

# Academic Year 2022-2023 Program Evaluation Outcome Report

## Bowling Green State University

### *Clinical Mental Health Counseling and School Counseling Programs*

School of Counseling, Higher Education, Leadership & Foundations

(Formerly 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 LPC licensure in Ohio. The SC degree program is approved by the Ohio Department of Education, indicating graduates meet the academic requirements to obtain pupil services license for school counselor 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 2022-2023

**Lindsay Heckman, Ph.D., Assistant Teaching Professor**, 1-year non-renewable contract  
**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., Associate Professor**, CMHSC Program Coordinator  
**Mariama Sandifer, Ph.D., Assistant Professor**

The College of Education and Human Development is committed to supporting the counseling programs with qualified, full-time faculty. During 2021-2022, we conducted a national search for two tenure-track positions (1 school counseling specialty and 1 clinical mental health specialty). As a result of that search, we welcomed Dr. Mariama Sandifer to our team. Dr. Sandifer has significant experience as a counselor educator, professional school counselor, and licensed clinical counselor with supervisor endorsement. Her scholarship focuses on antiracist and culturally affirming teaching practices, school counselor professional identity development, and school counselor supervision.

During 2022-2023, the School of Counseling and Special Education/School of Counseling, Higher Education, Leadership and Foundations conducted a national search for a CMHC tenure track position to replace the temporary assistant teaching professor position. We were successful in hiring Dr. Ellise Nolan (Raghavan) whose research agenda includes promoting counselor wellness, integrating allyship into counseling and teaching and understanding counselor development. We look forward to welcoming her to our team in fall 2023. At the end of AY 2022-2023, Dr. Mariama Sandifer resigned. Although brief, her time at BGSU benefited students and the program. A request to hire for this vacancy was made.

## Program Evaluation

### Enrollment and Retention

In AY 2022-2023, 16 students graduated with an M.Ed. in School Counseling and 38 students graduated with an M.A. in Clinical Mental Health Counseling. Approximately 107 students were enrolled across both degree programs which is an 18% decrease from the previous year.

CACREP Vital Statistics						
Academic Year	Total Enrolled Students	CMHC Enrolled Students	CMHC Graduated	CMHC Completion Rate	CMHC NCE Pass Rate	CMHC Percent Employed
2022-2023	107	76	38	88%	97%	100%
2021-2022	130	91	16	90%	87.5%	100%
		SC Enrolled Students	SC Graduated	SC Completion Rate	SC OAE Pass Rate	SC Percent Employed
2022-2023		31	16	98%	92%	93%
2021-2022		39	12	82%	83%	91%

Self-reported demographics for students enrolled in the SC program includes 4 male and 27 female and 15 male and 61 female in the CMHC program during AY 2022-2023. Unfortunately, the current system only allows for selection of binary gender which is not an accurate reflection of our students. For both programs combined, 13 students identify as more than one

race/ethnicity, 5 students identify as Black, 1 student did not specify, 1 international student, and 87 students identify as white (unduplicated count).

## Program Graduate Exit Survey Results

In a continued effort to incorporate feedback from CMHSC students, at the end of each semester an anonymous Qualtrics survey is sent to all respective semester graduates. During AY 2022-2023, recent graduate respondents included 23 individuals completing an M.A. in Clinical Mental Health Counseling (62% response rate), and 13 individuals completing an M.Ed. in School Counseling (81% response rate). Respondents across both programs ranged in age from 23 to 39 years and the majority self-identified as female. Graduates of both CMHC and SC programs continue to cite the most impactful parts of the program as the direct experience in practicum and internship which they view as being an integral component to their development as professional counselors and their counseling identity, as well as the support received by faculty/staff throughout the program. Additionally, we continued to include questions regarding academic advising, and what future recommendations recent graduates would include for the program.

In response to *How helpful or unhelpful was your faculty academic advisor?* Seventy-two percent (n=26) of graduating students across both programs gave a rating of moderately or extremely helpful.

Responses to *Please add any comments about your academic advising experience here* were mostly positive. Several respondents commented that while it was disruptive to switch advisors due to faculty turn over, they felt supported when meeting with their new advisors, were pleased with the ability to stay on track with their scheduling/coursework, and appreciated faculty advisors being actively and willingly available to meet with them when needed.

Responses to *In retrospect, please comment on any educational opportunities that you would recommend for addition to the CMHC or SC program curriculum* several graduates from both degree programs mentioned including specific grief/loss counseling coursework\* as potentially being beneficial, as well as additional trauma-informed interventions. School counseling graduates shared that having more courses dedicated to younger populations with diverse needs may be helpful. CMHC students suggested including dedicated NCE prep coursework.

\*Special Topics: COUN Bereavement, Grief and Loss was offered during summer 2023

## 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. Based on student self-report via the program graduate exit survey and emails to faculty,

- Of the 38 students who graduated with an M.A. in Clinical Mental Health Counseling, 100% reported having employment as a counselor within 90 days of graduation.
- Of the 16 students who graduated with an M.Ed. in School Counseling, at least 93% reported having employment in the field within 90 days of graduation.

## Employment Data (Ohio Department of Education - School Counseling)

This information comes from the Ohio Department of Education and is provided by the office of EDHD Office of Analytics, Operations, and Research. Twenty-eight percent (28%) of the AY 22-

23 school counseling program graduates are actively employed in an Ohio district as of December 1, 2023. Two of the graduates are employed in a counseling assignment. One is employed in a teaching assignment, and another is employed in a family and community engagement assignment. Employment data for Ohio school counselors may be incomplete so it is possible additional graduates are actively employed but their employment file has not been updated in the publicly-available database. Data for graduates employed outside of Ohio are not immediately available.

### **Graduation Survey Data at 6 Months After Graduation**

This information comes from the BGSU Graduate/Alumni Survey conducted by the Office of Academic Assessment. None reported in AY 2022-2023, See Appendix A for data reporting schedule.

## **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 of 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 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 at multiple points in time across the curriculum. For the core areas, both the CMHC and the SC programs share the same KPI's, with additional 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 2022-2023		Clinical Mental Health Counseling (MCHN)		School Counseling (SLCN)	
AY 2022-2023					
	Notes based on faculty review	Not Met	Met	Not Met	Met
<b>Professional Counseling Orientation and Ethical Practice:</b> 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=10 (100%)		n=6 (100%)
R (COUN 6885) Ethical Dilemma Presentation (S)			n=34 (100%)		n= 7 (100%)
M (COUN 6890) Ethical Dilemma Presentation (S)			n=72 (100%)		n=30 (100%)
<b>Social and Cultural Diversity:</b> 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)			n=19 (100%)		n=4 (100%)
R (COUN 6885) Client Recording with transcript and client summary (S)			n=34 (100%)		n=7 (100%)
M Portfolio Case Study (K)			n=37 (100%)		n=16 (100%)
<b>Human Growth and Development:</b> Students demonstrate understanding and application of human development across the lifespan and its significance for counseling relationships and strategies.					
I (EDFI 6700) Total Quizzes	1 CMHC student received a C in the course. All other students passed the course with an A or B		n=23 (100%)		n=11 (100%)
R (EDFI 6700) In-depth Case Study Analysis		n=7 (30%)	n=16 (70%)	n=3 (27%)	n=8 (73%)
M Portfolio Case Study (K)			n=37 (100%)		n=16 (100%)
<b>Career Development:</b> 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=1 (8%)	n=12(92%)		n=8 (100%)
M (COUN 6740) Case Study Theory Application Paper (K)		n-1 (8%)	n=12 (92%)	n=1 (12%)	n=7 (88%)
<b>Counseling and Helping Relationships:</b> 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=12 (100%)		n=9 (100%)
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=72 (100%)		n=30 (100%)
<b>Group Counseling and Group Work:</b> Students demonstrate understanding of the dynamics, strategies, and conditions associated with group work effectiveness.					
I (COUN 6790) Group Skills Recording #2 (S)		n=1 (3%)	n=30 (97%)		n=4 (100%)
R (COUN 6790) Chapter 1-15 Quiz Average			n=31 (100%)		n=4 (100%)
M (COUN 6890) Documentation of 20 direct group hours and minimum rating of "Acceptable" by site supervisor on item "group facilitation" of the Evaluation of Student Performance in Counseling Internship (S)		n=1 (3%)	n=37 (97%)		n=16 (100%)
<b>Assessment and Testing:</b> 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=13 (100%)		n=8 (100%)
R (COUN 6710) Case Study (K)	1 student did not complete the course but did not withdraw	n=5 (22%)	n=18 (78%)		n=6 (100%)
M (COUN 6710) Assessment Exercise (K)	1 student did not complete the course but did not withdraw	n=5 (22%)	n=18 (78%)		n=6 (100%)
<b>Research and Program Evaluations:</b> 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=10 (100%)		n=6 (100%)
R (EDFI 6420) Quantitative Article Review	Incomplete data (summer 2023 only)	n=2 (40%)	n=3 (60%)	n=1 (50%)	n=1 (50%)
M (EDFI 6420) Final Exam (K)	Incomplete data (summer 2023 only)	n=2 (40%)	n=3 (60%)	n=1 (50%)	n=1 (50%)
<b>Reflective Practice:</b> 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=12 (100%)		n=9 (100%)

R (COUN 6760) Canvas Assignments		n=1 (5%)	n=18 (95%)		n=4 (100%)
M (COUN 6885) Reflection Journal Entries			n=34 (100%)		n=7 (100%)
<b>Clinical Mental Health Counseling Contextual Dimensions:</b> 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=9 (100%)		
R (COUN 6885) Client Recording with transcript and client summary (S)			n=34 (100%)		
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=38 (100%)		
<b>Clinical Mental Health Counseling Practice:</b> 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=1 (7 %)	n=13 (93 %)	N/A	N/A
R (COUN 6855) Final Cumulative Report (K)			n=35 (100%)	N/A	N/A
M Portfolio Case Presentation (S)			n= 37 (100%)	N/A	N/A
<b>School Counseling Contextual Dimensions:</b> 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)		N/A	N/A		n=7 (100%)
R (COUN 6700) Data Driven Project (K)		N/A	N/A		n=7 (100%)
M (COUN 6890) Closing the Gap Data Project (S)		N/A	N/A		n=30 (100%)
<b>School Counseling Practice:</b> 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)		N/A	N/A		n=7 (100%)
R (COUN 6700) Collaborative Integrative Assignment (S)		N/A	N/A		n=7 (100%)
M (COUN 6890) Final Evaluation of Student Performance in		N/A	N/A		n=16 (100%)

Counseling Internship by Site Supervisor with a minimum rating of "Acceptable" on all items (S)					
---	--	--	--	--	--

For the 2022-2023 academic year, in the core areas, 100% of students were successful on 15 of the 26 core KPIs. An additional 6 KPI's were above the 80% minimum threshold. In both the CMHC and SC specialty areas, all KPI's measured were above 80%. Upon faculty review, we determined some of the numbers reflected individual student performance. Two areas we are monitoring include

- The quizzes are used as a formative assessment and KPI in EDFI 6700. Scores continue to be lower than expected. Faculty continue to monitor this. Initial feedback from faculty and students indicated this may be reflective of the high level of rigor, and that the quiz percentage of the overall grade is negligible therefor students are assigning them less importance and effort.
- Data on the KPI's embedded in EDFI 6740 was only obtained from one course section. 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.

<b>AY 2022-2023 NCE Results</b>				
	# of BGSU Students	# Pass	# Fail	Pass Rate
<b>Total 2022-2023</b>	<b>30</b>	<b>29</b>	<b>1</b>	<b>97%</b>
Total 2021-2022	16	14	2	87.50%
Total 2020-2021	7	6	1	86%
Total 2019-2020	19	18	1	95%

As evidenced above, the 2022-2023 scores improved when compared to the prior year and are similar to the prior AY. In 2022-2023, Faculty renewed efforts to intentionally incorporate additional NCE study tips into the Internship courses. We met our goal of a first-time pass rate above 90%.

The Ohio Educators Assessment (OAE 040) is required for licensure of school counselors. Students typically take the OAE near the end of, or immediately following their final semester.

<b>AY2022-2023 OAE Results</b>				
	# of BGSU Students	# Pass	# Fail	First Time Pass Rate
<b>Total 2022-2023*</b>	<b>13</b>	<b>12</b>	<b>1</b>	<b>92%</b>



Total 2021-2022	12			83%
Total 2020-2021	12			91%
Total 2019-2020	7			85%

During AY 2022-2023, 92% of our students passed the OAE on their first attempt. Faculty teaching internship increased supporting student preparation for the OAE.

## 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 3 (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. Twice 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 2022-2023, there was not a pattern indicating a particular area of deficit among students as a whole. There were no significant differences between students enrolled in the SC or CMHC programs. Ratings are on a 3 point scale.

Domain	Average (all students) Fall 2022	Average (all students) Spring 2023	Average (all students) Summer 2023
Conduct / Attitudes	2.98	2.99	2.96
Cognition / Judgement	2.98	2.99	3.00
Oral & Written Communications	2.98	3.00	2.99
Socially Acceptable Behavior	2.98	3.00	3.00

At the individual student level, most times a specific dispositional concern was noted, and feedback provided, students improved in that area on subsequent evaluations. During fall 2022, one student received a rating of 1 (unacceptable) in two areas of the disposition form and a formal performance improvement plan (PIP) was implemented during the period under review. 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 6 events during AY 2022-2023. Events included multiple social engagement activities for students and a community-engagement charity drive.

### **All Ohio Counselor Conference**

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

A CMHC student co-presented a session on appropriate therapeutic language with LGBTQIAP+ clients with faculty member, Jared Rose

### **Student Recognition – Northwest Ohio Counseling Association – BGSU Graduate Student Representative**

Hillary A. (CMHC) represented BGSU graduate students. She participated in NWOCA board meetings and served on the professional development subcommittee.

### **Student Recognition – Ohio School Counselor Association Graduate Student Scholarship**

A second year SC student, Kaitlin G. received a competitive scholarship.

## **Special Recognition**

### **Faculty Recognition**

Dr. Jared Rose received the 2022 Community Cares Award for Anti-Human Trafficking work which was presented by Human-Trafficking and Social Justice Institute.

### **Upcoming 75<sup>th</sup> Anniversary 2025**

There has been at least one counseling program continuously for almost 75 years. A celebration will be held in 2025 to commemorate this – plans to be determined.

## **Changes and Updates During AY 2022-2023**

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

#### **Elective Course Addition: COUN 6825 – Human Sexuality in Counseling**

Due to consistent high enrollment (when previously offered as a “Special Topic” course) and student licensure needs in other states, a new elective course was created to aid students' ability to provide effective and appropriate sexuality counseling across the lifespan.

## Structural Changes

A Substantive Change Report was submitted to CACREP July 2023.

### EDHD Reconfiguration

Beginning in 2020, EDHD has been working through a reconfiguration process. As part of an intentional effort to purposefully examine the missions of individual degree programs and the college as a whole, address internal factors, and attend to external initiatives and pressures, 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. During fall 2022, the final review and approvals were received from the BGSU Board of Trustees (December 2022). No changes were made to CMHSC programs' delivery, curriculum, or faculty lines. This structural change resulted in the CACREP accredited CMHC and SC degree programs (formerly part of the School of Counseling and Special Education) becoming part of a new academic unit, the School of Counseling, Higher Education, Leadership and Foundations (SCHELF). Clinical mental health counseling and school counseling faculty were involved throughout the process. Most recently, we have begun working collaboratively on new governance documents, merit policy, and tenure, promotion and retention requirements. During AY 2022-2023, faculty of all associated programs met as the newly formed school unit. The website, EDHD, and other internal and public facing program materials are in the process of being updated (to be completed during AY 2023-2024). The SCHELF school director is Dr. Pat Pauken, the assistant director for undergraduate education is Dr. Sherri Horner, and the assistant director for graduate education is Dr. Chris Willis.

### Clinical Mental Health and School Counseling Programs Advisory Council (CMHSC-PAC)

The advisory board was not active during this timeframe. At multiple CMHSC program meetings during AY 2022-2023, faculty discussed reengaging the program advisory board. At the end of summer 2023, the program advisory council mission, composition, and potential members were finalized. Core faculty members Marlise Lonn (CMHC rep.) and J.P. Oehrtman (SC rep.) were appointed and invitations to potential CMHSC-PAC members representing both specialty programs were sent.

In lieu of formal advisory board meetings, the CACREP liaison met with several constituents. During these meetings, counselors and agency/school representatives provided updates on their respective programs/positions and current trends. They also responded to questions regarding BGSU counseling student and program graduate areas of strength and areas for improvement.

From these conversations, it was noted that there remains a high need for mental health and wellness support throughout northwest Ohio, in all settings and with populations of all ages. This aligns with the known clinical mental health provider shortage in our area. To support K-12 students, most area schools contract with local community behavioral health providers for school-based mental health counseling services.

Skills CMHC BGSU students' entering practicum/internship would benefit from are 1) developing stronger skills in the area of diagnostic assessment with children and adolescents, 2) improvement in counselor trainee skills for making decisions using the ASAM criteria, and 3) deliberate incorporation of trauma-informed care. BGSU counselor trainee strengths were identified as willingness to learn/implement feedback and group facilitation.

School counseling students entering practicum/internship were praised for their enthusiasm. The areas identified benefitting from additional attention were 1) classroom/behavior management and 2) familiarity with school structure and personnel. School counselor trainees were identified as having good group counseling skills and an interest in collecting and using data.

### Site Supervisor Survey Results

The next survey of site supervisors is scheduled for 2024, See Appendix A for data collection schedule.

### Practicum and Internship Site & Site Supervisor Feedback Form

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 give positive feedback to sites and site supervisors who are providing supervisees with a stellar experience.

Overall, student evaluations of sites and site supervisors indicated high levels of satisfaction with practicum and internship sites and site supervisors. Several CMHSC students indicated that their site supervisor was very busy and although they met regularly for supervision, they also relied on other counselors for assistance and consultation. The majority of comments indicated that the best part of the practicum or internship was the opportunity to work with a diverse range of clients/students and the supportive connections counselor trainees felt with other professional counselors at their site.

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.

On a 5 point scale

Top 5	Mean Rating
Accepts and respects me as a person.	4.65
Allows me to discuss problems I encounter in my practicum/internship setting	4.65
Recognizes and encourages further development of my strengths and capabilities.	4.53
Encourages and listens to my ideas and suggestions for developing my counseling skills.	4.46
Gives me useful feedback when I do something well.	4.46
Bottom 5	Mean Rating
Gives time and energy in observations, tape processing, and case conferences.	4.15
Helps me define and achieve specific concrete goals for myself during the practicum experience.	4.04

Helps me organize relevant case data in planning goals and strategies with my client.	4.04
Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	4.00
Encourages me to use new and different techniques when appropriate.	3.96

Faculty may use this data to inform future professional development topics.

### Support for site supervisors

In addition to our standard online orientation to supervision, Drs. Oehrtman and Sandifer provided a series of sessions on applying supervision models with site supervisors in K-12 schools.

### Employer Survey Data

During spring 2023, online surveys developed in Qualtrics were distributed to employers within the 60-mile radius the counseling programs use for practicum and internship sites. Employers were asked to respond based on their experiences with new BGSU graduate hires employed within the past 5 years.

### K-12 School Employer Survey

Surveys were sent to 227 schools or school districts. Responses were received from five schools (response rate 2.2%). However, only two, both public school personnel, responded to all questions.

In response to *On average, how would you rate the employee(s) general professional preparedness as a new professional?* 100% provided a rating of above average or excellent.

In response to *On average, how would you rate the employee(s) school counseling function preparedness as a new professional?* 100% provided a rating of above average or excellent.

Please rate the school counselor employee(s) on the following knowledge and skills.

Skill	Excellent	Above Average	Average	Below Average	Poor	Total Responses
Collaboration skills	1 (50%)	0	1 (50%)	0	0	2
Leadership skills	0	0	2 (100%)	0	0	2
Classroom and group lessons/guidance	0	0	2 (100%)	0	0	2
Support academic development	0	2 (100%)	0	0	0	2
Address post-secondary/career readiness	0	1 (100%)	0	0	0	1
Facilitate social and emotional development	0	1 (50%)	1 (50%)	0	0	2
Knowledge of trauma-informed care	0	2 (100%)	0	0	0	2

Faculty reviewed the survey results and determined there are no areas of concern. However, due to the low response rate, it is difficult to assign meaning to these data.

### Clinical Mental Health Agency Employer Survey

Surveys were sent to 33 counseling agency personnel which included group private practices as well as community behavioral health centers. A total of six responses were received (response rate 18%). CMHC graduates were employed as therapists and clinical therapists, responsible for conducting individual and group counseling sessions, completing diagnostic assessments, and working as part of a crisis system team. Four identified as community agencies, two identified as private/group practice, and one did not specify.

In response to *On average, how would you rate the employee(s) general professional preparedness as a new professional?* 50% provided a rating of above average or excellent and 50% provided a rating of average. Of concern, one respondent gave a rating of below average.

In response to *On average, how would you rate the employee(s) clinical counseling skill preparedness as a new professional?* 50% provided a rating of above average or excellent and 50% provided a rating of average.

On average, please rate the employee(s) based on the listed knowledge and abilities.

Skill	Excellent	Above Average	Average	Below Average	Poor	Not Applicable or Unknown	Total Responses
Diagnose	0	3 (50%)	3 (50%)	0	0	0	6
Establish therapeutic relationships	1 (17%)	3 (50%)	2 (33%)	0	0	0	6
Work affirmatively with diverse populations	1 (17%)	2 (33%)	3 (50%)	0	0	0	6
Trauma-informed care	1 (17%)	2 (33%)	2 (33%)	0	1 (17%)	0	6
Consultation & Collaboration	2 (33%)	2 (33%)	1 (17%)	1 (17%)	0	0	6
Provide telehealth services	2 (33%)	0	4 (67%)	0	0	0	6
Crisis Intervention	0	2 (33%)	2 (33%)	0	1 (17%)	1 (17%)	6

Faculty reviewed the survey results for areas of concern and noted that both trauma-informed care and crisis intervention each had an employer rate the skill as *poor*. Additionally, consultation and collaboration received one rating of *below average* and more than half the respondents indicated that preparation for providing telehealth services were *average*. Due to the low response rate, it is difficult to assign meaning to these data (e.g., the lowest rated areas could be reflective of a single graduate). Faculty ideas for addressing these include reviewing curriculum and courses to bolster content and opportunities for application, and offering a workshop on trauma-informed care. Future decisions and action steps will be determined.

### Alumni Program Survey Results

The next alumni survey is scheduled for 2024, See Appendix A for data collection schedule

**Additional Program Evaluation Data :** None

### 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	P				2023, 2026
Employer Survey Clinical Mental Health Agencies	P				2023, 2026
Site Supervisor Survey	P			2024, 2026	
Program Alumni Survey					2024, 2027
Employment Data (Ohio Department of Education - School Counseling)	P		2022-2023		
BGSU Graduate/Alumni Survey (Office of Academic Assessment)				As available	
National Counselor Exam Scores (Licensure Exam)	P		2022-2023		
Ohio Assessment of Educators (040) (Licensure Exam)	P		2022-2023		
Individual Level Evaluation of Practicum & Internship Students (both programs)	P	P	2022-2023		
Data from program level evaluations and sources internal to BGSU (both programs)					
Course-level Key Performance Indicator (KPI) Assessment Data	P	P	2022-2023		
Professional Dispositions	P	P	2022-2023		
Practicum & Internship Site & Site Supervisor Feedback Form	P	P	2022-2023		
Program Graduate Exit Survey (Includes initial employment data)	P		2022-2023		

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

<p>Clinical Mental Health and School Counseling Program <a href="#">Educational Objectives</a></p> <p>The Clinical Mental Health Counseling and School Counseling programs at Bowling Green State University are committed to BGSU's mission of 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 are taught, demonstrated, and measured at various points across the programs.</p>
<p><b>Educational Objective:</b> Students will distinguish between counseling theories</p> <p><b>Associated 2016 CACREP Standards:</b></p> <p>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]</p> <p>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.</p> <p>Human Growth and Development: Students demonstrate understanding and application of human development across the lifespan and its significance for counseling relationships and strategies.</p> <p><b>Evaluation Measures: Key Performance Indicators</b></p> <p>I (COUN 6750) Final Exam (K)</p> <p>I (COUN 6740) Special Population Career Presentation (S)</p> <p>M (COUN 6740) Case Study Theory Application Paper (K)</p> <p>I (EDFI 6800) In-depth Case Study Analysis (S)</p> <p>M Portfolio Case Study (K)</p>
<p><b>Educational Objective:</b> Students will integrate theory and practice for individual and group counseling settings</p> <p><b>Associated 2016 CACREP Standards:</b></p> <p>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</p> <p>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.</p> <p>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.</p>



*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. [OBJ]

**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. [OBJ]

**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. [OBJ]

**Evaluation Measures: Key Performance Indicators**

I (COUN 6640) Crisis Training and Reflection  
R (COUN 6760) Canvas Assignments  
M (COUN 6885) Reflection Journal Entries