

**University of Cincinnati  
Counseling Program Assessment  
2022-2023 Academic Year**

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## Overview/Narrative of the Counseling Program

### **Counseling Mission Statement**

*The UC Counseling Program strives for national excellence in implementing an ecological counseling perspective through research and service with diverse populations, emphasizing underserved groups. As this vision is realized through faculty, staff, and student efforts, the program continues a tradition of national leadership.*

The Counseling Program has three primary graduate programs including the MA in Mental Health Counseling, MEd in School Counseling, and PhD in Counselor Education. All three programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Recognized as one of the longest running counseling programs in the nation, the Counseling Program has a long tradition of training quality practitioners to serve in school (K-12), community, and university settings.

The Counseling Program embraces ecological principles in counseling. Its programs emphasize ecological, systems-based counseling in training activities with an emphasis on prevention work. Master's degree students are trained in the delivery of culturally competent counseling services while doctoral students are trained in the research and leadership skills necessary to help shape the delivery of mental health care services, particularly among those who are traditionally underserved.

Program objectives are based upon three primary sources: (a) criteria established by those bodies accrediting the program (e.g., the Council for Accreditation of Counseling and Related Educational Programs [CACREP], the Council for the Accreditation of Educator Preparation [CAEP]), (b) relevant regulatory agencies (e.g., the Ohio Counselor, Social Worker, Marriage and Family Therapist Board [CSWMFT; for Mental Health Counselors] as well as the Ohio Department of Education [ODE; for School Counseling]) and (c) the overarching philosophy articulated through interactions among faculty, present students, alumni, and personnel in cooperating agencies and schools.

### **Program Objectives and Key Performance Indicators**

In concert with 2016 CACREP Standards, the Counseling Program has developed Key Performance Indicators (KPI) that provide faculty the ability to assess our students' progress of selected CACREP Standards associated with their level of training and specialization. Tables 1-3 detail how each Program Objective aligns with the KPIs and other program level assessments. Details about each KPI are noted in Appendix A, including overall definitions as well as learning outcome definitions for respective knowledge and skills.

**Table 1. Program Objective and Key Performance Indicator Crosswalk: Mental Health Counseling (MA) Program**

Program Objective	Key Performance Indicator	Additional Program Level Assessments
<p>1. Students will demonstrate mastery of essential knowledge of intrapersonal, environmental, and interpersonal factors contributing to the development of or reduction in mental and emotional problems.</p>	<ul style="list-style-type: none"> <li>● KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Skill</li> <li>● KPI Core Area #5: Career Development and Planning: Knowledge</li> <li>● KPI Core Area #6: Biopsychosocial Perspectives on Human Growth and Development: Skill</li> <li>● KPI Core Area #1: Helping Relationship Orientation: Knowledge</li> <li>● KPI Core Area #2: Ecological Systems of Counseling Practice: Knowledge</li> <li>● KPI Core Area #6: Biopsychosocial Perspectives on Human Growth and Development: Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty/Advisor evaluation of program performance</li> </ul>
<p>2. Students will understand and apply efficient, effective and ethical counseling skills in individual and group mental health interventions to prevent and remediate mental and emotional concerns.</p>	<ul style="list-style-type: none"> <li>● KPI Core Area #1: Helping Relationship Orientation: Skill</li> <li>● KPI Core Area #2: Ecological Systems of Counseling Practice: Skill</li> <li>● KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Skill</li> <li>● KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Knowledge</li> <li>● KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Knowledge</li> <li>● KPI CMHC #1: Professional Advocacy in Mental Health Counseling: Skill</li> <li>● KPI CMHC #2: Mental Health Services Delivery and Intervention: Skill</li> </ul>	<ul style="list-style-type: none"> <li>● NCE/NMHCE results</li> <li>● Supervisor evaluations</li> </ul>
<p>3. Students will demonstrate effective use of a variety of information (e.g., direct observations, environmental knowledge, client self-expressions, current research) to analyze and integrate their clinical understanding of clients.</p>	<ul style="list-style-type: none"> <li>● KPI Core Area #1: Helping Relationship Orientation: Skill</li> <li>● KPI Core Area #2: Ecological Systems of Counseling Practice: Skill</li> <li>● KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Skill</li> <li>● KPI Core Area #7: Social Diversity and Cultural Humility: Skill</li> <li>● KPI Core Area #8: Research and Program Evaluation for Evidence Based Practice: Skill</li> <li>● KPI Core Area #9: Assessment Procedures for Treatment Planning and Outcome: Skill</li> <li>● KPI Core Area #7: Social Diversity and Cultural Humility: Knowledge</li> <li>● KPI Core Area #9: Assessment Procedures for Treatment Planning and Outcome: Knowledge</li> <li>● KPI CMHC #1: Professional Advocacy in Mental Health Counseling: Knowledge</li> <li>● KPI CMHC #2: Mental Health Services Delivery and Intervention: Knowledge</li> </ul>	
<p>4. Students will communicate effectively in written and oral forms (e.g., class papers, case notes, reports, evaluations, presentations, group discussions).</p>	<ul style="list-style-type: none"> <li>● KPI Core Area #1: Helping Relationship Orientation: Knowledge</li> <li>● KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Knowledge</li> <li>● KPI Core Area #8: Research and Program Evaluation for Evidence Based Practice: Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty/Advisor evaluation of program performance</li> </ul>

**Table 2. Program Objective and Key Performance Indicator Crosswalk: School Counseling (MEd) Program**

Program Objective	Key Performance Indicator	Additional Program Level Assessments
<p>1. Students will master essential knowledge of intrapersonal, environmental, and interpersonal factors that contribute to the development of academic, personal, social, career success in K-12 settings.</p>	<ul style="list-style-type: none"> <li>● KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Skill</li> <li>● KPI Core Area #5: Career Development and Planning: Knowledge</li> <li>● KPI Core Area #6: Biopsychosocial Perspectives on Human Growth and Development: Skill</li> <li>● KPI Core Area #1: Helping Relationship Orientation: Knowledge</li> <li>● KPI Core Area #2: Ecological Systems of Counseling Practice: Knowledge</li> <li>● KPI Core Area #6: Biopsychosocial Perspectives on Human Growth and Development: Knowledge</li> <li>● KPI School #1: Developing as a Counselor in the Schools: Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty/Advisor evaluation of program performance</li> </ul>
<p>2. Students will master essential skills necessary to provide efficient, effective, and ethical interventions at individual, group, and whole-school level for development and enhancement of academic, personal, social, career success for all students in K-12 settings.</p>	<ul style="list-style-type: none"> <li>● KPI Core Area #1: Helping Relationship Orientation: Skill</li> <li>● KPI Core Area #2: Ecological Systems of Counseling Practice: Skill</li> <li>● KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Skill</li> <li>● KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Knowledge</li> <li>● KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Knowledge</li> <li>● KPI School #1: Developing as a Counselor in the Schools: Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Ohio Assessment for Educators (OAE) results</li> <li>● Supervisor evaluations</li> </ul>
<p>3. Students will master essential skills and attitudes necessary to carry out the professional school counselor's role with diverse stakeholders in an efficient, effective, and ethical manner.</p>	<ul style="list-style-type: none"> <li>● KPI Core Area #1: Helping Relationship Orientation: Skill</li> <li>● KPI Core Area #2: Ecological Systems of Counseling Practice: Skill</li> <li>● KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Skill</li> <li>● KPI Core Area #7: Social Diversity and Cultural Humility: Skill</li> <li>● KPI Core Area #8: Research and Program Evaluation for Evidence Based Practice: Skill</li> <li>● KPI Core Area #9: Assessment Procedures for Treatment Planning and Outcome: Skill</li> <li>● KPI Core Area #7: Social Diversity and Cultural Humility: Knowledge</li> <li>● KPI Core Area #9: Assessment Procedures for Treatment Planning and Outcome: Knowledge</li> <li>● KPI Core Area #1: Helping Relationship Orientation: Knowledge</li> <li>● KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Knowledge</li> <li>● KPI Core Area #8: Research and Program Evaluation for Evidence Based Practice: Knowledge</li> <li>● KPI School #1: Developing as a Counselor in the Schools: Skills</li> <li>● KPI School #2: Performance within Educational Contexts: Knowledge</li> </ul>	

**Table 3. Program Objective and Key Performance Indicator Crosswalk: Counselor Education (EdD) Program**

Program Objective	Key Performance Indicator	Additional Program Level Assessments
1. Demonstrate competence in applying the ecological perspective as an integrative heuristic in counseling research, practice, and service	KPI #1: Diversity Affirming Theoretical Decision Making: Knowledge	Completion of Dissertation
2. Demonstrate competence in research and grant writing in counseling and counselor education	KPI #3: Professionally Engaged Research and Scholarship: Skill	Completion of Dissertation
3. Demonstrate competence as a skilled, creative counselor educator capable of training counselors to meet the service needs of a diverse clientele	KPI #1: Diversity Affirming Theoretical Decision Making: Knowledge KPI #2: Ecological Leadership and Advocacy: Knowledge KPI #3: Professionally Engaged Research and Scholarship: Skill KPI #4: Supervisory Role Identification and Culturally Inclusive Skill Development: Knowledge KPI #5: Counselor Educator Pedagogy and Assessment of Learning: Knowledge	
4. Demonstrate competence in assuming independent, multifaceted leadership roles in counselor education programs	KPI #2: Ecological Leadership and Advocacy: Knowledge KPI #3: Professionally Engaged Research and Scholarship: Skill KPI #4: Supervisory Role Identification and Culturally Inclusive Skill Development: Knowledge	Graduate Placement

## Overall Program Outcomes

May 1, 2022 – April 30, 2023

### Admissions and Enrollment Data

Student admissions data is tracked across all programs as faculty seek to recruit high-quality, diverse students from the Tri-State Region and across the country. The admissions process is holistic in nature, with a variety of materials and interview criteria used to determine the best candidates. The program no longer requires the GRE to be among these criteria. The following admissions data indicate a solid recruiting season for all programs, with all programs enrolling quality students. Mean GPA is reflective of enrolled students (final admissions) for Fall 2023 (accepted Spring 2022).

**Table 4: Admissions Data**

Fall 2023 Incoming	Applications Received	Fall 2021 Offers	Fall 2021 Admissions	Mean GPA
Counselor Education	19	10	6	3.89
Mental Health Cnl. (MHC)	194	54	20	3.69
School Cnl. (SC)	41	21	5	

Student and faculty diversity remain important to the Counseling Program, which has been able to recruit a higher number of ethnic minority students in recent years. Overall, the Counseling Program is comparable to other CACREP programs in terms of gender and African American/Black ethnicity/race, but is lower in terms of Asian American and Latino/a/x representation. Recruiting diverse candidates for the school counseling program is also a challenge. From these results, the faculty continue to identify a need to increase recruiting with Asian American, Latino/a/e, and African American/Black prospects. The following table provides demographic data for all students enrolled in the program during the evaluation period.

**Table 5: Total Program Enrollment Data**

	Total Current	Female	African American/Black	Asian American	American Indian/Native American	European American/White	Hispanic/Latino/a/e	Multi-Racial	Inter-national	Not Reported
Doctoral: Counselor Education	26	19	4	0	0	18	0	1	3	0
Mental Health Cnl. (MHC)	58	47	8	3	1	38	2	1	5	0
School Cnl. (SC)	23	19	3	0	0	18	1	1	0	0

## Student Performance Review Data

In order to ensure the development of professional competencies and to evaluate satisfactory progress toward degree completion, the faculty continually monitors student performance. Instructors complete a review of each master's student in their class, which is used by faculty advisors to evaluate students on their professional dispositions as assessed by the Professional Dispositions Competency Assessment—Revised (PDCA-R) evaluating nine areas of professional competency. At a minimum, faculty advisors annually provide students a performance review, which is a summary evaluation encompassing faculty ratings across courses and field experiences, progress on professional behaviors, and progress in meeting overall program expectations. The overall mean ratings are listed overall for the 2022-2023 academic year and by program. The overall mean rating for summer 2022 was 3.63 (SD=.85), fall 2022 was 3.46 (SD=.68), and spring 2023 was 3.68 (SD=.85).

**Table 6: Student Performance Data (N = 373)**

Item	(1-below expectations; 2-slightly below; 3-meets expectations; 4-slightly above; 5-above expectations)							
	MH Fall (n = 18)		School Fall (n = 20)		MH Spring (n = 322)		School Spring (n = 69)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Conscientiousness	3.55	.77	3.37	.57	3.83	.87	3.40	.66
Coping and Self-Care	3.28	.50	3.36	.53	3.66	.89	3.43	.75
Openness	3.62	.77	3.64	.64	3.84	.78	3.53	.79
Cooperativeness	3.60	.76	3.63	.64	3.87	.85	3.63	.84
Moral Reasoning	3.54	.79	3.46	.62	3.81	.87	3.47	.65
Interpersonal Skills	3.57	.78	3.51	.62	3.80	.85	3.61	.81
Cultural Sensitivity	3.35	.64	3.49	.60	3.81	.81	3.66	.77
Self-Awareness	3.48	.72	3.53	.60	3.72	.85	3.55	.83
Emotional Stability	3.35	.56	3.36	.55	3.76	.88	3.42	.75
Ethical Behavior	3.44	.75	3.39	.61	3.78	.88	3.54	.75

The mean disposition ratings for both programs indicate overall very good performance, with the average score across all three semesters at 3.59 (approaching slightly above expectations). It should be noted that students tend to perform lower in their skills ratings in their first year and improve over the course of their program with the summer semester almost exclusively measuring the Fall 2022 cohort. There were no concerns in the mean performance ratings.

**Exit Exam.** All students complete the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation. Three times are offered for first examination, December 2022, January and February 2023. A final exam window is offered in March for students who require a retake. One student required a retake, failed the retake, and completed an essay version of the exam in failed areas in order to graduate. In Table 7, results of this year's exit exam as compared to national averages is elucidated. Program averages exceed national averages in all areas.



**Table 7: CPCE Exit Exam Data**

Tested Area	Program Averages	National Averages
Orientation and Ethics	12	11.1
Social and Cultural Diversity	9.8	9.6
Human Growth and Development	11.5	10.7
Career Development	12.1	10.3
Helping Relationships	10.5	9.8
Group Counseling	11.9	11.6
Assessment and Testing	10.6	10
Research and Program Evaluation	13.4	11.4

**Graduation Data.** These data are reflective of the perspectives of students graduating from the masters in counseling programs (Mental Health and School) in the Spring of 2023. This data primarily includes students who started the counseling programs in Fall 2021, during which time classes were still being offered in hybrid or remote formats due to COVID-19. Perspectives of these students are reflected in Table 8. Results are similar to 2022 data.

**Table 8: Graduation Survey Data**

Item (1 = very satisfied, 5 = very dissatisfied)	2023 Mean (n=12)	2022 Mean (n=40)
Overall program curriculum	1.70	1.68
Preparation for best practices in your discipline	1.75	1.63
Instruction by Program Faculty	2.33	1.60
Instruction by Program Adjuncts	2.25	1.68
Instructor's use of technology within courses	1.25	1.45
Opportunities for applied field experience for real world application	1.25	1.38
Supervision and university-level support for field experiences	1.25	1.30
Guidance and support by Program Faculty	2.58	1.80
Availability of Program Faculty	2.67	1.60
Responsiveness of Program Faculty	2.58	1.70
Respect and support of diverse individuals	1.5	1.35
Overall Program climate (professionalism, mutual respect)	1.42	1.50
Co-curricular experiences (e.g., student organizations, social activities)	1.83	2.27
Support of School of Human Services administrative staff	2.42	2.10
Overall satisfaction with decision to pursue an education within program of study	1.67	1.48

The FYE 2023 Graduation Survey data reflected 12 of 38 graduate perspectives (32%), which is a significantly lower return than past years. During these students' first year, campus-based courses were held in a blended format and some program activities returned to pre-pandemic delivery while in their second year, program delivery returned to normal (in-person). All but three items were rated, on average, between very satisfied and somewhat satisfied (below 2.5). Guidance, availability and responsiveness of faculty rated as somewhat satisfied (approaching neutral). Some of these effects may

be pandemic related due to shifting program delivery. Items with the highest ratings included those related to use of technology, supervision and field service activities as well as program climate/respect and support of diverse individuals. Qualitative responses were similarly positive, particularly related to each program track and the online adaptation of courses during the pandemic. One school counseling student who received HRSA grant funding reflected:

*Professors were sensitive to student feedback and often modified class curriculum and assignments based on the expressed needs of students and their desired topics of interest. Both of my site locations were amazing and with great supervisors who I feel prepared me well to enter the workforce.*

A mental health counseling student shared:

*I thought the program was very informative and feel confident moving on to the next stage of life! I also really appreciated the staff and their expertise, as well as the connections I made with them. I definitely feel as though I learned a lot from each class I took!*

There were also noted opportunities for improvements. Communication remained a concern for some students, especially related to taking the masters comprehensive exams and information regarding licensure testing. We were pleased to see continued positive feedback from School Counseling students in comparison to years prior to COVID-19; however, some had concerns about inclusion of ASCA code of ethics in the *Ethics in Counseling* course. Inclusion of school-specific issues in core courses, has been an ongoing focus.

Overall, given the challenges of this year, we are very pleased with our overall ratings. Of the 12 students who completed the graduation survey, 7 (58.3%) indicated that they were extremely likely to recommend the program to another person, such as a friend or relative, and 5 (41.7%) stated they were somewhat likely to make that recommendation. These figures were an improvement over 2022 as no students indicated that would not recommend the program. Furthermore, 5 (41.7%) out of 12 students stated they were somewhat or very well (58.3%) prepared for a future career in their discipline.

### **Graduation Outcomes**

Being CACREP Accredited, the Counseling Program reports vital statistics each year on the number of graduates, completion rates, exam rates, and job placement rates. Completion rates are calculated by obtaining the percentage of students who complete the program within the expected period of time, 2 years for full-time students and 4 years for part-time students. Full-time doctoral students are expected to complete in three to four years. The full-time and part-time rates are averaged for a total completion rate. NCE licensure exam pass rates for MHC are provided by the Counseling, Social Worker, and Marriage and Family Therapist Board. School Counselors take the Ohio Assessment for Educators (OAE) and rates are collected through the test provider,

Pearson Education. Job placement rates, per CACREP definitions, are based on best available information. Students who do not report placement data are considered unplaced.

**Table 9: Graduate Outcome Data**

	Number of Graduates 2022-23	MHC NCE Pass Rate	MHC NCMHCE Pass Rate	On-Time Completion Rate	School Licensure Exam (OAE) Pass Rate	Job Placement Rate
<b>Counselor Education</b>	4	NA	NA	75%	NA	100%
<b>Mental Health Counseling</b>	22	93% (15/1)	83% (6/1)	100%	NA	86%
<b>School Counseling</b>	13	NA	NA	100%	92%	100%

The graduation outcomes for 2021-22 continue to show very high on-time completion rates for Mental Health and School Counseling. Counselor Education on-time completion rates continue to fall below expectations, indicating that students in this program have delayed their dissertation completion beyond the expected time period. The faculty makes a concerted effort to encourage students to graduate on-time and will maintain this focus in the coming year, identifying and helping students overcome barriers that may impede their progress. Job placement rates were very high in all programs.

### Post-Graduation Outcomes

CACREP requires periodic follow-up studies of graduates and employers of program graduates. In 2022, the program surveyed graduates who completed the program between 2018-2020. A total of 50 alumni responded, including 37 Mental Health Counseling and 13 School Counseling graduates, completing the program in 2018 (28%), 2019 (44%), and 2020 (28%). Respondents rated their satisfaction with 16 items, mirroring the Graduation Survey with one added item concerning research opportunities. Results are shown in Table 10. The next survey will take place in spring 2024.

**Table 10: Post Graduation Survey Data**

Item (1 = very satisfied, 5 = very dissatisfied)	2018-2020 Cohort Mean (n=50)
Overall program curriculum	1.60
Preparation for best practices in your discipline	1.56
Instruction by Program Faculty	1.60

Instruction by Program Adjuncts	1.88
Instructor's use of technology within courses	1.56
Opportunities for applied field experience for real world application	1.50
Supervision and university-level support for field experiences	1.38
Guidance and support by Program Faculty	1.51
Availability of Program Faculty	1.52
Responsiveness of Program Faculty	1.50
Respect and support of diverse individuals	1.66
Overall Program climate (professionalism, mutual respect)	1.58
Co-curricular experiences (e.g., student organizations, social activities)	2.08
Research Opportunities (thesis, capstone projects, collaboration with faculty)	2.00
Support of School of Human Services administrative staff	2.02
Overall satisfaction with decision to pursue an education within program of study	1.36

Post-graduation survey results reflect similar trends with the 2022 Graduation survey, reflecting overall positive experiences in relation to the curriculum, instruction, supervision, and field service activities. Students reflected upon their program climate similarly, showing overall consistency in the program. Co-curricular, administrative support, and research opportunity are rated at a somewhat satisfied level, which appears to indicate the lower numbers of students who engage with staff and participate in these activities. The overall satisfaction level with their decision to pursue a counseling degree at UC remains very high.

Alumni were also asked to provide supervisor contact information for the program to collect data regarding their supervisees preparation for practice and satisfaction with their counseling skills. Of the 50 graduates who completed the survey above, only 15 provided supervisor contact information. A total of 8 supervisors completed the survey, all of whom were in mental health counseling agency, university, or private practice settings. All indicated their supervisees were well-prepared professional practice. They were also asked to rate their satisfaction across 20 dimensions of professional practice (see Table 10).

**Table 11: Post Graduation Supervisor Satisfaction with Alumni Skills**

Item (1 = extremely satisfied, 5 = extremely dissatisfied)	2018-2020 Cohort Supervisor Mean (n=8)
Overall professional preparation	1.13
Openness to supervision	1.00
Awareness of gender issues	1.13
Ethical/professional behavior	1.00
Understanding of client/student dynamics	1.13
Assessment and diagnosis skills	1.38
Relationship skills with clients/students	1.13
Theoretical base for working with clients/students	1.38
Case conceptualization	1.25
Relationship skills with co-workers	1.00

Program development skills	1.71
Writing skills (including clinical notes)	1.29
Research and evaluation skills	1.33
Group counseling theory and methods	1.20
Family and couples counseling	1.33
Substance use counseling	1.29
Supervision skills	1.40
Testing and psychometrics	1.75
Client/student advocacy and social justice practices	1.14
Interprofessional collaboration	1.13

All items were rated highly by the supervisors, with consensus highest scores for supervisee openness to supervision, ethical/professional behavior, and relationship skills with co-workers. Scores approaching “somewhat satisfied,” a rating of 2, included program development skills and testing and psychometrics. Program development skills are taught in the School Counseling curriculum and not Mental Health Counseling, so it is not surprising to see lower ratings for this item. Only four supervisors completed the testing and psychometric item, suggesting this item may be less applicable to some supervisee roles. However, this rating remained good.

Supervisors were also asked to rate the professional dispositions of their supervisees who graduates from UC on items including motivation, initiative, creativity, empathy, awareness, and responsibility. Responses are in Table 11.

**Table 12: Post Graduation Supervisor Rating of Alumni Dispositions**

<b>Question: Please indicate how accurately each personal characteristic listed below describes your supervisee: (1 = extremely accurately, 5 = not accurately at all)</b>	<b>2018-2020 Cohort Supervisor Mean (n=8)</b>
Motivated	1.25
Takes initiative	1.25
Creative	1.13
Empathic	1.13
Personally aware	1.25
Responsible	1.25

All supervisors rated their supervisees highly, with no rating below a 2 (very accurately), indicating graduates demonstrate positive dispositions. Open response items included feedback about the strengths of supervisees, including empathy building, crisis management, client motivation, and overall engagement. Suggested curricular improvements included more training in diagnostic skills and psychometrics, motivational interviewing, DBT, group, and couples/family interventions. Documenting to show medical necessity is another skills recommended by one respondent. Lastly, supervisors were asked their overall satisfaction with their supervisee. Responses indicated 100% were “very satisfied.” In total, graduates from the program demonstrate strong skills and positive dispositions, all of which are well received by their supervisors.

## Doctoral Publication and Leadership Data

Between 2022 and 2023, Counseling students and recent graduates (2 years or less out of program) published peer-reviewed journal articles with faculty in a variety of counseling related journals and texts. As faculty have increased their focus on supporting students in their scholarship and preparing them for counselor education positions, we have seen this scholarship trends improve. Students presented at a number of conferences on their own and with faculty, with a selection of presentations represented below. Several doctoral students were awarded internal travel grants, mentoring research grants, as well as external honors (e.g. NCACES research grant).

### Table 12: Students and Recent Graduate Publications and Presentations

Student publications and presentations with faculty indicated with an asterisk (\*)

#### Publications

- \*Hearn, B., Brubaker, M. D., & Richardson, G. B. (2022). Counselor attitudes towards psychedelics and their use in therapy. *Journal of Counseling and Development*.10.1002/jcad.12429
- Hollar, M. K., Brubaker, M. D., Richardson, G., & Alvarez, J. (2023). Social predictors of marijuana use among African American youth. *Journal of Addictions & Offender Counseling*, <https://doi.org/10.1002/jaoc.12119>
- Richardson, G. B., & \*McGee, N. D. (2022). Extending the two-component model of delusion to substance use disorder etiology and recovery. *New Ideas in Psychology*. <http://doi.org/10.1016/j.newideapsych.2022.100935>
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#### Selected Presentations

- Alvarez, J., Saunders, R., & \*Sinclair, V. (2022, October). Effective Strategies to Prepare School Counselor Trainees to Work with Students with Disabilities. Presented at North Central Association for Counselor Education & Supervision Conference, Omaha, NE
- Guess, J. & Saunders, W. (2022, July). A sense of belonging: Creation of the Disabled Faculty and Staff Association (DFSA) [Conference session]. Association on Higher Education and Disability (AHEAD) Conference, Cleveland, OH.
- Hearn, B. (2023). Psychedelic Risk Reduction and Integration for the LGBTQ+ Population. Presented at American Counseling Association.
- Hollar, M. K. (2022, November 4). Preparing Future Counselors in Working With Justice-Involved Individuals [Conference session]. Southern Association for Counselor Education and Supervision Conference, Baltimore, Maryland.
- Nguyen, N. (2022, December). Snapshot of Mental Health landscape in Vietnam: What Western-trained clinicians should know" [Conference session]. NBCC 2022 Mental Health Connections: Building a Global Counseling Community conference, Virtual.

We are also pleased to see our doctoral and master’s students being recognized for their professional efforts in teaching, research, and service. Students are receiving a wide range of awards and service positions nationally, in Ohio, and at the University of Cincinnati. We are very proud of our students and their accomplishments and have made a concerted effort to have them actively participate in these awards and service positions.

**Table 13: Student Recognition and Service**

<b>Year Received</b>	<b>Student</b>	<b>Award, Honor, and Service Activities</b>
2022-23	Madison Hollar	IOACC Graduate Student Committee; NCACES Graduate Student Self-Care Committee
2022	Liz McClure	President, Upsilon Chi Chi Chapter of Chi Sigma Iota
2023	Vanessa Sinclair	NCACES Research Grant

## Key Performance Indicators Assessment Report

This section will include outcome information specific to the assessment of *Key Performance Indicators* (KPI) for the counseling programs. Core indicators are associated with shared learning outcomes between both the mental health and school counseling specialties. Two *Student Learning Outcomes* (SLO) are associated with each indicator, with the goal of having one focusing on skill and the other on knowledge development. However, some KPIs currently have two or more SLOs focused on measuring knowledge only. Aggregate data for skill and knowledge outcomes will be presented along with an average of both skill and knowledge assessment for general evaluation of each performance indicator. Data collection for current *Key Performance Indicators* began in the summer of 2016, thus discussion of data may reflect outcome monitoring since that time and tables will reflect a one year comparison. Modifications made to assessments for student learning outcomes associated with each indicator will be discussed at the conclusion of this section. The expected threshold indicating acceptable KPI ratings is 85% for summary skill, knowledge, and overall scores. CPCE is evaluated relative to the national average.

### Core Key Performance Indicators

Currently, the clinical mental health and school counseling programs are assessed together, in part, using common core key performance indicators associated with CACREP standards 2.F.1 through 8. These “eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates” (CACREP, 2016, p. 10) and are thus reflected throughout common curriculum courses. This section will focus on evaluating assessment outcomes associated with SLOs linked to common standards or core KPIs. Numbers reflect assessment results from summer 2022 through spring of 2023. CPCE scores are reflective of three testing windows and one retake. In the 2022-23 evaluation period, three students (one school and two mental health) failed on their first attempt and tested again. One mental health counseling student failed a second time and passed on the third attempt (essay-based testing). Failure occurs when a student scores more than 1.5 standard deviations below the national mean. CPCE percentage average is reported relative to the top possible score (100%) rather than being relative to the national mean in each area.

**Core KPI 1: Helping Relationship Orientation.** Faculty in the counseling program will create learning environments to increase student knowledge about effective counseling interventions, particularly with underserved populations, and explore ways to improve the lives of diverse persons with special physical and mental health needs in schools and other community settings through orientation to developmentally and ecologically-based ethical practice and skill development. In 2022-23, one programmatic assessment was implemented (CPCE – Theory) and three course-based assessments were utilized to evaluate this indicator, occurring in the following: CNSL 7021 and 7023. Two knowledge assessments occur in CNSL 7023 and one knowledge assessment occurred at the end of the program through the CPCE (N=35). We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. KPI ratings reflect both CACREP standards and program standard assessment. This KPI's average rating is **90** when the CPCE is not included in the calculation. Knowledge scores include CPCE outcomes, which exceeded the national average at 75% (2020-21 result was 66%; National Average was 70% as calculated using the max score for this section as averaged between forms). Skills scores for this cycle were improved over the last cycle as assessed using the CCSR Part A (Flynn & Hays, 2015). The CCSR is rated on a 5-point Likert-type scale ranging from superior to unacceptable. These scores are tracked throughout the program, from techniques through internship. Techniques scores (taken during the first semester) are reflected in this KPI. Scores are expected to increase as a student progresses towards graduation. For example, in practicum, 2F1d averaged 75%, 2F1g



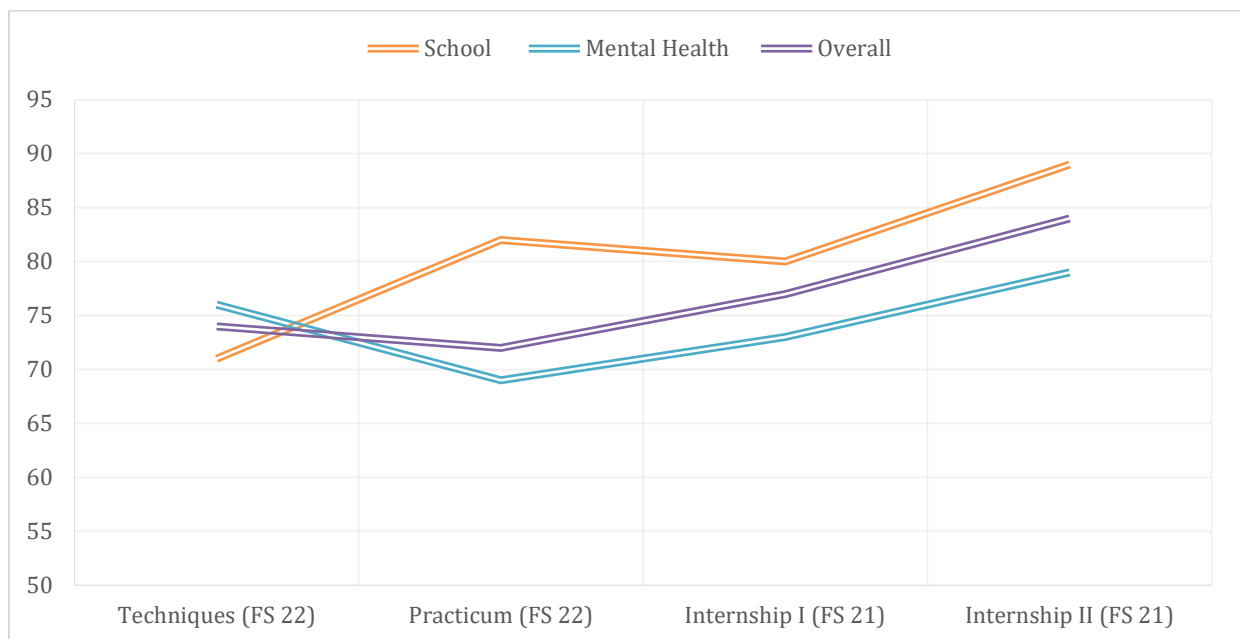
averaged 71%, and 2F1f received an average rating of 69% (N = 23 for final practicum evaluations, reviews by site and university individual supervisors being 61% and 62% in the prior year). Techniques scores were similarly rated to practicum, with increases seen as the students progressed through internship (74% average across all three standards). See Figure 1 for measures across cohorts. Overall, this KPI was improved across both knowledge and skills, exceeding expectations.

Area	Average Rating (0-100)	# of Assessment Points	2021-22 Average Rating / # Assessments
<b>KPI</b>	<b>89.8</b>	<b>4</b>	<b>74.8</b>
<i>Skill</i>	<b>78</b>	<b>1</b>	<b>64</b>
2F1d	79.23	1	64.1
2F1g	78.16	1	63.3
2F1f	76.61	1	64.7
<i>Knowledge</i>	<b>96</b>	<b>3</b>	<b>94.77</b>
2F1a	97.73	1	93.33
2F1b	100	1	98.75
2F1e	87.73	1	90.42
2F5n	96.36	1	92.5
2F5a	97.07	2	97.46
2F5g	95.88	1	96.17
<b>CPCE (Summary)</b>	<b>75</b>	<b>1</b>	<b>65.74</b>

Note: 2.F.1 Professional Orientation/Ethics (a-h) & 2.F.5 Helping Relationships (a,g,n)

**Figure 1.**

*Changes in Standards across Time Points*

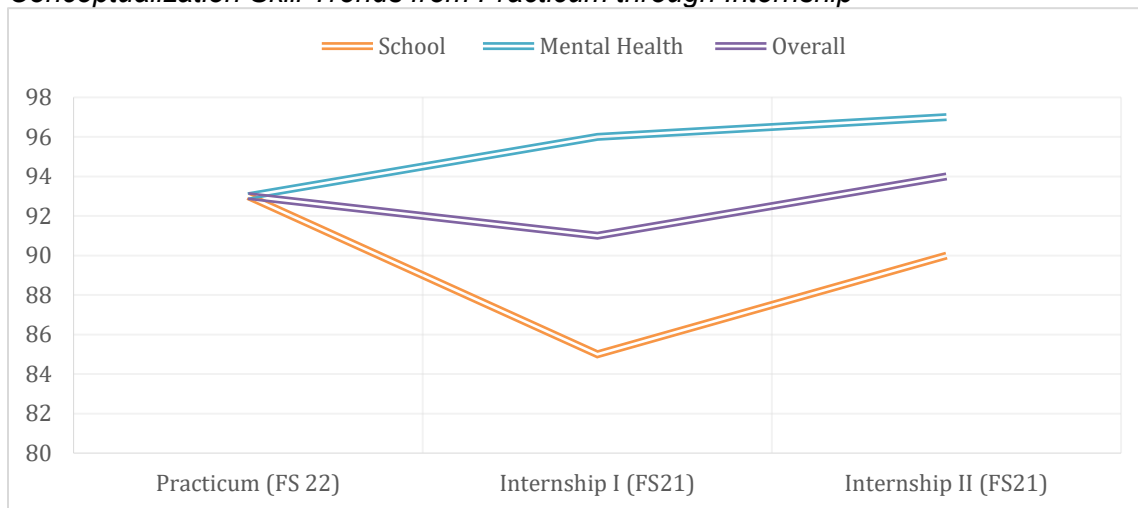


**Core KPI 2: Ecological Systems of Counseling Practice.** Faculty in the counseling program will help students develop an understanding of and ability to demonstrate their professional role as they engage diverse clients' familial, social, and vocational systems and will demonstrate consideration of ecological influences on the presentation of clinical concerns. Four course-based assessments were utilized to evaluate this indicator, occurring in the following areas: CNSL 7050 and 7060 over three semesters using the CCSR Part B (2F5h) and the case conceptualization assignment. Course 7060 occurred over two semesters (internships one and two) with both mental health and school counseling students. We report results from two skills assessments over three time points including practicum and both internships. We expect that students will perform at 85% or better in skill learning outcome areas. This outcomes has always exceeded expectations since we began tracking it in 2016. This year was no different, with student outcomes exceeding expectations in this area for this evaluative year. Outcomes remain effectively stable. Overall, conceptualization skills increased by 3% between internship I and internship II for the graduating cohort.

Area	Average Rating (0-100)	Number of Assessments Points	2021-2022 Average Rating / # Assessments
<b>KPI</b>	<b>90.44</b>	<b>4</b>	<b>88.11</b>
<i>Skill</i>	<b>90.44</b>	<b>4</b>	<b>88.11</b>
2F5b	97.36	4	92.25
2F5c	94.77	4	86.55
2F5d	93.58	4	80.35
2F5e	87.80	3	81.5
2F5f	88.48	3	95.7
2F5l	93.39	3	87.85
2F5k	95.25	3	87.3
2F5h	86.61	3	68.78
2F5i	79.90	3	92.4
2F5j	87.23	3	95.7

Note: 2.F.1 Professional Orientation/Ethics (b-d) & 2.F.5 Helping Relationships (b-f, h-l)

**Figure 2.**  
Conceptualization Skill Trends from Practicum through Internship



**Core KPI 3: Ethical Strategies for Competent Practice and Wellness.** Faculty in the counseling program will facilitate activities and discussions that orient students to the ethical and legal requirements of competent professional practice in diverse school and mental health settings while emphasizing the need for personal and professional development self-evaluation and self-care strategies to prevent burnout and compassion fatigue. In 2020, a specific ethical scale was developed for continual use as part of the CCSR internship assessment. Skill was also assessed in 7001 via a group-based ethical decision making exercise, which will be phased out with the last data collection this year. Three knowledge assessments occurred with inclusion of the ethics section of the CPCE and two written assignments in 7001. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes met expectations for this evaluative year, remaining above 85% with the exclusion of the CPCE. CPCE results were at 75%, at the national average as reported by NBCC (69.5%). Outcomes remain effectively stable.

Area	Average Rating (0-100)	Number of Assessment Points	2021-2022 Average Rating / # Assessments
<b>KPI</b>	<b>85.69</b>	<b>7</b>	<b>83.64</b>
<i>Skill</i>	<b>82.36</b>	<b>3</b>	<b>88.2</b>
2F1i	85.61	3	73.26
2F1k	81.96	3	95.8
2F1m	79.51	3	95.8
<i>Knowledge</i>	<b>89.02</b>	<b>3</b>	<b>91.69</b>
2F1i	87.04	2	94.8
2F1j	94.82	1	84.71
2F1l	85.19	1	95.55
<b>CPCE – Ethics Summary</b>	<b>75</b>	<b>1</b>	<b>71.03</b>

**Note:** 2.F.1 Professional Orientation/Ethics (f-j, l)

**Core KPI 4: Group Practice from an Ecological Wellness Perspective.** Students will design and conduct an ecologically valid group addressing the counseling needs of a specific population using ethical, culturally appropriate evidence-based practices. In 2021-22, six assessments were used to track outcomes, with four course-based assessments occurring in CNSL 7025 and CNSL 7050 or 7060. The CPCE was used as an additional knowledge measure. This year was the second year the group skills assessment was implemented (2F6d). We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. The knowledge average exceeded 85% at 82%, similar to last cycle. For 2021-22, knowledge scores were above threshold. Knowledge outcomes remain effectively stable in this area. The group skill rating was implemented in practicum/internship evaluations to improve tracking of skill growth (N=35). This KPI indicated performance slightly below the threshold (82.36% when not including the CPCE), but significantly higher than the last evaluation cycle. CPCE summary scores across averaged at 70%, above the national average during those administrations (68%), an improvement upon last year. CPCE scores were calculated as part of the KPI relative to the top possible score rather than being relative to the national average.

Area	Average Rating (0-100)	Number of Assessment Points	2021-2022 Average Rating / # Assessments
KPI	82.36	6	73.3
<i>Skill</i>	<b>73.51</b>	<b>2</b>	<b>70.2</b>
2F6d	73.51	3	70.2

<b>Knowledge</b>	<b>91.21</b>	<b>4</b>	<b>82.37</b>
2F6a	97.00	2	85.69
2F6b	95.58	4	86.79
2F6c	97.4	1	88
2F6d	92.20	4	63.77
2F6e	93.2	2	90.79
2F6f	90.10	2	85.69
2F6g	94.2	2	75.86
<i>Summary: CPCE – Group</i>	<i>70</i>	<i>1</i>	<i>67.35</i>

**Note:** 2.F.6 Group Work (a-h)

**Core KPI 5: Career Development and Planning.** Counseling faculty will facilitate an understanding of career development theories and decision-making models. Students will demonstrate their understanding of career information systems and labor market information, career development programming, interrelationships among work, family, and other life roles, assessment instruments and techniques relevant to career planning and decision making, as well as career counseling processes, strategies, and evaluation applicable to diverse populations in a global economy from an ecological perspective. No skill assessments are currently associated with this performance indicator. Thus, the program evaluation of this indicator is based on three knowledge assessments, two of which are course based (CNSL 7015) and one summary evaluation results from the CPCE exam. CPCE career scale averages were well above the national mean (64%) with a percentage score of 76%. We expect that students will perform at 85% or better in knowledge learning outcome areas. Student outcomes exceeded expectations (96) in course-based assessment and met expectations when including the CPCE score (86%) relative to possible scoring rather than relative to the national average.

<b>Area</b>	<b>Average Rating (0-100)</b>	<b>Number of Assessment Points</b>	<b>2021-2022 Average Rating / # Assessments</b>
KPI #5		4	77.5
KPI Knowledge	95.53	2	95.24
2F4a	97.05	1	93.2
2F4b	92.63	1	94.8
2F4c	100	1	100
2F4d	94.62	1	92.6
2F4f	95.19	3	92.3
2F4g	91.47	1	95
2F4h	93.29	1	94
2F4j	100	1	100
<i>CPCE</i>	<i>75.78</i>	<i>1</i>	<i>59.85</i>

**Note:** 2.F.4 Career Development (a-j)

**Core KPI 6: Biopsychosocial Perspectives on Human Growth and Development.**

Faculty will provide students with an overview of theories, issues, and counseling strategies useful in facilitating healthy growth over the lifespan. The ecological counseling perspective serves as a foundation for understanding developmental processes as they relate to counseling practice with diverse populations. Students will learn what constitutes typical, atypical, and optimal behavior patterns over the lifespan as well as the role of family systems and other contextual factors that may influence cognitive and behavioral change over time. Emphasis is placed on strategies that counselors can use with diverse individuals and families to facilitate ethical and optimal development and wellness over the lifespan. In 2021-22, four assessments were used to assess this indicator, three course-based assessments were utilized to evaluate this indicator, occurring in CNSL 7011 and 8048. Scores for CNSL 8048 lacked variability during this assessment period. Both sections were taught by adjunct instructors, which may have contributed to this occurrence. CPCE performance (68%) was above the national average (63%). We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Outcomes remain effectively stable in this area and exceed expectations when not including the CPCE (82% with the CPCE).

Area	Average Rating (0-100)	Number of Assessment Points	2021-2022 Average Rating / # Assessments
<b>KPI</b>	<b>95.4</b>	<b>4</b>	<b>83</b>
<i>Skill</i>	<b>93.5</b>	<b>1</b>	<b>92.3</b>
2F3b	96	1	95
2F3a	95	1	95
2F3c	95	1	95
2F3h	88	1	84
<i>Knowledge</i>	<b>97.3</b>	<b>3</b>	<b>99.5</b>
2F3a	99.2	1	98
2F3h	98.75	1	100
2F5d	92.5	1	100
2F3g	96.67	1	100
2F3i	98.33	2	100
2F3f	98.33	3	100
2F3e	96.67	2	100
2F3c	98.2	1	97.8
<i>Summary CPC – Development</i>	67.79	1	57.35

**Note:** 2.F.3 Human Growth and Development (a-i)

**Core KPI 7: Social Diversity and Cultural Humility.** The program faculty will create an atmosphere for students to critically evaluate their own attitudes, beliefs, and values regarding all aspects of diversity so as to enhance their competency as an ecologically-oriented professional counselor in a pluralistic society. Students will be asked to review and understand theories of multicultural counseling, the counselor's role in developing cultural self-awareness and competencies in the promotion of social justice. One course-based assessment was utilized to evaluate this indicator occurring in CNSL 7005. The CPCE was also included as a knowledge measure. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes met expectations in this area for this evaluative year and CPCE scores (58%) were slightly above the national average (56%). A skills based assessment was added to internship to monitor implementation of multicultural competencies in practice and will be implemented in the 2022-23 evaluation period. This change occurred to better reflect student skill. Journaling was removed as a knowledge assessment. Due to this change, only one course-based assessment is apparent the prior period and thus course-based knowledge was not assessed for this KPI last year. Total assessment points will returned to three in this period. Outcomes are above expectations when not factoring in the CPCE (74.5% with the CPCE).

Area	Average Rating (0-100)	Number of Assessment Points	2021-22 Average Rating / # Assessments
<b>KPI</b>	<b>91.4</b>	<b>2</b>	<b>76.7</b>
<i>Knowledge</i>	<b>91.9</b>	<b>1</b>	<b>94.4 (Skill)</b>
2F2d	91.13	1	97.6 (Skill)
2F2a	96.47	1	96.7 (Skill)
2F2h	87.99	1	88.8 (Skill)
<i>Skill</i>	<b>90.8</b>	<b>1</b>	
2F2b	96.9	1	
2F2c	97.59	1	
2F2e	99.66	1	
2F2f	85.52	1	
2F2g	74.12	1	
CPCE – Diversity	57.65	1	59.12

**Note:** 2.F.2 Social/Cultural Diversity (a-h)

**Core KPI 8: Research and Program Evaluation for Evidence Based Practice.**

Faculty in the counseling program will utilize a scholar-practitioner model to increase student knowledge about counseling research and evaluation, particularly with underserved populations, and explore ways to become informed consumers of research. Students will develop critical thinking skills related to the implementation of evidence-based practices through development of ecologically aligned program evaluation procedures. In 2022-23, three course-based assessments were utilized to evaluate this indicator occurring in CNSL 7008. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Outcomes exceeded thresholds for this evaluative year (85; when including the CPCE) and CPCE scores exceeded the national average reported at the time of testing (67%).

Area	Average Rating (0-100)	Number of Assessment Points	2021-2022 Average Rating / # Assessments
<b>KPI</b>	<b>92</b>	<b>3</b>	<b>83.5</b>
<i>Skill</i>	91.3	1	89.7
2F8f	90.2	1	89.3
2F8h	92.3	1	90.1
<i>Knowledge</i>	92.5	2	92.3
2F8j	92.3	1	91.25
2F8g	89.8	1	90.75
2F8i	93.2	1	92.7
2F8a	94.8	1	94.1
CPCE	78.68	1	68.4

**Note:** 2.F.8 Research and Program Evaluation (a-j)

**Core KPI 9: Assessment Procedures for Treatment Planning and Outcome.**

Faculty will facilitate learning experiences that ensure that students understand ecologically grounded approaches to gathering and interpreting assessment data for counseling purposes and apply information in a culturally appropriate and ethically sound manner. Students will communicate foundational information about the principles of measurement and assessment in school and mental health settings. In 2022-23, two course-based assessments were utilized to evaluate this indicator occurring in CNSL 7031. The CPCE was used as a knowledge measure. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Last year, outcomes meet expectations when the CPCE wasn't included. For this year, CPCE scores exceeded the national average, even when including fails and retakes (59%). This KPI exceeded expectations for this evaluation cycle (78 with the CPCE).

Area	Average Rating (0-100)	Number of Assessment Points	2021-2022 Average Rating / # Assessments
<b>KPI</b>	<b>91.4</b>	<b>3</b>	<b>71.7</b>
<b><i>Skill</i></b>	<b>90.39</b>	<b>1</b>	<b>89.6</b>
2F7h	89.4	1	90.5
2F7f	90.2	1	89.8
2F7g	82.3	1	81.2
2F7i	87.5	1	88.3
2F7a	95.7	1	96.1
2F8b	93	1	90.2
2F7m	92.6	1	91.5
2F7e	92.4	1	89
<b><i>Knowledge</i></b>	<b>92.34</b>	<b>2</b>	<b>91.7</b>
2F7b	96.5	1	96.22
2F7j	92.1	1	92.33
2F7k	94.4	1	93.37
2F7l	92.9	1	91.86
2F7d	90.5	1	90.7
2F7c	87.6	1	85.12
2F7e	92.4	1	92.64
CPCE – Assessment	62.2	1	52.65

**Note:** 2.F.7 Assessment and Testing (a-m)



## OVERVIEW: Assessment Map

Core KPI Assessment Timeline for MA and MEd Programs						
Admissions	KPI	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
PDCA	1	CNSL 7021 CNSL 7023	CNSL 7050			CPCE
	2		CNSL 7050	CNSL 7060	CNSL 7060	CNSL 8048
	3		CNSL 7001 CNSL 7050		CNSL 7060	CPCE
	4	CNSL 7025		CNSL 7060		CPCE
	5				CNSL 7015	CPCE
	6			CNSL 7001		CNSL 8048
	7		CNSL 7005			CPCE
	8			CNSL 7008		CPCE
	9			CNSL 7031		CPCE

## **Clinical Mental Health Counseling (MA) Key Performance Indicators: Summer 2022 – Spring 2023**

Key performance indicators, skill and knowledge student learning outcomes associated with the mental health counseling program are design to assess student preparation regarding foundational knowledge, contextual dimensions, and practice of mental health counseling. These indicators align with CACREP (2016) specialty standards outlined in section 5.C. Refer to the assessment timeline at the end of this section for specific information related to the placement of learning outcome assessments associated with each mental health counseling performance indicator. Although there were many transitions during this period, our program and students performed, overall, above of thresholds for our KPIs this year.

### **Mental Health KPI 1: Professional Advocacy in Mental Health Counseling**

Faculty will provide educational opportunities for students to demonstrate an ability to develop and implement strategies for client advocacy within integrated mental health environments while attending to a holistic understanding of both systemic mental health treatment factors and diverse client needs.

In 2022-2023, four course-based assessments were used to measure KPI #1, found in CNSL 8031, CNSL 7050, and CNSL 7060. CNSL 7060 is taken twice by students and is their internship course. The other data point for KPI #1 is found in comprehensive examinations taken during the last semester of their program, wherein one part is a written case analysis and the second part is a recorded skills demonstration. Places where there is one or two data points occur in either CNSL 8031 and/or in comprehensive examinations. Greyed out blocks do not have specific assessments tied to them but are covered in courses (see syllabi for specific coverage). In total, there are 5 assessment points for KPI #1.

We expect that students will perform at 85% or better in combined assessment of both skill and knowledge learning outcome areas. For this academic year, students performed overall above expectations, with a nearly six-point increase from last year's performance. Compared to 2021-2022 data, some areas exceeded this year and some fell below. No areas fell below the 85% threshold, but two areas fell below their previous years: C.2.k (97.72) and C.3.e (85.67). Standard C.2.k addresses professional organizations, standards, and credentials relevant to practice and standard C.3.e addresses strategies to advocate for persons with mental health issues. Obviously, C.3.e is the area to focus most of our attention since it is near the threshold. Examining the data, there are two points of data collection, and they have disparate scores. One point of data collection is during the Introduction to Mental Health Counseling course, wherein students tend to perform well (91.81), as advocacy is the main component of the assignment. However, the other point of data is during the skills demonstration and tends to have poorer performance (79.54). Part of the reason for this could be that students are trying to convey many skills in a short skills demonstration video, and as such, might consider advocacy to not be a central component of the case. In order to remedy this, we can look to ensure that advocacy is a key component of the description of the case study (e.g., working within community systems to find resources) to make sure students are considering these concepts. We will monitor this point of data carefully in the 2023-2024 year.

Given this data, it appears that remediation plans were effective last year as every other standard was higher than in the previous year, with some standards breaking double digit improvement. There is always room for growth in our activities, and we will look to ensure that we have consistency and growth in our evaluation.

Area	2022-23 Average Rating (0-100)	# of Assessment Points	2021-2022 Average / #
KPI CMHC #1	95.02	5	89.04
<i>C.1.a</i>			
<i>C.1.b</i>	91.66	1	90.88
<i>C.1.c</i>	96.89	4	89.22
<i>C.2.i</i>	100	1	94.82
<i>C.2.j</i>	96.60	4	84.72
<i>C.2.k</i>	97.72	1	98.62
<i>C.2.l</i>	96.34	4	81.85
<i>C.2.m</i>	94.64	1	86.72
<i>C.3.c</i>			
<i>C.3.d (Skill)</i>	95.73	4	87.78
<i>C.3.e (Skill)</i>	85.67	2	86.82

### **Mental Health KPI 2: Mental Health Services Delivery and Intervention**

Counselors-in-training will apply clinical techniques and interventions for the treatment of mental health issues in a mental health counseling setting through the appropriate evaluation of client needs and diagnostic factors through collaboration with other mental health professionals.

In 2022-2023, two course-based assessments were used to measure KPI #2, found in CNSL 7031 and CNSL 8034. The other data point for KPI #2 is found in comprehensive examinations taken during the last semester of their program, wherein one part is a written case analysis and the second part is a recorded skills demonstration. Greyed out blocks do not have specific assessments tied to them but are covered in courses (see syllabi for specific coverage). In total, there are 3 assessment points for KPI #2, with one additional planned for implementation in 2023-2024.

We expect that students will perform at 85% or better in combined assessment of both skill and knowledge learning outcome areas. For this academic year, students performed overall above expectations, and higher than last year's average by nearly three points. Compared to 2021-2022 data, all areas exceeded expectations this year. In the past year, C.2.g (84.37) and C.3.a (83.48) fell below the 85% threshold. The previously reported remediation plan has seemed to work, with C.2.g rising by 5 points (89.68) and C.3.a rising by 2 points (85.68). We will continue addressing all of the

measured areas, and continue to boost C.3.a scores which addresses “intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.” This is measured in the skills demonstration recording and students will be instructed to pay further attention to these key components of their sessions, as well as having instructors reinforce these concepts from the first courses they take, on toward graduation.

Given that there are always points of growth, I have highlighted two scores that fell from last year: C.1.e (94.66) and C.2.c (92). Although both in the 90% area and fell by less than 2 points, these standards address psychological tests and assessments (C.1.e) and mental health modalities (C.2.c). Potentially one of the reasons that C.1.e might be lower is due to its area of assessment, the first being an abbreviated Summer course and then in the final semester of coursework. As we transition the secondary assessment course from a CNSL course to an EDST course, we will keep this measure under observation to see how the transition changes the ratings in the next annual report. We can also look to boost the use of assessments in courses to help students familiarize themselves with assessment. For C.2.c, we will expand exposure to examining group work, partial hospitalization, aftercare, and intensive outpatient areas to better prepare students for the differing resources clients may need.

Area	'22-'23 Average Rating (0-100)	# of Assessments	2021-2022 Average / #
KPI CMHC #2	92.24	3	89.69
C.1.d	95	1	94.91
C.1.e	94.66	2	95.29
C.2.a	91.87	1	89.45
C.2.b	94.64	1	89.45
C.2.c	92	2	93.63
C.2.d	96.11	2	90.63
C.2.e			
C.2.f	92.56	2	85.98
C.2.g	89.68	1	84.37
C.2.h			
C.3.a (Skill)	85.68	1	83.48
C.3.b (Skill)	90.25	2	89.79

## Clinical Mental Health Track Summary

Each semester contains at least one KPI assessment. Assessment begins in Semester 1 with the Introduction to Clinical Mental Health Counseling (CNSL 8031), with KPI #1, assessing specialty CACREP areas C.2.i, C.2.k, and C.3.e. Assessment continues in Practicum (CNSL 7050) with KPI #1, assessing specialty CACREP areas C.1.c, C.2.j, C.2.l, and C.3.d. KPI #1's assessment continues with Internship I (CNSL 7060) in Semester 3 and Internship II (CNSL 7060) in Semester 4, both assessing specialty CACREP areas C.1.c, C.2.j, C.2.l, and C.3.d. Assessment for KPI #1 finishes in Semester 5 with the comprehensive examination.

KPI #2's assessment begins in Semester 3 with Assessment in Counseling (CNSL 7031), with assessment of CACREP standards C.1.d., C.2.c, and C.3.b. KPI #2 continues in Semester 5 with the Mental Health & Substance Assessment (CNSL 8034) and CACREP specialty standards, C.1.e, C.2.d, and C.2.f. Similar to KPI #1, KPI #2's assessment ends in Semester 5 with the comprehensive examination. One specialty area that does not currently have any assessment is in the area of diagnosis and the faculty will be discussing potentially adding an additional KPI to aid in more evaluation of certain standards (e.g., C.2.d. and C.3.a)

Changes made between May 1, 2022 and May 1, 2023:

- No KPI data were changed.

Assessment recommendations for review:

- In Spring 2024, additional KPI will be implemented for inclusion in CNSL 8038, Diagnosis and Abnormal Behavior from an Ecological Perspective (Semester 2). This KPI will be voted on by faculty in Fall 2023, prior to implementation, and will likely focus on areas of assessment that only have one point of data (e.g., C.2.g.) or zero points of data (e.g., C.2.e)

Mental Health KPI Assessment Timeline					
KPI	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
1	CNSL 8031	CNSL 7050	CNSL 7060	CNSL 7060	Comprehensive Exam
2			CNSL 7031		CNSL 8034, Comprehensive Exam

## **School MEd Key Performance Indicators: Summer 2022 – Spring 2023**

The School Counseling program prepares future school counselors to support students to succeed in areas of academic achievement, career preparation, and social and emotional development. The faculty is committed to train school counselors to become social justice leaders capable of assessing and implementing data-driven programs that provide equitable services for all. Students will be equipped with individual and group counseling skills and effective at collaboration with teachers, caregivers, and other stakeholders. The program prepares graduate students to be culturally responsive and work as change agents to help close the opportunity gaps in their schools and communities.

Key performance indicators and student learning outcomes (knowledge and skill) associated with the school counseling program are designed to assess student preparation regarding foundational knowledge, contextual dimensions, and practice of school counseling “necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs” (CACREP, 2016, p. 33). These indicators align with CACREP (2016) specialty standards outlined in section 5.G. Refer to the assessment timeline at the end of this section for specific information related to the placement of learning outcome assessments associated with each school counseling performance indicator.

Although no KPIs had any major edits this academic year, the school counseling program did adjust the graduation expectations for school counseling students. Students expected to graduate in Spring of 2023 had two options. They could either complete the Specialty Portfolio assignment or successfully pass the Ohio Assessment for Educators (OAE) before graduation. The standards of the OAE aligned with the KPIs assessed in the Specialty Portfolio (see table at the end of report), so there is no missing data for this academic year and students were assessed completely with both options. We expect that students will perform at 85% or better in all the combined assessment of both skill and knowledge learning outcome areas. We plan to continue to edit KPIs and standards as new knowledge emerges within the school counseling profession. For the 2021-2022 and 2022-2023 academic years, the school counseling faculty have remained consistent with no school counseling faculty exiting or being added.

### **School KPI 1: Developing as a Counselor in the Schools**

In the school counseling program, students will be prepared to work with P-12 students using data-informed school counseling programs by learning and applying foundational models of student assessment, career development, and collaborative care from an integrated clinical-educator perspective. School KPI 1 is assessed through student learning outcomes (SLO) of both skills and knowledge.

**SLO Skill Definition:** *Students will use their knowledge of school counseling program development models to demonstrate professional skills through case study and community engagement to promote the academic, career, and personal/social development of students from a data-informed perspective.*

In 2022-2023, two course-based skill assessments were utilized to evaluate **School KPI #1, SLO Skill**. The first assessment, *Comprehensive School Counseling Program (CSCP)* was assessed at two time points: once in CNSL 8010 (Introduction to School Counseling and again in CNSL 8012 (SC Leadership and Advocacy). Students developed a group simulated CSCP in CNSL 8010 (time point 1) and completed an individual CSCP connected to their internship site

in CNSL 8012 (time point 2). Students were required to use their knowledge of school counseling program development models to demonstrate professional skills through case study and community engagement to promote the academic, career, and personal/social development of students from a data-informed perspective.

The second assessment to evaluate **School KPI #1, SLO Skill** is the *Case Conceptualization*, in which school counseling trainees developed a case conceptualization of a K-12 student they are working with to demonstrate how they obtain, organize, and understand information about their student and how that information guides their session goals, interventions, plans, and collaborative efforts. The purpose of a case conceptualization is to guide counseling sessions by identifying how school counselors understand the nature of students' concerns, how and why the problems developed, and the type of counseling interventions through a theoretical lens. Our trainees complete this assignment three times throughout the program, once in each of the following courses, CNSL 7050 (Practicum; time point 1), CNSL 7060 (Internship 1; time point 2) and CNSL 7060 (Internship 2; time point 3). No major changes were made to the rubric for this KPI assessment. We are able to compare last year's data with this academic year. We expect students to perform on or above average (85%) on all standards for SLO Skill.

Overall, our students performed similarly to last year's data. We did see a slight drop in the overall Skill average, with this year being an 89.5 and last year being a 91 rating. Unfortunately, there was one standard where our students did not meet the expected 85%. That standard was 5.G.2.n. This standard focuses on ethical use of the ASCA code. Our plan moving forward is to ensure our counseling trainees have more focused training in the core ethics course as well as CNSL 8012 related to application of the ASCA code. We will also focus on techniques related to individual counseling approaches regarding social and emotional support to ensure our students continue to meet the expected average ratings for **School KPI #1**.

### **1, SLO Skills.**

**SLO Knowledge Definition:** *Students will be able to analyze the usefulness of models associated with the implementation of effective and evidence-based school counseling programs to include a focus on career development, ecological systems assessment, and collaboration so they can develop data-driven plans that fit student needs.* Students will select a case from three different case studies to develop their intervention plan.

To measure this knowledge-based assessment of **School KPI 1, SLO Knowledge**, we evaluate students using the *PreK-12 Intervention Plan* assignment. The purpose of this assignment is to create a counseling intervention that addresses the unique needs of students with disabilities in the areas of academic development, career development, or personal/social development. We assess our trainees twice during the program, once in CNSL 8014 (Children and Adolescents; time point 1) and CNSL 8016 (Special Needs; time point 2)

In this assessment, students analyze the usefulness of models associated with the implementation of effective and evidence-based school counseling programs to include a focus on career development, ecological systems assessment, and collaboration so they can develop data-driven plans that fit student needs. With the impacts of COVID-19, our department use to rotate CNSL 8014 and CNSL 8016 each academic year. However, because we no longer rotate courses, we are now able to compare data from year to year. We expect our students to perform above average (85%) on all knowledge standards.

Overall, our students performed similarly to last year's data, with an average Knowledge rating of 94.3 compared to 91 last year. All average rating scores for SLO Knowledge were above the expected 85%. We did see some decreases in average rating scores related to

standards 5.G.3.k and 5.G.2.b. However, we did see improvement in scores for seven standards including 5.G.2.n, 5.G.3.o and 5.G.3.g. These standards address ethics, data-driven goals (5.G.3.o) and transition planning. Overall, we are satisfied with the students' performance and rating scores for **School KPI 1, SLO Knowledge**

Area	2022-2023 Average Rating (0-100)	# of Assessments Points	2021-2022 Average Rating (0-100)
<b>KPI School #1</b>	89.5	5	91.5
<b>Skill</b>	<b>94.3</b>		<b>91</b>
5.G.3.a	97.5	2	99
5.G.2.l	94.5	2	90
5.G.3.n	95.5	5	89.5
5.G.3.b	100	1	100
5.G.3.o	94	2	99
5.G.1.e	100	1	100
5.G.2.i	97.2	3	90.8
5.G.3.h	95.7	3	92
5.G.3.f	85.6	3	89
5.G.2.n	82.8	4	75.7
<b>Knowledge</b>	<b>92.4</b>		<b>92</b>
5.G.3.e	90.3	2	93
5.G.3.g	95.8	2	88
5.G.3.k	89.2	2	93
5.G.3.o	97.9	2	92
5.G.2.b	89.6	2	92
5.G.3.c	91.6	2	94

### **School KPI 2: Performance within Educational Contexts**

In the school counseling program, students will master the scope and practice of a professional school counselor and demonstrate the disposition of a change agent by attending to CAEP and CACREP standards as well as the ASCA Standards for School Counselor Preparation. All of which outline the school counselor's role in leadership, advocacy, and collaboration with children, adolescents, and key stakeholders. School KPI 2 is assessed through student learning outcomes (SLO) of both skills and knowledge using two different assessments.

**SLO Knowledge Definition:** *Students will demonstrate an understanding of their role and responsibilities as a school counselor through engagement with professional school counselors and administrators in order to develop an understanding of an effective evidence-based comprehensive school counseling program (CSCP) which provides services and advocates for students and families.*

In the 2022-2023 academic year, one assessment was utilized at two time points to assess this **SC KPI 2, SLO Knowledge**. The purpose of this assignment, *the Professional Identity and Advocacy: School Counselor and Administrator Interviews*, is to provide students with an opportunity to gain insight on how school counselors work to advocate for systemic



change and the impact administration can have on CSCPs. Students interviewed a school counselor and administrator from the same school district to examine the role of the school counselor and how administrators can or do impact the work of the professional school counselor as aligned with the ASCA National Model. Students reflected on the impact of professional identity and role confusion. Students were assessed in CNSL 8010 (time point 1) by interviewing a professional school counselor. Students were then assessed in CNSL 8012 (time point 2) by interviewing an administrator. We expect that students will perform at 85% of better or better in assessment of the knowledge learning outcomes.

This year students met expectations, with an overall average performance rating of 85.5%. Students did score a few points lower than the previous academic average of 88.1%. It is worth noting that KPI #2, SLO Knowledge for standard 5.G.2.l (collaboration and teamwork) had significant improvement in average rating scores compared to last year, from 69.3 to 83.8, so we are proud to see a strong improvement in this standard. Overall, the students met the academic standards and expectations for **SC KPI 2, SLO Knowledge**.

**SLO Skill Definition:** *Students will demonstrate an understanding of how professional school counselors' work to close gaps for marginalized students through engagement in either an MTSS (internship 1) and 504 or IEP meetings (internship 2) in order to create a culture of advocacy with key stakeholders. Additionally, students will examine and analyze data related to the meetings attended.*

The second assessment to assess **SC KPI 2, SLO Skill, Closing the Gap Through Advocacy Work and Data**, students were asked to demonstrate an understanding of how professional school counselors work to close gaps for marginalized students through engagement in either an MTSS (Internship 1) and 504 or IEP meetings (Internship 2) in order to create a culture of advocacy with key stakeholders. Students demonstrated, through reflection and evaluation of data, how they advocated for the needs of students by attending and actively participating in MTSS (IAT/RTI), 504 and/or IEP meetings. Counselor trainees were required to document participation within at least 4 total meetings and active engagement in collaboration with key stakeholders (two meetings for each time point). The purpose of this assignment is to also engage school counselor trainees in analyzing and interpreting the data.

This assessment occurs over two time points in CNSL 7060 (Internship 1; time point 1) and CNSL 7060 (Internship 2; time point 2). We expect that students will perform at 85% of better or better in assessment of the knowledge learning outcomes.

Although students did meet the expected average of above 85%, the rating this year (average of 93) was slightly lower than the average ratings last year (94.8). Because of the larger second year cohort size, there were two sections of Internship taught by different instructors to maintain the CACREP ratio. Moving forward, we will continue to support the students' clinical skill development as it relates to the standards assessed in **SC KPI 2, SLO Skill**.

Area	2022-2023 Average Rating (0-100)	# of Assessments	2021-2022 Average Rating (0-100)
<b>KPI School #2</b>	<b>89.3</b>	<b>4</b>	<b>91.5</b>
<b>Knowledge</b>	<b>85.5</b>		<b>88.1</b>
5.G.1.b	87.5	2	95.5
5.G.2.j	88.9	2	88.8
5.G.2.a	80.6	2	90

<i>5.G.2.d</i>	86.8	2	97.2
<i>5.G.2.l</i>	83.8	2	69.3
<b>Skill</b>	<b>93</b>		<b>94.8</b>
<i>5.G.2.d</i>	96	2	98.3
<i>5.G.2.a</i>	94.7	2	99.2
<i>5.G.1.d</i>	92	2	89.2
<i>5.G.1.b</i>	96	2	97.1
<i>5.G.3.d</i>	89.3	2	94.9
<i>5.G.3.l</i>	90	2	90.1

### School Track Summary

Below is a brief summarization of the timeline for each KPI in terms of when assessment occurs during the program.

Changes made between May 1, 2022 and May 1, 2023:

- November 2022: School counselor trainees had the choice to complete the School Counselor Specialty Portfolio or the Ohio Assessment for Educators (OAE) as a graduation requirement
- March 2023: All spring 2023 graduates either successfully passed the Portfolio option or successfully passed the OAE.

For the 2023-2024 academic year, we plan to continue to review and edit SC KPI 1 and 2 to ensure we are assessing current knowledge, practices and skills required for the profession of school counseling. We also plan to review SC KPI 1, especially SLO Skill, to better streamline and align the standards assessed.

KPI	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
1	CNSL 8010	CNSL 8014 CNSL 7050		CNSL 7060 CNSL 8012	CNSL 8016 CNSL 7060
2	CNSL 8010	CNSL 7050		CNSL 7060 CNSL 8012	CNSL 7060

## Report of Counselor Education & Supervision Doctoral Key Performance Indicators (2022-2023)

Key performance indicators, skill and knowledge student learning outcomes associated with the counselor education and supervision doctoral counseling program “are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings” (CACREP, 2016, p. 38). These indicators align with CACREP (2016) specialty standards outlined in section 6.B and relate to doctoral student preparation for counseling, supervision, teaching, research and scholarship, as well as leadership and advocacy. Refer to the assessment timeline at the end of this section for specific information related to the placement of learning outcome assessments associated with each school counseling performance indicator.

**Doctoral KPI 1: Diversity Affirming Theoretical Decision Making.** Counselor education doctoral students will be instructed on ethical and ecologically-oriented conceptualization of clients from multiple theoretical perspectives while considering evidence-based counseling practices in multiple settings. Doctoral students will be expected to communicate the process of conceptualization to others so they may practice and grow as professional leaders. In 2022-2023, the course Advanced Counseling Theories was not offered (offered every other year). Thus, this year, KPI #1 was assessed only once and standard 6.B1 was not assessed. The assessment of this KPI occurred in the Counseling part of the doctoral qualifying exam. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed slightly below expectations, but not significantly different from last year’s performance.

Area	Average Rating (0-100)	Number of Assessments	2021-2022 Average Rating / # Assessments
KPI CED #1	83.3	1	86.02
6B1a	86.8	1	83.5
6B1b	na	1	86.96
6B1f	85.1	1	83.29
6B1c	93.5	1	84.6
6B1d	80	1	81.96
6B1e	68.2	1	81.18

**Doctoral KPI 2: Ecological Leadership and Advocacy.** Students will be able to synthesize and apply research-based counseling leadership and advocacy to current professional counseling concerns. Students will be prompted to explore and develop their area of scholarly interests that promote advocacy with diverse populations through

collaboration with the counseling program faculty. In 2022-2023, one course-based assessment was utilized to evaluate knowledge associated with this indicator occurring in CNSL 9001. Additionally, knowledge was evaluated using the leadership and advocacy qualifying exam. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed below expectations. The lower-than-expected scores were resultant from lower scores on the qualifying exam.

Area	Average Rating (0-100)	Number of Assessments	2021-2022 Average Rating / # Assessments
KPI CED #2	77.7	2	85.03
6B5h	80	2	93.23
6B5a	73.12	2	79.13
6B5i	81.25	2	83.46
6B5k	74.78	2	82.25
6B5d	79.3	1	79.17

**Doctoral KPI 3: Professionally Engaged Research and Scholarship.** Doctoral students will be introduced to major research issues and methodologies in the counseling profession, historically and today. Through reviewing published research from an ecological perspective, students will learn to analyze counseling research in terms of validity, style, theoretical meaningfulness, and implications for counseling practice. In 2022-2023, the assessment was based on both the Advanced Counseling Research course and doctoral qualifying examination. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed below expectations which shows similar average score to the last year. We noticed some inconsistencies in rubrics for course assignment and qualifying examination, we will review the questions and rubrics to ensure the assessment criteria are consistent to the actual learning experiences of students.

Area	Average Rating (0-100)	Number of Assessments	2021-2022 Average Rating / # Assessments
KPI CED #3	76		75.45
4g	74.8	1	66.67
4a	79.36	2	68.06
4b	83.2	1	80.21

4c	60	1	77.60
4i	70.2	1	77.83
4h	88.2	2	89.58

**Doctoral KPI 4: Supervisory Role Identification and Culturally Inclusive Skill Development.** Students will engage in conceptual and experiential development of supervision skills. Issues relating to the process of supervising counselors will be addressed theoretically and practically in a manner that is culturally inclusive and respectful of contextual factors that influence professional development. In 2022-2023, one course-based assessment was utilized to evaluate knowledge associated with this indicator occurring in CNSL 8040. Knowledge was also evaluated using the supervision qualifying exam. As the result of continuous improvement, a skills-based learning outcome was developed and used since 2021-2022. The indicator occurred in CNSL 9011. Additionally, knowledge was evaluated using the supervision qualifying exam. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed slightly below expectations. Data includes a skill assessment given in the first semester of the program, which negatively influenced the overall average.

Area	Average Rating (0-100)	Number of Assessments	2021-2022 Average Rating / # Assessments
KPI CED #4	80	3	84.7
B2a	87.5	1	89.58
B2b	90.1	3	90.1
B2d	77.2	3	84.38
B2c	82.8	3	83.99
B2e	87	3	87.5
3f	74.1	2	77.19
3g	74.4	3	84.64
2h	70.3	1	72.92
2i	77.03	2	77.08
2j	76.72	2	91.15
2k	81.25	1	81.25

**Doctoral KPI 5: Counselor Educator Pedagogy and Assessment of Learning.** Students will develop, implement, and critically evaluate a graduate-level counselor education learning module effectively using best-practices, student-centered models of adult learning, ethical and culturally inclusive methods, and technology. In 2022-2023, the assessment has two components: the course-based assessment that was utilized to evaluate skill associated with this indicator occurring in SPSY 8070. Knowledge was evaluated using the pedagogy portion of the doctoral qualifying exam; we expect that students will perform at 85% or better in assessment of knowledge learning outcomes. For this academic year, students performed slightly below expectations but improved from last year. The counseling faculty has been continually working on developing doctoral students; teaching skills via course work, internship experiences, and mentoring. A teaching skills assessment was developed and is being utilized in the doctoral internship course this year (2023-24).

Area	Average Rating (0-100)	Number of Assessments	2021-2022 Average Rating / # Assessments
KPI CED #5	81.7	1	76.23
<i>B3b</i>	77.3	1	81.25
<i>B3a</i>	66.4	1	67.71
<i>B3c</i>	85.2	1	78.13
<i>B3d</i>	89.8	2	71.88
<i>B3e</i>	88.7	2	81.25
<i>B3g</i>	84.3	2	69.79
<i>B3h</i>	80	2	77.08

Doctoral Program							
KPI	Admissions	Sem. 1	Sem. 2	Sem. 3	Sem. 4	Sem. 5	Sem. 6+
1		CNSL 9003				Qualifying Exams	
2		CNSL 9001					
3					CNSL 9021		Dissertation
4		CNSL 8040	CNSL 9011				
5				CNSL 9060	SPSY 8070		

In Development

## **Doctoral Summary**

For this academic year, KPI indicators were below expectations across the board, while one and four were only marginally so and five was significantly increased from the last reporting cycle. We expect KPI 5 assessing teaching will continue to increase, but may experience some fluctuation give the addition of a skills assessment to be implemented in the coming year. KPI 1 assesses theoretical development and only has one assessment point given the recent change in curriculum. As this assessment took place as part of the comprehensive exams, it indicates (1) a potential need for another yearly assessment and (2) evaluation of course content related to theory throughout the early curriculum. However, we expect this measure to exceed expectations next cycle due to the additional assessment point. While KPI 4 fell marginally below expectations, we noticed this was likely due to lower scores in an early skill assessment occurring during the first semester of the doctoral program. In future reports, the median overall scores and skill assessment trends will be presented to allow for more detail in understanding performance for indicators given at multiple time points (e.g., skill assessments). To address potential issues related to the content and rubrics associated with the qualifying exams, doctoral faculty will review rubrics and prompts to address potential improvements in alignment of expectations with likely response content. Course content will also be reviewed to ensure progressive alignment.

## **Performance Summary**

Core KPI results were improved upon since the last cycle, with eight of the nine key performance indicators exceeding expectations. One fell slightly below expectations (KPI 4 - Group) but also improved since the last cycle. Within the Mental Health Counseling program both KPIs exceeded expectations, with slight improvements over last year's averages. Within the School Counseling program, both KPI's exceeded expectations, but were slightly lower than last year's averages. Within the Counselor Education doctoral program, all measures were below expectations, like last year. Underperforming areas were reviewed to determine potential causes for low outcomes, including the addition of skills assessments to some areas. Overall, all graduate programs are performing well, with some attention needed to the doctoral program.

## **Summary of Changes**

For the core assessments, the group skills assessment was fully implemented across the group counseling course and the clinical sequence. An additional multicultural skill assessment was implemented for the first time during, associated with the case conceptualization assignment in the internship courses. As the underperforming group KPI included the additional skills assessment, which were given early on and then again later in the program, a chart will be added to the report to demonstrate more detail regarding the performance of this content area. Ways of better measuring change between time points will be considered when determining performance scores for KPI's in the next cycle report.

Within the specialty programs, mental health had no substantive changes. However, faculty will be reviewing performance indicators to determine if additional areas are needed to better reflect program goals, specifically with regard to skill assessment related to interprofessional work. A new KPI assessment will be added to

measure aspects of KPI #2, with outcomes present in the next cycle report. During the last cycle, faculty completed integration of crisis counseling concepts for both school and mental health across the core and specialty curriculum, with modules appearing in techniques, practicum, internship and the intro courses. Full implementation of these concepts doesn't seem to have any negative effect on KPI outcomes. School counseling removed the portfolio as an assessment point and now standards formerly associated with the portfolio are now integrated across the curriculum. Updates are detailed within the school counseling reporting section. In the doctoral program, skills assessments were implemented for supervision and teaching, and additional measures to evaluate research knowledge were included in the new counseling specific research course offered during this cycle. Changes to the qualifying exam will be reviewed during the next report cycle for implementation during or following the next cycle.

Faculty are diligently working to ensure our courses are responsive to the needs of our community and society by attending to diversity, standards, and student interests. Faculty, with input from stakeholders, adopted a new Diversity, Social Justice, and inclusion statement reflective across all syllabi. Faculty completed a core syllabus review to ensure multicultural content was being addressed appropriately across masters-level shared curriculum. Other items completed during this cycle include a move to electronic student files, completion of two all-student meetings (fall and spring) across all three graduate programs, two community advisory board meetings, weekly faculty meetings, yearly advising across graduate programs, social events (e.g. program BBQ, winter party, and graduation event), and other collaborations completed by our students organizations (i.e., CSI hosted their second annual EMDR training for the community). Faculty are dedicated to a student-centered ecological approach to learning.



**Table 13: CACREP Standards Coverage**

<b>Core Standards</b>	<b>Key Performance Indicator</b>
2.F.1 Professional Orientation/Ethics (a-h)	KPI 1
2.F.1 Professional Orientation/Ethics (i-m)	KPI 3
2.F.1 Professional Orientation/Ethics (c-e)	KPI 2
2.F.2 Social/Cultural Diversity (a-h)	KPI 7
2.F.3 Human Growth and Development (a-i)	KPI 6
2.F.4 Career Development (a-j)	KPI 5
2.F.5 Helping Relationships (a,g,n)	KPI 1
2.F.5 Helping Relationships (b-f, h-l)	KPI 2
2.F.6 Group Work (a-h)	KPI 4
2.F.7 Assessment and Testing (a-m)	KPI 9
2.F.8 Research and Program Evaluation (a-j)	KPI 8
<b>Clinical Mental Health Standards</b>	
5.C.1 Foundations (a-c)	MHC KPI 1
5.C.1 Foundations (d-e)	MHC KPI 2
5.C.2 Contextual (a-h)	MHC KPI 2
5.C.2 Contextual (i-m)	MHC KPI 1
5.C.3 Practice (a-b)	MHC KPI 2
5.C.3 Practice (c-e)	MHC KPI 1
<b>School Standards</b>	
5.G.1 Foundations (a-e)	School KPI 1
5.G.2 Contextual (a-n)	School KPI 2
5.G.3 Practice (a-o)	School KPI 2
<b>Counselor Education &amp; Supervision Standards</b>	
6.B.1 Counseling (a-d,f)	CED KPI 1
6.B.1 Counseling (e)	CED KPI 5
6.B.2 Supervision (a-k)	CED KPI 4
6.B.3 Teaching (a-i)	CED KPI 5
6.B.4 Research and Scholarship (a-l)	CED KPI 3
6.B.5 Leadership and Advocacy (a-l)	CED KPI 2

## References

- Flynn, S. V., & Hays, D. G. (2015). The development and validation of the Comprehensive Counseling Skills Rubric. *Counseling Outcome Research and Evaluation, 6*(2), 87–99. <https://doi.org/10.1177/2150137815592216>