

**University of Cincinnati  
Counseling Program Assessment  
2023-2024 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>	<ul style="list-style-type: none"> <li>● Course-based assessment</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, and 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>	<ul style="list-style-type: none"> <li>● Course-based assessment</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	Course-based skills assessments
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, 2023 – April 30, 2024

### 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 does not require the GRE to be among these criteria. The following admissions data indicate a good recruiting season for both mental health and the doctoral program, with all programs enrolling quality students. Mean GPA is reflective of enrolled students (final admissions) for Fall 2024 (accepted Spring 2024). The school counseling program faced recruitment challenges that will be addressed in the coming year to ensure a cohort size of 8-12 students. Three admitted applicants for the school program deferred their start to Fall 2025.

**Table 4: Admissions Data**

Fall 2024 Incoming	Applications Received	Fall 2024 Offers	Fall 2024 Admissions	Mean GPA
Counselor Education	14	10	4	3.95
Mental Health Cnl. (MHC)	211	65	36	3.81
School Cnl. (SC)	22	14	1	3.36

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; however, recruitment of diverse student is somewhat limited given the use of race and ethnicity data in the admissions process is no longer allowable. The following table provides demographic data for all students enrolled in the program during the evaluation period.

**Table 5: Total Program Enrollment Data including Fall 2024 incoming cohorts**

	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	20	16	5	1	0	9	1	2	2	1

<b>Mental Health Cnl. (MHC)</b>	54	43	5	4	0	37	2	4	1	0
<b>School Cnl. (SC)</b>	8	7	2	0	0	6	0	0	0	0

### Student Performance Review Data

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 with 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 2023-2024 academic year and by program. The overall mean rating for summer 2023 was 3.64 (SD=.65), fall 2023 was 3.52 (SD=.11), and spring 2024 was 3.68 (SD=.85).

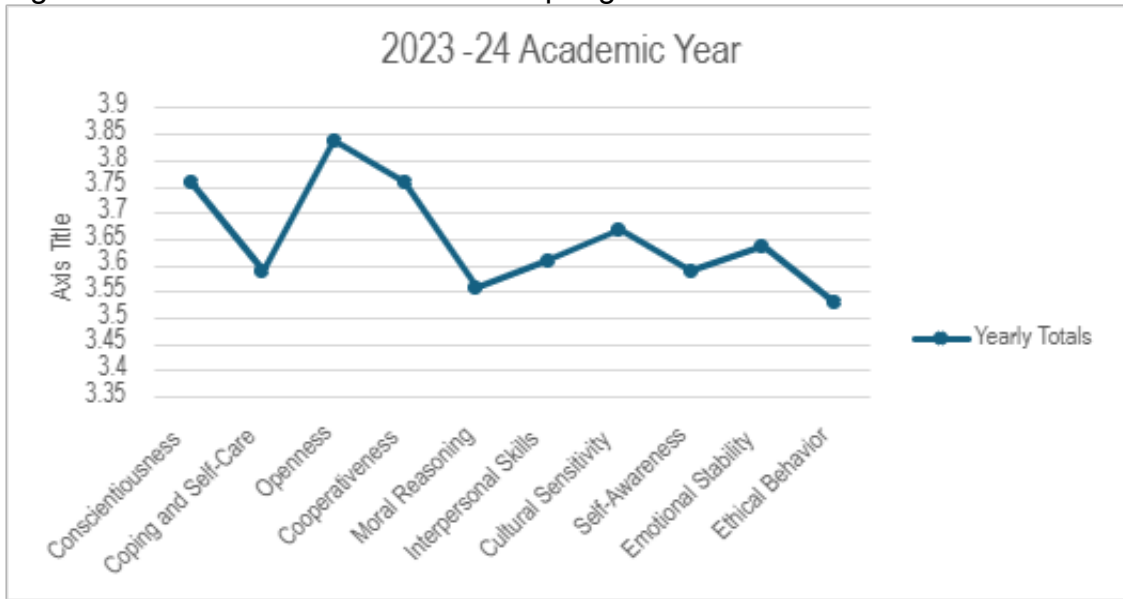
**Table 6: Student Performance Data 2023-24 (N = 136)**

Item	(1-below expectations; 2-slightly below; 3-meets expectations; 4-slightly above; 5-above expectations)							
	MH Fall (n = 54)		School Fall (n = 15)		MH Spring (n = 54)		School Spring (n = 13)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Conscientiousness	3.61	.86	3.47	.51	3.98	.84	3.94	.87
Coping and Self-Care	3.5	.77	3.4	.68	3.89	.68	3.83	.79
Openness	3.74	.83	3.8	.62	3.91	.76	3.89	.76
Cooperativeness	3.59	.71	3.67	.51	3.95	.71	3.94	.94
Moral Reasoning	3.44	.69	3.4	.64	3.84	.68	3.72	.67
Interpersonal Skills	3.57	.79	3.53	.74	3.7	.63	3.61	.78
Cultural Sensitivity	3.52	.75	3.4	.80	3.73	.65	3.67	.59
Self-Awareness	3.59	.79	3.27	.64	3.87	.66	3.61	.61
Emotional Stability	3.59	.79	3.53	.51	3.89	.71	3.61	.7
Ethical Behavior	3.41	.71	3.4	.51	3.87	.73	3.61	.5

The graph below indicates averages across all areas including data from all three semesters (see Figure 1). On average, all scores indicate that performance meets expectations (3), is slightly above expectations (4), and exceeds expectations (5).



Figure 1. Year Totals Summer 2023-Spring 2024 PDCA



The mean disposition ratings for both programs indicate very good overall performance, with the average score across all three semesters at 3.61 (approaching slightly above expectations), which is like last year. Students tend to have lower performance ratings in their first year and improve over the course of their program with the summer semester almost exclusively measuring the Fall 2023 cohort. There were no concerns about mean performance ratings.

**Exit Exam.** All students complete the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation (N=27). Three times are offered for first examination, December 2023, January and February 2024. 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 to graduate. In Table 7, results of this year’s exit exam as compared to national averages are elucidated. Program averages met or exceed national averages in most areas. Orientation and ethics was less than 1 point below the national average while group counseling was .3 points below the national average across forms. On average, overall, students graduating from the mental health and school counseling programs scored above the national average.

Table 7: CPCE Exit Exam Data

Tested Area	Program Averages	National Averages
Orientation and Ethics	11.38	12.3
Social and Cultural Diversity	11	11
Human Growth and Development	11.9	11
Career Development	10.7	10.7
Helping Relationships	10.6	10.2
Group Counseling	11.1	11.3
Assessment and Testing	10.86	10.5
Research and Program Evaluation	12.2	12.1

**Graduation Data.** These data are reflective of the perspectives of students graduating from the master’s in counseling programs (Mental Health and School) in the Spring of 2024. This data primarily includes students who started the counseling programs in Fall 2022. The perspectives of these students are reflected in Table 8. Results indicate some marginally increased dissatisfaction when compared to the prior year.

**Table 8: Graduation Survey Data**

Item (1 = very satisfied, 5 = very dissatisfied)	2024 Mean (n=17)	2023 Mean (n=17)
Overall program curriculum	2.71	1.70
Preparation for best practices in your discipline	2.53	1.75
Instruction by Program Faculty	2.29	2.33
Instruction by Program Adjuncts	2.41	2.25
Instructor’s use of technology within courses	2.18	1.25
Opportunities for applied field experience for real world application	1.65	1.25
Supervision and university-level support for field experiences	2.12	1.25
Guidance and support by Program Faculty	3	2.58
Availability of Program Faculty	2.94	2.67
Responsiveness of Program Faculty	3	2.58
Respect and support of diverse individuals	1.88	1.5
Overall Program climate (professionalism, mutual respect)	2	1.42
Co-curricular experiences (e.g., student organizations, social activities)	2.12	1.83
Support of School of Human Services administrative staff	2.59	2.42
Overall satisfaction with decision to pursue an education within program of study	1.76	1.67

The FYE 2023 Graduation Survey data reflected 17 of 27 graduate perspectives (63%), which is an improvement over the last reporting year. In Spring 2024, 19 Mental Health students graduated (13 participated in the survey), and 8 school counseling students graduated. Score range from Very Satisfied (1) to Very Dissatisfied (5). During these students’ time in the program, all courses and activities returned to pre-pandemic operations. However, in their second year all school counseling faculty left their positions, and one mental health faculty (field placement coordinator) left their position. All but three items were rated, on average, between very satisfied and somewhat satisfied (below 2.5). Overall program curriculum, best practices preparation, availability of faculty, and support of administrative staff rated as somewhat satisfied (approaching neutral). Guidance and responsiveness of faculty rated as neutral. Some of these effects may be related to the loss of program faculty, particularly within school counseling. Three new hires began work in Fall 2025. Items with the highest ratings included those related to field experience, respect and support for diverse individuals, and overall satisfaction with their decision to pursue a degree in counseling. More than 80% of those responding indicated working over 10 hours per week in outside jobs and spending 3-15 hours per week studying. Most respondents indicated they would recommend our program to others.

Qualitative responses were similarly mixed, but indicated supportive interactions with program faculty, cohort members, adjuncts, and positive field experiences.

*The best aspects of the program was the diversity of my cohort and our ability to support and guide each other. Most of my faculty were very engaging and supportive throughout our journey in the program.*

*I liked being in a smaller cohort and discussing our experiences together. It was nice to debrief and hear how others perceived a problem. Professors were very flexible and adapted to our needs.*

*I absolutely loved my internship. I was at IKRON, and had such a positive experience there. I loved my practicum class with Dr. Laota and learned immensely from her. One of my favorite classes was Families and Couples with Dr. Andie Bernard, and she was the most inspiring professor. I also appreciated the opportunity to get EMDR trained with a discount and that CSI hosted that training. I have made such good, supportive friends as a part of this program who I know will be there along my career journey.*

There were also noted opportunities for improvements. Communication remained a concern for some students, especially related to taking the master's comprehensive exams and information regarding licensure testing. Students noted a need for updates in the Chemical Dependency course and had concerns about the inclusion of school counseling examples in the Couples and Family course. The inclusion of school-specific issues in core courses, has been an ongoing focus and the Chemical Dependency course content will be evaluated in the coming year to determine what changes may be needed.

Overall, given the faculty challenges of this year, we are pleased with our overall ratings. Of the 17 students who completed the graduation survey, 1 (6%) indicated that they were extremely likely to recommend the program to another person, such as a friend or relative, and 10 (60%) stated they were somewhat likely to make that recommendation. Of those responding, 14 (82.4%) out of 17 students stated they were somewhat or very well 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, 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, by 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 2023-24	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	72%	NA	100%
<b>Mental Health Counseling</b>	19	100% (16)	100% (4)	100%	NA	80%
<b>School Counseling</b>	8	NA	NA	100%	100%	75%

The graduation outcomes for 2023-24 continue to show very high on-time completion rates for Mental Health and School Counseling. Counselor Education on-time completion rates were at 100% across both master’s programs. 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. For mental health graduates, employment outcome was unknown for 4 students (20%), and unknown for 5 school counseling graduates (60%). All students and graduates attempting the licensed professional counselor exams passed between June 2023 and May 2024.

### Post-Graduation Outcomes

CACREP requires periodic follow-up studies of graduates and employers of program graduates. In 2024, the program surveyed graduates who completed the program between 2018-2020. A total of 36 alumni responded, including 27 Mental Health Counseling and 9 School Counseling graduates, completing the program in 2021 (31%) and 2022 (69%). 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 2026.

**Table 10: Post Graduation Survey Data**

Item (1 = very satisfied, 5 = very dissatisfied)	2021-2022 Cohort Mean (n=36)
Overall program curriculum	1.81
Preparation for best practices in your discipline	1.94

Instruction by Program Faculty	1.64
Instruction by Program Adjuncts	2.06
Instructor's use of technology within courses	1.58
Opportunities for applied field experience for real world application	1.75
Supervision and university-level support for field experiences	1.78
Guidance and support by Program Faculty	1.64
Availability of Program Faculty	1.64
Responsiveness of Program Faculty	1.69
Respect and support of diverse individuals	1.64
Overall Program climate (professionalism, mutual respect)	1.58
Co-curricular experiences (e.g., student organizations, social activities)	2.58
Research Opportunities (thesis, capstone projects, collaboration with faculty)	2.47
Support of School of Human Services administrative staff	2.19
Overall satisfaction with decision to pursue an education within program of study	1.53

Post-graduate 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 opportunities 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, which is consistent with prior years. 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 supervisee's preparation for practice and satisfaction with their counseling skills. Of the 36 graduates who completed the survey above, only 10 provided supervisor contact information. A total of 3 supervisors completed the survey, two of whom were in mental health counseling agency and one in a K-12 setting. All indicated their supervisee's 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)	2021-2022 Cohort Supervisor Mean (n=3)
Overall professional preparation	1.33
Openness to supervision	1.00
Multicultural Competence (gender, sex, race, ethnicity, LGBTQ+, disability)	1.50
Ethical/professional behavior	1.33
Understanding of client/student dynamics	1.33
Assessment and diagnosis skills	1.67
Relationship skills with clients/students	1.33
Theoretical base for working with clients/students	1.67
Case conceptualization, tx planning or student goal development	1.33
Relationship skills with co-workers	1.00

Program development skills	1.50
Writing skills (including clinical notes)	1.33
Research and evaluation skills	1.50
Group counseling theory and methods	1.67
Family and couples counseling	2.00
Substance use counseling	1.00
Supervision skills	1.40
Testing and psychometrics	1.50
Client/student advocacy and social justice practices	1.33
Ability to manage schedule (time management)	1.33
Interprofessional collaboration	1.33
Wellness/ strengths-based orientation	1.33

All items were rated highly by the supervisors, with consensus highest scores for supervisee openness, substance use counseling, and relationship skills with co-workers. Scores approaching “somewhat satisfied,” a rating of 2, included family and couples counseling, group, diagnosis, and theory. Only one supervisor completed the family counseling and substance use items, suggesting this item may be less applicable to some supervisee roles.

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 12.

**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>
Conscientious	1.33
Acts Ethically	1.33
Able to cope/ self-care	1.67
Open to perspectives of others	1.00
Cooperative	1.33
Engages in moral reasoning	1.33
Skilled in interpersonal communication	1.33
Culturally sensitive	1.00
Self-aware	1.33
Emotionally stable	1.67

All supervisors rated their supervisees highly, with no rating above a 2 (very accurately), indicating graduates demonstrate positive dispositions. Open response items included feedback about suggested curricular improvements. Suggested curricular improvements included more training in child development and interventions, more experience in school-based settings, and concise note writing. 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 2023 and 2024, 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 collaborative presentations represented below.

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

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

##### Publications

- Wood, A. W., Nguyen, N.\* , McClure, E. A.\* (in press). New age theories: Gottman, narrative, and relational cultural theories. In O. U. Williams & A. J. Blount (Eds.), *A practical guide to couples and family counseling*. Cognella.
- Brubaker, M. D. & \*Richard, P. L. (2024). Planning for group work in schools. In B. T. Erford (Ed.) *Group work in schools* (3<sup>rd</sup> ed., pp. 75-89). Routledge.
- Richardson, G. B., \*Bates, D., \*Ross, A., Liu, H., & Boutwell, B. B. (2024). Is reproductive development adaptively calibrated to early experience? Evidence from a national sample of females. *Developmental Psychology*, 60(2), 306–321. 10.1037/dev0001681
- \*Hollar, M., Brubaker, M. D., Richardson, G., & Alvarez. J. (2023). Social predictors of marijuana use among African American youth. *Journal of Addiction and Offender Counselors*. <https://doi.org/10.1002/jaoc.12119>

##### Selected Presentations

- Wood, A. W. & Longstreth, L.\* (October, 2023). Prefiguration and praxis: History, utility, and future of anarchism in counseling. European Branch of the American Counseling Association Annual Conference, Leiden, South Holland, Netherlands
- Wood, A. W. & Longstreth, L.\* (October, 2023). Cancer stigma: Historical, global, and future mental health impacts. European Branch of the American Counseling Association Annual Conference, Leiden, South Holland, Netherlands
- Saunders, R., \*Farley-Smith, K., & Tang, M. (2023, October). Teaching and supervision strategies to develop school counselor trainees’ competency in providing career intervention. Presentation at Association of Counselor Education and Supervision conference at Denver, CO.
- Tang, M., \*Dell, J., \*McMahon, C., \*McClure, E., & Wood, A. (2023, October). Teaching from integrated view about intertwined mental health and career development on wellness. Presentation at Association of Counselor Education and Supervision conference at Denver, CO.
- Tang, M. McMahon, & \*Josyula, M. (2023, June). Ecological career counseling model with international students during global uncertainty. Presentation at National Career Development Association annual conference at Chicago, IL.

- \*Farley-Smith, Saunders, R., & Tang, M. (2023, June). Career readiness for K-12 students: Are school counselors prepared to deliver services? Presentation at National Career Development Association annual conference at Chicago, IL.
- \*McMahon, C., & Tang, M. (2023, June). Barriers to transitioning for students with disabilities in colleges and to work. Presentation at National Career Development Association annual conference at Chicago, IL.

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>
2023-24	Machen Champion	President, Upsilon Chi Chi Chapter of Chi Sigma Iota CSI Leadership Fellow
2023-24	Amy Ross	Past- President, Upsilon Chi Chi Chapter of CSI CSI Leadership Fellow



## 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 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 2023-24 evaluation period, three students (one 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 standard deviation below the national means. CPCE percentage average is reported relative to the top possible score (100%) rather than being relative to the national means 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 people 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 2023-24, 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=27). 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 **85** when the CPCE is not included in the calculation. Knowledge scores include CPCE outcomes, which exceeded the national average at 10.6 (national average across forms was 10.2). 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 students progress towards graduation. For example, in practicum, 2F1d averaged 77%, 2F1g averaged 77%, and 2F1f received an average rating of 73% (N = 30 for final practicum evaluations, scores reflecting an increase

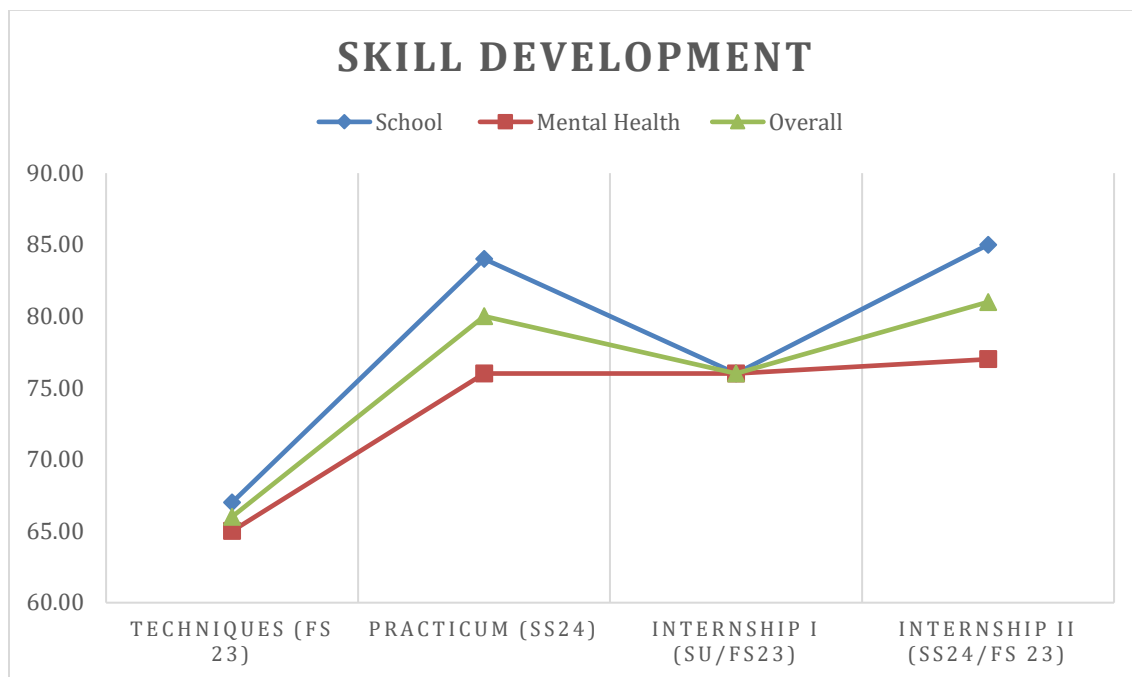
since last year). Techniques scores were similarly rated to practicum with some decrease in skill performance in the school program as students completed the first internship; however, increases were seen as the students progressed through their final internship (81% final evaluations average across all three standards). See Figure 2 for measures across cohorts. Overall, this KPI was improved across both knowledge and skills, exceeding expectations.

Area	Average Rating (0-100)	# of Assessment Points	2022-23 Average Rating / # Assessments
<b>KPI</b>	<b>85</b>	<b>4</b>	<b>89.8</b>
<i>Skill</i>	<b>76</b>	<b>1</b>	<b>78</b>
2F1d	78	1	79.23
2F1g	76	1	78.16
2F1f	74	1	76.61
<i>Knowledge</i>	<b>94</b>	<b>3</b>	<b>96</b>
2F1a	96.4	1	97.73
2F1b	94.5	1	100
2F1e	94.5	1	87.73
2F5n	90.9	1	96.36
2F5a	94.7	2	97.07
2F5g	93.5	1	95.88
<b>CPCE (Summary)</b>	<b>71</b>	<b>1</b>	<b>75</b>

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

**Figure 2.**

*Changes in Average Skills Standards across Time Points*

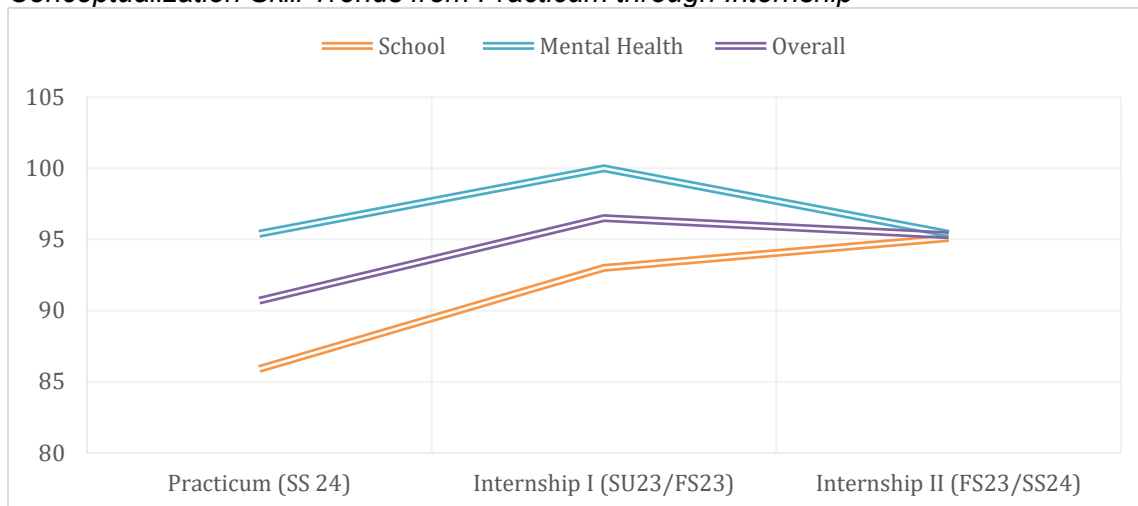


**Core KPI 2: Ecological Systems of Counseling Practice.** Faculty in the counseling program will help students develop an understanding of and ability to demonstrate their professional role as they engage diverse clients' familial, social, and vocational systems and will demonstrate consideration of 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 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 1.5% between internship I and internship II for the graduating cohort.

Area	Average Rating (0-100)	Number of Assessments Points	2022-2023 Average Rating / # Assessments
<b>KPI</b>	<b>91.93</b>	<b>4</b>	<b>90.44</b>
<i>Skill</i>	<b>91.93</b>	<b>4</b>	<b>90.44</b>
2F5b	97.5	3	97.36
2F5c	95.6	3	94.77
2F5d	89	4	93.58
2F5e	94.4	3	87.80
2F5f	87.1	4	88.48
2F5l	91.8	3	93.39
2F5k	96.1	3	95.25
2F5h	86	4	86.61
2F5i	87.1	3	79.90
2F5j	94.7	3	87.23

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

**Figure 3.**  
*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. Skills were 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 76%, at the national average as reported by NBCC (82%). Outcomes remain effectively stable.

Area	Average Rating (0-100)	Number of Assessment Points	2022-2023 Average Rating / # Assessments
<b>KPI</b>	<b>86.5</b>	<b>7</b>	<b>85.69</b>
<i>Skill</i>	<b>82.5</b>	<b>3</b>	<b>82.36</b>
2F1i	87.2	3	85.61
2F1k	80.1	3	81.96
2F1m	80.2	3	79.51
<i>Knowledge</i>	<b>90.5</b>	<b>3</b>	<b>89.02</b>
2F1i	88	2	87.04
2F1j	95.1	1	94.82
2F1l	88.3	1	85.19
<b>CPCE – Ethics Summary</b>	<b>75.9</b>	<b>1</b>	<b>75</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 the 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 at the threshold (84.96% when *not* including the CPCE), but higher than the last evaluation cycle. CPCE summary scores across averaged at 74%, slightly below the national average during those administrations (75%), 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	2022-2023 Average Rating / # Assessments
KPI	84.96	6	82.36
<b>Skill</b>	<b>75.22</b>	<b>2</b>	<b>73.51</b>
2F6d	75.22	3	73.51
<b>Knowledge</b>	<b>94.7</b>	<b>4</b>	<b>91.21</b>
2F6a	96.8	2	97.00
2F6b	96.2	4	95.58
2F6c	98.1	1	97.4
2F6d	93	4	92.20
2F6e	93.7	2	93.2
2F6f	91.1	2	90.10
2F6g	94.1	2	94.2
Summary: CPCE – Group	74	1	70

**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 at the national mean (71%) with a percentage score of 76%. We expect that students will perform at 85% or better in knowledge learning outcome areas. Student outcomes were above expectations in course-based assessment and were slightly below expectations when including the CPCE score relative to possible scoring rather than relative to the national average.

Area	Average Rating (0-100)	Number of Assessment Points	2022-2023 Average Rating / # Assessments
KPI #5	83.3	4	85.7
KPI Knowledge	95.64	2	95.53
2F4a	97.1	1	97.05
2F4b	93.22	1	92.63
2F4c	99	1	100
2F4d	95.3	1	94.62
2F4f	94.8	3	95.19
2F4g	92.23	1	91.47

<b>2F4h</b>	93.45	1	93.29
<b>2F4j</b>	100	1	100
<i>CPCE</i>	71	1	75.78

**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 2023-24, 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, which is a course taught by an adjunct. CPCE performance (74.4%) was above the national average (69%). 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 (85.1% with the CPCE).

<b>Area</b>	<b>Average Rating (0-100)</b>	<b>Number of Assessment Points</b>	<b>2022-2023 Average Rating / # Assessments</b>
<b>KPI</b>	<b>95.81</b>	<b>4</b>	<b>95.4</b>
<i>Skill</i>	<b>94.25</b>	<b>1</b>	<b>93.5</b>
2F3b	97	1	96
2F3a	95	1	95
2F3c	96	1	95
2F3h	89	1	88
<i>Knowledge</i>	<b>97.36</b>	<b>3</b>	<b>97.3</b>
2F3a	99.4	1	99.2
2F3h	97.9	1	98.75
2F5d	93.2	1	92.5
2F3g	96.4	1	96.67
2F3i	97.88	2	98.33
2F3f	98.8	3	98.33
2F3e	96.9	2	96.67
2F3c	98.4	1	98.2
<i>Summary CPC – Development</i>	74.38	1	67.79

**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. Two course-based assessments were utilized to evaluate this indicator occurring in CNSL 7005 and CNSL 7060. 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 (73%) were at the national average (73%) across forms. A skills-based assessment was used across internships to monitor implementation of multicultural competencies in practice. Outcomes are above expectations when not factoring in the CPCE (84.4% with the CPCE).

Area	Average Rating (0-100)	Number of Assessment Points	2022-23 Average Rating / # Assessments
<b>KPI</b>	<b>90.73</b>	<b>4</b>	<b>91.4</b>
<i>Knowledge</i>	<b>92.25</b>	<b>1</b>	<b>91.9</b>
2F2d	92	1	91.13
2F2a	95.55	1	96.47
2F2h	89.2	1	87.99
<i>Skill</i>	<b>89.2</b>	<b>3</b>	<b>90.8</b>
2F2b	92.3	1	96.9
2F2c	91.66	1	97.59
2F2e	96.7	1	99.66
2F2f	83.5	1	85.52
2F2g	81.3	1	74.12
CPCE – Diversity	73.3	1	57.65

**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 2023-24, three course-based assessments were utilized to evaluate this indicator occurring in CNSL 7008, taught by a doctoral student adjunct. 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 (87; when including the CPCE) and CPCE scores exceeded the national average reported at the time of testing (75.6%). This area has remained stable since the last reporting period.

Area	Average Rating (0-100)	Number of Assessment Points	2022-2023 Average Rating / # Assessments
<b>KPI</b>	<b>92.4</b>	<b>3</b>	<b>92</b>
<i>Skill</i>	92.5	1	91.3
2F8f	91	1	90.2
2F8h	94	1	92.3
<i>Knowledge</i>	92.3	2	92.5
2F8j	91.1	1	92.3
2F8g	88.9	1	89.8
2F8i	94.22	1	93.2
2F8a	95	1	94.8
CPCE	76.3	1	78.68

**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 2023-24, 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 one retake (78%). This KPI exceeded expectations for this evaluation cycle (86 with the CPCE).

Area	Average Rating (0-100)	Number of Assessment Points	2022-2023 Average Rating / # Assessments
<b>KPI</b>	<b>94.6</b>	<b>3</b>	<b>91.4</b>
<i>Skill</i>	<b>90.7</b>	<b>1</b>	<b>90.39</b>
2F7h	89.2	1	89.4
2F7f	90.4	1	90.2
2F7g	84.5	1	82.3
2F7i	88	1	87.5
2F7a	95.2	1	95.7
2F8b	92	1	93
2F7m	93	1	92.6



2F7e	93.4	1	92.4
<b>Knowledge</b>	<b>98.5</b>	<b>2</b>	<b>92.34</b>
2F7b	97.23	1	96.5
2F7j	91.3	1	92.1
2F7k	95.43	1	94.4
2F7l	92	1	92.9
2F7d	91	1	90.5
2F7c	88.9	1	87.6
2F7e	91.4	1	92.4
CPCE – Assessment	77.57	1	62.2

**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

## **School MEd Key Performance Indicators: Summer 2023 – Spring 2024**

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.

No major KPI edits occurred this academic year, however the school counseling program did adjust graduation expectations for school counseling students. Students expected to graduate in the spring of 2024, were expected to successfully pass the CPCE and the Ohio Assessment for Educators (OAE) before graduation. 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. However, prior to the 2023-2024 school year, two of the school counseling faculty left their positions and a full-time visiting faculty served the school counseling program.

### **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 2023-2024, 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 an increase in the overall Skill average, with this year being an 89.6 and last year being an 86.8 rating. All standards met the expected 85%, which is an improvement from the prior year where 4 standards did not meet the expectation. Those standards included (5.G.3.n, 5.G.2.i, 5.G.3.h, 5.G.3.f, and 5.G.2.n., in the CNSL 7050 (practicum) and 7060 (internship) courses where we saw drastic decreases in average scores related to standards 5.G.2.i, 5.G.3.h, 5.G.3.f. Those standards focus on psychological treatment of client/student (5.G.2.i), client/students' involvement in outside activities (5.G.3.h), and individual techniques (5.G.3.f). The plan to improve these standards was to ensure our counseling trainees have access to K-12 student information regarding psychological treatment, diagnosis, and general interest outside of school. We will continue this plan also focusing on techniques related to individual counseling approaches regarding social and emotional support to ensure our students meet the expected average ratings for **School KPI**

### **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. We expect our students to perform above average (85%) on all knowledge standards.

Overall, our students performed similarly to last year's data, with a slight increase in average Knowledge rating of 95.6 compared to 92.3 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.o and 5.G.3.c. However, we did see improvement in scores for standards 5.G.3.e, 5.G.3.g, 5.G.3.k, 5.G.2.b. Overall, we are satisfied with the students' performance and rating scores for **School KPI 1, SLO Knowledge**

Area	2023-2024 Average Rating (0-100)	# of Assessments	2022-2023 Average Rating (0-100)
<b>KPI School #1</b>	91.8		89.5
<b>Skill</b>	89.6		86.8
5.G.3.a	98.6	2	97.5
5.G.2.l	96	2	94.5
5.G.3.n	86.8	4	84.2
5.G.3.b	92	1	100
5.G.3.o	96	2	94
5.G.1.e	76	1	100
5.G.2.i	90.5	3	77.8
5.G.3.h	86.2	3	76.5
5.G.3.f	82.9	3	68.4
5.G.2.n	91.3	4	74.7
<b>Knowledge</b>	95.6		92.3
5.G.3.e	97.8	2	90.3
5.G.3.g	100	2	95.8
5.G.3.k	90.8	2	88.7
5.G.3.o	97.5	2	97.9
5.G.2.b	97	2	89.6
5.G.3.c	90.5	2	91.6

### **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 2023-2024 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 CSCP's. 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.

Students performed above expectations this academic year, with an overall Knowledge average performance rating of 93.7%, an increase compared to last year's 85.5% rating. Students improved on all Knowledge standards. We are proud to see a strong improvement in these 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.

Students slightly exceeded the expected average of above 85%, with skills averaging 89% across measured standards.

Area	2023-2024 Average Rating (0-100)	# of Assessments	2022-2023 Average Rating (0-100)
<b>KPI School #2</b>	<b>91.2</b>		<b>89.3</b>
<b>Knowledge</b>	<b>93.8</b>		<b>85.5</b>
5.G.1.b	99	2	87.6
5.G.2.j	92	2	88.9
5.G.2.a	90	2	80.6
5.G.2.d	100	2	86.7
5.G.2.l	88	2	83.8

<b>Skill</b>	<b>88.67</b>		<b>93</b>
5.G.2.d	88	2	96
5.G.2.a	88	2	94.6
5.G.1.d	89	2	92
5.G.1.b	90	2	96
5.G.3.d	88	2	89.4
5.G.3.l	89	2	90

### 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, 2023 and May 1, 2024:

- November 2023: School counselor trainees were to complete the Ohio Assessment for Educators (OAE) as a graduation requirement.
- March 2024: All spring 2024 graduates successfully passed the OAE.

In the coming 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. Two new full time faculty (1 educator and 1 tenure track) will assume oversight of the program in August 2024.

KPI	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
1 SLO Skill	CNSL 8010	CNSL 7050		CNSL 8014 CNSL 7060	CNSL 7060
1 SLO Knowledge		CNSL 8014			CNSL 8016
2 SLO Knowledge	CNSL 8010			CNSL 8012	
2 SLO Skill				CNSL 7060	CNSL 7060 Portfolio or OAE

### Graduation Requirements Related to KPI Changes

As mentioned previously, the school counseling program did adjust the graduation expectations for school counseling trainees. Trainees that were expected to graduate in Spring of 2024 complete the OAE.

To ensure that we were still able to assess all SLOs and KPIs for students taking the OAE instead of completing the Portfolio, we have included a table that demonstrates on alignment between the Portfolio SLOs and the OAE.

<b>SLO</b>	<b>Assignment Description</b>	<b>OAE Equivalent</b>
<p>Knowledge Definition - Students will describe the role of the counselor within the framework of their future practice setting as it pertains to their development as a professional to include an understanding of theory application, professional consultation, and continuing education.</p>	<p>As a result of completing the specialty area program portfolio, students will demonstrate through documented evidence that they have the knowledge needed to develop collaborative and empowering therapeutic alliances with students and clients in a diverse community through positive supervision/consultation and education experiences.</p>	<p>Domain III – Professional Knowledge and Practice <i>0008 Understand strategies for developing effective relationships with students, their families, professionals, and the community.</i></p>
<p>Knowledge Definition - Students will examine and compare professional ethical guidelines and licensure regulations in order to communicate important ideas related to competent practice. Students will propose methods of self-care within a professional framework that attends to individual stress factors that may impede competent practice.</p>	<p>As a result of completing the specialty area program portfolio, students will demonstrate through documented evidence that they have the knowledge needed to function legally and ethically as a counselor in a diverse community</p>	<p>Domain III – Professional Knowledge and Practice <i>0009 Understand roles, responsibilities, and professional standards of school counselors.</i></p>
<p>Knowledge Definition -Students will identify and apply evidence-based practices and group counseling standards to design an ecologically valid group prospectus that is ethically and culturally appropriate; grounded in group theory and an understanding of group process and development, and set with clear leadership criteria.</p>	<p>As a result of completing the specialty area program portfolio, students will demonstrate through documented evidence that they have the knowledge needed to function effectively as group facilitators in a diverse community.</p>	<p>Domain II – CSCP <i>0005 Understand methods for providing responsive services to meet students' needs.</i></p>
<p>Knowledge Definition - Students will gain an understanding of theoretical concepts as they relate to the practice of career development and career interventions by critiquing and analyzing the practical applications of career development theory, ecologically-based career decision making, and career placement activities for diverse populations in various mental health settings.</p>	<p>As a result of completing the specialty area program portfolio, students will demonstrate through documented evidence that they have the knowledge needed to address the career needs of students and clients in a diverse community.</p>	<p>Domain II – CSCP <i>0004 Understand methods for individual planning to help students establish goals and develop future plans</i></p>

<p>Knowledge Definition - Students will be able to recognize and describe culturally inclusive and ecologically minded counseling practices and engage in discussion and reflection that examines the impact of systemic discriminatory barriers that affect client wellness.</p>	<p>As a result of completing the specialty area counseling program portfolio, students will demonstrate through documented evidence that they have the knowledge needed to function effectively as school and mental health counselor in a diverse community.</p>	<p>Domain II – CSCP  <i>0003 Understand the development and implementation of a guidance curriculum.</i></p> <p><i>0005 Understand methods for providing responsive services to meet students' needs.</i></p>
<p>Knowledge Definition - As a result of participating in the mental health and school counseling programs, students will be able to demonstrate an ability to understand and analyze mental health-related assessments and clinical outcome data in order to develop a plan to assess and track client change to be assessed through discussion and case presentation</p>	<p><i>As a result of completing the specialty area program portfolio, students will demonstrate through documented evidence that they have the knowledge needed to provide and interpret assessments in a diverse community.</i></p>	<p>Domain III–Professional Knowledge and Practice  <i>0007 Understand applications of testing and assessment.</i></p>



## **Clinical Mental Health Counseling (MA) Key Performance Indicators: Summer 2023 – Spring 2024**

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 2023-2024, 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, only in area (C.2.m) did students perform below expectations. This standard covers “record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.” This standard was rated at 81.25, whereas in the previous year it was at 94.64. This is based on one data collection point, in comprehensive examinations. This standard lines up with a need that students have stated around wanting more information on starting independent practice following graduation and the paperwork and other non-core clinical skill information they wish to see. There is one assignment on documentation in their first semester (CNSL 8031). To help remediate this score in the upcoming years, the Counseling program has already approached successful private practitioners and more experienced clinicians in the community to teach sections on internship, one of which provided a licensure training in Fall of 2023. Further, a new textbook and teaching approach on documentation (including collaborative documentation) will be used in CNSL 8031 to emphasize early experiences in documentation. This is a pivotal counseling experience and can lead to ethical complaints to state boards around documentation in the literature, so the topic will also be covered in the Ethics course taken by all students. This one point of data during a high-stakes examination will also be examined as the program transitions to a new form of comprehensive examination over the next year or two, and thus the

measurement of the competency via written narrative in its current version, to a multiple choice examination, can yield a different form of measurement that can impact future scores as well.

Compared to 2022-2023 data, some areas exceeded this year and some fell below. One area that did not fall below the 85% threshold but still fell by over 10 points is standard C.2.K that addresses “professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.” While no immediate remediation is required, the Counseling program will continue to look at professional organization integration into the program, some of which is required to obtain liability insurance prior to starting Practicum. Most Mental Health Counseling students pursue membership in the Ohio Counseling Association due to the relative cost, and as such, future plans can consider more involvement at the Ohio Counseling Association conference in the Fall, or by possibly requiring conference attendance as other Counseling programs do. This is a matter to be discussed over time while addressing these issues in the Introduction class, Ethics class, and Internship.

There are a few areas in which students had higher percentages than 2022-2023 students, particularly in a near threshold item, C.3.e and C.2.I. C.3.e addresses “strategies to advocate for persons with mental health issues,” which is measured twice in the program. This raise in scores reflects the advocate nature of students entering the program, as well as possibly reflections of the revamped admissions process that occurred a few years ago. These topics are covered starting in the first semester and continue through the end of their program, and we would like to see this continue to rise during continued attacks on the mental health landscape and to diversity, equity, and inclusion in our systems. Essentially, the UC Counseling program will continue to find counselor-advocates for our training programs and foster that identity continually. The rise in C.2.I, which addresses “legal and ethical considerations specific to clinical mental health counseling,” almost goes against the lowered scores of C.2.k and C.2.m, with their relation to ethical standards. However, this shows that our program successfully addresses ethics, but can do more to address those specific issues in greater detail in the future.

In the previous year, no remediation plans were needed, but the Program will look to remediate the C.2.m standard and always continually improve with new students and new faculty in the program to find the best ways to teach and measure these points.

Area	'23-'24 Average Rating (0-100)	# of Assessments	2022-2023 Average / #
KPI CMHC #1	91.55	5	95.02
<i>C.1.a</i>			
<i>C.1.b</i>	86.66	1	91.66
<i>C.1.c</i>	96.02	4	96.89
<i>C.2.i</i>	100	1	100

C.2.j	94.57	4	96.60
C.2.k	86.36	1	97.72
C.2.l	97.18	4	96.34
C.2.m	81.25	1	94.64
C.3.c			
C.3.d (Skill)	92.07	4	95.73
C.3.e (Skill)	89.88	2	85.67

### **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 2023-2024, three course-based assessments were used to measure KPI #2, found in CNSL 7031, CNSL 8046, and CNSL 8038. As discussed in the previous report, CNSL 8038 was included to assess standards C.2.e and C.2.g, with C.2.e being measured for the first time and C.2.g to have a second data point. The KPI information for CNSL 8046 was previously held in CNSL 8034, but course planning changed this year to allow the content of 8034 to be taught in a standing EDST course. The KPI data was changed to CNSL 8046 to allow the KPI information to be held specifically in Counseling courses. 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 4 assessment points for KPI #2.

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 fell below this level in three areas: C.1.e, C.2.f, C.3.b. C.1.e addresses “psychological tests and assessments specific to clinical mental health counseling.” In the 2022-2023 year, this score fell slightly from the previous year, and fell much further this year. One reason for this issue is that the two points of assessment are relatively high-stress. One is during comprehensive exams, and the other is during an abbreviated 7-week Summer course as students are also entering Internship. This has been the case for the past four or so years, and provides some context. However, remediation is necessary and can include reinforcement in CNSL 8046, as the standard course instruction changed from last year with CNSL 8034. Although the KPI wasn’t measured the course was often seen as a “sequel” that reinforces the concepts in the same semester of the comprehensive exams. The change to the EDST course confused and frustrated many students. The instructor was kind and accommodating, but the change could be a reason why some of the same factors weren’t supported and evidenced in the comprehensive exam score. In future years, this content will be reinforced in CNSL

8046 to focus on substance use and related assessments. However, further remediation should be held in the first course, CNSL 7031, which is now being taught by Counseling faculty in the 2024-2025 year rather than adjuncts or doctoral students in previous years. Although course evaluations have been good for these instructors, having faculty that are more familiar with Program outcomes and measurement can reinforce these skills early in the program, so in some ways, remediation is already in place as we've dealt with significant faculty changes at the end of the 2022-2023 year, into 2023-2024 year, and finally in the 2024-2025 year. For C.2.f, which addresses "impact of crisis and trauma on individuals with mental health diagnoses," this is measured in comprehensive exams in CNSL 7031, like C.1.e. The previous remediation points stand for focusing on faculty in this course, but faculty have also discussed having a central crisis and trauma course, and at the very least, and upcoming Trauma-Focused Cognitive Behavioral Therapy course in 2024-2025. This reflects our commitment to train trauma-informed counselors. This is also something heard in Community Advisory Board meetings in the past couple of years of more specific trauma-informed education for students. Due to changes in Ohio counseling licensure laws, the content that was held in CNSL 8034 is no longer required for licensure, and as such, allows the Mental Health Counseling track the opportunity to provide a different class in upcoming years, which will likely focus on crisis and trauma. This, we imagine, will drastically improve this score in upcoming years. Finally, C.3.b addresses "techniques and interventions for prevention and treatment of a broad range of mental health issues," which scored just below threshold at 84.6%, slightly below the 89.79% of the previous year. This is a core counseling skill and is measured in the comprehensive exam and the new placement of CNSL 8046. With the refinement measurement of CNSL 8046 expected in the upcoming year, the main area of reinforcement will be in the skills demonstration. This area can be improved with more time given to students as to when to expect the exam at the start of the year and standardizing the timeframe of the exam in the upcoming year. This can allow students the time and forethought to take time with their recorded counseling sessions and re-record them if necessary to show their true skills in a high stakes setting. Further improvement can be implemented by reinforcement of skills in elective courses, notably Motivational Interviewing and Trauma-Focused Cognitive Behavioral Therapy courses, which will be taught by core faculty in the upcoming year. These skills can be refined in more practice-oriented courses like these. A more stable faculty in the upcoming year will help in this process to ensure proper feedback is given to students as they encounter these courses.

In the 2022-2023 year, no remediation plans were required, but C.3.a which addresses "intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management" will continued to be monitored although no specific remediation is needed at this time. The overall assessment score dropped considerably this year. It is being taken seriously and with three new core faculty and one more being hired in 2024-2025, we see all scores rising in the next year. There will still be some adjustments, but stability not only helps in the assessment of these assignments, but also for students to feel secure and perform better, showing their true skills in these assessments.

Area	'23-'24 Average Rating (0-100)	# of Assessments	2022-2023 Average / #
KPI CMHC #2	86.96	3	92.24
C.1.d	85	1	95
C.1.e	76.59	2	94.66
C.2.a	91.25	1	91.87
C.2.b	88.87	1	94.64
C.2.c	85.60	2	92
C.2.d	94.94	2	96.11
C.2.e	100	1	N/A
C.2.f	75.6	2	92.56
C.2.g	88.95	2	89.68
C.2.h			
C.3.a (Skill)	85.22	1	85.68
C.3.b (Skill)	84.6	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 2 with Diagnosis and Abnormal Behavior from an Ecological Perspective (CNSL 8038) with assessment of CACREP standards C.2.3 and C.2.g. Assessment in Counseling (CNSL 7031) occurs in Semester 3, 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. Only three areas

are not covered by KPI assessment: C.1.a, C.2.h, C.3.c. These are covered in course content.

Changes made between May 1, 2022 and May 1, 2023 affecting this cycle:

- KPI added in CNSL 8038, Diagnosis and Abnormal Behavior from an Ecological Perspective (Semester 2). This KPI was voted on by faculty in Fall 2023, prior to implementation, and focused on areas of assessment that only had one point of data (e.g., C.2.g.) or zero points of data (e.g., C.2.e).
- CNSL 8046 assesses KPI #2 rather than CNSL 8034, as the content for CNSL 8034 is covered in an EDST course that students took for the first time this year. Therefore, the assessment information was put into 8046 to still be held by Counseling faculty/adjunct Counseling faculty.

Assessment recommendations for review:

- Remediation as stated above for C.2.m (KPI #1), C.1.e (KPI #2), C.2.f (KPI #2), and C.3.b (KPI #2).
- Provide further training or reinforcement of grading in CNSL 7060 to reflect student achievement in a more accurate way (e.g., lowering grading floor).

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 8038	CNSL 7031		CNSL 8046, Comprehensive Exam

## Report of Counselor Education & Supervision Doctoral Key Performance Indicators (2023-2024)

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 2023-2024, the course Advanced Counseling Theories and Counseling part of the doctoral qualifying exam were assessed for the KPI assessment for CED6B1. We expect that students will perform at 85%. 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	2022-2023 Average Rating / # Assessments
KPI CED #1	81.8	2	83.3
6B1a	84	2	86.8
6B1b	78.25	2	na
6B1f	83.5	2	85.1
6B1c	86	2	93.5
6B1d	75.75	2	80
6B1e	83.05	2	68.2

**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 2023-2024, both the course 18-

CNSL-9001 and the leadership and advocacy component in the qualifying exam composed the two parts for KPI assessment for CED6B5. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed at the expectations. A significant improvement was observed compared to the performance of last academic year.

Area	Average Rating (0-100)	Number of Assessments	2022-2023 Average Rating / # Assessments
KPI CED #2	84.8	2	77.7
6B5h	87.5	2	80
6B5a	77.1	2	73.12
6B5i	87.1	2	81.25
6B5k	87.9	2	74.78
6B5d	84.4	1	79.3

**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 2023-2024, the assessment was based on only the doctoral qualifying examination for CED6B4, as the Advanced Counseling Research course was not offered in this academic year (offered every other year). We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed above expectations which shows much higher score compared to the last year.

Area	Average Rating (0-100)	Number of Assessments	2022-2023 Average Rating / # Assessments
KPI CED #3	88.5		76
4g	78	1	74.8
4a	84.4	1	79.36
4b	93.8	1	83.2
4c	87.5	1	60



4i	87.5	1	70.2
4h	100	1	88.2

**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 2023-2024, there were five different components used to assess the KPI CED6B2: two assignment (one for knowledge and one for skill in each class) from two courses (18-CNSL-8040; 18-CNSL-9011), and the supervision component in the doctoral 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. 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.

Area	Average Rating (0-100)	Number of Assessments	2022-2023 Average Rating / # Assessments
KPI CED #4	80.9		80
B2a	86.55	2	87.5
B2b	82.825	3	90.1
B2d	76.5	3	77.2
B2c	84.15	3	82.8
B2e	80.625	3	87
3f	71.1	1	74.1
3g	86.5	3	74.4
2h	80.65	2	70.3
2i	82.1	3	77.03
2j	78.15	2	76.72
2k	80.45	2	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 2023-2024, 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 above expectation. 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 continually utilized in the doctoral internship course in this year.

Area	Average Rating (0-100)	Number of Assessments	2022-2023 Average Rating / # Assessments
KPI CED #5	92.4		81.7
<i>B3b</i>	92.2	2	77.3
<i>B3a</i>	92.2	2	66.4
<i>B3c</i>	90.65	2	85.2
<i>B3d</i>	93.75	2	89.8
<i>B3e</i>	92.2	2	88.7
<i>B3g</i>	93.75	2	84.3
<i>B3h</i>	92.2	2	80

### Assessment Overview

Doctoral Program							
KPI	Admissions	Sem. 1	Sem. 2	Sem. 3	Sem. 4	Sem. 5	Sem. 6+
1		CNSL 9003		CNSL-9005		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 improved in all areas, with three exceeding expectations. 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 and 4 fell slightly below expectations. KPI 1 (theories) continues to fall slightly below expectations, which warrants continued review of assessments in this area to ensure scoring is reflective of student knowledge and skills. While KPI 4 (supervision) 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. Faculty evaluated skills trends and determined that growth is noted across the two supervision courses. Qualifying exam rubrics and prompts were assessed and updated to clarify scoring and alignment between prompts and rubrics.*

## **Overall Performance Summary**

*Core KPI results remained stable in the last cycle, with eight of the nine key performance indicators exceeding expectations. One fell slightly below expectations (KPI 5 - Career) but was like the last cycle. Within the Mental Health Counseling program both KPIs exceeded expectations, with some minor decline in KPI 2. Within the School Counseling program, both KPI's exceeded expectations and the OAE was fully implemented as the specialty exit exam. Within the Counselor Education doctoral program, three of five KPI's exceeded expectations, with some improvements since last year in the other areas with all areas improved since the last evaluative cycle. 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 to include evaluation of the cycle of research assessments. Positive outcomes are particularly helpful in recognizing the stability of the program during a period in which three faculty searches were being conducted and increased adjunct presence across core and specialty courses were noted.*

## **Summary of Changes**

*For the core assessments, the group skills assessment was fully implemented across the group counseling course and the clinical sequence and improvements were noted over last year. As the underperforming career KPI was only marginally lower than last year, we will continue to monitor performance in the coming year to decide if action is warranted.*

*Within the specialty programs, mental health had no substantive changes. However, the faculty will be reviewing the exit exam to determine changes in relation to the updated national mental health exam. School counseling removed the portfolio as an assessment point and standards formerly associated with the portfolio were integrated and implemented consistently across the curriculum. 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; however, further development of research KPI assessment is being considered. Changes to the qualifying exam were reviewed and implemented to better clarify scoring.*

*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 three core faculty searches, engaged in 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>