# Academic Year 2021-2022 Program Evaluation Outcome Report

**Bowling Green State University**
***Clinical Mental Health Counseling and School Counseling Programs***
School of Counseling, Higher Education, Leadership & Foundations
(Formerly part of the School of Counseling and Special Education)
College of Education and Human Development

## Introduction

The BGSU Clinical Mental Health Counseling (M.A.) and School Counseling (M.Ed.) programs (CMHSC) rely on a range of data sources to inform program decisions and engage in continuous improvement. These data comprise two main categories including enrollment and retention data and learning outcomes. Enrollment data is used to document trends in the attributes of applicants, current students, and alumni. Learning outcomes are evaluated at the program and individual level and are used to assess if students are acquiring and demonstrating knowledge, skills, and application of abilities specified in the curriculum. The purpose of this report is to summarize program data in an effort to be transparent and share information with program stakeholders regarding decision making and program development.

## Clinical Mental Health Counseling Program and School Counseling Program

The Clinical Mental Health Counseling (CMHC) and School Counseling (SC) programs at Bowling Green State University are committed to BGSU's mission being a public university for the public good. We are committed to providing top-quality education and training to prepare highly qualified, ethical, and culturally competent professional counselors who advocate for social justice. The educational objectives of the Clinical Mental Health Counseling (M.A.) and School Counseling (M.Ed.) programs have been designed to provide comprehensive professional preparation of graduate students that align with the 2016 CACREP Standards. Overall educational objectives and specific learning outcomes are taught, demonstrated, and measured at various points across the programs. Some data are reviewed and reported separately for each program and other data are reflective of our counseling students and programs as a whole. The CMHC degree program meets the academic requirements established by the Ohio Counselor, Social Worker, Marriage and Family Therapist Board for licensure in Ohio. The SC degree program is approved by the Ohio Department of Education, indicating graduates meet the academic requirements to obtain licensure in Ohio.

## Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

As a way to demonstrate commitment to professional standards and maintain a comprehensive, high quality educational experience, both programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This means we regularly engage in self-evaluation and peer evaluation of our program objectives and goals and measure ourselves against a set of standards established by the CACREP Board. Both our degree programs continue to be accredited by CACREP.

## Counseling Program Faculty AY 2021-2022

Michelle Colon, M.A., Assistant Teaching Professor, 1-year contract

Robin DuFresne, Ph.D., Assistant Teaching Professor

Lindsay Heckman, M.A., Assistant Teaching Professor, 1-semester contract spring 2022

Marlise Lonn, Ph.D., Associate Professor, CACREP Liaison, CMHC Practicum and Internship Coordinator

J.P. Oehrtman, Ph.D., Assistant Professor, SC Practicum and Internship Coordinator

Jared Rose, Ph.D., Assistant Professor, CMHSC Program Coordinator

The College of Education and Human Development is committed to supporting the counseling programs with qualified, full-time faculty. During 2021-2022, we said goodbye to two core faculty members. Beth Gilfillan, Ph.D. resigned effective end of summer 2021 and Robin DuFresne, Ph.D. resigned effective at the end of fall 2021. For AY 2021-2022, we hired two qualified non-tenure track faculty on non-renewable contracts while conducting a search for two tenure-track faculty positions to begin fall 2023. We were pleased to welcome Michelle Colon, M.A, Licensed Professional Counselor with supervision privilege (VA) and doctoral candidate who was identified through a national search. She came from Regent University in Virginia with three years' experience as a clinical staff counselor in the office of counseling and disability services and two years' experience as an adjunct faculty. Lindsay Heckman, M.A., Licensed Professional Counselor (OH) and doctoral candidate is an alumnus of the BGSU CMHC program also joined our team. She came with experience as a clinical counselor in community mental health and private practice settings. She taught at BGSU and Wright State University as adjunct faculty. During 2021-2022, the School of Counseling and Special Education conducted a national search for a school counselor focused tenure track position and a clinical mental health tenure track position. We were successful in hiring a highly qualified school counseling specialty tenure track faculty who we look forward to welcoming to our team in August 2022 for the start of the new academic year.

## Program Evaluation

## Enrollment and Retention

Enrollment trends over the previous two years include a decrease in School Counseling students and an increase in Clinical Mental Health Counseling Students. From the previous academic year, overall student enrollment increased by 8%. The number of applicants has fluctuated from year to year. Anecdotally, it seems to be the trend for fewer applications and matriculating students opting for in-person school counseling programs. Faculty will monitor this trend to see if it continues with a noticeable decrease in applicants to the School Counseling program.

| Program | AY | Applicants | Admitted Students | Matriculated Students | Total enrolled students | Percentage change (Total enrolled) | Students Graduated |
|---|---|---|---|---|---|---|---|
| School Counseling | 2020-2021 | 34 | 25 | 20 | 53 | 36% | 12 |
| | 2021-2022 | 14 | 11 | 5 | 41 | -23% | 12 |
| | | | | | | | |
| Clinical Mental | 2020-2021 | 68 | 57 | 45 | 69 | 53% | 10 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Health Counseling | 2021-2022 | 82 | 76 | 34 | 91 | 32% | 16 |

Enrollment data in the table above came from multiple sources and was compiled by the EDHD Office of Analytics, Operations, and Research. The records of the "Number of applicants" and "number of admits" were obtained from Slate (BGSU's application portal) and the records of the "Total enrolled students" and "number of graduated students" were obtained from Institutional Research (IR). The number of admitted and total enrolled students includes both full-time and part-time students. Self-reported demographics for total number of students enrolled in the SC program for AY 2021-2022 includes 7 male and 27 female and 17 male and 74 female in the CMHC program. Unfortunately, the current system only allows for selection of binary gender. Self-reported race by SC students was 9 students of color, 37 white students and 5 marked as "two or more races". Self-reported race by CMHC students was 19 students of color and 83 white students with 10 marked as "two or more races".

## Program Graduate Exit Survey Results

We value feedback from CMHSC students and at the end of each semester, faculty distribute an anonymous Qualtrics survey to graduating students. During AY 2021-2022, respondents included 12 individuals completing an M.A. in Clinical Mental Health Counseling, a 43% response rate, and 9 individuals completing an M.Ed. in School Counseling, a 75% response rate. Respondents ranged in age from 23 to 45 years and the majority self-identified as female. Graduating students from both programs consistently report their practicum and internship experiences and their professors were major influential factors in their development into a professional counselor. We added two new questions regarding academic advising.

In response to *How helpful or unhelpful was your faculty academic advisor?* seven graduating students gave a rating of moderately or extremely helpful.

Responses to *Please add any comments about your academic advising experience here.* were positive with respondents commenting on their support, empathy, and ability to answer questions and provide guidance.

Responses to *In retrospect, please comment on any educational opportunities that you would recommend for addition to the CMHC or SC program curriculum* school counseling graduates specifically mentioned the popularity and need for the Brief Therapy elective. Graduating students noted the turnover in faculty during their time in the program and one CMHC respondent suggested including more NCE prep in the internship course.

## Employment

There continues to be high demand for both licensed clinical mental health counselors and certified school counselors. Graduates from both our counseling programs continue to be highly regarded by area employers. Most alumni stay in Ohio, however, a few graduates from each program obtained positions in other states.

Of the 16 students who graduated with an M.A. in Clinical Mental Health Counseling, 100% reported having employment as a counselor within 180 days of graduation.

Of the 12 students who graduated with an M.Ed. in School Counseling, at least 91% reported having employment in the field within 180 days of graduation.

## Graduation Survey Data at 6 Months After Graduation

Every two years, if the data is available from BGSU's Office of Academic Assessment, we review, and report information collected from recent alumni. This survey provides an opportunity for students to respond to a request made by a university office outside of the CMHSC program. For this reason, we continue to review it even though the response rate is generally low and there is a significant time delay between when the data is collected and when it is made available to programs.
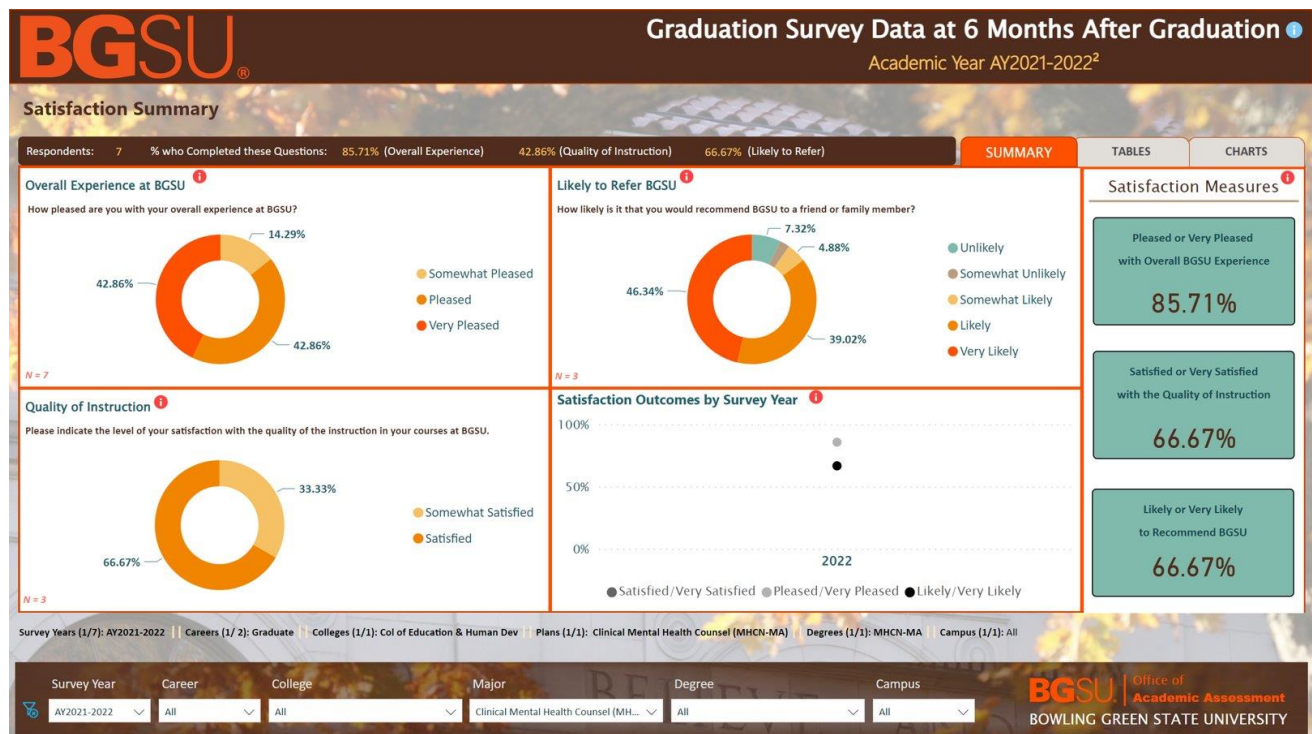
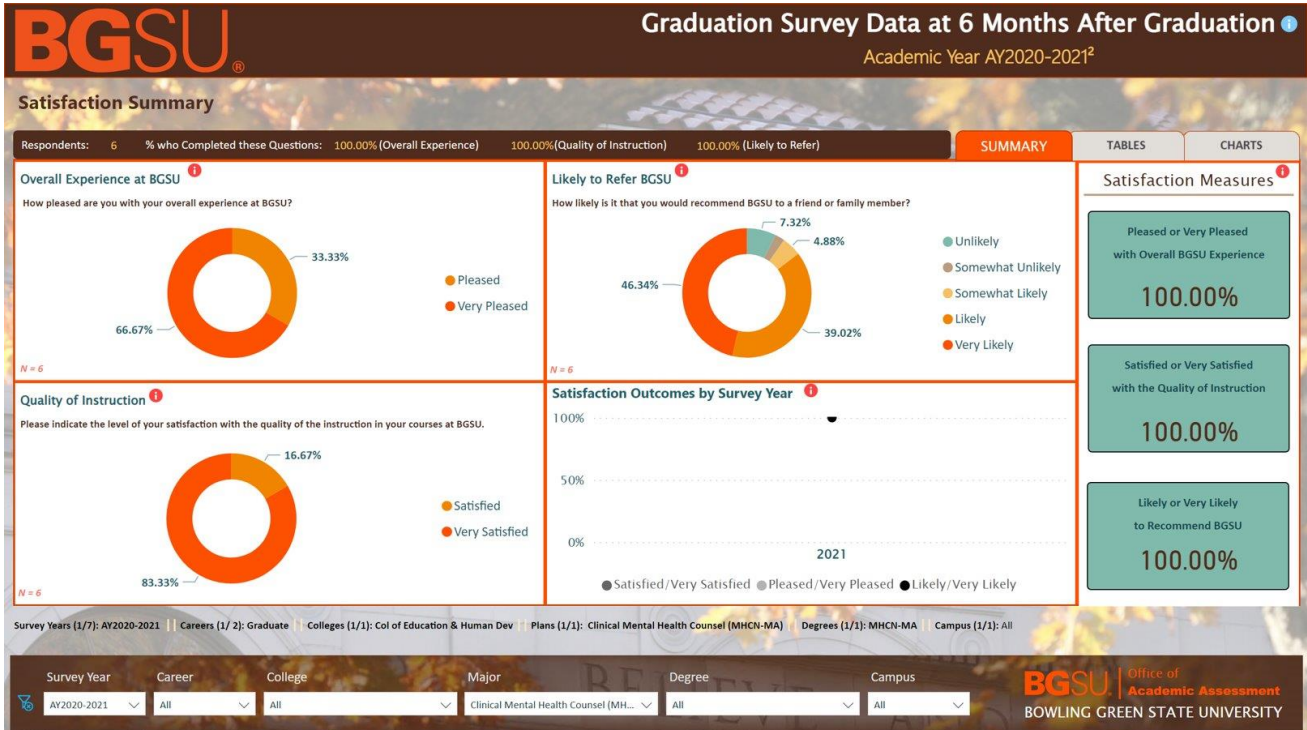## School Counseling Satisfaction Summary
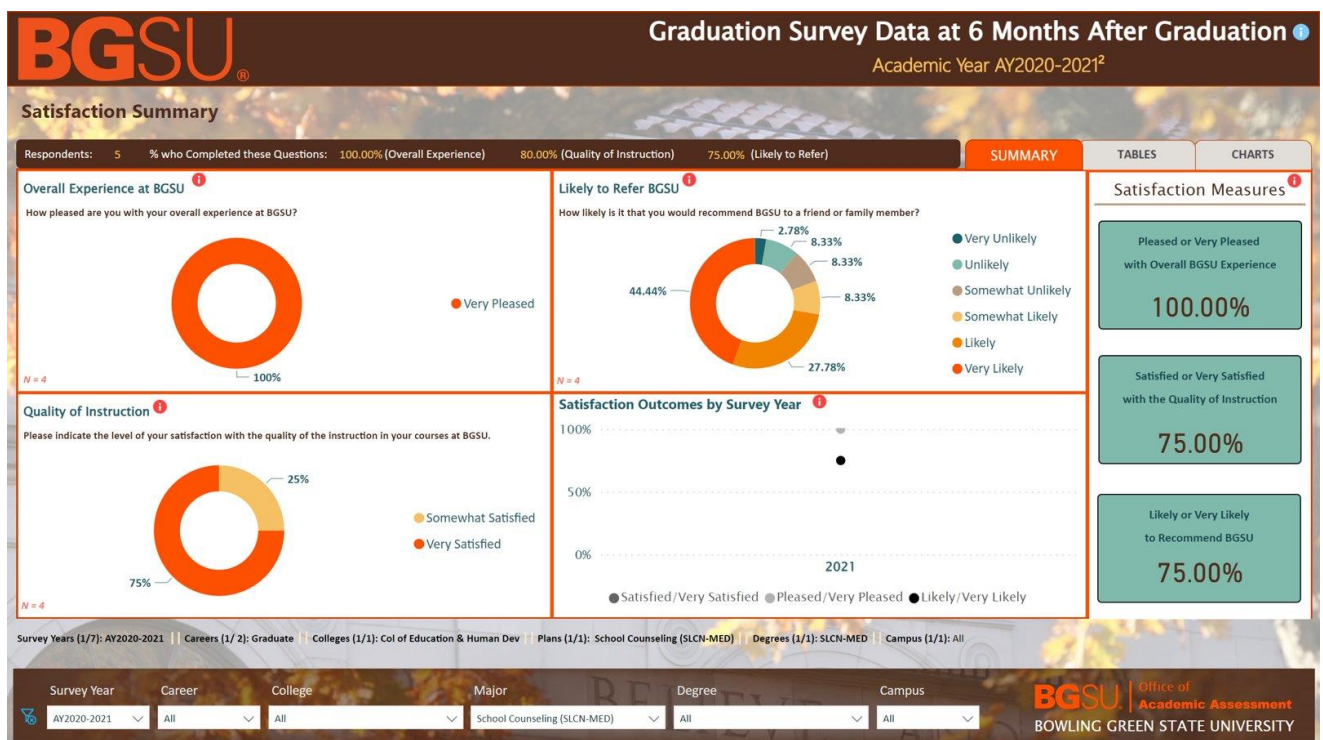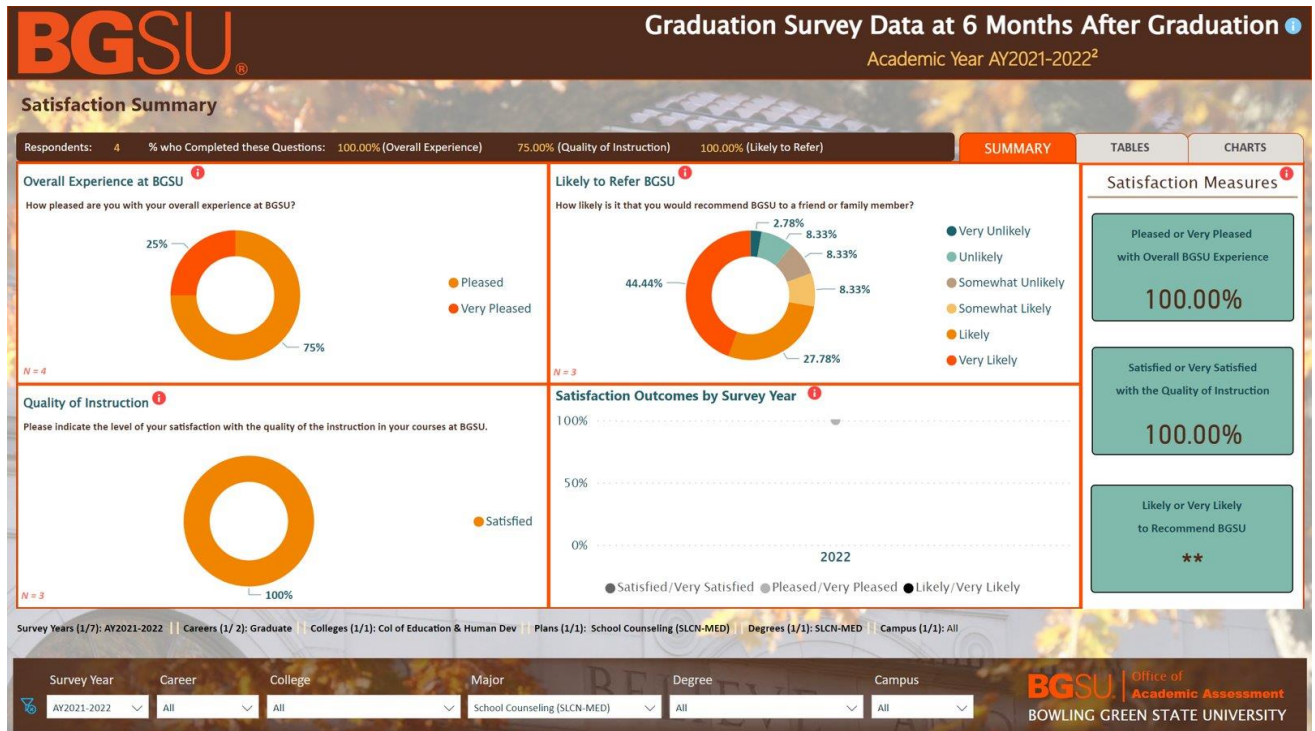
## School Counseling Employment Summary

| M.Ed. School Counseling | As of today, which statement best describes your employment status? | | | | | | |
|---|---|---|---|---|---|---|---|
| Survey Year | Graduates | Respondents | Response Rate | # with Plans | % with Plans | # Accepted a Job | % Accepted a Job |
| AY 2021-2022 | 12 | 4 | 33.33% | 4 | 100.00% | 4 | 100.00% |
| AY 2020-2021 | 12 | 5 | 41.67% | 5 | 100.00% | 3 | 60.00% |

| Survey Year | | # Looking for a Job | % Looking for a Job | # Continue Current Job | % Continue Current Job | # Further Education | % Further Education |
|---|---|---|---|---|---|---|---|
| AY 2021-2022 | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| AY 2020-2021 | | 0 | 0.00% | 2 | 40.00% | 0 | 0.00% |

## Clinical Mental Health Counseling Satisfaction Summary

## Clinical Mental Health Counseling Employment Summary

| M.A. Clinical Mental Health Counseling | As of today, which statement best describes your employment status? | | | | | | |
|---|---|---|---|---|---|---|---|
| Survey Year | Graduates | Respondents | Response Rate | # with Plans | % with Plans | # Accepted a Job | % Accepted a Job |
| AY 2021-2022 | 13 | 7 | 53.85% | 7 | 100.00% | 7 | 100.00% |
| AY 2020-2021 | 14 | 6 | 42.86% | 6 | 100.00% | 5 | 83.33% |

| Survey Year | | # Looking for a Job | % Looking for a Job | # Continue Current Job | % Continue Current Job | # Further Education | % Further Education |
|---|---|---|---|---|---|---|---|
| AY 2021-2022 | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| AY 2020-2021 | | 0 | 0.00% | 1 | 16.67% | 0 | 0.00% |

## Program Evaluation Learning Outcomes

## Clinical Mental Health and School Counseling Program Educational Objectives

The Clinical Mental Health Counseling and School Counseling programs at Bowling Green State University are committed to BGSU's mission being a public university for the public good. We are committed to providing top-quality education and training in order to prepare highly

qualified, ethical, and culturally competent professional counselors who advocate for social justice. The educational objectives of the Clinical Mental Health Counseling (M.A.) and School Counseling (M.Ed.) programs have been designed to provide a comprehensive professional preparation of graduate students that align with the 2016 CACREP Standards. Overall educational objectives and specific learning outcomes and are taught, demonstrated, and measured at various points across the programs. The connections are provided in APPENDIX B: Alignment of Program Educational Objectives with 2016 CACREP Standards and Key Performance Indicators.

Multiple performance and learning outcome indicators are reviewed in a given academic year. The sources and schedule are in APPENDIX A: Data Sources and Evaluation Schedule. Faculty review and reflect on multiple data to inform decisions regarding changes at the assignment, course, and curriculum levels.

## Aggregate Student Assessment Data

## Course-level Key Performance Indicators (KPI) Assessment Data

In the BGSU CMHSC program evaluation and assessment plan, assignments and other indicators (e.g., site supervisor evaluation of internship student, portfolio requirement) were identified and developed as appropriate for inclusion as a Key Performance Indicator (KPI) for measuring learning outcomes tied to CACREP standards. Each area is measured more than once, and in multiple points in time across the curriculum. For the core areas, both the CMHC and the SC share the same KPI's, with additional, separate KPI's identified for each of the specialty areas. The scores for these assignments/exams are recorded for each student in the course, for each semester that the specified course is taught. Faculty review these as aggregate data during the fall and spring semesters. When there are questions or concerns, data may be reviewed at the individual student level. Program faculty use this information to assist with determining if the educational outcomes are being met, and to provide information on potential areas for improvement and demonstrate areas of achievement. For an individual KPI to be counted as "met", the cutoff score is 80%. When the overall percentage of students meeting a KPI falls below 80% the learning opportunities, associated KPI's, and courses where they are embedded are critically examined and faculty determine how to address these areas. A description of the alignment of KPI's, 2016 CACREP Standards, and Program Education Objectives is provided in Appendix B: Alignment of Program Educational Objectives with 2016 CACREP Standards and Key Performance Indicators.

| Learning Outcome Key Performance Indicators AY 2021-2022 | | Clinical Mental Health Counseling (MCHN) | | School Counseling (SLCN) | |
|---|---|---|---|---|---|
| AY 2021-2022 | | | | | |
| | Notes based on faculty review | Not Met | Met | Not Met | Met |
| **Professional Counseling Orientation and Ethical Practice:** Students demonstrate understanding of and apply ethical and legal, standards within the context of professional counselor roles, responsibilities, and identity. | | | | | |
| I (COUN 6780) Final Exam (K) | | | n=33 (100%) | n=1 (20%) | n=4 (80%) |
| R (COUN 6885) Ethical Dilemma Presentation (S) | | | n=24 (100%) | | n= 16 (100%) |
| M (COUN 6890) Ethical Dilemma Presentation (S) | | | n=46 (100%) | | n=19 (100%) |

| **Social and Cultural Diversity:** Students demonstrate awareness, knowledge and skills to implement the multicultural and social justice counseling competencies within a counseling context. | | | | | |
|---|---|---|---|---|---|
| I (COUN 6760) Cultural Diversity Presentation (K) | This is a group project. One group (n=4) did not do well on the assignment, but all passed the course | | n=34 (100%) | n=4 (25%) | n=12 (75%) |
| R (COUN 6885) Client Recording with transcript and client summary (S) | One student did not pass the assignment or the course | n=1 (4%) | n=23 (96%) | | n=16 (100%) |
| M Portfolio Case Study (K) | | | n=15 (100%) | | n=12 (100%) |
| **Human Growth and Development:** Students demonstrate understanding and application of human development across the lifespan and its significance for counseling relationships and strategies. | | | | | |
| I (EDFI 6800-6700) In-depth Case Study Analysis | First time CMHSC only section of revised course taught (previously EDFI 6710) | n=1 (4%) | n=27 (96%) | | n=12 (100%) |
| R (EDFI 6800-6700) Total Quizzes | Will solicit feedback from instructors & students | n=16 (57%) | n=12 (43%) | n=8 (67%) | n=4 (33%) |
| M (COUN 6740) Case Study Theory Application Paper (K) | | | n=18 (100%) | | n=12 (100%) |
| **Career Development:** Students demonstrate understanding of career development and the interrelationships among related life factors including work, well-being, mental health, relationships, and other life roles through the use of theories, assessment, career resources and between and factors. | | | | | |
| I (COUN 6740) Special Population Career Presentation (S) | | | n=4 (100%) | | n=1 (100%) |
| M (COUN 6740) Case Study Theory Application Paper (K) | | | n=4 (100%) | | n=1 (100%) |
| **Counseling and Helping Relationships:** Students demonstrate counselor characteristics, behaviors, interviewing, techniques and counseling skills that influence the helping relationship. | | | | | |
| I (COUN 6640) Suicide assessment skills tape and reflection paper (K) | | n=1 (3%) | n=32 (97%) | n=1 (17%) | n=5 (83%) |
| R (COUN 6770) Skills Recording #3 with transcript (S) | | n=3 (7%) | n=40 (93%) | | n=9 (100%) |
| M (COUN 6890) Written case presentation with client/student recording & oral presentation (S) | | | n=46 (100%) | | n=21 (100%) |
| **Group Counseling and Group Work:** Students demonstrate understanding of the dynamics, strategies, and conditions associated with group work effectiveness. | | | | | |
| I (COUN 6790) Group Skills Recording #2 (S) | | | n=36 (100%) | n=1 (5%) | n=23 (95%) |
| R (COUN 6790) Chapter 1-15 Quiz Average | | n=1 (3%) | n=32 (97%) | | |
| M (COUN 6890) Documentation of 20 direct group hours and minimum rating of "Acceptable" by site | | | n=15 (100%) | | n=12 (100%) |

| | | | | | |
|---|---|---|---|---|---|
| supervisor on item "group facilitation" of the Evaluation of Student Performance in Counseling Internship (S) | | | | | |
| **Assessment and Testing:** Students demonstrate competent use of assessment relevant to diagnosis of mental and emotional disorders and conditions, academic/education, career, personal, and social development. | | | | | |
| I (COUN 6740) Career Assessment Practice (S) | | | n=34 (100%) | | n=5 (100%) |
| R (COUN 6710) Case Study (K) | | n=3 (13%) | n=20 (87%) | | n=11 (100%) |
| M (COUN 6710) Assessment Exercise (K) | Student passed the course | | n=39 (100%) | n=1 (9%) | n=10 (91%) |
| **Research and Program Evaluations:** Students understand how to critique research to inform counseling practice and demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession. | | | | | |
| I (COUN 6780) Journal Article Assignment | | | n=33 (100%) | | n=5 (100%) |
| R (EDFI 6420) Quantitative Article Review | No data received | | | | |
| M (EDFI 6420) Final Exam (K) | No data received | | | | |
| **Reflective Practice:** Students demonstrate self-awareness and self-development through engagement in active learning and reflectivity including uncovering personal/professional blind spots | | | | | |
| I (COUN 6640) Crisis Training and Reflection | | n=1 (3%) | n=32 (97%) | | n=6 (100%) |
| R (COUN 6760) Canvas Assignments | | n=2 (6%) | n=32 (94%) | | n=16 (100%) |
| M (COUN 6885) Reflection Journal Entries | | | n=17 (100%) | | n=12 (100%) |
| **Clinical Mental Health Counseling Contextual Dimensions:** Students demonstrate comprehensive case conceptualization and use of effective counseling skills within a theoretical framework in the context of clinical mental health counseling. | | | | | |
| I (COUN 6750) Final Exam (K) | | n=1 (4%) | n=26 (96%) | | n=11 (100%) |
| R (COUN 6885) Client Recording with transcript and client summary (S) | Two students did not pass the course | n=1 (5%) | n=23 (95%) | n=1 (7%) | n=15 (93%) |
| M (COUN 6890) At the completion of internship, Final Evaluation of Student Performance in Counseling Internship by Site Supervisor with a minimum rating of "Acceptable" on all items (S) | | | n=5 (100%) | | |
| **Clinical Mental Health Counseling Practice**: Students demonstrate assessment, case conceptualization, diagnosis, and treatment planning skills that utilize developmental and multicultural knowledge within the context of clinical mental health counseling. | | | | | |
| I (COUN 6815) Midterm and Final Exams (K) | | n=5 (12%) | n=38 (88%) | N/A | N/A |

| | | | | | |
|---|---|---|---|---|---|
| R (COUN 6855) Final Cumulative Report (K) | | n=4 (19%) | n=17 (81%) | N/A | N/A |
| M Portfolio Case Presentation (S) | | | n= 17 (100%) | N/A | N/A |
| **School Counseling Contextual Dimensions:** Students demonstrate understanding of the role of the professional school counselor and models of data driven school counseling including application of the ASCA National Model in P-12 school settings. | | | | | |
| I (COUN 6690) CSCP Project (K) | One student stopped attending but did not withdraw from the course. Multiple outreaches by instructor & academic advisor. | N/A | N/A | n=1 (9%) | n=11 (91%) |
| R (COUN 6700) Data Driven Project (K) | | N/A | N/A | n=10 (100%) | |
| M (COUN 6890) Closing the Gap Data Project (S) | | N/A | N/A | n=12 (100%) | |
| **School Counseling Practice:** Students demonstrate planning and use of appropriate interventions that promote academic achievement, career and college readiness, and personal/social counseling that utilize developmental and multicultural knowledge within the context of P-12 school counseling | | | | | |
| I (COUN 6690) Lesson Plan assignment (K) | One student stopped attending but did not withdraw from the course. Multiple outreaches by instructor & academic advisor. | N/A | N/A | n=1 (9%) | n=11 (91%) |
| R (COUN 6700) Collaborative Integrative Assignment (S) | | N/A | N/A | n=2 (20%) | n=8 (80%) |
| M (COUN 6890) Final Evaluation of Student Performance in Counseling Internship by Site Supervisor with a minimum rating of "Acceptable" on all items (S) | | N/A | N/A | | n=12 (100%) |

For the 2020-2021 academic year, 100% of students were successful on 11 of the 27 core KPIs. An additional 13 KPI's were above the 80% minimum threshold. In both the CMHC and SC specialty areas, all KPI's measured were at or above 80%. Two KPIs in core areas did not meet the acceptable threshold for all students. Upon faculty review, we identified issues listed below and determined some of the numbers reflected individual student performance across multiple courses or a group project.

- This is the first year the quizzes were used as a KPI in EDFI 6800/6700. Scores are much lower than expected. Faculty will continue to monitor this and solicit feedback from faculty and students.

- Data on the KPI's embedded in EDFI 6740 was not obtained. Program faculty are working with the EDHD Office of Analytics, Operations, and Research to remedy this.

## Licensure Test Data

The National Counselor Exam (NCE) is required in Ohio (and many other states) to obtain licensure. Students typically take the NCE near the end of, or immediately following their final semester.

| AY 2021-2022 NCE Results | | | | | |
|---|---|---|---|---|---|
| Fall 2021 | Month NCE Taken | # of BGSU Students | # Pass | # Fail | Pass Rate |
| | September | 2 | 2 | 0 | 100% |
| | October | 0 | 0 | 0 | N/A |
| | November | 3 | 2 | 1 | 67% |
| | December | 1 | 1 | 0 | 100% |
| Totals Fall 2021 | | 6 | 5 | 1 | 89% |
| Spring 2022 | January | 1 | 1 | 0 | 100% |
| | February | 1 | 0 | 1 | 0% |
| | March | 0 | 0 | 0 | N/A |
| | April | 0 | 0 | 0 | N/A |
| | May | 1 | 1 | 0 | 100% |
| Totals Spring 2022 | | 3 | 2 | 1 | 67% |
| Summer 2022 | | | | | |
| | June | 0 | 0 | 0 | N/A |
| | July | 0 | 0 | 0 | N/A |
| | August | 7 | 7 | 0 | 100% |
| Totals Summer 2022 | | 7 | 7 | 0 | 100% |
| **Total 2021-2022** | | **16** | **14** | **2** | **87.50%** |
| Total 2020-2021 | | 7 | 6 | 1 | 86% |
| Total 2019-2020 | | 19 | 18 | 1 | 95% |

As evidenced by this chart, the 2021-2022 scores are similar to the year prior. Faculty have discussed ways to help students be better prepared for the NCE. Inclusion of NCE study tips will be incorporated into the Internship courses. Our goal is to consistently have a first-time pass rate above 90%.

The Ohio Educators Assessment (OAE 040) is required for licensure of school counselors. Students typically take the NCE near the end of, or immediately following their final semester. During AY 2021-2022, 83% of our students passed the OAE on their first attempt. Faculty teaching internship will increase attention to supporting student preparation for the OAE. The identified action to be taken is to request a report from the EDHD Office of Analytics, Operations, and Research that provides a breakdown of scores by domain. Faculty will review this data to identify areas of strength and areas of concern and map this to the associated curricular areas and educational objectives. This will inform a more focused additional review, evaluation, and adjustments.

In 2020 the Curriculum Resource Center (CRC) at the BGSU Jerome Library added Mometrix, an online study guide, as a resource. This online tool is available to all BGSU EDHD students

and includes preparation assistance (e.g., flash cards, practice exams) for both the OAE and the NCE. Faculty are reminding students of this resource. In AY 2021-2022, a direct link to this resource was added to the Practicum Canvas courses and shared with internship students during their final semester. Additionally, faculty members occasionally take their class to the CRC for a tour of their resources for bibliotherapy, social emotional learning, and Mometrix.

## Non-Academic Program Outcomes

## CMHSC Program Student Disposition Evaluation

CMHSC Faculty continue to assess students' professional dispositions at regular intervals. First-year students are assessed during the semesters they are enrolled in COUN 6780 Legal & Ethical Issues in Counseling and COUN 6770, Counseling Skills. Advanced students are assessed at midterm and end of semester during COUN 6885, Seminar/Practicum in Counseling and each semester of COUN 6890 Internship. Dispositions are assessed using the form located in the handbook and the CMHSC Program Canvas and are reviewed individually with students. Occasionally, to support student success, a disposition meeting is held with a student identified by faculty as exhibiting a behavior that needs to be addressed and adjusted. All students are expected to have an overall rating of "acceptable," which is the highest rating on the form. When scores in a particular area are not at this level, students are provided specific feedback and support. Once during each academic year, CMHSC faculty review the aggregated and individual student level disposition data. In order to monitor and support student development throughout the year, program faculty share concerns and kudos regarding individuals and groups of students during regularly scheduled program faculty meetings.

Faculty and students appreciate the opportunity for individual meetings to provide feedback, highlight areas where students shine, and clarify expectations when needed. Upon reviewing aggregate dispositional data, during AY 2021-2022, there was not a pattern indicating a particular area of deficit among students as a whole. At the individual student level, the majority of times a specific dispositional concern was noted, and feedback provided, students improved in that area on subsequent evaluations. As part of the remediation process, use of the disposition reviews has been beneficial in assisting faculty in identifying a significant pattern or multiple concerns early/as they arise. It also served as an avenue for providing and documenting feedback, specifying needed and required adjustments in areas of student's conduct, judgement, communication skills, and/or acceptable behaviors. During the period under review, faculty did not identify any areas where additional review or changes were warranted.

## Fostering Professional Development

### Beta Gamma Chapter of Chi Sigma Iota
CMHSC faculty support students in developing their identities as emerging professional school counselors and clinical mental health counselors. Our CSI chapter continues to be active. In addition to the annual welcome picnic for all new and returning students, the Beta Gamma Chapter of Chi Sigma Iota held 11 events and inducted 11 new members during AY 2021-2022. Events included a therapy dog workshop, advocacy letter writing, and a movie night.

### All Ohio Counselor Conference
BGSU was also well represented at the All Ohio Counselor Conference by faculty and students. Three faculty presented at the annual state counseling conference. Faculty enjoyed seeing program alumni in attendance and as conference presenters.

### Student Recognition – American Counseling Association

CMHC student, Alicia V., received an Honorable Mention Award for the essay she submitted to the American Counseling Association's Tomorrow's Counselors essay competition. Her award-winning essay focused on advocacy with people who have been involved with the criminal justice system. Her knowledge and passion for this population increased while engaging with these clients during her counseling internship experience. She received free registration to the ACA Conference and will receive a mention in Counseling Today

## Special Recognition

### Faculty Recognition

Dr. Jared Rose was nominated for and received the 2022 LGBTQ+ Excellence Faculty Award which was presented at BGSU's Lavender Graduation celebration.

At the May 2022 BGSU Board of Trustees meeting, Dr. Jared Rose's promotion and tenure to Associate Professor received final approval.

Dr. Lindsay Heckman, Assistant Teaching Professor successfully defended her dissertation titled *Counselor Educators' Experiences of Self-Disclosure as a Teaching Strategy Across the CACREP Core Curriculum* and received her Ph.D. in Counselor Education and Supervision from the University of Toledo.

### Site Supervisor Recognition

One of our long-time clinical counseling site supervisors, Jill H. received the Northwest Ohio Counseling Association's 2022 Supervisor of the Year Award. She was nominated by a graduating BGSU student who completed their practicum and internship under her supervision and guidance.

## Changes and Updates During AY 2021-2022

## Other Program Changes/Events (based on student, faculty and site supervisor feedback, program evaluation data, etc.)

### Course Change: EDFI 6710 to EDFI 6700

Based on previous KPI data, anecdotal counseling student comments, and lower Ohio Department of Education (ODE) exam 040 domain scores, during AY 2020-2021 counseling faculty collaborated with the educational foundations (EDFI) faculty who teach the human growth and development course. To enhance the focus on a counseling perspective of human growth and development across the lifespan and to maintain integrity and consistency with the identified CACREP standards and KPI's it was determined that a significant modification to EDFI 6710 Human Growth & Development would be made. This resulted in the creation of EDFI 6700 Human Development & Learning Across the Lifespan for Helping Professions. During AY 2021-2022, while going through the university's course/curriculum process, it was offered to counseling students as EDFI 6800/6700 Human Development & Learning Across the Lifespan for Helping Professions and received formal approval as EDFI 6700 which will be offered for the first time in fall 2022.

No changes were made in where or how the CACREP and curricular standards are addressed and two KPI's continue to be measured in EDFI 6700 Human Development & Learning Across the Lifespan for Helping Professions. From the previous course to the new course, one of the KPIs used to assess human growth and development learning outcomes was retained without modification (case study). CMHSC faculty changed the second key performance assessment

from the poster presentation designated as a KPI in COUN 6710 to the average quiz scores for Ch. 1-15 in COUN 6700 which provides students the opportunity for low stakes, regularly occurring, formative assessment.

## Structural Changes

### EDHD Reconfiguration

The College of Education and Human Development has been engaged in a process of reimagining and reconfiguring our schools to increase efficiency and enhance interdisciplinary collaboration. At their December meeting, the BGSU Board of Trustees approved the reorganization. This was a multi-step process that began with intentionally thinking about the missions of individual degree programs and the college as a whole. In the EDHD reconfiguration, there was no elimination of faculty or staff, and all programs were maintained (no degree/certificate programs were added or eliminated). Specifically, no faculty or curricular changes were made to either the Clinical Mental Health Counseling (CMHC) or the School Counseling (SC) programs. The counseling programs have been part of the school of Counseling and Special Education and will now be part of the School of Counseling, Higher Education, Leadership and Foundations.

### Redistribution of Duties Among CMHSC Faculty

Beginning in 2021-2022, the program coordinator, practicum/internship site coordination, and CACREP liaison duties have been assigned to multiple faculty. Prior to fall 2021, one faculty member was identified as and received compensation for being the program coordinator, CACREP liaison, and clinical practicum/internship site coordinator and a different faculty member coordinated the school counseling practicum/internship sites. The new model of shared responsibilities has increased CMHSC faculty awareness of and active involvement in program operations, assessment, and evaluation. Additional benefits include increased faculty connections with our constituents, particularly with our community partner sites and site supervisors who serve a critically important role in student development during their field experiences.

## Site Supervisor Survey Results

The next survey of site supervisors is scheduled for 2024, See Appendix A: Data Collection Schedule

## Practicum and Internship Site & Site Supervisor Survey Results

Every semester, students enrolled in practicum or internship are required to evaluate their site and site supervisor. This provides a formal opportunity for students to indicate their level of satisfaction, the appropriateness of the site and/or site supervisor and provide qualitative feedback. The practicum and internship coordinators review these and provide a summary to the faculty. When there are concerns regarding a site or site supervisor, the practicum or internship faculty have generally assisted the student in addressing it in a timely manner. Student feedback is taken seriously and has been used as documentation for supporting the removal of a site or site supervisor from our "approved" list either permanently, or until the concerns are remedied. It has also been used to inform positive feedback to sites and site supervisors who are providing supervisees with a stellar experience.

During the period under review, one student at one site rated a clinical mental health counseling site as 'somewhat suitable" and marked that they 'would not recommend the site' however, they indicated that they 'would recommend the site supervisor". Associated comments indicated the

dissatisfaction was primarily around the client population and the continued restrictions related to virtual/in-person services due to COVID-19 agency policies. Other student evaluation of sites and site supervisors indicated high levels of satisfaction with practicum and internship sites and site supervisors.

Students provided feedback and a wide range of future suggestions for the sites/site supervisors which included more dedicated supervision meetings (group and individual), more practice working with mandated clients, specific skill interventions practice, and the ability to be paid for their practicum and internship work. Students reported steep learning curves during practicum with regard to training on documentation software and understanding how to/gaining confidence to approach concerns or needs during individual supervision meetings. Faculty who teach practicum discussed this and will place an emphasis on normalizing experiences, specifying expectations, providing examples of, and scaffolding for supervisee-supervisor communications early in the practicum course.

Overall, students are satisfied with both their site and their site supervisor and there were no concerns noted on the evaluations that had not already been brought to the attention of practicum/internship faculty, and/or the faculty responsible for coordinating practicum and internship site approval.

## Employer Survey Data

The next employer survey is scheduled for 2023, See Appendix A: Data Collection Schedule

## Alumni Program Survey Results

The next alumni survey is scheduled for 2024, See Appendix A: Data Collection Schedule

## Additional Program Evaluation Data

None reported in AY 2021-2022, See Appendix A: Data Collection Schedule

## APPENDIX A: Data Sources and Evaluation Schedule

| Data Collection (Survey, Employment, etc.) | Program Level (Aggregate) | Individual Level | Annually | Every Other Year | Every 3 Years |
|---|---|---|---|---|---|
| Data collected from constituents and sources outside of BGSU | | | | | |
| Employer Survey K-12 Schools | ✓ | | | | 2023 |
| Employer Survey Clinical Mental Health Agencies | ✓ | | | | 2023 |
| Site Supervisor Survey | ✓ | | | 2024 | |
| Program Alumni Survey | | | | | 2024 |
| Employment Data (ODE - School Counseling) | ✓ | | 2021-2022 | | |
| BGSU Graduate/Alumni Survey (Office of Academic Assessment) | | | 2020-2022 | As available | |
| National Counselor Exam Scores (Licensure Exam) | ✓ | | 2021-2022 | | |
| Ohio Assessment of Educators (040) (Licensure Exam) | ✓ | | 2021-2022 | | |
| Individual Level Evaluation of Practicum & Internship Students | ✓ | ✓ | 2021-2022 | | |
| Data from program level evaluations and sources internal to BGSU | | | | | |
| Course-level Key Performance Indicator (KPI) Assessment Data | ✓ | ✓ | 2021-2022 | | |
| Professional Dispositions | ✓ | ✓ | 2021-2022 | | |
| Practicum & Internship Site & Site Supervisor Evaluation | ✓ | ✓ | 2021-2022 | | |
| Program Graduate Exit Survey (Includes initial employment data) | ✓ | | 2021-2022 | | |
| Student Achievement Assessment Committee Report (SAAC) | ✓ | | As required by BGSU | | |

## APPENDIX B: Alignment of Program Educational Objectives with 2016 CACREP Standards and Key Performance Indicators

Clinical Mental Health and School Counseling Program Educational Objectives

The Clinical Mental Health Counseling and School Counseling programs at Bowling Green State University are committed to BGSU's mission being a public university for the public good. We are committed to providing top-quality education and training in order to prepare highly qualified, ethical, and culturally competent professional counselors who advocate for social justice. The educational objectives of the Clinical Mental Health Counseling (M.A.) and School Counseling (M.Ed.) programs have been designed to provide a comprehensive professional preparation of graduate students that align with the 2016 CACREP Standards. Overall educational objectives and specific learning outcomes and are taught, demonstrated, and measured at various points across the programs.

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**Educational Objective:** Students will distinguish between counseling theories

**Associated 2016 CACREP Standards:**
Clinical Mental Health Counseling Contextual Dimensions: Students demonstrate comprehensive case conceptualization and use of effective counseling skills within a theoretical framework in the context of clinical mental health counseling. [OBJ]

Career Development: Students demonstrate understanding of career development and the interrelationships among related life factors including work, well-being, mental health, relationships, and other life roles through the use of theories, assessment, career resources and between and factors.

Human Growth and Development: Students demonstrate understanding and application of human development across the lifespan and its significance for counseling relationships and strategies.

**Evaluation Measures: Key Performance Indicators**
I (COUN 6750) Final Exam (K)
I (COUN 6740) Special Population Career Presentation (S)
M (COUN 6740) Case Study Theory Application Paper (K)
I (EDFI 6800) In-depth Case Study Analysis (S)
M Portfolio Case Study (K)

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**Educational Objective:** Students will integrate theory and practice for individual and group counseling settings

**Associated 2016 CACREP Standards:**
Clinical Mental Health Counseling Contextual Dimensions: Students demonstrate comprehensive case conceptualization and use of effective counseling skills within a theoretical framework in the context of clinical mental health counseling

Clinical Mental Health Counseling Practice: Students demonstrate assessment, case conceptualization, diagnosis, and treatment planning skills that utilize developmental and multicultural knowledge within the context of clinical mental health counseling.
Assessment and Testing: Students demonstrate competent use of assessment relevant to diagnosis of mental and emotional disorders and conditions, academic/education, career, personal, and social development.
*Individual Counseling Setting:*

Counseling and Helping Relationships: Students demonstrate counselor characteristics, behaviors, interviewing, techniques and counseling skills that influence the helping relationship.

*Group Counseling Setting:*
Group Counseling and Group Work: Students demonstrate understanding of the dynamics, strategies, and conditions associated with group work effectiveness.

**Evaluation Measures: Key Performance Indicators**
R (COUN 6885) Client Recording with transcript and client summary (S)
M (COUN 6890) Final Evaluation of Student Performance in Counseling Internship by Site Supervisor with a minimum rating of "Acceptable" on all items (S)
I (COUN 6815) Midterm and Final Exams (K)
R (COUN 6855) Final Cumulative Report (K)
M Portfolio Case Presentation (S)
I (COUN 6740) Career Assessment Practice (S)
R (COUN 6710) Case Study (K)
M (COUN 6710) Assessment Exercise (K)

*Individual Counseling Setting:*
I (COUN 6640) Suicide assessment skills tape and reflection paper (K)
R (COUN 6770) Skills Recording #3 with transcript (S)
M (COUN 6890) Written case presentation with client/student recording & oral presentation (S)

*Group Counseling Setting:*
I (COUN 6790) Group Skills Recording #2 (S)
R (COUN 6790) Chapter 1-15 Quiz Average
M (COUN 6890) Documentation of 20 direct group hours at the completion of internship and minimum rating of "Acceptable" by site supervisor on item "group facilitation" of the Evaluation of Student Performance in Counseling Internship (S)

**Educational Objective:** Students will examine practices surrounding multiculturalism, diversity, inclusion, and equity

**Associated 2016 CACREP Standards:**
Social and Cultural Diversity: Students demonstrate awareness, knowledge and skills to implement the multicultural and social justice counseling competencies within a counseling context.

Clinical Mental Health Counseling Practice: Students demonstrate assessment, case conceptualization, diagnosis, and treatment planning skills that utilize developmental and multicultural knowledge within the context of clinical mental health counseling.
School Counseling Practice: Students demonstrate planning and use of appropriate interventions that promote academic achievement, career and college readiness, and personal/social counseling that utilize developmental and multicultural knowledge within the context of P-12 school counseling

**Evaluation Measures: Key Performance Indicators**
I (COUN 6760) Cultural Diversity Presentation (K)
R (COUN 6885) Client Recording with transcript and client summary (S)
M Portfolio Case Study (K)
I (COUN 6815) Midterm and Final Exams (K)
R (COUN 6855) Final Cumulative Report (K)
M Portfolio Case Presentation (S)
I (COUN 6690) Lesson Plan assignment (K)

R (COUN 6700) Collaborative Integrative Assignment (S)

**Educational Objective:** Students will develop a professional counselor identity with a foundation in the integration of evidenced based practice and applicable ethical codes

**Associated 2016 CACREP Standards:**
Professional Counseling Orientation and Ethical Practice: Students demonstrate understanding of and apply ethical and legal standards within the context of professional counselor roles, responsibilities, and identity.

School Counseling Contextual Dimensions: Students demonstrate understanding of the role of the professional school counselor and models of data driven school counseling including application of the ASCA National Model in P-12 school settings.

Research and Program Evaluations: Students understand how to critique research to inform counseling practice and demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession.

**Evaluation Measures: Key Performance Indicators**
*Ethical Codes Application:*
I (COUN 6780) Final Exam (K)
R (COUN 6885) Ethical Dilemma Presentation (S)
M (COUN 6890) Ethical Dilemma Presentation (S)

*School Counseling:*
I (COUN 6690) CSCP Project (K)
R (COUN 6700) Data Driven Project (K)
M (COUN 6890) Closing the Gap Data Project (S)

*EBP:*
I (COUN 6780) Journal Article Assignment
R (EDFI 6420) Quantitative Article Review

**Educational Objective:** Students will evaluate their self-awareness and self-development through reflective practice of counseling skills

**Associated 2016 CACREP Standard:**
Reflective Practice: Students demonstrate self-awareness and self-development through engagement in active learning and reflectivity including uncovering personal/professional blind spots

**Evaluation Measures: Key Performance Indicators**
I (COUN 6640) Crisis Training and Reflection
R (COUN 6760) Canvas Assignments
M (COUN 6885) Reflection Journal Entries