



## 2024 Annual CACREP Data Report

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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 2024 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, although this has been decreasing over the years.

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# 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= **72%**
  - Part-time job using LPC or School Counselor license = **13%**
  - Working a job that does not require LPC or School Counselor license= **13%**
  - Other= **3%**
2. Findings related to licensure status
  - a. LPC = **52%**
  - b. LPCC = **10%**
  - c. LPCC-S = **3%**
  - d. School Counselor = **34%**
3. Findings related to licensure test passage rates.
  - Overall passage rates (eliminating those who did not take a licensure exam yet, based on first attempts):
    - Overall passage rate: 88% (59 total, 52 pass, 7 fail)
    - NCE Pass rate = 90% (45 pass, 5 fail)
    - OAE Pass rate = 78% (7 pass, 2 fail)
      - OAE Pass rate (including second attempts) = 100%
4. Findings on alumni perceptions of program strengths.
  - a. **Faculty Support and Knowledge:** Professors were described as knowledgeable, supportive, and engaging. Multiple students praised specific professors. Several noted the professors' openness and willingness to share clinical experiences.
  - b. **Practical Skill Development:** Role plays, session recordings, and CASC were highlighted as especially useful. Practicum and internship experiences were seen as valuable for career readiness.
  - c. **Curriculum Breadth and Specialization:** Students appreciated the diversity of course offerings, including electives on LGBTQ+ counseling and substance use. The Neurosequential Model certification was named as a unique and appreciated feature.

- d. **Community and Peer Connections:** Alumni described strong peer collaboration and lasting professional relationships. The in-person class format was cited as beneficial for relationship-building.
- 5. Findings on alumni perceptions of program weaknesses.
  - a. **Lack of School Counseling Focus:** Numerous respondents felt the program favored clinical mental health over school counseling. Concerns included insufficient coursework tailored to school settings and lack of faculty with direct school counseling experience. Courses like CNS 706 were seen as less relevant for school counseling students.
  - b. **Inconsistent Curriculum and Advising:** Some classes were seen as disorganized, poorly structured, or repetitive. Advising was noted as an area needing improvement.
  - c. **Limited Business and Career Preparation:** Alumni reported a lack of preparation for private practice, business aspects of the field (e.g., marketing, networking), and building a sustainable caseload. Suggestions included adding coursework on financial realities and career planning.
  - d. **Course Content Gaps:** Alumni noted insufficient training on topics like neurodivergence, grief, suicide risk assessment, and personality disorders. DSM and ethics courses were seen as lacking needing more applied, real-world training.

### *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= 4.36, 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= 4.20, SD= 0.77**
- 3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?  
**Mean= 4.27, SD= 0.70**

4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?  
**Mean= 4.27, SD= 0.80**
5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?  
**Mean= 4.07, SD= 0.80**
6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?  
**Mean= 3.20, SD= 0.77**
7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?  
**Mean= 4.33, SD= 0.72**
8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?  
**Mean= 3.67, SD= .90**
9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?  
**Mean= 3.07, SD= 0.88**
10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?  
**Mean= 3.21, SD= 1.03**
11. Findings of site supervisor perceptions of strengths of CSU students.
  - a. ***Overall Preparation and Professionalism:*** Supervisors generally rated CSU students as well-prepared for licensure and internship experiences. Students were seen as engaged, empathetic, open to feedback, and passionate about counseling. Several supervisors described students as adaptable and hardworking, with strong abilities in developing therapeutic relationships.

- b. **Counseling Fundamentals:** High ratings were given for students' professional orientation, ethical practice, and cultural competence. Students scored well in their knowledge of human growth and development, group counseling, and helping relationships.
  - c. **Student Attitudes:** Repeated praise for students' willingness to learn, openness, and desire to grow. Positive relationships between CSU faculty and site supervisors were noted, including comments that the program and staff are supportive of students.
12. Findings of site supervisor perceptions of weaknesses of CSU students.
- a. **Limited Clinical Intervention Skills:** Supervisors expressed a desire for students to be better trained in practical, in-session interventions. Common critique: strong theoretical grounding but weak in applying interventions such as CBT or trauma-informed methods.
  - b. **Professional Maturity & Responsibility:** Concerns about students sometimes being too casual, lacking professional communication, or showing low confidence in their counselor identity. Some supervisors noted that students may not consistently take ownership of their learning or clinical responsibilities.
  - c. **Inconsistent Preparation:** A few supervisors described significant variation in student readiness, especially regarding clinical documentation, diagnosing, and addiction-related competencies. One site noted confusion around practicum/internship expectations given differing directives received by students.
  - d. **Overreliance on Field Sites:** Some site supervisors felt students relied too heavily on fieldwork to learn core counseling skills, suggesting the university should provide stronger pre-internship clinical preparation.

### *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= 4.25, SD= 0.50**

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

**Mean= 4.25, SD= 0.50**

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

**Mean= 5.00, SD= 0.0**

4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?  
**Mean= 4.25, SD= 0.50**
5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?  
**Mean= 4.25, SD= 0.50**
6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?  
**Mean= 3.6, SD= 1.3**
7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?  
**Mean= 4.25, SD= 0.50**
8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?  
**Mean= 4.25, SD= 0.50**
9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?  
**Mean= 3.0, SD= 0.82**
10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?  
**Mean= 2.75, SD= 0.82**
11. Findings on employer perceptions of strengths of CSU students.
  - a. ***Strong Counseling Skills and Professionalism:*** Graduates were widely praised for their therapeutic presence, professionalism, and timeliness. Employers noted strengths in developing strong therapeutic relationships, particularly in group counseling contexts.

- b. **Cultural Competence:** Employers rated CSU alumni highly on social and cultural diversity awareness, indicating confidence in their ability to serve diverse populations.
- c. **Motivation and Attitude:** Alumni were seen as enthusiastic, motivated, and career-oriented. Comments included appreciation for their investment in client care and organizational skills.
- d. **Ethics and Orientation:** All respondents rated graduates as highly capable in ethical practice and maintaining a professional counselor identity, including involvement in professional organizations.

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

- a. **Limited Knowledge in Research and Evaluation:** Graduates were commonly described as underprepared in research methods, statistics, and program evaluation.
- b. **Gaps in Assessment and Diagnosis:** Employers noted weaknesses in diagnostic skills, particularly with complex presentations. There was also concern about limited understanding of testing and assessment tools.
- c. **Family Systems and Attachment:** A few respondents specifically mentioned that graduates had limited training in family systems theory and attachment models, suggesting a gap in coursework or application in these areas.

### 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=91.88</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”  <div> <div><u>1.A.-P1</u></div> <div><u>1.A.-P2</u></div> <div><u>1.A.-P3</u></div> </div> <b>Mean: 2.68      2.66      2.83</b>

	1.b. Demonstrate Competency in Human Growth and Development	Human Growth and Development ALD 603	Final Research Paper  <b>Mean=91.61</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</b> <b>2.65</b> <b>2.80</b>
	1.c. Demonstrate Competency in Research and Program Evaluation	Educational Research EDB 601	Final Exam  <b>Mean=87.33</b>	Internship in School Counseling CNS 685 (Fall)  Internship in Clinical Mental Health Counseling CNS 687	Needs Assessment Project  Formal Case Presentation  <b>Mean= 98.53</b>
<b>2. Program Objective.</b> We train counselors to provide ethical services across a variety of modalities	2.a. Demonstrate Competency in Professional Counseling Orientation and Ethical Practice	Legal and Ethical Issues in Counseling CNS 517	Final Test Case  <b>Mean= 97.54</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: 2.67</b> <b>2.66</b> <b>2.72</b>
	2.b. Demonstrate Competency in Career Development	Career Development CNS 524	Final Exam  <b>Mean= 92.94</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”  <u>2.B.-P1</u> <u>2.B.-P2</u> <u>2.B.-P3</u> <b>Mean: 2.50</b> <b>2.45</b> <b>2.53</b>
	2.c. Demonstrate Competency in Counseling and Helping Relationships	Individual Counseling Theories CNS 622	Final Exam  <b>Mean= 91.11</b>	Laboratory in Counseling CNS 620	Video # 3  <b>Mean= 93.51</b>



	2.d. Group Demonstrate Competency in Counseling and Group Work	Group Process and Practice CNS 623	Group Proposal Project <b>Mean= 95.57</b>	Group Process and Practice CNS 623	The Group Intervention Project <b>Mean= 97.45</b>
	2.e. Demonstrate Competency in Assessment and Testing	Appraisal Counseling CNS 505	Final Assessment Plan Project <b>Mean= 91.62</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= 95.96</b>  Collaborative Comprehensive School Counseling Program Project
1. <b>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= 91.44</b>	Internship in Clinical Mental Health Counseling CNS 687 (Spring)	National Counselor Examination (NCE) score  <b>Passed= 90%</b> <b>Failed= 10%</b>

1. <b>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=77%</b> <b>Failed=13%</b>
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## 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= 2.39</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= 2.57</b>
	1.b. Students demonstrate capacity to regulate emotions	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on emotional stability  <b>Mean= 2.61</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= 2.79</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= 2.32</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= 2.63</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= 2.38</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= 2.67</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= 2.60</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= 2.71</b>
	3.b. Students demonstrate professionalism	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on professional commitment  <b>Mean=2.68</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= 2.82</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 the vast majority 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 all the core curriculum knowledge measure and most 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.
- 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 the core gatekeeping course (CNS 620, Laboratory in Counseling Skills) serves its function in the program as correctly identifying students who do not demonstrate acceptable levels of professional dispositions, prior to potential progress to advanced components of the program.

### 2. Key Program Strengths

- a. High rates of alumni licensure and employment.
- b. High NCE passage rate.
- c. Continued strong performance regarding meeting program benchmarks related to KPI and KPD.

- d. Strong, positive feedback across alumni, site supervisors, and employers that highlight strong professional counselor identity, effective interpersonal and counseling skills, and the supportive, student-centered training.

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

- a. Key areas for growth include strengthening students' applied clinical skills, particularly in diagnosis, assessment, and the use of specific therapeutic interventions.
- b. Additionally, graduates would benefit from more training in research methods, program evaluation, and career development tools to better prepare them for the practical and business aspects of the counseling profession.

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

Subsequent program modifications made due to aforementioned data:

1. Faculty will begin to offer more hand-on, skills practice across courses to account for the gap between theoretical knowledge and applied practice in courses beyond those with embedded labs.
2. Faculty will work with Chi Sigma Iota to offer a workshop on employment in private practice settings.
3. Faculty will continue to strengthen school-based aspects of coursework to better apply for school counseling students.

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

Program modifications made in the 2023-2024 academic year:

1. GRE requirement formally eliminated for applicants.
2. CASC will shift under the Division of Student Engagement in the next academic year.
3. Faculty conducted two faculty searches and will employ two new full-time faculty in the 2025-2026 academic year.