



2022 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 2022 calendar 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= **81.25%**
 - Part-time job using LPC or School Counselor license= **12.5%**
 - Working a job that does not require LPC or School Counselor license= **3.13%**
 - Not Employed= **0%**
 - Other= **3.13%** (e.g., part-time school counselor and part-time teacher)
2. Findings related to licensure test passage rates.
 - Passed= 87%
 - Failed= 6%
 - Haven't taken licensure test yet= 6%
 - Overall passage rates (eliminating those who did not take a licensure exam yet):
 - NCE Pass rate = 98%
 - OAE Pass rate = 80%
3. Findings on alumni perceptions of program strengths.
 - a. Alumni were emphatic in their praise for program faculty as: caring, knowledgeable, and strong leaders.
 - b. Alumni reported appreciation for the strong curricular focus on building counseling skills, across a variety of coursework and experiences.
 - c. Alumni reported appreciation for networking opportunities, facilitated by program curricula, events, and professors.
 - d. Alumni reported appreciation for diverse coursework, including relevant elective courses.
4. Findings on alumni perceptions of program weaknesses.
 - a. Alumni reported a desire for curriculum to have a greater focus on school counseling.
 - b. Alumni reported inconsistency in part-time faculty teaching quality.

- c. Alumni reported a desire for more coursework focused on case conceptualization, documentation, and treatment planning.
- d. Alumni reported a desire for stronger program gatekeeping.

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= 4.47, SD= 0.60
2. Findings related to perceptions of the extent that CSU students embody a professional counselor identity (including involvement in professional counseling organizations)?
Mean= 4.44, SD= 0.60
3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?
Mean= 4.63, SD= 0.58
4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?
Mean= 4.53, SD= 0.50
5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?
Mean= 4.32, SD= 0.65
6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?
Mean= 3.84, SD= 0.74
7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?

Mean= 4.42, SD= 0.67

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

Mean= 4.00, SD= 0.97

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

Mean= 3.39, SD= 0.89

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

Mean= 3.72, SD= 0.73

11. Findings of site supervisor perceptions of strengths of CSU students.

- a. Students are eager and motivated to learn.
- b. Students have strong foundational counseling skills and build relationships easily.
- c. Students are well-versed on topics of multiculturalism in clinical practice.
- d. Students are knowledgeable on foundational concepts in the field of counseling.

12. Findings of site supervisor perceptions of weaknesses of CSU students.

- a. Students need to strengthen their clinical writing/documentation.
- b. Students needs more knowledge on topics of substance use disorders, career counseling, and diagnosis.
- c. Students need more “real world” understanding and realistic expectations of counseling workplaces.

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= 4.22, SD= 0.63

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

Mean= 4.22, SD= 0.69

3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?
Mean= 4.56, SD= 0.68
4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?
Mean= 4.44, SD= 0.50
5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?
Mean= 4.11, SD= 0.58
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= 1.00
7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?
Mean= 4.56, SD= 0.68
8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?
Mean= 4.22, SD= 0.79
9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?
Mean= 3.78, SD= 0.79
10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?
Mean= 3.56, SD= 0.96
11. Findings on employer perceptions of strengths of CSU students.

- a. Employers report graduates are strong in their foundational counseling skills.
- b. Employers report graduates have strong foundational knowledge in the field of counseling.

12. Findings of employer perceptions of weaknesses of CSU students.

- a. Employers report graduates have unrealistic expectations for salary for entry-level positions.
- b. Employers report graduates need more preparation in areas of documentation, group work, and diagnosis.

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=92.27	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” <u>1.A.-P1</u> <u>1.A.-P2</u> <u>1.A.-P3</u> 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=92.45	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” <u>1.B.-P1</u> <u>1.B.-P2</u> <u>1.B.-P3</u> Mean: 2.70 2.54 2.77
	1.c. Demonstrate Competency in Research and Program Evaluation	Educational Research EDB 601	Final Exam Mean=84.29	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686	Needs Assessment Project Formal Case Presentation Mean= 97.97

<p>2. Program Objective. We train counselors to provide ethical services across a variety of modalities</p>	<p>2.a. Demonstrate Competency in Professional Counseling Orientation and Ethical Practice</p>	<p>Legal and Ethical Issues in Counseling CNS 517</p>	<p>Final Test Case Mean= 97.52</p>	<p>Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686</p>	<p>Site Supervisor Evaluation Three assessment items specific to: “Appreciate the Application Principles of Professional Ethics and state local and national laws.”</p> <p style="text-align: center;"> <u>2.A.-P1</u> <u>2.A.-P2</u> <u>2.A.-P3</u> Mean: 2.58 2.57 2.65 </p>
	<p>2.b. Demonstrate Competency in Career Development</p>	<p>Career Development CNS 524</p>	<p>Final Exam Mean= 91.87</p>	<p>Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686</p>	<p>Site Supervisor Evaluation Three assessment items specific to: “Understanding of career development”</p> <p style="text-align: center;"> <u>2.B.-P1</u> <u>2.B.-P2</u> <u>2.B.-P3</u> Mean: 2.56 2.57 2.53 </p>
	<p>2.c. Demonstrate Competency in Counseling and Helping Relationships</p>	<p>Individual Counseling Theories CNS 622</p>	<p>Final Exam Mean= 91.04</p>	<p>Laboratory in Counseling CNS 620</p>	<p>Video # 3 Mean= 93.92</p>
	<p>2.d. Group Demonstrate Competency in Counseling and Group Work</p>	<p>Group Process and Practice CNS 623</p>	<p>Group Proposal Project Mean= 94.21</p>	<p>Small Group Laboratory CNS 523</p>	<p>Final Grade Mean= 96.73</p>
	<p>2.e. Demonstrate Competency in Assessment and Testing</p>	<p>Appraisal Counseling CNS 505</p>	<p>Reference Guide Project Mean= 93.49</p>	<p>Assessment for Counselors CNS 701 Or Individual Intelligence Testing CNS 702 Or Personality Assessment for Counselors CNS 703</p>	<p>Final Grade in CNS 701, 702, or 703 Mean= 95.38</p>

				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= 91.01	Internship in Clinical Mental Health Counseling CNS 687 (Spring)	National Counselor Examination (NCE) score Passed= 89% Failed= 2% Haven't taken licensure test yet= 8% Pass rate of 98% 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= 87.37	Internship in School Counseling CNS 685 (Spring)	Ohio Assessment for Educators-40 (OAE-40) Passed=80% Failed=20%

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= 2.33	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= 2.47	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= 2.31	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 686 (Spring)	Non-academic objective criteria rubric, Item on empathy Mean= 2.57

	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= 2.36	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= 2.57	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=2.58	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 meets 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 meets 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 meets 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 meets their 84% benchmark for the core curriculum knowledge measure but does not meet the practice measure of Key Professional Indicators for this objective.
- b. The majority of graduates are employed in full-time positions that utilize their counseling license, and the rate has increased since the prior year’s report.
- c. The program meets the satisfactory benchmark across the majority (66%) of Key Professional Dispositions. Four (of twelve) KPD areas are below the 84% benchmark. The four 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 four Key Professional Dispositions.

2. Key Program Strengths

- a. Increase in alumni who are employed in a full-time job using their counseling license (i.e., 65% → 81%).
- b. Increase in NCE passage rate to 98%.
- c. Alumni perceptions of dedicated faculty.
- d. Improvement across most quantitative data indicators of student performance, as rated by clinical site supervisors.
- e. Improvement across several quantitative data indicators of alumni performance, as rated by alumni employers.

- f. Majority of program benchmarks related to KPI and KPD are met for the core curriculum.
- g. Decrease in alumni unemployment rate to 0%.
- h. Perceptions that program curriculum produces students/alumni who are well-rounded, strong in their foundational skills in building helping relationships, and are good supervisees.

3. Key Program Areas of Growth

- a. 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).
- b. Did not meet 84% benchmark for program benchmarks for four Key Professional Dispositions at the initial timepoint for data collection (i.e., 1.a., 1.b., 2.a., 2.b.; self-reflection and countertransference, emotional stability, empathy, and insight, respectively).
- c. Alumni report desire for more school counseling specific curriculum.
- d. Supervisors report desire for improved documentation skills from students.
- e. Students report inconsistency in professor/teaching quality and advising quality.
- f. Supervisor and employer perception of relatively lower levels of knowledge of testing and assessment.

Section 2: Subsequent Program Modifications

Subsequent program modifications made due to aforementioned data:

- a. 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 integrate School Counseling content and OAE-40 domains and competencies into newly required 60 credit hour coursework.
- b. Did not meet 84% benchmark for program benchmarks for four Key Professional Dispositions at the initial timepoint for data collection (i.e., 1.a., 1.b., 2.a., 2.b.; self-reflection and countertransference, emotional stability, empathy, and insight, respectively).
 - a. Faculty will determine necessary changes needed for the admissions process, in addition to the newly added structured reference form.
- c. Alumni report desire for more school counseling specific curriculum.
 - a. Faculty will integrate School Counseling content and OAE-40 domains and competencies into newly required 60 credit hour coursework.
- d. Supervisors report desire for improved documentation skills from students.
 - a. Faculty will alter syllabi to include opportunities for more graded assignments on clinical writing.
- e. 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.
 - b. Faculty will jointly generate and discuss prospective part-time faculty options.
- f. Supervisor and employer perception of relatively lower levels of knowledge of testing and assessment.
 - a. 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.

Section 3: Other Subsequent Program Modifications

Program modifications made in the 2021-2022 academic year:

- a. Program formally eliminated of CNS 523 as a required course in the program.
- b. Program formally changed CNS 505 from a 2-credit class to a 3-credit class.
- c. Program faculty initiated the use of a structured reference form for prospective students in the admissions process.
- d. Program formally completed the process of updating the School Counseling specialization from 48 to 60 credit hours, beginning the fall of 2023.
- e. Program continued to evaluate the new assignment (“Interview”) to CNS 620 on its trial-run for feasibility and functionality regarding improving gatekeeping. Faculty decided the assignment did not function as desired and will re-examine potential changes to the admissions process during the 2023 faculty retreat.