

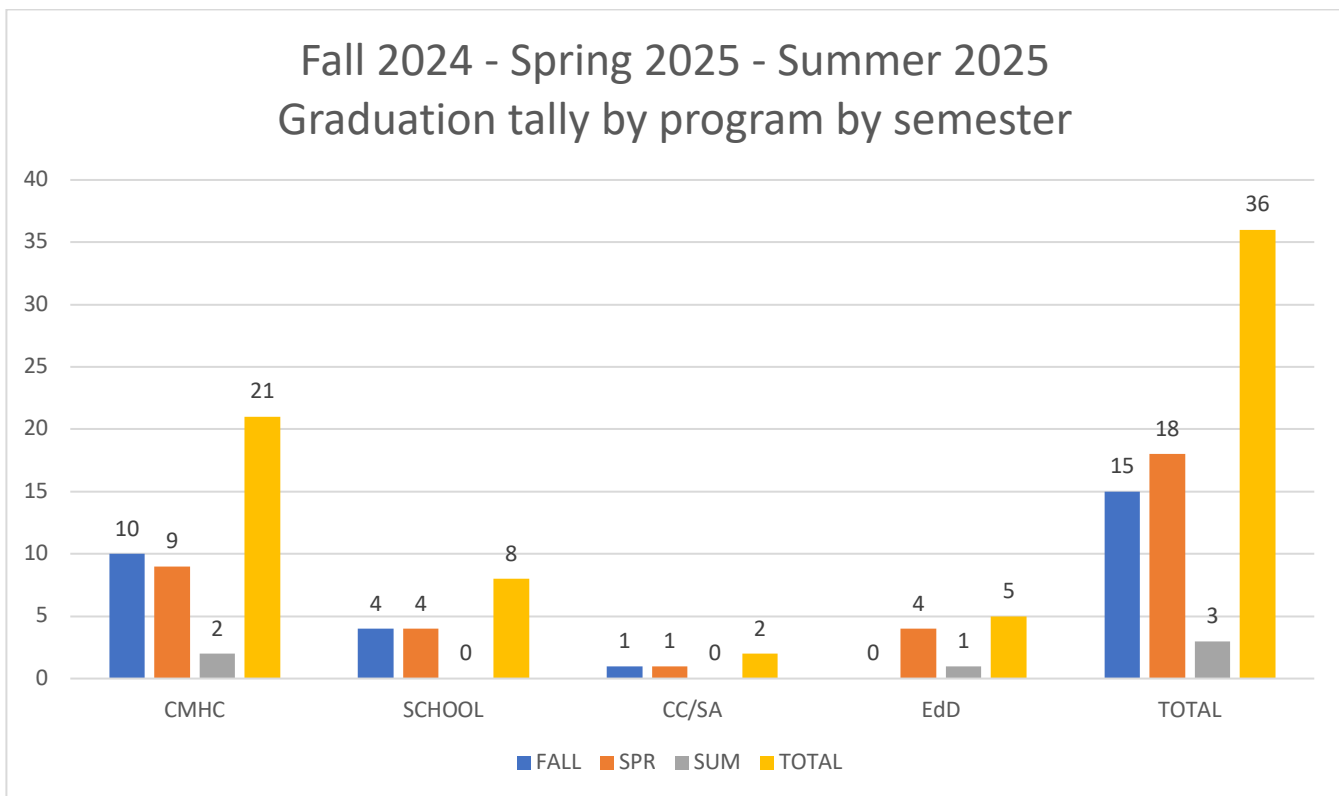
Reporting of Program Outcome Data
The Department of Counselor Education at Shippensburg University
Fall 2024, Spring 2025, Summer 2025 Academic Year

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).

	2024 – 2025 PROGRAM graduation tally																		
	Track																		
PROGRAM	CMHC				School Counseling				CC/SA				EdD				TOTAL		
Sem	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R
2024-2025	10	9	2	21	4	4	0	8	1	1	0	2	0	4	1	5	15	18	3
TOTALS	21				8				2				5				36		

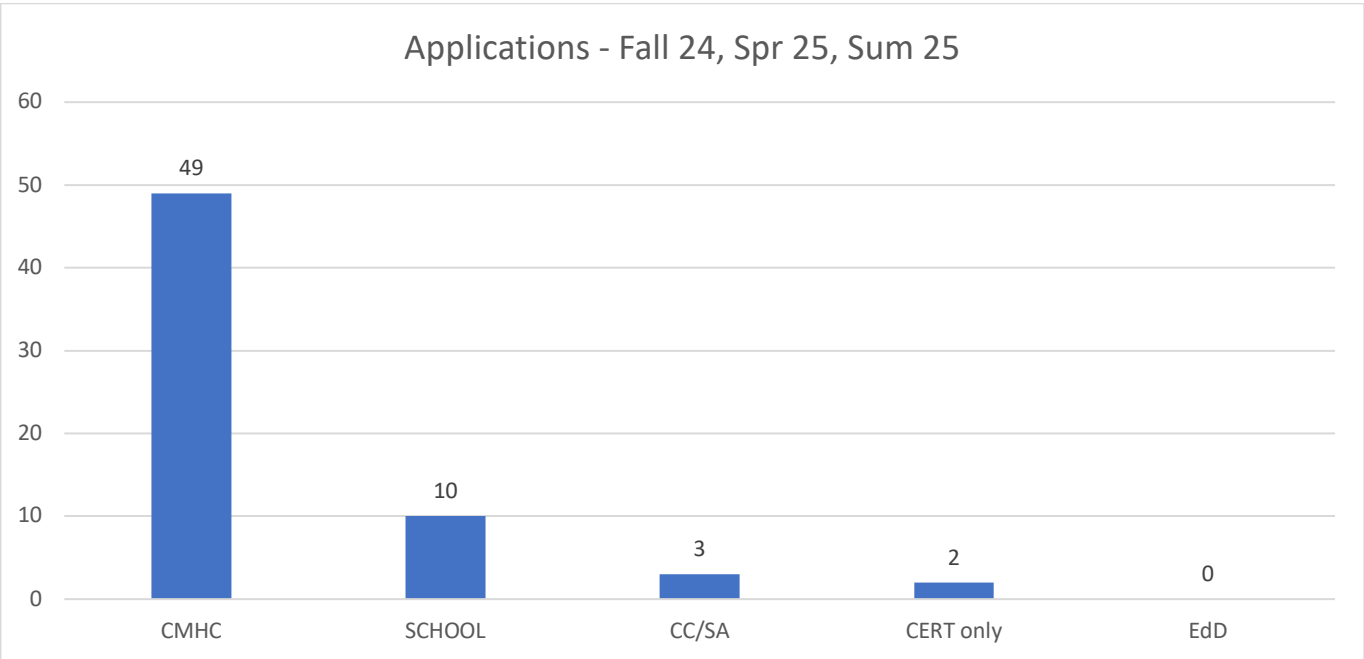
Legend: Sem: F (Fall), S (Spring), R (Summer), T (Total)

CMHC: Clinical Mental Health Counseling, CC/SA: College Counseling/Student Affairs, EdD: doctoral program



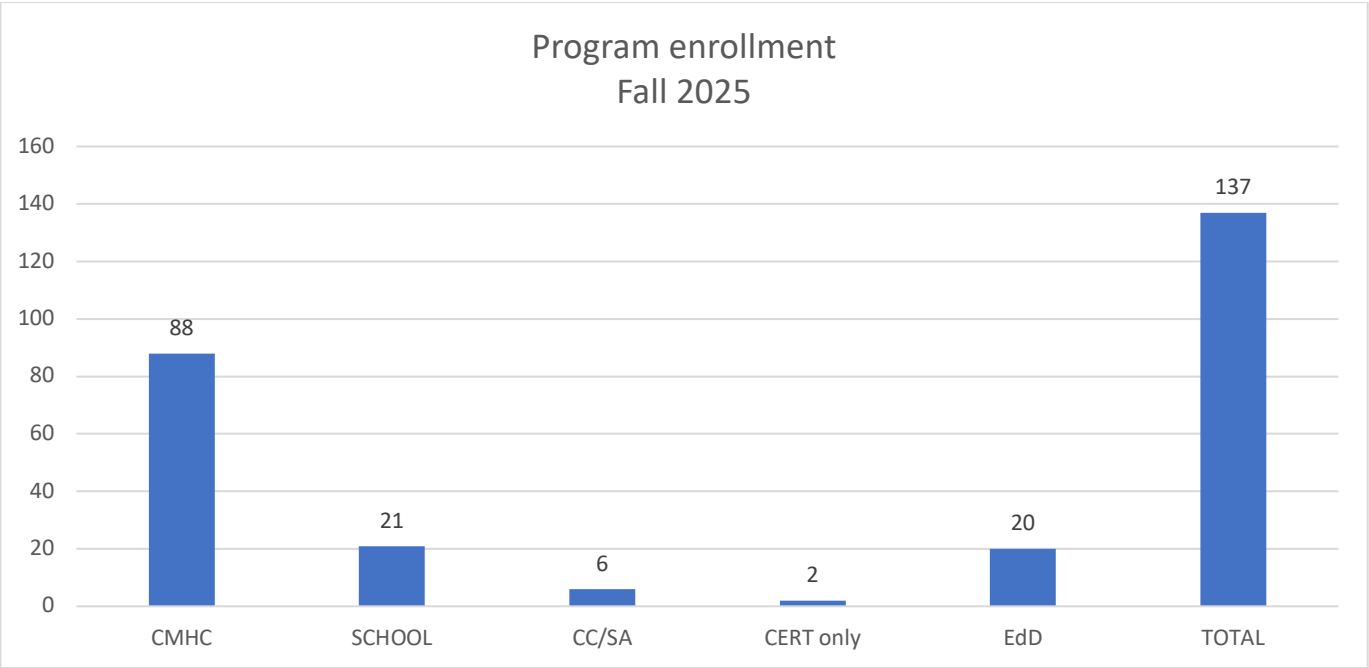
The following table outlines the number of **applications** received by the DCE over the past academic year. Doctoral data is zero because the window for applications for the fourth doctoral cohort closed before Fall 2024.

	Applications
Program	Fall 24, Spr 25, Sum 25
CMHC	49
SCHOOL	10
CC/SA	3
CERT only	2
EdD	0
TOTAL	64



The enrollment of our programs is as follows:

TRACK	Current program enrollment
CMHC	88
SCHOOL	21
CC/SA	6
CERT only	2
EdD	20
TOTAL	137



	Estimated Program completion rates*			
Year	CMHC	School K-12	College/SA	Doctoral
2024-2025	99%	100%	100%	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, or College Counseling/Student Affairs students. The data on the tables reflects students' first attempt at passing the NCE. Overall, we had an 86% first attempt pass rate on the NCE this past year and our overall first-time pass rate over the past ten years is 92%.

Fall 2024 NCE	
PROGRAM	TOTAL
# attempting	10
# passing	10
percentage	100%

Spr 2025 NCE	
PROGRAM	TOTAL
# attempting	11
# passing	8
percentage	73%

Aggregate NCE for 2024-2025 academic year	
	TOTAL
# attempting	21
# passing	18
percentage	86%

Results disaggregated by program (CMHC, School, CC/SA) are no longer available from NBCC/CCE.

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 an 89% pass rate on the School Counseling Praxis Exam last year.

Summary data for School Counseling Praxis Exam for the 2023-2024 academic year	
	School Counseling PRAXIS
# attempting	8
# passing (first attempt)	8
Passing percentage	100%

	Estimated program job placement rate*			
Year	CMHC	School K-12	College/SA	Doctoral
2024-2025	100%	100%	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 master's and doctoral students are evaluated in a department meeting at the end of each semester to identify students who need additional support 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 as needing additional attention through this process, and of that sub-group, 1-5 students may need official remediation while the others are monitored to track their progress.

Candidacy interviews are conducted during CNS 585 *Counseling Practicum* to ensure that all students have acquired satisfactory levels of content knowledge, clinical skills, appropriate dispositions, 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 Lumivero/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.

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. Students' work is evaluated by the instructor to determine if there is evidence that the student has met CACREP's standard.

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. Our goal is for all KPI means to be equal to or exceed a value of two.

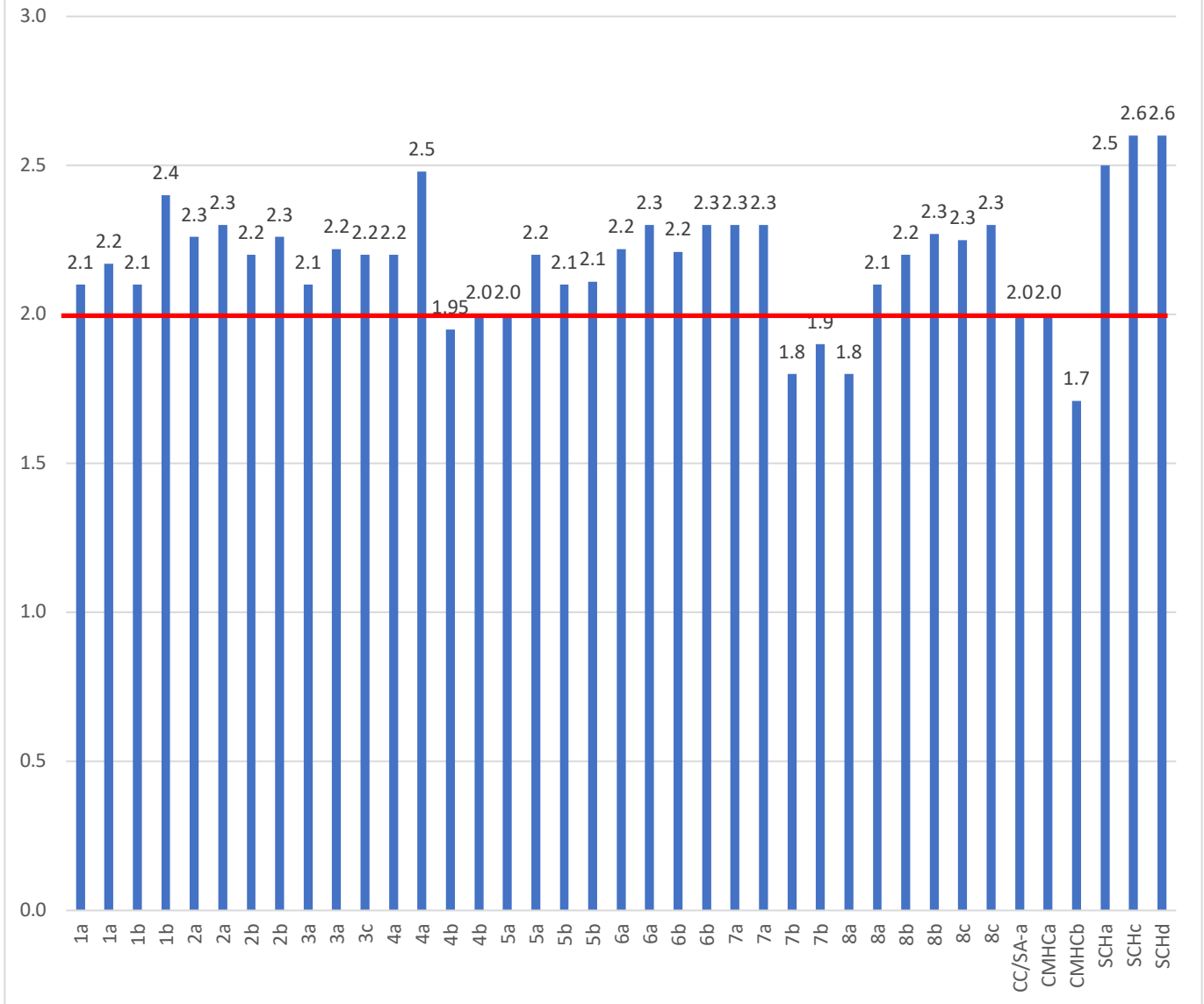
We assess KPIs two ways: the overall mean of students will equal or exceed 2.0, and at least 85% of students will have scored 2.0 or higher.

Of the 39 Masters-level KPIs assessed during Fall 2024 – Spring 2025 semesters, the grand mean was 2.2, which met and exceeded our 2.0 standard. A total of 34 out of 39 KPIs (87%) had means equal to or greater than 2.0, which exceeded our goal of 85%.

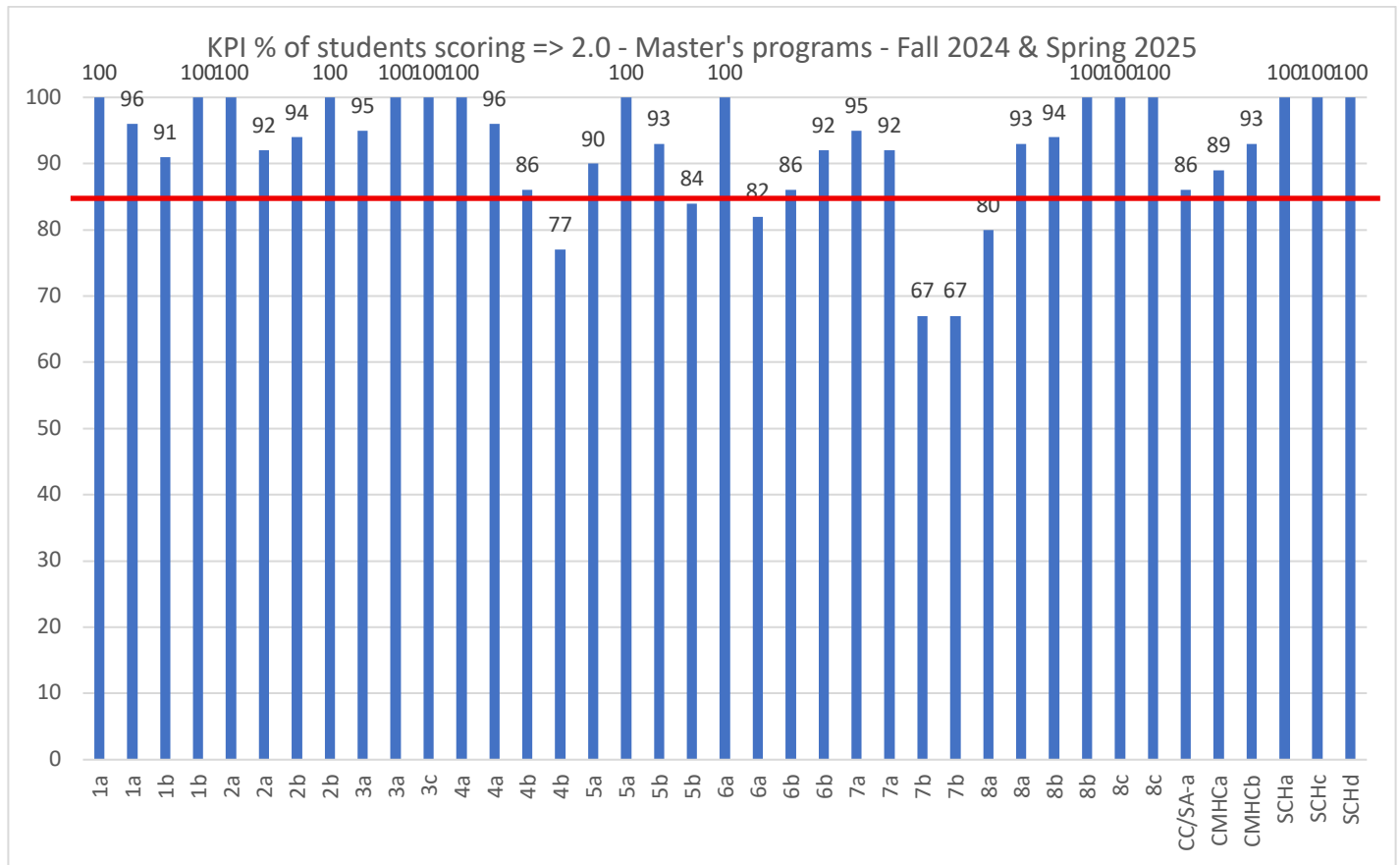
Of the 39 Masters-level KPIs assessed during Fall 2024 – Spring 2025 semesters, 33 KPIs had at least 85% of students scoring 2 or higher, which met our goal of 85%, but we fell below our aspirational standard (95%).

*Note: Ten KPIs scheduled for measurement over the past academic year were not assessed due to courses not being offered, which is attributable to enrollment fluctuations.

KPI means - Master's programs - Fall 2024 & Spring 2025



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NOTES ABOUT THE OUTCOMES OF KPI MEASUREMENTS:

Overall, the KPIs from the 2024-2025 academic year parallel previous years' data. Students' mental health and financial sustainability remain ongoing concerns. While it's been nearly 5 years since the global pandemic, we are still seeing the aftereffects of it in our students' ability to juggle academics with personal and vocational challenges. The political climate is also having a negative effect on most students, who feel distracted by it and the push to eradicate DEI initiatives that are central to the work of counseling. We will continue to monitor the KPIs to see if trends can be elicited from the data. As noted previously, there is still concern about inter-rater reliability among faculty and adjuncts when assessing KPIs. I continue to distribute a memo to faculty and adjuncts explaining the KPI rating process to help further standardize the ratings. Also aligning with prior years, the KPI outcomes were not congruent to the content outcomes on the NCE. With two new faculty in our department and a third on the way, we will be revisiting our KPIs and overall assessment plan to see if we can make this data more meaningful or consistent with other metrics.

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

Doctoral program KPIs were reported in the 2023-2024 Annual Report. The fourth doctoral cohort commenced Fall 2025, so there are no new KPIs to report.

Other doctoral program outcomes to report: Completions

Doctoral cohort I: A total of 12 out of 12 students (100%) have successfully defended their dissertations and completed their EdD degree.

Doctoral cohort II: A total of 9 out of 11 (82%) students have successfully defended their dissertations and completed their EdD degree so far. Of the two remaining students, one has successfully defended their dissertation proposal and the other is actively working on it.

Doctoral cohort III: A total of 1 of 8 (13%) students have successfully defended their dissertations and completed their EdD degree so far. Of the remaining 7 students, 5 have defended their dissertation proposals and are collecting data, and they expect to complete by May 2026. The other 2 students are working on their dissertation proposals with defense dates tentatively scheduled for Spring 2026.

Professional:

All doctoral students from cohort III 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. Two students from cohort III applied for and obtained tenure-track faculty counselor educator positions in 2025.

SURVEYS

A survey to our Alumni and area employers occurred in Spring 2025.

This report summarizes the findings of the "Alumni Survey 2025," conducted on May 13, 2025, with data from 142 respondents (unless otherwise specified).

I. Program Background & Employment Status

Alumni's Program (Q1):

The largest group of responding alumni graduated from Clinical Mental Health/Community Counseling (43.66%), followed by K-12/Elementary/Secondary School Counseling (33.10%) and College Student Personnel (19.72%).

Employment Status (Q2): An overwhelming majority, 97.12% (135 respondents), are currently employed.

Relevance of Employment to Education (Q3):

84.06% (116 respondents) are employed in a field directly related to their graduate education. An additional 11.59% (16 respondents) are in a somewhat related field, indicating high career alignment.

Place of Employment (Q4): The most common types of workplaces are:

Private, for-profit agency (not self-owned): 18.57%

Public/non-profit healthcare agency: 12.86%

Self-owned private for-profit agency: 12.14%

Elementary schools and public universities/colleges also represent significant portions (both 11.43%).

Employment Location (Q5): Employment is predominantly in Suburban (38.13%) and Rural (35.25%) areas, with Urban settings accounting for 21.58%.

Licensure & Certification (Q6 & Q7):

62.68% (89 respondents) hold a license and/or certification, with 8.45% currently under supervision/in training. The most common certifications/licenses held or pursued are Licensed Professional Counselor (31.68% of responses) and National Certified Counselor (29.21% of responses).

II. Program Satisfaction

Alumni express very high satisfaction across various aspects of their graduate program:

Quality of Coursework & Academics (Q8): 99.3% were either very satisfied (73.24%) or satisfied (26.06%).

Quality of Class Sessions (Q9): 99.3% were either very satisfied (74.65%) or satisfied (24.65%).

Self-Exploration/Self-Growth (Q11): 97.88% were either very satisfied (78.87%) or satisfied (19.01%).

Improving Self-Awareness (Q12): 97.89% were either very satisfied (83.10%) or satisfied (14.79%).

Inclusivity & Diverse Perspectives (Q13): 94.36% were either very satisfied (73.94%) or satisfied (20.42%).

Practicum Experience (Q14): 92.8% were either very satisfied (58.27%) or satisfied (34.53%).

Field/Internship Experiences (Q15): 97.89% were either very satisfied (66.90%) or satisfied (30.99%).

Ability to Use Research & Data (Q16): 82.39% were either very satisfied (48.59%) or satisfied (33.80%).

III. Resources & Facilities Satisfaction

Satisfaction with resources is generally positive, though slightly lower than program quality:

Online Educational Experiences (Q10): 61.27% were satisfied or very satisfied, but 21.83% had no basis for opinion, and 15.49% were neutral.

Physical Facilities (Q17): 80.99% were either very satisfied (40.14%) or satisfied (40.85%).

Library Experience (Q18): 68.31% were satisfied or very satisfied, with 15.49% neutral and 15.49% having no basis for opinion.

Computer Lab Experience (Q19): 64.79% were satisfied or very satisfied, with 16.20% neutral and 17.61% having no basis for opinion.

Online Research Resources (Q20): 83.8% were either very satisfied (43.66%) or satisfied (40.14%), with 9.15% having no basis for opinion.

IV. Faculty Expertise

Faculty received very high satisfaction ratings:

Overall Expertise in Teaching (Q21): 99.29% were either very satisfied (73.94%) or satisfied (25.35%).

Expertise in Providing Effective Supervision (Q22): 97.19% were either very satisfied (74.65%) or satisfied (22.54%).

Overall Availability (Q23): 97.18% were either very satisfied (73.24%) or satisfied (23.94%).

Advisement/Guidance (Q24): 96.48% were either very satisfied (69.72%) or satisfied (26.76%).

Modeling Ethics & Professional Behaviors (Q25): 92.2% were either very satisfied (65.96%) or satisfied (26.24%).

Overall Experience with Faculty (Q26): 97.89% were either very satisfied (76.76%) or satisfied (21.13%).

V. Program Effectiveness & Recommendation

Coursework Relevance to Current Position (Q27): 93.66% found coursework very related (63.38%) or satisfied (30.28%).

Practicum/Field Experience Relevance to Current Position (Q28): 92.96% found these experiences very related (68.31%) or satisfied (24.65%).

Overall Program Preparation for Current Position (Q29): 91.54% were very satisfied (59.15%) or satisfied (32.39%).

Preparation for Licensure/Certification (Q30): 79.58% were very satisfied (59.86%) or satisfied (19.72%), with 14.79% selecting "Not applicable/No basis for opinion."

Preparation for Involvement in Professional Organizations (Q31): 83.8% were very satisfied (58.45%) or satisfied (25.35%).

Recommendation (Q32): An overwhelming 97.87% (138 respondents) would recommend the graduate program.

Past Recommendation (Q33): 89.29% (125 respondents) have already recommended the program.

VI. Demographics

Completion Year (Q34): The most recent graduates (2016-2020) constitute the largest group (32.39%), followed by 2011-2015 (30.99%).

Age Range (Q35): The majority of respondents are between 31-40 years old (51.41%), followed by 41-50 years old (21.13%).

Hispanic/Latino/Latinx (Q36): 95.07% reported "No."

Race/Ethnicity (Q37): 88.73% identified as White.

Gender (Q38): 80.28% identified as Female, and 17.61% as Male.

SUMMARY

In summary, the Shippensburg University graduate program alumni demonstrate a high level of satisfaction with their educational experience, particularly regarding coursework quality, faculty engagement, and the direct relevance of their training to their professional careers. The strong inclination to recommend the program further underscores its positive impact on its graduates.