



Counselor Education

CMHC Annual Report Academic Year 2023/2024

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

Summary of the Program Evaluation Results

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

Aggregate Student Assessment Data

Aggregate student assessment data addressing student knowledge, skills, and professional dispositions

Counselor Competencies Scales-Revised (CCS-R)

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

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

Counseling Preparation Comprehensive Examination (CPCE)

The Counseling program requires CMHC students to take and earn a score of 70 or higher on the CPCE to graduate. If students do not pass the CPCE they can re-take the exam. Data provided below is from Fall 2023, Spring and Summer 2024 graduates.

<i>Students taking the CPCE</i>	<i>Average Score</i>	<i>National Average</i>
17	83.9	87.3*

Content areas	Average	National Average*
Counseling Orientation and Ethical Practice	10.9	10.8
Social and Cultural Diversity	10.3	10.2
Human Growth and Development	11.3	11.3
Career Development	10.3	11.0
Counseling and Helping Relationships	10.3	10.9
Group Counseling and Group Work	11.2	10.3
Assessment and Testing	9.5	10.8
Research and Program Evaluation	10.1	12.1

**Based on National Descriptive Statistics CPCE data version 100A24*

Credentialing Exams (NCE or NCMHCE) and job placement

Data was collected on CSC Counselor Education alumni who graduated between Fall 2023 through Summer 2024. Of the 18 graduates, 17 were working in a behavioral health field and one reported to be actively seeking employment. Of those who reported to have taken a national credentialing exam, either the NCE or NCMHCE, 100% have passed.

Demographic Data

Demographic and other characteristics of Applicants, Students, and Graduates

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

CMHC Admitted Students	CMHC Active Students 2024/2025	CMHC Graduates
59**	97	18

** Fall 2023, Spring 2024, and Summer 2024

Clinical Mental Health Counseling 2023-2024 Application Data

	Male	Female	Total
International		1	1
HISPANIC	1	3	4
2 OR MORE		4	4
AMINDIAN		2	2
ASIAN			0
BLACK		1	1
WHITE	13	44	57
Unknown			0
Total	14	55	69

*counts are unduplicated in the academic year

Clinical Mental Health Counseling 2023-2024 Enrolled Student Data

	Male	Female	Total
HISPANIC	1	8	9
2 OR MORE	1	4	5
AMINDIAN		2	2
ASIAN		1	1
BLACK	1	1	2
WHITE	16	62	78
Unknown			0
Total	19	78	97

*counts are unduplicated in the academic year

**data as of end of term from IR

Follow Up Surveys

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

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

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

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

Subsequent Program Modifications

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

1. Based on aggregated student data, students scored lower than average on multicultural and counseling research competencies. As such, COUN 535 Multicultural Counseling was modified. Additionally, the counselor education faculty created a new course COUN 560 Counseling Research and Program evaluation. This class will be required beginning Fall 2025 with a special topics section to be added in Fall 2024.
2. Revised Comprehensive Assessment Plan (CAP) based on guidelines from the CACREP initial accreditation process.

Substantial Program Changes

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

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