



**COUNSELING
DEPARTMENT**

AY 2024-2025 Program Evaluation Report

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Approved Nov. 15, 2025

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Department Overview

For AY 24-25, the vision of Marshall University was to inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future.

Marshall University's mission was to:

1. Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.
2. Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.
3. Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.
4. Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.
5. Cultivate the development of an inclusive, just, and equitable community.

The Counseling Department's mission was:

To prepare aspiring counselors to serve their schools and communities as ethical, competent, and culturally sensitive practitioners.

The Counseling Department offered a Master of Arts degree program in counseling with two specialty tracks: clinical mental health counseling (CMHC) and school counseling (SC). Additionally, the department facilitated one graduate certificate program: Violence, Loss, and Trauma Counseling (VoLT), which was available to students inside and outside of the degree program.

We also received approval to offer an accelerated graduate degree program (AGD) in partnership with our undergraduate psychology department (<https://catalog.marshall.edu/graduate/programs-az/education-professional-development/counseling-accelerated-graduate-degree/>) that will begin in AY 24-25 and two other AGDs with the Regents Bachelors of Arts and Bachelors of Applied Sciences undergraduate degrees, starting in AY 25-26.

Department Objectives

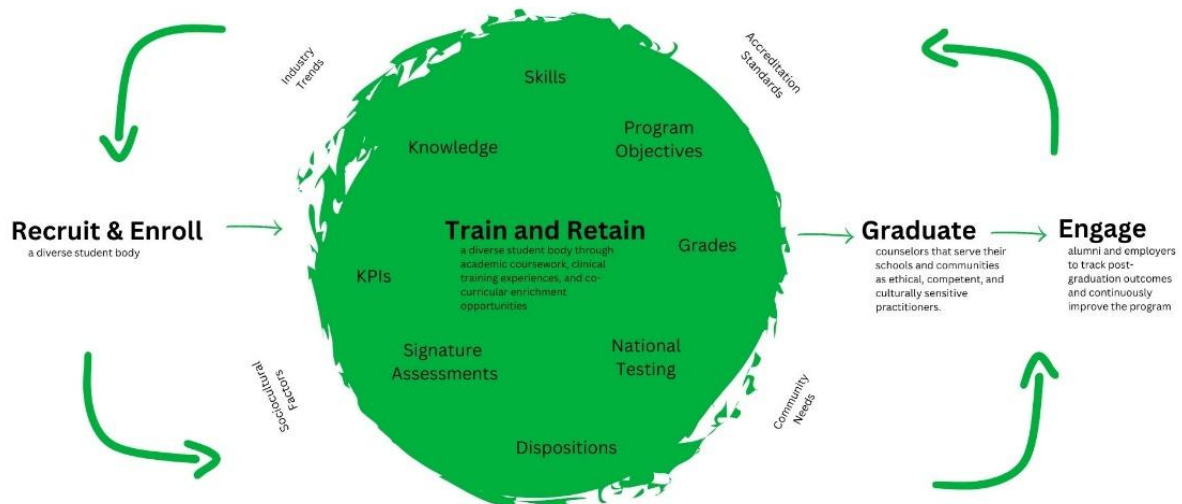
The department objectives were:

- PO1: Prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.
- PO2: Provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.
- PO3: Prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.
- PO4: Prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.
- PO5: Encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.

- PO6: Promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.

Comprehensive Assessment Plan

Appreciate and Transform the Contextual Realities of an Evolving Global Society



Nurture the the Program Climate Through Continuous Feedback Loops

For AY 24-25, our program theory shows the student lifecycle from recruitment to graduation and engagement as alumni. This program theory also ensured that our efforts to recruit and retain a diverse and inclusive learning community were paramount to our comprehensive assessment plan (CAP). The CAP provided an opportunity to evaluate our overall effectiveness systematically, empirically, and comprehensively in achieving our objectives and mission. Our CAP included assessment at two levels: (1) aggregated department level and (2) individual student level.

The department level evaluation included: demographics and other characteristics across the student lifecycle from admission to graduation; aggregate assessment of knowledge, skills, and dispositions across key performance indicators (KPIs); student evaluations of faculty, sites, and the department as a whole; graduate outcomes; and follow-up studies of key stakeholders.

The individual student level evaluation included individual assessment of knowledge, skills, and dispositions using the following: academic course grades; clinical course grades; cumulative GPA; standards of conduct and ethical practice; academic integrity; and KPIs.

Each CAP component included the following, where applicable: instrument/data; source; how and when data is collected; when data is analyzed; performance targets; intervention triggers; and use of the data for ongoing curriculum, department, and student development. Several instruments, data sources, and analysis tools are used to complete our CAP each year.

Each KPI was evaluated using at least two different methods during two different times in the student lifecycle with some combination of the following: grades on signature assignments; the Counselor Skill Developmental Assessment (CSDA); Site Supervisor Evaluations; and National Testing. Except for the National counselor Examination (NCE), which is only used

for program evaluation, all assessment points were used for both department and individual level assessment. For 24-25, we began piloting a real-time observational assessment of students' knowledge, skills, and disposition through the *Student Support Referral Form*.

Department level data were analyzed during the summer and fall terms of 2025 in preparation for our annual Program Evaluation Report (PER), whereas individual student level data was collected and analyzed at a minimum of one time per term by our Retention and Remediation Committee. This normally happens after the prior term grades are published. The results of the CAP were used to inform enhancements across all levels of the department as we evolve to meet the needs of our stakeholders and one another.

Demographics

Program Faculty (BERT: Instructors by College or Alpha (Single Term or 5-year Report))

The Counseling Department included 12 full-time core faculty and 36 adjunct faculty in AY 24-25. We averaged 39 faculty per term with an AY FTE of 21.00. We hired our first clinical assistant professor, who started in fall 2025.

	Fa24	Sp25	Su25	AY24-25	AY23-24	AY22-23
Adjunct	27	32	22	27.00	17.33	15.67
Core	12	12	11	11.67	11.33	10.67
Total	39	44	34	39.00	28.67	26.34
FTE	21	23	19	21	17.05	
<i>Note.</i> Core faculty are not required to teach in the summer term. FTE faculty = # of full-time core faculty assigned to the unit + # of part-time faculty (.33).						

Applicants, Admitted, and Enrolled Students (Custom Report: <https://app.powerbi.com/groups/me/reports/996cc3ab-4916-4c7a-90fe-168e04056565/ReportSection?experience=power-bi>)

In AY 24-25, we received 299 applications, accepted 304 students, and enrolled 246 new students. Most students were in the fall24, in CMHC, white, female, and not first-generation students. Disaggregated data related to areas of emphasis, race, gender, and first-generation status can be found in the tables below:

Row Labels	N Apps	N Admits	N Enrolls
Fall 2024	139	142	120
Spring 2025	91	90	73
Summer 2025	69	72	53
Grand Total	299	304	246

Row Labels	N Apps	N Admits	N Enrolls
Fall 2024	139	142	120
Clinical Mental Health Coun	99	99	84
School Counseling	40	43	36

Spring 2025	91	90	73
Clinical Mental Health Coun	65	65	53
School Counseling	26	25	20
Summer 2025	69	72	53
Clinical Mental Health Coun	49	51	40
School Counseling	20	21	13
Grand Total	299	304	246

Row Labels	N Apps	N Admits	N Enrolls
Fall 2024	139	142	120
Black	12	12	10
Hispanic	4	4	1
NonResAlien	1	1	1
TwoOrMore	5	6	5
Unknown	15	17	15
White	102	102	88
Spring 2025	91	90	73
Asian	3	3	1
Black	2	2	
Hispanic	2	2	1
NonResAlien	1	1	1
TwoOrMore	8	7	6
Unknown	13	14	15
White	62	61	49
Summer 2025	69	72	53
Asian	1	1	
Black	1	1	1
Hispanic	2	2	2
NonResAlien			
TwoOrMore	2	2	2
Unknown	13	14	11
White	50	52	37
Grand Total	299	304	246

Row Labels	N Apps	N Admits	N Enrolls
Fall 2024	139	142	120
F	113	116	101
M	22	22	19
(blank)	4	4	
Spring 2025	91	90	73
F	71	69	62
M	18	19	11
(blank)	2	2	
Summer 2025	69	72	53

F	55	56	40
M	14	16	13
(blank)			
Grand Total	299	304	246

Row Labels	N Apps	N Admits	N Enrolls
Fall 2024	139	142	120
First Generation	48	47	42
(blank)	91	95	78
Spring 2025	91	90	73
First Generation	20	19	19
(blank)	71	71	54
Summer 2025	69	72	53
First Generation	14	12	10
(blank)	55	60	43
Grand Total	299	304	246

Enrolled Students (BERT: Enrolled Majors/Students (FULL DATA EXPORT TO EXCEL)Top of Form

We had 435 unique students enrolled from 34 states with the largest percentage being from WV (71.27%) followed by Ohio (7.40%), and Virginia (3.16%). More details can be reviewed in the tables below.

State	Fa24	Sp25	Su25	Total
WV	73.75%	70.64%	69.02%	71.27%
OH	6.88%	7.56%	7.84%	7.40%
VA	2.50%	2.91%	4.31%	3.16%
KY	3.44%	3.49%	1.57%	2.94%
GA	1.88%	2.03%	1.96%	1.96%
PA	1.25%	1.74%	1.96%	1.63%
SC	1.25%	1.16%	1.18%	1.20%
NC	0.94%	1.45%	1.18%	1.20%
TX	0.63%	0.87%	1.18%	0.87%
MD	0.63%	0.87%	1.18%	0.87%
NJ	0.63%	0.58%	1.18%	0.76%
ID	0.31%	0.58%	0.78%	0.54%
FL	0.31%	0.58%	0.78%	0.54%
AZ	0.63%	0.29%	0.39%	0.44%
IL	0.31%	0.58%	0.39%	0.44%
NV	0.63%	0.58%	0.00%	0.44%
CT	0.31%	0.29%	0.39%	0.33%
LA	0.31%	0.29%	0.39%	0.33%
CO	0.31%	0.29%	0.39%	0.33%

NH	0.31%	0.29%	0.39%	0.33%
NY	0.31%	0.29%	0.39%	0.33%
(blank)	0.31%	0.29%	0.39%	0.33%
AL	0.31%	0.29%	0.39%	0.33%
MO	0.31%	0.29%	0.39%	0.33%
CA	0.00%	0.29%	0.39%	0.22%
DC	0.31%	0.29%	0.00%	0.22%
WA	0.31%	0.29%	0.00%	0.22%
ME	0.00%	0.29%	0.39%	0.22%
MI	0.00%	0.29%	0.39%	0.22%
UT	0.31%	0.29%	0.00%	0.22%
KS	0.31%	0.00%	0.00%	0.11%
WY	0.31%	0.00%	0.00%	0.11%
RI	0.00%	0.00%	0.39%	0.11%
TN	0.00%	0.00%	0.39%	0.11%

Most enrolled students were in the CMHC area of emphasis (71.49%) compared to the school counseling area of emphasis (28.29%), which is a continuing trend of fewer students choosing the school counseling area of emphasis. However, it is worth noting that we continue to get interest from professional development students who wish to add school counseling coursework post-graduation, indicating a need to continue to communicate the dual credentialing benefits of the school counseling area of emphasis, at least to WV students.

Row Labels	Fa25	Sp25	Su25	Avg.	AY24-25%	AY23-24%
GE56 – SC	94	101	65	86.67	28.29	35.11%
GE5B - CMHC	225	242	190	219	71.49	64.47%
Grand Total	320	344	255	306.33		

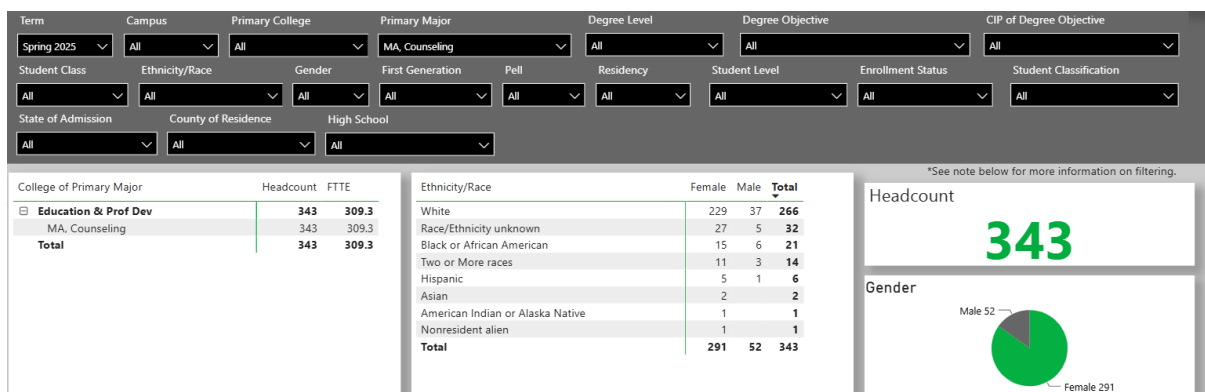
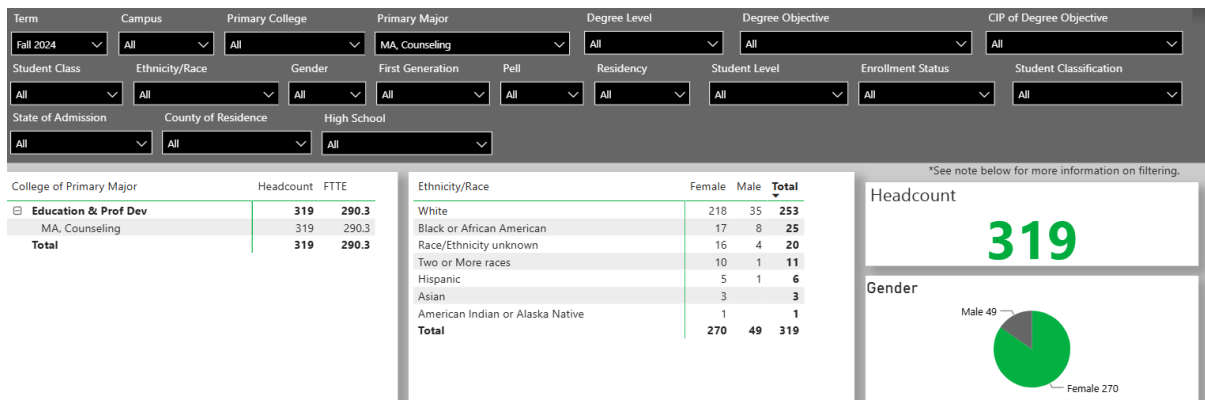
The validity of our demographic data of students remains a challenge depending on the dataset. As best can be estimated, the largest percentage of enrolled students identified themselves as female (83.02%) and White (37.43%), but there was a significant number of responses left blank (57.67) to ethnicity/race questions. These trends are consistent with prior years, and the new requirement of CACREP A.2.e. will significantly impair our ability to recruit, enroll, retain, and graduate diverse applicants; however, when compared to Marshall University, the counseling department demographics are similar.

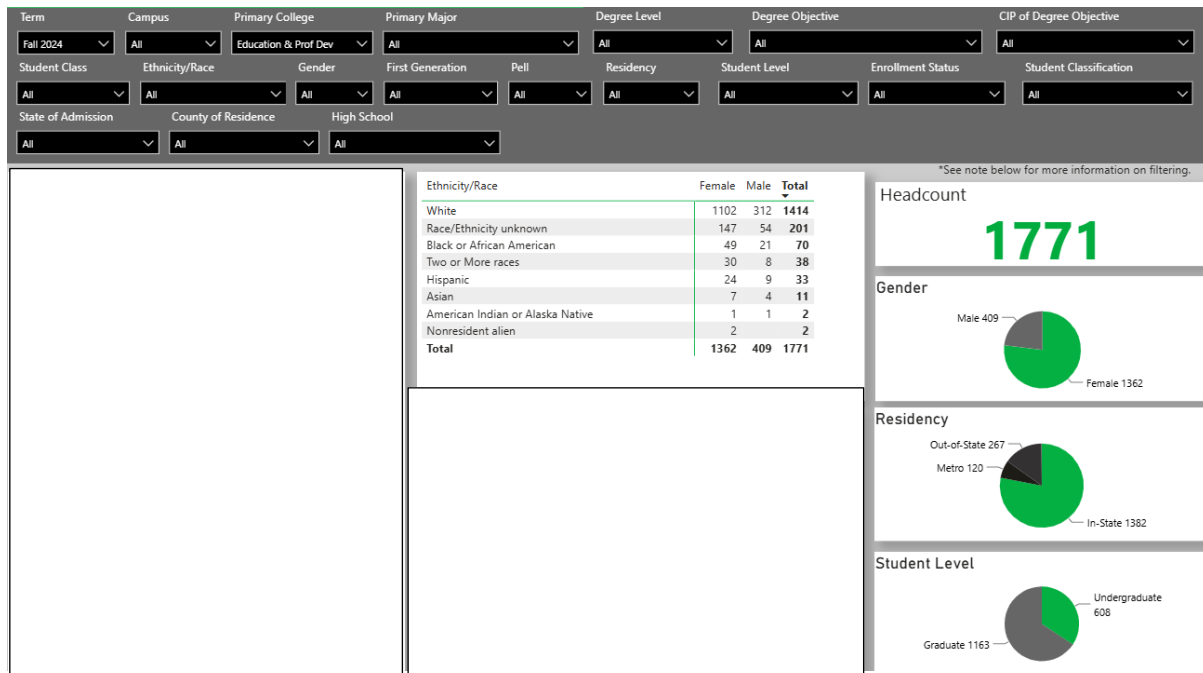
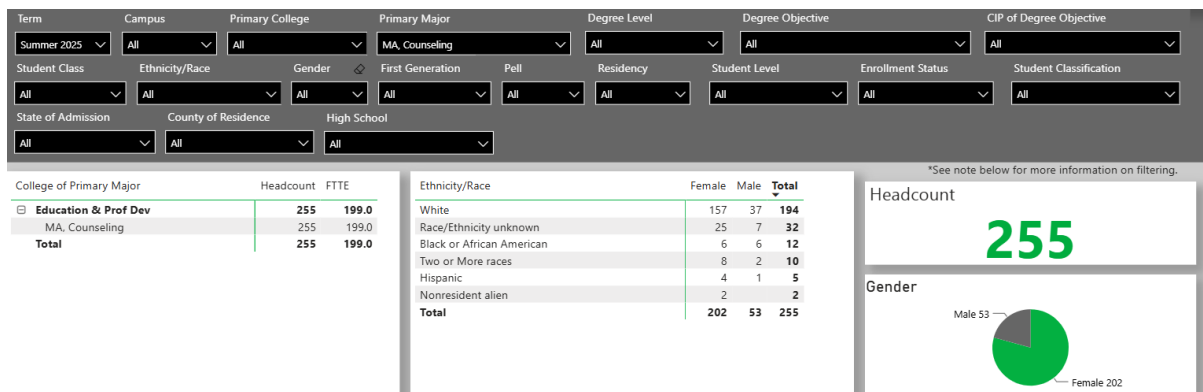
When compared to the College of Education and Professional Development for fall 2024:

Row Labels	Fa24	Sp25	Su25	%TotalHC
GE56 - SC	94	101	65	28.29%
F	81	93	58	25.24%
M	13	8	7	3.05%
GE5B - CMHC	225	242	190	71.49%
F	189	198	144	57.78%

M	36	44	46	13.71%
Grand Total	320	344	255	0.22%

Row Labels	Fa24	Sp25	Su25	%TotalHC
GE56 - SC	94	101	65	28.29%
American Indian/Alaskan Native	1	1		0.22%
Black	5	3	2	1.09%
White	39	43	26	11.75%
(blank)	49	54	37	15.23%
GE5B - CMHC	225	242	190	71.49%
American Indian/Alaskan Native	1			0.11%
Black	8	6	4	1.96%
Hispanic	4	5	3	1.31%
White	82	87	67	25.68%
(blank)	130	144	116	42.44%





Graduates (BERT: Graduates by Major, IR Factbook)

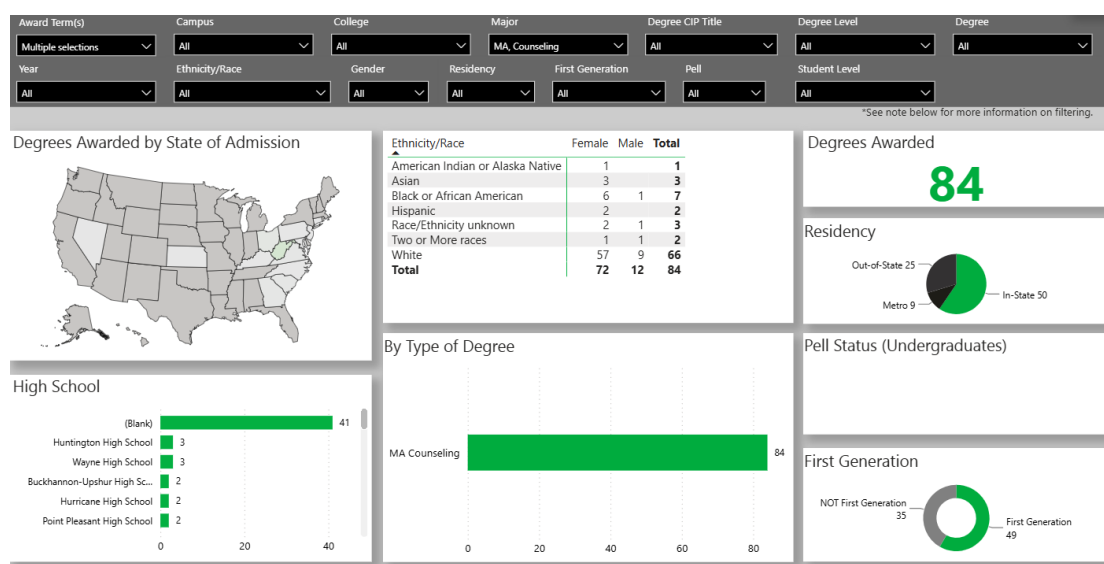
The Counseling Department had 84 graduates in AY 24-25 with most graduating in the spring term; this was down from 123 total graduates the prior year. The average terms at level were 5.73, down from 6.35 in AY 23-24, indicating students may be completing the program more quickly. Graduates had an average GPA of 3.81, which remained consistent with the prior academic year.

Graduates							
Row Labels	Fa24	Sp25	Sm25	AY24-25 Total	AY23-24 Total	AY24-25 Avg.	AY23-24 Avg.
MA, COUN	19	46	19	84	123	28	41.00
SC	7	11	3	21	40	7	13.33
CMHC	12	35	16	63	83	21	27.67

Terms at Level									
	Fall24		Sp25		Sum25		AY 24-25		AY 23-24
Row Labels	M	SD	M	SD	M	SD	M	SD	

GE56: SC	5.14	0.90	6.27	1.85	5.00	2.65	5.71	1.74	
GE5B: CMHC	5.83	2.12	6.34	2.40	4.63	2.16	5.81	2.37	
(blank)	5.73	1.98	6.30	2.43	4.43	1.96	5.67	2.34	
Grand Total	5.65	1.84	6.31	2.33	4.55	2.04	5.73	2.27	6.35 (2.20)

GPA of Graduates					
Row Labels	Fa24	Sp25	Sm25	AY Total	AY23-24
GE56: SC	3.77	3.87	3.80	3.83	
GE5B: CMHC	3.76	3.79	3.88	3.80	
(blank)	3.79	3.79	3.87	3.81	
Grand Total	3.77	3.80	3.87	3.81	3.81



CACREP Staffing Ratios

Credit Hours Taught by Core Faculty (CACREP, 2024, Section 1.U.) (BERT: Instructors by College or Alpha (Single Term or 5-year Report))

In AY24-25, we offered 224 sections, and our average section size was 11.99. Keeping our section sizes low enhances our instructional quality but also increases the total number of sections offered and hurts our ratio of credit hours taught by core faculty compared to adjunct faculty (CACREP, 2024, Section 1.U.). Core faculty taught 107 sections (48%) compared to 117 taught by adjunct faculty (52%). Additionally, our core faculty often teach sections with higher enrollment than adjunct faculty, which further complicates this ratio. When looking at enrollments in the courses, the ratio is 49% core faculty compared to 51% adjunct faculty.

Although this appears to be slightly under the required 50.1% required by CACREP (2024, 1.U.), when considering our Course Leadership and Teaching Team Model, which gives

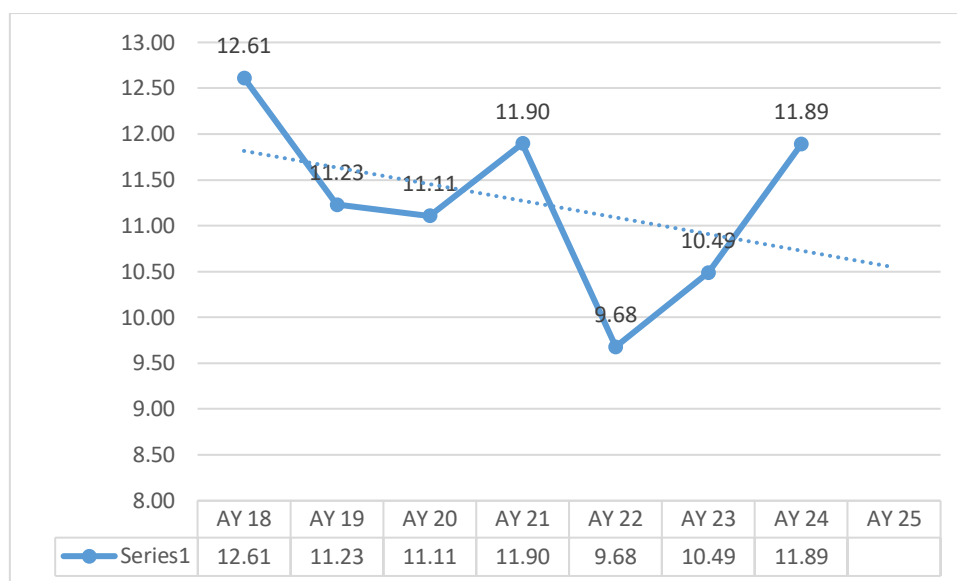
students of all sections access to “teaching” by core faculty, we believe we more than exceed the spirit of the standard. For instance, in a traditional counselor education program, the instructor of record is responsible for all materials including maintaining a syllabus, facilitating live instruction, lecturing, grading, communicating with students, etc.; this “teaching” gets them credit for 100% of the credit hours taught. In our model, the core faculty course lead is responsible for maintaining the syllabus and course shell, which includes lectures, learning experiences, written materials, etc. while the instructor of record adds personalized content, facilitates the learning through the course lead created materials, and is responsible for grading. Therefore, students are “taught” by the course lead through course design and asynchronous material and are “taught” by the instructor of record through synchronous instruction, grading, and other interactive elements. To account for this, we assign the course lead 10% credit for “teaching” all sections under their leadership. Using this formula, our ratio of credit hours taught by core faculty was 57.77%.

Section Hours Taught Ratio								
	Fall24		Sp24		Sm24		AY24-25	
	#Sections	Enroll	#Sections	Enroll	#Sections	Enroll	#Sections	Enroll
Adjunct	40	495	49	601	28	290	117	1386
Core	40	509	37	456	30	357	107	1322
	80	1004	86	1057	58	647	224	2708
Ratio Core/Adjunct	50.00	50.70	43.02	43.14	51.72	55.18	47.77	48.82
Ratio w/Course Lead%	60		53.02		61.72		57.77	

Faculty to Student FTE Ratio (CACREP, 2024, 1.V.) - Custom Report from Brian Morgan, Chief Data Officer

We continue to prioritize low section sizes, which contributes to our compliance with the 12:1 faculty to student FTE ratio. For AY 24-25, we averaged 11.89:1, which is slightly higher than the previous two years, but still within compliance and continuing a trend of keeping our FTE ratio lower.

	Fa24	Sp24	Su24	AY24-25
FTE Faculty	21	23	19	21.00
FTE Students	274	294	181	249.67
FTE Ratio	13	12.8	9.5	11.89



Assessment of Knowledge, Skills, & Dispositions

During the annual department level evaluation period, a KPI Face Sheet was created that shows the following: department mission; relevant CACREP Domain; KPI; relevant department objectives; and results for each method and point in time the KPI was evaluated. Each KPI Face Sheet provided aggregate data to be used for department level evaluation of students' knowledge, skills, and dispositions to be used for ongoing program enhancement.

Each KPI was evaluated using a combination of two or more methods (grades on a signature assignment; CSDA; Site Supervisor Evaluation; and/or National Testing) over two or more points of time. We also added a real-time observational measure, the Student Support and Encouragement Referral form to aid in our CAP.

Key Performance Indicators (KPIs)

The KPIs are linked to various *2016 CACREP Standards* as well as our program objectives (in parentheses) and include a blend of both knowledge and skills:

- KPI 1.1 Students will demonstrate the ability to identify key components of a strong professional identity (2.F.1., PO1, PO3, PO6)
- KPI 1.2 Students will demonstrate ethical reasoning skills. (2.F.1., PO1, PO3, PO6)
- KPI 2.1 Students will demonstrate understanding of the impact diversity has on the counseling process. (2.F.2., PO2)
- KPI 2.2 Demonstrate the ability to incorporate multicultural competencies in counseling skills. (2.F.2., PO2)
- KPI 3.1 Students will demonstrate understanding of developmental theories regarding personality development, learning, and social functioning. (2.F.3., PO4, PO6)
- KPI 3.2 Students will demonstrate skills in identifying developmental barriers that affect client behavior and experience. (2.F.3., PO4, PO6)

- KPI 4.1 Students will demonstrate knowledge and skill in applying career development theories, strategies and techniques to specific career decision-making situations (2.F.4., PO4, PO5)
- KPI 4.2 Students will demonstrate an ability to utilize career assessment instruments and techniques relevant to career planning and decision making (2.F.4., PO4, PO5)
- KPI 5.1 Students will demonstrate an understanding of the structure of the counseling process and how this structure helps determine counseling practices from various theoretical perspectives (2.F.5., PO1, PO2, PO3, PO5)
- KPI 5.2 Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy with a clear understanding of counselor functions (2.F.5., PO1, PO2, PO3, PO5)
- KPI 6.1 Students will evaluate the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (2.F.6., PO3)
- KPI 6.2 Students will demonstrate skills in planning and implementing an appropriate group intervention/program. (2.F.6., PO3)
- KPI 7.1 Students will demonstrate an understanding of the purpose and process of assessment in counseling. (2.F.7., PO4, PO5)
- KPI 7.2 Students will demonstrate skills in conducting, interpreting, and reporting results for select assessment instruments. (2.F.7., PO4, PO5)
- KPI 8.1 Students will demonstrate the skills necessary to obtain, analyze, and review current literature on a chosen topic. (2.F.8., PO4)
- KPI 8.2 Students will demonstrate skills in basic statistical analysis of data. (2.F.8., PO4)
- KPI 9.1 Students will demonstrate knowledge of the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs as it relates to the ASCA National Model to address all student's academic, career and personal/social needs while following the ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes. (5.G.)
- KPI 9.2 Students will demonstrate skills in planning, delivering and evaluating comprehensive school counseling and guidance programs for PK-12 students following the ASCA National Model, ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes (5.G.)
- KPI 9.3 Students will illustrate the impact of technology in the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs.
- KPI 10.1 Students will demonstrate skills in intake, assessment, diagnosis, treatment planning, and implementation of evidence-based practice in counseling. (5.C.)
- KPI 10.2 Students will demonstrate understanding of the duties, roles, and expectations in clinical, agency, hospital, and private practice environments (5.C.)
- KPI 11 Students will demonstrate self-awareness, integrity, and professionalism in relation to peers, faculty, staff, and supervisors. (4.G.)

Methods

Student Support Referral Form

The student support referral form is used to assess KSDs in real-time by all faculty, staff, and supervisors that have contact with students. This form is regularly distributed and placed in the course shell of all sections for easy access. Assessors can submit praise or concerns related to various KSDs (attendance, communication, interpersonal struggles). All submissions were reviewed during a monthly meeting of the retention and remediation committee and followed up in accordance with our CAP.

Academic/Clinical Course Grades

Course grades were exported each term and reviewed by core faculty. Grades other than B/Credit were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Cumulative GPA

Cumulative GPA was calculated each term and reviewed by core faculty. Students with GPAs under 3.0 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Signature Assignments

Signature assignments were created to provide students with the opportunity to demonstrate the KSDs necessary for an entry level counselor. Rubrics were used to assess those signature assignments, and the assignment graded was entered into the Blackboard LMS. Each term, grades from those signature assignments were exported into our program evaluation dashboard in PowerBI for program and individual student assessment purposes. Assignment grades under 80% were responded to in accordance with our CAP and retention and remediation plan when appropriate.

CSDA

The CSDA was an 11-item scale which measures the key dispositions of a professional counselor: professionalism, therapeutic aptitude, maturity/integrity, and multicultural competence. The items were scored on a scale of 0 (no information available) to 4 (exceeds expectations). A mid-term and final CSDA is completed in Tevera on every student in five courses (600, 607, 608, 691/698). Total scores and individual items are used to assess various KPIs, so disposition assessment is infused across KPIs as well as with a dedicated KPI #11. CSDA ratings of 1 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Site Supervisor Evaluation

The Site Supervisor Evaluation Form had three parts: (1) Demographic Information with 8 items; (2) Practice of Counseling with 11 items ranked from 1 (not met), 2 (met), and 3 (exceeds); and (3) Candidate Effectiveness with 12 items ranked from 1 (not met), 2 (met), and 3 (exceeds), four yes/no questions, two open-ended questions, and one final grade-level evaluation. The Site Supervisor Evaluation Form was completed during the mid-term and

final of three courses (608, 691/698). Ratings under 2 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

National Testing

All students were required to take the CPCE before they graduate, and school counseling students were also required to take the Praxis II prior to enrolling in their school counseling internship. Students could also take the NCE and NCMHCE according to their state licensure requirements. The CECE exam was piloted in Summer 2025 and will be phased in as the new comprehensive exam required of students prior to graduation.

CPCE scores that were more than 1.5SD below program average were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Failing Praxis II scores were responded to in accordance with our CAP and retention and remediation plan when appropriate.

NCE and NCMHCE scores that were more than 1SD below the national average were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Standards of Conduct and Ethical Practice

Various standards were used to set the expectations for conduct and ethical practice:

1. Marshall University (<https://www.marshall.edu/student-conduct/>)
2. Complete MU Catalog (<https://catalog.marshall.edu/>)
3. Title IX (<https://www.marshall.edu/titleix/>)
3. Marshall Office of Academic Affairs (<https://www.marshall.edu/academicaffairs/policies/#ProbationGrad>)
4. The College of Education and Professional Development
5. The Counseling Department
6. The ethical codes of the American Counseling Association, American School Counseling Association, American Mental Health Counselors Association, and National Board of Certified Counselors
7. State board policies regulating the practice of counseling in West Virginia and the state where the student resides.
8. The legal statutes governing practice of counselors in WV and the state where the student resides.

These were evaluated on an ongoing basis and responded to in accordance with our CAP and retention and remediation plan when appropriate.

Academic Integrity

All policies related to academic integrity can be found here:

<https://www.marshall.edu/academic-affairs/policies/>. These were evaluated on an ongoing basis and responded to in accordance with our CAP and retention and remediation plan when appropriate.

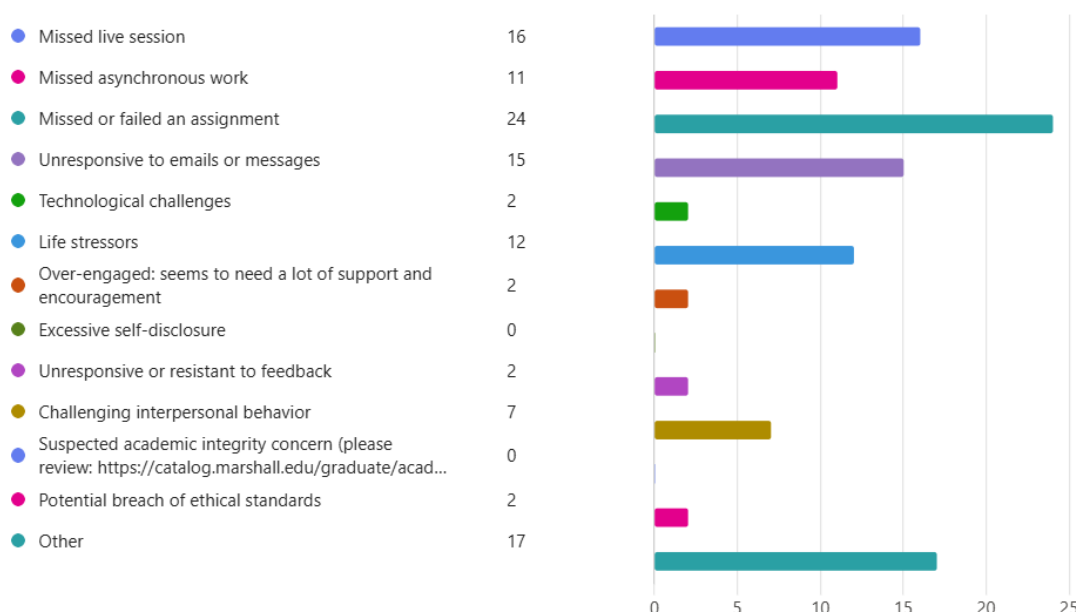
Results

Student Support Referral Form

A total of 49 responses were submitted in AY 24-25; 89.7% were to document a need or concern. Most concerns were related to dispositions, primarily related to missing deadlines and poor communication. All referrals are reviewed during monthly individual student assessment meetings.

7. Refer to supports: What happened that prompted you to complete this form? Select all that apply:

[More details](#)



Academic/Clinical Course Grades

Program Level (BERT: Grade Summary by Subject and/or Course)

As can be reviewed in the tables below, our rate of C/D/F grades was 3.06% ($n = 66$) of all grades. Only two instances of NC in clinical courses were observed, both of which were in COUN 608. Only two courses COUN 684 and 685 had under 90% above threshold of a B; both of which are VoLT courses and not taken by students in the core curriculum.

Individual Student Level (BERT: Student Grades by Alpha-Designator (Department) Report)

For AY 24-25, only 40 students out of 493 (8.1%) received C/D/F grades, meaning 91.9% of students were at or above our threshold. Seventeen (3.4%) students had more than one C/D/F. All students were followed during our individual student assessment meeting each term.

Tables

Clinical Course Grades				
Course	CR	NC	#GradesTotal	% > Threshold
608	110	2	112	98.21%

691	116		116	100.00%
698	39		39	100.00%
740	2		2	100.00%
Total	267	2	269	

Individual Course Grades								
Course	A	B	C	D	F	#CDF	#GradesTotal	% > Threshold
684	6	3	1		1	2	11	81.82%
685	6	2	1			1	9	88.89%
555	101	10	5		4	9	120	92.50%
654	29		2			2	31	93.55%
574	126	22	3	1	6	10	158	93.67%
609	106	28	3		6	9	143	93.71%
602	135	22	2		7	9	166	94.58%
590	17	3			1	1	21	95.24%
632	96	7	2	2	1	5	108	95.37%
600	151	18	1		6	7	176	96.02%
630	64	13	1		1	2	79	97.47%
672	36	3	1			1	40	97.50%
673	37	3	1			1	41	97.56%
631	84	26	2			2	112	98.21%
604	101	12	1	1		2	115	98.26%
575	115	3	2			2	120	98.33%
603	123	4	1		1	2	129	98.45%
607	129				1	1	130	99.23%
556	54	1				0	55	100.00%
577	89	17				0	106	100.00%
578	8	3				0	11	100.00%
579	6	1				0	7	100.00%
605	109	19				0	128	100.00%
606	105	9				0	114	100.00%
675	45	3				0	48	100.00%
682	24	1				0	25	100.00%
683	6	5				0	11	100.00%
686	5	3				0	8	100.00%
Total	1913	241	29	4	35	68	2222	97%

Cumulative GPA (BERT: Enrolled Majors/Students (FULL DATA EXPORT TO EXCEL)

Program Level

Our average GPA was 3.68 ($SD = 0.74$). Students identifying as Black had a lower GPA ($M = 3.28$).

Individual Student Level

A total of 15 (3.4%) of 435 students averaged below a 3.0 GPA; so, 96.6% of students met threshold.

Tables

GPA x AoE		
	<i>M</i> GPA	<i>SD</i> GPA
GE56 - SC	3.68	0.75
GE5B - CMHC	3.67	0.74
Grand Total	3.67	0.74

GPA by Gender		
Row Labels	<i>M</i> GPA	<i>SD</i> GPA
F	3.78	0.38
M	3.66	0.75
Grand Total	3.76	0.46

GPA x Race/Ethnicity		
Row Labels	<i>M</i> GPA	<i>SD</i> GPA
American Indian/Alaskan Native	3.67	0.58
Black	3.28	0.95
Hispanic	3.81	0.14
White	3.70	0.67
(blank)	3.68	0.78
Grand Total	3.67	0.74

Signature Assignments

Signature assignments were created to provide students with the opportunity to demonstrate the KSDs necessary for an entry level counselor. Rubrics were used to assess those signature assignments, and the assignment grade was entered into the Blackboard LMS. Each term, grades from those signature assignments were exported into our program evaluation dashboard in PowerBI for program and individual student assessment purposes. Assignment grades under 80% were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Program Level

A total of 2887 individual assignments were successfully linked through the Blackboard alignments feature and exported for review. We had better compliance with linking

assignments in Blackboard, but also had some non-signature assignments linked, which led to additional data cleaning efforts.

The average score on all signature assignments was 95.65% ($SD = 7.17\%$), and no signature assignment average scores fell below the 80% cut score threshold. The three assignments with the lowest percentage scores were the Ethics Paper, Theory Preference paper, and Case Study, but all averaged above 90% in total.

Individual Student Level

Of the 2887, 374 unique students were included in the data. Only 61 students (16%) received at least 1 assignment score below 80%, with a range of 1-6 assignments below the cut score. Only 11 of those students averaged under 80% across all signature assignments they had completed. All students were followed up following our individual student assessment meetings after each term in accordance with our CAP.

Tables

Signature Assignments							
KPI	Row Labels	<i>M</i> %	<i>SD</i> %	N < 80 %	N < 80%	N	%>80
1.2	Ethics Paper	91.83 %	12.14 %	11	138	149	92.62%
2.1	Term paper	94.37 %	8.05%	7	90	97	92.78%
2.2	Case Study	95.11 %	9.15%	11	114	125	91.20%
3.1	602 Quiz 1	91.93 %	10.66 %	7	141	148	95.27%
3.1	Development Theory PPT KPI 3.1	95.38 %	7.83%	6	108	114	94.74%
3.2	Developmental Paper KPI 3.2	95.03 %	7.35%	5	106	111	95.50%
4.1	Career Theory Paper KPI 4.1, 4.2	97.33 %	5.83%	8	199	207	96.14%
4.2	Career Intervention Paper KPI 4.1, KPI 4.2	95.19 %	6.81%	3	149	152	98.03%
5.1	Self-Assessment KPI 5.1	99.83 %	1.71%	0	142	142	100.00 %
5.1	Theory Preference Paper	92.74 %	7.79%	10	119	129	92.25%
5.2	Video 2 Submission	98.79 %	2.27%	0	71	71	100.00 %
5.2	KPI 5.2 Skill demonstration #2	93.00 %	5.33%	0	63	63	100.00 %
5.2	Video 1 Submission	93.81 %	4.32%	1	53	54	98.15%
6.1	Group Proposal	99.06 %	1.60%	0	222	222	100.00 %
6.1	Group Immersion Reflection	98.37 %	4.04%	4	224	228	98.25%
6.2	Group Exercise Facilitation	98.61 %	2.12%	0	74	74	100.00 %

6.2	Peer Practice Group (PPG) #2	98.11 %	3.30%	0	74	74	100.00 %
6.2	Peer Practice Group (PPG) #1	97.41 %	4.07%	1	73	74	98.65%
7.1	Assessment PowerPoint Project KPI 7.1	90.46 %	6.92%	4	87	91	95.60%
7.2	Assessment Report #2 KPI 7.2	93.99 %	5.98%	1	126	127	99.21%
8.1	Evidence-Based Research Presentation Handout	99.89 %	0.92%	0	75	75	100.00 %
8.1	Article Review #2	92.99 %	7.44%	5	110	115	95.65%
8.2	Discussion and Conclusion	92.30 %	5.85%	1	92	93	98.92%
9	Supervision/Portfolio	99.44 %	1.62%	0	18	18	100.00 %
9	School Counseling Final Project Assignment KPI 9.1, 9.2, 9.3	95.64 %	8.08%	6	94	100	94.00%
10	Power Point Presentation Final draft (with video)	94.53 %	7.11%	1	33	34	97.06%
1.1	Case Analysis	Not Linked					
	Grand Total	95.65 %	7.17%	92	279 5	288 7	96.81%

Signature Assignment Scores by KPI						
Row Labels	<i>M</i> %	<i>SD</i> %	N < 80%	N < 80%	N	%>80
COUN.KPI.05.02 - COUN.KPI.05.02: Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy with a clear understanding of counselor functions. (CACREP 2016 2.F.5)	93.00%	5.33%	0	63	63	100.00%
COUN.KPI.08.00 - COUN.KPI.08.00: Research and Program Evaluation (CACREP 2016 2.F.8)	99.19%	3.14%	0	95	95	100.00%
COUN.KPI.06.02 - COUN.KPI.06.02: Students will demonstrate skills in planning and implementing an appropriate group intervention/program. (CACREP 2016 2.F.6)	98.30%	2.99%	1	295	296	99.66%
COUN.KPI.07.02 - COUN.KPI.07.02: Students will demonstrate skills in conducting, interpreting, and reporting results for select assessment instruments. (CACREP 2016 2.F.7)	93.99%	5.98%	1	126	127	99.21%
COUN.KPI.06.00 - COUN.KPI.06.00: Group Counseling and Group Work (CACREP 2016 2.F.6)	98.64%	3.32%	2	186	188	98.94%
COUN.KPI.06.01 - COUN.KPI.06.01: Students will evaluate the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (CACREP 2016 2.F.6)	98.64%	3.32%	2	186	188	98.94%
COUN.KPI.08.02 - COUN.KPI.08.02: Students will explain and apply statistical procedures. (CACREP 2016 2.F.8)	90.23%	5.01%	1	69	70	98.57%
COUN.KPI.04.02 - COUN.KPI.04.02: Students will explain and apply the use of career assessment instruments and techniques relevant to career planning and decision making. (CACREP 2016 2.F.4)	96.61%	5.82%	4	149	153	97.39%
COUN.KPI.05.01 - COUN.KPI.05.01: Students will explain the structure of the counseling process and how this structure helps determine counseling practices from various theoretical perspectives. (CACREP 2016 2.F.5)	96.52%	5.88%	11	385	396	97.22%
COUN.KPI.10.01 - COUN.KPI.10.01: Students will demonstrate knowledge of professional development, professionalism, and contribution to the profession through research and dissemination of knowledge. (CACREP 2016 5.C)	94.53%	7.11%	1	33	34	97.06%

COUN.KPI.04.01 - COUN.KPI.04.01: Students will explain and apply career development theories, strategies and techniques to specific career decision-making situations. (CACREP 2016 2.F.4)	96.28%	6.71%	7	199	206	96.60%
COUN.KPI.09.01 - COUN.KPI.09.01: Students will articulate a final portfolio project that will describe the planning, implementation, and evaluation of a comprehensive school counseling program. (CACREP 2016 5.G)	96.96%	6.77%	2	53	55	96.36%
COUN.KPI.08.01 - COUN.KPI.08.01: Students will select and evaluate current peer-reviewed literature on a chosen topic. (CACREP 2016 2.F.8)	93.48%	7.31%	5	113	118	95.76%
COUN.KPI.07.01 - COUN.KPI.07.01: Students will analyze the purpose and process of assessment in counseling. (CACREP 2016 2.F.7)	90.46%	6.92%	4	87	91	95.60%
COUN.KPI.03.02 - COUN.KPI.03.02: Students will identify and explain the developmental barriers that affect client behavior and experience. (CACREP 2016 2.F.3)	95.03%	7.35%	5	106	111	95.50%
COUN.KPI.03.01 - COUN.KPI.03.01: Students will differentiate between various developmental theories regarding personality development, learning, and social functioning. (CACREP 2016 2.F.3)	93.43%	9.67%	13	249	262	95.04%
COUN.KPI.09.00 - COUN.KPI.09.00: School Counseling Emphasis (CACREP 2016 5.G)	95.76%	7.94%	2	35	37	94.59%
COUN.KPI.02.01 - COUN.KPI.02.01: Students will explain the impact diversity has on the counseling process. (CACREP 2016 2.F.2)	95.39%	8.13%	12	158	170	92.94%
COUN.KPI.01.02 - COUN.KPI.01.02: Students will demonstrate ethical reasoning skills. (CACREP 2016 2.F.1)	91.83%	12.14%	11	138	149	92.62%
COUN.KPI.09.03 - COUN.KPI.09.03: Students will illustrate the impact of technology in the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs.	95.31%	8.77%	2	24	26	92.31%
COUN.KPI.02.00 - COUN.KPI.02.00: Social and Cultural Diversity (CACREP 2016 2.F.2)	93.18%	11.73%	1	10	11	90.91%
COUN.KPI.02.02 - COUN.KPI.02.02: Students will explain and apply multicultural competencies to their work with varying clients. (CACREP 2016 2.F.2)	92.70%	9.77%	5	36	41	87.80%
Grand Total	95.65%	7.17%	92	2795	2887	96.81%

Individual Student Signature Assignment Performance						
Row Labels	<i>M</i> %	<i>SD</i> %	N < 80%	N < 80%	N	%>80
Student1	73.53%	9.59%	6	1	7	14.29%
Student2	77.07%	5.50%	4	2	6	33.33%
Student3	85.55%	10.96%	4	7	11	63.64%
Student4	74.64%	20.89%	3	6	9	66.67%
Student5	60.93%	41.62%	3	1	4	25.00%
Student6	88.54%	10.89%	3	14	17	82.35%
Student7	94.96%	7.55%	3	23	26	88.46%
Student8	82.88%	7.44%	2	4	6	66.67%
Student9	90.30%	10.70%	2	12	14	85.71%
Student10	83.20%	17.01%	2	3	5	60.00%
Student11	77.77%	7.74%	2	1	3	33.33%
Student12	82.58%	18.92%	2	4	6	66.67%
Student13	75.00%	0.00%	2	0	2	0.00%
Student14	90.54%	13.61%	2	9	11	81.82%
Student15	85.06%	11.51%	2	3	5	60.00%
Student16	92.41%	8.76%	2	21	23	91.30%
Student17	94.56%	9.53%	2	7	9	77.78%
Student18	88.07%	11.36%	2	5	7	71.43%
Student19	44.25%	11.67%	2	0	2	0.00%
Student20	96.85%	6.22%	1	23	24	95.83%
Student21	94.60%	8.73%	1	5	6	83.33%
Student22	94.08%	11.80%	1	4	5	80.00%
Student23	95.29%	7.36%	1	11	12	91.67%
Student24	86.75%	10.37%	1	3	4	75.00%
Student25	85.65%	13.82%	1	5	6	83.33%
Student26	92.13%	8.70%	1	5	6	83.33%
Student27	92.10%	7.32%	1	9	10	90.00%
Student28	84.10%	11.42%	1	2	3	66.67%
Student29	86.67%	23.09%	1	2	3	66.67%
Student30	89.14%	8.34%	1	9	10	90.00%
Student31	78.00%	NA	1	0	1	0.00%
Student32	89.70%	11.05%	1	4	5	80.00%
Student33	95.06%	6.39%	1	20	21	95.24%
Student34	94.91%	6.97%	1	16	17	94.12%
Student35	94.75%	7.92%	1	16	17	94.12%
Student36	94.81%	8.00%	1	7	8	87.50%
Student37	91.37%	11.89%	1	2	3	66.67%
Student38	95.20%	6.47%	1	11	12	91.67%
Student39	96.86%	7.88%	1	11	12	91.67%
Student40	94.33%	9.89%	1	12	13	92.31%
Student41	97.54%	5.83%	1	18	19	94.74%

Student42	86.17%	13.90%	1	2	3	66.67%
Student43	92.97%	8.71%	1	11	12	91.67%
Student44	94.58%	7.67%	1	11	12	91.67%
Student45	87.18%	5.65%	1	3	4	75.00%
Student46	87.50%	17.68%	1	1	2	50.00%
Student47	93.19%	9.75%	1	10	11	90.91%
Student48	76.50%	30.41%	1	1	2	50.00%
Student49	95.50%	8.49%	1	7	8	87.50%
Student50	86.58%	11.94%	1	3	4	75.00%
Student51	92.11%	8.81%	1	14	15	93.33%
Student52	92.37%	12.60%	1	10	11	90.91%
Student53	96.93%	7.06%	1	15	16	93.75%
Student54	46.30%	NA	1	0	1	0.00%
Student55	86.33%	10.29%	1	5	6	83.33%
Student56	95.74%	6.05%	1	15	16	93.75%
Student57	93.40%	12.18%	1	6	7	85.71%
Student58	59.25%	44.90%	1	1	2	50.00%
Student59	81.75%	8.50%	1	3	4	75.00%
Student60	93.94%	12.20%	1	4	5	80.00%
Student61	91.70%	10.00%	1	3	4	75.00%
Student62	98.64%	2.72%	0	14	14	100.00%
Student63	95.73%	7.47%	0	14	14	100.00%
Student64	96.13%	2.25%	0	4	4	100.00%
Student65	96.69%	5.18%	0	12	12	100.00%
Student66	95.70%	4.91%	0	23	23	100.00%
Student67	94.42%	5.39%	0	13	13	100.00%
Student68	98.53%	2.04%	0	12	12	100.00%
Student69	89.98%	6.65%	0	4	4	100.00%
Student70	98.11%	2.78%	0	14	14	100.00%
Student71	97.67%	3.61%	0	6	6	100.00%
Student72	99.21%	1.35%	0	14	14	100.00%
Student73	98.28%	1.96%	0	11	11	100.00%
Student74	89.12%	6.43%	0	6	6	100.00%
Student75	94.64%	5.93%	0	20	20	100.00%
Student76	100.00%	NA	0	1	1	100.00%
Student77	96.88%	7.63%	0	6	6	100.00%
Student78	91.00%	NA	0	1	1	100.00%
Student79	97.25%	4.15%	0	24	24	100.00%
Student80	96.00%	NA	0	1	1	100.00%
Student81	96.66%	3.89%	0	5	5	100.00%
Student82	94.00%	NA	0	1	1	100.00%
Student83	98.15%	3.20%	0	17	17	100.00%
Student84	92.87%	6.18%	0	10	10	100.00%
Student85	92.27%	6.83%	0	11	11	100.00%

Student86	96.94%	5.20%	0	5	5	100.00%
Student87	97.10%	4.13%	0	5	5	100.00%
Student88	87.86%	8.95%	0	7	7	100.00%
Student89	92.50%	6.26%	0	8	8	100.00%
Student90	98.38%	1.97%	0	4	4	100.00%
Student91	94.23%	6.59%	0	13	13	100.00%
Student92	100.00%	NA	0	1	1	100.00%
Student93	99.45%	1.43%	0	20	20	100.00%
Student94	98.43%	2.69%	0	22	22	100.00%
Student95	93.32%	4.08%	0	5	5	100.00%
Student96	97.60%	3.67%	0	19	19	100.00%
Student97	94.66%	6.91%	0	7	7	100.00%
Student98	94.95%	6.64%	0	4	4	100.00%
Student99	89.90%	9.42%	0	6	6	100.00%
Student100	96.89%	5.03%	0	14	14	100.00%
Student101	98.34%	3.71%	0	5	5	100.00%
Student102	97.89%	2.32%	0	9	9	100.00%
Student103	100.00%	0.00%	0	3	3	100.00%
Student104	97.75%	4.50%	0	4	4	100.00%
Student105	97.20%	4.90%	0	6	6	100.00%
Student106	97.45%	5.75%	0	11	11	100.00%
Student107	98.18%	2.81%	0	16	16	100.00%
Student108	98.17%	2.86%	0	6	6	100.00%
Student109	95.50%	2.08%	0	4	4	100.00%
Student110	97.50%	5.00%	0	4	4	100.00%
Student111	96.63%	3.94%	0	4	4	100.00%
Student112	98.67%	2.31%	0	3	3	100.00%
Student113	96.51%	4.90%	0	16	16	100.00%
Student114	82.50%	NA	0	1	1	100.00%
Student115	97.00%	4.24%	0	2	2	100.00%
Student116	95.65%	6.85%	0	21	21	100.00%
Student117	90.27%	5.25%	0	3	3	100.00%
Student118	94.58%	6.05%	0	4	4	100.00%
Student119	95.57%	7.68%	0	3	3	100.00%
Student120	98.15%	4.20%	0	18	18	100.00%
Student121	92.00%	NA	0	1	1	100.00%
Student122	93.33%	5.77%	0	3	3	100.00%
Student123	88.57%	2.41%	0	3	3	100.00%
Student124	96.28%	5.96%	0	6	6	100.00%
Student125	99.38%	1.96%	0	10	10	100.00%
Student126	98.66%	3.00%	0	5	5	100.00%
Student127	96.00%	5.72%	0	10	10	100.00%
Student128	95.60%	6.07%	0	5	5	100.00%
Student129	91.35%	5.64%	0	6	6	100.00%

Student130	96.74%	2.79%	0	8	8	100.00%
Student131	99.41%	1.42%	0	17	17	100.00%
Student132	97.00%	0.00%	0	3	3	100.00%
Student133	92.80%	8.56%	0	5	5	100.00%
Student134	94.70%	5.31%	0	7	7	100.00%
Student135	100.00%	NA	0	1	1	100.00%
Student136	92.00%	NA	0	1	1	100.00%
Student137	95.17%	5.05%	0	9	9	100.00%
Student138	95.50%	NA	0	1	1	100.00%
Student139	96.00%	4.90%	0	4	4	100.00%
Student140	97.63%	4.66%	0	17	17	100.00%
Student141	90.55%	3.99%	0	6	6	100.00%
Student142	95.75%	5.68%	0	4	4	100.00%
Student143	95.00%	NA	0	1	1	100.00%
Student144	98.00%	3.46%	0	3	3	100.00%
Student145	98.00%	3.09%	0	15	15	100.00%
Student146	100.00%	NA	0	1	1	100.00%
Student147	95.80%	5.90%	0	8	8	100.00%
Student148	94.07%	5.62%	0	6	6	100.00%
Student149	97.00%	3.61%	0	3	3	100.00%
Student150	100.00%	0.00%	0	3	3	100.00%
Student151	98.38%	3.31%	0	25	25	100.00%
Student152	100.00%	0.00%	0	3	3	100.00%
Student153	95.87%	4.00%	0	6	6	100.00%
Student154	100.00%	0.00%	0	2	2	100.00%
Student155	89.00%	NA	0	1	1	100.00%
Student156	97.12%	4.87%	0	6	6	100.00%
Student157	100.00%	0.00%	0	5	5	100.00%
Student158	97.11%	5.40%	0	9	9	100.00%
Student159	100.00%	0.00%	0	3	3	100.00%
Student160	97.21%	3.99%	0	22	22	100.00%
Student161	93.00%	9.90%	0	2	2	100.00%
Student162	96.95%	2.74%	0	10	10	100.00%
Student163	100.00%	0.00%	0	5	5	100.00%
Student164	80.00%	NA	0	1	1	100.00%
Student165	97.54%	3.75%	0	20	20	100.00%
Student166	95.00%	NA	0	1	1	100.00%
Student167	91.08%	6.14%	0	4	4	100.00%
Student168	97.43%	4.39%	0	20	20	100.00%
Student169	99.33%	1.49%	0	16	16	100.00%
Student170	97.73%	4.72%	0	23	23	100.00%
Student171	94.27%	4.97%	0	3	3	100.00%
Student172	88.00%	NA	0	1	1	100.00%
Student173	94.08%	4.02%	0	5	5	100.00%

Student174	100.00%	NA	0	1	1	100.00%
Student175	93.33%	6.44%	0	4	4	100.00%
Student176	94.09%	7.63%	0	15	15	100.00%
Student177	99.33%	1.03%	0	6	6	100.00%
Student178	99.16%	1.84%	0	11	11	100.00%
Student179	100.00%	0.00%	0	7	7	100.00%
Student180	97.50%	2.26%	0	6	6	100.00%
Student181	100.00%	0.00%	0	3	3	100.00%
Student182	90.65%	7.84%	0	6	6	100.00%
Student183	91.42%	5.01%	0	6	6	100.00%
Student184	96.81%	4.93%	0	21	21	100.00%
Student185	95.33%	3.51%	0	3	3	100.00%
Student186	94.79%	7.01%	0	14	14	100.00%
Student187	100.00%	0.00%	0	3	3	100.00%
Student188	80.00%	NA	0	1	1	100.00%
Student189	100.00%	NA	0	1	1	100.00%
Student190	90.62%	5.19%	0	5	5	100.00%
Student191	100.00%	0.00%	0	4	4	100.00%
Student192	98.56%	2.85%	0	19	19	100.00%
Student193	96.00%	6.93%	0	3	3	100.00%
Student194	97.49%	4.87%	0	19	19	100.00%
Student195	92.07%	2.40%	0	7	7	100.00%
Student196	96.88%	4.73%	0	4	4	100.00%
Student197	95.63%	6.60%	0	7	7	100.00%
Student198	93.80%	NA	0	1	1	100.00%
Student199	98.75%	2.50%	0	4	4	100.00%
Student200	96.91%	4.44%	0	25	25	100.00%
Student201	87.50%	NA	0	1	1	100.00%
Student202	99.33%	1.15%	0	3	3	100.00%
Student203	95.00%	NA	0	1	1	100.00%
Student204	91.30%	7.65%	0	3	3	100.00%
Student205	98.10%	3.41%	0	10	10	100.00%
Student206	100.00%	NA	0	1	1	100.00%
Student207	92.00%	6.93%	0	3	3	100.00%
Student208	94.81%	6.95%	0	9	9	100.00%
Student209	98.00%	3.46%	0	3	3	100.00%
Student210	82.50%	NA	0	1	1	100.00%
Student211	100.00%	0.00%	0	2	2	100.00%
Student212	93.80%	NA	0	1	1	100.00%
Student213	95.92%	3.50%	0	13	13	100.00%
Student214	99.00%	2.00%	0	4	4	100.00%
Student215	97.24%	4.16%	0	10	10	100.00%
Student216	99.00%	2.00%	0	4	4	100.00%
Student217	86.00%	0.00%	0	2	2	100.00%

Student218	99.00%	1.15%	0	4	4	100.00%
Student219	97.66%	3.21%	0	5	5	100.00%
Student220	99.16%	1.89%	0	19	19	100.00%
Student221	100.00%	0.00%	0	3	3	100.00%
Student222	96.67%	5.77%	0	3	3	100.00%
Student223	100.00%	0.00%	0	4	4	100.00%
Student224	91.67%	10.10%	0	3	3	100.00%
Student225	96.30%	NA	0	1	1	100.00%
Student226	96.67%	5.77%	0	3	3	100.00%
Student227	97.06%	3.26%	0	7	7	100.00%
Student228	95.80%	6.35%	0	23	23	100.00%
Student229	96.23%	2.41%	0	4	4	100.00%
Student230	97.58%	1.84%	0	4	4	100.00%
Student231	99.00%	2.24%	0	7	7	100.00%
Student232	100.00%	NA	0	1	1	100.00%
Student233	96.18%	4.17%	0	13	13	100.00%
Student234	94.00%	8.49%	0	2	2	100.00%
Student235	94.82%	6.95%	0	13	13	100.00%
Student236	100.00%	NA	0	1	1	100.00%
Student237	96.91%	4.32%	0	11	11	100.00%
Student238	98.04%	3.27%	0	15	15	100.00%
Student239	100.00%	0.00%	0	3	3	100.00%
Student240	96.48%	3.67%	0	4	4	100.00%
Student241	95.60%	6.66%	0	5	5	100.00%
Student242	93.67%	10.97%	0	3	3	100.00%
Student243	90.37%	6.39%	0	6	6	100.00%
Student244	97.18%	4.74%	0	8	8	100.00%
Student245	93.15%	9.69%	0	2	2	100.00%
Student246	93.00%	NA	0	1	1	100.00%
Student247	96.78%	3.20%	0	6	6	100.00%
Student248	97.38%	3.64%	0	8	8	100.00%
Student249	94.65%	4.74%	0	2	2	100.00%
Student250	98.92%	2.90%	0	13	13	100.00%
Student251	98.18%	3.65%	0	4	4	100.00%
Student252	85.55%	4.72%	0	4	4	100.00%
Student253	94.53%	5.90%	0	20	20	100.00%
Student254	95.49%	6.78%	0	8	8	100.00%
Student255	98.27%	3.78%	0	18	18	100.00%
Student256	98.33%	3.32%	0	9	9	100.00%
Student257	96.73%	3.02%	0	8	8	100.00%
Student258	99.20%	2.53%	0	10	10	100.00%
Student259	87.25%	6.72%	0	2	2	100.00%
Student260	98.17%	3.52%	0	12	12	100.00%
Student261	93.36%	7.19%	0	5	5	100.00%

Student262	95.33%	4.49%	0	15	15	100.00%
Student263	97.33%	2.66%	0	6	6	100.00%
Student264	99.19%	1.56%	0	8	8	100.00%
Student265	100.00%	0.00%	0	4	4	100.00%
Student266	96.38%	5.99%	0	4	4	100.00%
Student267	95.51%	3.43%	0	11	11	100.00%
Student268	97.78%	3.49%	0	11	11	100.00%
Student269	95.81%	5.23%	0	7	7	100.00%
Student270	97.30%	2.31%	0	4	4	100.00%
Student271	89.15%	4.08%	0	4	4	100.00%
Student272	99.67%	0.82%	0	6	6	100.00%
Student273	98.64%	1.79%	0	13	13	100.00%
Student274	100.00%	NA	0	1	1	100.00%
Student275	96.04%	6.76%	0	7	7	100.00%
Student276	99.09%	3.15%	0	18	18	100.00%
Student277	97.88%	1.65%	0	4	4	100.00%
Student278	98.36%	3.37%	0	14	14	100.00%
Student279	98.47%	3.31%	0	15	15	100.00%
Student280	98.39%	2.44%	0	14	14	100.00%
Student281	95.03%	4.93%	0	7	7	100.00%
Student282	98.00%	2.77%	0	7	7	100.00%
Student283	94.78%	5.38%	0	5	5	100.00%
Student284	98.67%	2.31%	0	3	3	100.00%
Student285	97.06%	3.86%	0	5	5	100.00%
Student286	96.80%	5.96%	0	7	7	100.00%
Student287	95.70%	5.27%	0	10	10	100.00%
Student288	96.34%	6.20%	0	17	17	100.00%
Student289	98.80%	2.17%	0	5	5	100.00%
Student290	92.03%	4.71%	0	3	3	100.00%
Student291	96.78%	4.00%	0	24	24	100.00%
Student292	97.54%	2.29%	0	10	10	100.00%
Student293	98.27%	3.33%	0	9	9	100.00%
Student294	97.28%	4.02%	0	8	8	100.00%
Student295	95.15%	5.41%	0	6	6	100.00%
Student296	99.30%	2.21%	0	10	10	100.00%
Student297	92.70%	6.83%	0	4	4	100.00%
Student298	99.47%	1.40%	0	7	7	100.00%
Student299	96.90%	4.38%	0	2	2	100.00%
Student300	100.00%	0.00%	0	7	7	100.00%
Student301	90.57%	0.98%	0	3	3	100.00%
Student302	97.22%	5.18%	0	14	14	100.00%
Student303	100.00%	NA	0	1	1	100.00%
Student304	100.00%	0.00%	0	2	2	100.00%
Student305	93.75%	2.63%	0	4	4	100.00%

Student306	99.25%	1.75%	0	8	8	100.00%
Student307	100.00%	NA	0	1	1	100.00%
Student308	100.00%	NA	0	1	1	100.00%
Student309	97.04%	3.17%	0	23	23	100.00%
Student310	92.47%	10.80%	0	3	3	100.00%
Student311	91.38%	6.01%	0	6	6	100.00%
Student312	83.60%	3.76%	0	3	3	100.00%
Student313	99.00%	2.37%	0	12	12	100.00%
Student314	94.00%	NA	0	1	1	100.00%
Student315	98.97%	2.25%	0	17	17	100.00%
Student316	96.08%	2.88%	0	12	12	100.00%
Student317	95.09%	3.58%	0	18	18	100.00%
Student318	96.50%	4.07%	0	7	7	100.00%
Student319	97.00%	4.69%	0	6	6	100.00%
Student320	95.93%	3.98%	0	18	18	100.00%
Student321	90.70%	2.82%	0	3	3	100.00%
Student322	95.33%	7.09%	0	7	7	100.00%
Student323	97.79%	2.68%	0	15	15	100.00%
Student324	94.82%	5.90%	0	9	9	100.00%
Student325	99.00%	2.45%	0	6	6	100.00%
Student326	95.96%	4.27%	0	5	5	100.00%
Student327	86.00%	NA	0	1	1	100.00%
Student328	100.00%	NA	0	1	1	100.00%
Student329	97.02%	3.25%	0	12	12	100.00%
Student330	97.86%	4.02%	0	12	12	100.00%
Student331	100.00%	0.00%	0	5	5	100.00%
Student332	98.77%	2.28%	0	10	10	100.00%
Student333	98.66%	3.00%	0	5	5	100.00%
Student334	94.00%	NA	0	1	1	100.00%
Student335	98.67%	2.31%	0	3	3	100.00%
Student336	93.00%	NA	0	1	1	100.00%
Student337	97.60%	4.44%	0	26	26	100.00%
Student338	95.99%	4.44%	0	18	18	100.00%
Student339	99.67%	0.82%	0	6	6	100.00%
Student340	96.57%	4.48%	0	6	6	100.00%
Student341	97.60%	3.54%	0	25	25	100.00%
Student342	98.12%	3.85%	0	21	21	100.00%
Student343	100.00%	NA	0	1	1	100.00%
Student344	99.00%	1.15%	0	4	4	100.00%
Student345	88.60%	7.50%	0	3	3	100.00%
Student346	96.34%	4.40%	0	16	16	100.00%
Student347	100.00%	NA	0	1	1	100.00%
Student348	98.51%	2.31%	0	13	13	100.00%
Student349	97.00%	6.00%	0	4	4	100.00%

Student350	100.00%	0.00%	0	4	4	100.00%
Student351	99.67%	0.82%	0	6	6	100.00%
Student352	97.40%	5.81%	0	5	5	100.00%
Student353	92.63%	8.81%	0	4	4	100.00%
Student354	94.54%	5.86%	0	17	17	100.00%
Student355	96.90%	0.85%	0	2	2	100.00%
Student356	97.45%	3.33%	0	12	12	100.00%
Student357	99.57%	0.67%	0	6	6	100.00%
Student358	94.67%	4.04%	0	3	3	100.00%
Student359	93.80%	NA	0	1	1	100.00%
Student360	95.21%	7.20%	0	12	12	100.00%
Student361	100.00%	NA	0	1	1	100.00%
Student362	100.00%	0.00%	0	2	2	100.00%
Student363	88.30%	6.47%	0	7	7	100.00%
Student364	96.17%	4.98%	0	7	7	100.00%
Student365	100.00%	0.00%	0	6	6	100.00%
Student366	82.50%	NA	0	1	1	100.00%
Student367	98.67%	2.22%	0	15	15	100.00%
Student368	90.00%	NA	0	1	1	100.00%
Student369	93.53%	7.17%	0	7	7	100.00%
Student370	97.34%	4.40%	0	7	7	100.00%
Student371	96.10%	4.83%	0	6	6	100.00%
Student372	100.00%	NA	0	1	1	100.00%
Student373	94.40%	4.34%	0	5	5	100.00%
Student374	98.52%	1.95%	0	16	16	100.00%
Grand Total	95.65%	7.17%	92	2795	2887	96.81%

CSDA

The CSDA was an 11-item scale which measures the key dispositions of a professional counselor: professionalism, therapeutic aptitude, maturity/integrity, and multicultural competence. The items were scored on a scale of 0 (no information available) to 4 (exceeds expectations). A mid-term and final CSDA were completed in Tevera on every student in five courses (600, 607, 608, 691/698). Total scores and individual items were used to assess various KPIs, so disposition assessment was infused across KPIs as well as with a dedicate KPI #11. CSDA ratings of 1 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Program Level

For AY 24-25, only final evaluations for each CSDA were evaluated. A total of 325 Final CSDAs were completed on 236 students. All averages were above the threshold of ≥ 2 .

Individual Student Level

The only instances of individual students below our threshold of 2 were in COUN 600, which is the first class taken, and during the mid-term evaluation point. All final evaluations were above the cut score.

Tables

Final CSDA Ratings by Course								
Row Labels	M KPI 11	SD KPI 11 2	M KPI1	SD KPI 1_2	M KPI2	SD KPI2	M KPI5	SD KPI5_2
600	3.42	0.42	3.53	0.43	3.22	0.43	3.36	0.56
607	3.81	0.19	3.69	0.17	3.77	0.31	3.89	0.30
608	3.38	0.29	3.45	0.37	3.30	0.31	3.19	0.33
691	3.59	0.37	3.62	0.37	3.47	0.43	3.62	0.45
698	3.78	0.18	3.82	0.22	3.67	0.31	3.74	0.28
Grand Total	3.57	0.36	3.59	0.36	3.46	0.42	3.52	0.48

Individual Student Final Total CSDA Scores KPI 11						
Row Labels	600	607	608	691	698	Grand Total
Student234	2.00					2.00
Student107	2.78					2.78
Student72	2.89					2.89
Student117	2.89					2.89
Student129	2.89					2.89
Student178	2.89					2.89
Student194	2.89					2.89
Student205	2.89					2.89
Student218	2.89					2.89
Student209		2.73	3.18			2.95
Student4			3.00			3.00
Student17			3.00			3.00
Student67			3.00			3.00
Student81				3.00		3.00
Student122			3.00			3.00
Student137			3.00			3.00
Student161				3.00		3.00
Student224			3.00			3.00
Student232			3.00	3.00		3.00
Student236				3.00		3.00
Student208	3.09					3.09
Student198			3.45	3.00		3.15
Student8				3.18		3.18
Student46			3.18			3.18
Student62			3.18			3.18

Student77	3.18					3.18
Student120			3.18			3.18
Student185			3.18			3.18
Student195			3.18			3.18
Student206			3.18			3.18
Student220			3.18			3.18
Student221			3.18			3.18
Student86			3.45	3.00		3.23
Student22			3.27			3.27
Student11	3.27					3.27
Student27			3.00		3.82	3.27
Student29			3.27			3.27
Student45			3.27			3.27
Student47	3.27					3.27
Student57	3.27					3.27
Student70	3.27					3.27
Student82	3.27					3.27
Student96				3.27		3.27
Student100	3.27					3.27
Student111	3.27					3.27
Student132	3.27					3.27
Student146				3.27		3.27
Student164				3.27		3.27
Student168	3.27					3.27
Student211	3.27					3.27
Student222	3.27					3.27
Student116	2.88	3.73				3.30
Student71	2.89			3.73		3.31
Student44			3.32			3.32
Student101				3.32		3.32
Student223			3.00	3.64		3.32
Student175				3.33		3.33
Student76	2.89	3.82				3.35
Student203			3.00		3.73	3.36
Student6			3.36			3.36
Student18	3.36					3.36
Student23		3.82	2.91			3.36
Student102	3.36					3.36
Student115			3.36			3.36
Student139	3.36					3.36
Student165		3.36				3.36
Student169	3.36					3.36
Student184			3.36			3.36
Student212			3.36			3.36

Student216			3.36			3.36
Student225					3.36	3.36
Student231	3.36					3.36
Student187	2.88	3.91				3.39
Student191				3.39		3.39
Student188		3.91	2.89			3.40
Student49		3.64	3.18			3.41
Student167				3.42		3.42
Student30		3.73	3.18			3.45
Student124		3.73	3.18			3.45
Student9			3.45			3.45
Student64				3.45		3.45
Student69			3.45			3.45
Student75				3.45		3.45
Student119	3.36	3.55				3.45
Student131				3.45		3.45
Student138			3.45			3.45
Student156			3.45			3.45
Student158			3.45			3.45
Student170			3.45			3.45
Student200		3.45	3.45			3.45
Student228	3.45					3.45
Student230			3.45			3.45
Student179			3.20	3.73		3.46
Student144			3.73	3.00		3.48
Student14			3.18	3.82		3.50
Student38			3.00	4.00		3.50
Student42			3.45		3.55	3.50
Student80			3.36		3.64	3.50
Student182		3.82	3.18			3.50
Student196	3.27	3.73				3.50
Student204	3.27	3.73				3.50
Student219	3.55					3.55
Student21		3.91	3.18			3.55
Student41			3.18		3.91	3.55
Student61					3.55	3.55
Student84	3.55					3.55
Student89			3.55			3.55
Student92			3.55			3.55
Student95		3.91	3.18			3.55
Student110	3.55					3.55
Student112	3.18	3.91				3.55
Student125			3.27		3.82	3.55
Student5			3.27	3.82		3.55

Student53					3.55	3.55
Student103			3.64		3.55	3.59
Student78			3.45	3.73		3.59
Student108		3.64				3.64
Student20					3.64	3.64
Student36			3.55	3.73		3.64
Student98			3.64			3.64
Student109				3.64		3.64
Student176			3.64			3.64
Student180			3.64			3.64
Student32			3.64		3.73	3.68
Student104	4.00		3.36			3.68
Student105				3.68		3.68
Student145	3.64	3.73				3.68
Student210			3.55		3.82	3.68
Student160				3.68		3.68
Student3			3.36	3.86		3.70
Student15					3.73	3.73
Student19	3.73					3.73
Student40	3.73					3.73
Student43		3.73				3.73
Student58				3.73		3.73
Student74		3.73				3.73
Student85		3.73				3.73
Student90		3.73				3.73
Student97		3.73				3.73
Student106	3.73					3.73
Student121		3.73		3.73		3.73
Student127				3.73		3.73
Student133		3.73				3.73
Student135		3.73		3.73		3.73
Student136					3.73	3.73
Student147				3.73		3.73
Student149	3.73					3.73
Student157				3.73		3.73
Student186		3.73				3.73
Student189				3.73		3.73
Student192	3.73					3.73
Student201		3.73				3.73
Student213		3.73				3.73
Student235				3.73		3.73
Student13					3.73	3.73
Student16	4.00		3.45			3.73
Student31		3.45	4.00			3.73

Student88		3.91	3.55			3.73
Student99			3.45		4.00	3.73
Student118			3.45	4.00		3.73
Student150		4.00	3.45			3.73
Student26		3.91	3.55			3.73
Student159					3.77	3.77
Student12		3.91	3.64			3.77
Student39	3.82					3.82
Student55		3.82				3.82
Student63	3.82					3.82
Student68	3.82					3.82
Student73	3.82					3.82
Student83	3.82					3.82
Student93	3.82					3.82
Student128		3.82				3.82
Student140					3.82	3.82
Student142					3.82	3.82
Student148		3.82				3.82
Student153			3.82			3.82
Student154	3.82					3.82
Student193					3.82	3.82
Student197	3.82					3.82
Student199		3.82				3.82
Student177	3.82					3.82
Student190				3.86		3.86
Student141			4.00	3.73		3.86
Student1	3.82	3.91				3.86
Student10			4.00	3.82		3.91
Student24		3.91				3.91
Student25				3.91		3.91
Student34		3.91				3.91
Student37			3.91			3.91
Student50		3.91				3.91
Student54				3.91		3.91
Student59		3.91				3.91
Student65		3.91				3.91
Student87		3.91				3.91
Student91		3.91				3.91
Student114					3.91	3.91
Student126	3.91					3.91
Student130		3.91				3.91
Student134					3.91	3.91
Student143		3.91				3.91
Student151		3.91				3.91

Student155			3.91			3.91
Student162		3.91				3.91
Student171		3.91				3.91
Student172		3.91	3.91			3.91
Student174		3.91				3.91
Student207		3.91				3.91
Student215					3.91	3.91
Student226					3.91	3.91
Student227		3.91				3.91
Student51		3.91				3.91
Student113				3.95		3.95
Student2			4.00		3.91	3.95
Student7				4.00		4.00
Student28	4.00					4.00
Student35		4.00				4.00
Student52	4.00			4.00		4.00
Student56					4.00	4.00
Student60		4.00				4.00
Student66				4.00		4.00
Student79				4.00		4.00
Student94		4.00	4.00			4.00
Student123		4.00				4.00
Student152		4.00				4.00
Student163					4.00	4.00
Student166			4.00			4.00
Student173		4.00				4.00
Student181		4.00				4.00
Student183	4.00					4.00
Student202	4.00					4.00
Student214	4.00					4.00
Student217					4.00	4.00
Student233		4.00				4.00
Student33	4.00					4.00
Student48				4.00		4.00
Student229	3.42	3.81	3.38	3.59	3.78	3.57
Student237	3.42	3.81	3.38	NA	3.78	NA

Site Supervisor Evaluation

The Site Supervisor Evaluation Form had three parts: (1) Demographic Information with 8 items; (2) Practice of Counseling with 11 items ranked from 1 (not met), 2 (met), and 3 (exceeds); and (3) Candidate Effectiveness with 12 items ranked from 1 (not met), 2 (met), and 3 (exceeds), four yes/no questions, two open-ended questions, and 1 final grade-level evaluation. The Site Supervisor Evaluation Form was completed during the mid-term and

final of three courses (608, 691/698). Ratings under 2 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Program Level

For AY 24-25, only final evaluations were analyzed. A total of 186 evaluations were completed on 126 students. All averages were above the threshold of > 1.

Individual Student Level

Four students (3%) of students received a “do not recommend for employment” rating and were followed up according to our CAP process. Only 1 student received a single rating of one for KPI 5.

Tables

Final Site Supervisor Evaluations of Students								
Row Labels	KPI1.2	KPI2	KPI4	KPI5	KPI6	KPI9	KPI10	KPI11
608	2.79	NA	2.63	2.68	2.58	2.69	2.69	2.69
691	2.81	2.76	2.50	2.73	2.59	2.71	2.71	2.71
698	2.89	2.91	2.77	2.88	2.70	2.83	2.83	2.83
Grand Total	2.83	NA	2.67	2.76	2.63	2.74	2.74	2.74

Individual Student Site Supervisor Final Evaluations								
Row Labels	KPI1.2	KPI2	KPI4	KPI5	KPI6	KPI9	KPI10	KPI11
Student 9	2.00	2.00	NA	2.00	NA	2.00	2.00	2.00
Student 43	2.00	2.00	NA	NA	NA	2.00	2.00	2.00
Student 84	2.00	2.00	2.00	NA	NA	2.00	2.00	2.00
Student 122	2.00	2.00	NA	2.00	NA	2.00	2.00	2.00
Student 82	2.00	2.00	2.00	2.00	NA	2.05	2.05	2.05
Student 119	2.00	2.25	2.00	2.00	2.00	2.11	2.11	2.11
Student 75	2.00	2.50	NA	2.00	NA	2.15	2.15	2.15
Student 109	2.00	2.00	NA	2.00	NA	2.17	2.17	2.17
Student 79	3.00	2.00	2.00	2.00	2.00	2.17	2.17	2.17
Student 104	2.00	2.25	NA	2.00	NA	2.19	2.19	2.19
Student 36	2.00	2.00	2.00	2.00	2.00	2.20	2.20	2.20

Student 107	2.00	2.00	NA	2.00	NA	2.20	2.20	2.20
Student 105	3.00	2.00	NA	2.00	NA	2.21	2.21	2.21
Student 72	2.00	3.00	NA	1.00	3.00	2.21	2.21	2.21
Student 89	2.00	2.00	2.00	3.00	2.00	2.24	2.24	2.24
Student 70	3.00	2.00	2.00	NA	NA	2.26	2.26	2.26
Student 38	2.00	3.00	NA	2.00	2.00	2.33	2.33	2.33
Student 116	3.00	2.00	2.00	2.00	2.00	2.33	2.33	2.33
Student 2	3.00	2.00	NA	NA	2.00	2.35	2.35	2.35
Student 6	3.00	3.00	NA	NA	2.00	2.37	2.37	2.37
Student 126	2.50	2.75	2.00	2.00	NA	2.38	2.38	2.38
Student 56	2.00	3.00	2.00	3.00	2.00	2.39	2.39	2.39
Student 10	2.00	2.00	NA	2.00	3.00	2.40	2.40	2.40
Student 118	2.00	2.50	NA	2.50	3.00	2.43	2.43	2.43
Student 69	3.00	2.50	2.00	2.00	2.00	2.43	2.43	2.43
Student 86	2.00	3.00	2.00	3.00	2.00	2.45	2.45	2.45
Student 55	3.00	2.75	NA	2.00	NA	2.46	2.46	2.46
Student 33	2.50	2.75	2.00	3.00	2.00	2.46	2.46	2.46
Student 66	2.50	3.00	NA	2.50	2.50	2.46	2.46	2.46
Student 49	2.50	2.50	2.00	2.50	3.00	2.47	2.47	2.47
Student 120	2.50	2.50	2.50	2.50	2.50	2.48	2.48	2.48
Student 39	3.00	2.50	2.00	2.50	3.00	2.49	2.49	2.49
Student 62	2.50	2.50	3.00	3.00	3.00	2.50	2.50	2.50
Student 18	2.00	2.25	NA	3.00	NA	2.51	2.51	2.51
Student 40	3.00	3.00	2.00	2.00	2.00	2.52	2.52	2.52
Student 112	3.00	3.00	3.00	3.00	2.00	2.52	2.52	2.52
Student 57	3.00	2.25	NA	2.50	2.00	2.54	2.54	2.54
Student 52	3.00	3.00	NA	2.00	2.00	2.55	2.55	2.55

Student 123	3.00	2.00	NA	3.00	2.00	2.55	2.55	2.55
Student 19	3.00	2.50	NA	2.33	2.00	2.57	2.57	2.57
Student 27	3.00	2.25	NA	3.00	2.00	2.58	2.58	2.58
Student 117	3.00	3.00	NA	3.00	NA	2.60	2.60	2.60
Student 53	3.00	3.00	NA	3.00	NA	2.61	2.61	2.61
Student 5	3.00	3.00	NA	3.00	3.00	2.65	2.65	2.65
Student 63	3.00	3.00	NA	3.00	3.00	2.67	2.67	2.67
Student 35	3.00	2.75	NA	2.50	2.00	2.68	2.68	2.68
Student 87	3.00	3.00	2.00	3.00	NA	2.70	2.70	2.70
Student 93	2.00	3.00	2.00	2.00	NA	2.71	2.71	2.71
Student 91	3.00	2.75	2.50	3.00	3.00	2.71	2.71	2.71
Student 97	3.00	3.00	2.00	3.00	2.00	2.73	2.73	2.73
Student 74	3.00	3.00	2.00	3.00	3.00	2.73	2.73	2.73
Student 26	3.00	3.00	NA	3.00	NA	2.74	2.74	2.74
Student 67	3.00	3.00	3.00	3.00	2.00	2.74	2.74	2.74
Student 94	3.00	3.00	3.00	2.00	2.00	2.74	2.74	2.74
Student 114	2.50	3.00	2.00	2.50	2.33	2.75	2.75	2.75
Student 4	3.00	3.00	NA	2.00	2.00	2.75	2.75	2.75
Student 121		NA	NA	3.00	3.00	2.75	2.75	2.75
Student 110	3.00	2.75	2.50	3.00	2.50	2.75	2.75	2.75
Student 65	3.00	3.00	NA	2.00	3.00	2.78	2.78	2.78
Student 78	3.00	3.00	NA	3.00	NA	2.78	2.78	2.78
Student 103	3.00	3.00	2.00	3.00	2.00	2.78	2.78	2.78
Student 108	3.00	3.00	NA	3.00	3.00	2.80	2.80	2.80
Student 101	3.00	3.00	2.00	3.00	2.00	2.82	2.82	2.82
Student 92	3.00	3.00	NA	2.50	3.00	2.83	2.83	2.83
Student 34	3.00	3.00	2.00	3.00	2.00	2.83	2.83	2.83

Student 47	3.00	2.75	2.00	2.50	NA	2.84	2.84	2.84
Student 77	3.00	3.00	3.00	3.00	NA	2.84	2.84	2.84
Student 30	3.00	3.00	2.50	3.00	2.50	2.85	2.85	2.85
Student 102	3.00	3.00	2.00	3.00	2.00	2.86	2.86	2.86
Student 90	3.00	3.00	NA	2.50	2.00	2.86	2.86	2.86
Student 71	3.00	3.00	3.00	3.00	2.00	2.87	2.87	2.87
Student 23	3.00	3.00	NA	3.00	2.50	2.87	2.87	2.87
Student 60	3.00	3.00	2.00	3.00	3.00	2.88	2.88	2.88
Student 68	3.00	3.00	NA	2.50	2.50	2.89	2.89	2.89
Student 113	3.00	3.00	NA	3.00	3.00	2.89	2.89	2.89
Student 21	3.00	3.00	NA	3.00	3.00	2.90	2.90	2.90
Student 45	3.00	3.00	3.00	3.00	3.00	2.91	2.91	2.91
Student 11	3.00	2.75	NA	3.00	NA	2.92	2.92	2.92
Student 59	3.00	3.00	NA	3.00	3.00	2.94	2.94	2.94
Student 16	3.00	2.50	NA	3.00	3.00	2.95	2.95	2.95
Student 83	3.00	3.00	NA	3.00	NA	2.95	2.95	2.95
Student 13	3.00	3.00	3.00	3.00	NA	2.95	2.95	2.95
Student 124	3.00	3.00	NA	3.00	2.00	2.95	2.95	2.95
Student 7	3.00	3.00	3.00	3.00	2.67	2.95	2.95	2.95
Student 29	3.00	3.00	3.00	3.00	NA	2.95	2.95	2.95
Student 51	3.00	3.00	3.00	3.00	2.00	2.96	2.96	2.96
Student 81	3.00	3.00	3.00	3.00	3.00	2.96	2.96	2.96
Student 85	3.00	3.00	NA	3.00	NA	2.97	2.97	2.97
Student 100	3.00	3.00	3.00	3.00	NA	2.97	2.97	2.97
Student 125	3.00	3.00	3.00	3.00	2.50	2.98	2.98	2.98
Student 3	3.00	3.00	3.00	3.00	2.50	2.99	2.99	2.99
Student 1	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Student 8	3.00	3.00	3.00	3.00	NA	3.00	3.00	3.00
Student 12	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 14	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 15	3.00	3.00	NA	3.00	3.00	3.00	3.00	3.00
Student 17	3.00	3.00	3.00	3.00	NA	3.00	3.00	3.00
Student 20	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 22	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 24	3.00	3.00	NA	3.00	3.00	3.00	3.00	3.00
Student 25	3.00	3.00	3.00	3.00	NA	3.00	3.00	3.00
Student 28	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 31	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 32	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 37	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 41	3.00	3.00	3.00	3.00	NA	3.00	3.00	3.00
Student 42	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 44	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 46	3.00	3.00	3.00	3.00	NA	3.00	3.00	3.00
Student 48	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 50	3.00	3.00	3.00	3.00	NA	3.00	3.00	3.00
Student 54	3.00	3.00	NA	3.00	NA	3.00	3.00	3.00
Student 58	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 61	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 64	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 73	3.00	3.00	NA	3.00	3.00	3.00	3.00	3.00
Student 76	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 80	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 88	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Student 95	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 96	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 98	3.00	3.00	NA	3.00	3.00	3.00	3.00	3.00
Student 99	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 106	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 111	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Student 115	3.00	3.00	3.00	3.00	NA	3.00	3.00	3.00

National Testing

All students were required to take the CPCE before they graduate, and school counseling students were also required to take the Praxis II prior to enrolling in their school counseling internship. Students could also take the NCE and NCMHCE according to their state licensure requirements.

CPCE scores that were more than 1.5SD below program average were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Failing Praxis II scores were responded to in accordance with our CAP and retention and remediation plan when appropriate.

NCE and NCMHCE scores that were more than 1SD below the national average were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Credentialing Pass Rates

As can be reviewed in the table below, our pass rates on national examinations have decreased but hovers around the national and state comparison groups. There was a change in the format of the Praxis, which could have resulted in some of the reduced scores.

Pass Rate on Credentialing Exams						
	19-20	20-21	21-22	22-23	23-24	24-25
MU Praxis Pass Rate %	90.63%	90%	80%	80%	66.67%	52%
WV Praxis Pass Rate	90%	90.38%	83.33%	83.33%	69.05%	64.41%
MU NCE Pass Rate %	68	70	90	91	81	87
National NCE Pass Rate				76.60	91.67	85.71

Praxis (Export from Jason Chirgwin)

Program Level

In AY 24-25, 25 students took the Praxis, earning a mean score of 157.88 compared to the state of WV mean of 162.27.

2024 – 2025 Praxis 5422 School Counselor data summary pass rates disaggregated by category subtests (not limited to those who have completed the program)			
	Marshall Average % Correct	WV Average % Correct:	National Average % Correct
Category Subtests	2024-25	2024-25	2024-25
I. Define	64.13	67.66	68.89
II. Deliver	68.77	72.96	71.49
III. Manage	63.17	68.75	68.37
IV. Access	63.90	67.13	69.05

Praxis 5422 School Counselor data summary of scores and pass rates (not limited to those who have completed the program)									
WV Passing Score = 159	Marshall	State of WV	National	Marshall	State of WV	National	Marshall	State of WV	National
	2022-23	2022-23	2022-23	2023-24	2023-24	2023-24	2024-25	2024-25	2024-25
# of test takers	12	19	1044	30	42	3743	25	59	4459
Highest score	172	179	190	185	185	191	180	182	196
Lowest score	135	135	110	137	133	100	137	130	117
Mean score	155.75	159.58	162.20	163.37	163.10	162.84	157.88	162.27	162.63
Median score	155	163	163	164	163	164	159	161	163
Pass Rate	41.67%	52.63%	*66.67%	66.67%	69.05%	*70%	52%	64.41%	68.63%

*National pass rate is determined by a cut score of 159. Passing scores vary by state.

Praxis 5421 Professional School Counselor data summary of scores and pass rates (not limited to those who have completed the program)												
WV Passing Score = 156	Marshall	State of WV	National	Marshall	State of WV	National	Marshall	State of WV	National	Marshall	State of WV	National
	2019-20	2019-20	2019-20	2020-21	2020-21	2020-21	2021-22	2021-22	2021-22	2022-23	2022-23	2022-23
# of test takers	32	50	3449	49	64	4044	40	52	4126	20	24	2857
Highest score	183	183	194	188	188	195	186	186	195	189	189	195
Lowest score	145	145	123	144	144	114	142	142	104	149	149	125
Mean score	168.25	168.02	169.65	166.08	167.67	168.48	165.28	166.90	168.19	166.55	168.88	168.31
Median score	168	168	170	167	168	169	164	168	169	168	171	169
Pass Rate	90.63%	90%	*91.94%	89.80%	90.63%	*90.5%	90%	90.38%	*90.55%	80%	83.33%	*90.16%

*National pass rate is determined by a cut score of 156. Passing scores vary by state.

Praxis 5421 Professional School Counselor data summary of scores and pass rates (not limited to those who have completed the program)												
WV Passing Score = 156	Marsh all	State of WV	Nation al	Marsha ll	State of WV	Nation al	Marsha ll	State of WV	Nation al	Marsha ll	State of WV	Nation al
	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19
# of test takers	22	59	3327	38	81	3704	33	61	3719	23	43	3856
Highest score	186	189	195	176	187	194	183	188	195	185	186	195
Lowest score	156	151	119	131	131	123	155	149	111	138	138	117
Mean score	168	170.69	168.90	165.45	166.81	168.95	168	168.52	168.86	168.09	169.02	169.04
Median score	168	172	170	166	168	170	169	169	169	168	169	169
Pass Rate	100%	96.61%	*89.93%	94.74%	90.12%	*91.04%	95.65%	97.67%	*91.86%	95.65%	97.67%	*91%

*National pass rate is determined by a cut score of 156. Passing scores vary by state.

Individual Student Level

Of the 25 students who took the Praxis, 13 passed, making a pass rate of 52% compared to 64.41% throughout the state. All students were followed up in accordance with our CAP.

National Counselor Exam (Email from NBCC)

In AY 24-25, 14 students took the NCE. The pass rate for MU was 85.71% compared to the national norm of 87%. The pass rate was lower than the 88% pass rate from last year.

Program Level

Six CACREP Content Areas and KPI domains were lower than the national average, but within 1 SD below the mean. KPI 5 and KPI 6 were over 1 SD above the mean. All scores were increased from last year.

CACREP Content Linked to KPI	Uni-NatZ	AY24-25 M
KPI2Social & Cultural Diversity	-0.3	6.7
KPI1Professional Coun Orientation and Ethical Practice	.40	7.2
KPI8Research & Program Eval	-0.30	2.5
KPI4Career Devel	-0.50	7.4
KPI7Assessment & Testing	-0.70	22.4
KPI5Counseling & Helping Relationships	1.30	41.4
KPI6Group Coun & Group Work	1.00	22.4
KPI3Human Growth & Devel	-0.50	10.5
Total Mean Score	-0.20	110.8

When looking at the Work Behaviors subscales, only two sections were below the national mean, but only slightly. Our total mean score was significantly above the national average.

Work Behaviors linked to KPI	Unit-NatZ	AY24-25 M
KPI5Counseling Skills & Interventions	.20	33.00
Core Counseling	-.20	10.6
Total Mean Score	2.8	115.9
KPI10Treatment Planning	0.0	10.4
KPI10Intake, Assessment, & Diagnosis	-.10	15.0
Areas of Clinical Focus	.60	36.1

Individual Student Level

NBCC does not provide individual student performance.

NCMHCE (Email from NBCC)

Program Level

100% of the students, 1 out of 1, taking the NCMHCE passed the exam.

Individual Student Level

NBCC does not provide individual student performance.

CPCE (Export from: <https://portal.nbcc.org/>)

In AY 24-25, 91 students took the CPCE Exam. Although there is no pass rate, this assessment helps with individual and program assessment as a final method of assessment and intervention prior to graduation. We set the threshold for this measure at 1.5 SDs below our program averages.

Program Level

CPCE scores were better in AY 24-25. All CPCE domains, except for domains 1 and 7, were below the national average. All domain scores were within +/- .5 SD from the national mean. The furthest below the national mean were C3, C5, and C8.

	Nat M	Nat SD	MU M	MU SD	MU-Nat z score
C1 Professional Counseling Orientation and Ethical Practice	11.29	1.96	11.58	1.98	0.15
C2 Social and Cultural Diversity	10.46	2.44	10.35	2.36	-0.04
C3 Human Growth and Development	11.73	2.58	10.56	2.40	-0.45
C4 Career Development	10.94	2.42	10.63	2.14	-0.13
C5 Counseling and Helping Relationships	11.24	2.67	10.45	2.35	-0.30
C6 Group Counseling and Group Work	11.59	2.75	11.36	2.37	-0.08
C7 Assessment and Testing	9.9	2.77	10.25	2.82	0.13
C8 Research and Program Evaluation	10.62	2.67	9.79	3.09	-0.31
Total	87.77	14.95	84.99	14.30	-0.19

Individual Student Level

Using the cut score of 1.5SD below the program mean (63.54, which is nearly 10 points higher than last AY), only 8 students fell below the threshold, which means 91% were above threshold. All students were responded to in accordance with our CAP.

Standards of Conduct and Ethical Practice

All reports using our real-time assessment were responded to in accordance with our CAP during our monthly individual student assessment meetings.

Academic Integrity

There were no ad-hoc reports of violations in academic integrity.

Dismissal rates

No students were dismissed from the program in AY 24-25.

Current Student Evaluations

Student Evaluation of Faculty (Sources: Course Evaluation Summaries by Department or College in BERT; Real-Time Feedback link; Exit Surveys)

Prior to AY 23-24, student evaluations of faculty using the end of term teaching evaluations were only available to individual faculty. The University is currently building policies to allow for aggregate evaluation of courses and faculty. This was the first year we had the data from teaching evaluations for a full academic year.

A total of 710 teaching evaluations were returned this academic year. We achieved an average response rate of 38.42% ($SD = 16.41$).

Response Rates by Course				
Row Labels	Fall 2024	Spring 2025	Summer 2025	Grand Total
COUN740	100.00%	100.00%		100.00%
COUN684	63.64%			63.64%
COUN682		55.56%		55.56%
COUN578	54.55%			54.55%
COUN683	53.85%			53.85%
COUN673	45.45%	50.00%	60.00%	51.82%
COUN604	57.14%		44.83%	50.99%
COUN654	53.33%		36.84%	45.09%
COUN605	44.23%		44.12%	44.18%
COUN606	34.15%		51.85%	43.00%
COUN607	48.84%		36.59%	42.72%
COUN631	46.15%		33.33%	39.74%
COUN603	37.84%		38.89%	38.37%
COUN691	42.86%	29.17%	41.18%	37.74%
COUN579	37.50%			37.50%
COUN608	35.42%	44.44%	30.77%	36.88%
COUN555	43.18%	30.77%	34.21%	36.05%
COUN556	33.33%	30.77%	43.75%	35.95%
COUN600	36.00%		35.14%	35.57%
COUN675	20.00%	30.77%	55.56%	35.44%
COUN698	29.41%	40.00%		34.71%
COUN609	35.48%		33.33%	34.41%
COUN574	30.53%		38.24%	34.39%
COUN602	41.11%		26.47%	33.79%
COUN632	42.50%	24.49%	22.22%	29.74%
COUN575	32.56%		25.00%	28.78%
COUN630	32.43%		23.81%	28.12%
COUN672	15.38%	25.00%	33.33%	24.57%

COUN577	35.48%	12.00%	17.86%	21.78%
COUN590			16.67%	16.67%
COUN685		10.00%		10.00%
COUN560		7.69%		7.69%
Grand Total	42.23%	35.05%	35.83%	38.42%

Our teaching evaluations ranged from 1 (strongly disagree) to 5 (strongly agree). With a cut score of 4, no course fell below the cut score for this academic year, with a total course rating of $M = 4.65$, $SD = 0.27$, and total instructor rating of $M = 4.62$, $SD = 0.33$. When evaluating individual instructors, five instructors averaged below the cut score of 4 and were followed up by the program director for ongoing consultation and professional development.

A review of qualitative feedback indicated several quality threats and practices to elevate:

Quality Threats	Practices to Elevate
Organization / Blackboard • Misaligned syllabus, rubrics, and assignment instructions • Disorganized shells, outdated links • Locked modules or rubrics until late	Clear Organization & Supports • Weekly announcements and study guides • Transparent, consistent grading systems • Predictable due dates and aligned materials
Grading Timeliness • Feedback delayed (weeks to month+) • Limited chance to apply feedback • Inaccurate gradebook totals	Timely, Transparent Grading • Fast turnaround on assignments • Clear explanations of grades • Feedback delivered in time to inform next tasks
Clarity of Expectations / Rubrics • Rubrics hidden until due • Vague APA/group project expectations • "A = 94%+" unclear criteria	Detailed, Constructive Feedback • Individualized, actionable, encouraging comments • Clear rubrics available from start • Specific examples and growth-oriented guidance
Assessment & Testing Issues • Errors and misaligned exams • Confusing/ambiguous questions • Question Sets without clear value	Applied Learning & Practice • Role-plays, peer teaching, and live demonstrations • Case-based and creative projects (e.g., movie family plan, early memory activity) • Practice opportunities with coaching
Textbook / Materials • Outdated or poorly matched texts • Wrong DSM editions referenced • Broken links, dated slides	Aligned, Relevant Materials • Updated counseling-focused texts • Supplementary videos/visuals • Consistency between lecture content and readings
Workload / Scheduling • "Busy work" perceptions • Inconsistent due dates (Mon/Wed/holidays) • Heavy end-term workload	Structured, Predictable Pacing • Sunday 11:59pm as common deadline • Major assignment prompts released early • Balanced distribution of workload
Responsiveness / Communication • Slow responses to emails • Sparse announcements • Unclear contact expectations	Instructor Warmth & Support • Kind, approachable, flexible, and encouraging • Frequent communication and reminders • Student details remembered, effort validated

	Community & Safe Climate • Supportive, humanizing classroom tone • Peer collaboration and discussion valued • Energy and encouragement in live sessions
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Teaching Evaluations for Course and Instructor by Course				
Row Labels	M Course	SD Course	M Instructor	SD Instructor
COUN579	5.00		5.00	
COUN740	5.00	0.00	5.00	0.00
COUN590	5.00		5.00	
COUN698	4.93	0.04	4.82	0.07
COUN682	4.92		4.95	
COUN631	4.88	0.04	4.85	0.04
COUN575	4.82	0.02	4.82	0.04
COUN608	4.81	0.18	4.81	0.16
COUN673	4.80	0.16	4.80	0.15
COUN600	4.80	0.01	4.84	0.03
COUN556	4.79	0.14	4.87	0.12
COUN578	4.79		4.66	
COUN607	4.77	0.04	4.90	0.07
COUN691	4.77	0.18	4.84	0.17
COUN632	4.74	0.28	4.55	0.32
COUN555	4.72	0.20	4.69	0.12
COUN683	4.71		4.83	
COUN675	4.65	0.13	4.53	0.07
COUN606	4.61	0.23	4.72	0.10
COUN577	4.60	0.22	4.65	0.28
COUN684	4.57		4.29	
COUN602	4.55	0.31	4.57	0.24
COUN605	4.54	0.03	4.55	0.05
COUN685	4.50		4.41	
COUN654	4.46	0.60	4.42	0.60
COUN604	4.44	0.11	4.55	0.23
COUN672	4.42	0.26	4.28	0.52
COUN609	4.36	0.31	4.42	0.30
COUN603	4.33	0.36	4.11	0.22
COUN574	4.24	0.18	3.98	0.24
COUN630	4.22	0.17	4.07	0.26
COUN560	4.00		4.00	
Grand Total	4.65	0.27	4.62	0.33

Teaching Evaluations by Instructor		
Row Labels	M Course	M Instructor
Instructor1	3.39	3.56
Instructor2	4.36	3.87
Instructor3	4.15	3.87
Instructor4	4.44	3.95
Instructor5	4.04	3.98
Instructor6	4.00	4.00
Instructor7	4.28	4.08
Instructor8	4.28	4.28
Instructor9	4.36	4.30
Instructor10	4.27	4.35
Instructor11	4.50	4.35
Instructor12	4.75	4.42
Instructor13	4.46	4.45
Instructor14	4.61	4.47
Instructor15	4.55	4.49
Instructor16	4.57	4.52
Instructor17	4.79	4.57
Instructor18	4.69	4.59
Instructor19	4.67	4.60
Instructor20	4.76	4.62
Instructor21	4.72	4.64
Instructor22	4.65	4.65
Instructor23	5.00	4.65
Instructor24	4.67	4.67
Instructor25	4.63	4.68
Instructor26	4.38	4.68
Instructor27	3.83	4.71
Instructor28	4.53	4.72
Instructor29	4.75	4.73
Instructor30	4.77	4.73
Instructor31	4.81	4.74
Instructor32	4.78	4.78
Instructor33	4.84	4.80
Instructor34	4.58	4.80
Instructor35	4.90	4.81
Instructor36	4.75	4.82
Instructor37	4.70	4.84
Instructor38	4.85	4.84
Instructor39	4.81	4.88
Instructor40	4.79	4.89

Instructor41	4.86	4.89
Instructor42	4.50	4.91
Instructor43	5.00	4.96
Instructor44	4.96	4.97
Instructor45	4.93	4.98
Instructor46	4.89	4.99
Instructor47	5.00	5.00
Instructor48	4.38	5.00
Grand Total	4.63	4.60

Student Evaluation of Sites and Supervisors (Source: Tevera) – written by Dr. Jerry Dooley

While a total of 293 sites were used in the data collection and evaluation, as some sites were used by the same student in consecutive semesters or by multiple students, a total of 195 sites (37 more sites than AY 23-24), were evaluated using a survey distributed via Tevera for AY 24-25. Students completed a 27-item questionnaire that assesses their experiences across several domains with a ranking from 1 (not met), 2 (met), and 3 (exceeds). The results were exported to Microsoft Excel for analysis.

Subscale scores were calculated based on site supervisor, clinical experiences, and faculty supervisor.

	SiteSup	ClinicalExp	FacultySup
Mean	2.88	2.66	2.87
SD	0.36	0.54	0.35

Site Placement Experience		X	SD
8	My site supervisor was skilled in the art of clinical supervision.	2.92	0.27
9	My site supervisor offered helpful suggestions regarding techniques to use with my clients/students.	2.93	0.28
10	My site supervisor was available for consultation when needed.	2.89	0.36
11	My orientation to the site was excellent and contributed to my understanding of counseling in an agency/school setting.	2.79	0.45
12	I clearly understood the mission and organization of the site upon completion of my experience.	2.86	0.35
13	I was made to feel comfortable by administrators, counselors, staff and other employees at the site.	2.91	0.35
14	The site created a therapeutic environment or a safe climate.	2.89	0.36
15	I would recommend this site to other students.	2.87	0.39

Site Experience		X	SD
16	Report writing / record keeping/writing progress notes.	2.68	0.51
17	Programming / planning individual and group activities.	2.69	0.49
18	Administration and interpretation of tests.	2.43	0.61
19	Intake interviewing.	2.66	0.49

20	Support team, collaboration with other professionals.	2.81	0.43
21	Individual Counseling	2.79	0.42
23	Small Group Counseling (between 4 and 10 participants).	2.64	0.57
24	Large Group Counseling or Developmental Guidance (10 or more participants).	2.59	0.63
25	Family / Couple Counseling.	2.39	0.69
26	Treatment Planning / Goal Setting.	2.70	0.48
27	Psycho-educational activities.	2.70	0.49
28	Consultation.	2.74	0.47
29	Career Counseling.	2.44	0.64
30	Program Planning and Evaluation.	2.66	0.54

Faculty Supervisor		X	SD
31	My faculty supervisor was available for consultation when needed.	2.86	0.36
32	My faculty supervisor provided me with helpful information when needed.	2.91	0.29
33	My faculty supervisor provided helpful feedback on the development of my clinical skills.	2.88	0.36
34	My faculty supervisor was skilled in the art of supervision.	2.91	0.29
35	The counseling program prepared me for this experience.	2.81	0.40
36	Overall, the experience was excellent.	2.87	0.34

No sites fell below threshold on site supervisor ratings and six fell below on clinical experiences. Six site supervisors fell below threshold on their average scores, and only one faculty supervisor fell below the threshold. When rating the overall experience, the average was 2.87 with one instance below threshold.

When looking at each individual item, the three lowest rated components were Administration and interpretation of tests, Career Counseling, and Family/Couple Counseling, but all were well above our thresholds.

		X	SD
9	My site supervisor offered helpful suggestions regarding techniques to use with my clients/students.	2.93	0.28
8	My site supervisor was skilled in the art of clinical supervision.	2.92	0.27
13	I was made to feel comfortable by administrators, counselors, staff and other employees at the site.	2.91	0.35
32	My faculty supervisor provided me with helpful information when needed.	2.91	0.29
34	My faculty supervisor was skilled in the art of supervision.	2.91	0.29
10	My site supervisor was available for consultation when needed.	2.89	0.36
14	The site created a therapeutic environment or a safe climate.	2.89	0.36
Site Supervision		2.88	0.36
33	My faculty supervisor provided helpful feedback on the development of my clinical skills.	2.88	0.36
Faculty Supervision		2.87	0.34
15	I would recommend this site to other students.	2.87	0.39
36	Overall, the experience was excellent.	2.87	0.34
12	I clearly understood the mission and organization of the site upon completion of my experience.	2.86	0.35
31	My faculty supervisor was available for consultation when needed.	2.86	0.36
20	Support team, collaboration with other professionals.	2.81	0.43

35	The counseling program prepared me for this experience.	2.81	0.40
11	My orientation to the site was excellent and contributed to my understanding of counseling in an agency/school setting.	2.79	0.45
21	Individual Counseling	2.79	0.42
28	Consultation.	2.74	0.47
26	Treatment Planning / Goal Setting.	2.70	0.48
27	Psycho-educational activities.	2.70	0.49
17	Programming / planning individual and group activities.	2.69	0.49
16	Report writing / record keeping/writing progress notes.	2.68	0.51
	Clinical Experience	2.66	0.53
19	Intake interviewing.	2.66	0.49
30	Program Planning and Evaluation.	2.66	0.54
23	Small Group Counseling (between 4 and 10 participants).	2.64	0.57
24	Large Group Counseling or Developmental Guidance (10 or more participants).	2.59	0.63
29	Career Counseling.	2.44	0.64
18	Administration and interpretation of tests.	2.43	0.61
25	Family / Couple Counseling.	2.39	0.69

Open Ended Responses

An evaluation of de-identified open-ended responses were evaluated with the assistance of ChatGPT-4o and resulted in several themes, strengths, areas for growth, and recommendations and then represented in a single chart. The open-ended questions evaluated were:

- Q. 31. Other activities provided at your site.
- Q. 35. Explanation of Q. 34 The counseling program prepared me for this experience.
- Q. 37. Please provide any additional information on the site or your clinical experience here.

Key Themes

1. **Diverse Professional Experiences:** Students engaged in counseling, crisis response, case management, insurance billing, IEP/504/SAT meetings, parent collaboration, professional development, and community outreach.
2. **Supervisor Influence:** Strong supervisors were praised for creativity, mentorship, and accessibility. In contrast, limited supervisor availability caused challenges.
3. **Program as a Safety Net:** Students emphasized that program faculty provided timely guidance when site supervisors were unavailable, preventing gaps in training.
4. **Structured Learning Opportunities:** Internship didactics, trainings, and enrichment activities expanded learning beyond direct client work.
5. **Leadership Development:** Students gained skills in presentations, crisis intervention, staff training, and administrative leadership.
6. **Integration of Theory & Practice:** Coursework directly supported site performance, particularly in crisis management, billing, and counseling practices.

Strengths

1. Wide exposure to clinical, administrative, and leadership experiences.
2. Supervisors who modeled professionalism and created supportive, engaging environments.
3. Program faculty provided consistent support and filled supervision gaps.

4. Structured enrichment opportunities strengthened competence and confidence.
5. Students reported meaningful professional growth and skill application.

Areas for Growth

1. Improve supervisor accessibility and consistency.
2. Address toxic or rigid site cultures that hinder student openness.
3. Clarify student roles, responsibilities, and expectations upfront.
4. Expand opportunities for direct counseling and diagnostic practice.
5. Balance administrative tasks with sufficient clinical exposure.
6. Consider site locations to reduce travel challenges.

Enrolled Student Survey

Surveyed all enrolled students related to the new CACREP policy A.2.e. as well as their perceptions of live, synchronous class times. See “Special Assessment Projects” section below.

Graduate Outcomes

Seven Year Completion Rates (Source:

<https://app.powerbi.com/groups/me/reports/996cc3ab-4916-4c7a-90fe-168e04056565/ReportSection?experience=power-bi>)

Since students have a seven-year time limit from first quarter of enrollment to graduation, we evaluated enrollments to graduation from Fall 2012 to Fall 2018. During this time, there were 639 students that enrolled, of which 464 graduated (73% completion rate). The average years to complete were 3.18 ($SD = 1.48$). Given the inconsistent sociocultural variable integrity in the data collection, it is hard to generate firm conclusions from that data.

7 Year Completion Rate by Year of Admission							
Row Labels	N App	N Admit	N Enroll	N Grad	%Comp	M yrs Grad	SD yrs Grad
Fall 2012	98	63	59	42	71.19%	3.58	1.71
Fall 2013	77	39	44	25	56.82%	3.32	2.37
Fall 2014	63	39	41	35	85.37%	3.38	1.86
Fall 2015	82	65	62	55	88.71%	2.45	1.26
Fall 2016	37	25	25	18	72.00%	3.53	1.30
Fall 2017	65	45	47	26	55.32%	2.74	1.11
Fall 2018	126	93	82	58	70.73%	3.12	1.47
Sum 2012	10	8	10	6	60.00%	3.58	1.32
Sum 2013	13	9	11	7	63.64%	2.50	0.41
Sum 2014	12	10	11	10	90.91%	2.89	1.56
Sum 2015	11	10	11	11	100%	2.80	0.79

Sum 2016	21	17	15	8	53.33%	3.63	1.30
Sum 2017	12	8	7	7	100%	4.25	2.60
Sum 2018	44	30	30	23	76.67%	3.32	1.27
Spring 2013	41	32	30	24	80.00%	3.17	1.73
Spring 2014	30	21	21	12	57.14%	3.36	0.90
Spring 2015	28	21	22	18	81.82%	3.09	1.99
Spring 2016	25	22	22	13	59.09%	1.91	1.07
Spring 2017	28	20	20	18	90.00%	4.07	2.07
Spring 2018	85	76	69	48	69.57%	3.01	1.46
Grand Total	908	653	639	464	72.61%	3.18	1.48

7 Year Completion Rate by Sex							
Row Labels	N App	N Admit	N Enroll	N Grad	M yrs Grad	SD yrs Grad	%Complete
F	751	548	538	394	3.14	1.60	73.23%
M	157	105	101	70	3.05	1.66	69.31%
Grand Total	908	653	639	464	3.12	1.61	72.61%

7 Year Completion Rate by First Generation Status							
Row Labels	N App	N Admit	N Enroll	N Grad	M yrs Grad	SD yrs Grad	%Complete
1 st gen	550	415	403	285	3.30	1.73	70.72%
No	358	238	236	179	2.84	1.35	75.85%
Grand Total	908	653	639	464	3.12	1.61	72.61%

7 Year Completion Rate by Specialty							
Row Labels	N App	N Admit	N Enroll	N Grad	M yrs Grad	SD yrs Grad	%Complete
Clinical Mental Health Coun	36	14	14	9	3.13	1.85	64.29%
Correctional Counseling	4	2	2	2	7.00	NA	100.00%
Marriage, Couple Family Coun	15	8	8	6	5.25	4.18	75.00%
Mental Health Counseling	442	335	311	229	2.93	1.58	73.63%
School Counseling	398	288	296	215	3.25	1.43	72.64%
(blank)	13	6	8	3	3.50	NA	37.50%
Grand Total	908	653	639	464	3.12	1.61	72.61%

7 Year Completion Rate by Race/Ethnicity							
Row Labels	N App	N Admit	N Enroll	N Grad	M yrs Grad	SD yrs Grad	%Complete
AmIndian	7	4	5	1	7.00	NA	20.00%
Asian	2	1	1	1	1.50	NA	100.00%
Black	79	45	44	27	2.96	1.56	61.36%
Hawaiian	4	4	1	1	1.50	NA	100.00%
Hispanic	20	13	15	8	3.00	1.97	53.33%
NonResAlien	14	11	3	5			166.67%
TwoOrMore	25	18	16	11	2.50	1.32	68.75%
Unknown	18	14	15	10	2.90	1.39	66.67%
White	739	543	539	400	3.16	1.61	74.21%
Grand Total	908	653	639	464	3.12	1.61	72.61%

Job Placement Rates & Post-Grad Plans – Dr. Dooley (Source: Exit Survey)

From thirty-eight respondent answers, nineteen (50%) had one job offer, two (5.26%) had two offers, sixteen (42.10%) had no offers, and one (2.63%) had more than two offers.

Forty-seven respondents indicate their plans after graduation. Twenty-one (44.68%) stated that they accepted a position with their internship site, fifteen (31.91%) are still searching for clinical jobs, four (8.51%) described themselves as unsure, three (6.38%) listed other, while one (2.38%) reported that their site did offer them a job, but they accepted another job.

Clarifying the plans after graduation, three respondents stated the following:

1	I am staying at my place of employment as a vocational rehabilitation counselor while searching for other school counseling jobs.
2	I was already working at my internship site on Permit. I am renewing my contract there.
3	I accepted a counseling position outside of my internship site.

When offered the opportunity to clarify plans after graduation as relating to the possible pursuit of more education, three respondents gave the following details:

1	Plans for medical school.
2	I would like to become a medical doctor and have the ability to provide psychotherapeutic or biological intervention services.
3	I am wanting to eventually also gain an NP license.
4	Pursue the Violence, Loss, and Trauma Certificate (VoLT).

Graduate Exit Survey – Dr. Jerry Dooley

Demographics

Data was collected via the department's use of the Tevera clinical platform. All students completing their program were asked to voluntarily take the survey. Demographic, Program Experience, Career and Professional Aspirations, and Educational Aspirations are computed via simply number and percentages. Data analyzed for statistical measures were analyzed via SPSS.

The survey data includes responses from fifty-three students enrolled in the program who willingly agreed to complete the Exit Survey for the AY 24-25 as embedded in our Tevera platform. The below section includes a brief synopsis of the demographic data of those fifty-three students who answered any or all the specific questions.

Of these forty-eight respondents, thirty (62.5%) selected being from Clinical Mental Health program while eighteen (37.5%) are from School Counseling. Of the forty-eight respondents in the Clinical Mental Health program, five (16.67%) also completed the Violence, Loss, and Trauma (VoLT) graduate certificate.

West Virginia is listed with twenty-nine (63.04%) students, Ohio with six (13.04), Georgia and Virginia each with two (4.34%), with the District of Columbia, Kentucky, Maryland, Nevada, New Jersey, North Carolina, and Pennsylvania each with one (2.17%).

Our students range in age range from being born from 1977-2001. By decade, 9.75% or four students were born in the 1970s, 29.26% or twelve students were born during the 1980s, 53.65% or twenty-two students were born in the 1990s, while 7.31% or three students were born in the 2000s. All our students state they have not served in the armed forces with forty-four (100%) stating no.

Thirty-nine (90.36%) of the students answered they do not consider themselves to be a person with a disability while twenty-one (4.65%) answered yes. Only two (4.65%) answered they preferred not to say.

Thirty-nine (88.63%) of our students when asked how they would describe their sex at birth listed female and five (11.36%) listed male.

Gender identity was described as the following: Cisgender male was five (11.90%), cisgender woman was thirty-four (82.92%), gender queer was one (2.38%) while two (4.76%) prefer to self-describe. Those who choose to self-describe did so in the following ways: one (50%) as woman / female, one (50%) woman).

When asked to describe sexual identity or orientation students listed the following: heterosexual thirty-five (85.36%), bisexual three (7.31%), homosexual one (2.43%), asexual one (2.43%) and one (2.43%) pansexual.

Our students when asked if they consider themselves Spanish, Hispanic or Latinx answered with thirty-seven (88.09%) no and one (2.38%) yes. When asked to describe their racial identity students responded with the following: thirty-six (81.81%) White or Caucasian, two (4.45%) Asian, two (4.45%) White or Caucasian, Native Indian or Native American, one (2.22%) White or Caucasian, Black, one (2.22%) Black, and two (4.45%) preferring to self-describe as African American, White or Caucasian, American Indian or Native American, Black.

With respect to religious or spirituality, nineteen (54.28%) identify as Christian, two (5.71%) identify as Buddhist, thirteen (37.14%) specify no religion or spirituality, while one (2.85%) prefer not to say. Given the opportunity to specify their religious preference or identity, of those nineteen respondents who selected Christianity, two (28.57%) identify as Baptist, one (14.28%) identify as Roman Catholic, one (14.28%) identify as non-denominational, one (14.28%) said they identified as non-denominational evangelical Christian, one (14.28%) does not attend church but believes in God, just not a fan of organized religion, while the one (14.28%) was unsure of the question.

Twenty-two (52.38%) students consider themselves first generation college students and twenty (47.61%) stated no. When asked if we left any demographic off, one student reported *"I don't think there was really an option for my spirituality. I own a store dedicated to spiritual beliefs and practices; I'm highly spiritual, but I wouldn't say it fits in a category of traditional religion. It's like a broad "spirituality" that sometimes has an option on those things, sometimes does not."*

Program Experience

1. **Quality of Life.** Seventeen (39%) of the forty-four respondents choosing to answer the question indicated that their overall quality of life is *very good*, twenty-five (57%) stated their quality of life is *good*, one respondent (2%) selecting *fair* as their response to their overall quality of life, with an additional one (2%) respondent indicating that their quality of life was *poor*.

2. **Live, Synchronous Video Sessions.** When asked if students would have liked to have more required live, synchronous video sessions in their courses, forty-five respondents choose to answer the question. Of those forty-five respondents, twenty-four (53%) indicated that they would not like to have more required live, synchronous video sessions in their classes, while seventeen (38%) indicated that it depends, and 4 (9%) indicated yes, they would. When given the opportunity to specify to the live meeting classes, one respondent wrote *“Some of course did not have many live sessions.”*
3. **Three Open-Ended Questions.**
 - a. *“In one sentence, how would you describe your experiences in the program?”*

Counseling program at Marshall University has been a dynamic blend of challenge, growth, and mentorship, with dedicated professors whose passion and support have profoundly shaped my professional expertise and personal resilience.
I had a very pleasant experience at Marshall. I feel like I have gained a lot of knowledge and skills that I can utilize in my upcoming career. I enjoyed all the professors and courses and feel the requirements and expectations for graduation were right on par.
It has been a great experience, I have met and made friends throughout the counseling program.
Quite enlightening and great when it comes to interacting with internship coworkers.
A transformative experience that allowed me to develop and grow more as a person.
I believe that this program had the best professors with real-life experience to guide me through the program, my practicum, and my internship.
It was stressful.
I enjoyed being in this program.
Marshall's program has been absolutely amazing and made me feel extremely prepared for this career path.
I felt that my experience in the program was very educational.
It was very helpful and insightful; I really enjoyed it; I also had some awesome professors.
It has been a good learning experience.
It was a good experience overall, and most courses were run very well with a few exceptions.
I gained hands-on experience supporting diverse clients through individual and group counseling, while developing strong skills in assessment, active listening, and evidence-based interventions.
Excellent experience with professors and my fellow cohort.
Completing the CMH Counseling program has equipped me with valuable skills and opened doors to licensure and promising career opportunities. It has empowered me to pursue my dreams of helping others in the community. The counseling program has instilled in me the strength to advocate for much-needed change in the world. I am profoundly grateful for the knowledge and experiences it has provided.
I feel that I was exposed to a very well-rounded quality program that prepared me to enter into the counseling profession.
I have appreciated the learning opportunities provided to me via this program.
My experience in the school counseling program has been deeply enriching and challenging, equipping me with the skills, empathy, and confidence to support students' academic, social, and emotional growth.
Good!
Very pleased. Affordable program, nice professors, and a very adaptable format
Excellent, I found it more beneficial to my career than other colleges my colleagues have utilized.

Very beneficial
It has its ups and downs.
I would describe it as a positive and fulfilling experience.
I loved my experiences in this program from the professors to the classes.
I have really enjoyed this program. I have learned a lot and enjoyed the mentorship and community.
I thought it was very flexible, manageable, and affordable. It was one of the best deals I could possibly imagine for a program like this. It was like a needle in a hay stack. I am very happy to have been able to receive licensure from it.
It was an excellent program.
It's been fine. This semester has absolutely sucked, but the rest have been fine.
Marshall's distance education option for the counseling program was flexible, yet the quality of education was top tier and very affordable.
Marshall has been a great place for me to learn. It has encouraged my growth not only as a counselor but as a professional.
The counseling program has been a very enjoyable experience.
Effective in the sense of self responsibility.
I have really enjoyed Marshall, all of the instructors value our time and are willing to help us to succeed in the future.
The experiences in the program were great! As a working mother, having the option to work and attend school full-time has been wonderful.
It was a positive, challenging, and rewarding experience.
The counseling program at Marshall University and its staff have challenged me academically and professionally, and I feel as though it has exceeded in preparing me for my professional career in the mental health field.
This program allowed me to pursue my dream and I learned more than I ever thought I would.

- b. *“What have been some of your low lights in the program? Consider processes, courses, instructors, etc. that you think need some extra support and development.”*

I did not get effective support form my advisor and was left to figure out a lot of requirements for following graduation on my own.
The severe lack of understanding from instructors and advisors when it came to computer programs, computer capabilities, and overall technological subjects.
I did not receive enough feedback from COUN 672 and don't feel that I got enough from that course.
My practicum professor was not as helpful to the CMH students as she was to the School Counseling students. She was not responsive to my site supervisor or myself at times.
Starting out was the hardest step. Deciding to go back to school was not easy, and that first semester was quite an adjustment, but each professor I had was supportive which helped my journey.
Unexpected situation and better communication with teachers when it is those concerns.
Learning more about the plan of study and how you can work it to take classes at a good pace, also knowing that most electives aren't offered in the Summer would be nice.
In several of my early courses, exams that purported to be covering certain chapters covered material found elsewhere, and sometimes the information was just wrong. My thought at the time was that the professors hadn't read through the exams to ensure accuracy. This don't happen much in my later (upper level) classes.
None

The Introduction to Counseling course was my least favorite, as it felt overly condensed, making it challenging to effectively absorb the information presented.
Signing up for the NCE and CPCE
I wish there were more opportunities for check-ins in terms of courses and reaching out.
While the program was valuable, some challenges included managing high expectations from instructors who sometimes delayed in feedback or even grading course work in a timely manner and navigating the emotional weight of the internship experiences (600hrs at once) all of which required extra self-motivation and resilience.
I can't think of any.
I don't really have anything to complain about. I suppose sometimes submitting videos in lieu of in-person evaluations were difficult, as they were sizable videos that didn't always want to upload, but it was so much better than rigid, in-person evaluations.
Honestly, there is not much I would change. I did struggle with the crisis class as I found it to be a lot of busy work. It appeared to be so much work that it took up more time than any other class, and I also did not find it beneficial.
Some expectations not being clear - verbal directions vs syllabus vs course reminders having inconsistencies. When requesting clarification, instructor did not respond in the most supportive way and made herself seem unapproachable at times.
Particular professor who didn't answer emails, had them turned off in chat so we couldn't talk to our classmates. Would give F's then not be available to explain what was wrong.
None.
Tevera was challenging at times. I thought Dr. Dooley's clinical handouts were helpful in navigating this!
Maybe adding some non-educational get togethers for students. There isn't really a lot of time to network with the courses.
Having to do 600 hours of unpaid internship and still be able to afford my bills was a huge challenge.
I don't think there is anything low in this program that isn't to be expected of a degree program. I had a hard time uploading video files because they are kind of big and my internet is poor sometimes. But I think that is a CACREP requirement. But that was probably the most stressful part.
More support on NCE preparation
This semester has been awful. My internship has been terrible -- the class itself has been good, but the site has been awful.
I didn't have a lot of support from my academic advisor _____
I can't think of any significant low points. I have experienced burn out but that was more due to my personal life and the rigorous courseload that I opted for.
My original advisor left so much to be desired. I was never contacted by him prior to starting my first semester or ever at any point before he retired. When I contacted him to ask about taking one of my VoLT classes as an elective, he steered me into taking his Stress Counseling class in his last semester instead. This class was a total waste of my time and the book is full of pseudoscience. It was infuriating! Sadly, my current advisor appears to be overwhelmed with tasks and, while he seems to try harder at staying in touch with his advisees, I have truly completed this entire program independently.
I had some communication and unprofessionalism issues.

4. Rating the cultural inclusivity and openness of the counseling department using a Likert scale below, the following descriptive statistics were run via SPSS.
 - 1 – Very poor (I frequently feel excluded or uncomfortable due to cultural differences).
 - 2 – Poor (I occasionally feel excluded or uncomfortable due to cultural differences).
 - 3 – Neutral (I neither feel included nor excluded due to cultural differences).

- 4 – Good (I mostly feel included and accepted despite cultural differences).
 5 – Very good (I always feel included and celebrated for my cultural background).
 6 – Excellent (Our organization actively promotes and embraces cultural diversity).

Cultural Inclusivity

	N	Minimum	Maximum	Mean	Std. Deviation
How would you rate the cultural inclusivity and openness of the counseling department?	42	3	6	5.31	0.84
Valid N (listwise)	42				

When asked if there was “*anything else you would like us to know about the cultural inclusivity and responsiveness in the Counseling Department,*” two respondents gave the following two comments.

1. *I was nervous about being an atheist and going to school in a very conservative state. I took the risk and allowed myself to express my belief (or lack thereof) as it applied in classes and could not have been more pleased with how the professors and other students engaged with me in positive and in-depth conversation about how differences in religious belief can impact our work with clients. Thank you so much for making my educational experience a positive one in this regard!!!!.*
2. *The counseling department demonstrated a commitment to cultural inclusivity through diverse course content and discussions.*

When asked, “how likely are you to recommend the Marshall University Counseling Department to a friend, family, or colleague,” twenty (25%) respondents choose to respond. Using a Likert Scale from 0 – 10 with 10 being the highest, the following Descriptive Statistics were run via SPSS.

Likelihood of Recommending the Counseling Department Program to Others

	N	Minimum	Maximum	Mean	Std. Deviation
How likely are you to recommend the Marshall University Counseling Department to a friend, family, or colleague?	44	4	10	9.66	1.04
Valid N (listwise)	44				

Opportunity was given for “*Other Comments*” regarding the student’s Program Experience and the following data was collected from six respondents.

It would have been nice to have known earlier of all the internship opportunities that the university has, and my satisfaction would be been higher if more professionals in the courses were more tech savvy.

I believe that the majority of the professors in this program are knowledgeable and have real-life experience, which makes it easier for us to understand the material rather than

just learning from a textbook. Dr. Dooley was absolutely amazing, and Jeffrey Garrett was the best advisor I could have asked for. He was responsive and helpful whenever I had questions.
I think having a course on stigma towards special populations could be great, specifically focusing on what we as individuals can do to reduce stigma. (i.e: Language 101 course)
It was difficult to meet and get to know other students, especially early in the program. I realize this is a challenge in an online program.
I found the program enjoyable overall. The only aspect that could have enhanced my satisfaction would have been additional support with placement. Securing a placement was the most challenging part of the program for me. Nevertheless, I believe certain professors made their best efforts to assist, and the difficulty may have been influenced by timing or location.
More counseling session practice I received in the groups and counseling techniques classes.
More structured support for networking events or peer collaborations groups, would have also enhanced the experience and provided a stronger sense of connection within the program. I know there are things that were offered but most were during times that just didn't work. Overall, I think for an online course it was great.
Peer support has been great.
I have had several classes that require online meetings. I don't want that unless its beneficial, like internship and practicum need them, most other classes do not. The teachers keeping their calendars up to date so we don't constantly have to refer to the syllabus for due dates. and replying to emails in a timely fashion.
I would like to see Marshall offer a doctoral program. However, no further recommendations for the master's program.
The responsiveness of the professors was a huge thing. They are so helpful and caring.
I feel like I had all my opportunities. I think it would be really cool if you got a doctorate program, though.
More test training for NCE, more information on jobs in our area after graduation.
Some of the assignments made absolutely no sense. I also didn't learn ANY evidence-based programs/interventions for school counseling. There needs to be an entire class on teaching us those programs because those are the main things we're going to use as school counselors.
As an online student, I think that it would have been helpful to have more of a sense of community among other students but I understand that can be difficult with students living out of West Virginia.
I would have liked to start building my portfolio my first semester. I felt as though I did so many amazing assignments I wish that I would have been able to keep and add a lot of those assignments to my portfolio. More in person opportunities. More practice counseling sessions with peers. More professional development opportunities.
I want to thank every professor. I had such a positive experience at Marshall and that would not have happened without the community and support from professors and classmates.

Career and Professional Aspirations

Of the forty-six respondents who answered if they plan on seeking licensure of some kind, twenty (95.65%) said yes while two (4.34%) responded that they did not know at this point. Fifty-three respondents identified the professional associations in which they are a member of. From those respondents, twenty-six (49.05%) are members of the American Counseling Association, twenty (37.73%) hold membership in the American School Counselor

Association, two (3.77%) hold membership in the West Virginia School Counselor Association, one (1.88%) in the West Virginia Counseling Association, and one (1.88%) in the West Virginia Licensed Professional Counseling Association. Other association, branch, or organization memberships include: one (1.88%) each for ASERVIC, NAADAC, OAADAC, SAMHSA, ASAM, and CSI.

As students move into the profession of counseling, twenty-two total respondents indicated what their practice setting will be. Six (27%) will be in a school counseling setting (67% elementary, 17% in high school, and 17% undisclosed), two (9%) are currently working for a community health agency nonprofit with one of those respondents continuing there until medical school, one (5%) respondent for each of the following: addiction counseling, clinical mental health private practice, non-profit counseling agency, mobile crisis unit, outpatient facility, outpatient mental health and AOD counseling, residential therapeutic facility, school-based facility, and in a residential substance use program.

With data from forty-two respondents broke down into the following categories: twenty-nine respondents have a stated average of anticipated annual salary for next year is approximately \$52,958.62, five respondents (11.9%) listed that they were unsure or did not know, three (7.14%) listed "unknown," three (7.14%) listed "N/A," one (2.38%) said \$44 / session, one (2.38%) said between \$50,000 - \$60,000, one (2.38%) said between \$60,000 - \$70,000, one said that it was dependent on job position / wage, while one (2.38%) said TBD.

A total of forty-eight respondents answered the question regarding their anticipated total debt from their studies in the counseling program. Based on data from thirty-nine (81.25%) respondents who listed an amount for total student loan debt after the program, the average student loan debt is approximately \$28,128.21. Of those thirty-nine respondents listing a dollar amount of student loan debt, ten (25.64%) respondents will have zero student loan debt with two (2%) respondents qualifying their answers with one (50%) stating they were grant funded while another had a third-party sponsorship (50%). Additionally, four (4.88%) responded by writing "N/A," while three (6.25%) were unsure of the amount of student debt they would have.

Overall, the data indicates that most graduates are committed to pursuing professional licensure, actively engaging in counseling associations, and seeking diverse career pathways across school, clinical, nonprofit, and crisis counseling settings. While nearly half have secured employment, often with their internship sites, others are still navigating the job market or considering advanced education. Anticipated average salaries reflect a modest entry point into the profession, with some variability by setting, while the average student debt burden remains a significant but manageable factor for many. Collectively, these findings highlight both the strong professional preparation of graduates and the ongoing need for career support, financial guidance, and mentorship as they transition into the counseling field.

Educational Aspirations

As noted in the Career and Professional Aspirations sections of this report, out of the forty-six respondents, four (15%) Clarifying their pursuit of more education. However, when asking more general questions regarding education aspirations, the data offers more information. Forty-six respondents chose to answer if they would either consider or attend Marshall University's doctoral program if one was available and sixteen (35%) said that they would, twenty-three (50%) maybe, while the remaining seven (15%) said no. Twenty-nine (58%) of the fifty respondents who chose to answer their intent on applying for a doctoral program signify that that they may apply to a doctoral program in the future while twenty (40%)

indicating that they have no plans to apply for a doctoral program in the future. One (2%) respondent has already been accepted into a doctoral program. To which doctoral degree they would pursue, a total of twenty-five respondents answered with fifteen (60%) respondents indicating that they would pursue a doctorate in counseling or Counselor Education, six (24%) would pursue a Doctor of Psychology (Psy. D.) program, and one (4%) respondent made each of the following statements: MD but I like the idea of a PhD, MD/DO (or else I would do the PhD in Counselor Education, Social Work, I don't know.

The survey data indicates a strong interest in pursuing doctoral education, particularly in counseling and counselor education, with a notable portion of respondents undecided but potentially open to enrollment. These findings suggest opportunities for Marshall University to strategically develop doctoral offerings, tailor program design to meet diverse educational goals, and implement targeted communication strategies to engage prospective students. By addressing motivations, providing clear program information, and highlighting career outcomes, the institution can enhance application rates, support student success, and promote the doctoral program effectively.

Program Objectives

Using a Likert scale of 1 – not at all, 2 – minimally, 3 – modestly, 4 – substantially, and 5 – completely, the following program objectives were rated:

The following frequency analysis was created using SPSS:

Program Objectives					
	N	Min	Max	M	SD
PO1: The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.	45	3	5	4.69	.56
PO2: The Counseling Program will provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.	47	3	5	4.55	.620
PO3: The Counseling Program will prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.	45	3	5	4.71	.510
PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.	45	2	5	4.422	.774

PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.	45	3	5	4.51	.615
PO6: The Counseling Program will promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.	39	4	5	4.77	.420

Follow-Up Studies of Key Stakeholders

Alumni Survey

Not administered this year. Scheduled for X

Site Supervisor Survey

Not administered this year.

Faculty Survey

Done with special synchronous session survey.

Employer Survey

Not administered this year. The COEPD is working to create a standardized measure for all programs.

Special Assessment Projects

Synchronous Session Surveys of Students and Faculty

Surveys were distributed to students twice and all faculty one time from Jan. 2025 (127 students responded) to Sept. 2025 (51 students and 50 faculty responded). These results are summarized below and raw data can be reviewed with these files: https://livemarshall-my.sharepoint.com/:f:/g/personal/beeson_marshall_edu/Em3MdsW9fnlFiA6l-0tqcA8B_XdBQHrew-kQNYhlgIUnmw?e=2FYv6Y

Student	Faculty
68% prefer longer live sessions that meet less frequently	85% prefer longer live sessions that meet less frequently
48% would do 7-week courses with 44% maybe	54% would do 7-week courses with 31% maybe
Mon-Thurs are best days of the week, some interest in weekends.	Mon-Thurs most popular, some interest in weekends
12-4, and 5 or 530-11 seem best times	Evening classes starting around 5:00-5:30 seems to be somewhat popular
Clarity in time zones and meeting times during registration (this exists but is it clear)	Simpler process with less conflicts; See value in standard times with need to balance flexibility
More skill-based intensives, more practical hands on	
Summary of Possible Action Items from Qualitative Data 1. Expand scheduling flexibility → AM, afternoon, and PM sections where feasible. 2. Require early transparency → post syllabi & schedules before registration. 3. Stagger required courses → avoid overlap and offer varied start times. 4. Balance synchronous formats → fewer/longer vs shorter/more frequent options. 5. Support adult learners → policies that acknowledge work/family obligations. 6. Innovate program design → pilot intensives and expand applied, skills-based offerings.	Summary of Possible Action Items from Qualitative Data 1. Centralize & simplify scheduling to reduce class conflicts and confusion. 2. Offer flexible teaching times (day, afternoon, evening, weekend) aligned with both faculty and student needs. 3. Require advance posting of schedules (before registration) with clear time zone labeling. 4. Support varied modalities (asynchronous, synchronous, hybrid) with intentional live session design. 5. Experiment with new formats (intensives, cross-listed sections) while protecting core courses and faculty workload equity.

Student Reaction to CACREP A.2.e.

A survey was distributed to students to understand their perceptions of CACREP Policy A.2.e., which requires two in-person experiences to assess KSDs, once before practicum and once prior to graduation (<https://www.cacrep.org/a-2-e/>).

The survey was distributed in August 2025 and 40 people responded. The responses were overwhelmingly in opposition to the policy. Although students would prefer optional in-person experience, they believed these should not be required and would cause undue hardship. At

least 48% of respondents would not have applied if this policy were in place when they applied. Additional qualitative remarks will aid in our waiver application and immersion task force planning.

Complete results can be reviewed here: https://livemarshall-my.sharepoint.com/:f:/g/personal/beeson_marshall_edu/Em3MdsW9fnlFiA6l-0tqcA8B_XdBQHrew-kQNYhIglUnmw?e=2FYv6Y

Summary of Results

As can be seen in the tables below, the AY 2024-2025 Program Evaluation Report reveals a Counseling Department that consistently excels in preparing students for ethical and culturally sensitive practice, although targeted areas require modification, particularly concerning national examination performance and specific clinical exposures.

Overall Program Strengths

The program demonstrates robust performance and high levels of student satisfaction across several critical domains.

1. **Academic and Professional Mastery:** Students consistently achieve high standards on core learning outcomes, evidenced by successful completion rates and high signature assignment scores. The overall average score for all signature assignments was 95.65%, with 96.81% scoring above the 80% threshold. Furthermore, the average cumulative GPA for enrolled students was high (3.68).
2. **Exceptional Clinical and Foundational Skills:** Students exhibit strong ethical reasoning skills (KPI 1.2, Ethics Paper M=91.83%) and developing professional identity. This is supported by final Counselor Skill Developmental Assessment (CSDA) evaluations for professionalism and integrity (KPI 11), all of which were above the cut score of 2. In national testing, performance in core areas was exceptional: the National Counselor Exam (NCE) scores for Counseling & Helping Relationships (KPI 5) were 1.30 standard deviations above the national mean, and Group Counseling & Group Work (KPI 6) were 1.00 standard deviation above the national mean. Clinical experiences offered students rich opportunities to develop clinical, administrative, and leadership skills in real-world settings. Site and faculty supervisor ratings were also overwhelmingly positive.
3. **Positive Program Environment:** The Counseling Department maintains a positive and supportive culture. Graduates rated the department highly on meeting program objectives, with Human Growth and Development (PO6) receiving the highest satisfaction rating (M=4.77). Students also highly rated the cultural inclusivity and openness of the department (M=5.31 on a 6-point scale). Student feedback indicates that faculty often served as a program safety net, providing timely guidance when site supervisors were unavailable, which fostered professional growth and confidence.

Areas for Growth and Program Weaknesses

Despite high achievement in coursework, several indicators signal areas needing focused attention and development.

1. **National Testing and Content Gaps:** A significant weakness lies in performance on standardized national examinations. Six of eight domains on the NCE were below the national mean, and scores on the CPCE were below the national average in six of eight domains. Specifically, Human Growth & Development (KPI 3, -0.50 SD) and Research & Program Evaluation (C8, -0.31 SD) were noted as being the furthest below the national mean on the CPCE. Additionally, the Praxis II Pass Rate for school counseling students (52%) was below both the state (64.41%) and national averages (68.63%).
2. **Clinical Experience Exposure:** While overall clinical evaluations were high, students rated certain specialized clinical experiences lowest. The three lowest-rated clinical experience components were Family/Couple Counseling (M=2.39), Administration and interpretation of tests (M=2.43), and Career Counseling (M=2.44). Qualitative feedback indicated a need to expand opportunities for direct counseling and diagnostic practice and to balance administrative tasks with sufficient clinical exposure.
3. **Instructional Quality:** Although teaching evaluations remain high, the qualitative data from student evaluations highlighted logistical "quality threats," including misaligned course materials, inconsistency across the program, disorganized learning management system (LMS) shells, and instances of delayed grading and feedback.
4. **Diversity and Policy Concerns:** Data integrity regarding socio-cultural demographics remains a challenge, with a high number of blanks (57.67%) reported for ethnicity/race questions in enrolled students. Furthermore, faculty and students expressed concern that the new CACREP A.2.e. requirement for two in-person experiences may significantly impair the ability to recruit and retain racially diverse applicants. Student feedback confirmed this opposition, with 48% of survey respondents stating they would not have applied if the policy were in place when they enrolled.

Crosswalk Tables of POs, KPIs, Results, Strengths, Areas for Growth, and Recommendations

Program Objective (PO)	Related KPI and Data Source	Key Results	Strengths	Areas for Growth	Recommendations
PO1: Prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.	KPI 1.1/1.2: Professional Identity/Ethical Reasoning (2.F.1.). KPI 5.1/5.2: Counseling Structure/Functions (2.F.5.). KPI 11: Self-awareness, Integrity, Professionalism (4.G.). Data Sources: Signature Assignments (Ethics Paper, Theory Preference Paper); CSDA; Site Supervisor Evaluation; Student Support Referral Form.	The average scores on signature assignments related to identity and ethics exceeded the 80% threshold (e.g., Ethics Paper: M=91.83%, 92.62% > 80%; Theory Preference Paper: M=92.74%, 92.25% > 80%). All final CSDA evaluations (measuring professionalism/integrity) were above the cut score of 2 (Grand Total M=3.57 on a 4-point scale). Site Supervisor Evaluation results for related KPIs were high (KPI 1.2 M=2.83; KPI 11 M=2.74, on a 3-point scale).	Students demonstrate strong ethical reasoning skills and professional identity via high scores on signature assignments. Dispositions (KPI 11) were consistently rated highly by evaluators, showing strong professionalism and self-awareness.	The Student Support Referral Form indicated that most concerns (89.7%) related to dispositions, specifically missing deadlines and poor communication. One student received a low rating (1) from a Site Supervisor for KPI 5 (counseling/assessment approach).	Review implementation of new disposition assessment forms and establish clear thresholds. Address departmental needs through the real-time feedback link and continue to evaluate its use.
PO2: Provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.	KPI 2.1/2.2: Diversity Impact/Multicultural Competencies (2.F.2.). Data Sources: Signature Assignments (Term Paper, Case Study); CSDA (Multicultural Competence); Site Supervisor Evaluation	Signature assignments related to diversity showed high achievement (Term Paper M=94.37%, 92.78% > 80%; Case Study M=95.11%, 91.20% > 80%). Students highly rated this objective in the Exit Survey (M=4.55 on a 5-point scale, 'substantially' to	The department demonstrates a commitment to cultural inclusivity through diverse course content and positive engagement with student differences. CSDA scores for	Data integrity concerning socio-cultural demographics remains a challenge, with a significant number of responses left blank (57.67%) for ethnicity/race questions in enrolled students. The new CACREP A.2.e. requirement may	Continue to enhance integrity in data collection and comparison metrics. Advocacy related to CACREP A.2.e. is underway, including forming a residency committee and planning to apply for a waiver.

	(KPI 2); Graduate Exit Survey (PO rating).	'completely' met). The Counseling Department's cultural inclusivity and openness were rated highly by graduating students (M=5.31 on a 6-point scale).	related metrics were high (KPI 2 M=3.46).	significantly impair the ability to recruit and retain racially diverse applicants.	
PO3: Prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.	KPI 5.1/5.2: Counseling/Helping Relationships. KPI 6.1/6.2: Group Dynamics/Intervention (2.F.6.). Data Sources: Signature Assignments (Video Submissions, Group Proposal); Site Supervisor Evaluation (KPI 5, 6); NCE.	Performance on signature assignments related to groups and counseling skills achieved high scores (97.41% to 100% above 80% threshold). On the NCE, KPI 5 (Counseling & Helping Relationships) and KPI 6 (Group Counseling & Group Work) were over 1 SD above the national mean. Students rated this PO highly (M=4.71).	Exceptional performance on national testing in core counseling and group work categories. Practicum and internship provided rich opportunities to develop clinical skills.	Students rated clinical experiences in Family/Couple Counseling (M=2.39) and Large Group Counseling (M=2.59) the lowest. Need to expand opportunities for direct counseling and diagnostic practice in sites.	Continue to build out AI simulation cases while adding recorded observations with real clients to increase opportunities for skill demonstration. Evaluate and iterate on the enhanced group counseling assignments and rubrics implemented in AY 23-24.
PO4: Prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.	KPI 8.1/8.2: Research & Program Evaluation (2.F.8.). Data Sources: Signature Assignments (Article Review, Research Presentation, Discussion and Conclusion); NCE; CPCE (C8).	Signature assignments related to research achieved high thresholds (M % ranged from 92.30% to 99.89%). Students rated this objective as being met (M=4.42).	Students consistently achieve high scores on research-based signature assignments.	Performance on national exams in this area slightly lagged: KPI 8 (Research & Program Eval) was below the national mean (-0.3 SD) on the NCE. C8 (Research and Program Evaluation) was one of the furthest below the national mean (-0.31 SD) on the CPCE.	Continuing to explore additional test-prep options and incorporating more knowledge checks and quizzes to enhance test-wiseness and content identification.
PO5: Encourage student development and	KPI 4.1/4.2: Career Development (2.F.4.). KPI 7.1/7.2:	High achievement on signature assignments related to Career	Students demonstrate strong knowledge	On the NCE, KPI 4 (-0.50 SD) and KPI 7 (-0.70 SD) were below the national	Enhance rubrics and other learning opportunities for

skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.	Assessment & Testing (2.F.7.). Data Sources: Signature Assignments (Career Theory Paper, Assessment Report); Site Supervisor Evaluation (KPI 4); NCE/CPCE (KPI 4, 7/C4, C7).	Development (96.14% to 98.03% > 80% threshold) and Assessment (95.60% to 99.21% > 80% threshold). Students rated this PO highly (M=4.51).	transfer to assignments in both assessment and career topics.	mean. Clinical experiences rated lowest areas were Administration and interpretation of tests (M=2.43) and Career Counseling (M=2.44).	career development. Ensure continued focus on skills demonstration in assessment and career counseling in practicum/internship settings.
PO6: Promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.	KPI 3.1/3.2: Developmental Theories/Barriers (2.F.3.). Data Sources: Signature Assignments (Development Theory PPT, Developmental Paper); NCE; CPCE (C3); Graduate Exit Survey (PO rating).	Signature assignments related to human development achieved high thresholds (M % ranging from 93.43% to 95.03%). This PO received the highest satisfaction rating from students (M=4.77).	Students expressed high confidence and satisfaction regarding their preparation in human development, self-awareness, and wellness.	C3 (Human Growth and Development) on the CPCE was the furthest below the national mean (-0.45 SD). KPI 3 (Human Growth & Devel) on the NCE was below the national mean (-0.50 SD).	Continue to explore additional test-prep options and incorporating more knowledge checks/quizzes to improve scores on national testing related to human development content.

KPI	Program Objective (PO)	Data Source	Key Results	Strengths	Areas for Growth	Recommendations
KPI 1.1: Students will demonstrate the ability to identify key components of a strong professional identity (2.F.1.)	PO1, PO3, PO6	Signature Assignments (SA) (Professional Identity Paper)	A new SA, the Professional Identity Paper, was added to address this KPI.	The program addressed this KPI by requiring a new signature assignment.	Specific aggregate data results for the new Professional Identity Paper are not explicitly detailed in the provided signature	Enhance this KPI during the 2024 CACREP Standards Transition.

					assignment results table.	
KPI 1.2: Students will demonstrate ethical reasoning skills (2.F.1.)	PO1, PO3, PO6	SA (Ethics Paper); CSDA; Site Supervisor Evaluation (SSE)	The average score on the Ethics Paper (SA) was 91.83%, with 92.62% scoring above the 80% threshold. CSDA KPI 1 (related to integrity) averaged 3.59 (on a 4-point scale, above the cut score of 2). SSE for KPI 1.2 averaged 2.83 (on a 3-point scale, above the cut score of 1).	Students demonstrate strong ethical reasoning skills shown by high scores across assignments and evaluations.	N/A (Performance is consistently strong across measures).	Enhance this KPI during the 2024 CACREP Standards Transition.
KPI 2.1: Students will demonstrate understanding of the impact diversity has on the counseling process (2.F.2.)	PO2	SA (Term Paper); NCE; CPCE (C2)	Term Paper (SA) average score was 94.37%, with 92.78% exceeding the 80% threshold. On the NCE, KPI 2 (Social & Cultural Diversity) was -0.3 SD below the national mean. On the CPCE, C2 was -0.04 SD from the national mean.	High achievement is demonstrated on signature assignments related to diversity. CPCE scores are very close to the national mean.	The new CACREP A.2.e. requirement may significantly impair the ability to recruit and retain racially diverse applicants.	Advocacy related to CACREP A.2.e. is underway, including forming a residency committee and planning to apply for a waiver.
KPI 2.2: Demonstrate the ability to incorporate multicultural competencies in counseling skills (2.F.2.)	PO2	SA (Case Study); CSDA; SSE (KPI 2)	Case Study (SA) average score was 95.11%, with 91.20% exceeding the 80% threshold. CSDA KPI 2 (Multicultural Competence) averaged 3.46 (above the cut score of 2). SSE for KPI 2 averaged 2.76 (above the cut score of 1).	Consistent demonstration of multicultural competencies via skills-based assignments and high ratings from site supervisors and faculty.	N/A (Performance is consistently strong).	N/A.

KPI 3.1/3.2: Students will demonstrate understanding of developmental theories and skills in identifying developmental barriers (2.F.3.)	PO4, PO6	SA (Quiz 1, Theory PPT, Developmental Paper); NCE (KPI3); CPCE (C3)	Signature Assignment scores ranged from 91.93% (Quiz 1) to 95.38% (Theory PPT). KPI 3 on the NCE was - 0.50 SD below the national mean. C3 (Human Growth and Development) on the CPCE was the furthest below the national mean (-0.45 SD).	High achievement on developmental coursework signature assignments.	Scores on national exams (NCE and CPCE) related to human growth and development content were below the national mean.	Continue to explore additional test-prep options and incorporating more knowledge checks and quizzes to enhance test-wiseness and content identification.
KPI 4.1/4.2: Students will demonstrate knowledge/skill in applying career development theories and utilizing career assessment instruments (2.F.4.)	PO4, PO5	SA (Career Theory Paper, Career Intervention Paper); NCE (KPI4); CPCE (C4); SSE (KPI 4)	Career Theory Paper M=97.33%. Career Intervention Paper 98.03% above 80% threshold. SSE KPI 4 average was 2.67. NCE KPI 4 was -0.50 SD below the national mean.	Excellent performance and knowledge transfer shown in career-focused signature assignments.	NCE performance in this area was below average. Clinical experiences in Career Counseling were rated lowest (M=2.44) among most clinical skills (rating scale 1-3).	Enhance rubrics and other learning opportunities for career development. Ensure continued focus on skills demonstration in career counseling in practicum/internship settings.
KPI 5.1: Students will demonstrate an understanding of the structure of the counseling process from various theoretical perspectives (2.F.5.)	PO1, PO2, PO3, PO5	SA (Self Assessment, Theory Preference Paper); CSDA; NCE; CPCE (C5)	Theory Preference Paper M=92.74%. NCE KPI 5 (Counseling & Helping Relationships) was 1.30 SD above the national mean. CSDA KPI 5 average was 3.52.	Exceptional performance on national testing (NCE), scoring more than 1 SD above the national average. High achievement on foundational assignments.	N/A (Performance is very strong).	Continue to build out AI simulation cases while adding recorded observations with real clients.

KPI 5.2: Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy (2.F.5.)	PO1, PO2, PO3, PO5	SA (Video Submissions, Skill Demo #2); SSE (KPI 5)	Video 2 Submission/Skill Demonstration #2 reached 100% above the 80% threshold. SSE KPI 5 average was 2.76.	High achievement in demonstrated counseling skills through video and supervisor ratings.	Only 1 student received a single rating of one (not met) from a Site Supervisor for KPI 5.	N/A.
KPI 6.1/6.2: Students will evaluate principles of group dynamics and demonstrate skills in planning and implementing group interventions (2.F.6.)	PO3	SA (Group Proposal, Group Facilitation exercises); NCE; CPCE (C6); SSE (KPI 6)	SA scores ranged from 97.41% to 100% above the 80% threshold. NCE KPI 6 (Group Counseling & Group Work) was 1.00 SD above the national mean. SSE KPI 6 average was 2.63.	Exceptional performance on national testing (NCE), scoring 1 SD above the national average. Near perfect scores on group SAs.	Clinical experiences in Family/Couple Counseling (M=2.39) and Large Group Counseling (M=2.59) were among the lowest rated clinical experiences.	Evaluate and iterate on the enhanced group counseling assignments and rubrics.
KPI 7.1/7.2: Students will demonstrate an understanding of the purpose and process of assessment and skills in conducting, interpreting, and reporting results (2.F.7.)	PO4, PO5	SA (Assessment PPT, Assessment Report #2); NCE (KPI7); CPCE (C7)	Assessment PPT M=90.46% (95.60% > 80% threshold). Assessment Report #2 99.21% above 80% threshold. NCE KPI 7 (Assessment & Testing) was -0.70 SD below the national mean.	High quality of work demonstrated in assessment signature assignments.	NCE performance was significantly below the national mean. Clinical experiences in Administration and interpretation of tests (M=2.43) were rated the lowest among all clinical experience items.	Continue to explore additional test-prep options. Ensure continued focus on skills demonstration related to assessment in practicum/internship settings.

KPI 8.1/8.2: Students will demonstrate skills necessary to obtain, analyze, and review current literature and perform basic statistical analysis (2.F.8.)	PO4	SA (Research Presentation Handout, Discussion and Conclusion); NCE (KPI8); CPCE (C8)	Research Presentation Handout M=99.89%. Discussion and Conclusion 98.92% above 80% threshold. NCE KPI 8 was -0.30 SD below the national mean. C8 (Research and Program Evaluation) on the CPCE was one of the furthest below the national mean (-0.31 SD).	Near perfect achievement on research and statistical analysis signature assignments.	Scores on national exams (NCE and CPCE) related to research/program evaluation content were consistently below the national mean.	Continue to explore additional test-prep options and incorporating more knowledge checks and quizzes.
KPI 9.1-9.3: Students will demonstrate knowledge and skills related to PK-12 school counselor roles, ASCA National Model, and technology (5.G.)	Implicit in PO1, PO2, PO3, PO4, PO5, PO6	Praxis II; SA (School Counseling Final Project); SSE (KPI 9)	School Counseling Final Project M=95.64% (94.00% > 80% threshold). SSE KPI 9 average was 2.74.	High achievement on the comprehensive school counseling final project. Site supervisors rated school counseling skills highly.	Praxis II Pass Rate was 52%, compared to the state of WV rate of 64.41% and the national rate of 68.63%. The mean score was below the state mean.	Continue committee work for a deep dive review of Praxis results and subsequent curricular modifications. Review implementation of site supervisor evaluation and establish thresholds.
KPI 10.1/10.2: Students will demonstrate clinical skills (intake, assessment, diagnosis, treatment planning) and understanding of	Implicit in PO1, PO2, PO3, PO5	NCE (Treatment Planning; Intake, Assessment, & Diagnosis); SSE (KPI 10)	NCE Treatment Planning was 0.0 SD (at national mean). NCE Areas of Clinical Focus was 0.60 SD above the national mean. SSE KPI 10 average was 2.74.	Strong performance on NCE clinical focus areas and high supervisor ratings of clinical duties.	KPI 10.1 and 10.2 content is currently taught/discussed in COUN 600, but faculty note these topics require moving to another course for appropriate	KPI 10.1 and KPI 10.2 need to be moved to another course for proper KPI measurement.

clinical duties/roles (5.C.)					coverage as KPIs.	
KPI 11: Students will demonstrate self-awareness, integrity, and professionalism in relation to peers, faculty, staff, and supervisors (4.G.)	PO1	CSDA; SSE (KPI 11); Student Support Referral Form	CSDA KPI 11 (Professionalism/Integrity) Grand Total M=3.57 (on a 4-point scale). All final CSDA evaluations were above the cut score of 2. SSE KPI 11 average was 2.74.	Students consistently demonstrate strong professionalism and integrity as rated by faculty and supervisors.	The Student Support Referral Form indicated that 89.7% of concerns were related to dispositions, specifically missing deadlines and poor communication.	Review implementation of new disposition assessment forms and establish clear thresholds (new forms approved, going live Fall 2025). Address departmental needs through the real-time feedback link.

25-26 Subsequent Program Modifications

Based on faculty review of our program evaluation report and progress from previous years, we will make/continue to make the following program modifications:

Review of AY23-24's Modifications	Progress in 24-25	Next Steps for AY25-26
Enhance outside of class community building opportunities like regional meetups, townhalls, and new student meet and greets.	CSI is building regular events and setting community as a focal point of their strategic plan. Conference attendance is being encouraged more intentionally. New student gatherings continue to be a success.	Continue to execute and monitor. Add a monthly faculty webinar.
Consider mandatory in-term evaluations of teaching and learning.	Some faculty include this informally, but nothing has been mandated.	Continue informal adoption. Address departmental needs through real-time feedback link.
Deep dive review of Praxis results and subsequent curricular modifications.	Committee continue to meet and discuss.	Create a task force to address Praxis and other testing preparation needs. Consider test-prep initiatives as well as potential reframing of KPIs, learning experiences, etc.
Build school counseling marketing campaign.	Paused given our capped admissions.	Continue to elevate dual credentialing for school counseling area of emphasis in WV.
Enhance advising model.	Dr. Minor and Dr. Smith are leading this effort, which is underway.	Continue building. Hold off until we have a better idea of scope.
Decide on the creation of a doctoral program after CACREP reaffirmation decision.	Reaffirmation decision will come in early 2026. Funding options are being explored.	Continue to discuss alongside Dean Bradley to determine timing, funding, etc.

Create department-specific standards to supplement Design Center resources.	We are focusing on HOME framework training while we build out our internal expectations.	Build on the instructor expectations to develop a standard course shell organizational structure and design principles.
Consider KPI related to technology integration and advocacy/social justice competencies.	No KPI language has been adopted. An advocacy/social justice assignment has been incorporated into COUN 574. Numerous AI and telehealth options exist.	Continue to review and add alongside the 2024 CACREP Standards transition.
Continue to use the CPCE until final ruling on CACREP Policy 2.E. is provided, and then decide regarding potential replacement of the CPCE. Launch new process including some combination of comprehensive exam, portfolio, and/or residency.	The CECE is being piloted. Students are provided with information about the CPCE and CECE and can decide, which they would like to take. A residency committee has been formed. Advocacy related to CACREP A.2.e. is underway, and we will apply for a waiver.	Move fully to the CECE. Enhance data extraction and analysis. Submit CACREP waiver. Establish norms for the CECE. Host CACREP A.2.e. webinar series.
Enhance inside of class community building opportunities like required live sessions, optional course-wide office hours, optional live sessions, etc.	Continuing to pilot various live session options and evaluate outcomes. Nice standard live session times created.	Continue to explore the optimal frequency and instructional strategies within live sessions. Create sample categorization of courses by frequency of live sessions.
Increase opportunities for live review of student skill demonstration.	AI simulation platforms is being created and onboarded.	Continue to add recorded role plays with other students and AI clients; Continue to add real client video uploads and review. Add an AI simulation to all relevant KPIs.

Adjust KPI thresholds based on performance and potential for grade inflation.	Data integrity continues to be a challenge but is much improved. We will continue to review each term during our annual evaluation to assess and adjust as needed.	Continue to enhance data collection integrity and evaluate. Determine responses to failed KPI assessment points.
Enhance integrity of data collection related to socio-cultural demographics.	Completed: https://app.powerbi.com/links/grORzgPY-Y?ctid=239ab278-3bba-4c78-b41d-8508a541e025&pbi_source=linkShare&bookmarkGuid=109c6381-82d0-4878-904c-f9aef0137526	Continue to elevate integrity in data collection and comparison metrics. Advocate through COEPD to expand socio-cultural data collection variables.
Create Retention and Remediation Team to lead individual student assessment as well as retention and remediation practices.	Completed.	Evaluate and iterate with a focus on closing the loop in follow-up and tracking.
Increase use of Navigate for advising and communication.	Pivot to building Student 360 pilot in Salesforce.	Increase use of Navigate. Finalize student 360 pilot.
Enhance course leadership model	Draft Course Leadership Model 2.0 has been created.	Launch and evaluate course leadership 2.0. Continue to advocate for course leadership recognition in teaching load. Evaluate how course leadership fits into CACREP ratios.
Transition from Tevera to new in-house data collection and reporting tool.	Extended our Tevera contact through July 2026 while we work to pilot and roll out SimCare's FieldX platform.	Transition to SimCare's FieldX platform. Plan for Summer 26 new practicum students to go through, then migrate others into the platform. Evaluate and iterate.

New from 24-25 review
Enhance data collection on exit surveys, job placement, and post-graduate outcomes. Work with COEPD on college wide tool. Move Exit Survey out of Tevera and into Qualtrics that is sent via email. Add to internship course shells.
Add a final “What else would you like us to know/what else should we have asked?” item to all surveys.
Evaluate CSDAs, Site Supervisor Evaluations, and CECE to develop benchmarks and thresholds.
Create standard syllabus template
Move orientation into COUN 600.
Consider school counseling certificate.
Align courses and school counseling KPIs with Praxis and other exam domains.
Modernize the department mission, program objectives, and KPIs, adding new KPIs for technology integration and career development.
Transition to 2024 CACREP Standards (edit syllabi, course shells, core documents, etc.)
Plan in-person experiences in compliance with CACREP A.2.e.