

Date: August 30, 2024

To: Katharine Shepherd, Ed.D., Dean, College of Education and Social Services (CESS) Christine Proulx, Ph.D., Chair, Department of Counseling, Human Development and Family Science (CHDF), College of Education and Social Services (CESS)

CC: Counseling Program Core Faculty

FROM: Julie Welkowitz, Ph.D., Coordinator, UVM Counseling Program

Dear Dr. Shepherd, Dr. Proulx and Counseling Program Stakeholders:

Please see the following annual report that summarizes the Counseling Program accomplishments, modifications and substantial changes, program evaluation results from AY 2023-2024 and plans for using this data for further program modifications.

## **Program Modifications and Substantial Program Changes**

### Increase in Counseling Core Faculty

In the Fall of 2024, two new tenure track faculty were hired to join the Counseling Program, Robin Hausheer, Ed.D. and Anna Elliott, Ph.D. Dr. Hausheer joined the UVM Counseling from Plymouth State University where she was Associate Professor and Chair of the Counselor Education and School Psychology Program. Dr. Hausheer has expertise in school counseling, an area that the program has prioritized for expansion. Her research interests are focused on underage drinking prevention, bullying, and the use of expressive arts in counseling. Dr. Elliott was previously Associate Professor within the Counseling Program at Montana State University where she served as the Counseling Program Graduate Coordinator and the Mental Health Program Lead. Dr. Elliott has applied research interests in school-based rural mental health. The addition of these two new core faculty brought the overall number of full-time Counseling faculty to six for the 2023-24 academic year. In addition to the new tenure line positions listed above, UVM had also approved two new lecturer/senior lecturer positions for the Counseling Program, given the expansion of the MS Counseling Program and the start of a new Ph.D. Program in Counselor Education and Supervision (see below).

### Expansion of the MS Counseling Program

The UVM Master's in Counseling Program has expanded its enrollment for the Fall 2024 incoming cohort. This coincides with the highest application rates in the history of the program (there were 170 applicants to the UVM Master's Counseling Program for the Fall 2024, compared to the previous five-year average from 2019-2023 of 119 applicants). For the Fall of 2024, it is anticipated that there will be 47 enrolled first year students. This is a 74% enrollment increase from the Fall of 2023 when there was an enrollment of 27 first year students. To accommodate the increase in enrollment, the MS Counseling Program will be providing multiple sections of all first-year courses so that no graduate classes exceed an enrollment of 25 (Practicum will be capped at 6 students in each section). Courses taken by second year and above students will not yet be affected by the increased enrollment.

### Implementation of a new Ph.D. Program in Counselor Education and Supervision

This new doctoral program in Counselor Education and Supervision will begin in the Fall of 2024. The Counseling Program faculty have spent the past couple academic years engaged in the planning for the implementation of this program, under the leadership of Nancy Thacker Darrow, Ph.D. The first admissions process for this new doctoral program was implemented during 2023-24. There were five applicants, and four doctoral students were admitted to the program to start Fall 2024 (with one deferring admission to Fall 2025).

### Modification to the Comprehensive Examination Process for the MS Counseling Program

During the 2022-23 academic year, there was feedback from site supervisors regarding the Comprehensive Exam process. Specifically, some suggested the process be more multi-tiered (as opposed to an end of program comprehensive exam only) so that there are more standardized evaluations of the students' clinical abilities earlier in the program. Based on this feedback from stakeholders, the Counseling Program revised its comprehensive exam process to include a three-stage process. Students will now be formally evaluated at three separate times in the program: during practicum, during Internship 1 and at the end of Internship 2. This process provides an additional layer of evaluation earlier on in the students' skill development, providing an opportunity for students who need more practice to repeat courses and fieldwork. Further, at the suggestion of some site supervisors, the Counseling faculty have decided to have faculty alone provide the evaluation so that it is consistent with program teaching and expectations. In the 2023-24 academic year, incoming students engaged in Stage 1 of the new Comprehensive Exam process as part of their Practicum. Graduating students engaged in the pre-existing process of an end of program comprehensive exam.

## **Program Evaluation Results**

### Admissions Data

The Counseling Program conducted its Admissions review process for master's level students in the Spring of 2024. Five core Counseling faculty participated in this review and decision-making process (one Counseling faculty member was on sabbatical). The number of applications received for Fall 2024 admissions totaled 170. Of those, out-of-state applications comprised 79% of the application pool (N=134), with approximately 21% (N=36) being in-state applicants. Approximately 13% (N=22) of the applicants identified as BIPOC (data includes those identifying as Hispanic/Latino under Ethnicity on the application). The large majority of the admitted applicants were interested in the clinical mental health counseling program, with smaller percentages interested in the School Counseling or Dual Option programs.

The chart below illustrates the demographic breakdown of the overall applicant data pool, including those who applied, those who were offered admissions and those who accepted the admissions offer. The data for Fall 2024 enrollment is inferred based on those who indicated a Fall 2024 start, given that not all students had registered for Fall semester courses at the time of this report. The estimated Fall 2024

enrollment number excludes those who deferred to 2025 but includes those deferrals from Fall 2023 who plan to enroll for Fall 2024. There are 47 students who indicated in June that they plan to enroll in the Counseling Program in the Fall of 2024. This includes a ratio of 62 % out-of-state students (N= 29) vs. 38% (N=18) in-state students. 13% (N=6) of the incoming Fall '24 cohort identifies as BIPOC.

<b>Admissions 2024 Total</b>		Out of State	VT	INT++	CMHC	SC	Dual Option	BIPOC
Applied	170	134	36	5	125	9	36	22
Admitted	73	52	21	2	52	6	15	8
Accepted	48	30	18	0	34	2	12	4
Enrolled+ (incl F23 deferrals; excludes F25 deferrals)	47	29	18	1	35	2	10	6
Deferred for Fall 2025	3	3	0	0	1	0	2	0

+The enrollment data is based on the most up to date information at the time of the data collection for this report during the summer of 2024. However, changes may occur at the time of actual enrollment in the Fall of 2024.

++ Note: International students are also included in the count of out-of-state students.

When the Fall 2024 data is compared with the previous year, the percentage of BIPOC students who applied to the program decreased from 21% (N=26) for Fall 2023 to 13% (N=22) for Fall 2024. Further, the percentage of BIPOC students who will constitute the incoming Fall 2024 cohort (13%) will be considerably less than in 2023 (33%). The percentage of incoming students who are out-of-state residents has steadily increased over the past 5 years. While 62% of the anticipated incoming cohort for Fall 2024 indicated that they are out-of-state residents, this compares to 33% of the Fall 2020 incoming cohort identifying as having out-of-state residency. Appendices A and B provide a detailed overview of the admissions data broken down by different demographic categories.

Over the past 5 years, out-of-state Counseling students have been provided with a discounted tuition rate (tuition for out of state students remained at \$927/credit). During the Spring of 2024, UVM collapsed the varying discounted graduate tuition rates across the university to 4 levels. As a result, the published rate for the 2024-25 academic year for UVM Counseling students was to increase from \$927 per credit to \$1375 per credit (compared to the standard rate of \$1780 for graduate students). The UVM College of Education and Social Services has decided to compensate for this increase by covering the differential through tuition scholarships for all out-of-state Counseling students in the upcoming 2024-25 academic year. That is, the tuition rate for out of state Counseling students for 2024-25 will remain at \$927 per credit. The tuition rate for in-state students will continue to be \$678 per credit for the 2024-25 academic year. As reported in the past by students, the discounted tuition rate has played a significant role in the decision to accept UVM’s admissions offer, particularly for those who came from economically disadvantaged backgrounds. See Appendix B for more information about tuition rates over time.

Counseling Program Demographic Data

During the 2023-24 academic year, there were 61 enrolled students across cohorts (see demographic chart below). This figure includes both full and part-time students. The majority of the students had in-state residency (N=38; 62%). 77% (N=47) of the 2023-24 students were enrolled in the Clinical Mental Health Counseling specialty, with 16% (N=10) selecting the Dual Option program and approximately 7% (N=4) enrolled in the School Counseling program. In terms of race/ethnicity, 39% (N=24) of the enrolled students for 2023-24 identified as BIPOC. See demographic data below.

Residency		Gender Identity*			Track			Race		Total
In state	Out of State	M	F	Did not disclose	CMHC	SC	DO	BIPOC	White	61
38	23	9	50	2	47	4	10	24	37	

\*The data for Gender Identity was derived from student applications to the UVM Counseling program. Note that these numbers are likely to be a misrepresentation of actual gender identity given that the response options at the time of admission allowed only for a binary (male/female) response.

Retention and Completion Rates

For Counseling students who enroll in the Clinical Mental Health Counseling Program or the School Counseling Program full-time, it takes 2 years to complete the graduate program. Students who take a higher credit load in the first summer can complete the program slightly earlier (in May vs. August). For full-time students enrolled in the Dual Option Program, it typically takes 3 years (inclusive of summers) to

complete the degree. For part-time students, the duration of their time in the program will vary contingent on the number of credits taken each semester. There were 29 students who enrolled in the program in the Fall of 2022. Of those, 59% will have completed the program within 2 years (by August 2024), 17% will still be enrolled by Fall 2024 (this percentage does not include students on a leave of absence; 4 students went on leave of absence during their first year of the program). Thus, 76% of those who enrolled in Fall 2022 will have either completed the program by August 2024 or will still be retained. Of the 27 students who enrolled in the Fall of 2023, 96% are still enrolled. See Appendix C for more detailed information on Counseling Degrees, Completion Rates, Credentialing Exams, and Employment Rates.

### Credentialing Examination Pass Rates

Students in the Clinical Mental Health Counseling and Dual Option Programs need to take a Comprehensive Exam before graduation. For Spring 2024, this exam involved a presentation of their clinical work (video and written summary) evaluated by a committee of their advisor and their on-site supervisor (also called the Oral Examination). Students who do not pass on their first attempt are given the opportunity to redo the oral exam. The Oral Examination process has been revised this past year to include a multi-year process (see changes in Program Modifications section above) but did not affect the pre-existing process for graduating students. During the Spring of 2024, 18 students passed this final Oral Examination (100% pass rate).

Those students seeking licensure as a clinical mental health counselor in Vermont must also take two Counseling licensure exams, the National Counselor Exam (NCE) which can be taken while the student is nearing the end of their graduate study (although students can also take the exam post-graduation) and the National Clinical Mental Health Counseling Examination (NCMHCE) which cannot be taken until all of the educational requirements for licensure have been met. The UVM Counseling Program has access to the data of its students with respect to the NCE exam only. During the 2023-24 academic year, 93% (N=14) of UVM Counseling students who took the NCE exam (N=15) passed it. Students in the School Counseling Program and those in the Dual Option Program are required to submit a Portfolio that is reviewed by two faculty. During the 2023-2024 academic year, 100% of the students successfully completed their portfolio (N=8). The high rate of successful completion for Oral Examinations, Portfolio and NCE exam, has been consistent for the past 10 years (See Appendix C).

### Employment Rates

The UVM Counseling Program surveyed all 2024 MS Program Graduates in the late spring/early summer of 2024 (Total N=28; January degree conferral = 1, May 2024 degree conferrals =21 and anticipated August 2024 degree conferrals= 6). Of that group, employment data was available for 18 students (64% of 2024 graduates) who completed the item on the Student Exit Survey regarding post-graduation employment plans. Of that group, 44% indicated that they had already accepted a position in their field; 44% said they were currently searching for a position within the Counseling field; and 11% (N=2) endorsed "Other". 67% (N=12) indicated that they planned to remain in Vermont following graduation; 28% (N=5) indicated that they were likely to move out of state and 1 was undecided. See Appendix C for information about employment rates over time. While these employment rates are lower than previous years, that may have been affected by the survey's timing, which was conducted earlier in time compared to the previous year.

## UVM Counseling Program Student Exit Survey

The UVM Counseling Program sent a survey in April 2024 to 28 of its students who anticipated graduating in 2024, asking them about their experience in the program. Nineteen students responded to the survey, although there was variability in the number of respondents for each question. Ten students identified as having been in the clinical mental health counseling program, four identified as having been in the dual option program and three indicated that they had been in the school counseling program. Two students did not respond to the question regarding their program of study.

In terms of preparation for CACREP standards, the large majority of respondents felt prepared (endorsed strongly agree/agree) for most core counseling standards, with a relatively lower confidence regarding preparation for research and career counseling. In terms of item responses specific to only School Counseling and Dual Option Students, students endorsed a high level of perceived preparation (strongly agree/agree) regarding collaboration with stakeholders and the ASCA national model, with relatively less confidence in implementing, managing and leading a comprehensive school counseling program (See Appendix D).

Regarding comments, it was noted that there were “*great opportunities for learning and the experiential nature of the coursework was helpful.*” Recommendations included more emphasis on different theoretical modalities, treatment planning, support for cohort culture, more support for students from marginalized identities, and increased support and information for students’ own post graduate career planning. Those in the school counseling and dual programs would have liked more classes on curriculum instruction as a school counselor, classroom management, and more integration of school counseling topics in all courses.

## Employer Survey

An employer survey was sent to the listed employer contacts for students who graduated in 2023. Unfortunately, this survey could not be included in this report as it did not yield sufficient responses. However, information from site supervisors on two separate surveys has been included below. Site supervisors frequently become employers for UVM Counseling students post-graduation.

## Site Supervisor Feedback of UVM Counseling Program

Internship site supervisors were asked to complete two surveys at the end of the internship experience, one focused on their overall collaboration with the UVM program and one specific to the perceived preparation regarding CACREP standards that the intern received at UVM.

Twenty-five (of 28) internship site supervisors completed the end of year survey regarding their collaboration with UVM. 96% (N=24) of respondents reported that the organization of the internship was helpful to them and/or the student (1 individual did not respond to this question). 100% indicated that they were satisfied with the degree of contact from UVM and would not prefer more contact (72% of site supervisors met with the UVM Internship instructors one time per semester, with the remainder meeting more frequently when

needed/requested). While there was a supervisor internship meeting prior to the start of the academic year, only 44% of internship site supervisors indicated that they had attended this meeting. 76% of site supervisors indicated that they were interested in attending training sessions, workshops or summer classes sponsored by the Counseling Program for site supervisors (44% of those indicated that they would attend if recertification credit was offered). Suggested topics for trainings included: supervising, boundaries, cultural considerations, ethics, Dialectical Behavior Therapy, Motivational Interviewing, family systems theories. Suggested curriculum additions to better prepare students for fieldwork included: more focus on specific theoretical modalities (i.e., CBT, DBT, ACT, Motivational Interviewing) and more experience with treatment planning and clinical note taking. School counselors indicated they want students to have more classroom management experience.

In terms of the second survey focused specifically on intern skill preparation, there were 8 respondents (although not all responded to each item). Of those, 75% (N=6) supervised an intern in a clinical mental health counseling setting (including community mental health, college counseling, private practice) and 25% (N=2) supervised school counseling students in PreK-12 schools. Overall, the supervisors perceived that the interns were able to competently demonstrate the large majority of the CACREP key standards. Similar to student self-report, the lowest perceived area of skill preparation was in career counseling. See Appendix D for the ratings per item.

In terms of general feedback on this survey, it was noted that UVM Masters Counseling students are highly prepared for working with clients when they arrive on internship and receive a lot of support in class throughout the field experience. Similar to student feedback, supervisors felt that interns would benefit from more preparation on writing treatment plans and clinical case notes. More training and education on crisis planning was another recommended area.

### Alumni Survey

An alumni survey regarding perceived skill preparation was sent to the alumni listserve of UVM Counseling graduates across specialty programs. There were 13 respondents to the survey, 62% (N=8) graduated from the clinical mental health counseling program, 31% (N=4) from the school counseling program and 8% (N=1) from the dual option program. The highest skill ratings were in their perceived preparation regarding: the ethics of being a professional counselor (100%, N=13), working with and advocating for diverse populations, (92%, N=12) understanding and applying theories related to human development (92%, N=12), and engaging in therapeutic counseling skills (92%, N=12). In contrast to the ratings from the students and site supervisors, 69% (N=9) of alumni felt prepared in their understanding of theories related to group counseling. Alumni from the school counseling program and dual option programs felt prepared in their ability to effectively collaborate and consult with educators, parents and community members (100%, N=4), but less prepared in their understanding of the ASCA model (25%, N=1) and their ability to implement, manage and lead a comprehensive school counseling program (50%, N=2). It is noted however, that because of the relatively small response rate, it is difficult to generalize these results. (See Appendix D for a complete listing of the items and responses).

Regarding general feedback and recommendations, there was concern regarding the proportion of adjunct faculty teaching core courses. In terms of curriculum, it was recommended by school counseling alumni that the curriculum include a course specific to the ASCA model and

incorporate applied data collection and analysis. Another school counseling alumnus suggested a course specific to classroom management. Other curricular suggestions included a course on trauma treatment and more inclusion of information on the business of setting up and running a private practice. One respondent indicated that they would have liked more options for specialty concentrations.

### Assessment of Student Clinical Skills

In the Fall of 2021, the Counseling Program revamped its assessment tools to determine student clinical skill progression over time. Specifically, the assessments conducted after Counseling Lab, Counseling Practicum, and each semester of Counseling Internship were revised so that: 1) there were a set of common key performance indicators (KPIs) assessed across each course; 2) the rating scale was the same across the measures for all 4 timepoints (a 5 point likert with 5 being the highest rating); 3) benchmarks were created for each item to determine expectations for a given point in time.

Based on the data from Spring 2024, the final internship checklist completed on 28 students indicated that the benchmarks for every item were met by a minimum of 93% of the students. There were no students who were rated as not meeting a benchmark. That is, one site supervisor endorsed not applicable or left blank 7 of the benchmark items. An additional supervisor left blank one item.

In terms of change scores from end of Lab Experience in Counseling (their initial clinical course) to the Internship in the Spring of 2024, complete data was available for only 24 students, as some students took Counseling Lab at a time prior to the new assessment tool or delayed their internship. Note that in the Spring of 2024, most of the students were completing their second semester of internship. However, students in the dual option program were completing their 4<sup>th</sup> semester of internship. There is one dual option student who was completing her 3<sup>rd</sup> semester of internship. The data for students in the clinical mental health counseling program, school counseling program and dual option programs were combined. Based on the available data, there was an increase for every student on every KPI item for which there was data when comparing their scores on the Lab Checklist to the Spring Internship Competency Checklist. Across students and across items, there was an average point increase of 2.2 (on a 1 to 5 scale). The range of increase varied from 1.8 to 3.1. The item with the greatest change score (3.1) was *“Intern engages in advocacy efforts to disrupt the intersecting systems of oppression that negatively affect the student/client.”* The next highest change (average increase of 2.9) was seen on the item *“Intern demonstrates ability to engage in a well-established counseling theory with consistency and fidelity to the theoretical protocols”* On the lower end of the change (increase of 1.8), were the items: *“Intern demonstrates a knowledge of and ability to abide by ACA ethical and legal standards”* and *“Intern demonstrates basic counseling skills”*. Students may have started with a higher knowledge of ethical and legal standards at the first assessment time point, given they take a course on Professional Ethics within the program's first semester. Students also learn basic counseling skills as part of their Lab Experience in Counseling course during their first semester.

## Use of Data for Future Program Modifications

### Hiring of New Faculty

One of the most significant program changes has been the hiring of new faculty. In the Fall of 2022, two new faculty on tenure lines joined the program (at the assistant professor level). In the Fall of 2023, an additional two faculty on tenure lines were hired at the associate professor level. This has been a significant program need, given the previous departure of 3 full time tenured faculty (to promotion, retirement and job change), the addition of a PhD program in Counselor Education and Supervision starting in the Fall of 2024, and the considerable expansion of the MS Counseling Program starting in the Fall of 2024. The increase in enrollment has led to additional sections of all courses. To address the teaching needs of these additional course sections and remain in compliance with CACREP standards, the Counseling Program will begin a search in the Fall of 2024 for two additional lecturer/senior lecturer positions.

The two new faculty bring with them expertise in areas identified as program needs. Specifically, one of the new faculty, Robin Hausheer, EdD., has expertise in school counseling which has been a targeted area for program enhancement. The second new faculty this past year, Anna Elliott, PhD., brings experience in rural mental health with applied research grants in rural schools.

### Proposed Curriculum Changes

The feedback over a couple years from site supervisors and alumni has indicated a need for more emphasis on crisis intervention and trauma informed practices in the program. Counseling Program students from historically underrepresented groups continued to be able to apply for the VT-Tree grant (funded by HRSA) which offers \$10,000 scholarships while on internship. The purpose of the grant is to diversify the mental health workforce and enhance their trauma informed skillset, particularly for working with children, youth and families. In the 2023-24 academic year, 13 masters level Counseling Program students each received \$10,000 scholarships through this grant (for a total of \$130,000 in student scholarships to Counseling students). VT-Tree scholarship recipients must attend workshops throughout the year on trauma informed care. Based on the identified need for increased curricular focus on trauma and crisis, Dr. Joshi (a core Counseling faculty member) created a new course, *Trauma, Crisis & Suicide Prevention*. This course will be part of the electives for the Trauma Certificate (created through the Social Work Department) and available as a Counseling elective during the 2025 Winter term. Thereafter, the Counseling Program would like to make this a required course in the curriculum. A training on crisis services was also set up this past year, with presenters from the local county crisis services and the Counseling and Psychiatry Services at UVM. Attendance at the training was required of all practicum students. The Counseling Program faculty hopes to continue to offer this training to practicum students in the future.

In the perception of students and site supervisors, Career Counseling is an area of perceived lower preparation. Further, students and alumni reported that they would have liked more emphasis in the program on planning for their own post graduate career needs. Given that, the program reached out to alumni to speak with students in the Career Counseling course this past Spring regarding their own transition to post graduate careers and hope to expand that panel next year. The Practice of Mental Health Counseling course also has speakers that discuss

different professional opportunities within the field. In terms of greater preparation generally for career counseling, the fieldwork coordinator plans to explore applied opportunities for career counseling, potentially through collaborations with college career centers and the Agency of Vocational Rehabilitation and share those potential opportunities with the Career Counseling instructor to potentially embed within the course. Other identified areas for enhancement included: clinical case notes and treatment planning and more in-depth exploration of theory. Faculty will be reviewing the curriculum in the upcoming year to determine ways to include more in-depth focus and practice in these areas.

In terms of students and alumni graduating from the School Counseling and Dual Programs, there was a recommendation for increased curricular focus on: curricular instruction, classroom management and the ASCA model. In response to these needs, a new required course for School Counseling and Dual Option students will be developed in the upcoming year by one of the new faculty, Dr. Hausheer, to focus more intentionally on instruction, classroom management and the ASCA model.

Other curriculum changes for the upcoming academic year include: 1) integrating the Group Experience in Counseling course with Practicum and 2) integrating the content of Psychopharmacology with Addictions Counseling and other relevant courses. Thus, Counseling students will still gain content information on Psychopharmacology but will no longer take a 3-credit course on this topic. The elimination of this course will free up the program to offer the Trauma, Crisis and Suicide Prevention course, without having to lower elective credits. The combination of the one credit Group Experience in Counseling course with Practicum will increase the elective credits from 5 to 6 credits.

### Student Recruitment, Enrollment and Retention

As indicated in the demographic information regarding BIPOC students, this past year has seen a decrease in the percentage of applications from BIPOC applicants, as well as a decrease in the percentage of BIPOC students who will be attending in the Fall 2024, as compared to recent years. As a result, more effort needs to be placed in advertising the program to audiences that are more racially diverse. Further, more collaboration needs to occur with stakeholders to determine factors that will increase enrollment and retention of BIPOC students. The University of Vermont has reduced the discount in tuition that out of state Counseling students have historically received. For this upcoming academic year, the UVM College of Education and Social Services has provided scholarships to all out of state Counseling students to make up for this difference. However, it will be important in the future to determine how to support economically disadvantaged students so that they are able to attend the MS Counseling Program despite the rising cost of tuition, potentially through tuition and other scholarships, grant stipends, graduate assistantships, loan forgiveness opportunities, and options for affordable housing.

### **Conclusions**

The UVM Counseling Program has experienced considerable expansion over the last couple years. Four new faculty on tenure line positions were hired in the past two years and there will be a search to fill 2 new lecturer/senior positions in the Fall of 2024. This is concurrent with the almost doubling of incoming student enrollment in the Fall of 2024, and a new PhD program in Counselor Education

and Supervision which will begin in the Fall of 2024. The expansion of the program comes with opportunities to offer multiple sections of courses and the potential in the future to have specialty specific sections of courses. The new Counseling PhD program will allow for doctoral students to gain teaching and supervision experience with the MS Counseling students (which then reduces some of the additional part-time instructor needs in the MS Program). The MS program expansion will likely require an increase in student scholarships and other funding sources and an expansion of practicum and internship field placements. Counseling faculty have been pursuing grants to provide additional student stipends, new field sites, as well as the creation of an-house clinic to serve as a training ground for MS students to learn clinical skills and for doctoral students to engage in supervision of those students.

<b>Appendix A</b>											
<b>Applications, Admits, New Enrollments, Degrees Awarded 2016-2024</b>											
<b>Applications; Spring Summer Fall</b>			<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Counseling	MS		104	99	112	104	89	131	148	125	170
Counseling	Resid	In-state	39	35	30	28	32	45	46	37	36
		Out-of-State	65	64	82	76	57	86	102	88	134
Counseling	Gender*	F	78	81	85	78	68	101	122	101	132+
		M	26	18	27	26	21	30	26	24	36
Counseling	US Res	Int.	12	8	10	9	7	5	11	5	5
		Dom.	92	91	102	95	82	126	137	120	165

\*Data regarding gender was taken from the application which only provided binary (male/female) options.

+In 2024, 2 students did not respond to the question regarding gender.

Counseling	Race/Ethnicity	Hisp/Latino	2	1	2	2	1	1	2	2	2
		Am Indian/Alaska Native	0	0	0	0	0	0	0	0	1
		Asian	10	5	11	8	7	5	9	6	3
		Black/AA	1	2	1	3	2	4	9	6	1
		Hawaii/Pacific Islander	0	0	0	0	0	0	0	0	0
		Two or more	5	6	9	10	6	12	10	12	16
		White	75	74	83	78	6 8	105	112	96	140
		Unknown	11	11	6	3	5	4	6	3	7
		<b>Total US Person of Color</b>	<b>18</b>	<b>14</b>	<b>23</b>	<b>23</b>	<b>1 6</b>	<b>22</b>	<b>30</b>	<b>26</b>	<b>22</b>

*\*Total doesn't include INTL applicants of color*

Admits; Spring Summer Fall			2016	2017	2018	2019	2020	2021	2022	2023	2024
Counseling	MS		60	63	51	55	49	61	55	56	73
Counseling	Resid	In-state	25	29	18	20	20	23	25	15	21
		Out-of-State	35	34	33	35	29	38	30	41	52
Counseling	Gender*	F	46	51	42	40	39	48	46	44	57
		M	14	12	9	15	9	13	9	12	15
Counseling	US Res	Int.	4	4	1	2	1	2	6	5	2
		Dom.	56	59	50	53	47	59	49	51	71

\* Note: Data regarding gender was taken from the application which only provided male/female options. In 2024, 1 admitted applicant did not respond.

Counseling	Race/Ethnicity	Hisp/Latino	1	0	1	1	1	1	2	2	0
		Am Indian/Alaska Native	0	0	0	0	0	0	0	0	1

Asian	2	1	3	1	2	3	7	6	2
Black/AA	1	0	1	2	2	3	5	6	0
Hawaii/Pacific Islander	0	0	0	0	0	0	0	0	0
Two or more	4	4	5	3	4	4	5	9	5
White	45	51	44	45	37	49	35	33	63
Unknown	7	7	0	3	1	1	1	0	2
<b>Total US Person of Color</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>9</b>	<b>10</b>	<b>13</b>	<b>23</b>	<b>7</b>

*\*Total doesn't include INTL applicants of color*

New Enrolls; Spring Summer Fall			2016	2017	2018	2019	2020	2021	2022	2023	2024
Counseling	MS		29	35	25	32	27	24	31	27	47
Counseling	Resid	In-state	20	19	14	14	18	16	20	10	18
		Out-of-State	9	16	12	18	9	8	11	17	29
Counseling	Gender*	F	23	28	20	21	21	20	27	23	33
		M	6	7	6	11	6	4	4	4	13
Counseling	US Res	Int.				2	1	0	4	1	1
		Dom.	29	35	26	30	27	24	27	26	46

\* Note: Data regarding gender was taken from the application which only provided binary (male/female) options.

Counseling	Race/Ethnicity	Hisp/Latino	0	0	0	1	0	0	1	0	0
		Am Indian/Alaska Native	0	0	0	0	0	0	0	0	1
		Asian	0	0	1	1	1	1	3	2	2
		Black/AA	0	0	0	1	1	3	3	2	1
		Hawaii/Pacific Islander	0	0	0	0	0	0	0	0	0
		Two or more	2	1	1	2	2	1	3	5	2
		White	24	30	24	25	24	19	21	18	40
		Unknown	3	4	0	2	0	0	0	0	1
		<b>Total US Person of Color</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>5</b>

*\*Total doesn't include INTL applicants of color*

Degrees Awarded in Academic Year			2016	2017	2018	2019	2020	2021	2022	2023	2024
Counseling	MS		20	11	17	38	26	23	25	24	28
<i>Average Years to Degree</i>			2.8	2.8	2.1	2.4	2.9	2.1	2.4	2.7	2.7

Counseling	Resid	In-state	15	4	11	25	21	9	15	14	22
		Out-of-State	5	7	6	13	5	14	10	10	6
Counseling	Gender	F	17	4	13	29	20	18	16	20	18
		M	3	7	4	9	6	5	9	4	6
		Non-Binary									4
Counseling	US Res	Int.			1	0	0	2	1	0	2
		Dom.	20	11	16	38	26	21	24	24	26

Counseling	Race/Ethnicity	Hisp/Latino	0	0	1	1	0	1	0	0	1
		Am Indian/Alaska Native	0	0	0	0	0	0	0	0	0
		Asian	0	0	0	0	0	0	1	1	3
		Black/AA	0	0	0	0	0	1	1	1	3

Hawaii/Pacific Islander	0	0	0	0	0	0	0	0
Two or more				2	1	0	2	3
White	16	11	16	30	25	19	20	18
Unknown					0	2	1	0
<b>Total US Person of Color</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>7</b>

**Appendix B**  
**Admissions Data from 2020-2024**

	2024	2023	2022	2021	2020	Five Year M
<b>Total number of applicants</b>	170	125	148	131	89	132.6
<b>Applicants in-state</b>	36	37	46	45	32	39.2 (30%)
<b>Applicants out-of-state</b>	134	88	102	86	57	93.4 (70%)
<b>Applicants BIPOC</b>	22	26	30	22	16	23.2 (18%)
<b>Total Admitted</b>	73	56	55	61	49	58.8 (44%)
	43%	45%	37%	47%	55%	
<b>Admitted in-state</b>	21	15	25	23	20	20.8 (35%)
<b>Admitted out-of-state</b>	52	41	30	38	29	38 (64%)
<b>Admitted BIPOC</b>	8	23	19	11	9	14 (23%)
<b>Total number of students who accepted</b>	48	30	32	26	27	32.6 (55%)
	66%	54%	58%	43%	55%	
<b>Accepted in-state</b>	18	10	19	17	18	16.4 (50%)
	25%	33%	59%	65%	67%	
<b>Accepted out-of-state</b>	30	20	13	9	9	16.2 (50%)
	63%	67%	41%	35%	33%	
<b>Accepted BIPOC</b>	4	13	14	6	4	8.6 (26%)
	8%	43%	44%	23%	15%	

**Tuition from 2020-2024\***

	2024-25	2023-2024	2022-2023	2021-2022	2020-2021
<b>In-state tuition</b>	\$678 per credit	\$678 per credit	\$678 per credit	\$683 per credit	\$683 per credit
<b>Out-of-state tuition (discounted rate)</b>	\$927 per credit with CESS tuition scholarships+	\$927 per credit	\$927 per credit	\$927 per credit	\$927 per credit

+ Note: The College of Education and Social Services is off setting the increased out-of-state tuition cost of \$1375 per credit with tuition scholarships for 2024-25 so that out-of-state students are only needing to pay \$927 per credit

\* Information from the Student Financial Services webpage and the VTR application

\* <https://www.uvm.edu/studentfinancialservices/master-science-counseling-tuition-fees>

## Appendix C

### *Degrees Awarded, GPA*

Academic Year	Total Graduate Degrees (MS) Awarded	Average GPA
2023-2024 Including Aug 2024 prospective graduates	28	3.97+
2022-2023*Including August 2023 prospective graduates	24	3.93
2021-2022	25	3.86
2020-2021	23	3.81
2019-2020	27	3.82
2018-2019	38	3.82
2017-2018	16	3.90
2016-2017	11	3.83
2015-2016	20	3.83
2014-2015	14	3.74

+ GPA calculated at a point in time in June which captures all May graduates, but does not include summer courses for August graduates

### *Counseling Program Retention & Completion Rates*

Academic Year	# of Students Entering	2-yr Completion Rate	3-yr Completion Rate	4-year Completion Rate	5-Year Completion Rate	**Still Enrolled (As of Summer 2023) <i>This number doesn't include students on a Leave of Absence</i>
2023-2024	27	N/A	N/A	N/A	N/A	96%
2022-2023	29	59%	N/A	N/A	N/A	17%
2021-2022	24	54%	N/A	N/A	N/A	16%
2020-2021	27	74%	89%	N/A	N/A	0.0%
2019-2020	32	56%	59%	75%	N/A	0.0%
2018-2019	25	56%	72%	80%	N/A	8.0%
2017-2018	35	49%	74%	77%	86%	0.0%
2016-2017	29	58.6%	69%	79.3%	79.3%	0.0%
2015-2016	22	73%	82%	86%	91%	0.0%
2014-2015	14	57.1%	64.3%	64.3%	Unknown	0.0%

*Credentialing Examinations Pass Rates*

Academic Year	Number of Orals Taken	Rate of Orals Passed	Number of Portfolios Initiated	Rate of Portfolios Completed	Number of NCE Tests Taken	Rate of NCE Tests Passed
2023-2024	18	100%	8	100%	15	93%
2022-2023	25	100%	3	100%	15	100%
2021-2022	21	100%	5	100%	17	100%
2020-2021	17	94%	7	100%	12	100%
2019-2020	20	95%	9	100%	18	100%
2018-2019	33	100%	8	100%	15	100%
2017-2018	14	100%	6	100%	14	100%
2016-2017	13	100%	2	100%	11	100%
2015-2016	13	100%	6	100%	9	100%
2014-2015	14	100%	3	100%	9	100%

**Reported Employment\***

*Job Placement Rates as of June 2024*

Academic Year	School Track Completers			Clinical Mental Health Track Completers			Dual Option Completers			Total Graduate			
	Total	# of Respondents	Known Employment	Total	# of Respondents	Known Employment	Total	# of Respondents	Known Employment	Total	# of Respondents	Known Employment	
2023-2024	3	3	33%	20	10	44%	5	4	50%	28	18**	8	44%
2022-2023	0	N/A	N/A	21	15	86%	3	3	100%	24	18	16	89%
2021-2022	4	3	67%	8	7	100%	0	N/A	N/A	12	10	9	90%
2020-2021	6	4	100%	16	16	100%	1	1	100%	23	21	21	100%
2019-2020	7	7	100%	18	14	100%	2	2	100%	27	23	23	100%

\*Employment in Counseling or related field

\*\*While there were 18 respondents to the question regarding employment plans, there were only 17 respondents to the question regarding track.

## Appendix D

### Perceptions of Student Preparation for CACREP Standards (Spring 2024)

<b>CACREP Standard</b>	<b>Student Self-Rating</b>	<b>Site Supervisor Rating of Student Intern</b>	<b>Alumni Self-Rating</b>
Demonstrate understanding of theories related to group counseling	100% (17/17)	100% (8/8)	69% (9/13)
To be an ethically responsible professional counselor	94% (17/18)	100% (8/8)	100% (13/13)
To work with and advocate for diverse populations	89% (16/18)	100% (8/8)	92% (12/13)
Demonstrate understanding and application of theories related to human development	89% (16/18)	100% (8/8)	92% (12/13)
Engage in therapeutic counseling skills	88% (16/18)	100% (8/8)	92% (12/13)
Demonstrate understanding and utilization of assessment methods	83% (15/18)	88% (7/8)	77% (10/13)
Demonstrate understanding and utilization of research and program evaluation	67% (12/18)	88% (7/8)	84% (11/13)
Demonstrate understanding and application of theories related to career counseling	53% (9/17)	57% (4/7)	84% (11/13)
To conceptualize client cases (CMHC and DO only)	100% (10/10)	100% (8/8)	92% (12/13)
To provide clinical diagnoses and develop treatment plans for clients (CMHC and DO only)	100% (7/7)	100% (6/6)	67% (4/6)
To effectively collaborate and consult with educators, parents and community members (SC and DO only)	100% (7/7)	100% (2/2)	100% (4/4)
Demonstrate understanding and implementation of the ASCA national model (SC and DO only)	86% (6/7)	100% (2/2)	25% (1/4)
To implement, manage and lead a comprehensive school counseling program (that supports the academic, social, emotional and career development of youth) (SC and DO only)	66% (4/6)	100% (2/2)	50% (2/4)

Note: the percentages above reflect a combined rating for agree/strongly agree for each item regarding perceived student preparation.