



College of Education & Human Services

2020 Annual CACREP Data Report

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

How this data was report was created. Throughout the 2019 and 2020 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 stakeholder surveys.

Strengths of this report. Greater amounts of data were able to be recorded compared to the previous academic year due to a change in academic culture in which instructors are prepared to provide timely data for analysis. Second, the dedicated support of a graduate assistant improved the timeliness and rigor of data collection. Lastly, the pandemic led to the digitization of the data collection process (i.e., utilizing shared files, digitized forms) which streamlined the process for the coming years.

Weaknesses of this report. Due to the Covid-19 pandemic, the process of data collection was interrupted in the spring and summer 2020 semesters. These interruptions led to a delay of collection and increase in missing data points. Similar to the previous year's report, 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= **58.38%**
 - Part-time job using LPC or School Counselor license= **12.50%**
 - Working a job that does not require LPC or School Counselor license= **8.33%**
 - Not Employed= **0%**
 - Other= **20.33%** (e.g., full-time doctoral students, on CT license)
2. Findings related to licensure test passage rates.
 - Passed= **91.67%**
 - Failed= **0%**
 - Haven't taken licensure test yet= **8.33%**
3. Findings on program graduate perceptions of program strengths.
 - a. **Caring & knowledgeable faculty and staff**
 - b. **Required internship experience for CMHC students at Counseling & Academic Success Clinic (CASC)**
 - c. **Emphasis on diversity in courses and coursework**
 - d. **CMHC student preparation for NCE**
 - e. **Emphasis on developing critical thinking and generalist training**
4. Findings of program graduate perceptions of program weaknesses.
 - a. **Not enough elective options**
 - b. **Lacking post-graduation guidance (i.e., seeking next licensure, CEs, salary, etc.)**
 - c. **Lacking peer support opportunities, both group and peer-to-peer options**
 - d. **Lack of integration of school counseling throughout core curriculum**
 - e. **Provide more training on: family/systems, documentation, diagnosis, caring for Black clients (not just clients of color, broadly defined)**
 - f. **Lax gatekeeping**
 - g. **Inconsistent initial advising and scheduling**

- h. Too many recordings required in internship**
- i. Attendance policy is too strict**

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= 4.35, SD= 0.48
2. Findings related to perceptions of the extent that CSU students embody a professional counselor identity (including involvement in professional counseling organizations)?
Mean= 4.31, SD= 0.67
3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?
Mean= 4.38, SD= 0.56
4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?
Mean= 4.12, SD= 0.75
5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?
Mean= 3.92, SD= 0.67
6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?
Mean= 3.72, SD= 0.72
7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?
Mean= 4.46, SD= 0.57

8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?
Mean= 3.83, SD= 0.75
9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?
Mean= 3.68, SD= 0.73
10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?
Mean= 3.58, SD= 0.81
11. Findings on site supervisor perceptions of program strengths.
 - a. **Students are well-versed in foundational areas (i.e., ethics, professionalism, counseling skills)**
 - b. **Students are eager for feedback and learning**
 - c. **Students are organized and professional**
12. Findings of site supervisor perceptions of program weaknesses.
 - a. **Not enough preparation with documentation skills**
 - b. **Students are lacking theoretically-linked clinical skills**
 - c. **Students are lacking knowledge about certain topics (i.e., trauma, human sexuality)**
 - d. **Students are not knowledgeable enough about post-graduation challenges**

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= 4.21, SD= 0.77
2. Findings related to perceptions of the extent that CSU students embody a professional counselor identity (including involvement in professional counseling organizations)?
Mean= 4.14, SD= 0.83

3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?
Mean= 4.36, SD= 0.72
4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?
Mean= 3.71, SD= 0.88
5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?
Mean= 3.86, SD= 0.83
6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?
Mean= 3.29, SD= 0.70
7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?
Mean= 4.50, SD= 0.73
8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?
Mean= 3.57, SD= 1.05
9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?
Mean= 3.29, SD= 0.96
10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?
Mean= 3.21, SD= 0.67
11. Findings on employer perceptions of program strengths.

- a. Graduates have high levels of professionalism
 - b. Graduates are ethically-minded
 - c. Graduates have strong counseling skills
 - d. Graduates are open-minded and multiculturally-informed
12. Findings of employer perceptions of program weaknesses.
- a. Graduates need more training related to documentation
 - b. Graduates needs more training related to assessment & testing
 - c. Graduates need more practical knowledge (i.e., billing, productivity)

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=94.27	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: 2.48 2.48 2.58
	1.b. Demonstrate Competency in Human Growth and Development	Human Growth and Development ALD 603	Final Research Paper Mean=94.20	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: 2.55 2.35 2.68

	1.c. Demonstrate Competency in Research and Program Evaluation	Educational Research EDB 601	Final Exam Mean=92.92	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 686	Needs Assessment Project Formal Case Presentation Mean= 99.27
2. Program Objective. 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 Mean= 97.16	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.” <u>2.A.-P1</u> <u>2.A.-P2</u> <u>2.A.-P3</u> Mean: 2.41 2.45 2.47
	2.b. Demonstrate Competency in Career Development	Career Development CNS 524	Final Exam Mean= 90.21	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” <u>2.B.-P1</u> <u>2.B.-P2</u> <u>2.B.-P3</u> Mean: 2.24 2.38 2.40
	2.c. Demonstrate Competency in Counseling and Helping Relationships	Individual Counseling Theories CNS 622	Final Exam Mean= 90.26	Laboratory in Counseling CNS 620	Video # 3 Mean= 94.88
	2.d. Group Demonstrate Competency in Counseling and Group Work	Group Process and Practice CNS 623	Group Proposal Project Mean= 96.93	Small Group Laboratory CNS 523	Final Grade Mean= 97.74
	2.e. Demonstrate Competency in	Appraisal Counseling CNS 505	Reference Guide Project	Assessment for Counselors CNS 701 Or	Final Grade in CNS 701, 702, or 703

	Assessment and Testing		Mean= 95.94	Individual Intelligence Testing CNS 702 Or Personality Assessment for Counselors CNS 703 Program Development and Management in School Counseling CNS 679	Mean= 95.93 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= 88.57	Internship in Clinical Mental Health Counseling CNS 687 (Spring)	National Counselor Examination (NCE) score Mean= 111.82 Pass= 91.67% Fail= 0% Not Taken= 8.33%
1. SC Specialization Objective. To educate clinical mental health counseling students who meet all the Ohio standards for licensure as	1.a. Adequate progression through discipline specific knowledge (school counseling)	Foundations of School Counseling CNS 578	Final Exam Mean= 82.58	Internship in School Counseling CNS 685 (Spring)	Ohio Assessment for Educators-40 (OAE-40) Mean= 224.08

school counselors					
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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	Non-academic objective criteria rubric, Item on self-reflection and countertransference (SRCT) Mean= 2.41	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= 2.48
	1.b. Students demonstrate capacity to regulate emotions	Laboratory and Counseling Techniques CNS 620	Non-academic objective criteria rubric, Item on emotional stability Mean= 2.60	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= 2.76
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	Internship in School Counseling CNS 685 (Spring)	Non-academic objective criteria rubric, Item on empathy

			Mean= 2.48	Internship in Clinical Mental Health Counseling CNS 686 (Spring)	Mean= 2.49
	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= 2.46	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= 2.63
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= 2.61	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= 2.80
	3.b. Students demonstrate professionalism	Laboratory and Counseling Techniques CNS 620	Non-academic objective criteria rubric, Item on professional commitment Mean=2.74	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= 2.88

Summary of Data

1. Key Findings

- a. The majority of graduates are employed in positions that utilize their counseling license or have pursued doctoral education
- b. The program meets their 84% benchmark across all the core curriculum knowledge and practice measures of Key Professional Indicators
- c. The program meets the satisfactory benchmark across all Key Professional Dispositions

2. Key Program Strengths

- a. High NCE passage rates
- b. High graduate employment rates
- c. Graduate perceptions of caring faculty & staff
- d. Graduate positive experiences with CASC clinic experience
- e. Student and graduate strength in engaging in counseling and helping relationships
- f. Students and graduates viewed as professional, ethical, and knowledgeable by employers and supervisors
- g. Program benchmarks related to KPI and KPD are met for core curriculum

3. Key Program Areas of Growth

- a. Graduate and employer desire for providing intern-level students with guidance on advanced licensure, job market, and realities of clinical practice
- b. Graduate and supervisor desire for improved training on documentation and clinical writing
- c. Supervisor and employer perception of lower levels of knowledge related to research and program evaluation
- d. Supervisor and employer perception of lower levels of knowledge related to assessment and testing
- e. Did not meet 84% benchmark for School Counseling specialization Objective 1.a. – knowledge (adequate progression through discipline specific knowledge) KPI

Section 2: Subsequent Program Modifications

Subsequent program modifications made due to aforementioned data:

1. Need to provide post-graduate guidance (job search, realities of LPC jobs, seeking advanced licensure)
 - a. Faculty will create “companion event” to fall NCE/OAE preparation event. In the spring internship semesters (CNS 687 and CNS 685) there will be a panel event of recent graduates, employers, and a career services representative to provide guidance on topics of job searching, advanced licensure, and realities of the work world.
 - b. In CNS 529, the interview assignment will be modified to include interview questions related to post-graduate experiences.
2. Need to improve focus on documentation in curriculum.
 - a. Faculty will contact site supervisors for example case notes and treatment plans to be used in CNS 650, 706, and internship courses to provide real-life examples from various electronic medical record (EMR) systems.
 - b. Modification of CNS 620 syllabus to include opportunities for graded assessment of clinical writing skills.
 - c. Modification of CNS 529 course content to include training videos on common EMR systems.
 - d. CNS 706 has been previously updated related to increased rigor in clinical writing and documentation so hopefully those modifications will result in future positive outcomes.
3. Need to improve focus on research and program evaluation in curriculum.
 - a. CNS faculty will continue to advocate for CNS-specific version of EDB 601.
 - b. Faculty will review syllabi of CNS 505 and SC classes to emphasize program evaluation content (including possibility of bringing in guest speaker to CNS 505 who has experience in this area).
 - c. Modifications to CNS 679 and CNS 529 to increase readings on this topic area.
 - d. Modification to CNS 686 to include new assignment that will require interview at site related to the use of research and program evaluation.
4. Need to improve focus on assessment & testing in curriculum.
 - a. Continue collective advising efforts to assist CMHC with selecting appropriate advanced assessment course.
 - b. Faculty who teach assessment courses will convene in the spring 2021 to discuss modifications of the curriculum of assessment courses (and will seek more site supervisor feedback on assessments that supervisors would like them to know).
5. Need to attain SC specialization KPI objective.

- a. Dr. King-White will evaluate curriculum of CNS 578 to identify modifications needed to align course curriculum with final assessment in the course.

Section 3: Other Subsequent Program Modifications

Program modifications made in the 2019-2020 academic year:

1. Integration of trauma-informed care model into the CNS 670 (Counseling Children and Adolescents) course. The course is now titled 'Trauma Informed Approaches to Counseling Children and Adolescents).
2. Creation of peer-led BIPOC (Black, Indigenous, People of Color) Student Support Group to provide emotional and instructional support for BIPOC students in the program.
3. New elective was offered in the summer of 2020: CNS 632 (Seminar in Counseling: Mindfulness Practice).
4. Creation of a faculty-led support group for students interested in potential future doctoral study was offered on an on-going basis in the fall of 2020.
5. Successful search and hiring of a new Visiting Assistant Professor with the position beginning in the spring 2021 term.