



2023-2024 Annual Report

Culver-Stockton College
Department of Counselor Education
M.A. in Counseling Program
Clinical Mental Health Counseling and School Counseling

This Annual Report comprises data for the 2023-2024 academic year, including Fall 2023, Spring 2024, and Summer 2024. It includes a summary of the student demographics and other characteristics, program evaluation results, subsequent program modifications, and other substantial program changes. The first cohort will graduate May 2025; therefore, no data is available on the number of graduates, degree completion rates, pass rates on credentialing examinations, and job placement rates.

Characteristics of the Diverse Learning Community of Students

NOTE: This data is for Year 2 of a 2-3 Year Program

	Total Student Enrollment
Total	58
PROGRAM	
Clinical Mental Health Counseling (CMHC)	43 (74.1%)
School Counseling (SC)	14 (24.1%)
DUAL	1 (1.7%)
PROGRAM PROGRESSION PLAN	
2 Year Accelerated Program (6 semesters)	2 (3.4%)
3 Year Program (8 semesters)	56 (96.6%)
GENDER IDENTITY	
Male	10 (17.2%)
Female	48 (82.8%)
Alternative Identity	—

RACE/ETHNICITY	
American Indian/Alaskan Native	2 (3.4%)
Asian	—
Black or African American	4 (6.9%)
Hispanic or Latino	2 (3.4%)
Native Hawaiian or Other Pacific Islander	—
White	45 (77.6%)
Two or more races	3 (5.2%)
Unknown/Other	2 (3.4%)
AGE	
20-29	40 (69.0%)
30-39	9 (15.5%)
40+	9 (15.5%)
STATE OF RESIDENCE	
MISSOURI	32 (55.2%)
ILLINOIS	17 (29.3%)
OTHER (5 STATES)	9 (15.5%)
LOCATION SIZE	
Rural	43 (74.1%)
Urban	15 (25.9%)
FIRST GENERATION STUDENT	
YES	35 (60.3%)
NO	22 (37.9%)
Not Reported	1 (1.7%)

Fieldwork Placement Rates

The fieldwork placement rate refers to the percentage of students who successfully secure placements of practicum and internships experiences as part of their educational requirements.

Fieldwork Course & Placement Rate			Total
Practicum 23 of 24 (95.8%)	Internship I N/A	Internship II N/A	23 of 24 (95.8%)

NOTE: This was the first year of placement for Practicum. No students were eligible for placement in Internship.

Pass Rates on the Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is a standardized test as a graduation requirement to assess students' knowledge and understanding of core counseling competencies and curriculum areas.

Progression Achievement	Counseling Specialization		Total
	CMHC	SC	
Pass Rates on CPCE - 1st Attempt	—	—	—
Pass Rates on CPCE - 2nd Attempt	—	—	—

Pass Rates on the CPCE: The first time the CPCE will be administered is Spring 2025.

Graduation Outcomes

These graduation outcomes highlight the achievements of students who have completed their degrees.

- Graduation rates refer to the number of students who successfully complete their degrees within 3 years.
- Program/Degree completion rates refer to the number of M.A. in Counseling degrees awarded during the academic year.
- The employment and doctoral admission rates refers to the percentage of graduates who secure employment and/or doctoral admission in the counseling field within 6 months after completing their degree.

Progression Achievement	Counseling Specialization		Total
	CMHC	SC	
Graduation Rate	—	—	—
Program/Degree Completion	—	—	—
Employment Rate within 6 months of Graduation	—	—	—
Doctoral Admission Rate within 6 months of Graduation	—	—	—

Student Degree Completion Rate:

- Not applicable. The first cohort graduates in May 2025.
- As of October 2024, of the 36 students in the first cohort
 - 20 (55.56%) are on track for degree completion in May 2025.
 - 4 (11.11%) are still enrolled in the program at a different progression pace.

Credentialing Outcomes

Credentialing exams involve standardized tests that assess the knowledge, skills, and competencies required for licensure and certification in the counseling field. The most common credentialing exams include:

- National Counselor Examination (NCE) is used for licensure in many states.
- Praxis Exams are used in many states for school counseling licensure/certification to assess subject-specific knowledge and teaching skills.
- State-Specific Exams: Some states have their own specific exams that graduates must pass to become licensed counselors in that state.

Progression Achievement	Counseling Specialization		Total
	Clinical Mental Health NCE (or state equivalent)	School Counseling Praxis (or state equivalent)	
Pass Rates on 1st Attempt	—	—	—
Pass Rates on Subsequent Attempt(s)	—	—	—

Retention Rates

Retention rates for this counseling graduate program refer to the percentage of students who continue their studies from the year they entered the program until graduation. Retention is calculated at the end of each academic year. This table represents retention rates from students who began during the two academic years of the program.

Year Student Entered the Program	Counseling Specialization			Total
	Clinical Mental Health	School Counseling	Dual	
2022-2023	18 (69.2%)	6 (60%)	—	24 (67.8%)
2023-2024	13 (61.9%)	6 (85.7%)	0/1 (0%)	19 (69.0%)

Full-Time Faculty for 2023-2024

The retention rate of the 3 full time faculty is 100%.

The 3 faculty include the following:

- 3 PhD's in Counselor in Education
- 3 specializations in clinical mental health, 2 in school counseling
- 2 leaders in state counseling associations
- 2 females, 1 male
- 2 while, 1 Black or African American

Program Objectives, Key Performance Indicators, & Academic Quality Indicators

		Measure	Results	Met
Program Objective #1: To prepare professional counselors who embody a professional counselor identity, understand how to make ethical decisions, and recognize diverse worldviews in their counseling practice.				
Professional Counseling Orientation & Ethical Practice	1. Students will demonstrate understanding of the roles and responsibilities of counselors, including the application of ethical and legal standards in professional counseling.	COU 508 8 Weekly Quizzes 80% or better	15/24 (62.5%)	NOT MET
		COU 508 Final Case Analysis 80% or better	23/24 (95%)	MET
		COU 549 Reflection #7 80% or better	21/22 (95.5%)	MET
		COU 549 Reflection #8 80% or better	22/22 (100%)	MET
Social and Cultural Identities and Experiences	2. Students will understand and apply theories and models of multicultural counseling, cultural identity development, social justice, ecological systems, and advocacy efforts in counseling.	COU 519 Advocacy Plan 80% or better	23/25 (92%)	MET
		COU 532 Genogram and Narrative Reflection 80% or better	8/8 (100%)	MET
		COU 563 Advocacy Letter 80% or better	17/18 (94.4%)	MET
		COU 573 ASCA Implementation and Advocacy Presentation 80% or better	7/ 8 (87.5%)	MET
		Counseling Labs Summative Evaluation - SLO for "Social & Cultural Identities & Experiences Skill" in the following: <ul style="list-style-type: none"> ● COU 515 Pre-Practicum Counseling Labs ● COU 528 Assessment Counseling Labs ● COU 544 Group Counseling Labs ● COU 549 Practicum Counseling Labs Meets Expectations or better	82/83 (98.8%)	MET

Program Objective #2: To prepare professional counselors to address individuals' needs across the lifespan and assist them in meaningful interpersonal connections and careers.

Human Growth and Development	3. Students will identify biological, neurological, and physiological factors that affect human development, functioning, and behavior and apply theories of individual and family development across the lifespan.	COU 501 Narrative Paper 1 80% or better	21/22 (95%)	MET
		COU 501 Narrative Paper 2 80% or better	22/22 (100%)	MET
		COU 541 Case Study 1 80% or better	29/30 (96.7%)	MET
		COU 541 Case Study 2 80% or better	27/30 (90%)	MET
Career Development	4. Students will describe career development theories and strategies as well as use tools and techniques to assess abilities, interests, values, personality and other factors that contribute to career planning and decision-making.	Career Intervention Proposal 80% or better	20/22 (91%)	MET
		Autobiography 80% or better	22/22 (100%)	MET
		ONET Interest Profiler Activity 80% or better	To begin collecting 2024-25	N/A
Clinical Mental Health Counseling Specialty	10. Students will demonstrate an understanding of clinical mental health counseling skills in treatment planning, service delivery, collaboration, consultation, and advocacy for client wellness in all areas of life.	Diagnosis Case Study Final Project 80% or better	23/24 (95%)	MET
		Intake Assessment 80% or better	15/18 (83.3%)	MET
		Evidence Based Counseling Practice Paper 80% or better	To begin collecting 2024-25	N/A
School Counseling Specialty	11. Students will develop skills to implement a comprehensive school counseling program aligned	ASCA Implementation and Advocacy Presentation 80% or better	7/8 (87.5%)	MET
		Evidence-based Interventions Journal Article Critique 80% or better	To begin collecting 2024-25	N/A

	with national and state models to support diverse populations of PK-12 students with their academic, social-emotional, and career needs.	Counseling Curriculum Plan 80% or better	To begin collecting 2024-25	N/A
		Data Collection Project 80% or better	To begin collecting 2024-25	N/A
Program Objective #3: To prepare professional counselors who are grounded in counseling theory and best practices to effectively engage in individual, couples, family, and group counseling.				
Counseling Practice and Relationships	5. Students will understand and apply theories and models of counseling to effectively address a broad range of issues impacting individuals and families.	Personal Model of Counseling Presentation 80% or better	23/26 (88%)	MET
		Video Study Guide #1 80% or better	19/21 (90%)	MET
		Video Study Guide #2 80% or better	19/21 (90%)	MET
		Process Addiction Paper 80% or better	To begin collecting 2024-25	N/A
	6. Students will use developmentally relevant and culturally sustaining techniques and strategies in the counseling process, including interviewing, counseling, and case conceptualization.	Counseling Labs Summative Evaluation - SLO for "Counseling Practice & Relationships Skill" in the following: <ul style="list-style-type: none"> Pre-Practicum Counseling Labs Practicum Counseling Labs Meets Expectations or better	41/41 (100%)	MET
		"Skill in Interviewing, Counseling, & Case Conceptualization" on Final Evaluation by Site Supervisor in Practicum, Internship I & Internship II. Average or better	22/22 (100%)	MET
		Case Presentation 80% or better	To begin collecting 2024-25	N/A
		Case Presentation 80% or better	To begin collecting 2024-25	N/A

Group Counseling and Group Work	7. Students will integrate group counseling theories and demonstrate effective group leadership skills.	Group Counseling Proposal 80% or better	20/22 (91%)	MET
		Group Counseling Labs Summative Evaluation - Student Learning Outcome for "Group Counseling & Group Work Skill" Meets Expectations or better	20/20 (100%)	MET
		"Skill in Group Work" on Final Evaluation by Site Supervisor Average or better	To begin collecting 2024-25	N/A
Program Objective #4: To prepare professional counselors to apply current research in their counseling practice as they effectively assess, use diagnostic processes, and determine intervention strategies.				
Assessment and Diagnostic Processes	8. Students will know how to administer a variety of assessments, interpret results using basic concepts of testing, and use diagnostic processes to identify issues and inform interventions.	Assessment Instrument Evaluation 80% or better	20/22 (90.9%)	MET
		Standardized Assessments Administration, Scoring, & Analysis w Reflection 80% or better	22/22 (100%)	MET
		Assessments in Counseling Labs Summative Evaluation - SLO for "Assessment and Diagnostic Processes" Meets Expectations or better	21/22 (95.4%)	MET
		Suicide Assessment 80% or better	26/30 (86.7%)	MET
		Diagnosis Case Study Final Project 80% or better	23/24 (95%)	MET
Research and Program Evaluation	9. Students will demonstrate understanding of how to use research, program evaluation, and evidence-based strategies to inform counseling practice.	Annotated Bibliography Assignment 80% or better	24/25 (96%)	MET
		Systematic Program Evaluation Project 80% or better	25/25 (100%)	MET
		Evidence-based Interventions Journal Article Critique 1 80% or better	To begin collecting 2024-25	N/A

		Evidence-based Interventions Journal Article Critique 2 80% or better	To begin collecting 2024-25	N/A
		Evidence Based Counseling Paper 80% or better	To begin collecting 2024-25	N/A
Program Objective #5: To prepare professional counselors who have the necessary personal and professional dispositions that will allow them to learn and grow as professionals throughout their career in the areas of openness, self-awareness, commitment, respect, and integrity.				
Overall Personal & Professional Disposition Skill	12. Students will possess the necessary personal and professional dispositions to learn and grow as professionals throughout their career in the areas of openness, self-awareness, commitment, respect, and integrity.	Counseling Labs Summative Evaluation - SLO for "Overall Personal & Professional Disposition Skill" in Counseling Labs for COU 515, 528, 544, & 549 Minimum Performance Expectation: Meets Expectations	82/83 (98.8%)	MET
Openness	12.a. The student shows the willingness and ability to hear, receive, and integrate feedback. The student demonstrates the ability to be open to new knowledge, concepts, and growth experiences.	Counseling Labs Summative Evaluation - SLO for "Overall Personal & Professional Disposition Skill" in Counseling Labs for COU 515, 528, 544, & 549 Minimum Performance Expectation: Meets Expectations	104/105 (99.0%)	MET
Self-Awareness	12.b. The student demonstrates congruence and the ability to recognize their own thoughts, feelings, actions, and limitations, and understands how these impact	1. Counseling Labs Summative Evaluation - "Overall Self-Awareness" in in Counseling Labs for COU 515, 528, 544, & 549 Minimum Performance Expectation: Meets Expectations	104/105 (99.0%)	MET

	relationships. The student actively reflects on self, personal beliefs, values, and potential biases. The student understands the importance of professional wellness and self-care.	2. Final Evaluation by Site Supervisor in COU 549, 590/591, and 595/596 Minimum Performance Expectation: Developing or better	22/22 (100%)	MET
Commitment	12.c. The student demonstrates dedication to personal and professional growth in learning and developing a professional counseling identity while following syllabi, student handbook, and clinical manual.	1. Counseling Labs Summative Evaluation - "Overall Commitment" in in Counseling Labs for COU 515, 528, 544, & 549 Minimum Performance Expectation: Meets Expectations	104/105 (99.0%)	MET
		2. Final Evaluation by Site Supervisor in COU 549, 590/591, and 595/596 Minimum Performance Expectation: Developing or better	22/22 (100%)	MET
Respect	12.d. The student demonstrates an ability to collaborate with colleagues and supervisors in the pursuit of shared goals and understanding. The student recognizes a professional role and maintains core conditions when navigating challenging or conflictual situations. The student communicates with colleagues and supervisors effectively and appropriately.	1. Counseling Labs Summative Evaluation - "Overall Respect" in in Counseling Labs for COU 515, 528, 544, & 549 Minimum Performance Expectation: Meets Expectations	104/105 (99.0%)	MET
		2. Final Evaluation by Site Supervisor in COU 549, 590/591, and 595/596 Minimum Performance Expectation: Developing or better	22/22 (100%)	MET
Integrity	12.e. The student demonstrates honesty, fairness, and responsibility for personal and professional behavior within all interactions. The student upholds the values	1. Counseling Labs Summative Evaluation - "Overall Integrity" in in Counseling Labs for COU 515, 528, 544, & 549 Minimum Performance Expectation: Meets Expectations	104/105 (99.0%)	MET

	and ethics of the profession as outlined by the ACA and the legal standards of their state(s) of practice.	2. Final Evaluation by Site Supervisor in COU 549, 590/591, and 595/596 Minimum Performance Expectation: Developing or better	22/22 (100%)	MET
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Summary of the Program Evaluation Results

The 2023-2024 academic year was our 2nd year of the M.A. in Counseling program. Student enrollment continues to increase. Three-quarters of the students are enrolled in the clinical mental health counseling specialty, with one-quarter in school counseling. Most of the students are enrolled in the part-time progression over three years, and are white (77.6%), female (82.8%) students residing in rural areas (74.1%). Two-thirds (69%) are in their 20's. Over half (60.3%) are first generation students.

The first cohort has progressed to placement in Practicum, which had a 95% placement rate. Student retention is at two-thirds. Of the 36 students in the first cohort, 20 (55.56%) are on track for degree completion in May 2025, and 4 (11.11%) are still enrolled in the program at a progression for graduation at a later date. No data for graduation outcomes are available at this point in the program.

Students met or exceeded the criteria for multiple measures in 11 of the 12 Key Performance Indicators (KPIs), while 3 of the 4 measures were met for one KPI. Of the 50 academic quality indicators,

- 100% of the students met 9
- 90-99% of the students met 23
- 80-89% of the students met 5
- at least 80% of the students failed to meet 1
- 12 were not applicable since students were not enrolled in the course yet (11) or a new measure was added (1) this year.

This data suggests that students in the program are achieving success in meeting the academic benchmarks for most all (98%) criteria to measure academic quality. Continued data collection and monitoring of progress will provide trend data for additional analysis in the future.

Curriculum Modifications and Program Improvement

Based on the data collected during the 2023-2024 academic year, faculty devised an Action Plan for the weekly quizzes in COU 508: Ethical, Legal, and Professional Issues to help students be successful in meeting the expected performance measure. These modifications included reviewing the current test banks of quiz questions for alignment with curriculum and devising plans to send reminders to students about retake options.

The program was also responsive to stakeholder feedback about COU 549 Practicum. The course was offered in the 8-week academic graduate term during this academic year. While all students were able to successfully meet the benchmarks and meet all requirements to pass the course, we determined that offering the course and experience over the 16-week semester would allow more time to introduce students to fieldwork, record sessions, and integrate feedback on counseling skills.

The second and third core faculty joined the counselor education department lending to creating a more diverse learning community. Continued focus will be on creating courses, including the internship field experience, for the 2024-2025 academic year.

Other Significant Program Changes

While most activities in this new program are focused on developing curriculum, fieldwork experiences, and processes, the program did make one significant change to be responsive to stakeholder feedback about COU 549 Practicum. The course was offered in the 8-week academic graduate term this year. While all students were able to successfully meet the benchmarks and meet all requirements to pass the course, faculty determined that offering the course and experience over the 16-week semester would allow more time to introduce students to fieldwork, have more time to record sessions and view the recordings for reflection, and integrate feedback on counseling skills. Thus, in 2024-2024, COU 549 Practicum will be a 16-week course in the semester academic term.