

# CHADRON STATE COLLEGE

## 2024-2025 Annual Assessment Report



Counselor Education

Master of Arts in Education  
Clinical Mental Health Counseling  
Chadron State College



## Counselor Education

### **CMHC Annual Report Academic Year 2024/2025**

Chadron States College's CACREP accredited Counselor Education graduate program in Clinical Mental Health Counseling strives to create a comprehensive program in which students are prepared to perform their professional responsibilities ethically and efficiently. Our program focuses on building a solid theoretical orientation, establishing practical counseling skills, and implementing evidence-based practices to allow individuals to prepare for their future endeavors. With small class sizes, students can get hands-on experience and receive constant feedback from their peers and professors in areas in which they can improve. The Counselor-Education program is the largest and fastest-growing graduate program on CSC's campus due to the accessibility and flexibility the program provides for students. To ensure each student excels academically, professors are dedicated to ensuring students' needs are met at all developmental levels. The Chadron States College Counselor Education program continuously receives feedback from individuals in the program and site supervisors to assess the effectiveness of the program in creating successful counselors.

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### **General Information**

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**Department Chair** – Dr. Kathleen Woods ([kwoods@csc.edu](mailto:kwoods@csc.edu))

**CMHC & CACREP Liaison** – Dr. Tara Wilson ([twilson@csc.edu](mailto:twilson@csc.edu))

**School Counseling Coordinator** – Dr. Nathan Favaloro ([nfavaloro@csc.edu](mailto:nfavaloro@csc.edu))

**Clinical Coordinator** – Dr. Teri Marrow ([tmarrow@csc.edu](mailto:tmarrow@csc.edu))

**Lecturer** – Dr. Jennifer Bays ([jbays@csc.edu](mailto:jbays@csc.edu))

**Lecturer** – Michael Steube ([msteube@csc.edu](mailto:msteube@csc.edu))

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### ***Program Mission/Vision Statement/Values Statement***

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#### Graduate Counselor Education Department Mission

Our mission is to prepare highly effective counselors equipped with the knowledge, skills, and dispositions to serve a diverse, multicultural, and global society with marginalized populations. The faculty, current and former students, and community partners provide input to achieve our mission through the following objectives.

#### Clinical Mental Health Counseling Master's Program Objectives

1. Foster the development of a strong professional counselor identity following the ethical guidelines outlined in the ACA and ASCA Codes of Ethics.
2. Prepare culturally competent counselors to serve a diverse, multicultural, and global society with marginalized populations.
3. Prepare counselors to apply human developmental theory to inform interventions across the lifespan.
4. Produce counselors with a nuanced understanding of career development to conceptualize the intricate interplay between work, mental well-being, and other life roles.
5. Prepare counselors who employ theoretically grounded counseling interventions to establish theory-based client outcomes.
6. Prepare counselors who employ group dynamics and application of group theory in group counseling practice.
7. Prepare counselors who employ ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice.
8. Prepare counselors who critically evaluate and utilize research methods in professional counseling.
9. Produce Clinical Mental Health Counselors adept at diagnosis, mental health case conceptualization, and treatment planning.

## Summary of the Program Evaluation Results

The Counselor Education program utilizes aggregate student data from the Counselor Competencies Scales-Revised, Counselor Preparations Comprehensive Exam (CPCE), Alumni Job placement and credentialing exam pass rates to evaluate student knowledge, skills, and dispositions. Additionally, Data is collected and analyzed regarding demographic data of applicants, students, and graduates as well as follow up surveys of graduates, site-supervisors, and employers of Counselor Education Students.

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### *Aggregate Student Assessment Data*

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#### **Counselor Competencies Scales-Revised (CCS-R)**

The Counselor Education Program utilizes the Counselor Competencies Scales-Revised (CCS-R) to assess student knowledge, skills, and professional dispositions.

| <b>Counselor Competency Scales-Revised (CCRS)</b>  |           |            |
|--|-----------|------------|
| Aggregated Results from Site-Supervisors evaluation of Practicum and Internship Students enrolled in Fall 24-Summer 25 |           |            |
|  | Practicum | Internship |
| <b>Knowledge/Skill/Disposition</b>   | 0-5 scale | 0-5 scale  |
| <b>Nonverbal skills</b>  | 4.7       | 4.7        |
| <b>Encouragers</b>   | 4.6       | 4.6        |
| <b>Questions</b>   | 4.6       | 4.6        |
| <b>Paraphrasing</b>  | 4.7       | 4.6        |
| <b>Reflection of feelings</b>  | 4.6       | 4.7        |
| <b>Summarizing</b>   | 4.6       | 4.7        |
| <b>Advanced reflection</b>   | 4.6       | 4.4        |
| <b>Confrontation</b>   | 4.5       | 4.4        |
| <b>Goal setting</b>  | 4.8       | 4.7        |
| <b>Focus of counseling</b>   | 4.6       | 4.5        |
| <b>Empathy and caring</b>  | 4.8       | 4.8        |
| <b>Respect and compassion</b>  | 4.8       | 4.9        |
| <b>Ethics</b>  | 4.6       | 4.7        |
| <b>Behavior</b>  | 4.7       | 4.8        |
| <b>Professional and personal boundaries</b>  | 4.7       | 4.7        |
| <b>Knowledge and adherence to site policies</b>  | 4.7       | 4.8        |
| <b>Record keeping and task completion</b>  | 4.6       | 4.7        |
| <b>Multicultural competence</b>  | 4.7       | 4.8        |
| <b>Emotional stability and self-control</b>  | 4.8       | 4.7        |
| <b>Motivated to learn and grow</b>   | 4.7       | 4.7        |
| <b>Openness to feedback</b>  | 4.8       | 4.9        |
| <b>Flexibility and adaptability</b>  | 4.9       | 4.7        |
| <b>Congruence and genuineness</b>  | 4.8       | 4.7        |

## **Key-Performance Indicator Calendar (KPI-Calendar)**

The Counselor Education program is currently on year 1 of the Key-Performance Indicator Calendar. KPI-1 Professional Orientation & Ethics and KPI-2 Social & Cultural Identity are being reviewed currently.

### **Chadron State College Counselor Education Department KPI Assessment Cycle**

|   | Year 1         | Year 2         | Year 3         | Year 4         |
|---|----------------|----------------|----------------|----------------|
| <b>Outcome 1:</b> Students will demonstrate a professional counselor identity, apply ethical principles in accordance with ACA and ASCA codes, and provide culturally responsive counseling (CACREP 3.A & 3.B). |                |                |                |                |
| KPI 1<br>Professional Orientation and Ethics  | ANALYZE & PLAN | IMPLEMENT      | COLLECT        | COLLECT        |
| KPI 2 Social and Cultural Identity  | ANALYZE & PLAN | IMPLEMENT      | COLLECT        | COLLECT        |
| <b>Outcome 2:</b> Students will apply developmental theory and career strategies to guide practice (CACREP 3.C & 3.D).  |                |                |                |                |
| KPI 3 Human Growth and Development  | COLLECT        | ANALYZE & PLAN | IMPLEMENT      | COLLECT        |
| KPI 4 Career Counseling   | COLLECT        | ANALYZE & PLAN | IMPLEMENT      | COLLECT        |
| <b>Outcome 3:</b> Students will develop a theoretical orientation for individual and group counseling while identifying applicable assessments to guide practice (CACREP 3.E, 3.F., & 3.G).                     |                |                |                |                |
| KPI 5 Counseling Skills and Helping Relationships   | COLLECT        | COLLECT        | ANALYZE & PLAN | IMPLEMENT      |
| KPI 6 Group Counseling and Group Work   | COLLECT        | COLLECT        | ANALYZE & PLAN | IMPLEMENT      |
| KPI 7 Assessment and Testing  | COLLECT        | COLLECT        | ANALYZE & PLAN | IMPLEMENT      |
| <b>Outcome 4:</b> Students will demonstrate competency in their area of specialization utilizing content specific research to guide practice (CACREP 3.H and 5.C, ASCA).  |                |                |                |                |
| KPI 8 Research and Program Evaluation   | IMPLEMENT      | COLLECT        | COLLECT        | ANALYZE & PLAN |
| KPI 9 Clinical Mental Health Counseling   | IMPLEMENT      | COLLECT        | COLLECT        | ANALYZE & PLAN |
| KPI 10 School Counseling  | IMPLEMENT      | COLLECT        | COLLECT        | ANALYZE & PLAN |

| <b>KPIs</b>   | <b>Competency</b>  | <b>Benchmarks</b>  | <b>Results</b>  |
|---|--|--|---|
| 1. Professional Identity, Ethics, & Cultural Competence | Students will demonstrate professional counselor identity, apply ethical principles in accordance with ACA and ASCA codes, and provide culturally responsive counseling. | ≥75% demonstrate proficiency on KPIs 1: Professional Orientation and Ethics; and KPI 2: Social and Cultural Identity.  | Of the 41 total students, 100% demonstrated proficiency on KPIs 1: Professional Orientation and Ethics.<br>Of the 57 students, 98% demonstrated proficiency on KPI 2: Social and Cultural Identity. |
| 2. Human Development & Career Counseling                | Students will apply developmental theory and career strategies to guide practice.  | ≥75% demonstrate proficiency on KPI 3: Human Growth and Development, and KPI 4: Career Counseling.   | Will be assessed during year 2 of assessment cycle  |
| 3. Counseling Theory, Group Practice, & Assessment      | Students will develop a theoretical orientation for individual and group counseling while identifying applicable assessments to guide practice.                          | ≥75% demonstrate proficiency on KPI 5: Counseling Skills and Helping Relationships, KPI 6 Group Counseling and Group Work, and KPI 7 Assessment and Testing. | Will be assessed during year 3 of assessment cycle  |
| 4. Specialization Competence                            | Students will demonstrate competency in their area of specialization, utilizing content-specific research to guide practice.   | ≥75% demonstrate proficiency on KPI 8: Research and Program Evaluation, KPI 9: Clinical Mental Health Counseling, KPI 10: School Counseling.                 | Will be assessed during year 4 of assessment cycle  |

**Counselor Preparation Comprehensive Examination Cycle Date**

| Examination Cycle: Fall 2024 (Sept 2024 – Dec 2024) |       |                          |     | YTD |
|---|-------|--------------------------|-----|-----|
| Number Tested Nationally                            | 4,238 | Number Tested in Program | 6   | 6   |
| National % Emerging                                 | 0.8%  | National % Emerging      | 0%  | 0%  |
| National % Satisfactory                             | 8.8%  | National % Satisfactory  | 0%  | 0%  |
| National % Proficient                               | 56.2% | National % Proficient    | 50% | 50% |
| National % Advanced                                 | 34.2% | National % Advanced      | 50% | 50% |

**Counseling Preparation Comprehensive Examination (CPCE)**

The Counseling program requires CMHC students to take and earn a score of 70 or higher on the CPCE to graduate. If students do not pass the CPCE they can re-take the exam. Data provided below is from Fall 2024, Spring and Summer 2025 graduates.

| <i>Students taking the CPCE</i> | <i>Average Score</i> | <i>Range</i> | <i>National Average</i> |
|---------------------------------|----------------------|--------------|-------------------------|
| 19                              | 95.1                 | 74-111       | 95.7*                   |

| <b>Content areas</b>                        | <b>Average</b> | <b>National Average*</b> |
|---|----------------|--------------------------|
| Counseling Orientation and Ethical Practice | 11.7           | 12.3                     |
| Social and Cultural Diversity               | 11.7           | 10.7                     |
| Human Growth and Development                | 12.1           | 11.7                     |
| Career Development                          | 12.3           | 12.8                     |
| Counseling and Helping Relationships        | 11.5           | 11.2                     |
| Group Counseling and Group Work             | 13.7           | 12.8                     |
| Assessment and Testing                      | 10.6           | 11.8                     |
| Research and Program Evaluation             | 11.4           | 12.4                     |

*\*Based on the CPCE Examination Cycle of Fall 2024 (September 2024 – December 2024)*

**Credentialing Exams (NCE or NCMHCE) and job placement**

Data was collected on CSC Counselor Education alumni who graduated between Fall 2024 through Summer 2025. Of the 19 graduates, 12 were working in a behavioral health field, 1 reported to be actively seeking employment, and 6 were unknown. Of those who reported to have taken a national credentialing exam, either the NCE or NCMHCE, 100% had passed.

**Demographic Data**

**Demographic and other characteristics of Applicants, Students, and Graduates**

Chadron State College and the counseling program are committed to recruiting, retaining, and training a diverse student body. Current numbers for applicants, students, and graduates from the CMHC program are provided below.

| CMHC Admitted Students | CMHC Active Students<br>2024/2025 | CMHC<br>Graduates |
|------------------------|-----------------------------------|-------------------|
| 41                     | 103                               | 19                |

\*\* Fall 2024, Spring 2025, and Summer 2025

**Clinical Mental Health Counseling  
2024-2025 Application Data**

|               | Male      | Female    | Total      |
|---------------|-----------|-----------|------------|
| International |           |           | 0          |
| HISPANIC      | 3         | 8         | 11         |
| 2 OR MORE     | 2         | 5         | 7          |
| AMINDIAN      |           | 2         | 2          |
| ASIAN         |           | 1         | 1          |
| BLACK         | 1         | 4         | 5          |
| WHITE         | 16        | 71        | 87         |
| Unknown       | 1         | 1         | 2          |
| <b>Total</b>  | <b>23</b> | <b>92</b> | <b>115</b> |

\*counts are unduplicated in the academic year

**Clinical Mental Health Counseling  
2024-2025 Enrolled Student Data**

|              | Male      | Female    | Total     |
|--------------|-----------|-----------|-----------|
| HISPANIC     | 2         | 3         | 5         |
| 2 OR MORE    | 1         | 1         | 2         |
| AMINDIAN     |           |           | 0         |
| ASIAN        |           | 1         | 1         |
| BLACK        | 1         | 1         | 2         |
| WHITE        | 6         | 41        | 47        |
| Unknown      |           |           | 0         |
| <b>Total</b> | <b>10</b> | <b>47</b> | <b>57</b> |

\*counts are unduplicated in the academic year  
\*\*data as of end of term from IR

| CMHC Program Student Application Trends |            |
|---|------------|
| <b>2024-2025</b>                        | <b>115</b> |
| <b>2023-2024</b>                        | <b>69</b>  |
| <b>2022-2023</b>                        | <b>65</b>  |

| CMHC Program Student Enrollment Trends |           |
|--|-----------|
| <b>2024-2025</b>                       | <b>57</b> |
| <b>2023-2024</b>                       | <b>97</b> |
| <b>2022-2023</b>                       | <b>80</b> |

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## ***Follow Up Surveys***

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### ***Systematic follow-up studies of graduates, site supervisors, and employers of program graduates***

In the Spring of 2024, the Counselor Education program collected responses from recent Graduates, Site-Supervisors, and Employers of CSC program Graduates.

There were eleven respondents from the annual follow up surveys sent to recent graduates, site supervisors, and employers. Site supervisors felt their student supervisees were motivated, willing to learn, well prepared, and capable. One site-supervisor noted their supervisee was especially informed on counseling theories. When asked about the areas of growth, site-supervisors shared students would benefit from being better informed in the areas of clinical diagnosis.

Students shared one of the greatest strengths of the program was the small class sizes which allowed one-on-one time with the professors which allowed individualized questions that enhanced their skills and learning. Additional strengths discussed by students included the online delivery of the program, the emphasis on multicultural competency, and the professors. Students noted areas of growth and requested additional support finding clinical placements, and a focus on techniques and theories of counseling.

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## ***Subsequent Program Modifications***

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### ***Changes that have been made to the program specifically based on the findings from a program evaluation activity or activities***

1. Skill Setter was added to COUN 645 Practicum to enhance students' skills
2. Explore a formalized non-degree seeking School Counseling path for Clinical Mental Health Counseling graduates.
3. Update Counselor Education documents to include self-plagiarism as unacceptable.

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### ***Substantial Program Changes***

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***Changes made to the program based on institutional or other contextual considerations for the program.***

1. Dr. Teri Marrow transitioned from a remote lecture position to a tenure track counselor education faculty member starting Fall 2024.
2. Dr. Jennifer Bays was hired as a remote lecture core faculty member starting Fall 2024.