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Counseling Program 2022

Counseling Student Outcomes, Annual Report, and Program Adjustments

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CACREP Annual Report

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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 2021 and May of 2022.

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 6th, 2022.

Number of Graduates in the Past Year

In 2022 the University of Nevada Counseling Program graduated 22 master's students and no Ph.D. students. The master's graduates were in the following program areas:

- School Counseling—6 graduates
- Marriage, Couple, and Family Counseling—9 graduates
- Clinical Mental Health Counseling—7 graduates

Completion Rate

Across all three master's program areas, in 2022 the 3-year completion rate was 100% for Clinical Mental Health Counseling students, 100% for Marriage, Couple, and Family Counseling students, and 100% for School Counseling students, with 87% 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 67%. 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 22 graduates in 2022 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 School Counseling graduates in 2022 secured positions as school counselors. Of the 85.7% of CMHC graduates who sought employment in a counseling related field, 100% accepted positions at community agencies. The remaining CMHC graduate is employed outside of the counseling industry. The placement rate of Marriage, Couple, and Family Counseling graduates was 88.9%, with the remaining MCFC graduate not actively seeking employment as they are in the process of starting a private practice.

Counseling Program Enrollment

In the 2021-22 school year, the counseling program had 70 master's students enrolled amongst three program areas, as well as six doctoral students. The overall enrollment for the counseling program has been strong for the past several years.

Program Applicants

Of the 57 applicants who applied to the master's program for 2022 admission, 36 were accepted to the program (63%). Enrollment is carefully monitored by program faculty to align with the 1:12 faculty/student FTE ratio required by CACREP. The doctoral program had six applicants for the fall of 2022. Two were accepted for an acceptance rate of 33%.

Assessment Data Summary

Breakdown:

Program	CMHC	MCFC	School	Counselor Ed.
Enrolled	19	32	19	6
Graduated	7	9	6	
Completion Rate	100%	100%	100%	67%
Exam Pass Rate	100%	100%	100%	n/a
Job Placement Rate	100% of those seeking employment	100% of those seeking employment 88.9% (8/9); one graduate creating private practice	100%	n/a

Master's Student Demographics:

Population	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	
Asian	0	1	
Black	1	1	
Hawaiian Native or Pacific Islander	0	0	
Hispanic	2	14	
Two or More	1	4	
Unknown/Other	0	1	
White	5	40	
International Student	0	0	
Active Duty Military	0	0	
Veteran	0	0	
With a Disability	Not available	Not available	

Doctoral Student Demographics:

Population	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	1	0	0
Black	0	0	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic	0	0	0
Two or More	0	0	0
Unknown/Other	0	0	0
White	0	4	1
International Student	0	0	0
Active Duty Military	0	0	0
Veteran	0	0	0
With a Disability	Not available	Not available	Not available

In 2022 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 met or exceeded doctoral program outcomes. New processes in draft form have been written and are under review. The next step in the process is to have current students give feedback on the portfolios. Also, the mission statement of the doctoral program will be under review by key stakeholders in 2023.

Taskstream, an assessment system produced by Watermark, was utilized in 2022 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 with a rating of ‘3’ on the rubric representing “meets expectations”. The cumulative results showed averages of each disposition to be at least a 3.01 in 2022 with self-awareness being the lowest at 3.01 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 2022.

In the summer of 2021 two anonymous Qualtrics surveys were conducted, one with recent alumni and one with current students. This graduate survey data was analyzed in 2022. The survey participants for the current survey data included:

Program Changes Based Upon Survey Data

Three assessment meetings were held in the fall of 2021 (August, November, and December) at which faculty discussed the qualitative and quantitative survey results and determined program changes based upon survey data. *The implementation of most of the program adjustments occurred in 2022*, and those changes are below. Another survey will take place in Spring of 2023 to guide program changes.

1. Students reported a high level of impact of Covid-19 on their overall well-being in the survey. Faculty agreed to continue with flexible policies on student absences from classes due to covid-related reasons, following published university guidelines. Faculty agreed not to structure grading policies in such a way that students missing classes due to Covid-19 would be academically punished. However, in Fall of 2022 the University reverted to previous policies regarding the use of zoom, attendance requirements, and in person courses. Because of this, in the Fall of 2022 the program ceased using zoom for individual students to attend class. Anecdotally, students state that they are glad to be in person.
2. Some master's students indicated on the survey an interest in involvement in faculty research projects. The faculty determined that instead of making all research opportunities open only to doctoral students, in future semesters opportunities to serve on research teams would be made available to master's students. At orientation in the Fall of 2022, it was announced that master's students are welcome to be on research teams, and four of the students requested to be on teams. Faculty are accommodating those students with on-going research projects and projected ones.
3. Students had negative reactions to the scheduling of the Trauma course during Wintermester; the course was moved to Spring 2022 and students reported appreciation for the change.
4. On the issue of diversity in the program curriculum, students indicated agreement with an increased emphasis on inclusion of diversity. The faculty made the determination that a matrix showing the nature of the inclusion of diversity in every counseling course would be developed and distributed to students at New Student Orientation, including a wide range of aspects of diversity. This was included in the Fall orientation in 2022.

During the Fall of 2022 multiple internship and practicum placements were created for our Clinical Mental Health and Marriage, Couples, and Family students to have options for varied clinical experiences outside of our own clinic (Downing Counseling Clinic) as requested by students in 2021. Along with the current placements for Fall of 2022, listed are the anticipated number of sites for 2023 as well.

With our colleagues, Ken Coll and Jennifer Ross's leadership, our students are participating in a unique clinical opportunity as well. The UNR Community Behavioral Health Collaborative, in its current pilot phase, is operating with a goal to positively impact the recruitment and retention of mental health professionals in Washoe County by offering an intensive supervision experience for student interns placed in high-need community agencies serving at-risk populations. Students identified by behavioral health

program faculty are placed in pairs at a community site for a 4-hour shift, 3 hours of which are direct counseling services to clients and 1 is triadic supervision with a qualified mental health professional. During the counseling hours, the supervisor watches via a live video feed, taking notes on identified skills and areas of professional development and remaining available for immediate consultation or intervention as need arises. At the end of each term, the assigned site supervisor completes the required evaluations as requested by the student's program leadership. This placement is intended to be an intensive, specialized placement to augment the primary placement assigned by the department. Students who participate in this opportunity are gaining experience and specialized skills to serve at-risk populations that include children and adults experiencing poverty, housing, and food insecurities, domestic and intimate partner violence, developmental disabilities, and substance use disorders. Prospective clients identified at each site are selected based on need and level of care and would otherwise have great difficulty or total lack of access to behavioral healthcare.

Total # External Sites

- Fall 2022 = 6
- Spring 2023 = 7
- Fall 2023 = 8

Total # Behavioral Health Collaborative Sites:

- Fall 2022 = 3 (Master's students are at 2; 1 Doc student)
- Spring 2023 = 9 (Master's students will be at 4; 1 Doc student)

Summary and Forecast for 2023

This report summarizes the 2022 program evaluation and quality improvement action steps taken by the UNR Counselor Education Program. As all the items from the previous student survey have now been addressed, we will be conducting another survey of our students during the Spring semester of 2023. We also will be submitting our self-study to CACREP in late spring of 2023.

Counseling academic programs require the support of our community, and we are very grateful for our community partners. We owe our deepest appreciation to the Clinical Mental Health and Marriage, Couples and Family field sites, Collaborative partners, and school counseling internship sites through Washoe County School districts. Our site supervisors engage our students in the important work of translating theory into real-world practice and are valuable members of our team. We are also grateful to the many University of Nevada administrators who continue to support and resource our program, and (most of all) our students.