



University of Nevada, Reno

Counseling Program 2023

Counseling Student Outcomes, Annual Report, and Program Adjustments

December 24, 2023

CACREP Annual Report

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Table of Contents

Counseling Program 2023	1
Counseling Student Outcomes, Annual Report, and Program Adjustments	1
Introduction	3
Counseling Program Student Outcomes.....	3
Number of Graduates in the Past Year	3
Completion Rate	3
Licensure or Certification Examination Pass Rate	4
Job Placement Rate of Students/Graduates	4
Program Applicants.....	4
Assessment Data Results	5
Program Modifications.....	6
Summary and Forecast for 2023	7

Introduction

The University of Nevada, Reno Counselor Education Program engages in yearly quantitative and qualitative program evaluation to inform systemic program changes. This evaluation process is guided by the 2016 standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The annual report is intended to provide students, administrators, field site supervisors, and other key stakeholders with information about the vital statistics, program evaluation results, and program modifications initiated between the summer of 2022 and May, 2023.

The University of Nevada, Reno Counselor Education Program is administered through the Human Development, Family Science, and Counseling Department in the College of Education. The program delivers 4 CACREP-accredited program areas:

- Master of Science: School Counseling
- Master of Science: Clinical Mental Health Counseling
- Master of Science: Marriage, Couple, and Family Counseling
- Ph.D. in Education: Counselor Education and Supervision

Counseling Program Student Outcomes

Counseling Program Student Outcomes and Vital Statistics for the University of Nevada, Reno Counseling Program are uploaded annually to CACREP. The data below reflect the vital statistics reported to CACREP on December 24, 2023.

Number of Graduates in the Past Year

In 2023 the University of Nevada Counseling Program graduated 24 master's students and 7 Ph.D. students. The master's graduates were in the following program areas:

- School Counseling— 8 graduates
- Marriage, Couple, and Family Counseling— 11 graduates
- Clinical Mental Health Counseling—4 graduates
- Doctoral Level--Counselor Education and Supervision— 1 graduate

Completion Rate

Across all three master's program areas, in 2023 the 3-year completion rate was 100% for Clinical Mental Health Counseling students, 82% for Marriage, Couple, and Family Counseling students, and 90% for School Counseling students, with 100% of students graduating within the expected time frame. One reason for the high graduation rate is careful student selection. In addition, the courses are delivered through a cohort model, which has a positive influence on student retention.

The completion rate of doctoral students who entered the program four years ago was 75%. The doctoral student retention rate can be difficult to calculate because the university allows doctoral students a generous time frame for degree completion. The doctoral program is highly structured, which is the key reason for the strong completion rate.

Licensure or Certification Examination Pass Rate

All 24 graduates in 2023 passed the CPCE Comprehensive Examination, a 100% pass rate. The national examination encompasses the NBCC core areas that serve as a foundation for the practice of counseling. Data are not available on licensure exam passing rates for Clinical Mental Health and Marriage, Couple, and Family graduates, because per state licensure laws, graduates do not take the exam until two years post-graduation or 2,000 hours of supervised clinical practice.

All School Counseling graduates (100%) became licensed school counselors within six months of graduating from the program.

Job Placement Rate of Students/Graduates

100% of the School Counseling graduates in 2023 secured positions as school counselors. The placement rate of CMHC graduates was 100%, with students accepting positions at community agencies. The placement rate of Marriage, Couple, and Family Counseling was 100%.

Counseling Program Enrollment

In the 2022-2023 school year, the counseling program had 76 master's students enrolled amongst 3 program areas, as well as 7 doctoral students. The overall enrollment for the counseling program has been strong for the past several years.

Program Applicants

In 2023, 73 applicants applied to the master's program with 29 of the applicants accepted into the program (40%). Enrollment is carefully monitored by program faculty to align with the 1:12 faculty/student FTE ratio required by CACREP.

The doctoral program had 4 applicants for the fall of 2023. 1 was accepted for an acceptance rate of 25%. If more graduate assistantships become available, faculty anticipate accepting more doctoral students.

Assessment Data Summary

In 2021 the Counselor Education Program continued collecting data following the procedures described in the UNR CACREP Assessment Plan. Because the doctoral program is individualized and has fewer than eight students, doctoral assessment data is kept individually in student files. All current doctoral students in 2022-23 met or exceeded doctoral program outcomes.

Taskstream, an assessment system produced by Watermark, was utilized in 2023 to collect data for the master's students in SC (School Counseling), MCFC (Marriage, Couples, and Family Counseling), and CMHC (Clinical Mental Health Counseling). The data collected on Taskstream addressed the following Key Performance Indicators:

- 1. Students will demonstrate the capacity to practice counseling from a strong foundational understanding of ethical and legal issues, intentionally integrating counseling ethical practices into day-to-day professional activities.*
- 2. In keeping with the ACA multicultural competencies, students will develop self-awareness, knowledge, and skills to prepare them to be contemporary, relevant, and culturally informed practitioners in clinical, marriage and family, and school counseling settings.*
- 3. Students will demonstrate knowledge of lifespan development and the capacity to integrate knowledge of developmental theory into practice.*
- 4. Students will demonstrate competence in understanding the world of work and the relationship between mental health and life roles such as work, school, and home.*
- 5. Students will gain an understanding of the theories and research related to helping relationships and will develop the skills to apply their knowledge in professional, therapeutic relationships.*
- 6. Students will demonstrate knowledge of group process dynamics, group counseling, and group work, including group theories, stages of group, leadership styles, and therapeutic factors.*
- 7. Students will demonstrate a broad understanding of validity and reliability of assessments, the selection and use of assessment tools, client assessment and diagnosis, trauma assessment, and the assessment of self-inflicted harm and danger to others.*
- 8. Counseling students will demonstrate the capacity to select, analyze, and apply research to inform practice, including evidence-based practices and theory-based interventions appropriate to their designated setting and personal theoretical orientation.*
- 9. Clinical Mental Health Counseling students will demonstrate an understanding of foundational knowledge (such as psychological testing), contextual factors (such as trauma, co-occurring disorders, poverty, and culture), and the demonstration of competence in clinical mental health practice.*
- 10. Marriage, Couple, and Family counseling students will demonstrate an understanding of foundational knowledge (such as family systems theory and assessment), contextual factors (such as trauma, intergenerational influences, and culture), and the demonstration of competence in the practice of marriage, couple, and family counseling.*
- 11. School counseling students will demonstrate an understanding of foundational knowledge (such as models of school program development and school assessment), contextual dimensions (such as the roles of school counselors, signs of substance abuse, and effective school leadership), and the demonstration of competence in the practice of school counseling.*

Rubrics were used to measure the 11 key performance indicators, with a rating of '3' on the rubric representing "meets expectation." Mean averages and percentages on

Taskstream showed that all admitted master's students met or exceeded the expected standard. Taskstream data are not kept for Graduate Special (non-admitted) students.

The PDCA-RI (Professional Dispositions Competency Assessment, Revised Incident) was used to track and respond to student dispositional incidents. Another version assessing the same dispositions (the PDCA-R) was used to collect basic dispositional assessment for aggregate purposes. All student individual dispositional issues reported by or to the core faculty were addressed by the faculty in faculty meetings followed by either conversation with students or student remediation plans. No students were suspended or dismissed from the Counselor Education Program due to dispositional concerns during 2023.

In the summer of 2021 two anonymous Qualtrics surveys were conducted, one with recent alumni and one with current students. Summer was selected as an ideal time for data collection because the May graduates were excluded and the new students not yet enrolled, yielding data from the current student group. Three current students assisted in the development of the survey items. Most items related directly to the 11 key performance indicators above. The survey participants for the current survey data included:

- 87.88%% female; 12.12% male; (no Two Spirit, Gender Expansive, or Transgender reported)
- 3.03% AIAN; 3.03% Black/African American; 9.09% Latino/Hispanic; 69.07% White/Caucasian; 9.09% Multi-Racial; 6.06% Other;
- Marriage, Couples, and Family majors dominated the survey responses (45.45%), followed by Clinical Mental Health (33.33%), and School Counseling (21.21%).
- 43.75% had within the prior month completed their first year in the program with the remainder of participants having finished their second year

Program Changes Based Upon Survey Data

At an assessment meeting in September at which faculty discussed the qualitative and quantitative survey results and determined program changes based upon survey data. The program changes indicated below were agreed upon and are based upon student survey data. The implementation of most of the program adjustments will occur in 2024, though some adjustments have already been partially implemented.

1. Students reported that in regard to core counseling knowledge and skills that they feel as competent and knowledgeable or more competent and knowledgeable as other counseling students of the same education level. This lets us know that as a whole students feel their education in core areas are strong.
2. Students voiced that they feel less confident and competent with the very young and the elderly.
3. The counseling program, based on previous survey data, modified implementation of cultural content. Roughly 70% of students feel that the integration is "just right" with 27.27 feeling more integration is needed. Students reported areas of diversity and specific classes where they would like more integration. This information will be taken into account when planning for the 23-24 school year.

4. All but one student reported that they would like to take elective courses. Because of being short faculty, it has previously been difficult to add electives. With a full faculty, electives have been added to the summer course and an infant mental health certificate program is in the works for fall of 2024.
5. Students reported that they like having classes in person, but most stated they would prefer electives to be online and asynchronous. Electives will be planned for this modality along with in person options.

During 2022-2023, additional sites were added to the options for internship and practicum classes. Because of our connection with the Supervision Collaborative, we have been able to provide sites with live supervision. Also, several of the internship placements have stipends to help support students financially. The goal is that most if not all sites will offer some compensation. This is a priority for the faculty as we see this as an equity issue.

Summary and Forecast for 2024

This report summarizes the 2023 program evaluation and quality improvement action steps taken by the UNR Counselor Education Program. We will be conducting another survey of our students during the Spring semester of 2024. We will begin implementing some of the areas of student suggestion. We will also be continuing through the reaccreditation process in 23-24.

Counseling academic programs are a collaborative effort. We owe our deepest appreciation to the field sites, including Churchill County and Washoe County School districts, and select community agencies, as well as to our supportive program alumni. Our site supervisors engage our students in the important work of translating theory into real-world practice. We are also grateful to the many University of Nevada administrators who continue to support and resource our program, the Nevada Counseling Community Advisory Board, and (most of all) our students.