

Date: August 5, 2025

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: Robin Hausheer, EdD, NCC, LPC (ID), Association Professor, CACREP Liaison, UVM Counseling Program

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

The following CACREP Annual Report summarizes the University of Vermont Master of Science in Counseling program evaluation results from AY2024-2025, substantial program modifications, and other substantial program changes. Additionally, the report includes the (1) the number of graduates, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates for AY2024-2025.

CACREP Annual Report – 2016 Standards

Summary of Program Evaluation Results

Key Performance Indicators

Key Performance Indicators (KPI) for students' clinical skills are collected over time during Counseling Skills Lab, Practicum, and Internship (see *Table 1*). The Novice Checklist is used during CNSL 6750 Counseling Skills and CNSL 6330 Practicum for measuring KPIs during students' first year in the program, and the Advanced Checklist is used to measure the same KPIs during CNSL 6991 Internship I and II during students' second year of program (last two years for dual option students who complete two internship—one in schools and one in a clinical setting). Benchmarks for each KPI are set to measure growth between each course as students develop their knowledge and skills. Findings for students enrolled in Counseling Skills ($n = 41$) during AY2024-2025 indicate that almost all students were nearing, meeting, or exceeding expectations in all KPI areas, which meets program expectations for the beginning course of students' skill development. Progression for this student group shows a significant increase in skill development between Counseling Skills Lab and Practicum. More specifically, students enrolled in Practicum met or exceeded expectations in the areas of ethics (100%; KPI 2.F.1.i), theories of human development (81%; KPI 2.F.3.a), systemic and environmental factors that affect human development (81%; KPI 2.F.3.f), assessment of work environment on client's experience (81%; KPI 2.F.4.d), risk assessment (88%; KPI 2.F.7.c), and evidence-based practices (95%; 2.F.8.b).

Results of KPI's for students enrolled in Internship I and Internship II ($n=28$) show significant gains in their development during AY2024-2025. Notably, KPI data indicate significant growth between the two semesters in the areas of theories of human development (12% increase; KPI

2.F.3.a), multicultural competencies (22% increase; KPI 2.F.2.c), and assessment of work environment on client's experience (19% increase; KPI 2.F.4.d).

By the completion of Internship II almost all students met or exceeded expectations in every area. The percentage of students during AY2024-2025 who meet or exceed expectations of KPIs by the end of Internship II was 96% (2.F.1.i ethical practice), 94% (2.F.2.b theories and models of multicultural counseling), 92% (2.F.2.c multicultural counseling competencies), and 96% (2.F.3.a theories of human development), as they successfully demonstrated skill development overtime.

Data from KPIs (AY2024-2025) indicates several areas of growth for the Counseling program. These areas include theories and models of counseling (2.F.5.a), and group design and facilitation (2.F.6.g). Additionally, while students show significant gains in theories and models of multicultural counseling, identity development and social justice and advocacy (2.F.2.b) and multicultural counseling competencies (2.F.2.c.) upon completion of Internship II, data shows that more emphasis in these areas assist students' development as they move through the program. These findings may be indicative to students' development evolving at a slower pace as they learn more complex and advanced counseling skills. While overall most students performed well by meeting or exceeding expectations, the data is an indication that there is room for improvement when training students in these areas.

Dispositional Data

The UVM Counseling program collects student dispositional data to assess professional growth overtime as part of the gatekeeping process. Dispositions are measured on a 5-point Likert scale (ranging from "1" = skill is absent/demonstrated inappropriately to "5" = skill exceeds expectations) across 10 areas. These areas include: 1) respect, 2) empathy, 3) self-awareness, 4) curiosity, 5) cultural humility, 6) emotional regulation, 7) receptivity to feedback, 8) professional and personal boundaries, 9) integrity and accountability, and 10) flexibility and adaptability.

Aggregated mean disposition data scores for AY2024-2025 show 4.55 for students enrolled in CNSL6750 Counseling Skills Lab, 4.88 for CNSL6630 Practicum, indicating dispositional growth between the two semesters as most students enrolled in CNSL6750 take CNSL6630 the following semester. Students enrolled in CNSL6991 Internship I in fall 2024 held a mean score of 4.65, which increased to 4.83 for CNSL Internship II during spring 2025. These results indicate that by the end of their program, our students meet or exceed expectations across all 10 of the areas measured with dispositions assessment.

Alumni, Employer, Site Supervisor Surveys Data

Data was collected through the AY2024-2025 Alumni, Employer, and Site Supervisor Surveys. Alumni (n=2) who graduated in AY2023-2024, reported that they received robust training that has prepared them to work in the field of counseling. More specifically, they report being extremely well prepared in their skills, conceptualization of cases, and conducting group work,

as well as understanding the ethical considerations of working in the counseling field. Further results show that alumni believe that they would have benefited from more specific training in assessment, diagnosis and treatment planning, and career counseling.

Employer Survey data was collected from employers (n= 3) of alumni who graduated in AY2023-2024. Data indicates that overall employers believe the UVM Counseling program alumni are well prepared to work in clinical and school settings. More specifically, results show employers feel that alumni are self-reflective, incorporate feedback into their work, and demonstrate solid professional boundaries. For school counseling and dual option alumni, employers report alumni are well versed in the ASCA National Model, and prepared to work collaboratively with families, teachers, and the community. For clinical mental health alumni, employers report that they are skilled in diagnosis, treatment planning, and documentation. No areas of growth were indicated, which could be a reflection of the low response rate.

Site supervisors (n=21) reported through the Site Supervisor Survey that their current interns (AY2024-2025) were well prepared in their practical application of their work clients. More specifically, supervisors reported strong skills in direct counseling, case conceptualization, documentation, ethical practice, and working with diverse populations. For clinical and dual option students, site supervisors reported solid skill development in diagnosing and writing and maintaining documentation.

Areas for program growth reported by site supervisors include additional training in trauma related practices and counseling theories and increased communication between university supervisors and site supervisors. Site supervisors of school counseling students reported an increased curricular focus on the ASCA national model, school counseling curriculum design, and classroom management.

Student Exit Survey

Each year at the end of their program, students are asked to complete an exit survey. This year 25 students responded to the survey (96% response rate; n=26), which was administered in mid-May.

Areas of Strength. Most recent graduates (AY2024-2025) of the UVM Counseling program reported strengths of the program. Survey respondents indicated they had a strong internship experience that provided the most valuable, practical training with real-world application, and supportive supervisors. They further noted that internship was where they learned core counseling skills.

Survey respondents reported that they experienced supportive faculty, with praise for their experience, accessibility, and student support. High-quality adjuncts working actively in the counseling field were also appreciated by students.

Personal growth and connections were reported by respondents as a strength of the Counseling program. More specifically, they found that the program facilitated and encouraged self-

reflection and personal development among students. Additionally, respondents appreciated the cohort model where they found strong connections with and support from peers.

Growth Areas. Survey respondents reported areas of growth for the Counseling program. Regarding curriculum and course content, they indicated that there were too many counseling theories presented superficially with minimal practical application. Respondents would prefer a deeper focus on fewer theories. For some courses respondents felt they were overly academic and not directly tied to real counseling work and would have appreciated more time dedicated to direct skills training, case conceptualization, and learning interventions.

Results of the Student Exit Survey show that respondents would prefer more training on essential clinical skills such as suicide assessment, crisis response, treatment planning, diagnosis, safety planning, and clinical documentation. They felt these areas should be introduced earlier and emphasized throughout the program. Additionally, respondents reported a need for required trauma-focused and suicide/crisis safety courses. They further indicated that the timing of important courses such as assessment, addictions, and theories came too late to be useful during practicum. Specific to the school counseling track, respondents reported that this specialty area is underdeveloped with only one or two classes related to school settings, leaving students feeling underprepared.

Regarding program structure, survey respondents identified areas of consideration for the internship placement process, specifically finding more local and diverse placement options, establishing standardization for application deadlines, and offering consistencies in group counseling opportunities. Respondents also expressed concerns about internship labor exploitation without compensation which is a common concern in the counseling profession.

Administrative inefficiencies noted by survey respondents include problems with course overloads in summer. Respondents enrolled as part-time students reported feeling somewhat disconnected as they often flow between cohorts.

Data from Student Exit Survey reflects growth potential regarding instruction. Data indicated that group projects are not highly valued by students as an effective means for learning. Respondents reported that while they valued access, advocacy and social justice discussions offered during courses, they would appreciate the Counseling program taking more direct action in addressing marginalization and oppression. Additionally, students encouraged the recruitment of a more diverse student body and faculty trained in social justice to support students. Furthermore, results show that respondents did not feel adequately prepared in research and program evaluation. Respondents in the clinical mental health counseling and dual option tracks reported feeling underprepared in the use of assessments, particularly as they entered internship.

Finally, career preparation was indicated as an area for growth as respondents expressed more support needed for post-graduation readiness. Suggestions included resume building, interview skills, understanding of career paths, licensure preparation, and private practice information.

Survey respondents suggested that the Counseling program offer a one-credit course or include career preparation in the career counseling course.

Addressing Growth Areas Through Program Structural Changes

The Counseling program faculty have begun to address areas of growth based on cumulative data while embracing the strengths of the program through careful stewardship. Structural changes include: 1) restructuring course sequence for better workload balance, 2) offering summer courses at the beginning of the program, 3) requiring Research Methods as a first course, 4) requiring fewer group projects, 5) improving offerings of APA and academic writing support early in the program, 6) adding a required Trauma and Crisis course beginning in AY2025-2026 which will also be an elective course for a Trauma Certificate (created by the UVM Social Work Department), 7) deepening the exploration of theory prior to students beginning their clinical work, 8) enriching intersectionality and multicultural counseling content throughout all courses, 9) incorporating post-career preparation into the career coursework, 10) requiring completion of the assessment course prior to internship; 11) deepening content of evidenced-based counseling approaches; 12) adding a school counseling course focused on curriculum design and classroom teaching, and 13) improving alumni tracking system to increase response rates of Employer and Alumni Surveys.

Subsequent Program Modifications

During AY2024-2025 the University of Vermont Master of Science in Counseling program almost doubled the enrollment of students to 44. To maintain the smaller class sizes that support rapport-building between instructors and students and between peers, the program offers multiple sections of all courses with two sections of each core course, and multiple sections of CNSL6750 Foundational Counseling Skills (three [3] sections) and CNSL 6630 Practicum (seven [7] sections). The number of sections of CNSL 6991 Internship will increase accordingly for AY2025-2026 to maintain smaller class sizes with an enrollment cap of 12 students per section.

With the increased enrollment in the master's program, Dr. Anna Elliott created a community partnership between the UVM Counseling program and Spectrum Youth and Family Services, a local community mental health center, to create the Catamount Community Clinic. This collaboration offers clinical mental health practicum and internship students placement during their clinical experiences. Students offer direct mental health counseling services to community members, while receiving supervision from a licensed clinical supervisor who is part of the UVM Counseling program. This unique partnership has enriched the field placement experiences of students while meeting the requirements of the program.

UVM's Doctor of Philosophy in Counselor Education and Supervision program welcomed an inaugural cohort of three (3) students in fall 2024 with the second cohort (n=2) beginning in fall 2025.

To support the growth of the master's program and the addition of the doctoral program, UVM has hired one new counselor education teaching lecturer who will begin in fall 2025. A search to fill a second position will begin in fall 2025 with a contract start date in fall 2026.

A \$3.8 million U.S. Department of Education Mental Health Service Professional Demonstration grant was awarded to fund the project titled *The Catamount Counseling Collaborative for Rural Schools*. Co-principal investigators of the grant are three of the UVM Counseling program faculty, Dr. Anna Elliot, Dr. Robin Hausheer, and Dr. Lance Smith and one Social Work program faculty, Danielle Jatlow who serves as co-investigator. This project began in January 2025 and provides funding to 10 counseling and social work students annually to complete their internship experiences in rural schools throughout Vermont. Currently there are five school district partnerships established to support our students. The intention is to recruit and retain mental health providers in rural schools in communities that are currently underserved. A one-year pilot project was initiated through a Leahy grant in 2024-2025 where Dr. Anna Elliott served as a coinvestigator. The pilot project placed two clinical mental counseling interns in rural schools as school-based clinicians. Due to the cancellation of grant funding by the U.S. Department of Education, *The Catamount Counseling Collaborative for Rural Schools* project will end on December 31, 2025.

During summer 2024, the Counseling program offered free supervision training to site supervisors. This will occur again in August 2025 and will be extended to community members as a at no-cost professional development opportunity.

Other Substantial Program Changes

No other substantial changes beyond what is listed above have been implemented.

Academic Year 2024-2025 – Other Data Points

Number of Graduates for AY2024-2025

The total number of graduates from the UVM Counseling program for AY2024-2025 was 28, with 26 clinical mental health counseling specialty area graduates, one (1) school counseling specialty area graduate, and one (1) dual option specialty area graduate (see *Table 2*).

Credentialing Examinations Pass Rates

Students seeking licensure as a clinical mental health counselor in Vermont must complete the National Counselor Exam (NCE). The examination cycle ending in spring 2025 shows six (6) clinical mental health counseling and dual option students had taken and successfully completed the NCE with a 100% pass rate. Further results indicate that UVM students scored above the national average in all areas of the exam.

Students in the school counseling and dual option specialty areas are required by the Vermont Agency of Education and University of Vermont to submit an Educator Licensing Portfolio that

is reviewed by faculty. During AY2024-2025, 100% (n=2) of students in the two specialty areas successfully completed the Portfolio and one (1) was recommended by the University to the Vermont Agency of Education for an educator license with endorsement in school counseling.

Completion Rates Per Program Track

The completion rate for students in the UVM Counseling program during AY2024-2025 was 93%. This included 26 clinical mental health counseling students, one (1) school counseling student, and one (1) dual option student during AY2024-2025 (see *Table 2*).

Job Placement Rates Per Track

Based on the Counseling program's Student Exit Survey and program tracking information, 42% of this year's graduates secured employment in counseling after graduating (clinical mental health counseling: 38% [n=9]; school counseling: 100% [n=1]; dual option: 100% [1]). This early rate of employment aligns with the previous academic year (AY2023-2024) with UVM students successfully finding employment immediately following graduation. Results may be affected by the time of the survey, as some students are still applying for positions or waiting to apply for positions until after they officially graduate and/or relocate to new areas.

Table 1: UVM CACREP Key Performance Indicators

Key Performance Indicators (KPIs) are measured across four courses, beginning in students' first year (First Year Cohort) of their program (CNSL 6750 Counseling Skills and CNSL 6330 Practicum). KPIs are measured again during students' second year (Second Year Cohort) during CNSL 6991 Internship I and Internship II). Please note that First Year Cohort students during the next academic year during CNSL 6991 Internship I and II (i.e., AY2022-2023 First Year Cohort students) are assessed in AY2023-2024 as Second Year cohort students during CNSL 6991 Internship I and II).

AY2022-2023

	CNSL 6750 Counseling Skills					CNSL 6330 Practicum					CNSL 6991 Internship I					CNSL 6991 Internship II				
	First Year Cohort										Second Year Cohort									
Rating	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2.F.1.i		7	17					7	18	5			7	18	5			1	12	17
2.F.2.b	9	3				1	2	10	14	3	1	2	10	14	3			2	17	11
2.F.2.c		22	3				3	7	17	3		3	7	17	3			1	11	18
2.F.3.a	7	7	4				2	10	14	4		2	10	14	4			1	15	14
2.F.3.f		13	7					8	19	3			8	19	3				9	21
2.F.4.d		9	10					8	19	3			8	19	3				14	16
2.F.5.a	8	2				4	13	13				4	13	13				1	13	16
2.F.5.g		22	3				14	4				1	5	13	1				23	7
2.F.6.g	Not Assessed						4	9	6	2		4	9	6	2			1	22	4
2.F.7.c		13	11				2	8	16	3		2	8	16	3			2	14	14
2.F.8.b	6	4					5	10	12	3		5	10	12	3			1	20	8

AY2023-2024

	CNSL 6750 Counseling Skills					CNSL 6330 Practicum					CNSL 6991 Internship I					CNSL 6991 Internship II				
	First Year Cohort										Second Year Cohort									
Rating	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2.F.1.i		7	17					7	18	5			8	17	2				13	15
2.F.2.b	9	3					9	10			1	3	9	10	3			1	14	12
2.F.2.c		22	3					19	7		1	2	7	13	5				13	14
2.F.3.a	5	7	4				7	13	6		1	4	8	11	3			1	11	15
2.F.3.f		12	7				7	10	9		1		8	16	3				12	16
2.F.4.d		9	10				8	5	13		1		8	15	4				12	14
2.F.5.a	8	2					11	15			1	5	14	6	2				17	10
2.F.5.g		34	16					27				6	16	7	1			1	21	7

2.F.6.g	Not Assessed					Not Assessed					1	2	5	8	4			2	18	7
2.F.7.c		13	11				1	23	2		1	2	10	12	1				19	8
2.F.8.b	6	4					2	20			1	4	13	9				2	21	5

AY2024-2025

	CNSL 6750 Counseling Skills					CNSL 6330 Practicum					CNSL 6991 Internship I					CNSL 6991 Internship II				
	First Year Cohort										Second Year Cohort									
Rating	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2.F.1.i				21	20				2	35				9	23		1		3	21
2.F.2.b	Not Assessed							14	10	1			6	14	11			3	8	13
2.F.2.c	Not Assessed						1	15	16	2			9	12	9			2	9	13
2.F.3.a			21	2	18			7	28	2			5	15	12			1	7	16
2.F.3.f			20	2	19			7	25	5			2	18	12				6	18
2.F.4.d			20	2	19			7	25	5		1	5	15	11				9	15
2.F.5.a			21		20			7	25	5		2	12	11	7		1	2	12	10
2.F.5.g		3	18	20				25	12				12	17	3		1	1	17	6
2.F.6.g	Not Assessed					Not Assessed							8	11	4			2	11	10
2.F.7.c			41					3	22	1			6	13	11			1	8	14
2.F.8.b			13	15	13			2	29	6		1	11	14	5		1	2	12	8

Table 2: AY2024-2025 Applications, Admits, New Enrollments, Degrees Awarded

Program/Track	Demographics	Applicants (AY2024-25)	Admits (AY2024-25)	New Enrollments	Degrees Awarded
MS Counseling (All students)		170	72	42	28
CMHC Track Only		125	53	32	26
School Counseling Track Only		9	6	2	1
Dual Option Track Only		36	14	8	1
	Gender:				
	Male	26	15	10	7
	Female	142	55	32	21
	Non-Binary/Gender Fluid	2	2	Unk.	Unk.
	Residence:				
	US Resident	165	70	41	25
	US Non-Resident	5	2	1	3
	In-State (VT)	35	20	13	19
	Out-of-State	125	50	29	9