

EXECUTIVE SUMMARY:
COMPREHENSIVE ASSESSMENT PLAN AND REPORT
2024-25

WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION

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The faculty in the Winona State University (WSU) Counselor Education program use various assessment processes to determine students': 1) readiness for the rigor of graduate studies, 2) development of knowledge, skills, and professional dispositions across the program to meet CACREP standards and learning objectives, 3) mastered competencies necessary to endorse students for counseling licensure, and 4) relevance of program curriculum to employed graduates and their employers in the field.

In addition to assessing students' development, the WSU Counselor Education Department (CED) faculty also assesses the admissions process, program curriculum, coursework, and program outcomes, including gathering feedback from our site supervisors, alumni, alumni employers, and regional partnering organizations. These assessment processes allow us to systematically improve programs within our department and maintain a high level of excellence.

The Comprehensive Assessment Plan and Report (CAPAR) has been prepared by Dr. Dawnette Cigrand, Department Chair for the 2024-25 annual year on behalf of the WSU Counselor Education Program with support from previous work from Dr. Anquinetta Calhoun, Assessment Coordinator and Casey Pronschinske, OAS. The data in this report was reviewed by the WSU Counselor Education Program Faculty. Goals and recommendations for continued improvement in 2025-26 will be included at the end of this report.

Overview of Winona State University Counselor Education Assessment Plan

Counselor Education				
	Entry/Admittance	Monitoring Growth	Exit/Graduation	Alumni Follow-up
GPA	-Undergraduate GPA (2.5 or higher)	-Maintenance of 3.0 GPA or better In Counseling program	-GPA of 3.0 or better - <u>Application to Graduate</u>	
Coursework	-Successfully completed undergraduate degree	- <u>Letter grade of "B"</u> or better in CE 601 and CE 660; -Counseling Competencies Scale (CCS) Target Scores in CE 658, 615 to monitor growth (See Section II.1.)	-Met Counseling Competencies Scale (CCS) <u>target scores</u> in CE 690 (site supervisor and university supervisor evaluations; See Section II.1.)	
Surveys	-Decline Survey	-Graduate Student Experience Survey		
Student Artifacts	- <u>Entrance Application</u> (Form, Recommendations, GPA, and Writing Sample)	-Student coursework aligned to CACREP Core and Program Standards across curriculum, including Key Performance Indicators	- <u>Capstone Project and Professional Presentation, or Thesis</u>	-Graduate Record Follow-up Reports
Evaluations	-Small Group and Large Group Screening Rubrics available upon request.	-Field Experience CCS Evaluations in CE 680 and CE 690 (Site and University Supervisors)	-Counselor Preparation Comprehensive Exam	-Alumni Surveys -Employer Surveys

PART I: ENTRY/ADMITTANCE

CACREP Standard I.J. Entry-level admission decision recommendations are made by the counselor education program and include consideration of each applicant's 1. career goals, 2. aptitude for graduate-level study consistent with program delivery type, and 3. potential success in forming effective counseling relationships with diverse populations.

The Winona State University Counselor Education program holds admissions screenings two times per year. Most students attend one of the screenings on campus, but a virtual screening is offered for international students or other students with extenuating circumstances who would have difficulty traveling to the on-campus screening.

1. Relevance of Career Goals - All applicant's write a letter of application to the Winona State University Counselor Education Program. Counselor Education faculty score students on these applications using a 4-point scale, assessing for 'Structural Properties' and 'Fit for the Profession'.
2. Aptitude for Graduate-level Study - Along with the letter of application, aptitude for graduate college is determined by the Candidate's Cumulative Grade Point Average (GPA). Students below a 3.0 at times are allowed to enter with probationary status if extenuating circumstances exist, if applicant's most recent work shows evidence of aptitude and/or letters of application, and recommendations are exceptional. In addition, applicants complete a writing exercise while attending screening to demonstrate the ability to write professionally and organize thoughts as related to the writing prompt. These are scored by faculty using the same 4-point scale, assessing for 'Structural Properties' and 'Organization'.
3. Potential success in forming effective counseling relationships and respect for cultural differences – These two considerations are assessed in multiple ways, including: (a) scores and comments from at least three references, (b) small group interviews with faculty, and a (c) large group multicultural exercise with other candidates. Faculty use rubrics to score materials and exercises.

Data showing number of applications received, number of students offered admission, number enrolled at WSU, and their average GPA's can be found in Table 1. *GPA reported is cumulative GPA which may include undergraduate and graduate GPA.

TABLE 1: NUMBER OF APPLICANTS, OFFERED ADMISSION, ENROLLED AT WSU

	APPLICANTS	OFFERED ADMISSION	ENROLLED AT WSU	ADMITTED STUDENT GPA
Entering 2022	87	34	31	3.41
Entering 2023	58	51	41	3.37
Entering 2024	77	47	42 [#]	3.49
Entering 2025	80	73	47 [#]	3.40

[#]39 students accepted; 2 students deferred until Fall 2024; 2 students also who entered in Fall 2025 who screened in 2024

PART II: MONITORING STUDENT GROWTH IN COUNSELING PROGRAM

CACREP Standard C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.

1. The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:

- a) key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (for doctoral programs, each of the five doctoral curriculum areas);*
- b) minimum performance expectations for each of the key performance indicators;*
- c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time;*
- d) for a minimum of one KPI, one measurement must be taken during fieldwork; and*
- e) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.*

Monitoring Growth Key Performance Indicators (KPI)	Data Method 1	Data Method 2	When Collected	Analysis
Professional Orientation and Ethical Practice	CE 601 Self-care Action Plan grade	CE 680 and CE 690: Self-care learning goal and reflection rubric	End of each semester offered	Fall of 2023 workday; next Fall of 2025
Social and Cultural Diversity	CE 615 Multicultural Action Project grade	CE 534 MAKSS-CE-R pre and posttest assessment grade	End of each semester offered	Fall of 2023 workday; next Fall of 2025

Human Growth and Development	CE 611 Human Growth and Development Paper grade	Either RLT 3 (SC) or Diagnostic Report (CMHC)	End of each semester offered	Fall of 2023 workday; next Fall of 2025
Career Development	CE 620 Psychological Assessment Administration and Report	CE 625 Career Assessment assignment	End of each semester offered	Fall of 2023 workday; next Fall of 2025
Counseling and Helping Relationships	CCS-R Part I scores in CE 615 and CE 658 (formative)	CCS-R Part I scores in CE 680 and CE 690 (University and site supervisor; summative)	End of each semester offered	Application to Practicum; Application to Graduate
Group Counseling and Group Work	CE 615 Group Experience Application and Reflection Paper	CE 690 Group Case Conceptualization Presentation	End of each semester offered	Fall of 2024 CED Workday; next Fall of 2026
Assessment and Testing	CE 635 or CE 640 Mandatory Reporting Training	CE 680 Mandatory Reporting Refresher	End of each semester offered	Fall of 2024; next Fall of 2026
Research and Program Evaluation	CE 601 12 Steps to Understanding Research assignment	CE 690 10-article Literature Review	End of each semester offered	Fall of 2024; next Fall of 2026
Professional Dispositions	CE 615 Part 2 scores on the CCS- R (formative)	CE 680 and CE 690 Part 2 scores on the CCS-R from university and site supervisors (summative)	End of each semester offered	Application to Practicum; Application to Graduate CCS-R 680

Clinical Mental Health Counseling Program	CE 640: DO A CLIENT MAP	CE 652: DO A CLIENT MAP	End of each semester offered	Fall of 2023 workday; next Fall of 2025
School Counseling Program	CE 635: ASCA School Counselor Competencies Reflection Paper	CE 645: ASCA School Counselor Competencies Reflection paper	End of each semester offered	Fall of 2024 CED Workday; next Fall of 2026

CORE KEY PERFORMANCE INDICATOR	DATA METHOD 1	DATA METHOD 2	
Professional Orientation and Ethical Practice	CE 601 Self-care Action Plan grade	CE 680 and CE 690: Self-care learning goal and reflection rubric	
Entered Fall 2023	100% average score (n=35; 35 met)	CE 680 89% average; 4/5 met	CE 690 97.5%; 4/4 met
Entered Fall 2024	95.4% average score (n=34; 33/34 met)		
Social and Cultural Diversity	CE 615 Multicultural Action Project grade	CE 534 MAKSS- CE-R pre and post-test assessment grade	
2023-2024	91.29% average score (n=34; 29/34 met standard)	Pre average 87.22 raw score ave (n=26) Post average 103.24 raw score; (26/26 met)	
2024-2025	92.86% average score (n=40; 38/40 met standard)	Pre 89.6 raw score ave; (n=42) Post 102.1 raw score ave.; (n=41 met standard; 1 withdrawal)	
Human Growth and Development	CE 611 Human Growth and Development Paper grade	Either RLT 3 (SC) or Diagnostic Report (CMHC)	
2023-2024	87.75% average score (n=7; 7/8 met standard)	RLT 3 94.3% ave. (7/7 met); DiagRep 88.3% ave. (19/21 met)	
2024-2025	96% average score (n= 19; 19/19 met standard)	SC – course not offered; DiagRep 93.2% ave. (17/18 met)	
Career Development	CE 620 Psychological Assessment Administration and Report	CE 625 Career Assessment assignment	
2023-2024	89.43% average score (n=14; 12/14 met standard)	87.5% average score (n=8; 7/8 met)	
2024-2025	98% average score (n=19; 19/19 met standard)	91.4% ave. SU24 (n=10/10 met); FA24	

2025-2026	TBD		Summer 2025 99.5% (n=18/18 met)			
Counseling and Helping Relationships	CCS-R Part I scores in CE 658: Microskills and CE 615: Groups (both formative)		CCS-R Part I scores in CE 680 and CE 690 (University supervisor [US] and site supervisor [SS]; summative)			
2023-2024	CE 658: 48/60 raw score ave.; (n=36)	CE 615: 53.3/60 raw score ave.; (n=30)	CE 680 US	CE 680 SS	CE 690 US	CE 690 SS
2024-2025	CE 658: 48.6/60 raw score ave (n=35)	CE 615: 49.83/60 raw score ave.; (n=29)	CE 680 US 45.48/60 raw score ave. (n=25)	CE 680 SS 51.1/60 raw score ave. (n=25)	CE 690 US 44.5/60 raw score ave. (n=26; all met) *	CE 690 SS 55.8/60 raw score ave. (n=26)
Group Counseling and Group Work	CE 615 Group Experience Application and Reflection Paper		CE 690 Group Case Conceptualization Presentation			
2023-2024	92.7% average score (n=20; 19/20 met standard)		90% average score (n=4; ¾ met standard)			
2024-2025	96.08% average score (n=25; 24/25 met standard)		93.42% average score (n=12; 11/12 met standard) Cigrand			
Assessment and Testing	CE 620: Psychological Assessment Report		CE 680 Mandatory Reporting Refresher			
Fall 2023	89.43% average score (n=14; 12/14 met standard)		100% average score (n=36; 36/36 met standard)			
Fall 2024	98% average score (n=19; 19/19 met standard)		100% average score (n=37; 37/37 met standard)			
Research and Program Evaluation	CE 601 12 Steps to Understanding Research assignment		CE 621 10-article Literature Review			
2023-2024	95.26% average score (n=19; 19/19 met standard)		97.06% average score (n=17; 17/17 met standard)			
2024-2025	98.33% average score (n=30; 30/30 met standard)		97.33% average score (n=16; 16/16 met standard)			
2025-2026			92.26% average score (n=19; 18/19 met standard in SU)			

* University supervisors at times were not able to observe interns doing all skills, so scores indicate “not observed” skills rather than deficits in skill work.

PROGRAM KEY PERFORMANCE INDICATOR	DATA METHOD 1	DATA METHOD 2
Clinical Mental Health Counseling Program KPI	CE 640: DO A CLIENT MAP	CE 652: DO A CLIENT MAP
2024-2025	90.3 % average; (n=32; Fall 2024)	90.93 % average.; (n=16; Spring 2025)
	7/32 (21.9%) did not meet 80% goal	2/16 (12.5%) did not meet 80% goal
School Counseling Program KPI	CE 635: ASCA School Counselor Competencies Reflection Paper	CE 645: ASCA School Counselor Competencies Reflection paper
To be collected 2025-2026	Not offered 2024-2025; offered every other year	Not offered 2024-2025; offered every other year

2. The counselor education program faculty systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:

- a) identify and define professional dispositions to be assessed;
- b) measurement of student professional dispositions over multiple points in time; and
- c) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.

Professional Dispositions	CE 615 Part 2 scores on the CCS- R (formative; 55 points total)	CE 680 Part 2 scores on the CCS-R from university and site supervisors (summative)	CE 690 Part 2 scores on the CCS-R from university and site supervisors (summative)
Entered 2023	Spring 2024		
	53.33/55 raw score ave. (n=27; all met)	FA24 46.2/55 US; 47.8/55 SS (n=5/5 met)	SP 25 53/55 US; 49.5/55 SS (n=5/5 met)
		FA25	SP26
Entered 2024	Spring 2025		
		FA25	SP25
		FA26	SP26

3. The counselor education program has a systematic process in place for communicating feedback to students on their individual assessments of knowledge, skills, and professional dispositions.

- a. Students receive feedback for each Core Key Performance Indicator through assignment feedback in their coursework from their instructor for their respective course. The feedback is provided using the D2L Brightspace platform. Feedback from faculty and site

supervisors on the Counseling Competency Scale-Revised is provided through the Experiential Learning Cloud (ELC; formerly known as Tevera) twice during the semester the student is enrolled in the respective course where the KPI is collected. It is provided as a formative evaluation at midterm of each semester, and as a summative evaluation at the end of each course when it is offered. Students' signatures are required to ensure they have read and acknowledged the feedback provided. The CCS-R is used to provide skill-based and dispositional feedback in the courses in which it is used.

When students are not meeting knowledge, skill, and/or dispositional competencies, course instructors bring those concerns to the department for a determination for remediation and support. If a remediation is recommended, the instructor and the student's advisor (or department chair if the instructor is the student's advisor) meet with the student to discuss and sign a retention plan. If a remediation plan is not recommended at the department meeting, the instructor is tasked with sharing their concerns with the student verbally and in writing so that the student is aware of concerns.

The following data is provided as a record of knowledge, skill and dispositional assessment previous to the WSU CED transition to the 2024 CACREP standards. Knowledge, skills, and dispositions of students are captured as follows:

b. KNOWLEDGE – Student acquisition of knowledge is monitored through grade assignment in CE 601: Foundations of Counseling and CE 660: Theories of Counseling. Students who do not get a B or better in these courses may be put on a retention plan, may choose to seek a non-counseling Human Services Professional Master's (HSPM) degree or are counseled out of the profession. Progress of students through their programs of study are also reviewed bi-annually during Student Review Day. Data collected on students' knowledge assessed in course work is captured in Table 3. Students are also assessed on their comprehensive knowledge of the counseling profession through the Counselor Preparation Comprehensive Examination (CPCE Exam). CPCE scores are in Table 5.

TABLE 2: STUDENT PROGRESS MONITORING IN PROGRAM COURSEWORK

YEAR ADMITTED	'B' or better in 601	'B' or better in 660	Retention Plan	HSPM/Withdrawal/ Counseled Out
2021-22	33	24	0	4
2022-23	30	28	0	1/1/0
2023-24	40	36	0	0/5/0
2024-2025	32	24	0	0/4/1

c. SKILLS, PROFESSIONAL DISPOSITIONS – Using the Counseling Competencies Scale (CCS-R; Lambie, Mullen, Swank, & Blount, 2015), faculty (F) assess students on their development of Primary Counseling Skills (Part 1), Professional Dispositions (Part 2) and Professional Behaviors (Part 3) using the CCS. Students receive scores from course instructors on Part 1 in CE 658: Microskills, and Parts 1 and 2 in CE 615: Group Counseling Theory and Practice. Scores are used formatively in these courses but may impact course grades; therefore, lack of improvement on the CCS could impede students' ability to be approved for practicum or internship.

During Practicum and Internship, students are assessed using the complete CCS measure by faculty (F) and site supervisors (SS). CCS-R Average scores by semester are detailed in Table 3. NOTE: these scores do not align by cohort in the table. Rather, these are the scores of students who took these courses in 2023-24 school year. Students scoring low may be asked to repeat the course or may be put on a retention plan.

TABLE 3: COUNSELING COMPETENCIES SCALE (CCS-R) AVERAGES

YEAR	CE 658 (F) (/115)		CE 615 (F) (/115)		CE 680 (F) (/115)		CE 680 (SS) (/115)		CE 690 (F) (/115)		CE 690 (SS) (/115)	
	Total Students	Semester Average	Total Students	Average	Total Students	Average	Total Students	Average	Total Students	Average	Total Students	Average
2021-22	32	109	17	106	41	105	25	106	22	104	34	110
2022-23	31	95	12	106	11	103	19	107	19	104	18	93
2023-24	34	110.81	29	108	17	108	16	99	16	105	17	102
2024-25 [^]	46	81.3	31	95.4	25	91.4	25	101.4	27	90.85	27	107.7

(F) = Faculty Scored (SS)= Site Supervisor Scored. [^]fiscal year 2024-25 includes summer 2024, fall 2024, and spring 2025 data

DEMOGRAPHIC DATA

Demographic characteristics of students and faculty are compiled annually for CACREP Vital Statistics Report. Students' reported gender, ethnicity and program of study are aggregated in Table 4.1 by year. Faculty demographics are reported in Table 4.2. This process supports recruiting of under-represented groups in the counseling fields.

ABBREVIATIONS KEY for Tables 4.1 and 4.2:

CMHC – Clinical Mental Health Counseling Program
CSCH – School Counseling Program

HMSP - Human Services Professional Master's (non-CACREP)
CACC – Addictions Counseling Certificate Program (non-CACREP)

Indigenous Am. Ind/Alaskan – American Indian

Asian/Pacific Islander

or Alaskan Native
 Black/AfAm – Black or African American
 2 or more - Bi-racial or Multi-racial

Latinx/Hispanic – Latinx or Hispanic
 Unknown or Unreported

F- Female Identifying

M – Male Identifying

TABLE 4.1: VITAL STATISTICS OF STUDENTS BY PROGRAM OF STUDY

PROGRAM YEAR	INDIGENOUS AM. INDIAN/. ALASKAN NATIVE		ASIAN/ PACIFIC ISLANDER		BLACK/ AF AM		LATINX/ HISP		2 OR MORE		WHITE		#DISABILITY		TOTALS
CMHC	M	F	M	F	M	F	M	F	M	F	M	F	M	F	CMHC
2020-21				1		3		2			11	59			76
2021-22				1		2		4		2	11	58			78
2022-23			1	2	1						6	24			34
2023-24		1	1	2	1	2		1	1	1	12	70			95
2024-25	1	1	1	4	1			3	1	1	9	78			102
CSCH	M	F	M	F	M	F	M	F	M	F	M	F	M	F	SC
2020-21			1			1	1	2			3	26			34
2021-22								1		1	4	15			21
2022-23											1	3			4
2023-24					1					2	1	11			14
2024-25											5	12			17
HSPM	M	F	M	F	M	F	M	F	M	F	M	F	M	F	HSPM
2020-21						1					1	5			7
2021-22											1	2			3
2022-23												1			1
2023-24											1	5			6
2024-25				1								3			4
CACC	M	F	M	F	M	F	M	F	M	F	M	F	M	F	CACC
2020-21		1						1			6	43			51

2021-22		1						2		2	4	31			40
2022-23^															
2023-24^				1	1			1	1		4	43			
2024-25	1			2	1			2		1	7	34			
2024-25 TOTALS	2	1	1	7	2	0	0	5	1	1	21	127	0	8	168

^ data incomplete

data collected on students with disabilities is collected based on year and gender identity, but not by program

TABLE 4.2: VITAL STATISTICS OF FACULTY

Full-time FACULTY	Indigenous Am. Ind/ Alaskan Native		Asian/ Pacific Islander		Black/ AfAm		Latinx/ Hispanic		2 or more		White		Unknown		TOTALS
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
2023-24				1		2					1	2			6
2024-25				1		2						3			6

PART III: EXIT/GRADUATION AND FOLLOW UP

CACREP Standard 2. E.2. Graduate Outcomes:

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following: a) pass rates on credentialing examinations, b) degree completion rates, and c) employment and doctoral admission rates.

- a. **Pass Rates on Credentialing Examinations** - CE students complete the Counselor Preparation Comprehensive Examination (CPCE/"Comps") to show evidence of comprehensive knowledge acquisition gained in their program of study toward the completion of it (typically last year of their respective program). Students are allowed to take the exam twice; students take the exam twice and do not pass must take written exams. Students who fail to pass the written exam can choose to graduate with a Human Services Professional Master's degree, (HSPM) which is a non-counseling degree by completing a Capstone Project or another approved project.

TABLE 5: CPCE SCORES AGGREGATED BY STUDENT GROUPS BY SEMESTER VS. NATIONAL AVERAGE

Term	Number WSU Students Completing Exam	WSU CPCE Average (%)	CPCE National Average (%) (CPCE "Exit Scores" used)
Summer 2021	3	81.3	82.5
Fall 2021	20	82.5	81.0
Spring 2022	11	84.6	88.2
Summer 2022	4	52.8	84.1
Fall 2022	19	83.6	81.2
Spring 2023	12	83.8	84.8
Summer 2023	3	95.0	83.4
Fall 2023	17	87.5	81.5
Spring 2024	8	88.8	86.6
Fall 2024	22	102.14	96.4
Spring 2025	7	86.88	86.1

b. **Degree Completion Rates.** Once students complete all coursework with a cumulative GPA of 'B' or better, pass comprehensive exams and complete a Capstone project, they are eligible for graduation. Table 6.1 represents Winona State University's graduates, disaggregated by program track. Table 6.2 reports the completion rate of students based on number of students who enter the program and complete it in 3-5 years. Students who do not complete may have chosen another major (e.g., HSPM), did not complete program requirements successfully, or decided not to pursue counseling as a profession.

TABLE 6.1: NUMBER OF STUDENTS WHO GRADUATE BY PROGRAM BY FISCAL YEAR

Program	FY2022	FY2023	FY 2024	FY 2025
CMHC	16	10	17	18
CSCH	10	8	2	5
HSPM	2	3	1	2
TOTAL CACREP *	26	17	19	23
TOTAL MASTER'S**	27	21	20	25

*TOTAL CACREP = CMHC + SC

**TOTAL MASTER'S DEGREES AWARDED = CMHC + SC + HSPM

TABLE 6.2: COMPLETION RATE OF STUDENTS BY PROGRAM

Program	Enrolled Fall 2020	Completed in 5 years	Completion Rate
Mental Health Counseling	59	48	81.4%
School Counseling	25	22	88.0%
Human Services Professional	3	1	33.3%
Addictions Counseling Certificate Program	39	25	64.1%
Completion Rate (CACREP)	84	70	84.7%
Totals	116	86	74.1%
^incomplete data			

TABLE 6.3: LICENSURE EXAM PASS RATES BY PROGRAM

Program	% Passed* 2023-24	% Passed* 2024-25
Mental Health Counseling	100%	100%
School Counseling	100%	100%

*students' self-report licensure exam rates when taken; not all graduates report to program

c. Employment and Doctoral Admission Rates – Winona State University collects data from its graduates on employment rates. The following data was provided by the Office of Institutional Planning, Assessment & Research (IPAR). Data on doctoral admission is currently not collected.

**TABLE 6.4: JOB PLACEMENT RATES OF COUNSELOR EDUCATION GRADUATES
(Part-time & Full-time)**

Employment Type	Spring 2023*	Spring 2024
Employed Full-time	90%	94%
Employed Part-time	4%	-
Employed in another field	6%	-

Available but Unemployed	-	6%
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*Placement indicates job acquisition based on alumni reports.

PART IV: PROGRAM REVIEW AND MONITORING

PROGRAM EFFECTIVENESS

CACREP 2. D. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

The counselor education program has a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. The plan includes:

1. academic quality indicators aligned with program objectives;
2. minimum thresholds for academic quality indicators, as determined by counselor education program faculty;
3. the data that will be collected;
4. a procedure for how and when data will be collected;
5. a method for how and when data will be reviewed or analyzed;
6. a process for addressing unmet minimum thresholds;
7. a procedure for identifying and analyzing trends in the data across multiple years; and
8. an explanation for how data will be used for curriculum and program improvement.

See Appendix A for a copy of the WSU CED comprehensive evaluation plan.

CACREP 1. E. ACADEMIC QUALITY INDICATORS

At minimum, programs must collect and analyze the following data annually as part of their comprehensive evaluation process:

1. Aggregate Assessment of Student Success:

The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:

- a) all key performance indicators for entry-level programs for which data were collected that year,
- b) (if applicable) all key performance indicators for doctoral programs for which data were collected that year,
- c) professional dispositions for entry-level students, and
- d) (if applicable) professional dispositions for doctoral students.

2. Graduate Outcomes:

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area,

the achievement of minimum thresholds determined by the program for each of the following:

- a) pass rates on credentialing examinations,
- b) degree completion rates, and
- c) employment and doctoral admission rates.

3. Diverse Learning Community: As part of identifying underrepresented populations and the continuous and systematic efforts to recruit, enroll, and retain a diverse group of students and faculty, the counselor education program analyzes, by program delivery type and CACREP specialized practice area, demographic data with regard to: a) Students: 1) applicants, 2) enrolled students, and 3) degree completion rates.)

Full-Time Faculty:

- 1) (if applicable) applicants for open faculty positions,
- 2) employed faculty,

CACREP Standard 4.B.: The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. (NOTE: Component (1) and (2) of Standard 4.B. are reported in Section I of this report. Component 3 is reported in Section III and IV of this report.)

A. The Site Supervisor Online Training Module and Site Supervisor Follow Up Survey

Counselor Education Department Practicum/Internship Student Evaluation of Site and Site Supervisor

PART I

INSTRUCTIONS: Please carefully read the following items and evaluate your practicum/internship field experience and site supervisor.

Mark the number that most closely parallels your overall practicum/internship field experience and experience with your site supervisor.

- 5 = Mostly satisfied (I was satisfied 80% or more of the time.)
- 4 = Somewhat satisfied (I was satisfied most of the time, more than 60% of the time.)
- 3 = Neither satisfied or dissatisfied (About equal amounts of satisfaction and dissatisfaction.)
- 2 = Somewhat dissatisfied (I was dissatisfied much of the time, about 60% of the time.)
- 1 = Mostly dissatisfied (I was dissatisfied more than 80% of the time.)
- N/A = Not applicable or Unable to assess

NOTE: Please provide additional information in the Additional Comments section (especially pertaining to a score of 1 or 2).

Evaluation of Site							
		5	4	3	2	1	N/A
1	The kind of setting provided was appropriate to my needs and interests.						
2	The expectations of my site were adequately defined between the site and me.]						
3	The school/agency was prepared for me to start at their site on my first day.						
4	The school/agency prioritized my field experience.						
5	My placement provided an onboarding or orientation regarding operations of a school/agency.						
6	My field experience significantly increased my knowledge of my counseling role in a school/agency .						
7	I was given adequate opportunities to participate in a variety of counseling activities aligned with my role.						
8	I worked with a variety of client types.						
9	I worked with clients commensurate with my development as a counseling trainee.						
10	I was able to gain counseling experiences with a sufficient number of clients.						
11	I was provided with a sufficient opportunity to perform group counseling.						
12	I received sufficient orientation and training on my site's emergency protocols.						
13	The experiences I was provided were relevant to my career goals.						
14	I was provided adequate and private space to complete my assigned work.						
15	Staff and office resources were available for me to use as needed.						
16	The staff's attitude towards me was professional and welcoming.						
17	The use of current technology for delivery and enhancement of services was supported and enriched by my site.						
18	I felt comfortable in my fieldwork setting.						
19	All personnel consistently demonstrated professional and ethical behavior.						

INSTRUCTIONS: In the next section, please use the Likert scale below to rate all applicable experiences which you had at your site.

5 = Mostly satisfied (I was satisfied 80% or more of the time.)

4 = Somewhat satisfied (I was satisfied most of the time, more than 60% of the time.)

3 = Neither satisfied or dissatisfied (About equal amounts of satisfaction and dissatisfaction.)

2 = Somewhat dissatisfied (I was dissatisfied much of the time, about 60% of the time.)

1 = Mostly dissatisfied (I was dissatisfied more than 80% of the time.)

N/A = Not applicable or Unable to assess

EXPERIENCES YOU MAY HAVE HAD AT YOUR SITE							
	Individual counseling						
	Group counseling						
	Consultation with other counselors or mental health professionals						
	Career counseling						
	Testing (formally with recognized testing instrument)						
	Informal evaluation/Intake interview						

INSTRUCTIONS: Please carefully read the following item and choose among the 3 options to complete the sentence.

YOUR OVERALL VIEW OF YOUR FIELDWORK SITE	
I would _____	this fieldwork site to another practicum/internship student.
(Recommend, Recommend with Reservations, Not recommend)	
[choose one to complete this sentence]	

PART II

INSTRUCTIONS: Please carefully read the following items and use the Likert scale below to evaluate your practicum/internship site supervisor.

5 = Mostly satisfied (I was satisfied 80% or more of the time.)

4 = Somewhat satisfied (I was satisfied most of the time, more than 60% of the time.)

3 = Neither satisfied or dissatisfied (About equal amounts of satisfaction and dissatisfaction.)

2 = Somewhat dissatisfied (I was dissatisfied much of the time, about 60% of the time.)

1 = Mostly dissatisfied (I was dissatisfied more than 80% of the time.)

N/A = Not applicable or Unable to assess

Evaluation of Site Supervisor							
1	My site supervisor treated me as an individual with respect for my specific circumstances.	1	2	3	4	5	N/A
2	My site supervisor met with me at the established time(s) and for at least 1 full hour each week.						
3	My site supervisor provided appropriate structure for our supervision sessions.						
4	My site supervisor helped clarify objectives for the counseling sessions I lead or co-lead.						

5	My site supervisor modeled development of appropriate intervention or treatment plans and setting therapeutically relevant goals with each client.						
6	My site supervisor helped me recognize how my personal style influences clients.						
7	My site supervisor regularly provided me with constructive feedback on my counseling performance.						
8	My site supervisor regularly provided me with constructive, non-punitive feedback about my knowledge, skill, and professional behaviors related to my counseling work.						
9	My site supervisor regularly provided feedback about my strengths and growth areas related to my integration of knowledge, skill, and professional behaviors in my counseling work.						
10	My site supervisor collaborated with me to identify clear goals by which my progress could be assessed.						

11	My site supervisor checked in with me on my progress toward goals for improvement.						
12	My site supervisor created an open climate where I felt comfortable disagreeing with them.						
13	My site supervisor helped me increase my level of self-efficacy as an emerging counseling professional.						
14	My site supervisor shared their relevant professional experiences with me.						
15	My site supervisor provided me with useful resources (e.g., books, articles, etc.).						
16	My site supervisor was knowledgeable of current scholarship pertinent to the work at my site.						
17	My site supervisor and I regularly discussed the purpose of assessments and why they were selected.						
18	My site supervisor observed me in a variety of counseling-related activities.						
19	My site supervisor reviewed documentation (e.g., case notes, DA's, communications to parents) and provided corrective feedback when needed.						
20	My site supervisor was available and accessible to me during emergency situations.						
21	My site supervisor operated with high ethical and professional standards and provided guidance on my development of ethical practice.						
22	My site supervisor is knowledgeable about and open to discussing multicultural issues and initiated discussions on these issues and multicultural competence.						
23	My site supervisor broached multicultural issues <u>of clientele</u> (e.g., spirituality/religion, sexual orientation, race/ethnicity, discrimination/bias, microaggressions, immigration status, disability, etc.) during supervision sessions.						
24	My site supervisor broached multicultural issues <u>in the supervisory relationship</u> (e.g., spirituality/religion, sexual orientation, race/ethnicity, discrimination/bias, microaggressions, immigration status, disability, etc.) in supervision sessions.						
25	When appropriate, my site supervisor helped me access community resources to benefit the client.						

INSTRUCTIONS: Please carefully read the following item and evaluate your overall view of your site supervisor.

OVERALL VIEW OF SITE SUPERVISOR
I would _____ this fieldwork site supervisor to another practicum/internship student. (Recommend, Recommend with Reservations, Not recommend) [choose one to complete this sentence]

PART III (1 & 2 required)

INSTRUCTIONS: Please add your specific thoughts and feelings about your field placement this semester.

1. Please list 3 therapy approaches, techniques, interventions, or therapeutic insights that this site supervisor helped you to develop over the course of this semester.
2. In your opinion, what would make this a strong(er) site for future practicum/internship students?
3. Please use this area for additional Comments, score Explanations, or recommendations.

TABLE 7.1: ADVANCED PROGRAMS GRADUATE FOLLOW UP SURVEY (SPRING 2023) N=49

Pillars	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
Scholarship						
Regularly use evidence-based strategies in their profession	0	2%	0	22%	25%	43%
Use data to support decision-making processes in their profession.	2%	0	6%	14%	29%	41%
Leadership						
Is adequately prepared to lead collaborative efforts that ensure the ongoing growth and development of B-12 learners?	2%	6%	0	14%	33%	45%
Has developed the knowledge and skills needed to be a leader in their profession?	2%	2%	4%	8%	43%	39%
Responsiveness						
Acquired the discipline-specific knowledge and skills to do their work						

effectively?	0	0	4%	14%	37%	45%
Meets the needs of students/clients through collaboration with professional, familial, community, and societal systems that support them?	0	0	4%	12%	37%	47%
Advocacy						
Is able to recognize and engage in situations requiring a social justice response?	2%	2%	6%	14%	22%	49%
Has a significantly enhanced toolbox with which to ethically respond to social justice concerns?	0	2%	8%	20%	31%	35%
Reflection						
Engage in reflective practice that results in continuous and effective improvement in your professional role?	0	0	2%	14%	33%	51%
Regularly reflect on and evaluate your dispositions toward maintaining a positive B-12 learning environment?	0	0	6%	12%	29%	53%

TABLE 7.2: ADVANCED PROGRAMS EMPLOYER SURVEY (SPRING 2023) N=12

Pillars	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
Scholarship						
Regularly use evidence-based strategies in their profession	0	0	0	17%	17%	50%
Use data to support decision-making processes in their profession.	0	0	0	17%	25%	42%
Leadership						
Is adequately prepared to lead collaborative efforts that ensure the ongoing growth and development of B-12 learners?	0	0	8%	17%	42%	33%
Has developed the knowledge and skills needed to be a leader in their profession?	0	0	8%	25%	42%	25%
Responsiveness						
Acquired the discipline-specific knowledge and skills to do their work effectively?	0	0	0	17%	33%	50%

Meets the needs of students/clients through collaboration with professional, familial, community, and societal systems that support them?	0	0	17%	0	33%	50%
Advocacy						
Is able to recognize and engage in situations requiring a social justice response?	0	0	0	8%	58%	33%
Has a significantly enhanced toolbox with which to ethically respond to social justice concerns?	0	0	0	42%	33%	25%
Reflection						
Engage in reflective practice that results in continuous and effective improvement in your professional role?	0	8%	0	8%	33%	50%
Regularly reflect on and evaluate your dispositions toward maintaining a positive B-12 learning environment?	0	0	8%	17%	25%	50%

PART V: OVERALL RECOMMENDATIONS FROM WSU COUNSELOR EDUCATION DEPARTMENT BASED ON ASSESSMENT REPORT

This report is reviewed bi-annually at CEDRAB Advisory Board meetings. Additional yearly goals and recommendations from these meetings are discussed in Section V summary statement (added after bi-annual meetings).

Program Goals	Assessment Method	Action Plan	Data Reviewed and Findings	
Goal 10: Approval to recruit and replace faculty retirement to maintain or increase program enrollment	6-month review	Garner Dean support, market on digital platforms—CSNET, The Chronicle, Higher Ed	Spring 2024 - Recruited and hired Dr. Madeline Vinzant for 2024-2025	
			Spring 2025 - Recruited and hired Professor Rebecca Backman for 2024-2025	
			Discontinue Goal 10 due to no retirements upcoming 9/17/2025	

Goal 6: Maintain progress on Goals 1-5	Annual Assessment Day Survey	Fall 2023 Develop strategies for increasing understanding of procedures for Practicum, Internship & Licensure. Program additions (Reorientation, Grad Prep Night, individual advisement) ▪ Hard copy of field placement handbook, signature receipt with information included • Host a “Reorientation” aka practicum orientation, Dec. 11 (hyflex) • Host a Grad Prep Night to help students transition to profession.	Action plan completed and implemented in December of 2023 and December of 2024 Review Assessment Day Survey data at CEDRAB in Fall of 2025 to determine if student scores have improved on Assessment Day Survey.
Goal 7: Increase overall enrollment by 15; increase school counselor program enrollment by 15 (recommit to Goal 3)	Vital Statistics Review at Fall workday	2023-2024 Marketing campaign has been revised and refocused for 2023-24 (campaign plan attached). 2024-2025 Increase and target outreach through regional university contacts, continue marketing campaign, class visits by GA's, 2025-2026 Cathey to attend Cradle to Career event in Rochester; will report back. Reach out to school counselors to identify opportunities for engagement. Continue to expand presence in Rochester/Heinz Center.	• 2024 Notes: School Counseling numbers have improved slightly but still have a long way to go. Fall 2025 - Currently have 9 students in CE 635 in (6 1st year, 3 2nd year). Three students will be graduating this year from program.
Goal 8: Survey Student Wellness	Survey to understand	Calhoun will work with GA to create Wellness survey.	Delivered in Fall of 2022

	students' needs to consider how CED might support students' wellness.		Faculty reviewed data; small sample size. Hard to extend findings beyond individual needs. • Include Wellness Tips in CED newsletter • Host wellness events around midterm and final exams (e.g., hot chocolate, stress balls, mindfulness practices notecards and to start classes, nutritional snacks)
			Wellness activities were well-received. Continue annually.
Goal 9: Increase Site Supervisor assessment completion; limit skipped responses, including narrative summaries	Review of completed fieldwork assessments	End of semesters: Fall 2022, Spring 2023, Summer 2023	Require and monitor supervision completion of training module; review assessment completion with supervisors during initial site meeting A new training module has been created, and the survey has been revised and included in this report.
		Update: 1. GA monitors supervision module completion annually (100% completion rate 2023, 2024). 2. Supervision module revised Fall 2022 and disseminated Fall of 2023. 3. University supervisors share expectations with Site supervisors annually (100% complete). 4. N/A multicultural question	Maintain practice; discontinue need for goal in Fall 2025.

		issue has been resolved.	
Goal 1: To increase current students' understanding of their respective program of study requirements and expectations.	Annual Assessment Day Survey	2018 Baseline Data: On the Assessment Day Survey, 21% of CE students reported goals and objectives in the program handbook were clear. 2019 Data: 4.4 % (n=2/45) students reported in the Annual Assessment Day Survey that reported the handbook did not answer their questions about the program. 1/45 (2.2%) students did not feel the goals and objectives in the handbook were clear.	Start: (2020): a. (2018) Ensure all students in CE 601 will receive the CE Handbook in Fall of 2019 in Orientation. b. (2018) 100% of faculty will upload the CED handbook onto their class D2L. c. (2019) All students in CE 601: Foundations of Counseling will get an overview of the CE Handbook as a part of the curriculum. d. (2019) All entering students will be required to turn in the signature page and complete an assignment related to the CE Student Handbook in CE 601: Foundations of Counseling Thus, these goals have been met. Continue practices and monitor.
Goal 2: To ensure students have the opportunity to take courses and complete their degree in timely manner.	Annual Assessment Day Survey	2018 Baseline Data: 25% (n=8/32) of CE students responded with Strongly Disagree or Disagreed with the following prompt, "I have been able to take the	Start: Monitor course max enrollments in Fall and Spring to determine need for additional summer course offerings. Thus, these goals have been met. Continue practices and monitor.

Additional Goals removed from this report for 2018 – 2024 were met or determined to continue (see previous reports for information/data/program improvement).

Program Goals	Assessment Method	Data Reviewed and Findings	Action Plan
Goals for 2025-2026			
Goal 1 (formerly goal 7): Increase overall enrollment of school counseling program to 15; maintain in CMHC programs. Increase addictions counseling student enrollment in Intro from 15 to 20 students.	Annual Assessment Day Survey	Fall 2023 Update: Currently have 10 students in CE 635 (6 1st year, 3 second year) New Goal FA 2025 – Booth at mental health fair at GET; GA's attend career fairs and classes (e.g., Gender and Ethnic Studies) to create pipeline. Consider how School Counseling Faculty can engage in this effort (Cathey to attend Cradle2Career Conference this fall).	Increase and target outreach through regional university contacts, continue marketing campaign Marketing campaign has been revised and refocused for 2023-24 (campaign plan attached).
Goal 2: Improve scores on the CPCE in Social Cultural and Diversity.		1. Focus groups in CE 680 in the Fall to (a) Identify areas on the exam that were difficult, or they did not learn/not taught; (b) identify best study resources; (c) determine content wish had been taught. Collect information for 1–2-page handout with recs for Reorientation.	
		2. Reorientation night – ask successful students to share how they prepared for the CPCE.	
		3. Introduce the CPCE study materials in CE 601	Completed Fall of 2025
		4. Consider reviewing textbook and	

		other resources to align with current practice.	
		5. Consider modifying KPI requirement in program planning in Fall of 2025 for Fall of 2026 implementation.	
Goal 3: Improve scores on the CPCE in Counseling and Helping Relationships.		1. Focus groups in CE 680 in the Fall to (a) Identify areas on the exam that were difficult, or they did not learn/not taught; (b) identify best resources; (c) determine content students wish had been taught. Collect information for 1–2-page handout for Reorientation.	
		2. Reorientation night – ask successful students to share how they prepared for the CPCE.	
		3. Introduce the CPCE study materials in CE 601.	Completed Fall of 2025
		4. Consider reviewing textbook and other resources to align with current practice.	
		5. Consider modifying KPI requirement in program planning in Fall of 2025 for Fall of 2026 implementation.	
Goal 4. Improve data collection methods for KPI's	CACREP Self-study and site visit	1. Data is being submitted to OAS at the end of each semester; however, data is not submitted in the same format. 2. Add template for each KPI area so faculty can submit data collectively in way that is most useful for aggregation.	

The Winona State University Counselor Education Department welcomes feedback from students, alumni, employers, university administration and other stakeholders such as community members, schools and agencies with whom we work. Please contact a faculty member if you have comments or suggestions for continued improvement of our programs. Faculty contact information can be found on our webpage, under the Tab “Faculty & Staff” (<https://www.winona.edu/counseloreducation/faculty.asp>)

APPENDIX A: WINONA STATE UNIVERSITY COUNSELOR EDUCATION COMPREHENSIVE EVALUATION PLAN

Winona State University's Counselor Education Department Comprehensive Assessment Plan was developed to provide systematic assessment and evaluation of the program's mission and objectives. This annual assessment plan uses a multimodal approach in the collection of data from multiple sources at identified points in time from various stakeholders who may be impacted by the program's outcomes. Stakeholders include students, faculty, site supervisors, regional partners, alumni, and employers of WSU CED alumni.

Program Mission and Objectives

The mission of the Counselor Education Department is to prepare school and clinical mental health counselors who can:

- build professional relationships that empower individuals, groups, and families to accomplish mental health, educational, wellness, and career goals
- provide socially conscious prevention, remediation, and growth-enhancing interventions to individuals, groups, and families within a multicultural and pluralistic society

An overview of WSU CED's Assessment Plan for Counselor Education is outlined in the following narrative and the Transition Points for Advanced-Level Programs and Candidates Table, which identifies the data that is collected and when it is collected.

Entry/Admittance.

For admission to the counseling programs, student artifacts, including an application, the undergraduate grade point average, recommendations, and a writing sample, are reviewed. Students who meet the criteria are invited to Screening Day where they participate in small and large group interviews and write an additional essay. At the close of Screening Day, faculty meet to review candidates and determine admittance.

Monitoring Growth.

Growth is monitored by reviewing GPA and coursework completion. Students are required to earn a "B" or better in CE 601 (Foundations in Counseling) and CE 660 (Counseling Theory & Practice). Target scores for skills and dispositions are also monitored using the CCS-R in CE 658 (Microskills), CE 615 (Group Theory & Practice), CE 680 (Practicum), and CE 690 (Internship). Evaluations using the CCS-R are completed at midterm of each course by the students, the site supervisor, and the university/faculty supervisor. The end-of-semester CCS-R evaluations are completed in each course by the site supervisor and the university/faculty supervisor. When students apply for Practicum (CE 680), all key performance indicators

(KPIs) are individually reviewed by faculty before advancing students to participate in counseling fieldwork courses (CE 680 and CE 690).

Exit/Graduation.

During students final two semesters, they begin the exit process and prepare for graduation by completing a capstone or thesis project, taking comprehensive exams (the Counselor Preparation Comprehensive Examination (CPCE), applying for graduation, and maintaining an overall minimum GPA of 3.0. When the student applies for graduation, the student's advisor reviews the CCS-R Scores in CE 680 and CE 690, the CE 690 Case Conceptualization score (groups), and checks on Capstone completion before recommending the student for graduation using WSU's internal Warrior Space form.

Follow Up.

Alumni of the program received a weekly newsletter containing program information, updates and opportunities. There are also a bi-annual Graduate Follow Up Survey and a Graduate Employer Survey.

ASSESSMENT PLAN OVERVIEW

Transition Points for Advanced-Level Programs and Candidates

Counselor Education				
	Entry/Admittance	Monitoring Growth	Exit/Graduation	Follow-up
GPA	•Undergraduate GPA •Entrance Criteria	•GPA and Coursework Completion •Practicum Application	•Graduation Requirement •Application to Graduate	
Coursework		•Key Performance Indicators (see outline) • "B" or better in CE 601; CE 660	•Cumulative Minimum GPA is 3.0 or better	

Surveys		•Annual Graduate Student Experience Assessment Day Survey		•CoE Graduate Follow-up Survey •CoE Graduate Employer Survey •WSU CED Stakeholder Survey
Student Artifacts	•Application Packet (Form, Resume, Personal Statement Writing Sample, 2-5 Reference Rating Forms, Undergraduate GPA/transcripts)	•Target scores for skills and dispositions on CCS-R in CE 658, CE 615, CE 680, CE 690.	•Capstone or Thesis Projects	
Evaluations	-Screening Process Description -Candidate Screening Data -Reliability Analysis	-Site Supervisor Evaluations (CCS- R) -University Supervisor Evaluations (CCS- R)	•Counselor Preparation Comprehensive Examination (CPCE) score; or written exam score (third attempt)	

Program Admission

Identifying individuals who have the ability and professional dispositions to become effective school and clinical mental health counselors is a key aspect of meeting the program mission and objectives. To be considered for admission into the Counselor Education Department, applicants must first apply for admission to the School of Graduate Studies at WSU. Students must earn a 2.5 from an accredited university to earn admission. Once admitted to the WSU Graduate College, prospective students must apply to the department for program admission. Data is collected on the number of applicants for each program (clinical, school, human services, addictions), the number screened, and the number accepted into the program. In addition, data on those who enter the program, complete the program, and the length of time to completion is recorded and analyzed.

In the admission process, faculty collect data on applicants' (a) Pre-screening score, (b) Campus Interview/Screening score on the small group and large group interviews, and the (c) undergraduate GPA.

Table 1: WSU Counselor Education Screening Data Collection Process and Methods

Data Collected	Method 1	Method 2	When Collected	Analysis
Admittance				
Undergraduate GPA	Application to Graduate Studies	Application to CE programs	On-going	Pre-screening rubric
Pre-screening Score	3 references	Rationale for Counseling writing sample	December 1 March 1	Pre-screening rubric

Screening Score	Small group discussion of personal biases and purpose for entering the field	Large group discussion of biases and plan to work on biases.	January Screening or April screening	Large & Small Group Rubrics
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Data Analysis: In the fall of each year at the Counselor Education Fall Workday, the faculty review program admission numbers, demographic characteristics of applicants, candidates, and graduates to set goals for the department for recruitment and retention of under-represented populations in counseling (e.g., males, persons of color, LGBTQ+, disabled persons).

Program Performance

Monitoring students' development through their respective program of study is a critical component of meeting the WSU Counselor Education program's mission and objectives. In the program students are assessed in multiple ways at multiple points in time and in multiple courses. In each of the eight core areas of the program, Key Performance Indicators (KPI's) have been identified, and data is collected on those (KPI's). The data for each KPI is then examined as indicated in the Table 2 below.

When students apply to practicum in January before their last year in the program, the department faculty team reviews each individual student's KPI data to determine their readiness for practicum. This includes review of students' dispositions as evaluated on the CCS-R in CE 658: Microskills and CE: 615: Group Counseling on the Tevera platform by their respective course faculty member. The data delineated in the Table 2 is collected by faculty in their respective courses, and then it is sent to the department Office Administrative Assistant at the end of each semester where it is compiled in the KPI excel spreadsheet. A retention plan may be implemented for students who do not meet KPI expectations at the time of practicum review.

Counseling skills and professional behaviors are also evaluated as a part of the CCS-R in CE 680: Practicum and CE: 690 Internship by both university and site supervisors. These scores are separated into Part 1: Counseling Skills and Part 2: Professional Behaviors. University supervisors monitor these scores during these courses to determine readiness for internship and graduation. Students who do not meet target scores are referred to the department in department meetings for remediation which may include one or more of the following: (a) development of a retention plan, (b) a recommendation to repeat practicum and/or internship, (c) a recommendation to pursue the Human Services Professional degree, or (d) dismissal from the Counselor Education program.

Table 2. Key Performance Indicators Assessment Collection and Analysis Table

Monitoring Growth Key Performance Indicators (KPI)	Data Method 1	Data Method 2	When collected	Analysis
Professional Orientation and Ethical Practice KPI	CE 601 Self-care Action Plan grade	CE 680 and CE 690: Self-care learning goal and reflection rubric	End of each semester offered	Fall of 2023 workday; next Fall of 2025
Social and Cultural Diversity KPI	CE 615 Multicultural Action Project grade	CE 534 MAKSS-CE-R pre and posttest assessment grade	End of each semester offered	Fall of 2023 workday; next Fall of 2025
Human Growth and Development KPI	CE 611 Human Growth and Development Paper grade	Either RLT 3 (SC) or Diagnostic Report (CMHC)	End of each semester offered	Fall of 2023 workday; next Fall of 2025
Career Development KPI	CE 620 Psychological Assessment Administration and Report	CE 625 Career Assessment assignment	End of each semester offered	Fall of 2023 workday; next Fall of 2025
Counseling and Helping Relationships KPI	CCS-R Part I scores in CE 615 and CE 658 (formative)	CCS-R Part I scores in CE 680 and CE 690 (University and site supervisor; summative)	End of each semester offered	Application to Practicum; Application to Graduate
Group Counseling and Group Work KPI	CE 615 Group Experience Application and Reflection Paper	CE 690 Group Case Conceptualization Presentation	End of each semester offered	Fall of 2022 CED Workday; next Fall of 2024

Assessment and Testing KPI	CE 635 or CE 640 Mandatory Reporting Training	CE 680 Mandatory Reporting Refresher	End of each semester offered	Fall of 2022; next Fall of 2024
Research and Program Evaluation KPI	CE 601 12 Steps to Understanding Research assignment	CE 690 10-article Literature Review	End of each semester offered	Fall of 2022; next Fall of 2024
Professional Dispositions	CE 615 Part 2 scores on the CCS- R (formative)	CE 680 and CE 690 Part 2 scores on the CCS-R from university and site supervisors (summative)	End of each semester offered	Application to Practicum; Application to Graduate CCS-R 680
Clinical Mental Health Counseling Program KPI	CE 640: DO A CLIENT MAP	CE 652: DO A CLIENT MAP	End of each semester offered	Fall of 2023 workday; next Fall of 2025
School Counseling Program KPI	CE 635: ASCA School Counselor Competencies Reflection Paper	CE 645: ASCA School Counselor Competencies Reflection paper	End of each semester offered	Fall of 2022 CED Workday; next Fall of 2024

Annual Winona State University Assessment Day Survey

While students are in the program, they have an opportunity each February to complete the Annual Winona State University Assessment Day Survey. This survey provides the WSU CED faculty with information on how processes, procedures, events, and other aspects of the program affect students. Once the university shares the data with the department faculty, the department faculty bring the data to the Counselor Education Department Regional Advisory Board (CEDRAB) for discussion on strengths (keep doing) and areas for improvement (goal recommendations). After the CEDRAB board offers recommendations based on this data for goals for the following year to department faculty, the WSU CED then uses this data and their feedback to set goals in the Fall Workday at the start of each academic year (August).

Program Completion

Students are also evaluated toward the end of their program of study when they take comprehensive exams and complete a Capstone or Thesis project. These scores are reviewed when individual students apply to graduate.

In addition, students' GPA must remain at or above a 3.0. When students' GPA drop below a 3.0, a retention plan is put in place to support them to return to that expectation. If students cannot maintain a 3.0 after a retention plan is implemented, they are counseled out of the profession and referred to WSU Career Services for support.

Comprehensive Exam. CPCE scores are analyzed by department faculty in the Fall of each academic year to consider the need for program or curricular changes which may result in choosing a different textbook and/or academic materials as well as discussion of course requirements and expectations regarding content and grading expectations.

Additionally, aggregate CPCE scores, GPA, and completion rates are provided in the WSU CED Annual Comprehensive Assessment Report for prospective and current students and stakeholders. Analysis is conducted internally regarding demographic variables due to the small numbers of males, students of color, and students who claim disability status through Access Services at WSU. Reporting scores by these demographic variables would not be ethically responsible as they could be individually identifiable if reported.

Exit/Graduation	Data Method 1	Data Method 2	When collected	Analysis
Exit Exam	Successful completion of the CPCE with a score of 88 or better (2 attempts allowed) CPCE Score Averages	Written exam if needed (failed CPCE 2 times); 12/16 on rubric. Scored independently by three faculty members; score averaged. Written Comps Questions	Fall and Spring semesters.	Department Chair reviews in Fall and Spring; contacts students with results and brings concerns to department. Aggregated CPCE exam scores are reviewed in Fall of each year for program/curricular improvement
Capstone or Thesis	Capstone Paper score: B or better needed. Evaluated by assigned advising faculty member.	Capstone presentation score using rubric; Evaluated by assigned advising faculty member.	Capstone night; Fall and Spring semesters	Recorded in CED Master Grid
Graduate GPA	Notified by graduate office if student falls below 3.0 GPA.	Retention plan initiated if scores fall below 3.0.	Application to Graduate	Advisor review of academic performance; double checked by department chair

Post-Graduation Evaluation and Follow Up

Assessment by graduates and their employers is an important step to determine if the program is meeting its mission to (a) build professional relationships that empower individuals, groups, and families to accomplish mental health, educational, wellness, and career goals; and (b) provide socially conscious prevention, remediation, and growth-enhancing interventions to individuals, groups, and families within a multicultural and pluralistic society. To do so, the WSU CED solicits feedback from alumni, employers, and stakeholders through delivery of three Qualtrics surveys. Data from follow up studies of graduates, site supervisors and employers of graduates is collected via the Graduate Follow up Survey and the Employer Survey. These assessments, delivered every three years, are college-wide assessments also used to gather data for HLC on key aspects of programs across the college; these “pillars of success” align to many of our program objectives. Data from the Graduate Follow Up survey and the Employer Survey is

shared the follow fall after collection with the CEDRAB advisory board, which is made up of faculty, current students, graduates, site supervisors, employers of graduates, and other stakeholders (e.g., principals, mental health agency directors). The Site Supervisor Follow Up Survey has been replaced with the Stakeholder Survey to gather data on program objectives from graduates, site supervisors, employers and other stakeholders. The Stakeholder Survey was revised in the October 2024 CEDRAB advisory board meeting and will be distributed in November of 2024 and subsequently every 4 years to align with the 8-year CACREP review cycle.

Table 3: Post-Graduation Follow Up Surveys

Follow up	Data Method 1	Data Method 2	When collected	Analysis
Advanced Program Follow Up Survey	Disaggregated by program: • SC • CMHC • Human Services Professional • Addictions Counseling Certificate	Compared to other COE Advanced Level Programs	Every 3 years	CEDRAB Advisory Board meeting (following Fall after collection)
Employer Survey	• SC • CMHC • HSPM • ACCP	Compared to COE Advanced Level Programs	Every 3 years	CEDRAB Advisory Board meeting
Stakeholder Survey	Stakeholder Survey Report		Every 4 years; 2020; next 2024	CEDRAB Advisory Board meeting