

# 2023-2024 Annual Report



University of Wisconsin  
**Whitewater**

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College of Education  
and Professional Studies

Department of Counselor Education

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# Overview: Mission and Vision

**Our Mission:** To prepare professional counselors as leaders, advocates, and social justice change agents who will apply their knowledge and skills to develop effective counseling relationships that improve the human condition globally.

**Our Vision:** We strive to educate leaders and advocates who will transform the profession of counseling and the schools and communities we serve.

Our program objectives reflect our department's mission and vision and includes preparing graduate who:

1. serve as systemic change agents and leaders who can advocate for safe, inclusive, culturally responsive counseling programs
2. are ethical practitioners and demonstrate self-exploration, reflection and professional behavior.
3. promote mental health through intentional use of counseling skills and interventions within collaborative counseling relationships.
4. understand, analyze, and apply theory, research and assessment to inform and evaluate their practice.
5. embody a professional counselor identity that emphasizes wellness, human development, interdisciplinary collaboration, and ongoing professional development.

# Annual Report Executive Summary

**CACREP Accreditation:** The Counselor Education Program is accredited through October 2032.

**Assessment Plan Process:** Since our last CACREP accreditation report and site visit in September of 2023, faculty worked to identify the following KPIs that align with our program objectives and assess knowledge or skills.

<b>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>
KPI 1. Demonstrate reflective self-exploration and an awareness of values <i>Skill</i>
<b>SOCIAL CULTURAL DIVERSITY</b>
KPI 2. Demonstrate understanding of self as cultural being and future advocates <i>Knowledge</i>
<b>HUMAN GROWTH &amp; DEVELOPMENT</b>
KPI 3. Apply theory to meet developmental needs of clients <i>Knowledge</i>
<b>CAREER DEVELOPMENT</b>
KPI 4. Understand theoretical concepts informing career development <i>Knowledge</i>
<b>COUNSELING AND HELPING RELATIONSHIPS</b>
KPI 5. Demonstrate the intentional and effective use of the counseling skills <i>Skill</i>
<b>GROUP COUNSELING &amp; GROUP WORK</b>
KPI 6. Plan, implement, and evaluate group process <i>Skill</i>
<b>ASSESSMENT AND TESTING</b>
KPI 7. Apply assessment criteria to diagnosis and treatment planning <i>Knowledge</i>
<b>RESEARCH/PROGRAM EVALUATION</b>
KPI 8. Synthesize counseling literature and apply it to counseling constructs <i>Knowledge</i>
<b>CLINICAL MENTAL HEALTH SPECIALTY AREA</b>
KPI 9. Apply theoretical case conceptualization to inform counseling assessment, planning, and intervention <i>Knowledge</i>
<b>SCHOOL COUNSELING SPECIALTY AREA</b>
KPI 10. Demonstrate an understanding of the roles and functions of a culturally responsive school counselors <i>Knowledge</i>

Additionally, we assess the following key professional dispositions:

<b>Key Professional Dispositions</b>
1. <i>Record Keeping &amp; Task Completion.</i> Demonstrates the ability to engage in professional writing skills and task completion
2. <i>Professional Behavior.</i> Behaves in a professional manner towards supervisors, peers, students.
3. <i>Motivation &amp; Engagement.</i> Shows initiative, motivation, and engagement in learning
4. <i>Self-Awareness &amp; Openness to Feedback.</i> Demonstrates self-awareness, emotional stability, and openness to feedback.
5. <i>Boundaries.</i> Maintains appropriate boundaries with faculty, peers, supervisors, and clients/students.
6. <i>Respect &amp; Openness to Diverse Viewpoints.</i> Demonstrates openness to differences (e.g., differences in values, backgrounds, perspectives, cultures).

Our program utilizes a systematic assessment plan to assess program objectives and associated program modifications. Specifically, we collect and analyze key performance indicators (KPIs), key professional dispositions (KPDs), as well as surveys from graduate (every year), site supervisor (every year) and employer (every 3 years). Data can be found on page 7. Analysis of all data sources indicate the following:

**Program Strengths:**

- Positive relationships with peers and faculty
- Students leave the program knowing themselves within counseling relationships and the field
- Strong generalist program which aligns with CACREP
- Foundational clinical classes and experiential activities allow for growth in student skills

**Areas of Improvement:**

- Focus on dispositions and tracking of dispositions across time outside of clinical courses
- Wish for a better alignment of KPIs across time rather than in specific courses
- Theme of clinical topics being overemphasized; need additional integration of school examples in courses

## **Substantial Program Changes**

As a result of examining program data at the start and midpoint of the year, we made the following programmatic changes.

<b>Area of Improvement</b>	<b>Program Modification</b>
<b>Key Program Indicators</b>	

<p>KPI 4. Understand theoretical concepts informing career development (PO #4, #5): was only assessed during one time point</p>	<p>Previously, this KPI was assessed only at 1 timeline, during the COUNSED 720: Career Counseling course. Faculty added a career case study assignment to COUNSED 736: Counseling Across the Lifespan as an initial time point during which students integrate knowledge of career theory into case conceptualization.</p>
<p>KPI 8. Synthesize counseling literature and apply it to counseling constructs.</p>	<p>In our assessment of data, faculty noted that the initial research paper in COUNSED 712: Foundations of Counseling was not conducive to being completed within the course, given that it is often a summer course. We adjusted this KPI to be assessed in COUNSED 751: Professional Practices and Ethics which takes place during student's first full fall semester or second summer. The time #2 assessment remained the same.</p>
<p>KPI 9. Apply theoretical case conceptualization to inform counseling assessment, planning, and intervention</p>	<p>Faculty noted that the while data from initial assignment in COUNSED 722: Theories of Counseling was positive, the assignment did not adequately capture case conceptualization. We moved this KPI to COUNSED 728: Mental Health Diagnosis in Counseling. The time #2 assessment remained the same.</p>
<p>Faculty noted a need to refine rubrics to ensure they are best capturing student learning within KPIs</p>	<p>Faculty will streamline and modify KPI rubrics to ensure they are capturing student learning across all KPIs before fall 2024.</p>
<p><b>Key Professional Dispositions</b></p>	
<p>Faculty noted that while we are assessing KPDs in all clinical courses (COUNSED 718, COUNSED 721, COUNSED 793 and COUNSED 795), we hoped to more regularly assess student dispositions</p>	<p>Faculty piloted a KPD assessment in core courses in the spring. Moving forward, all courses will include the assessment of KPDs. This assessment affords each instructor an opportunity to rate student KPDs. We will include this language in our syllabi and handbook moving forward.</p>
<p>KPD: <i>Record Keeping &amp; Task Completion.</i> Demonstrates the ability to engage in professional writing skills and task completion</p>	<p>Faculty noted students had difficulty in professional writing and case notes during COUNSED 793: Practicum. In Spring 2024, practicum supervisors piloted new techniques, including a note taking tracker during supervision, to better address this KPD. The data improved from 68% of students meeting this KPD to 86% of students meeting this KPD.</p>

During our winter retreat, faculty noted a need for an additional key professional disposition and will include: KPD 7: Flexibility and Adaptability: Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.	This KPD is already assessed in our clinical courses and will be added to our assessment of student dispositions in core courses in the fall 2024.
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## Program Data

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>CMHC</b>	97	80	90	91	98
<b>School</b>	26	32	33	30	21
<b>Total</b>	<b>123</b>	<b>112</b>	<b>123</b>	<b>121</b>	<b>119</b>

<b>School-Gender</b>	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Male</b>	7	5	5	7	5
<b>Female</b>	19	27	28	23	16

<b>CMHC-Gender</b>	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Male</b>	15	13	14	18	18
<b>Female</b>	82	67	76	73	80

## Class of 2024 Data

	# Graduates	Program Completion Rate*	Employment Rate (Spring 2024)**
<b>CMHC</b>	25	88%	58%
<b>School</b>	10	90%	50%

\*computed for full time students starting in 2021

\*\*As of May 12, 2024

### Student Demographics

As an institution, we are no longer able to provide this information.

## Graduate, Site Supervisor and Employer Surveys

Item	Graduates	Site Supervisor	Employer
Q1-Displays professional identity through behavior, disposition, attire, etc.	96% strongly agree or agree	100% strongly agree or agree	83.33% strongly agree or agree
Q2-Knows the history and philosophy of the counseling profession.	89% strongly agree or agree	100% strongly agree or agree	83.34% strongly agree or agree
Q3-Demonstrates a commitment to personal development, and a readiness to participate and contribute to the profession / professional organizations.	96% strongly agree or agree	100% strongly agree or agree	90.91% strongly agree or agree
Q4 - Knows the roles and responsibilities of counselors as collaborative members of interdisciplinary teams (e.g., treatment teams, student services teams, behavioral health teams).	92% strongly agree or agree	100% strongly agree or agree	90.91% strongly agree or agree
Q5 - Understand the role of counselor supervision and the consultation process.	96.36% strongly agree or agree	100% strongly agree or agree	100% strongly agree or agree
Q6 - Know the role and process for advocating on behalf of the counseling profession.	85.46% strongly agree or agree	100% strongly agree or agree	72.72% strongly agree or agree
Q7 - Maintain appropriate boundaries with supervisor, peers, and clients.	98.18% strongly agree or agree	100% strongly agree or agree	90.91% strongly agree or agree
Q8 - Engage in self-exploration and reflection of self throughout counseling process.	92.59% strongly agree or agree	100% strongly agree or agree	81.82% strongly agree or agree
Q9 - Understand limitations and develops strategies to ensure client welfare.	94.44% strongly agree or agree	100% strongly agree or agree	90.91% strongly agree or agree
Q10 - Demonstrate an understanding of personal values and how they may impact practice.	96.08% strongly agree or agree	100% strongly agree or agree	90.91% strongly agree or agree
	98.04% strongly agree or agree	100% strongly agree or agree	100% strongly agree or agree
Q11 - Know and adhere to ethical guidelines.			
Q12 - Function ethically in a professional setting.	98.04% strongly agree or agree	100% strongly agree or agree	90.91% strongly agree or agree
Q13 - Demonstrate the ability to use technology to support the delivery of services (e.g. video recording, using a software program for diagnosis, documentation, intake, etc.)	90.2% strongly agree or agree	100% strongly agree or agree	100% strongly agree or agree
Q14 - Recognize ways to advocate on local, state, and national level for diverse client and student populations.	68.63% strongly agree or agree	89.47% strongly agree or agree	72.72% strongly agree or agree
Q15 - Understand multicultural variability (e.g. help-seeking behaviors) within and among diverse groups.	80.39% strongly agree or agree	94.74% strongly agree or agree	81.81% strongly agree or agree
Q16 - Demonstrate multicultural counseling competencies (e.g. impact of heritage, attitudes, beliefs within counseling session).	86.28% strongly agree or agree	100% strongly agree or agree	90.91% strongly agree or agree



Q17 - Use a theoretical lens to formulate a comprehensive case conceptualization.	80% strongly agree or agree	94.74% strongly agree or agree	100% strongly agree or agree
Q18 - Utilize a career lens to facilitate client/student career/life-planning and interrelationship with mental health.	68% strongly agree or agree	84.21% strongly agree or agree	90% strongly agree or agree
Q19 - Access and utilize research to inform the counseling process.	74% strongly agree or agree	89.48% strongly agree or agree	70% strongly agree or agree
Q20 - Can use data and effectively conduct program evaluation in the clinical or school setting (e.g. monitor treatment, outcomes, program, etc.)	76% strongly agree or agree	94.74% strongly agree or agree	90% strongly agree or agree
Q35 - Demonstrate honesty, integrity, and respect for others.	97.91% strongly agree or agree	100% strongly agree or agree	90% strongly agree or agree
Q21 - Demonstrate the ability to implement and facilitate groups.	87.5% strongly agree or agree	88.89% strongly agree or agree	90% strongly agree or agree
Q22 - Demonstrate exploration skills (e.g. attending, listening, open questions).	97.92% strongly agree or agree	100% strongly agree or agree	90% strongly agree or agree
Q23 - Demonstrate insight skills (e.g. challenges, interpretations, immediacy).	97.92% strongly agree or agree	100% strongly agree or agree	90% strongly agree or agree
Q24 - Demonstrate action skills (e.g. feedback, information-giving, role-play, behavioral rehearsal).	95.83% strongly agree or agree	100% strongly agree or agree	90% strongly agree or agree
Q25 - Engage in treatment planning with clients (e.g. identify student/client concerns, set goals, and evaluate progress).	91.66% strongly agree or agree	94.44% strongly agree or agree	90% strongly agree or agree
Q26 - Know how to select, utilize, and interpret counseling assessment instruments.	79.17% strongly agree or agree	88.89% strongly agree or agree	90% strongly agree or agree
Q27 - Can use diagnostic criteria to help guide the treatment process.	77.08% strongly agree or agree	88.88% strongly agree or agree	100% strongly agree or agree
Q28 - Show initiative and motivation (meets deadlines, attends class).	95.84% strongly agree or agree	100% strongly agree or agree	100% strongly agree or agree
Q29 - Demonstrate professional writing skills (forms, reports, case notes).	93.62% strongly agree or agree	94.44% strongly agree or agree	100% strongly agree or agree
Q30 - Accept and use feedback.	95.83% strongly agree or agree	100% strongly agree or agree	90% strongly agree or agree
Q31 - Interact in a collegial fashion with peers; collaborates well.	97.91% strongly agree or agree	100% strongly agree or agree	80% strongly agree or agree
Q32 - Demonstrate self-awareness (e.g. impact of self on others).	97.92% strongly agree or agree	100% strongly agree or agree	90% strongly agree or agree
Q33 - Demonstrate emotional stability (e.g. congruence between mood and affect) and self-control (e.g. impulse control).	95.74% strongly agree or agree	100% strongly agree or agree	90% strongly agree or agree
Q34 - Demonstrate the ability to adapt to changing circumstances, unexpected events, and new situations.	95.75% strongly agree or agree	100% strongly agree or agree	90% strongly agree or agree

# UWW Counselor Education Key Performance Indicators

Summer 2023- Spring 2024

<b>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 1. Demonstrate reflective self-exploration and an awareness of values. (PO #1, #2, #5)	COUNSED 718: Values and Beliefs Paper  100% of students met or exceeded expectations	COUNSED 795: Professional Presentation  100% of students met or exceeded expectations
<b>SOCIAL CULTURAL DIVERSITY</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 2. Demonstrate understanding of self as cultural being and future advocates (PO #1)	COUNSED 712: Advocacy Plan  98% of students met or exceeded expectations	COUNSED 741: Respectful GP  100% of students met or exceeded expectations.
<b>HUMAN GROWTH &amp; DEVELOPMENT</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 3. Apply theory to meet developmental needs of clients (PO #4, #5)	COUNSED 736: Developmental Stage Paper  89% of students met or exceeded expectations	COUNSED 793: Case Conceptualization  100% of students met or exceeded expectations
<b>CAREER DEVELOPMENT</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 4. Understand theoretical concepts informing career development (PO #4, #5)	COUNSED 736: Career Case study  100% of students met or exceeded expectations	COUNSED 720: Career Development Intervention Program  100% of students met or exceeded expectations
<b>COUNSELING AND HELPING RELATIONSHIPS</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 5. Demonstrate the intentional and effective use of the counseling skills (PO #2, #3, #5)	COUNSED 793: CCS-R Instructor Rating  97% of students met or exceeded expectations	COUNSED 795: Skills & Dispositions Eval (faculty and site supervisor final)  <u>Faculty:</u> 97% of students met or exceeded expectations

		Site supervisor: 97% of students met or exceeded expectations
<b>GROUP COUNSELING &amp; GROUP WORK</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 6. Plan, implement, and evaluate group process	COUNSED 721: Group proposal (part of group final exam)  100% of students met or exceeded expectations	COUNSED 793: Group Proposal  100% of students met or exceeded the expectation
<b>ASSESSMENT AND TESTING</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 7. Apply assessment criteria to diagnosis and treatment planning	COUNSED 728: Clinical Assessment of Fictional Character  100% of students met or exceeded expectations	COUNSED 719: Final Assessment Report  100% of students met or exceeded expectations
<b>RESEARCH/PROGRAM EVALUATION</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 8. Synthesize counseling literature and apply it to counseling constructs.	COUNSED 751: Ethical Scenario Paper  100% of students met or exceeded expectations	COUNSED 715: Program Evaluation Proposal  100% of students met or exceeded expectations
<b>CLINICAL MENTAL HEALTH SPECIALTY AREA</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 9. Apply theoretical case conceptualization to inform counseling assessment, planning, and intervention.	COUNSED 728: DTP  100% of students met expectations	COUNSED 795: Personal Guiding Theory Paper  97% of students met or exceeded expectations
<b>SCHOOL COUNSELING</b>	<b>TIME 1</b>	<b>TIME 2</b>
KPI 10. Demonstrate an understanding of the roles and functions of a culturally responsive school counselors	COUNSED 743: Advocacy Project  100% of students met or exceeded expectations	COUNSED 738: Educational Experiences Part 3: School Counseling Brochure  100% of students met or exceeded expectations

During the 2023 2024 academic year, 119 students were assessed in the above KPIs. Six students received 1 “no pass” in an area of KPI performance. There were 113 students (95%) who earned zero scores of “no pass.”

Professional competence is assessed in students with the expectation that students MUST achieve an “acceptable” rating during at least one measurement time point in order to graduate. “Acceptable” ratings include the following:

- a score of 80% or better on an assignment
- a rating of 3 or higher on a four-point scale
- a rating of 2 or higher on a three-point scale (2=at expected levels)

As a program we examine whether at least 80% of students will possess the attributes contributing to a positive academic performance.

## UWW Counselor Education Key Professional Dispositions

We assess key professional dispositions in 4 clinical courses: COUNSED 718: Principles of Counseling, COUNSED 721: Group Counseling, COUNSED 793: Practicum and COUNSED 795: Internship.

During the 2023-24 academic year, there were 46 students in principles, 37 students in group, 30 students in practicum and 36 students in internship who were evaluated on professional dispositions. Two students received scores of “no pass,” which is the program’s benchmark for a requirement for remediation.

Data from 6/1/2023-5/11/24	Time 1: COUNSED 718	Time 2: COUNSED 721	Time 3: COUNSED 793	Time 4 COUNSED 795 (faculty & site supervisor)
<i>KPD 1. Record Keeping &amp; Task Completion Demonstrates the ability to engage in professional writing skills and task completion</i>	96% of students meet or exceed	97% of students meet or exceed	86% met or exceed expectations	Faculty: 97% of students met (41%) or exceeded (56%) expectations  Site supervisor: 100% of students met (16%) or exceeded (86%) expectations
<i>KPD 2. Professional Behavior. Behaves in a professional manner towards supervisors, peers, students.</i>	98% of students meet or exceed	100% of students meet or exceed	96% of students met or exceeded expectations	Faculty: 97% of students met (15%) or exceeded (82%) expectations


				<u>Site supervisor:</u> 100% of students met (13%) or exceeded (88%) expectations
<i>KPD 3. Motivation &amp; Engagement. Shows initiative, motivation, and engagement in learning</i>	98% of students met or exceed	100% of students meet or exceed	90% of students met or exceeded expectations	<u>Faculty:</u> 100% of students met (24%) or exceeded (76%) expectations  <u>Site supervisor:</u> 100% of students met (13%) or exceeded (88%) expectations
<i>KPD 4. Self-Awareness &amp; Openness to Feedback. Demonstrates self-awareness, emotional stability, and openness to feedback</i>	100% of students meet or accept accepting feedback 94% meet or exceed self-awareness	100% students meet or exceed use of feedback  97% of students met or exceeded self-awareness	90% of students met or exceeded expectations related to emotional stability; 93% of students met or exceeded expectations related to feedback	<u>Faculty:</u> 100% of students met (18%) or exceeded (82%) expectations  <u>Site supervisor:</u> 100% of students met (13%) or exceeded (88%) expectations
<i>KPD 5. Boundaries. Maintains appropriate boundaries with faculty, peers, supervisors, and clients/students.</i>	Not assessed	100% students meet or exceed	90% of students met or exceeded expectations	<u>Faculty:</u> 100% of students met (24%) or exceeded (76%) expectations  <u>Site supervisor:</u> 100% of students met (9%) or exceeded (91%) expectations
<i>KPD 6. Respect &amp; Openness to Diverse Viewpoints. Demonstrates openness to differences (e.g., differences in values, backgrounds, perspectives, cultures)</i>	100% of students demonstrating consistently	100% of students meet or exceed openness to differences	86% of students met or exceeded expectations	<u>Faculty:</u> 100% of students met (65%) or exceeded (35%) expectations  <u>Site supervisor:</u> 97% of students met (30%) or exceeded (67%) expectations

The above data suggest that the program achieves the objective of producing students with academic integrity, professional competence, and sound ethical principles, as evidenced by over 80% of our students “passing” in all Key Professional Disposition areas.

## NCE Pass Rate

While our official results from NBCC are included below, we recognize this data only captures students who take the NCE while still a student in the program. As such, we also employed a survey to assess recent NCE rates from students who took the NCE after graduation. Results are below.

Year	Students Reporting Score	Students Passing	Percent
2023	5	5	100%



**Descriptive Statistics on University of Wisconsin-Whitewater**  
**Program: Clinical Mental Health Counseling**

National Counselor Examination			
Examination Cycle:	Fall 2023		
Number Tested Nationally:	3523	Number Tested in Program:	4
Number Passed Nationally:	3202	Number Passed in Program:	4
National Pass Rate:	91%	Program Pass Rate:	100%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	12.3	1.3	10.6	3.1
Intake, Assessment and Diagnosis	19	13.0	2.4	13.4	2.5
Areas of Clinical Focus	47	33.8	1.5	32.6	4.7
Treatment Planning	14	11.8	1.0	11.6	1.9
Counseling Skills and Interventions	48	30.8	4.9	32.8	6.1
Core Counseling Attributes	13	11.0	0.0	10.0	1.9
<b>Score</b>	<b>160</b>	<b>112.5</b>	<b>6.6</b>	<b>111.1</b>	<b>16.5</b>

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	9.5	1.3	8.1	1.8
Social and Cultural Diversity	6.8	0.5	5.8	1.0
Human Growth and Development	9.5	1.3	9.8	2.0
Career Development	8.5	2.1	8.9	2.0
Counseling and Helping Relationships	45.0	4.2	43.8	6.9
Group Counseling and Group Work	12.5	3.4	14.0	3.1
Assessment and Testing	19.5	1.3	18.5	3.6
Research and Program Evaluation	1.3	1.5	2.2	1.2
<b>Score</b>	<b>112.5</b>	<b>6.6</b>	<b>111.1</b>	<b>16.5</b>

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