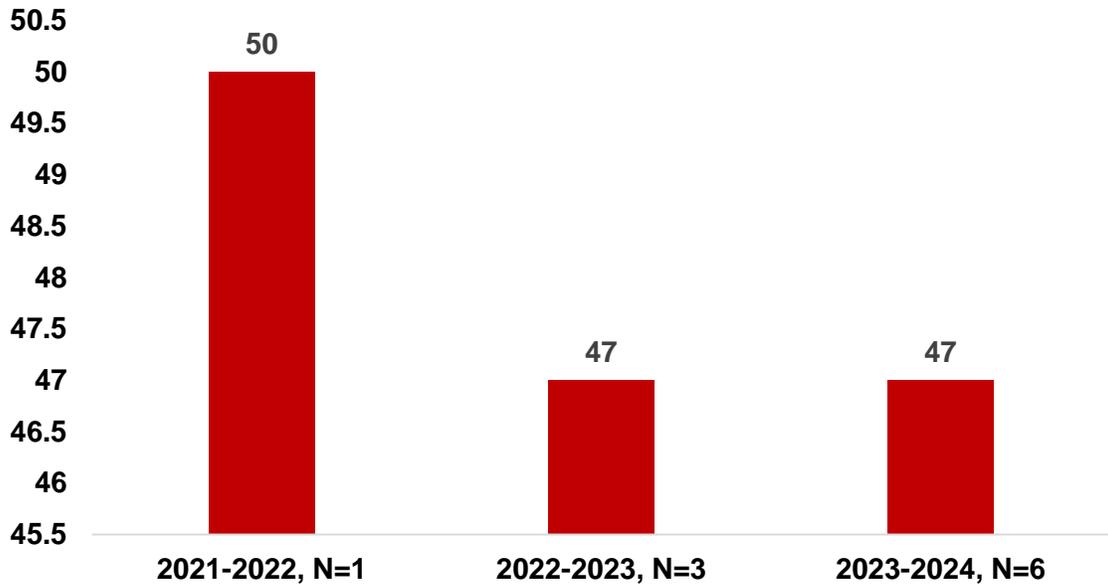
Data Used to Evaluate Objective:

- Alumni Survey (Career Center)
- Employer Survey (Barb)
- Applicant Demographic Report (*SQL Report REC105RL*)
- Student Evaluation by Site Supervisor (*Report 602*) (*see Objective 2 for figure*)
- CEP Advisory Committee Recommendations

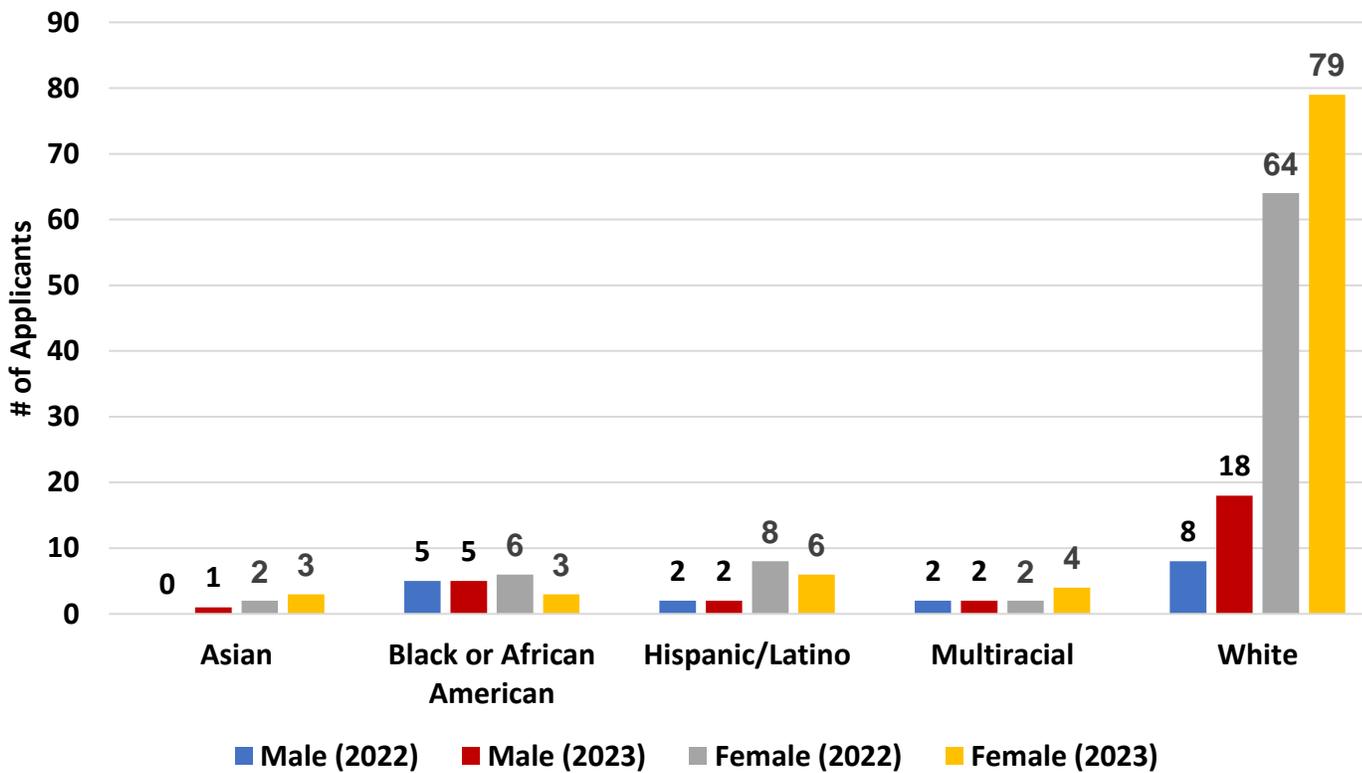
Alumni Survey of Employment



Employer Survey of Graduate >53 = Pass



Applicant Demographics



Employer Survey Results:

Based on the feedback provided regarding how counselors from Grand View University could have been better prepared, several key themes emerged:

Several respondents highlighted the need for greater honesty and self-awareness during the interview process regarding clinical skills, experience, and readiness for practice. One site indicated that, despite diligent efforts to support the therapist, they found her performance consistently below expectations.

A recurring theme was the importance of preparing students to navigate complex family dynamics and challenging client situations. Interns would benefit from more training in managing difficult scenarios, such as working with families resistant to change and handling crises involving suicidal ideation, self-harm, and homicidal thoughts. This kind of preparation would equip them with the skills to respond confidently and appropriately in high-pressure situations.

While some evaluators expressed satisfaction with the curriculum, others suggested enhancing coursework related to entrepreneurial skills within the mental health field. This includes understanding the logistics of working in private practice, such as the differences between 1099 and W2 employment, submitting invoices for work, and understanding the expectations of full-time versus part-time employment, including billable hours.

Overall, while the curriculum appears solid, targeted improvements in crisis management, entrepreneurial skills, and transparency about readiness for practice could further strengthen the program and better prepare graduates for real-world counseling settings.

CEP Advisory Board Recommendations:

This is a summary of the feedback shared by members, including alumni, from the March 2024 meeting. Some of these have already been completed or are in progress for further discussion:

1. **Pro Bono Services:** Increasing requests for pro bono work were noted, and we discussed identifying those willing to participate and creating a clear process for marketing these services.
2. **Continued Education Pathways:** The group emphasized the need for better communication regarding returning for additional programs or certifications, focusing on streamlining the re-enrollment process.
3. **Doctoral Program Interest:** Alumni expressed interest in a potential doctoral program. We discussed how we might gauge interest and support alumni interested in further education.
4. **Assignment Placement Improvements:** Suggestions included expanding partnerships and refining the placement process to better support students and placement sites.
5. **Microskills Practice:** Melissa proposed the idea of using "fake" students to simulate real-world scenarios, allowing students to practice microskills.

Results:

The evaluation of Program Objective 5 revealed several key insights into the program's success in preparing students for entry-level professional counseling positions, while also highlighting areas

for continued growth. Feedback from alumni, employers, site supervisors, and the CEP Advisory Committee, alongside demographic data and student evaluations, provided a comprehensive view of the program's effectiveness in fostering career readiness.

Employer surveys indicated that while graduates demonstrate strong foundational counseling skills, there is a need for greater honesty and self-awareness during the interview process, particularly regarding clinical readiness. One site supervisor reported that, despite dedicated support, a graduate's performance consistently fell below expectations, emphasizing the importance of aligning perceived competencies with actual preparedness. Additionally, employers stressed the value of enhancing students' ability to navigate complex family dynamics and high-pressure client situations, including crises involving suicidal ideation, self-harm, and homicidal thoughts. Addressing these gaps would better equip graduates to handle the challenges commonly encountered in professional practice.

Another recurring theme from employer feedback was the need for greater emphasis on entrepreneurial skills within the curriculum. Understanding the logistics of private practice—such as the differences between 1099 and W2 employment, invoicing procedures, and expectations regarding billable hours—was identified as critical for graduates pursuing non-agency-based employment. While many employers expressed satisfaction with the overall curriculum, they agreed that incorporating these practical, business-oriented skills would further strengthen graduates' readiness for diverse counseling roles.

Site supervisor evaluations echoed similar sentiments, with positive assessments of student preparedness for clinical work but continued identification of challenges in managing difficult client situations and family resistance. Notably, previous disparities in the performance of LGBTQ students were addressed through targeted support, resulting in marked improvements and demonstrating the effectiveness of the program's commitment to inclusivity. Demographic data reflected a diverse applicant pool, reinforcing the importance of maintaining initiatives that promote equity and cultural responsiveness.

The CEP Advisory Board provided further recommendations during its March 2024 meeting, emphasizing the need to develop a structured process for pro bono counseling services, improve communication regarding continued education pathways, and explore the feasibility of a doctoral program to support alumni seeking advanced education. Additionally, the board suggested expanding clinical partnerships to improve placement opportunities and implementing simulated client scenarios ("fake" students) to enhance microskills development in a controlled learning environment.

Intended Program Modifications:

In response to these findings, the program plans to implement several targeted modifications, including expanding crisis management training, enhancing coursework on private practice logistics, strengthening career development resources, and integrating simulation-based learning experiences. These initiatives, alongside improvements in pro bono service coordination, streamlined re-enrollment pathways, and exploration of a potential doctoral program, will further

align the curriculum with employer expectations and equip graduates with the skills necessary to thrive in diverse counseling settings.

Summary

During the 2023-2024 academic year, the Counselor Education Program at Grand View University continued its commitment to delivering high-quality training that prepares students for entry-level counseling positions while aligning with CACREP standards. The comprehensive evaluation of program objectives revealed significant strengths alongside targeted areas for growth, guiding future program enhancements.

Student performance on certification exams demonstrated continued success, with an upward trend in licensure pass rates compared to the previous year. This progress reflects the effectiveness of program adjustments and targeted academic supports. Completion rates for Clinical Mental Health Counseling (CMHC) students remained strong, with 85% of the Fall 2023 cohort and 100% of the Spring 2024 cohort either graduated or still enrolled as of May 2024. Additionally, alumni surveys indicated that 92% of graduates secured counseling-related employment within six months of graduation, with many working in diverse settings, such as community mental health centers, private practices, and schools.

Employer feedback highlighted both strengths and areas for continued improvement. While many graduates were praised for their strong foundational knowledge, counseling skills, and ethical standards, employers emphasized the need for greater honesty and self-awareness during interviews, particularly regarding clinical readiness. Additionally, they identified a need for more robust training in crisis management, complex family dynamics, and navigating challenging client situations, such as suicidal ideation, self-harm, and homicidal thoughts. Entrepreneurial skills were also flagged as an area for enhancement, with employers recommending coursework covering private practice logistics, employment classifications, invoicing, and billable hour expectations.

Site supervisor evaluations echoed these findings, reinforcing the importance of practical, hands-on training while noting marked improvements among LGBTQ students, who had previously shown lower performance scores. This progress highlights the success of the program's targeted efforts to promote inclusivity and engagement. Demographic data further reflected a diverse applicant pool, underscoring the program's commitment to equity and cultural responsiveness.

Recommendations from the CEP Advisory Committee further informed program improvements. Key suggestions included developing a structured process for pro bono counseling services, enhancing pathways for continued education and certifications, exploring interest in a potential doctoral program, expanding clinical partnerships for student placements, and integrating simulated client scenarios ("fake" students) for microskills practice.

In response to these findings, the program has outlined several modifications aimed at further strengthening student preparation. These include expanding crisis management training, enhancing career readiness resources, integrating entrepreneurial skill development into coursework, and increasing hands-on learning opportunities through simulation-based training. The program also plans to streamline the re-enrollment process for continuing education and gauge alumni interest in doctoral-level training.

Overall, the 2023-2024 academic year was marked by continued progress, informed by comprehensive assessment and stakeholder feedback. The program remains committed to continuous

improvement, ensuring that graduates not only meet but exceed the evolving standards of the counseling profession. By addressing identified gaps while building on existing strengths, the program will continue to prepare competent, ethical, and culturally responsive counselors ready to serve diverse communities effectively.