



Department of Counseling 2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.

This document will be posted online and must be [accessible electronically](#) (including appendices).

MISSION STATEMENT

The Department of Counseling fosters a learning environment where personal awareness and professional identity are paramount. We train students to be reflective and practice with integrity. Our graduates develop holistic and developmentally informed understandings of the people they serve and go on to provide for them in ways that instill hope, embrace diversity, and create optimism for change.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. We maintain 100% pass rate on the National Counseling Exam, the national exam required for Counseling Licensure at the state (Priority for Action 1, Place student success at the center of all we do).
2. We maintain national CACREP accreditation for our MA and Ph.D. programs (Priority for Action 2, excellence and innovation in teaching, learning, and research).
3. We have achieved increased grant productivity of tenure-track faculty. Four of six tenured and tenure track faculty are now serving as PI, Co-PI, or are contracted on externally funded grant work (Priority for Action 2, excellence and innovation in teaching, learning, and research).
4. We provide counseling services for UM, the greater Missoula community, and high needs areas across Montana. The Department of Counseling now provides approximately 800 hours of supervised counseling sessions a year to UM undergrads and 15,000 hours of supervised counseling services to the greater Missoula community and Montana each academic year. Our outreach has prioritized high needs areas across Montana, extending services into rural and tribal communities to expand service with both in-person placements and telehealth modalities (Priority for Action 3, mission first, people always; Priority for Action 4, partner with place).
5. We have expanded our training program to include increased preparation in the areas of addiction counseling and couple and family counseling to address community shortages (Priority for Action 4, partner with place).

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

Student Learning Outcomes	CACREP Accreditation Key Performance Indicators	Student Yearly Evaluation	Written Comprehensive Exam	Counselor Competency Scale-Revised (CCS-R)	Curriculum Map
1. Students can implement accurate and multifaceted conceptualization skills.	KPI 7	5 (MA, Ed.S.) 6 (Ph.D., Ed.D.)	Helping Relationships Subscale (MA) Clinical Question Response (Ph.D.)	1.G., 1.I., 1.J.	X
2. Students can integrate diversity and social justice concepts across services provided.	KPI 2 & 3 & 22	11 (MA, Ed.S.) 7 (Ph.D., Ed.D.)	Multicultural Subscale (MA) Clinical Question Response (Ph.D.)	2.B, 2.F.	X
3. Students can perform foundational counseling skills to establish effective working relationships.	KPI 6 & 7	4, 6 (MA, Ed.S.) 6 (Ph.D.)	Helping Relationships Subscale (MA) Teaching and Supervision Question Response (Ph.D., Ed.D.)	1.A. – 1.L.	X
4. Students can describe the importance of research in advancing the counseling profession and utilize research designs appropriate to quantitative and qualitative research questions.	KPI 10 & 21	2 (MA, Ed.S.) 8, 9 (Ph.D., Ed.D.)	Research Subscale (MA) Research Question Response (Ph.D., Ed.D.)	2.H.	X
5. Students can integrate theories relevant to counseling and can describe counselor characteristics and behaviors that influence the counseling process.	KPI 6 & 18	1, 6 (MA, Ed.S.) 1, 3, 6 (Ph.D., Ed.D.)	Helping Relationships Subscale (MA). Supervision and Teaching Question Response (Ph.D., Ed.D.)	1.I, 1.J., 1.K., 1.L.	X
6. Students can identify ethical and legal considerations in the counseling profession and respond with integrity.	KPI 1, 12, 19	7 (MA, Ed.S.) 5 (Ph.D., Ed.D.)	Ethical Practice Subscale (MA)	2.A., 2.B., 2.C.	X

Student Learning Outcomes	CACREP Accreditation Key Performance Indicators	Student Yearly Evaluation	Written Comprehensive Exam	Counselor Competency Scale-Revised (CCS-R)	Curriculum Map
7. Students can describe systemic and environmental factors that affect human development, functioning, and behavior.	KPI 4	5 (MA, Ed.S.) 6 (Ph.D.)	Human Growth & Development Subscale (MA)	2.F.	X

RESULTS and MODIFICATIONS

Student Learning Outcomes results	Modifications made to enhance learning
<p>Strengths revealed in our assessment report include:</p> <ol style="list-style-type: none"> 1. Excellent development of foundational counseling skills (SLO 3). 2. Strong case formulation across practicum and internship courses (SLO 1 and 7). 3. Attention to multicultural and social justice issues in group counseling (SLO 2). 4. Effective implementation of theory across observations of supervision at the doctoral level (SLO 5). 5. Relevant integration of remediation and gatekeeping procedures in supervision at the doctoral level (SLO 6). <p>Areas for improvement revealed in our assessment report include:</p> <ol style="list-style-type: none"> 1. Improve students' understanding and application of qualitative research design (SLO 4). 2. Improve students' reflections and integration of multicultural competence and humility (SLO 2). 3. Improve student's research literature review skills (SLO 4). 4. Improve students' case formulation examination at the introductory level (SLO 1 and 7). 5. Improve the integration of and multicultural and social justice issues in the doctoral leadership course (SLO 2). 	<p>To address deficiencies in qualitative research design, we created a discipline specific qualitative research sequence in Counseling. Our students began enrolling in this sequence in the Fall of 2020 and is available for enrollment every other year. Data from this course sequence is not included in our most recent KPI data spreadsheet and is being collected now.</p> <p>Though students are eventually developing strong case formulation skills, their introductory work in this area leaves some to be desired. Implementation of case conceptualization skills at the Practicum and Internship levels show improvement and eventual mastery in these skills overall.</p> <p>Though students' integration of multicultural and social justice issues into their conceptualizations are solid (especially in the context of group counseling), their ability to reflect on their own positionality for multicultural competence and humility scores lower in our KPI data. Because of the vulnerable nature of this work, supervisors working in dyads or triads with students in Practicum will broach more of these reflections.</p>

Student Learning Outcomes results	Modifications made to enhance learning
<p>In the Spring of 2022, the Department piloted new written comprehensive exams across MA and Ph.D. programs.</p>	<p>The new exams better align with the curriculum measured in the assessment report at the MA level. The new structure of the Ph.D. comprehensive exam process both aligns with the data collected in the assessment report, and the professional goals of our Ph.D. students.</p> <p>22 MA students completed the new comprehensive exam in the Spring of 2022. A curve was implemented for 12 students given low performance overall. Since this exam, faculty have reviewed items to improve clarity and developed a study guide for subsequent cohorts preparing for the exam.</p> <p>To date, only two doctoral students have completed the new comprehensive exam format. Both completed comps successfully and without remediation. However, additional rounds of implementation are necessary to determine the effectiveness of the exam as a measure of SLO and KPI data.</p>
<p>Integration of the Counselor Competency Scale – Revised (CCS-R) is now being implemented across clinical coursework to measure counseling skills and professional behavior across 9 credits of study (a minimum of 3 semesters), and includes feedback from at least 3 evaluators.</p>	<p>The CCS-R is now in use for the second year, and we have the ability to measure students' development over time. Students appreciate the consistency of the clinical skills and professional behavior measure across experiences and supervisor.</p> <p>Next, the results of the CCS-R evaluations will be integrated to our data management system, Tevera, where we can pull reports to examine the data over time and groupings of students.</p>

FUTURE PLANS FOR CONTINUED ASSESSMENT

<Summarize future plans for continued assessment>.

1. For the last year-and-a-half, the Department of Counseling has integrated a new data management system, Tevera. We are currently inputting data (KPIs, Student Yearly Evaluations, and CCS-R Evaluations) in the platform, and are in the process of learning how to run reports on the data sets that converge on each SLO identified above. In the future, we plan to run streamlined reports through this system.
2. After piloting new comprehensive exams in the Spring of 2022, we are adjusting the MA exam and process based on feedback and performance of students. We will offer the edited exam and new process in the Spring of 2023 and learn what results this will yield for the exam itself. Further, all questions are linked to CACREP core areas of practice that can be reported as subscales and inform specific SLO areas noted above.
3. Continue bridging our national CACREP accreditation KPI Assessment data with SLO assessment data for the University of Montana.

APPENDICIES

1. Department of Counseling Curriculum Map.
2. Department of Counseling Student Yearly Evaluation: Ph.D. and Ed.D.

3. Department of Counseling Student Yearly Evaluation: M.A. and Ed.S.
4. Counselor Competency Scale Revised (CCS-R).
5. Department of Counseling CACREP Accreditation Self-Study, 2020.

UM Curriculum Mapping Template Counseling MA Degree

Required Course (Name and Number)	1. Conceptualization Skills	2. Diversity and Social Justice	3. Foundational Counseling Skills	4. Research Integration & Design
COUN 510: Introduction to the Counseling Profession		I		
COUN 511: Theories and Techniques of Counseling	I	I, A	I	I, A
COUN 512: Fundamentals of Counseling	D	I	D, A	
COUN 520: Group Counseling Theory	D	I, A	D	I
COUN 530: Applied Counseling Skills (Practicum)	D, A	D, A	D, A	I, A
COUN 540: Individual Appraisal	I, A	I	I, A	D
COUN 545: Research and Program Evaluation				D, A
COUN 550: Introduction to Family Counseling	I	I, A	D	
COUN 555: Risk and Resiliency	I	D	I	
COUN 560: Lifespan Developmental Counseling	D	I		
COUN 570: Career Counseling		I, A		
COUN 575: Multicultural Counseling	I	D, A	I	
COUN 580/595: Addictions Counseling	D	I	D	
COUN 585: Counseling Methods (Internship)	M, A	M, A	M, A	M, A
COUN 589: Comprehensive Exam	M, A	M, A	M, A	M, A
COUN 595: Psychopharmacology				
COUN 610: Professional Ethics & Orientation	I	I		

KEY:

I = Introduced

D = Developed/reinforced, with opportunities to practice

M = Mastery

A = Assessment evidence collected

Required Course (Name and Number)	5. Theory Integration	6. Ethical & Legal Considerations	7. Systemic & Environmental Factors
COUN 510: Introduction to the Counseling Profession		I	I
COUN 511: Theories and Techniques of Counseling	D	I	I
COUN 512: Fundamentals of Counseling	I, A	I	I
COUN 520: Group Counseling Theory	I	I	D
COUN 530: Applied Counseling Skills (Practicum)	D, A	D, A	D, A
COUN 540: Individual Appraisal		I	I
COUN 545: Research and Program Evaluation		I	
COUN 550: Introduction to Family Counseling	I	I	D, A
COUN 555: Risk and Resiliency		I	I
COUN 560: Lifespan Developmental Counseling	I	I	D, A
COUN 570: Career Counseling	I	I	I
COUN 575: Multicultural Counseling	I	I	D
COUN 580/595: Addictions Counseling		I	D
COUN 585: Counseling Methods (Internship)	M, A	M, A	M, A
COUN 589: Comprehensive Exam	M, A	M, A	M, A
COUN 595: Psychopharmacology			I
COUN 610: Professional Ethics & Orientation		D, A	I

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UM Curriculum Mapping Template

Counseling Ed.S. Degree

Required Course (Name and Number)	1. Conceptualization Skills	2. Diversity and Social Justice	3. Foundational Counseling Skills
COUN 585 Counseling Methods (Internship)	M, A	M, A	M, A
COUN 599 Professional Project	M	M	
COUN 615 Diagnosis & Treatment Planning	D	D	D
COUN 625 Introduction to Mental Health Systems	D	D	D
OR			
COUN 565 School Counseling Program Development		D	
COUN 566 Counseling Children and Adolescents	D	D	D
COUN 585 Counseling Methods (Internship)	M, A	M, A	M, A
COUN 599 Professional Project	M	M	

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UM Curriculum Mapping Template Counseling Ed.S. Degree

Required Course (Name and Number)	4. Research Integration & Design	5. Theory Integration	6. Ethical & Legal Considerations	7. Systemic & Environmental Factors
COUN 585 Counseling Methods (Internship)	M, A	M, A	M, A	M, A
COUN 599 Professional Project	M	M	M	M
COUN 615 Diagnosis & Treatment Planning		D	D	D
COUN 625 Introduction to Mental Health Systems	D	D	D	D
OR				
COUN 565 School Counseling Program Development	D	D	D	D
COUN 566 Counseling Children and Adolescents		D	D	D
COUN 585 Counseling Methods (Internship)	M, A	M, A	M, A	M, A
COUN 599 Professional Project	M	M	M	M

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UM Curriculum Mapping Template Counselor Education Ed.D. Degree

Required Course (Name and Number)	1. Conceptualization Skills	2. Diversity and Social Justice	3. Foundational Counseling Skills
EDLD 618 Educational Statistics <i>or</i> PSYX 520 & 521 Statistics I & II			
EDLD 625 Quantitative Research <i>or</i> PSYX 523 Research Design			
COUN 674 Qualitative Research I		I	
COUN 675 Qualitative Research II			
COUN 635 Clinical Supervision	I	D	
COUN 640 Professional Leadership and Scholarly Development		D	
COUN 650 Pedagogy & the Professorate	I	D, A	
COUN 685 Doctoral Internship	D	M	
COUN 670 Comprehensive Exam	M	M, A	
COUN 699 Dissertation			

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UM Curriculum Mapping Template Counselor Education Ed.D. Degree

Required Course (Name and Number)	4. Research Integration & Design
EDLD 618 Educational Statistics <i>or</i> PSYX 520 & 521 Statistics I & II	I, A
EDLD 625 Quantitative Research <i>or</i> PSYX 523 Research Design	I, A
COUN 674 Qualitative Research I	I, A
COUN 675 Qualitative Research II	D, A
COUN 635 Clinical Supervision	
COUN 640 Professional Leadership and Scholarly Development	
COUN 650 Pedagogy & the Professorate	
COUN 685 Doctoral Internship	D
COUN 670 Comprehensive Exam	M, A
COUN 699 Dissertation	M

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UM Curriculum Mapping Template Counselor Education Ed.D. Degree

Required Course (Name and Number)	5. Theory Integration	6. Ethical & Legal Considerations	7. Systemic & Environmental Factors
EDLD 618 Educational Statistics <i>or</i> PSYX 520 & 521 Statistics I & II			
EDLD 625 Quantitative Research <i>or</i> PSYX 523 Research Design		I	
COUN 674 Qualitative Research I		I	
COUN 675 Qualitative Research II	I, A	D, A	
COUN 635 Clinical Supervision	I	I	I
COUN 640 Professional Leadership and Scholarly Development	I	I	I
COUN 650 Pedagogy & the Professorate	I	I	I
COUN 685 Doctoral Internship	D	M, A	D
COUN 670 Comprehensive Exam	M, A	M	M
COUN 699 Dissertation		M	

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UM Curriculum Mapping Template Counselor Education Ph.D. Degree

Required Course (Name and Number)	1. Conceptualization Skills	2. Diversity and Social Justice
EDLD 618 Educational Statistics <i>or</i> PSYX 520 & 521 Statistics I & II		
EDLD 625 Quantitative Research <i>or</i> PSYX 523 Research Design		
COUN 620 Advanced Counseling Theory	D	I
COUN 630 Doctoral Clinical Practice	D	D
COUN 635 Clinical Supervision	D	D
COUN 640 Professional Leadership and Scholarly Development		D
COUN 650 Pedagogy & the Professorate		D, A
COUN 674 Qualitative Research I		I
COUN 675 Qualitative Research II		
COUN 670 Comprehensive Exam	M	M, A
COUN 685 Doctoral Internship	M	M
COUN 699 Dissertation		

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UM Curriculum Mapping Template Counselor Education Ph.D. Degree

Required Course (Name and Number)	3. Foundational Counseling Skills	4. Research Integration & Design
EDLD 618 Educational Statistics <i>or</i> PSYX 520 & 521 Statistics I & II		I, A
EDLD 625 Quantitative Research <i>or</i> PSYX 523 Research Design		I, A
COUN 620 Advanced Counseling Theory	M	
COUN 630 Doctoral Clinical Practice	D	
COUN 635 Clinical Supervision	D	
COUN 640 Professional Leadership and Scholarly Development		
COUN 650 Pedagogy & the Professorate		
COUN 674 Qualitative Research I		I, A
COUN 675 Qualitative Research II		D, A
COUN 670 Comprehensive Exam	M	M, A
COUN 685 Doctoral Internship	M	D
COUN 699 Dissertation		M, A

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UM Curriculum Mapping Template Counselor Education Ph.D. Degree

Required Course (Name and Number)	5. Theory Integration	6. Ethical & Legal Considerations	7. Systemic & Environmental Factors
EDLD 618 Educational Statistics <i>or</i> PSYX 520 & 521 Statistics I & II			
EDLD 625 Quantitative Research <i>or</i> PSYX 523 Research Design		I	
COUN 620 Advanced Counseling Theory	M, A	D	D
COUN 630 Doctoral Clinical Practice	D	D	M
COUN 635 Clinical Supervision	I, A	D, A	
COUN 640 Professional Leadership and Scholarly Development	I		D
COUN 650 Pedagogy & the Professorate	I		D
COUN 674 Qualitative Research I		I	
COUN 675 Qualitative Research II			
COUN 670 Comprehensive Exam	M	M	M
COUN 685 Doctoral Internship	M	M, A	M
COUN 699 Dissertation		M	

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