Academic Year 2023-2024 Program Evaluation Outcome Report

Bowling Green State University
Clinical Mental Health Counseling and School Counseling Programs
School of Counseling, Higher Education, Leadership & Foundations
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 State Board 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 2023-2024

Marlise Lonn, Ph.D., Associate Professor, CACREP Liaison
Ellise Nolan, Ph.D., Assistant Professor, 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

The College of Education and Human Development is committed to supporting the counseling programs with qualified, full-time faculty. During 2022-2023, we conducted a national search for a CMHC tenure-track position. As a result of that search, we welcomed Dr. Ellise Nolan (Raghavan) to our team. Dr. Nolan has experience as a counselor educator and licensed clinical counselor. Her scholarship focuses on counselor wellness, integrating allyship into counseling and teaching and understanding counselor development.

During 2023-2024, the School of Counseling, Higher Education, Leadership and Foundations conducted a national search for a tenure track position with a specialty in school counseling. We were successful in hiring Dr. Heather Fye. Dr. Fye has worked with and trained others in the mental health and school setting for over 18 years. Her counseling experiences have primarily been working with youth and their families through play and creative therapy mediums. Her research interests include wellness, burnout, trauma-informed care, and professional issues of school counseling. We look forward to welcoming her to our team in fall 2024.

Program Evaluation

Applicants and New Enrollments

In AY 2023-2024, 48 individuals completed applications for admission into the Clinical Mental Health Counseling Program. Of those 48, 33 were granted admission, and 24 enrolled. Sixteen individuals completed applications for admission into the School Counseling Program. Of those 16, 14 were granted admission, and 7 enrolled. Comparing the 64 applicants to both programs represents an 42% decrease from the previous year. Despite this new student admission numbers increased by 34% from 34 offers of admission in AY 2022-2023 to 50 offers of admission in AY 2023-2024. The faculty have discussed the decline in applications and have determined to offer virtual program open house and information sessions during the 2024-2025 school year. Also, the faculty recognize that the majority of applicants identify as white. Therefore, discussions have been ongoing on how to increase the diversity of the applicant pool. Demographic data of program applicants can be seen in the tale below

Application Demographics – AY 2023-2024 (Combined CMHC and SC)		
	Female*	Male*
American Indian or Alaskan Native	0	0
Asian	1	0
Black/African American	1	1
Hispanic/Latino	3	1
Two or More Races	2	2
International	3	0
Race/Ethnicity Unknown	1	0
White	40	8

Application Demographics – AY 2022-2023(Combined CMHC and SC)		
	Female*	Male*
American Indian or Alaskan Native	0	0
Asian	0	1
Black/African American	6	2
Hispanic/Latino	2	0
Two or More Races	2	0
International	15	0
Race/Ethnicity Unknown	2	0
White	64	14

* Unfortunately, the current system employed by BGSU only allows for selection of binary gender which is not an accurate reflection of applicants.

Enrollment and Retention

In AY 2023-2024, 7 students graduated with an M.Ed. in School Counseling and 19 students graduated with an M.A. in Clinical Mental Health Counseling. Approximately 77 students were enrolled across both degree programs which is an 28% 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
2023-2024	77	54	19	84%	95%	95%
2022-2023	107	76	38	88%	97%	100%
		SC Enrolled Students	SC Graduated	SC Completion Rate	SC OAE Pass Rate	SC Percent Employed
2023-2024		23	7	100%	87%	87%
2022-2023		31	16	98%	92%	93%

Self-reported demographics for students enrolled in the SC program includes 1 male and 22 female and 16 male and 38 female in the CMHC program during AY 2023-2024. Unfortunately, the current system only allows for selection of binary gender which is not an accurate reflection of our students. For both programs combined, 2 students identify as American Indian or Alaskan Native, 1 student identifies as Hawaiian Native or Pacific Islander, 5 students identify as Black, 4 student did not specify, 1 international student, and 68 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 2023-2024, recent graduate respondents included 9 individuals completing an M.A. in Clinical Mental Health Counseling (47% response rate), and 6 individuals completing an M.Ed. in School Counseling (86% response rate). Respondents across both programs ranged in age from 25 to 42 years and the majority self-identified as female. Graduates of both CMHC and SC programs cited a range of concepts and experiences as the most impactful parts of the program

including the foundational core classes, the direct experience in practicum and internship, and 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.

Out of the 12 students who responded to the question *How helpful or unhelpful was your faculty academic advisor?* 92% (n=11) 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 about being 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.

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 19 students who graduated with an M.A. in Clinical Mental Health Counseling, 93% reported having employment as a counselor within 90 days of graduation.
- Of the 7 students who graduated with an M.Ed. in School Counseling, 86% 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. Seventy-one percent (71%; n=5) of the AY 23-24 school counseling program graduates are actively employed in an Ohio district as of December 1, 2024. One of the graduates is employed in a related counseling assignment, and the current employment of one graduate is unknown. 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. At the time of this report, the Office of Academic Assessment had not yet reported AY 2023-2024, 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 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. 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 2023-2024		Clinical Mental Health Counseling (MCHN)		School Counseling (SLCN)	
AY 2023-2024					
	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=22 (100%)	n=1 (12.5%)	n=7 (87.5%)
R (COUN 6885) Ethical Dilemma Presentation (S)			n=20 (100%)		n=8 (100%)
M (COUN 6890) Ethical Dilemma Presentation (S)			n=41 (100%)		n=12 (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)			n=12 (100%)		n=6 (100%)

R (COUN 6885) Client Recording with transcript and client summary (S)			n=20 (100%)		n=8 (100%)
M Portfolio Case Study (K)			n-18 (100%)		n=7 (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 6700) Total Quizzes	Program coordinator spoke to school director regarding instruction of this course.		n=27 (100%)		n=4 (100%)
R (EDFI 6700) In-depth Case Study Analysis		n=4 (15 %)	n=23 (85 %)	n=1 (25%)	**n=3 (75%)**
M Portfolio Case Study (K)			n-18 (100%)		n=7 (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=16 (100%)		n=3 (100%)
M (COUN 6740) Case Study Theory Application Paper (K)		n=1 (6 %)	n=15 (94 %)		n=3 (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=16 (100 %)		n=8 (100 %)
R (COUN 6770) Skills Recording #3 with transcript (S)			n=21 (100%)		n=7 (100%)
M (COUN 6890) Written case presentation with client/student recording & oral presentation (S)			n=33 (100%)		n=12 (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=14 (100%)		n=6 (100%)

R (COUN 6790) Chapter 1-15 Quiz Average		n=1 (7%)	n=13 (93%)		n=6 (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-18 (100%)		n=7 (100%)
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=16 (100%)		n=3 (100%)
R (COUN 6710) Case Study (K)		n=4 (18 %)	n=18 (82 %)	n=1 (11%)	n=8 (89%)
M (COUN 6710) Assessment Exercise (K)	Instructor is considering adding additional instruction on this assignment	n=5 (23 %)	**n=17 (77 %)**	n=2 (22%)	**n=7 (78%)**
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=3 (13.6%)	n=19 (86.4%)	n=2 (25%)	**n= 6 (75%)**
R (EDFI 6420) Quantitative Article Review			n=6 (100 %)		n=4 (100%)
M (EDFI 6420) Final Exam (K)		n=1 (17 %)	n=5 (83 %)		n=4 (100%)
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=16 (100%)		n=8 (100%)
R (COUN 6760) Canvas Assignments			n=12 (100%)		n=6 (100%)
M (COUN 6885) Reflection Journal Entries			n=20 (100%)		n=8 (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=22 (100%)		

Measure					
R (COUN 6885) Client Recording with transcript and client summary (S)			n=20 (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-18 (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=21 (100%)		
R (COUN 6855) Final Cumulative Report (K)		n=1 (6%)	n=16 (94%)		
M Portfolio Case Presentation (S)			n=18 (100%)		
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)					n=8 (100%)
R (COUN 6700) Data Driven Project (K)					n=7 (100%)
M (COUN 6890) Closing the Gap Data Project (S)					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)					n=8 (100%)
R (COUN 6700) Collaborative Integrative Assignment (S)				n=2 (29%)	**n=5 (71%)**
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=7 (100%)

For the 2023-2024 academic year, in the core areas, 100% of students were successful on 18 of the 26 core KPIs. An additional 7 KPI's were above the 80% minimum threshold. In both the CMHC and SC specialty areas, all but one of the KPI's measured were above 80%. Upon faculty review, we determined some of the numbers reflected individual student performance. Areas we are monitoring include:

- The in-depth case study analysis assignment is used as a 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 unclear assignment expectations from course instructors.

- For the KPI measuring mastery in Assessment and Testing, 77% of students were successful. As a result, faculty are considering adding additional instruction for that assignment.

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 2023-2024 NCE Results				
	# of BGSU Students	# Pass	# Fail	Pass Rate
Total 2023-2024	**21**	**20**	**1**	**95%**
Total 2022-2023	30	29	1	97%
Total 2021-2022	16	14	2	88%
Total 2020-2021	7	6	1	86%

As evidenced above, we met our goal of a 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.

AY2023-2024 OAE Results				
	# of BGSU Students	# Pass	# Fail	Pass Rate
Total 2023-2024	**7**	**6**	**1**	**86%**
Total 2022-2023	13	12	1	92%
Total 2021-2022	12			83%
Total 2020-2021	12			91%

During AY 2023-2024, 86% of our students passed the OAE. The lower percent is a direct result of fewer students taking the exam. The number of students failing to pass remained constant. Faculty teaching internship continue to support 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.

Faculty perform individual reviews of disposition forms with each student that receives one, whether as part of a course or from an individual faculty member. At these meetings students have the opportunity to ask questions about the disposition process, and faculty can discuss any opportunities for student growth reflected in the disposition form.

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 2023-2024, 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 2023	Average (all students) Spring 2024	Average (all students) Summer 2024
Conduct / Attitudes	2.97	2.99	2.99
Cognition / Judgement	2.93	2.97	3.00
Oral & Written Communications	2.95	2.99	3.00
Socially Acceptable Behavior	2.99	2.97	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. 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. 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 5 events during AY 2023-2024. Events included multiple social engagement activities for students, a community fund raiser for suicide awareness, and a community-engagement charity drive.

All Ohio Counselor Conference
BGSU was 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.

Additionally, three CMHC student co-presented sessions with faculty members. One student presented with Marlise Lonn on working with d/Deaf clients and ASL interpreters. Another student presented with Dr. Lonn on the use of theater games and improve in group counseling. Finally, a student presented with Dr. J. P. Oehrtman on nontraditional family planning and counseling implications.

Ohio Counseling Association Legislative Advocacy Day
BGSU was also well represented at the OCA Legislative Advocacy Day with 12 students and one faculty involved in discussions with state level lawmakers.

Student Recognition – Northwest Ohio Counseling Association – BGSU Graduate Student Representative
Hillary A. (CMHC) represented BGSU graduate students as part of the Northwest Ohio Counseling Association (NWOCA) Board. She participated in NWOCA board meetings and served on the professional development subcommittee. Hillary also received the NWOCA 2024 Graduate Student of the Year.

Diana D. (CMHC) received the 2024 Ohio Career Development Association's Outstanding Graduate Student Award

Special Recognition

Faculty Recognition
Dr. J. P. Oehrtman received the 2023 Ohio School Counseling Association School Counselor Educator of the Year Award and was one of seventeen school counselor educators invited to attend the American School Counselor Association School Counselor Educator Summit in November 2023.

Dr. Marlis Lonn was co-PI on the Mental Health and Well-Being in Ohio Schools: Communication and Connection for Safe Schools grant application which was awarded **$1,853,070** by the US Department of Justice STOP School Violence competition. She also received the NWOCA 2024 Supervisor of the Year Award.

Upcoming 75th 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 2023-2024

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

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

A program advisory council, which had not been active for a few academic years, was reestablished during the 2023-2024 AY. 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. There was a successful attempt to maintain a broad representation of both professions, community partners, alumni, and current students as part of the CMHSC-PAC. Council members include two practicing licensed clinical mental health counselors from the community, two practicing licensed professional school counselors from the community, one licensed clinical mental health counselor alumna, and one licensed professional school counselor alumna, one student from each of the two programs, and one faculty member from the programs' school.

The first meeting of the CMHSC-PAC met on December 6, 2023. At this meeting the council members established the mission and goals of the CMHSC-PAC, as well as addressed any questions regarding the purpose of the PAC.

The CMHSC-PAC held their second meeting during the 2023-2024 AY on April 29. 2024. During this meeting the council members discussed and offered potential changes to the programs' mission and learning objectives. The council also provided suggestions for potential questions to be included on both the alumni and site supervisor surveys that were to be distributed. Finally, members discussed the Mid-cycle report provided by CACREP regarding the programs.

Overall, the conversation and suggestions provided by this body have been helpful with planning potential changes to the programs.

Site Supervisor Survey Results
The next survey of site supervisors is scheduled for Fall 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.

Overall, student evaluations of sites and site supervisors indicated high levels of satisfaction with practicum and internship sites and site supervisors 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.	4.40
Allows me to discuss problems I encounter in my practicum/internship setting	4.30
Maintains confidentiality in material discussed in supervisory settings	4.10
Provides me the freedom to develop flexible and effective counseling styles	4.10
Allows and encourages me to evaluate myself	4.00
Bottom 5	Mean Rating

Pays appropriate amount of attention to both me and my clients	3.50
Gives time and energy in observations, tape processing, and case conferences.	3.30
Helps me define and achieve specific concrete goals for myself during the practicum experience.	3.30
Helps me organize relevant case data in planning goals and strategies with my client.	3.30
Explains his/her criteria for evaluation and in behavioral terms	3.20

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

Support for site supervisors

Practicum and internship faculty contact all supervisors each semester to offer support and contact information and assess needs. The faculty hosts a supervision training offering CEs to all clinical mental health counseling and school counseling program site supervisors. On May 3, 2024, we hosted a 2 hour webinar for site supervisors. Dr. Jessica Del Re presented "Infusing Cultural Humility and Cultural Competence in School and Clinical Site Supervision Practices." One school counselor site supervisor and 16 clinical site supervisors attended. Additionally, a standard online orientation to supervision is sent to all new school counseling site supervisors.

Employer Survey Data

The next employer survey is scheduled for Spring 2026. Results from the 2022-2023 survey can be found on the CHMSC AY2022-2023 PEOR. See Appendix A for data collection schedule.

Alumni Program Survey Results

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

Schedule of Program Evaluation Data and Subsequent Program Modifications

The Clinical Mental Health Counseling and School Counseling Programs regularly and systematically examine all suggested program evaluation data to inform program modifications. As a result, if any program modifications are warranted, these are also discussed by the programs faculty.

- Based on data from Graduate Student Surveys, faculty discussed creating more school-based case studies for the COUN 6680 Mental and Emotional Disorders
- Based on Student disposition data from 2023-2024, a lesson on professional behaviors will be added to the COUN 6780 course
- Programs' threshold for students passing licensure exams was set at 85%
- Programs' standard for student post-graduate employment rates and doctoral admissions rates was set at 90%.

For the schedule of program evaluation data and any subsequent program modifications, please see Appendix A.

APPENDIX A: Data Sources, Evaluation Schedule, and Program Modifications (if needed)

Data Collection (Survey, Employment, etc.)	Collection Schedule	Person/Entity Responsible for Collection	Date Last Collected	Date of Last Review (see Program Meeting Minutes)	Program Modification (if needed)*	Evidence of Modification
Data collected from constituents and sources outside of BGSU						
Employer Survey K-12 Schools	Every three years	CACREP Liaison	Spring 2023	12/19/2024		
Employer Survey Clinical Mental Health Agencies	Every three years	CACREP Liaison	Spring 2023	12/19/2024		
Site Supervisor Survey	Every two years		Fall 2024	12/19/2024		
Program Alumni Survey	Every three years	CACREP Liaison	Fall 2024	12/19/2024		
Employment Data (Ohio Department of Education - School Counseling)	Annually	EDHD Office of Analytics, Operations, and Research	Summer 2024			
BGSU Graduate/Alumni Survey	Annually (As Available	BGSU Office of Academic Assessment	Spring 2023			
National Counselor Exam Scores (Licensure Exam)	Annually	EDHD Office of Analytics, Operations, and Research	Summer 2024	2/20/2024	Set program passing rate threshold at 85%	N/A
Ohio Assessment of Educators (040) (Licensure Exam)	Annually	EDHD Office of Analytics, Operations, and Research	Summer 2024	2/20/2024	Set program passing rate threshold at 85%	N/A
Individual Level Evaluation of Practicum & Internship Students (both programs)	Annually	Practicum/Internship Instructors	Summer 2024	4/2/2024		
Data from program level evaluations and sources internal to BGSU (both programs)						
Course-level Key Performance Indicator (KPI) Assessment Data	Every Semester	EDHD Office of Analytics, Operations, and	Summer 2024	4/2/2024		

		Research				
Professional Dispositions	Every Semester	EDHD Office of Analytics, Operations, and Research	Summer 2024	4/2/2024	Lesson on professional behaviors will be included in the COUN 6780 course	COUN 6780 syllabus
Practicum & Internship Site & Site Supervisor Feedback Form	Every Semester	Practicum/Internship Instructors	Summer 2024	4/2/2024		
Program Graduate Exit Survey (Includes initial employment data)	Every Semester	CACREP Liaison	Summer 2024	9/12/2023; 1/12/2024;	Create school-based case studies for COUN 6680	COUN 6680 Case Study Assignment
Advising Evaluation Survey+	Annually	CACREP Liaison	Spring 2025			
Practicum & Internship Site Process Survey+	Every Semester	Practicum/Internship Instructors	Spring 2025			

*If no modification is noted, modifications were not deemed necessary based on review
+These surveys were newly created and will be distributed based on schedule

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

Clinical Mental Health Counseling 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 and are taught, demonstrated, and measured at various points across the programs.

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)

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. [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