

## **Counselor Education Programs**

### **2024-25 Program Evaluation Report**

The Department of Counseling, Family Therapy, and Higher Education at Appalachian State University houses CACREP-accredited Clinical Mental Health (CMHC) and Professional School Counseling (PSC) master's degree programs. This report provides a summary of student and program evaluation data collected during the 2024-25 academic year (reflecting data gathered from Fall 2024 through Summer 2025) as well as program modifications informed by that data.

The following sources of data were used in developing this report:

- Admissions, enrollment, and graduation data for the AY24-25 cycle
- Student ratings on Key Performance Indicators (KPIs) connected to course assignments
- Student ratings on professional dispositions
- Performance on the National Counselor Examination (NCE)
- Performance on the Praxis Examination (SC-Praxis)
- Performance on the Counselor Preparation Comprehensive Examination (CPCE)
- Surveys of current students

Data were examined in relation to the following program objectives:

1. Enroll diverse students who demonstrate potential for becoming effective counselors.
2. Prepare students to demonstrate professional and ethical behavior.
3. Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.
4. Foster in students a strong identification with and engagement in the counseling profession.

#### Overall Student Outcomes

	CMHC	PSC
Number of Graduates	20	10
Program Completion Rate	100%	100%
Counseling Employment or Doctoral Program Admission Rate	100%	94%
National Counselor Examination Pass Rate	94.7%	100%
Praxis Exam Pass Rate	n/a	100%

*Note.* Completion rate reflects the percentage of students who complete degree requirements within expected time to degree (2-3 years for full-time students or 3-4 years for part-time students. Employment rate indicates the percentage of students who sought employment in the field of counseling that found positions.

## Counselor Education Program Evaluation

### **Objective 1: Enroll diverse students who demonstrate potential for becoming effective counselors.**

- The counseling programs enrolled a diverse group of students – see Table 1 below for characteristics of students enrolled during the 2024-25 academic year.
- Across all areas, 98-99% of enrolled students met or exceeded standards set by the counseling programs faculty on measures of professional dispositions relevant to being an effective counselor (See Table 2 below).

**Table 1: Counselor education student characteristics**

	# CMHC students	# PSC students
Full-time	37	20
Part-time	5	2
In-state	41	19
Out-of-state	1	3
Underrepresented	11	6
American Indian/ Alaskan Native	0	0
Asian	1	0
Black/African American	2	2
Hispanic/Latino	7	3
Native Hawaiian/Pacific Islander	0	0
Two or More Races	0	1
Unknown	1	0
Foreign National	0	0
White	31	16
Female	29	19
Male	13	3

Total	42	22
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**Objective 2: Prepare students to demonstrate professional and ethical behavior.**

- Assessment of dispositions related to professional and ethical behavior were assessed by all faculty using the Counseling Skills and Dispositions Assessment Tool (CSDAT). The breakdown of student ratings is reflected in Table 2 below.

**Table 2: Counselor education student professional disposition ratings**

	% Surpasses Standard	% Meets Standard	% Approaching Standard	% Below Standard	n/a
Ethical behavior	6.4	93.2	0.4	0	0
Engagement with others	13.9	84.2	1.9	0	0
Self-awareness	4.5	32.3	1.9	0	0
Acceptance of self and others	18.8	80.4	0.7	0	0
Multicultural competence	7.5	88	0.4	0	4.1
Professionalism	19.1	77.4	3.4	0	0
Initiative	10.5	84.2	4.5	0.7	0
Emotional stability and self-control	8.3	89.8	1.9	0	0

**Objective 3: Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.**

- Assessment of Key Performance Indicators (KPI) related to knowledge and skills necessary to become competent counselors were assessed using the Counseling Skills and Dispositions Assessment Tool (CSDAT) and program rubrics connected to specific course assignments. The breakdown of ratings is provided below in Table 3.

- Alumni also reported how prepared they felt in relation to the KPIs (specific knowledge and skills), and their self-ratings are presented in Table 4 below.
- Students perform well on professional exams:
  - 94% passed the CPCE on the first try
  - 93% passed the NCE
  - 94% passed the school counseling PRAXIS

**Table 3: Current student ratings regarding knowledge and skills (KPIs)**

	% Exceeded Expectation	% Met Expectation	% Near Expectation	% Below Expectation
Demonstrate ethical practice in counseling relationships	0	100	0	0
Understand the role and function of professional counselors and their specialty areas.	36	64	0	0
Demonstrate multicultural counseling competencies	26	74	0	0
Demonstrate knowledge of theories and models of multicultural counseling	19	81	0	0
Demonstrate knowledge of factors that affect human development	10	90	0	0
Understand the interrelationships between work and mental well-being	32	68	0	0
Effectively apply counseling skills in the helping relationship	16	84	0	0
Demonstrate competence in the functions of effective group leaders	25	69	6	0
Use assessments for intervention planning purposes.	14	84	2	0
Critique research to inform counseling practice	26	70	4	0

Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	42	58	0	0
Demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues	63	37	0	0
Use data to inform school counseling practice	N/A	N/A	N/A	N/A
Design developmentally and culturally appropriate lessons	N/A	N/A	N/A	N/A

**Table 4: Alumni self-ratings regarding knowledge and skills**

N=17	% Very Well Prepared	% Well Prepared	% Somewhat Prepared
Demonstrate ethical practice in counseling relationships	94	6	0
Understand the role and function of professional counselors and their specialty areas.	79	17	4
Demonstrate multicultural counseling competencies	53	47	0
Demonstrate knowledge of theories and models of multicultural counseling	65	29	6
Demonstrate knowledge of factors that affect human development	53	41	6
Understand the interrelationships between work and mental well-being	65	29	6

Effectively apply counseling skills in the helping relationship	76	24	0
Demonstrate competence in the functions of effective group leaders	47	35	18
Use assessments for intervention planning purposes.	29	47	18
Critique research to inform counseling practice	35	47	12
Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	12	18	0
Demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues	18	12	0
Use data to inform school counseling practice	29	12	0
Design developmentally and culturally appropriate lessons	24	18	0

### **Curricular Changes Informed by 2024-25 Program Evaluation Data**

#### **CMHC**

- Expanded coverage of harm-reduction principles and trauma-informed addiction counseling.
- Added final exam in CED 5560 to include questions aligned with twelve core functions.
- Added specific role plays in CED 5225 to improve performance in confrontation, immediacy, and session structuring among first-year students.
- Collaborated with PSC to design an updated curriculum map for shared core classes.

## PSC

- Implemented updated curriculum map to improve program of study for PSC. These include the reorganization of knowledge and skill assignments reflective of professional school counseling practice.
- Implemented assignments and rubrics that were restructured to better reflect current needs in the PSC field based on meetings with area administrators and statewide superintendent input.
- Implemented the redesigned CED 6620 course to reflect an updated and ecological perspective.
- Course sequencing and program structure modified to better suit the needs of shifting student trends.
- Collaborated with CMHC to design an updated curriculum map for shared core classes.
- A course in Trauma will be required based on feedback from stakeholders and alumni in the field.

## **Program Changes Informed by 2024-25 Program Evaluation Data**

### CMHC

- Program collaborated with PSC to continue the work of conversion to 2024 CACREP Standards
- Reviewed tracking methods for addiction specific internship hours for Addiction Certificate students.

### PSC

- Assignments in CED 5310 have been modified to be more closely aligned to the PSC profession and real world readiness (ie. creating a personal belief statement and school counselor website)

## **Other Modifications or Changes Implemented Since 2024-25**

### CMHC

- Continued to refine holistic admissions procedures and review initial application review rubric.
- Updated orientation presentation and information shared with newly admitted students

## PSC

- Updated orientation presentation and information shared with newly admitted students
- Modified/updated speaker invitations for orientation based on student feedback
- End of semester gathering for both programs to facilitate cohort cohesiveness and Question and Answer opportunity with advisors and faculty.