



## 2023 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 2023 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. This report has strong response for site supervisors and alumni.

**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, although this has been decreasing over the years.

---

# 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= **74.19%**
  - Part-time job using LPC or School Counselor license= **12.9%**
  - Working a job that does not require LPC or School Counselor license= **12.90%**
  - Not Employed= **0%**
  - Other= **0%** (e.g., part-time school counselor and part-time teacher)
2. Findings related to licensure status
  - a. LPC = **59.09%**
  - b. LPCC = **4.55%**
  - c. LPCC-S = **0%**
  - d. School Counselor = **36.36%**
  - e. Does not have license = **0%**
3. Findings related to licensure test passage rates.
  - Overall passage rates (eliminating those who did not take a licensure exam yet):
    - Overall passage rate: 97%
    - NCE Pass rate = 98%
    - OAE Pass rate = 90%
  - Rate of pass, fail, and have not taken (OAE and NCE combined):
    - Passed= 90%
    - Failed= 3%
    - Haven't taken licensure test yet= 7%
4. Findings on alumni perceptions of program strengths.
  - a. *Quality of Faculty and Instruction:* Students highlight the knowledgeable, supportive, and caring nature of the professors. They appreciate the communication, course material, and the clear structure of required courses. The experiential knowledge shared by professors is also valued.

- b. *Practicum and Internship Opportunities*: The program's emphasis on practicum classes, small group work, and internship opportunities stands out as a significant strength. Students appreciate the hands-on, interactive approach to learning and the practical experience gained through these experiences.
  - c. *Supportive Environment*: The program is noted for its supportive staff and a nurturing learning environment. Faculty and staff are described as being there to support students with whatever they need, fostering a sense of community and connection.
  - d. *Comprehensive Curriculum and Resources*: Students value the comprehensive curriculum covering a variety of theories, modalities, and topics relevant to counseling. The program also provides access to resources and opportunities for real-world experience through internships and service.
  - e. *Ethical and Professional Preparation*: The program's focus on ethics, professionalism, self-reflection, and diversity education is highlighted as a strength. Students feel prepared to navigate the counseling profession with integrity and empathy.
5. Findings on alumni perceptions of program weaknesses.
- a. *Quality of Instruction and Support*: Students express dissatisfaction with some adjunct professors who were perceived as being too busy and not proficient in teaching. Additionally, advisors' availability and support are mentioned as areas needing improvement, with some students feeling they had to navigate the program largely on their own.
  - b. *Curriculum and Course Content*: Concerns are raised about the curriculum's focus, particularly regarding the imbalance between mental health counseling and school counseling content. Some courses are perceived as not helpful, repetitive, or lacking in relevance to specific counseling pathways.
  - c. *Practicum and Internship Placement*: Issues related to internship site matching and the absence of specific classes geared towards school counseling roles before field experiences are mentioned as weaknesses.
  - d. *Program Structure and Administration*: Students highlight concerns about the structure and administration of the program, including challenges with scheduling classes, unfairness in advisor guidance, and a lack of transparency regarding career expectations, salaries, and dual licensing options.

### *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= 4.61, SD= 0.64**

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

**Mean= 4.55, SD= 0.81**

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

**Mean= 4.70, SD= 0.56**

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

**Mean= 4.64, SD= 0.48**

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

**Mean= 4.40, SD= 0.74**

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

**Mean= 3.95, SD= 0.98**

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= 4.18, SD= 1.05**

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

**Mean= 3.87, SD= 0.96**

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

**Mean= 3.75, SD= 1.1**

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

- a. *Interpersonal Skills and Cultural Competence*: Interns demonstrate strong interpersonal skills, cultural humility, and the ability to build rapport easily with clients from diverse backgrounds.
- b. *Eagerness to Learn and Professionalism*: Interns are characterized by their eagerness and willingness to learn, coupled with a high level of professionalism. They are motivated, receptive to feedback, and demonstrate accountability in their practice.
- c. *Client Engagement and Compassion*: Interns exhibit compassion, empathy, and a strong commitment to meeting clients where they are at. They are passionate about helping others and excel in engaging with clients effectively.
- d. *Preparedness and Knowledge*: Interns are well-prepared for their roles, possessing a solid foundation of knowledge in counseling theory and skills. They demonstrate adaptability, teachability, and a diverse skill set, making them ready to work with a wide range of clients and clinical scenarios.

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

- a. *Skill Development and Training Needs*: Feedback indicates areas where interns may lack specific skills or training, such as limited knowledge in addiction treatment, career counseling, interventions, documentation, and occasionally professional communication
- b. *Adaptability and Real-World Application*: Some interns struggle with adapting to real-world situations, being rigid, or needing further development in treatment planning and understanding therapist identity. They may also face challenges with time management, balancing responsibilities, and integrating theory into practical application.
- c. *Personal Development and Self-Awareness*: Feedback highlights areas for personal and professional growth, such as building self-confidence, managing outside life demands, and addressing one's own mental health issues.

### *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= 4.30, SD= 0.58**

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

**Mean= 4.50, SD= 0.55**

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

**Mean= 4.80, SD= 0.41**

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

**Mean= 4.60, SD= 0.52**

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

**Mean= 4.50, SD= 0.55**

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

**Mean= 4.00, SD= .89**

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

**Mean= 4.50, SD= 0.55**

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

**Mean= 4.60, SD= 0.52**

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

**Mean= 4.50, SD= 0.55**

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

**Mean= 4.00, SD= 0.89**

11. Findings on employer perceptions of strengths of CSU students.

- a. *Academic preparation and good clinical skills training:* Alumni are well-equipped with the necessary academic knowledge and practical skills required for their professional roles.
- b. *Compassion and ability to develop relationships:* Alumni have interpersonal skills and emotional intelligence, indicating their capacity to empathize with clients and build meaningful relationships with them.

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

- a. *Lack of clinical work experience prior to their internships:* Alumni may face challenges due to a lack of practical experience in clinical settings before their internships, which could affect their preparedness for professional roles.
- b. *Understanding the business side of the field/working in mental health:* Alumni understanding of the business aspects of the mental health field, such as managing finances, marketing services, or navigating administrative requirements.

## Key Professional Indicators

Objective	KPI	Knowledge Measure		Practice Measure	
		Class	Assignment	Class	Assessment
1. <b>Program Objective.</b> 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 OR Case Study  <b>Mean=92.27</b>	Internship in School Counseling CNS 685 (Fall)  Internship in Clinical Mental Health Counseling CNS 687	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> <b>Mean: 2.65      2.64      2.81</b>
	1.b. Demonstrate Competency in Human Growth and Development	Human Growth and Development ALD 603	Final Research Paper  <b>Mean=92.23</b>	Internship in School Counseling CNS 685 (Fall)  Internship in Clinical Mental Health Counseling CNS 687	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> <b>Mean: 2.77      2.65      2.78</b>
	1.c. Demonstrate Competency in Research and Program Evaluation	Educational Research EDB 601	Final Exam  <b>Mean=87.09</b>	Internship in School Counseling CNS 685 (Fall)  Internship in Clinical Mental Health Counseling CNS 687	Needs Assessment Project  Formal Case Presentation  <b>Mean= 98.23</b>
	2.a. Demonstrate Competency in Professional Counseling Orientation and Ethical Practice	Legal and Ethical Issues in Counseling CNS 517	Final Test Case  <b>Mean= 97.66</b>	Internship in School Counseling CNS 685 (Fall)  Internship in Clinical Mental Health Counseling CNS 687	Site Supervisor Evaluation Three assessment items specific to: “Appreciate the Application Principles of Professional Ethics and state local and national laws.”  <u>2.A.-P1</u> <u>2.A.-P2</u> <u>2.A.-P3</u> <b>Mean: 2.63      2.62      2.69</b>



<b>2. Program Objective.</b> 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  <b>Mean= 93.02</b>	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 687	Site Supervisor Evaluation Three assessment items specific to: “Understanding of career development”  <div> <div>2.B.-P1</div> <div>2.B.-P2</div> <div>2.B.-P3</div> </div> <b>Mean: 2.60      2.56      2.60</b>
	2.c. Demonstrate Competency in Counseling and Helping Relationships	Individual Counseling Theories CNS 622	Final Exam  <b>Mean= 91.19</b>	Laboratory in Counseling CNS 620	Video # 3  <b>Mean= 93.40</b>
	2.d. Group Demonstrate Competency in Counseling and Group Work	Group Process and Practice CNS 623	Group Proposal Project  <b>Mean= 95.10</b>	Group Process and Practice CNS 623	The Group Intervention Project  <b>Mean= 97.08</b>
	2.e. Demonstrate Competency in Assessment and Testing	Appraisal Counseling CNS 505	Final Assessment Plan Project  <b>Mean= 91.89</b>	Assessment for Counselors CNS 701 Or Individual Intelligence Testing CNS 702 Or Personality Assessment for Counselors CNS 703  Program Development and Management in School Counseling CNS 679	Final Grade in CNS 701, 702, or 703  <b>Mean= 95.38</b>  Collaborative Comprehensive School Counseling Program Project

<b>1. CMHC Specialization Objective.</b> 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  <b>Mean= 91.01</b>	Internship in Clinical Mental Health Counseling CNS 687 (Spring)	National Counselor Examination (NCE) score  <b>Passed= 90%</b> <b>Failed= 2%</b> <b>Haven't taken licensure test yet= 8%</b>  <b>Pass rate of 98% among those who have taken the NCE</b>
<b>1. SC Specialization Objective.</b> 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  <b>Mean= 85.94</b>	Internship in School Counseling CNS 685 (Spring)	Ohio Assessment for Educators-40 (OAE-40)  <b>Passed=90%</b> <b>Failed=10%</b>

## 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	Professional disposition rubric, Item on countertransference  <b>Mean= 2.33</b>	Internship in School Counseling CNS 685 (Spring)  Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on countertransference  <b>Mean= 2.59</b>
	1.b. Students demonstrate capacity to regulate emotions	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on emotional stability  <b>Mean= 2.53</b>	Internship in School Counseling CNS 685 (Spring)  Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on emotional stability  <b>Mean= 2.76</b>
2. We cultivate caring and humane clinicians	2.a. Students demonstrate that they are emotionally intelligent clinicians	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on empathy  <b>Mean= 2.31</b>	Internship in School Counseling CNS 685 (Spring)  Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on empathy  <b>Mean= 2.64</b>

	2.b. Students demonstrate knowledge of relationship between emotion, thoughts, and behavior	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on insight  <b>Mean= 2.37</b>	Internship in School Counseling CNS 685 (Spring)  Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on insight  <b>Mean= 2.68</b>
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	Professional disposition rubric, Item on ability to integrate supervisory feedback  <b>Mean= 2.58</b>	Internship in School Counseling CNS 685 (Spring)  Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on ability to integrate supervisory feedback  <b>Mean= 2.72</b>
	3.b. Students demonstrate professionalism	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on professional commitment  <b>Mean=2.63</b>	Internship in School Counseling CNS 685 (Spring)  Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on professional commitment  <b>Mean= 2.83</b>

## 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 and practice measure of Key Professional Indicators for this objective. *This is an improvement from last year in which the KPI indicator was not met.*
- b. The majority of graduates are employed in full-time positions that utilize their counseling license, and no alumni reported not being employed or not having their license.
- c. The program meets the satisfactory benchmark across the majority (75%) of Key Professional Dispositions. Three (of twelve) KPD areas are below the 84% benchmark. 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 decreasing proportion of students in the core gatekeeping course (CNS 620, Laboratory in Counseling Skills) who have lower performance in these four Key Professional Dispositions. This finding likely suggests that the gatekeeping function of the course is working.

### 2. Key Program Strengths

- a. High rates of alumni licensure and employment.
- b. High NCE passage rate (98% among those who took the NCE).

- c. Increase in OAE passage rate to 90% from previous year's report.
- d. Improvement in program benchmarks related to KPI and KPD.
  - i. In the previous year's report, the program 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), *but now meets this benchmark*.
  - ii. In the previous year's report, the program did not meet the 84% benchmark for program benchmarks for *four of twelve* 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). This year, the program improved and now met *nine of the twelve* KPD benchmarks (75%), versus 66% the in the previous year's report.
- e. Strong, positive feedback across alumni, site supervisors, and employers that highlight that students are prepared due to caring faculty, strong coursework, and emphasis on diversity and real-world application of skills.

### **3. Key Program Areas of Growth**

- a. *Quality of Instruction and Support*: Feedback suggest some dissatisfaction with adjunct professors and advisors' availability and support. Some students feel like they have to navigate the program largely on their own suggests a need for improvement in support systems.
- b. *Curriculum and Course Content*: Concerns regarding the imbalance between mental health counseling and school counseling content, perceived lack of relevance in some courses, and repetition or lack of helpfulness in certain areas indicate weaknesses in the curriculum and course design.

## **Section 2: Subsequent Program Modifications**

Subsequent program modifications made due to aforementioned data:

- a. Feedback suggests need for more school counseling specific curriculum and child/adolescent focused curricula.
  - a. Counseling faculty continue to discuss and implement more diversity in curriculum across classes to focus on the school environment and the needs of children in counseling.
- b. Alumni report desire for more quality control across advising and part-time faculty.
  - a. Counseling faculty have collaborated more consistently in the selection and vetting of part-time faculty.
  - b. Two new faculty were onboarded to a proactive and comprehensive approach to advising students.

## **Section 3: Other Subsequent Program Modifications**

Program modifications made in the 2021-2022 academic year:

- a. Program initiated a new process for ensuring students accept practicum/internship placements at approved sites.
- b. Program initiated a new process for ensuring that the Practicum & Internship Site Placement list provides accurate and updated information.
- c. Program initiated a new process for vetting, adding, and removing practicum and internship placements sites from the Site Placement List.
- d. Program moved to offer two of the advanced assessment courses (i.e., CNS 702 and 703) on everything-other year basis to encourage students to take CNS 701, which more adequately meets student needs for assessment training.
- e. The Professional Disposition Rubric was minorly modified to provide clarified language.