College of Education & Human Services

2021 Annual CACREP Data Report

The annual CACREP Data Report is based upon 2016 CACREP Standards which outline a process by which programs use a documented, empirically based plan for systematically evaluating program objectives and student learning.

How this data was report was created. Throughout the 2020-2021 academic year, data was collected according to the Assessment and Evaluation Plan (AEP) that was outlined in the most recent CACREP Self-Study. Data was collected through a variety of sources such as directly from instructors, the College's advising office, and via surveys to program stakeholders (i.e., alumni, site supervisors, alumni employers).

Strengths of this report. The process of data collection (i.e., dedicated GA, digitization of records) continues to allow for increased quantity and quality of data to be collected compared to previous academic years.

Weaknesses of this report. Similar to the previous reports, there continues to be difficulty collecting all data points due to non-response from some stakeholders.

Section 1: Summary of Program Evaluation Results

Feedback from Program Stakeholders

Program Graduates.

1. Findings related to employment status.
   - Full-time job using LPC or School Counselor license= **65.52%**
   - Part-time job using LPC or School Counselor license= **17.24%**
   - Working a job that does not require LPC or School Counselor license= **0%**
   - Not Employed= **3.45%**
   - Other= **13.79%** (e.g., full-time doctoral students, on CT license)
2. Findings related to licensure test passage rates.
   - Passed= 81.5%
   - Failed= 3.7%
   - Haven't taken licensure test yet= 14.8%
   - Pass rate of 96% among those who have taken the NCE
3. Findings on program graduate perceptions of program strengths.
   a. Students perceive program faculty as: caring, mentoring, engaging, inspiring, supportive, and dedicated.
   b. Students report that program curriculum and experiences (i.e., hands-on learning, focus on skill development, focus on self-development) prepared them for the "real world."
   c. Students report the school counseling curriculum to prepare them for licensure and implementation of the ASCA National Model.
   d. Students report elective coursework as appealing and helpful to their careers.
4. Findings of program graduate perceptions of program weaknesses.
   a. Students desire more coursework on working with children and adolescents as well as school counseling focused courses.
   b. Students reported inconsistency in faculty teaching and advising quality.
   c. Students reported a desire for stronger gatekeeping.
   d. Students reported a desire for more applied learning in non-skills-based courses.

Clinical Site Supervisors.

1. Findings related to perceptions of the extent CSU students educated to meet all Ohio standards for licensure as Professional Counselors (PC) OR licensure as a School Counselor? *Likert scale: 1-5 (1=not at all, 3=somewhat, 5=very)*

   Mean= 4.08, **SD**= 0.89

2. Findings related to perceptions of the extent that CSU students embody a professional counselor identity (including involvement in professional counseling organizations)?

   Mean= 3.92, **SD**= 0.89

3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?

   Mean= 4.24, **SD**= 0.86

4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?

   Mean= 4.12, **SD**= 0.91

5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?

   Mean= 3.68, **SD**= 0.84

6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?

   Mean= 3.52, **SD**= 0.85

7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?

   Mean= 4.28, **SD**= 0.87

8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?

Mean= 3.54, **SD**= 0.87

9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?

    Mean= 3.36, **SD**= 0.71

10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?

    Mean= 3.26, **SD**= 0.74

11. Findings on site supervisor perceptions of program strengths.
    a. Program prepares students to have strong foundation in basic counseling skills and ethics.
    b. Program prepares students who are personable and professional.
    c. Supervisors describes students as strong supervisees because they are eager to learn and open to feedback.
12. Findings of site supervisor perceptions of program weaknesses.
    a. Program underprepares students regarding clinical writing/documentation.
    b. Program underprepares students regarding readiness to utilize specific theories.
    c. Program underprepares students regarding school counseling specific skills such as leading classroom activities.

Employers.

1. Findings related to perceptions of the extent CSU students educated to meet all Ohio standards for licensure as Professional Counselors (PC) OR licensure as a School Counselor? *Likert scale: 1-5 (1=not at all, 3=somewhat, 5=very)*

    Mean= 4.20, **SD**= 0.40

2. Findings related to perceptions of the extent that CSU students embody a professional counselor identity (including involvement in professional counseling organizations)?

    Mean= 3.70, **SD**= 0.64

3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?

    Mean= 4.60, **SD**= 0.49

4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?

Mean= 4.40, **SD**= 0.66

5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?

   Mean= 3.90, **SD**= 0.70

6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?

   Mean= 3.50, **SD**= 0.81

7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?

   Mean= 4.40, **SD**= 0.49

8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?

   Mean= 3.90, **SD**= 0.54

9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?

   Mean= 4.00, **SD**= 0.63

10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?

    Mean= 3.70, **SD**= 0.78

11. Findings on employer perceptions of program strengths.
    a. Employers report graduates are well-rounded in their skills and prepared in foundational skills areas (i.e., counseling skills, ethics).
    b. Employers report graduates as knowledgeable of topics in cultural and social diversity.

12. Findings of employer perceptions of program weaknesses.
    a. Program underprepares graduates for groupwork.

b. Program underprepares graduates for testing and assessment.
c. Program underprepares graduates for foundational knowledge of substance abuse disorders.

Key Professional Indicators

Objective	KPI	Knowledge Measure		Practice Measure	
		Class	Assignment	Class	Assessment
1. **Program Objective**. We train counselors to provide equitable services to a diverse society across the lifespan	1.a. Demonstrate Competency in Social and Cultural Diversity	Social and Cultural Foundations CNS 504	Social Justice Advocacy Project **Mean=92.87**	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686	Site Supervisor Evaluation Three assessment items specific to: "Appreciation of the Effects of Our Cultural and Social Heritage of Human Development" 1.A.-P1 1.A.-P2 1.A.-P3 **Mean: 2.59 2.59 2.77**
	1.b. Demonstrate Competency in Human Growth and Development	Human Growth and Development ALD 603	Final Research Paper **Mean=92.87**	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686	Site Supervisor Evaluation Three assessment items specific to: "Understanding of Human Development" 1.B.-P1 1.B.-P2 1.B.-P3 **Mean: 2.70 2.54 2.77**
	1.c. Demonstrate Competency in Research and Program Evaluation	Educational Research EDB 601	Final Exam **Mean=84.49**	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686	Needs Assessment Project Formal Case Presentation **Mean= 98.01**

	2.a. Demonstrate Competency in Professional Counseling Orientation and Ethical Practice	Legal and Ethical Issues in Counseling CNS 517	Final Test Case **Mean= 96.53**	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686	Site Supervisor Evaluation Three assessment items specific to: "Appreciate the Application Principles of Professional Ethics and state local and national laws." 2.A.-P1 2.A.-P2 2.A.-P3 **Mean: 2.58 2.57 2.65**
2. Program Objective. We train counselors to provide ethical services across a variety of modalities	2.b. Demonstrate Competency in Career Development	Career Development CNS 524	Final Exam **Mean= 88.91**	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686	Site Supervisor Evaluation Three assessment items specific to: "Understanding of career development" 2.B.-P1 2.B.-P2 2.B.-P3 **Mean: 2.56 2.57 2.53**
	2.c. Demonstrate Competency in Counseling and Helping Relationships	Individual Counseling Theories CNS 622	Final Exam **Mean= 90.53**	Laboratory in Counseling CNS 620	Video # 3 **Mean= 93.56**
	2.d. Group Demonstrate Competency in Counseling and Group Work	Group Process and Practice CNS 623	Group Proposal Project **Mean= 94.41**	Small Group Laboratory CNS 523	Final Grade **Mean= 96.45**
	2.e. Demonstrate Competency in Assessment and Testing	Appraisal Counseling CNS 505	Reference Guide Project **Mean= 92.94**	Assessment for Counselors CNS 701 Or Individual Intelligence Testing CNS 702 Or Personality Assessment for Counselors CNS 703	Final Grade in CNS 701, 702, or 703 **Mean= 95.82**

				Program Development and Management in School Counseling CNS 679	Collaborative Comprehensive School Counseling Program Project
1. **CMHC Specialization Objective.** To educate clinical mental health counseling students who meet all the Ohio standards for licensure as professional counselors (PCs) and professional clinical counselors (PCCs)	1.a. Adequate progression through discipline specific knowledge (clinical mental health)	Introduction to Clinical Mental Health Counseling CNS 529	Interview and Profile Project **Mean= 92.74**	Internship in Clinical Mental Health Counseling CNS 687 (Spring)	National Counselor Examination (NCE) score **Passed= 81.5%** **Failed= 3.7%** **Haven't taken licensure test yet= 14.8%** **Pass rate of 96% among those who have taken the NCE**
1. **SC Specialization Objective.** To educate clinical mental health counseling students who meet all the Ohio standards for licensure as school counselors	1.a. Adequate progression through discipline specific knowledge (school counseling)	Foundations of School Counseling CNS 578	Final Exam **Mean= 88.23**	Internship in School Counseling CNS 685 (Spring)	Ohio Assessment for Educators-40 (OAE-40) **Passed=62%** **Failed=38%**

Key Professional Dispositions

Objectives	KPDs	Measurement Point #1		Measurement Point #2	
		Class	Faculty Assessment	Class	Site Supervisor Assessment
1. We cultivate self-aware and reflective clinicians	1.a. Students demonstrate ability to recognize and address countertransference	Laboratory and Counseling Techniques CNS 620	Non-academic objective criteria rubric, Item on self-reflection and countertransference (SRCT) **Mean= 2.38**	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 686 (Spring)	Non-academic objective criteria rubric, Item on self-reflection and countertransference (SRCT) **Mean= 2.52**
	1.b. Students demonstrate capacity to regulate emotions	Laboratory and Counseling Techniques CNS 620	Non-academic objective criteria rubric, Item on emotional stability **Mean= 2.53**	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 686 (Spring)	Non-academic objective criteria rubric, Item on emotional stability **Mean= 2.77**
2. We cultivate caring and humane clinicians	2.a. Students demonstrate that they are emotionally intelligent clinicians	Laboratory and Counseling Techniques CNS 620	Non-academic objective criteria rubric, Item on empathy **Mean= 2.39**	Internship in School Counseling CNS 685 (Spring)	Non-academic objective criteria rubric, Item on empathy **Mean= 2.57**

				Internship in Clinical Mental Health Counseling CNS 686 (Spring)	
	2.b. Students demonstrate knowledge of relationship between emotion, thoughts, and behavior	Laboratory and Counseling Techniques CNS 620	Non-academic objective criteria rubric, Item on insight **Mean= 2.44**	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 686 (Spring)	Non-academic objective criteria rubric, Item on insight **Mean= 2.61**
3. We cultivate dedicated members of the counseling profession	3.a. Students demonstrate intentional use of supervision and consultation	Laboratory and Counseling Techniques CNS 620	Non-academic objective criteria rubric, Item on ability to integrate supervisory feedback **Mean= 2.56**	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 686 (Spring)	Non-academic objective criteria rubric, Item on ability to integrate supervisory feedback **Mean= 2.71**
	3.b. Students demonstrate professionalism	Laboratory and Counseling Techniques CNS 620	Non-academic objective criteria rubric, Item on professional commitment **Mean=2.61**	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 686 (Spring)	Non-academic objective criteria rubric, Item on professional commitment **Mean= 2.83**

Summary of Data

1. **Key Findings**
   a. Assessment of Meeting Program Objectives:
      i. Program Objective 1. 'We train counselors to provide equitable services to a diverse society across the lifespan.' The program <u>meets</u> their 84% benchmark across all the core curriculum knowledge and practice measures of Key Professional Indicators for this objective.
      ii. Program Objective 2. 'We train counselors to provide ethical services across a variety of modalities.' The program <u>meets</u> their 84% benchmark across all the core curriculum knowledge and practice measures of Key Professional Indicators for this objective.
      iii. CMHC Specialization Objective. 'To educate clinical mental health counseling students who meet all the Ohio standards for licensure as professional counselors (PCs) and professional clinical counselors (PCCs).' The program <u>meets</u> their 84% benchmark across all the core curriculum knowledge and practice measures of Key Professional Indicators for this objective.
      iv. SC Specialization Objective. 'To educate clinical mental health counseling students who meet all the Ohio standards for licensure as school counselors.' The program <u>meets</u> their 84% benchmark across all the core curriculum knowledge measure but <u>does not meet</u> the practice measure of Key Professional Indicators for this objective.
   b. The majority of graduates are employed in positions that utilize their counseling license or have pursued doctoral education.
   c. The program meets the satisfactory benchmark across the majority (75%) of Key Professional Dispositions. <u>Three KPD areas saw a decrease since the 2020 report to levels below the 84% benchmark.</u> The three KPD areas that were below a satisfactory benchmark occurred within the gatekeeping course in the program. This finding indicates that there is a greater proportion of students in the core gatekeeping course (CNS 620, Laboratory in Counseling Skills) who have decreased performance in these three Key Professional Dispositions.

2. **Key Program Strengths**
   a. Improvement in attainment of satisfactory benchmark for the 'Knowledge' KPI for the School Counseling program specialization.
   b. High NCE passage rates.
   c. High graduate employment rates.

d. Student perceptions of dedicated faculty.
e. School counseling alumni report knowledge and skill readiness to implement ASCA National Model.
f. Perceptions that program curriculum produces students/alumni who are well-rounded, strong in their foundational skills in building helping relationships, and are good supervisees.
g. Students and alumni viewed as professional, prepared, and knowledgeable of diversity by employers and supervisors
h. Majority of program benchmarks related to KPI and KPD are met for core curriculum.
i. Improvement in area of growth from 2020 report: Alumni no longer voice concerns about feeling underprepared for the job search process and knowledge of the job market.

3. **Key Program Areas of Growth**
   a. Supervisor and employer perception of lower levels of knowledge related to career development in application to their clients/students, group counseling skills, and knowledge of testing and assessment.
   b. Students report desire for more school counseling specific coursework as well more curriculum specific to working with children and adolescents.
   c. Students report inconsistency in professor/teaching quality and advising quality.
   d. Students report desire for increased program gatekeeping.
   e. Did not meet 84% benchmark for School Counseling specialization Objective 1.a. – practice (adequate progression through discipline specific knowledge) KPI (i.e., OAE 040 pass rate).
   f. Did not meet 84% benchmark for program benchmarks for three Key Professional Dispositions at the initial timepoint for data collection (i.e., 1.a., 2.a., and 2.b.; self-reflection and countertransference, empathy, and insight, respectively)

Section 2: Subsequent Program Modifications

Subsequent program modifications made due to aforementioned data:

a. Supervisor and employer perception of lower levels of knowledge related to career development in application to their clients/students, group counseling skills, and knowledge of testing and assessment.
   a. CNS 505 was approved to become a three-credit course to increase content.
   b. Faculty will continue to improve 700-level assessment courses such as improving student access to testing/assessment examples and increasing inclusion of relevant-assessment based on feedback from site supervisors.
   c. Attempts will be made to have CNS 623 taught by a core faculty member.
   d. CNS 524 will be evaluated regarding the following: allow more time for practice/application within course, reconsider assignments, integrate school counseling specific activities.
   e. Faculty will consider including discussion of career assessments into CNS 703.
b. Students report desire for more school counseling specific coursework as well more curriculum specific to working with children and adolescents.
   a. Faculty will evaluate coursework for School Counseling tracks for 48 to 60 hour to integrate in order to integrate School Counseling content and OAE-40 domains and competencies.
c. Students report inconsistency in professor/teaching quality and advising quality.
   a. Department Chair will individually follow-up with faculty when specific teaching and advising concerns are known.
d. Students report desire for increased program gatekeeping.
   a. Faculty will continue to advocate for increased rigor in admissions processes.
e. Did not meet 84% benchmark for School Counseling specialization Objective 1.a. – practice (adequate progression through discipline specific knowledge) KPI (i.e., OAE 040 pass rate).
   a. Faculty will evaluate coursework for School Counseling tracks for 48 to 60 hour to integrate in order to integrate School Counseling content and OAE-40 domains and competencies.
f. Did not meet 84% benchmark for program benchmarks for three Key Professional Dispositions at the initial timepoint for data collection (i.e., 1.a., 2.a., and 2.b.; self-reflection and countertransference, empathy, and insight, respectively)
   a. Faculty will continue to advocate for increased rigor in admissions processes.

Section 3: Other Subsequent Program Modifications

Program modifications made in the 2020-2021 academic year:

a. The Counseling and Academic Success Clinic (CASC) shifted from serving the training needs of all CMHC interns to being a dedicated internship placement for a smaller number of CMHC students and students who cannot obtain recordings at their site.
b. Program initiated the elimination of CNS 523 as a required course in the program.
c. Program agreed to add a new assignment ("Interview") to CNS 620 for a trial-run that will be examined for feasibility and functionality regarding improving gatekeeping.
d. Program received approval to conduct search for permanent faculty position of a Professor of Practice.