

# 2024-2025 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:** 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 key professional dispositions indicated below.

Key Performance Dispositions	
Academic Skills	
<b>Record Keeping &amp; Task Completion</b>	Demonstrates the ability to engage in professional writing skills and task completion
<b>Motivation &amp; Engagement</b>	Shows initiative, motivation and engagement in learning.
Professional Dispositions	
<b>Professional Behavior</b>	Behaves in a professional manner towards supervisors, peers, students.
<b>Self-Awareness &amp; Openness to Feedback</b>	Demonstrates self-awareness, emotional stability and openness to feedback
<b>Boundaries</b>	Maintains appropriate boundaries with faculty, peers, supervisors and clients/students.
<b>Respect &amp; Openness to Diverse Viewpoints</b>	Demonstrates openness to differences (e.g., differences in values, backgrounds, perspectives, cultures).
<b>Flexibility &amp; Adaptability</b>	Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

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), and feedback from 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:**

- Alignment to CACREP
- Foundational clinical classes and experiential learning allow for growth in student skills
- Students leave the program with strong self-awareness and ethical principles
- Relational program that is well connected in multiple communities

#### **Areas of Improvement:**

- Streamline KPD data collection and analysis
- Continue to build systems that allow for assessment of student needs and program response

## **Substantial Program Changes**

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

Area of Improvement	Program Modification
Transition to the CACREP 2024 standards	During the winter retreat, faculty utilized the CACREP crosswalk to move all course syllabi from the CACREP 2016 standards to CACREP

	2024 standards. All syllabi will be updated by June 2025.
Clinical Handbook	Created clinical handbooks to disseminate to site supervisors and students in fall 2025.
Orientation	Updated information provided to orientation in alignment with CACREP 2024 standards; moved orientation to fall to ensure all students could attend
<b>Key Program Indicators</b>	
Refinement of rubrics	Faculty used streamlined and modified KPI assignment rubrics to ensure they are capturing student learning across all KPIs.
KPI 6. Plan, implement, and evaluate group process	Faculty updated the rubric to include a presentation at the end of the group process to share evaluation results and summary of learning; Faculty modified the total number of group hours required during Practicum to between 6-10.
KPI 2. Demonstrate understanding of self as cultural being and future advocates (PO #1)	Faculty have decided to move COUNSED 712 Professional Foundations of Counseling to Year 2 in the program to focus on issues related to licensure, advocacy and training. Moving forward, we will change the order of when the KPIs are assessed as COUNSED 712 will come after COUSNED 741 for students beginning the program this summer.
KPI 9. Apply theoretical case conceptualization to inform counseling assessment, planning, and intervention.	Changed assignment to Case Conceptualization instead of the final paper as it was a more direct measure of student ability to apply case conceptualization to counseling.
<b>Key Professional Dispositions</b>	
Faculty noted that attempting to assess KPDs in every course created more data than was necessary.	<p>To streamline the process, we are assessing KPDs in the following clinical courses:</p> <ul style="list-style-type: none"> <li>• COUNSED 718 (year 1)</li> <li>• COUNSED 793 (year 2)</li> <li>• COUNSED 795 (year 3)</li> </ul> <p>We also updated our Review of Progress, which happens during the semester after or during students are enrolled in 12 credits in the program to include specific KPDs.</p>
During our winter retreat in January 2024, 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 was added to the Review of Progress assessment of student dispositions beginning in the fall 2024.

## Program Data

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>CMHC</b>	97	80	90	91	98	98
<b>School</b>	26	32	33	30	21	22
<b>Total</b>	<b>123</b>	<b>112</b>	<b>123</b>	<b>121</b>	<b>119</b>	<b>120</b>

<b>School-Gender</b>	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Male</b>	7	5	5	7	5	22
<b>Female</b>	19	27	28	23	16	76

<b>CMHC-Gender</b>	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Male</b>	15	13	14	18	18	8
<b>Female</b>	82	67	76	73	80	14

	<b># 2025 Graduates</b>	<b>2025 Graduate Program Completion Rate*</b>	<b>Employment Rate (Spring 2024)**</b>	<b>Employment Rate (Spring 2025)**</b>
<b>CMHC</b>	24	100%	100%	61%
<b>School</b>	3	100%	100%	67%

\*Computed for full time students who graduated in 2025, based on a 5 year completion rate.

\*\*As of May 29, 2025, for students who graduated on May 17<sup>th</sup>, 2025

### Student Demographics

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

## UWW Counselor Education Key Performance Indicators

Summer 2024- Spring 2025

<b>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>	<b>TIME 1</b>	<b>TIME 2</b>
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KPI 1. Demonstrate reflective self-exploration and an awareness of values. (PO #1, #2, #5)	COUNSED 718: Values and Beliefs Paper <ul style="list-style-type: none"> <li>97% of students passed (n=40)</li> <li>2 students did not pass</li> </ul>	COUNSED 795: Professional Presentation <ul style="list-style-type: none"> <li>96% passed (n=27); 1 student did not pass</li> </ul>
<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 <ul style="list-style-type: none"> <li>100% passed(n=34)</li> </ul>	COUNSED 741: Cultural Immersion Project <ul style="list-style-type: none"> <li>100% passed (n=9)</li> </ul>
<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 (n=36) <ul style="list-style-type: none"> <li>89% of students met or exceeded expectations</li> <li>4 students did not meet expectations</li> </ul>	COUNSED 793: Case Conceptualization <ul style="list-style-type: none"> <li>100% passed(n=41)</li> </ul>
<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 <ul style="list-style-type: none"> <li>98% met or exceeded expectations (1 student did not pass)</li> </ul>	COUNSED 720: Career Development Intervention Program <ul style="list-style-type: none"> <li>100% passed (n=25)</li> </ul>
<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 (n=44) <ul style="list-style-type: none"> <li>1 student did not pass</li> </ul>	COUNSED 795: Skills & Dispositions Eval <ul style="list-style-type: none"> <li><u>Site supervisor:</u> n=24; 100 pass</li> <li><u>Faculty supervisor:</u> n = 28; 100 pass</li> </ul>
<b>GROUP COUNSELING AND GROUP WORK</b>		
KPI 6. Plan, implement, and evaluate group process	COUNSED 721: Group proposal <ul style="list-style-type: none"> <li>100% of students met or exceeded expectations (n=39)</li> </ul>	COUNSED 793: Group Proposal <ul style="list-style-type: none"> <li>100% passed</li> </ul>



<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 <ul style="list-style-type: none"> <li>100% passed (n=40)</li> </ul>	COUNSED 719: Final Assessment Report <ul style="list-style-type: none"> <li>94% of students met or exceeded expectations (2 did not meet)</li> </ul>
<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 <ul style="list-style-type: none"> <li>100% met or exceeded (n=31)</li> </ul>	COUNSED 715: Program Evaluation Proposal <ul style="list-style-type: none"> <li>100% passed (n=27)</li> </ul>
<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 <ul style="list-style-type: none"> <li>100% passed (n=40)</li> </ul>	COUNSED 795: Personal Guiding Theory Paper <ul style="list-style-type: none"> <li>93% of students met or exceeded expectations</li> <li>2 did not pass</li> </ul>
<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 <ul style="list-style-type: none"> <li>100% passed (n=12)</li> </ul>	COUNSED 738: School Counseling Brochure <ul style="list-style-type: none"> <li>100% of students met or exceeded expectations</li> </ul>

During the 2024-2025 academic year, 125 students were assessed in the above KPIs. Thirteen students received 1 “no pass” in an area of KPI performance. There were 112 students (90%) 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 demonstrate the attributes contributing to a positive key performance indicators as a measure of overall program success.

## UWW Counselor Education Key Professional Dispositions

We assess key professional dispositions in 3 clinical courses: COUNSED 718: Principles of Counseling, COUNSED 793: Practicum and COUNSED 795: Internship. Acceptable ratings are the following:

- 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)

During the 2024-25 academic year, there were 46 students in Principles, 44 students in Practicum and 27 students in Internship who were evaluated on professional dispositions. Three students received scores of “no pass,” which is the program’s benchmark and a requirement for remediation.

Data from 6/1/2024-5/17/25	Time 1: COUNSED 718 (N=42)	Time 3: COUNSED 793 (N=44)	Time 4 COUNSED 795 (faculty & site supervisor; N=27)
<b>KPD 1. Record Keeping &amp; Task Completion Demonstrates the ability to engage in professional writing skills and task completion</b>	100% met or exceed expectations	86% met or exceed expectations [6 students below expectations]	<u>Faculty:</u> 100% of students meet or exceed expectations  <u>Site supervisor:</u> 100% of students met (16%) or exceeded (86%) expectations
<b>KPD 2. Professional Behavior. Behaves in a professional manner towards supervisors, peers, students.</b>	100% met or exceeded expectations	98% of students met or exceeded expectations (1 student below expectations)	<u>Faculty:</u> 100% of students meet or exceed expectations  <u>Site supervisor:</u> 100% of students met (13%) or exceeded (88%) expectations
<b>KPD 3. Motivation &amp; Engagement. Shows initiative, motivation, and engagement in learning</b>	100% met or exceeded expectations	100% of students met or exceeded expectations	<u>Faculty:</u> 95% of students meet or exceeds expectations (1 student did not)  <u>Site supervisor:</u> 100% of students met (13%) or exceeded (88%) expectations

<b>KPD 4. Self-Awareness &amp; Openness to Feedback.</b>  <b>Demonstrates self-awareness, emotional stability, and openness to feedback</b>	100% met or exceed expectations	98% of students met or exceeded expectations related to openness to feedback (1 student did not meet) 95% of students met or exceeded expectations emotional stability (2 students did not meet)	<u>Faculty:</u> 100% of students meet or exceeds expectations  <u>Site supervisor:</u> 100% of students met (13%) or exceeded (88%) expectations
<b>KPD 5. Boundaries. Maintains appropriate boundaries with faculty, peers, supervisors, and clients/students.</b>	97% met or exceed expectations (1 student did not)	98% of students met or exceeded expectations (1 student did not meet)	<u>Faculty:</u> 100% of students meet or exceeds expectations  <u>Site supervisor:</u> 100% of students met (9%) or exceeded (91%) expectations
<b>KPD 6. Respect &amp; Openness to Diverse Viewpoints. Demonstrates openness to differences (e.g., differences in values, backgrounds, perspectives, cultures)</b>	100% met or exceeded expectations	93% of students met or exceeded expectations (2 students did not meet expectations)	<u>Faculty:</u> 95% of students meet or exceeds expectations (1 student did not)  <u>Site supervisor:</u> 97% of students met (30%) or exceeded (67%) expectations
<b>KPD 7. Flexibility &amp; Adaptability</b>	100% met or exceeded expectations	81% of students met or exceeded expectations (8 students did not meet expectations)	<u>Not assessed</u>

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

Our official results from NBCC are included below and indicate a 100% pass rate. We recognize this data only captures students who take the NCE while still a student in the program.



## Descriptive Statistics for University of Wisconsin-Whitewater

### Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Fall 2024		
Number Tested Nationally:	3656	Number Tested in Program:	6
Number Passed Nationally:	3089	Number Passed in Program:	6
National Pass Rate:	84%	Program Pass Rate:	100%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	12.0	2.6	11.5	3.1
Intake, Assessment and Diagnosis	19	14.3	3.1	13.3	2.8
Areas of Clinical Focus	47	38.2	3.1	33.3	5.4
Treatment Planning	14	11.3	1.0	10.1	2.0
Counseling Skills and Interventions	48	33.0	3.4	30.8	5.9
Core Counseling Attributes	13	10.0	1.3	9.4	2.1
<b>Score</b>	<b>160</b>	<b>118.8</b>	<b>8.7</b>	<b>108.4</b>	<b>17.2</b>

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	7.8	2.1	7.3	1.9
Social and Cultural Diversity	7.3	1.4	6.5	1.9
Human Growth and Development	12.0	2.5	10.4	2.5
Career Development	7.3	3.1	7.3	2.8
Counseling and Helping Relationships	43.8	3.6	40.3	7.7
Group Counseling and Group Work	14.0	2.7	12.4	3.1
Assessment and Testing	24.0	3.9	21.8	4.4
Research and Program Evaluation	2.5	1.0	2.3	1.2
<b>Score</b>	<b>118.8</b>	<b>8.7</b>	<b>108.4</b>	<b>17.2</b>

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