

Reporting of Program Outcome Data
The Department of Counselor Education at Shippensburg University
Fall 2022, Spring 2023, Summer 2023 Academic Year

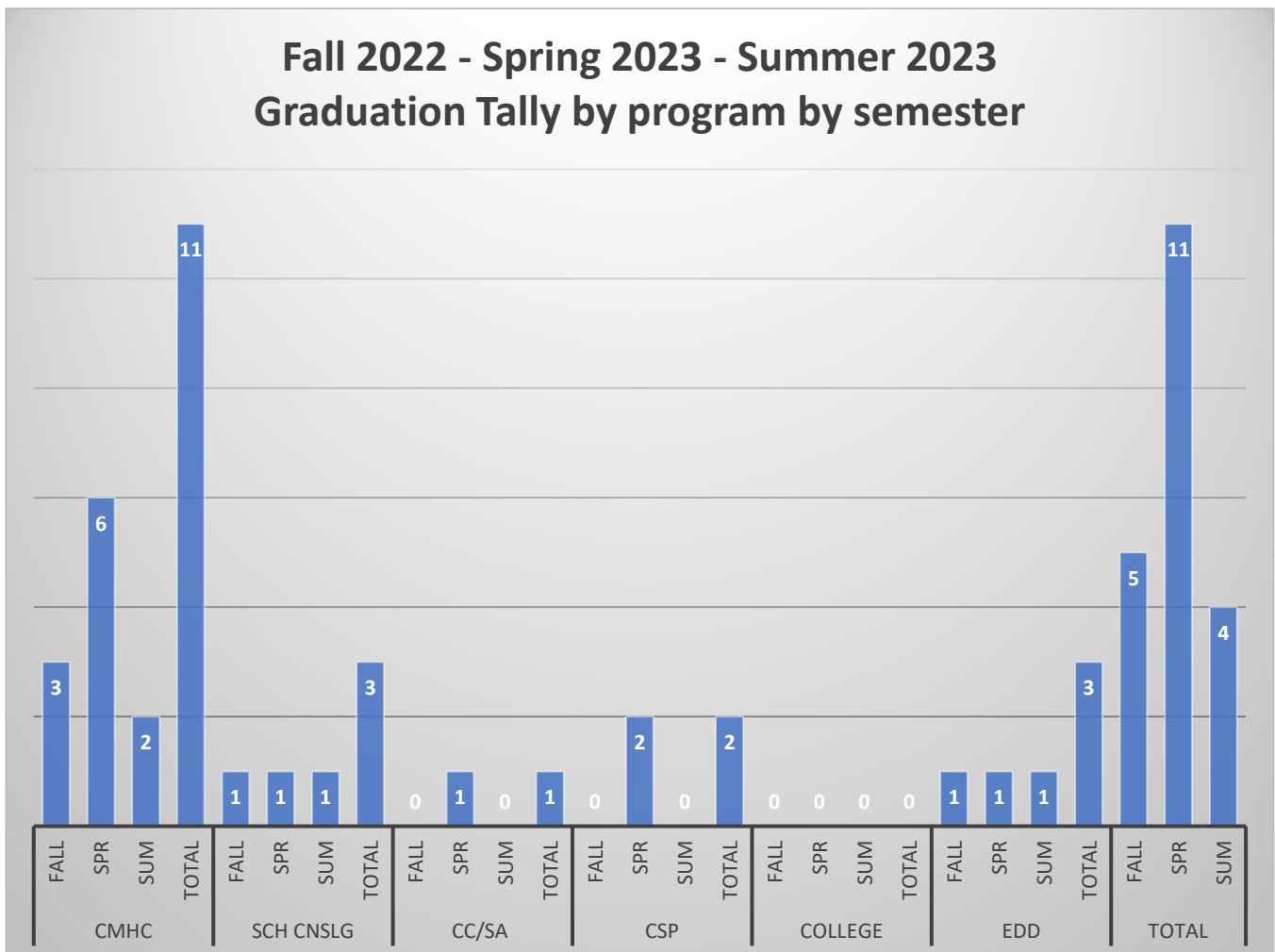
The following table and graph provide information about graduation outcomes for the masters-level and doctoral-level programs offered by the Department of Counselor Education (DCE).

		2022 – 2023 PROGRAM graduation tally																													
		Track																													
PROGRAM	CMHC				School Counseling				CC/SA				CSP				College				EdD				TOTAL						
Sem	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R
2022-2023	3	6	2	11	1	1	1	3	0	1	0	1	0	2	0	2	0	0	0	0	1	1	1	3	5	11	4				
TOTALS	11				3				1				2				0				3				20						

Legend: Sem: F (Fall), S (Spring), R (Summer), T (Total)

CMHC: Clinical Mental Health Counseling, CC/SA: College Counseling/Student Affairs, CSP: College Student Personnel

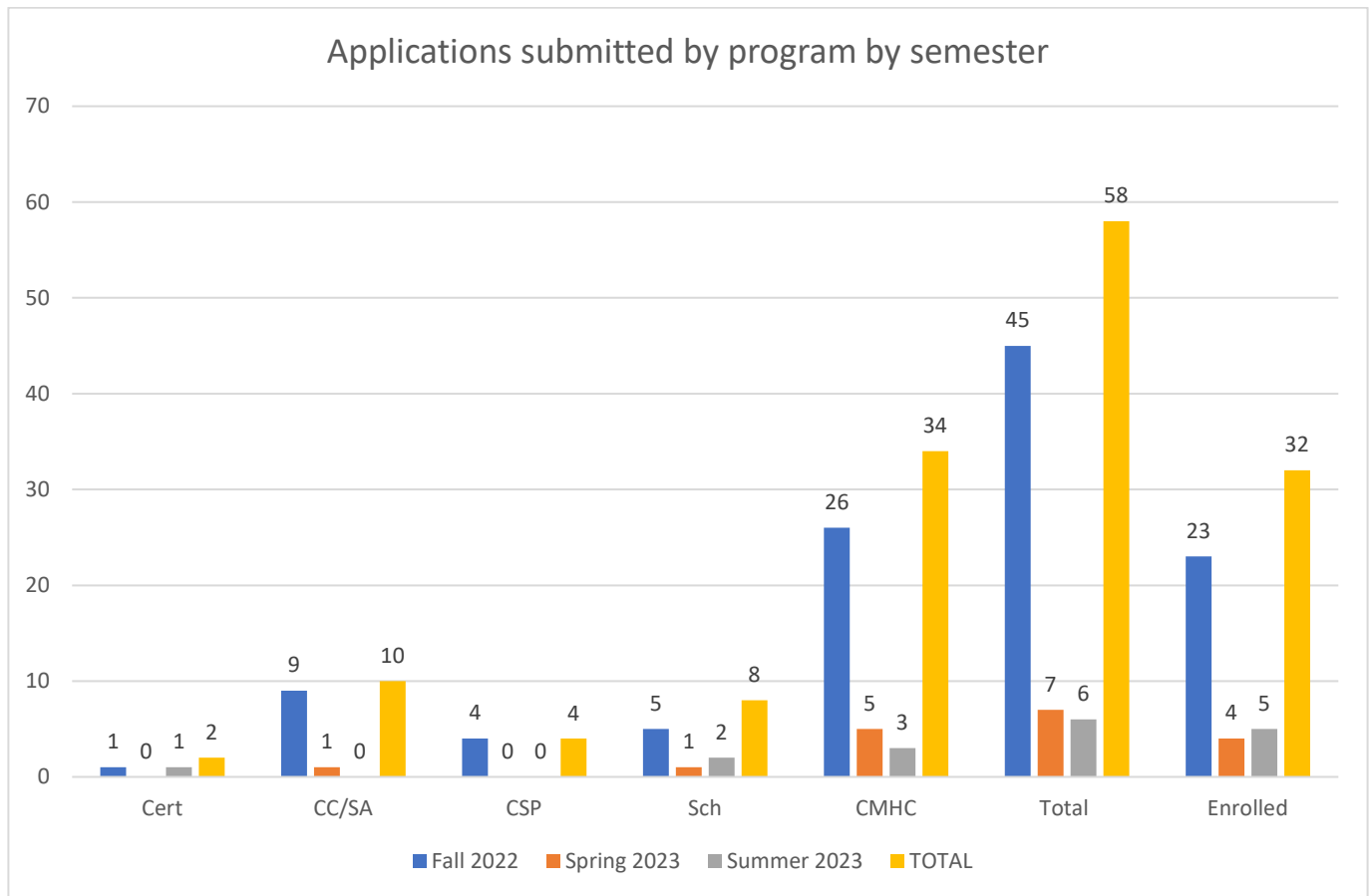
EdD: doctoral program



The following table outlines the number of **applications** received by the DCE over the past academic year. Total data can be obtained by track as well as by term. Doctoral application data is not included, as we had completed our recruiting and advertising for slots in our third doctoral cohort, which began in Fall 2022. Doctoral applicant data for cohort III can be found in the prior year’s report.

2022 – 2023 APPLICATIONS TALLY							
PROGRAM							
SEMESTER	Cert-only	CC/SA	CSP*	School	CMHC	Total	Enrolled
Fall 2022	1	9	4	5	26	45	23
Spring 2023	0	1	0	1	5	7	4
Sum 2023	1	0	0	2	3	6	5
TOTAL	2	10	4	8	34	58	32

*The CSP program is on moratorium and is being phased out as of 1/1/23.



	Estimated Program completion rates*		
Year	CMHC	School K-12	College/SA
2022-2023	95%	95%	98%

*Program completion rate is defined as the *estimated* percentage of admitted students who graduate from the program within the expected time period, which is defined as 3 calendar years for full time status students and 7 calendar years for part-time students. Estimates are derived from conversations with program faculty who are in touch with program graduates and know their employment status.

NCE DATA:

The following tables outline the pass/fail outcomes for our students on the National Counselor Exam (NCE), one of the exams used to establish eligibility for counselor licensure in the Commonwealth of PA. The NCE is NOT a program requirement but is strongly recommended for students in the Clinical Mental Health Counseling (CMHC) program, who will need a passing score on a licensure-eligibility exam (i.e. the NCE) for licensure. Licensure is not required for School Counseling, College Counseling, Student Affairs, or College Student Personnel students. The data on the tables reflects students' first attempt at passing the NCE. Overall, we had a **94% first attempt pass rate** on the NCE this past year.

Fall 2022 NCE				
PROGRAM	School	CMHC	CC/SA	TOTAL
# attempting	1	7	1	9
# passing	1	7	0	8
percentage	100	100	0	89%

Spr 2023 NCE				
PROGRAM	School	CMHC	CC/SA	TOTAL
# attempting	0	7	0	7
# passing	0	7	0	7
percentage	n/a	100%	n/a	100%

Aggregate NCE for 2022-2023 academic year				
	School	CMHC	CC/SA	TOTAL
# attempting	1	14	1	16
# passing	1	14	0	15
percentage	100%	100%	0%	94%

SCHOOL COUNSELING PRAXIS

The following table outlines the pass/fail outcomes for our School Counseling students who took the School Counseling Praxis Exam. School Counseling students must pass the School Counseling Praxis Exam in order to be eligible for certification as a K-12 School Counselor in the Commonwealth of PA. Overall, we had a **100% pass rate** on the School Counseling Praxis Exam last year.

Summary data for School Counseling Praxis Exam for 2020-2021 academic year	
	School Counseling
# attempting	3
# passing	3
percentage	100%

COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE)

The CPCE was discontinued by our department due to its cost and redundancy. Our department uses its internal KPIs and the NCE outcome data as benchmarks to measure our students' academic outcomes and program proficiency.

Year	Estimated program job placement rate*		
	CMHC	School K-12	College/SA/CSP
2022-2023	95%	100%	100%

*Job placement rate is defined as the *estimated* percentage of program graduates who, within 180 days of the day they received their master's counseling degree in a given award year, obtained employment in the recognized occupation for which they were trained or in a related comparable, recognized occupation. Lack of placement may be due to external factors such as relocation to a new state and needing additional credentials to establish one's viability for employment, pregnancy [and voluntary withdrawal from the placement process], and others.

STUDENT WELLNESS

All students (masters and doctoral) are evaluated in a department meeting at the end of each semester to identify students who are deficient academically, clinically, or professionally. Students who are identified are asked to meet with their advisor, monitored on an ongoing basis by all department faculty and adjuncts, and and/or put on a remediation plan with clearly stated objectives. Approximately 5-10% of our students are identified through this process, with only a few needing serious intervention(s).

Candidacy interviews are conducted during CNS 585 *Counseling Practicum* to ensure that all students have acquired satisfactory levels of content knowledge, clinical skills, and professionalism to warrant continuation in the program. Over the past year, all students who had candidacy interviews were granted candidacy, though some students were given constructive feedback to help them be more successful through the rest of their program.

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Evaluation data from masters-level site supervisors:

Our Field Coordinator and the course instructor reviews each student's evaluation from their site supervisor to ensure all students have performed up to standards. We are working with Tevera, our online data management software vendor, to create a better way to manage the volume of this data through online, digital forms that can be more easily tabulated. Students with problematic evaluations are identified and appropriate interventions are conducted by department faculty through the use of the Professional Performance Review (PPR) process with the course instructor and/or advisor.

Surveys to alumni and employers:

Our Alumni and Employer surveys were pushed back until Fall 2023/Spring 2024 due to the pandemic. We wanted to wait until the dust had settled from the pandemic before surveying our constituents. We attempted a survey in Spring 2023, but the response rate was too low to provide meaningful data.

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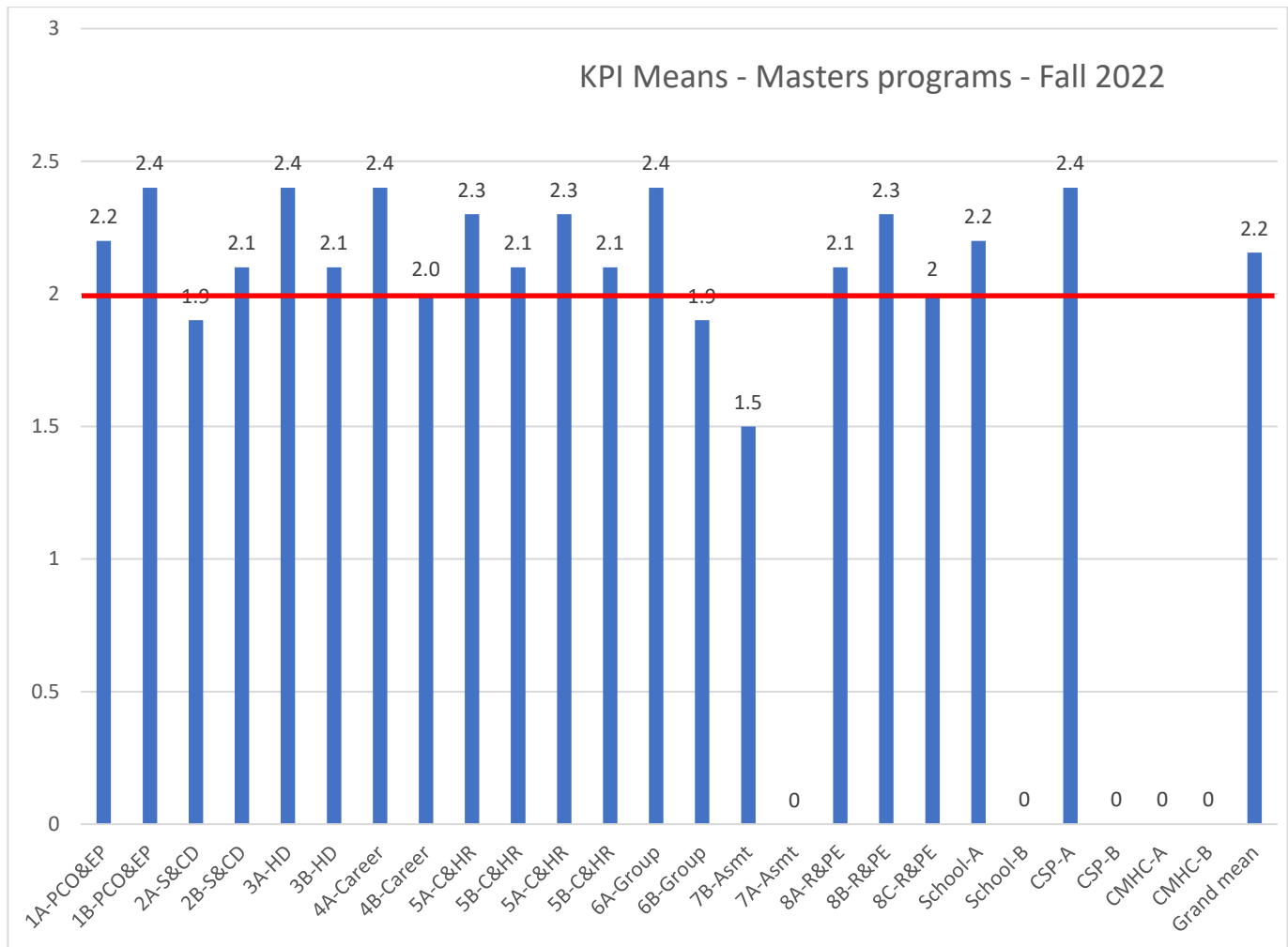
Key Performance Indicator (KPI) data for Master's Programs.

KPIs are measurements of student learning that are anchored to a specific CACREP standard. An assignment, paper, project, presentation, quiz, exam, or a particular exam question or questions can serve as a KPI, which is scored using a standard rubric.

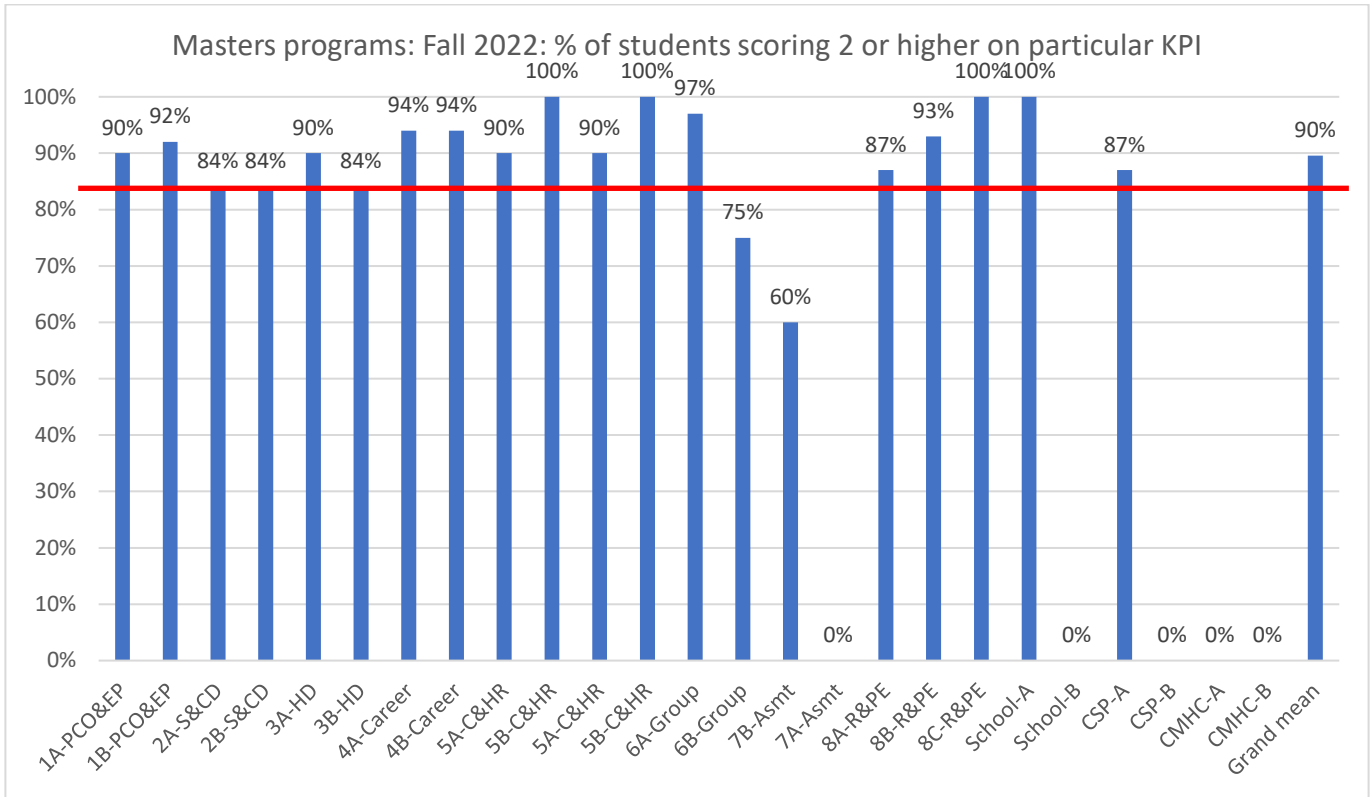
KPIs are assessed on a scale ranging from 0-3, with competency and proficiency associated with higher scores. KPI Scale: Zero is unmet, 1 is minimally met, 2 is met, and 3 exceeds expectations. Our goal is for all KPI means to be equal to or exceed a value of two.

Of the 20 Masters-level KPIs assessed during Fall 2022, 17 of 20 KPIs (85%) had means equal to or greater than 2.0.

*Note: Five KPIs scheduled for measurement this Fall were not assessed due to courses not being offered, which is attributable to enrollment fluctuations. We met our standard (85% of KPI means are 2 or greater) but we fell below our aspirational standard (95%).

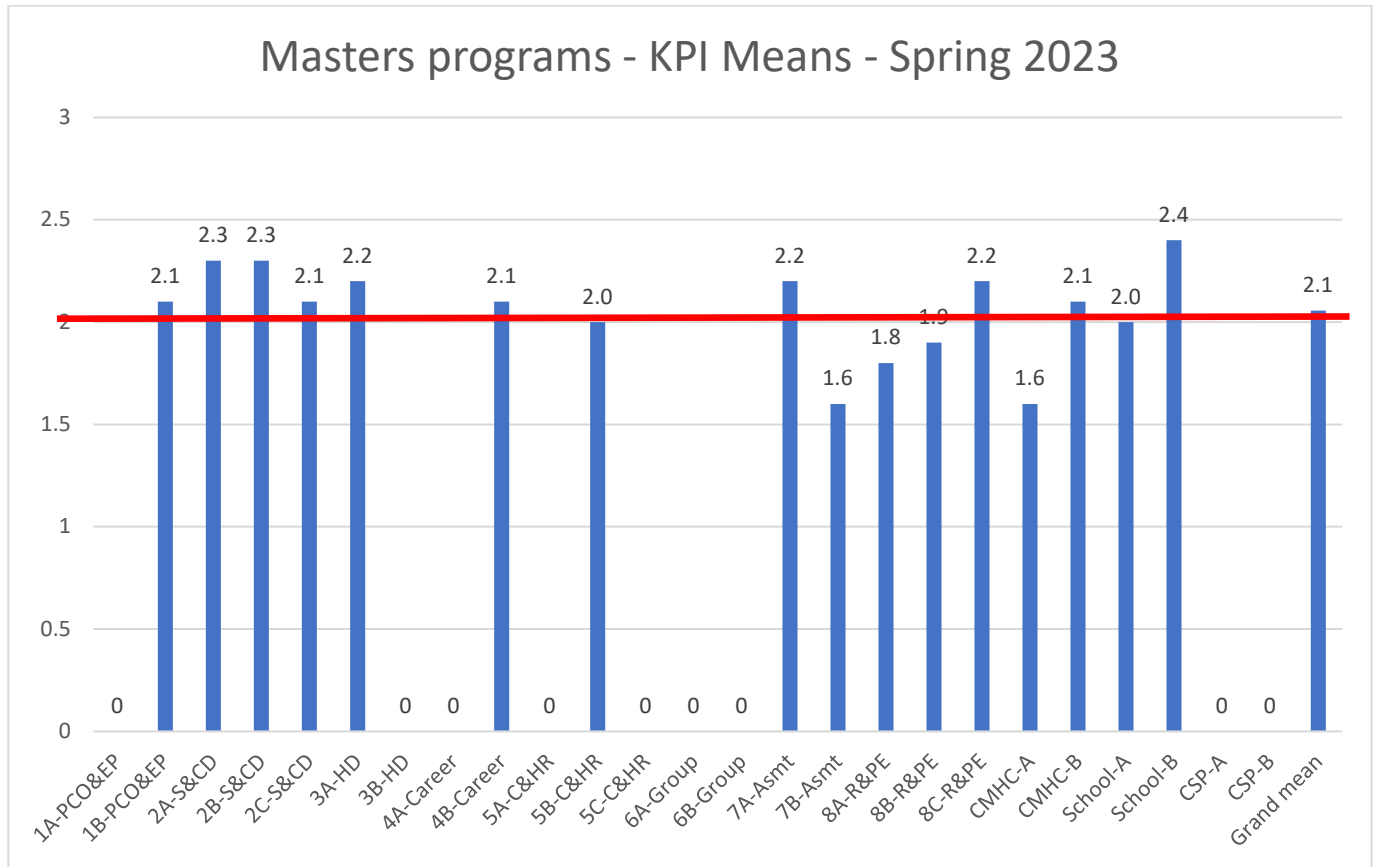


For each KPI assessed, our objective is that 85% or more of our students will score equal to or higher than 2.0. Of the 20 Masters-level KPIs assessed during Fall 2022, students met the 85% above the 2.0 threshold 15 out of 20 KPIs (75%), which is below our objective of 85%. *Note: Five KPIs scheduled for measurement this Fall were not assessed due to courses not being offered, which are attributable to enrollment fluctuations. We did not meet our 85% objective.



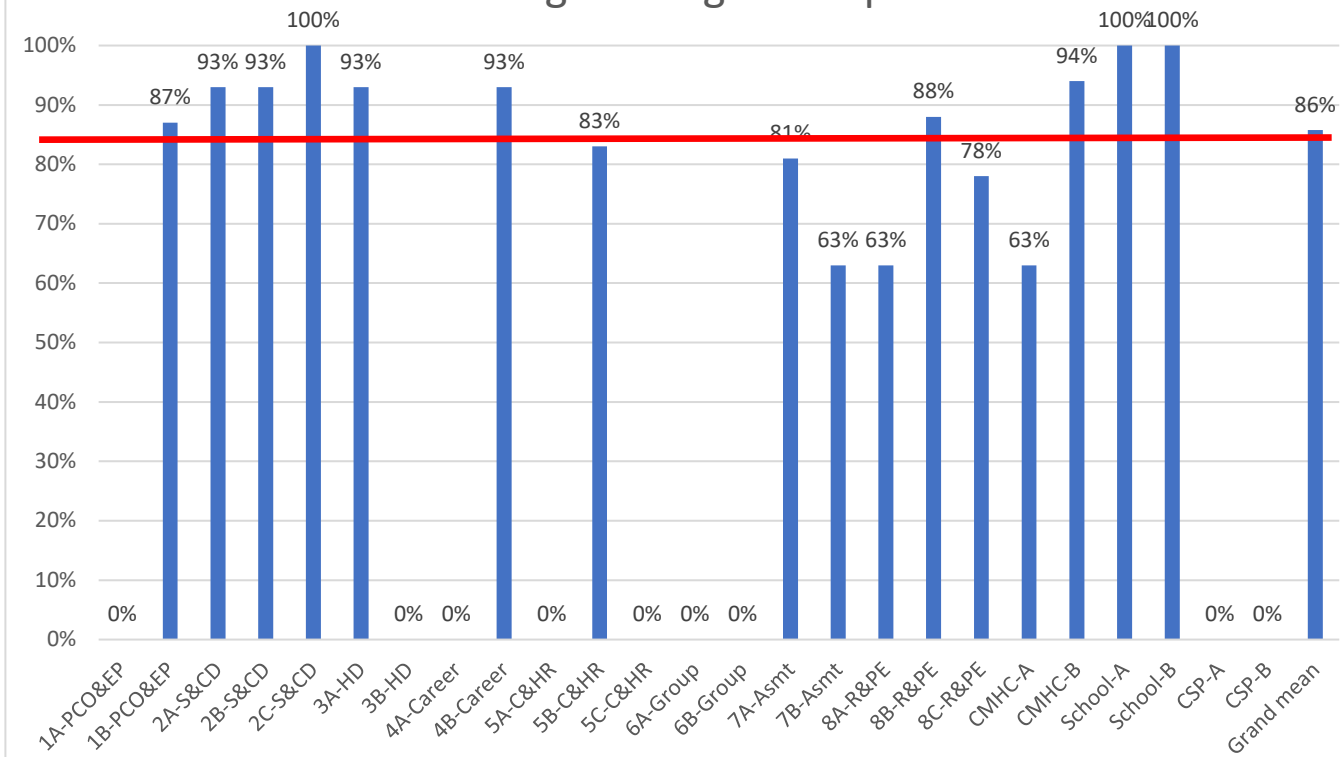
Of the 16 Masters-level KPIs assessed during Spring 2023, 12 of 16 KPIs (75%) had means equal to or greater than 2.0.

*Note: Nine KPIs scheduled for measurement this Spring were not assessed due to courses not being offered due to enrollment fluctuations. We did not meet our objective that 85% of the KPI scores would be 2.0 or higher.



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Masters programs - Spring 2023: Percentage of students scoring 2 or higher on particular KPI



Of the 16 Masters-level KPIs assessed during Spring 2023, students met the 85% above the 2.0 threshold 9 out of 15 KPIs (60%), which is below our objective of 85%. *Note: Nine KPIs scheduled for measurement this Spring were not assessed due to courses not being offered due to enrollment fluctuations.

NOTES ABOUT THE OUTCOMES OF KPI MEASUREMENTS:

We hypothesize that the aftereffects of the pandemic are still creating academic challenges for our students, given their lower performance on KPIs this academic year than prior years. With the transition from F2F pedagogy to distance education to hybrid and back to F2F, students have had to adapt to a changing pedagogical landscape, as have instructors. Students' mental health is also an ongoing concern, as we have had an increase in the number of students requiring academic, personal, or professional interventions. Further, the economic climate is impacting our students as well. More of our students are working part-time or full-time, which diminishes the time and energy they have for academics. We will monitor the KPIs in the coming year to see if there is a rebound or change. Lastly, there is still concern that inter-rater reliability among faculty for assessing KPIs is lower than desired. With a reduced faculty due to retirements, deaths, and resignations, we may see a tighter range of ratings of our students' performance on KPI-related assessments simply because we have a fewer raters. I distributed a memo to faculty and adjuncts explaining (and re-explaining) the KPI rating process in an attempt to help further standardize the ratings. Lastly, because of an enrollment blip, we did not offer CNS 559 Introduction to Helping Services in the Spring semester of 2023, which has numerous KPIs anchored to it. This anomaly may partially explain the dip in outcomes. We will monitor our KPIs and reevaluate content areas that continue to show consistent underperformance. The KPI outcomes are not always congruent to the content outcomes on the NCE, which adds to the mystery.

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Key Performance Indicator (KPI) data for Doctoral Program – Cohort #2 – Start date Fall 2020

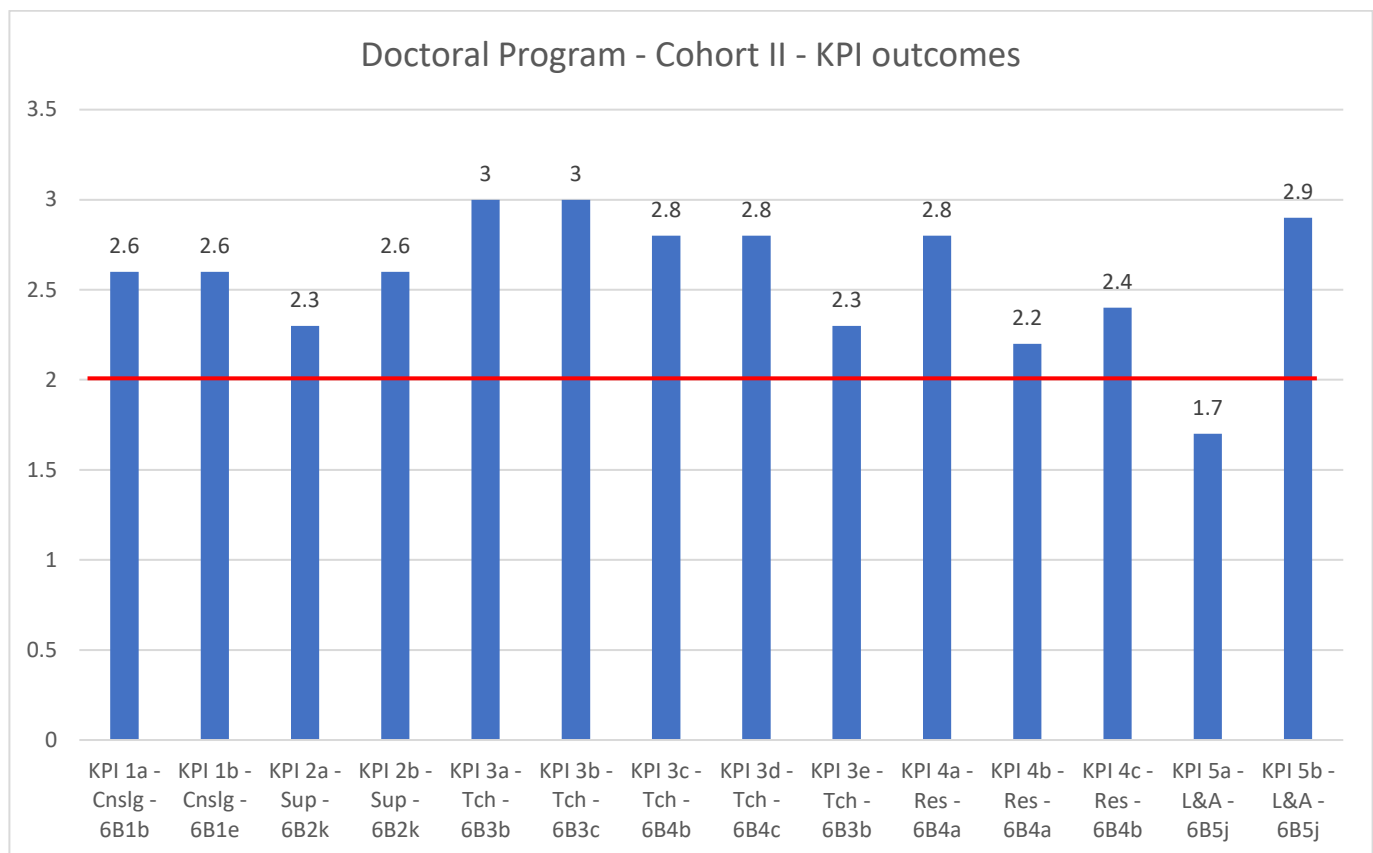
KPIs are measurements of student learning that are anchored to a specific CACREP standard. An assignment, paper, project, presentation, quiz, exam, or particular exam question(s) can serve as a KPI, which is scored using a standard rubric.

KPIs are assessed on a scale ranging from 0-3, with competency and proficiency associated with higher scores.

KPI Scale: Zero is unmet, 1 is minimally met, 2 is met, and 3 is exceeds expectations.

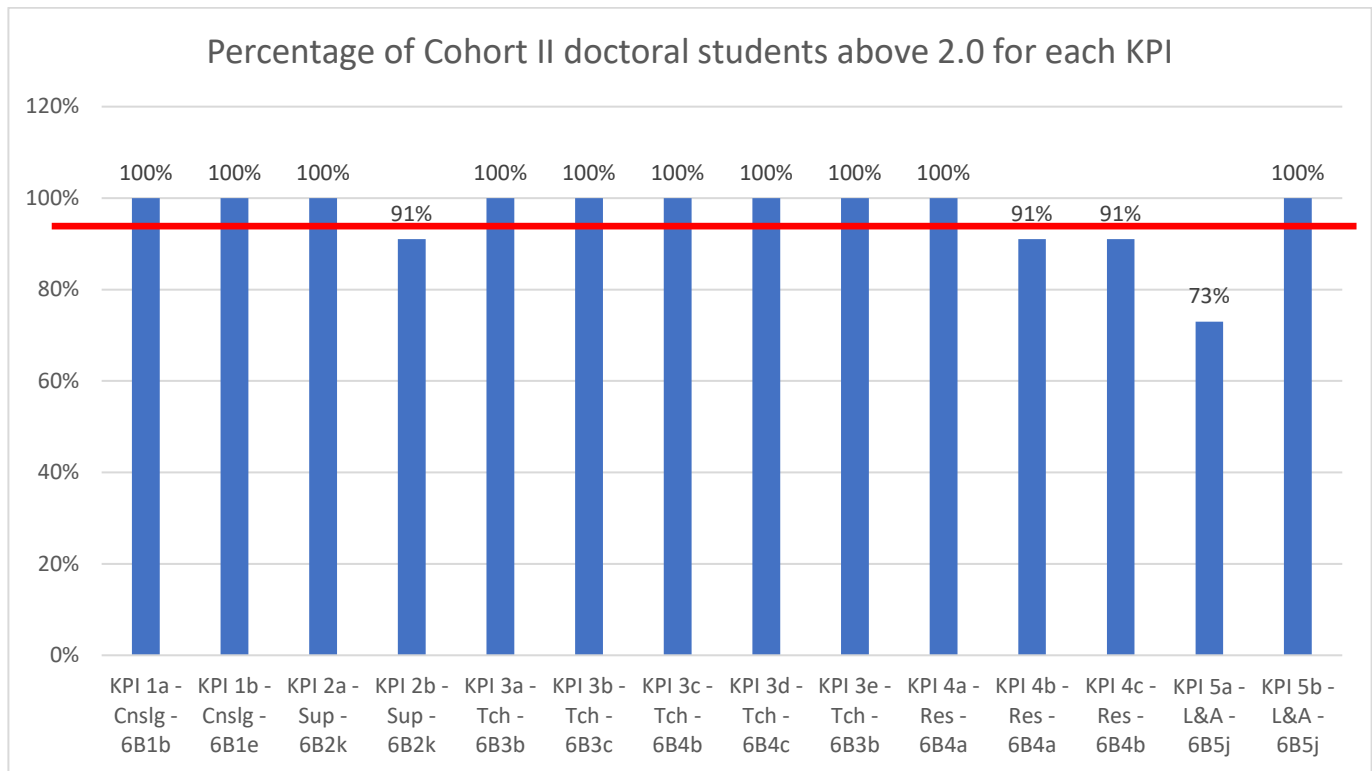
We have collected all 14 of the doctoral KPI measurements, which appear below.

Of the 14 Key Performance Indicators (KPIs) assessed for doctoral cohort II, 13 out of 14 KPIs (93%) had means equal to or greater than 2.0. Our objective is that 95% of KPI means would be equal to or greater than 2.0, so we fell slightly short of our objective. However, there is one outlier value, 1.7, which is attributable to one student not submitting an assignment on time, which resulted in a lower grade, which brought the mean below the 2.0 threshold.



Overall, we are pleased with our doctoral students' performance on the KPIs. We believe that KPI 5a reflects an unreliable, outlier value that does not fit with the rest of this data.

Of the 14 doctoral-level KPIs assessed, our intermediate goal of 95% of students scoring 2 or higher was met 10 out of 14 times (71%). Our aspirational goal of 100% of our students scoring 2 or higher was met 10 out of 14 times (71%). One KPI, 5a, fell below our 90% standard set for *doctoral* KPIs.



We believe that KPI 5a reflects an outlier value that is unreliable, as the rest of the data were very consistently higher.

Other outcomes for Cohort II:

All 11 doctoral students passed their **qualifying** exams, which are comparable to a doctoral candidacy evaluation. All 11 doctoral students passed their **competency** exams on their first attempt, with varying degrees of mastery. See table below.

COMPETENCY EXAMS				
	Written	Oral	Outcome	TOTAL
Low Pass	2	0	2	4
Pass	7	9	7	23
High Pass	2	2	2	6
TOTAL	11	11	11	

Five of 11 students from cohort II have successfully defended their dissertation proposal and are actively working on their dissertations. Two doctoral students from cohort II have tentative dissertation defense dates set for Fall 2023.

Key Performance Indicator (KPI) data for Doctoral Program – Cohort #3 – Start date Fall 2022

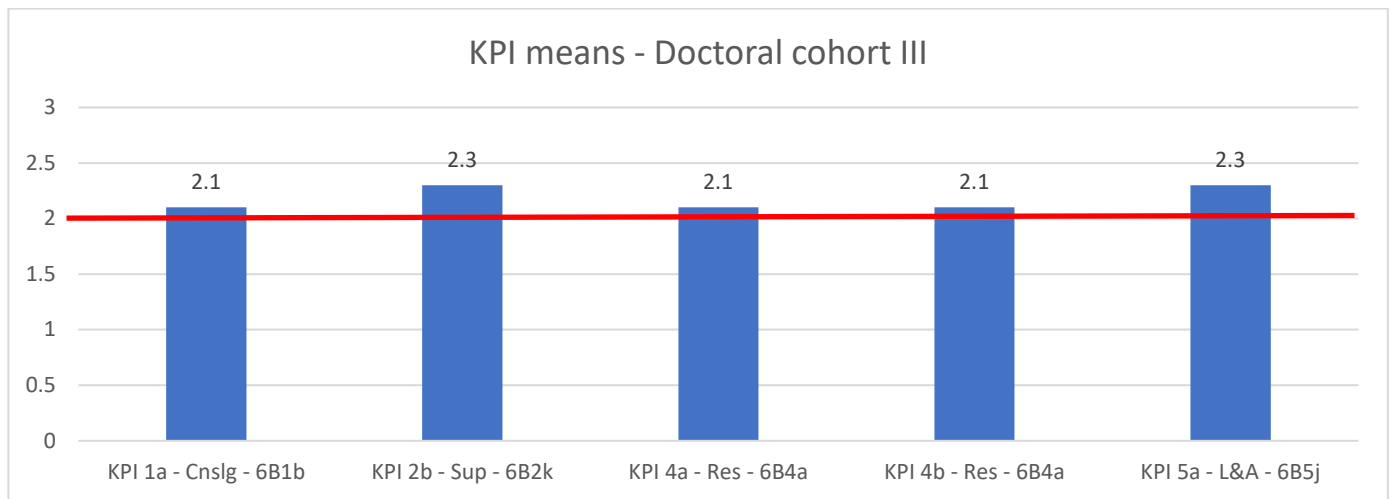
KPIs are measurements of student learning that are anchored to a specific CACREP standard. An assignment, paper, project, presentation, quiz, exam, or particular exam question(s) can serve as a KPI, which is scored using a standard rubric.

KPIs are assessed on a scale ranging from 0-3, with competency and proficiency associated with higher scores.

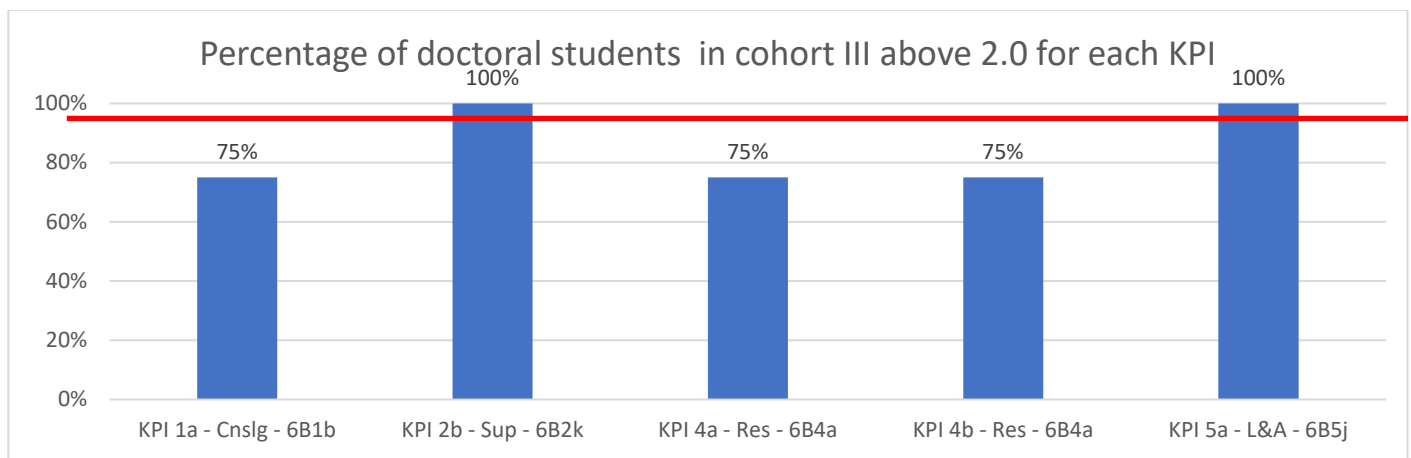
KPI Scale: Zero is unmet, 1 is minimally met, 2 is met, and 3 is exceeds expectations.

We have collected all 5 of the doctoral KPI measurements, which appear below.

Of the 5 Key Performance Indicators (KPIs) assessed for doctoral cohort III so far, 5 out of 5 KPIs (100%) had means equal to or greater than 2.0. Our objective is that 95% of KPI means would be equal to or greater than 2.0, so met our objective.



Of the 5 doctoral-level KPIs assessed, our intermediate goal of 95% of students scoring 2 or higher was met 2 out of 5 times (40%). Our aspirational goal of 100% of our students scoring 2 or higher was met 2 out of 5 times (40%). Three KPIs fell below our 90% standard set for *doctoral* KPIs. Some students show higher levels of proficiency in meeting the KPIs than others, as seen by the graph



Other doctoral program outcomes to report:

Doctoral cohort I: A total of 8 out of 12 students (67%) have successfully defended their dissertations. Two doctoral students from cohort I have tentative dissertation defense dates set for Fall 2023, which will bring the completion percentage up to 83% if the defenses are successful.

Surveys to doctoral students:

Our doctoral programs are still in their infancy, so a survey to our program graduates is premature. We will survey graduates from cohort I once we reach the 7 year completion window and their programs are effectively done.

Evaluation data from doctoral site supervisors:

Our Field Coordinator and the course instructor reviews each doctoral student's evaluation from their site supervisor to ensure all students have performed up to standards. We are working with Tevera, our online data management software vendor, to create a better way to manage this data through online, digital forms that can be easily tabulated. Students with problematic evaluations are identified and appropriate interventions are conducted by department faculty through the use of the Professional Performance Review (PPR) process with the course instructor and/or advisor. Up to now, no doctoral students were noted as problematic from site supervisors.

Professional:

All of our doctoral students from cohorts I and II have attended and/or presented at either a state-level, regional, national, or international conference. All doctoral students are members of counseling-related professional organizations including ACA, NBCC, ASCA, or ACPA, among others. All doctoral students are licensed as a counselor or licensure-eligible, and have the ACS credential or have applied for it.

Surveys to alumni and employers:

Our Alumni and Employer surveys were pushed back until Fall 2023/Spring 2024 due to the pandemic. We wanted to wait until the dust had settled from the pandemic before surveying our constituents. We attempted a survey in Spring 2023, but the response rate was too low to provide meaningful data.