

2024-2025 Annual Report

Culver-Stockton College Department of Counselor Education Clinical Mental Health Counseling and School Counseling Specialties

This Annual Report comprises data for the 2024-2025 academic year, including Fall 2024, Spring 2025, and Summer 2025. 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

	Total Student Enrollment
Total	71
PROGRAM	
Clinical Mental Health Counseling (CMHC)	51 (71.8%)
School Counseling (SC)	16 (22.5%)
DUAL	4 (5.6%)
PROGRAM PROGRESSION PLAN	
2 Year Accelerated Program (6 semesters)	2 (2.8%)
3 Year Program (8 semesters)	69 (97.2%)
GENDER IDENTITY	
Male	15 (21.1%)
Female	56 (78.9%)
Alternative Identity	—
RACE/ETHNICITY	
American Indian/Alaskan Native	2 (2.8%)
Asian	—
Black or African American	9 (12.7%)
Hispanic or Latino	3 (4.2%)
Native Hawaiian or Other Pacific Islander	—

White	51 (71.8%)
Two or more races	4 (5.6%)
Unknown/Other	2 (2.8%)
STATE OF RESIDENCE	
MISSOURI	36 (50.7%)
ILLINOIS	19 (26.8%)
OTHER (8 STATES)	16 (22.5%)
LOCATION SIZE	
Rural	53 (74.6%)
Urban	18 (25.4%)
FIRST GENERATION STUDENT	
YES	42 (59.2%)
NO	28 (39.4%)
Not Reported	1 (1.4%)

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 17 of 20 (85%)	Internship I 20 of 20 (100%)	Internship II 20 of 20 (100%)	57 of 60 (95%)

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
	Clinical Mental Health	School Counseling	
Pass Rates on CPCE - 1st Attempt	8/14 (57.1%)	4/5 (80%)	12/19 (63.2%)
Pass Rates on CPCE - 2nd Attempt	4/6 (63.3%)	1/1 (100%)	5/6 (63.3%)
Pass Rate on CPCE TOTAL			17/19 (89.5%)

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
	Clinical Mental Health	School Counseling	
Graduation Rate	14/24 (58.3%)	5/10 (50%)	19/34 (55.9%)
Program/Degree Completion	14/24 (58.3%)	5/10 (50%)	19/34 (55.9%)
Employment Rate within 6 months of Graduation	13/14 (92.9%)	5/5 (100%)	18/19 (94.7%)
Doctoral Admission Rate within 6 months of Graduation	0	0	0

Student Degree Completion Rate:

- As of October 2026, 4 (11.8%) 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	8/9 (88.9%)	1/1 (100%)	9/10 (90%)
Pass Rates on Subsequent Attempt(s)	N/A	N/A	N/A

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	20/24 (83.3%)	7/12 (58.3%)	—	26/36 (72.2%)
2023-2024	13/22 (59.2%)	3/4 (75%)	0/1 (0%)	18/27 (66.7%)
2024-2025	14/15 (93.3%)	2 / 3 (67.7%)	1 / 2 (50%)	17/20 (85%)

Full-Time Faculty for 2024-2025

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	18/22 (81.8%)	MET
		COU 508 Final Case Analysis 80% or better	19/22 (86.4%)	MET
		COU 549 Reflection #7 80% or better	17/17 (100%)	MET
		COU 549 Reflection #8 80% or better	17/17 (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	17/18 (94.4%)	MET
		COU 532 Genogram and Narrative Reflection 80% or better	17/18 (94.4%)	MET
		COU 563 Advocacy Letter 80% or better	14/14 (100%)	MET
		COU 573 ASCA Implementation and Advocacy Presentation 80% or better	6/6 (100%)	MET
		Counseling Labs Summative Evaluation - SLO for "Social & Cultural Identities & Experiences Skill" in the following: - 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	72/73 (98.6%)	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	19/20 (95%)	MET
		COU 501 Narrative Paper 2 80% or better	20/20 (100%)	MET
		COU 541 Case Study 1 80% or better	18/18 (100%)	MET
		COU 541 Case Study 2 80% or better	16/18 (88.9%)	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	17/18 (94.4%)	MET
		Autobiography 80% or better	18/18 (100%)	MET
		ONET Interest Profiler Activity 80% or better	To begin collecting 2025-2026	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	15/15 (100%)	MET
		Intake Assessment 80% or better	11/14 (78.6%)	NOT MET
		Evidence Based Counseling Practice Paper 80% or better	19/20 (95%)	MET
School Counseling Specialty	11. Students will develop skills to implement a comprehensive school counseling program aligned	ASCA Implementation and Advocacy Presentation 80% or better	6/6 (100%)	MET
		Evidence-based Interventions Journal Article Critique	6/6 (100%)	MET

	with national and state models to support diverse populations of PK-12 students with their academic, social-emotional, and career needs.	80% or better		
		Counseling Curriculum Plan 80% or better	6/6 (100%)	MET
		Data Collection Project 80% or better	6/6 (100%)	MET
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 (88.5%)	MET
		Video Study Guide #1 80% or better	19/21 (90.5%)	MET
		Video Study Guide #2 80% or better	19/21 (90.5%)	MET
		Process Addiction Paper 80% or better	21/23 (91.3%)	MET
	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: - Pre-Practicum Counseling Labs - Practicum Counseling Labs Meets Expectations or better	37/37 (100%)	MET
		"Skill in Interviewing, Counseling, & Case Conceptualization" on Final Evaluation by Site Supervisor in Practicum, Internship I & Internship II. Average or better	56/57 (98.2%)	MET
		Case Presentation 80% or better	20/20 (100%)	MET
		Case Presentation	20/20 (100%)	MET

		80% or better		
Group Counseling and Group Work	7. Students will integrate group counseling theories and demonstrate effective group leadership skills.	Group Counseling Proposal 80% or better	17/17 (100%)	MET
		Group Counseling Labs Summative Evaluation - Student Learning Outcome for “Group Counseling & Group Work Skill” Meets Expectations or better	17/17 (100%)	MET
		“Skill in Group Work” on Final Evaluation by Site Supervisor Average or better	39/40 (97.5%)	MET
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	14/17 (82.4%)	MET
		Standardized Assessments Administration, Scoring, & Analysis w Reflection 80% or better	15/17 (88.2%)	MET
		Assessments in Counseling Labs Summative Evaluation - SLO for “Assessment and Diagnostic Processes” Meets Expectations or better	18/19 (94.7%)	MET
		Suicide Assessment 80% or better	17/18 (94.7%)	MET
		Diagnosis Case Study Final Project 80% or better	15/15 (100%)	MET
Research and Program Evaluation	9. Students will demonstrate understanding of how to use research, program evaluation, and evidence-based strategies	Annotated Bibliography Assignment 80% or better	17/19 (89.5%)	MET
		Systematic Program Evaluation Project 80% or better	19/19 (100%)	MET

	to inform counseling practice.	Evidence-based Interventions Journal Article Critique 1 80% or better	20/20 (100%)	MET
		Evidence-based Interventions Journal Article Critique 2 80% or better	18/20 (90%)	MET
		Evidence Based Counseling Paper 80% or better	19/20 (95%)	MET
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 or better	72/73 (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 or better 2. Final Evaluation by Site Supervisor in COU 549, 590/591, an 595/596 Minimum Performance Expectation: Developing or better	109/110 (99.1%)	MET
Self-Awareness	12.b. The student demonstrates congruence and the ability to recognize their own thoughts, feelings,	1. Counseling Labs Summative Evaluation - “Overall Self-Awareness” in in Counseling Labs for COU 515, 528, 544, & 549	109/110 (99.1%)	MET

	actions, and limitations, and understands how these impact relationships. The student actively reflects on self, personal beliefs, values, and potential biases. The student understands the importance of professional wellness and self-care.	Minimum Performance Expectation: Meets Expectations or better 2. Final Evaluation by Site Supervisor in COU 549, 590/591, an 595/596 Minimum Performance Expectation: Developing or better		
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 or better 2. Final Evaluation by Site Supervisor in COU 549, 590/591, an 595/596 Minimum Performance Expectation: Developing or better	109/110 (99.1%)	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 or better 2. Final Evaluation by Site Supervisor in COU 549, 590/591, an 595/596 Minimum Performance Expectation: Developing or better	109/110 (99.1%)	MET
Integrity	12.e. The student demonstrates honesty, fairness, and responsibility for	1. Counseling Labs Summative Evaluation - "Overall Integrity" in in Counseling Labs for COU 515, 528, 544, & 549	109/110 (99.1%)	MET

	personal and professional behavior within all interactions. The student upholds the values and ethics of the profession as outlined by the ACA and the legal standards of their state(s) of practice.	Minimum Performance Expectation: Meets Expectations or better 2. Final Evaluation by Site Supervisor in COU 549, 590/591, an 595/596 Minimum Performance Expectation: Developing or better		
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Summary of the Program Evaluation Results

The 2024-2025 academic year was the third year of the M.A. in Counseling program and marked the graduation of the program's first cohort. Total student enrollment increased to 71 students. Most students were enrolled in Clinical Mental Health Counseling (71.8%), followed by School Counseling (22.5%) and the dual specialty (5.6%). Nearly all students (97.2%) were enrolled in the three-year progression plan. Most students were white (71.8%), female (78.9%), and residing in rural areas (74.6%). Over half (59.2%) were first-generation college students.

Students continued to progress through fieldwork experiences during the academic year. The overall fieldwork placement rate was 95%, with 85% of students obtaining Practicum placements and 100% obtaining placements for both Internship I and Internship II. Retention rates varied by entering cohort, with overall retention rates of 72.2% for the 2022-2023 cohort, 66.7% for the 2023-2024 cohort, and 85% for the 2024-2025 cohort.

The first cohort graduated during the 2024-2025 academic year, allowing the program to begin collecting graduation, employment, and credentialing outcome data. Nineteen of the 34 students in the initial cohort completed their degrees within the three-year period, resulting in a 55.9% graduation and degree completion rate. Four additional students remained enrolled at a different progression pace and three applied for re-admission at a later date. Of the 19 graduates, 18 (94.7%) secured employment in the counseling field within six months of graduation.

Students also demonstrated success on comprehensive and credentialing examinations. Nineteen students completed the Counselor Preparation Comprehensive Examination (CPCE), with 63.2% passing on the first attempt and an overall pass rate of 89.5%. Of the graduates for whom credentialing examination data were available, 9 of 10 (90%) passed the NCE, Praxis, or state-equivalent credentialing examination on their first attempt.

Students met the expected performance criteria across nearly all Key Performance Indicators (KPIs) and academic quality measures. Measures addressing professional counseling orientation and ethics, social and cultural identities, human growth and development, career development, counseling practice and relationships, group counseling, assessment and diagnostic processes, research and program evaluation, school counseling, and personal and professional dispositions met established benchmarks. One measure within the Clinical Mental Health Counseling specialty, the Intake Assessment, did not meet the established benchmark, with 11 of 14 students (78.6%) achieving the expected performance level.

Overall, the data suggest that students are successfully meeting the academic and professional benchmarks established by the program across most measures. Continued data collection and monitoring will provide additional trend data related to student retention, degree completion, credentialing, employment, and academic performance as additional cohorts progress through and graduate from the program.

Curriculum Modifications and Program Improvement

Based on data collected during the 2024-2025 academic year, continued program improvement should focus on the Clinical Mental Health Counseling Intake Assessment measure. While students met or exceeded the expected performance criteria on the other measures associated with this specialty KPI, 78.6% of students met the benchmark on the Intake Assessment, falling slightly below the established 80% performance expectation. Faculty should review the assessment, instructional content, and student performance to identify opportunities to strengthen student preparation and performance related to intake assessment skills.

The program will also begin collecting data on the O*NET Interest Profiler Activity during the 2025-2026 academic year as an additional measure of student learning related to career assessment and career development. Continued collection of multiple measures across the curriculum will allow faculty to evaluate student learning outcomes and identify areas for ongoing curricular improvement.

As the first cohort completed the program, additional outcome measures became available for program evaluation, including CPCE performance, degree completion, employment, and credentialing examination outcomes. Faculty can use these data, in combination with retention, fieldwork, academic performance, and stakeholder feedback, to continue evaluating curriculum effectiveness and identifying areas for program improvement.

Other Significant Program Changes

The most significant program change during the 2024-2025 academic year was the progression of the M.A. in Counseling program from a developing program to one with its first graduating cohort. With the first cohort completing the program, data are now available regarding graduation and degree completion, employment following graduation, CPCE performance, and credentialing examination outcomes. These additional outcome measures substantially expand the program's ability to evaluate student success beyond performance within individual courses.

Students also progressed through the full sequence of fieldwork experiences, including Practicum, Internship I, and Internship II. The program achieved an overall fieldwork placement rate of 95%, including 100% placement rates for students in Internship I and Internship II.

As additional cohorts progress through the program, continued collection and analysis of retention, graduation, employment, credentialing, fieldwork, and student learning outcome data will allow the program to identify trends and make data-informed decisions regarding curriculum, student support, and overall program effectiveness.