

**COUNSELING AND ART THERAPY DEPARTMENT**  
**ANNUAL PROGRAM REPORT**  
**Program Updates, Evaluation and Assessment of Student Learning**  
**2021-2022 (Summer 2021, Fall 2021, Spring 2022)**

**Program:** Master of Arts, Counseling and Art Therapy

**Completed by:** Gail Rule-Hoffman, M.Ed., LPC-S, ATR-BC, LICDC-S, Professor, Program Director

## **I. PROGRAM UPDATES**

**A. Faculty Changes:** In fall 2021, Diana Wallace, M.A., ATR-BC, LPCC-S, former adjunct, Fawn Gordon, Ph.D., LPCC, former doctoral intern, and Rebecca Miller, Ph.D. ATR-BC, ATCS, LCAT, CCLS began as full-time faculty.

### **B. Director Change**

As of July 1, 2022, Rebecca Miller will step into the CAT director role. Gail Rule-Hoffman will remain in a half time faculty role.

### **C. Healing Imagination and 35<sup>th</sup> Anniversary**

The Healing Imagination IX 35<sup>th</sup> Anniversary Exhibition “*Moving Forward: Re-Imagining a Personal and Community Wellness*” was held in the Wasmer Gallery, April 8-28, 2022. There were over 100 in attendance at the opening, where a “Passing of the Paintbrush” event was held to acknowledge Gail Rule-Hoffman, who is stepping away from the director role and into a part time faculty role, and to welcome Dr. Rebecca Miller, who will be the new director as of July 1, 2022. The next Healing Imagination show will take place in spring 2024, the next in 2026 which will be the 40<sup>th</sup> anniversary of the program.

### **D. Curriculum, Workshops/Electives**

*1. Curriculum/Course Sequencing:* Based on data over the past few years from exit interviews and surveys, a change in the recommended 3-year plans for students was made. This included changing the sequencing to better enhance learning for the research/thesis component, the proximity of the psychopathology course in relation to the case studies course, and moving practicum so as to better flow with internship.

*2. Workshops/Electives Offered:* Service Learning-Cheyenne River, MARI Mandala Assessment Research Instrument, Community Mental Health and Art Therapy, Cultural Humility, Cognitive Behavioral Therapy, Stress Management, Healing Shame and Discovering Potential: Self-Awareness through Dreams and Creativity, Promoting Motivation for Change through Claywork, Narrative Approaches: Jewelry Making as Storytelling.

### **E. Practicum and Internship Updates**

*1. Tevera:* There have been several updates and improvements with the Tevera system, the digital system that allows students, supervisors, and the clinical coordinator to document sites,

hours, and evaluations as well as collect data related to internships. Last year was a challenge with beginning to use the system, and this year has gone much smoother as Tevera has enhanced many aspects of the platform based on feedback from users. They have provided webinars and meetings to educate and support the administrators, and Judy Jankowski has been very active in working with Tevera and educating the supervisors, instructors, and students on using the system.

## 2. *New Placement Sites and Supervisors Utilized*

- National Youth Advocate Program, Emma Bango, LPCC-S, ATR (new site, new supervisor)
- Bellefaire School Based Program, Rebecca Doman LPCC-S, ATR, Stephanie Schleifer, LPCC-S
- Bellefaire Residential Adolescent/Addiction, Brian Dewrye, LPCC-S, Nicole Simons, LPCC-S, Danna Denoi, LPCC-S,
- Wellness Grove, Melissa Hladek, LPCC, ATR-BC
- Sarah Roman, LPCC, ATR (Lutheran Cleveland Clinic site)

## **F. Service Learning**

After a break due to COVID, the Service-Learning program started back up in summer 2021 going to the Cheyenne River reservation in South Dakota to assist with the Lakota Sioux youth project and Red Can Graffiti Jam. There were 18 participants including faculty, students, and other volunteers. Two trips are planned for summer 2022, one to Cheyenne River, and one to South Africa, both in July.

## **G. Accreditation Updates**

1. *Commission on Accreditation of Allied Health Education Programs and Accreditation of Educational Programs in Art Therapy (CAAHEP/ACATE)*: The CAT program will complete its first yearly report for CAAHEP/ACATE, due September 15, 2022. This will be completed in an online digital format, and all sites, supervisors, credentials, and current students will need to be reported. CAAHEP/ACATE will determine retention/graduation rate and 80% is expected. Results from surveys of students, employers, and alumni will be required, and the report will include employment statistics (80% positive placement expected) and data from SLO's.

2. *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*: The CAT program updated syllabi to reflect the 2016 standards as the program had been accredited under the 2009 standards due the structure of the scheduling which had the site visit in 2016-2017 with accreditation received in 2017. The 2023 standards were delayed due to COVID, will be available in July 2023 as 2024 standards. This puts the program in the position of having to do the next self-study on the 2016 standards since the self-study is due July 2024 or request a one year extension in order to have time to implement the 2024 standards for the self-study.

## **H. Moving Forward Ideas, Community Needs**

Ideas to be discussed may include:

- evaluate delivery format for future with more students wanting online or hybrid options

- continue to implement internships that serve the needs in the community
- workshops that address training required for special populations, with presenters/topics representing diverse backgrounds/foci

## II. ENROLLMENT, RETENTION, RECRUITMENT

### A. Enrollment \*Note: Bridge student count.

Fall	2016	2017	2018	2019	2020	2021	2022
Headcount	75	68	81	89	98	86 +3*=89	81
Credit Hrs.	515	490	619	702	797	644+26*=670	601
Completers	5	6	6	7	5	8	
Spring	2017	2018	2019	2020	2021	2022	2023
Headcount	70	66	83	85	90	78+ 8*=86	
Credit Hrs.	495	464	665	689	707	545+49*=594	
Completers	19	9	12	13	16	13	
Summer	2017	2018	2019	2020	2021	2022	2023
Headcount	49	54	71	56	70+2	64+6*=70	
Credit Hrs.	315	328	500	350	475+8	400+42*=442	
Completers	0	1	0	4	7	4	
Total Completers	24	16	16	25	28	25	

### B. Demographics

	Summer 2021	Fall 2021	Spring 2022
African American/Black	8	8	6
American Indian (Native Amer) Alaska Native	0	0	0
Asia/Oriental or Pacific Islander	2	3	2
Caucasian/White	66	71	73
Hispanic/Spanish Origin	2	2	1
2 or more races	1	1	2
Other/Unknown	1	1	1
Non-US Residents	1	0	0
Veteran	1	1	0
With a Disability	6	5	12
Male	5	4	3
Female	74	81	81
Other	1	1	1
<b>Age</b>			
22-24	25	32	24
25-30	41	34	39
31-40	6	7	11
41-50	5	7	7
51-60	3	5	4
61 & older	0	1	0
Total	80	86	85

**C. Retention** (Data based on one year Summer/Fall/Spring cycle)-note: based on accreditation guidelines, the format for reporting next year will shift to reflect retention within a calendar year tracked by cohort

2018/2019	2019/2020	2020/2021	2021/2022
91.6%	85.7	72.2	73.91%

#### **D. Graduation**

Based on the 3 year and 4.5-year timeframes for students, 76% successfully completed the program and graduated within 3-4.5 years. Data is based on students from Summer/Fall 2017, and Spring 2018 starts. Due to the nature of the program, and with recent COVID, some students take longer than 4.5 years. COVID has directly affected graduation and retention rates. Note: For subsequent reporting years, based on new accreditation guidelines, the reporting format will shift to reflect the percentage of graduating students who completed within eight semesters (defined as “on-time” full-time students) and those who completed within 4.5 years (or approximately 12-14 semesters, defined as part-time students).

#### **E. Recruitment/Outreach**

CAT program director Gail Rule-Hoffman completed 18 recruitment and outreach events. Rebecca Miller, faculty member and new program director as of July 1, 2022, attended and assisted at some events.

- Eight virtual information sessions and two in person sessions with 98 persons attending.
- Eight virtual presentations were done in classes at the following institutions. Most focused on educating the students about art therapy as well as the opportunities at Ursuline.
  - Baldwin Wallace, Art Department
  - Capital University (Rebecca Miller led presentation) Art Therapy Program
  - Cleveland Institute of Art, Career Services
  - Cleveland State University, Psychology Club
  - John Carroll University, Psychology classes
  - Lourdes University, Art Department
  - University of Toledo, Art Education class
  - Youngstown State University, Art Education Seminar

### **III. PROGRAM EVALUATION AND ASSESSEMENT OF STUDENT LEARNING**

**Note:** Data is based on Summer/Fall 2021, and Spring 2022 unless otherwise indicated.

Updates to Evaluation Processes included the following:

- Exit interview surveys were updated and completed electronically except for the group discussion exercise.
- CACREP CMHC ratings were eliminated
- Ratings for CAT Program Outcomes and Student Learning Outcomes were added
- Outcomes for CACREP Key Performance Indicators were added
- Data for Internships from Final Supervisor Evaluations and CCS-R ratings was made available in Tevera.

## A. Capstone Student Assessments

Course(s)	Assessment Methods	What does it measure?
A. Completion of Internships CAT 549/550 with “B” or better	Site supervisor evaluation LPCC-S and ATR-BC supervisor evaluations Session notes, treatment plans, journal, case presentation	Counselor and art therapy knowledge and skills
B. Successful completion of CAT 596 Capstone Project: Integrative Seminar	Thesis paper and final verbal formal presentation	Critical thinking, ability to integrate theory and practice, professional presentation skills
C. CPCE exam completed in CAT 596 Thesis/Integrative Seminar-	Passage of CPCE (Counselor Preparation Comprehensive Exam)	Counselor and art therapy knowledge and skills (Professional Identity Knowledge Core-CACREP, and specific areas also on ACATE competencies)

1. *Internship*: 100% of students successfully completed internship. Due to COVID, some students did need extra time to complete their hours.

2. *Thesis*: 100% of students successfully completed thesis.

3. *CPCE*: 95.6% pass rate.

*Summer 2021*: Two students completed the exam, and both passed (100%) with a mean score of 85.5% which was above the national mean of 84.9%. Students scored above the national mean in all categories except Professional Counseling Orientation & Ethical Practice, and Social & Cultural Diversity, and only .1 below in Group Work.

*Fall 2021*: Eight students took the exam, with 7 of the 8 passing (87.5%). The one student not passing missed the cut score by 2 points and stated that she did not study for the exam. Students scored 62-104 on the practice test. The national mean was 82.3 and CAT students’ mean was 80.6. Categories most below the mean were Helping Relationships, and Career, with Social and Cultural Diversity and Human Growth only very slightly below. Professional Orientation and Ethics was well above the average. The students prepared as best as they could but seemed to struggle due to COVID 19.

*Spring 2022*: Thirteen students took the exam and all 13 passed (100%). Students scored 70- 115 on the practice test. The national mean was 89.0 and the mean for CAT students was 92.2, putting students well above the national non-exit average. Scores were higher than the national average in every category.

*Recommendations*: Include resources and possible assignment to study for the CPCE. Since there was not a pattern between fall and spring with scores showing below average in the core categories, no specific conclusions can be made. Syllabi were recently updated as of fall 2021 to reflect 2016 CACREP standards, and some shifts have been made in assignments, though these groups of students would have taken most core content courses prior to those shifts.

## B. Test Pass Rates for Licensure and Credentialing

Test	Assessment Timeline	Measures
NCE (National Counseling Exam)	NCE Exam-taken in the last semester or after graduation	Counselor knowledge and skills

NCMHCE (National Clinical Mental Health Counseling Exam)	NCMHCE-taken post-graduation after 3000 hours of supervised work experience	Advanced knowledge and skills related to diagnoses and treatment of mental and emotional disorders
ATCB Board Certification Exam for ATR-BC	BC Exam- Taken after completion of 1,000 of supervised experience after graduation	Art Therapy knowledge and skills

<b>Counselor Licensure Test Pass Rates (NCE/NCMHCE)</b>						
<i>Data based on calendar year</i>						
Year	NCE Exam No. of CAT Testers	CAT NCE Exam Pass Rates	NCE National Pass Rates	NCMHCE Exam No. of CAT Testers	CAT NCMCCE Exam Pass Rates	NCMHCE National Pass Rates
2021	34	91%	81.3%	15	66.6%	53%
2020	18	94.5%	85.2%	17	58.8%	SP 2020 68.6%
2019	21	90.4 %	89.8%	17	82.3%	SP 19 52%
2018	10	93.7%	88.2%	24	75%	Data not available
2017	23	91%	Data not available	14	71.4%	Data not available

<b>Counselor Licensure Test Pass Rates (NCE/NCMHCE)</b>				
<i>Data based on Summer/Fall/Spring Academic Year</i>				
Academic Year	NCE	No. of Testers	NCMHCE	No. of Testers
2021-2022	87.8%	33	62.5%	16
2020-2021	92.3%	23	70.5%	17
2019-2020	88.8%	18	61.5%	13
2018-2019	95%	20	86.6%	30
2017-2018	91.6%	24	64.7%	17

<b>ATR-BC Test Pass Rates, New ATR's, New ATR-BC's, ATR-P</b>				
<i>Data based on calendar year</i>				
Calendar Year	Board Certification Exam (BC)	New ATR's	Now ATR-BC	Was ATR-P
2021	*No Data	No Data	No Data	No Data
2020	100%	10	1	3
2019	100%	7	1	3
2018	100%	24	5	2
2017	100%	22	7	0

\*The Art Therapy Credential Board (ATCB) national office is unable to provide data, and they are working to rectify a technical issue.

### C. Employment

Employment data is generally collected 6-12 months after graduation. P= Private Practice. Rates are based on those responding.

Semester	Graduates	Responses	Not seeking employment	Full time	Part time	Percentage Employed
Fall 2021	8	7	1	6 (1P)	1	100%
Summer 2021	7	7		7		100%
Spring 2021	16	16		14	2	100%
Fall 2020	5	5		5		100%
Summer 2020	4	4		4 (1P)		100%
Spring 2020	13	13	1	10	2 (1P)	100%
Fall 2019	7	7		6 (1P)	1	100%
Spring 2019	12	10		8	2 (1P)	100%

#### **D. Additional Program Evaluation and Assessment of Student Learning (ASL) Outcomes**

(Note: Full data reports are available in the department.)

##### **1. Exit Evaluations** (done by graduating students after completing capstone thesis presentation)

*a. ACATE Student Resources Survey*- Students completed the ACATE resource surveys as part of the exit interview process. The survey includes ratings for program resources, including Personnel, Facility, Curriculum, Clinical, Instructional and Support, Financial, and Overall. The Fall and Spring surveys showed overall very positive ratings with most above 85% and all above the 70% expected threshold except for 2 areas related to financial aid.

The program overall was rated a 4.44 out of 5. Highly rated were the classrooms, class sizes, academic assistance provided, size of supervision groups and amount of supervision, academic resources and positive comments related to the curriculum and faculty members. It was noted that faculty were “incredibly knowledgeable,” accessible, and very supportive of student learning and created a “genuine, caring environment.”

Students in both fall and spring suggested more scholarships, graduate assistantships and one suggested having doctoral interns.

The spring survey had lower ratings for consistent quality and availability of internship sites, though the comments were mixed. This cohort had several challenges with sites due to COVID and sites not taking students.

Consistent in both surveys was the need for more diverse faculty. Also noted was the need for improvement with the art materials. Some students seemed to assume that the program provides all art materials for all assignments. This needs clarification as the materials provided are for in class experientials.

*b. Program Evaluation Survey and Group Dialog Exercise*: Overall evaluations and surveys were positive with many strengths identified as well as specific suggestions for improvement. The exit surveys include evaluation of the overall program, specific courses, advising, instructors, practicum/internship, and thesis. The small groups dialog exercise asked students to identify the perceived values and goals of the program, assets and strengths, liabilities/concerns, and possible future goals for the program. The full surveys are available in the department and

detailed suggestions will be reviewed with faculty. Major themes are indicated in bullet point 9, further below.

*c. Evaluation of Program Level Goals:* This evaluation was instituted in the Spring of 2022. Students were asked to rate how they see the program meeting the identified program goals. Scores ranged from 4.6 to 4.8 on a 5-point scale with most ratings in the strongly agree category.

*d. Evaluation of Student Learning Outcomes:* Rating of student learning outcomes ranged from 4.2 to 4.8 on a 5-point scale. The lowest, 4.2 was for SLO # 2, To know and utilize appraisal instruments, art therapy assessments, and to be able to diagnose. This data will be discussed along with D2L outcomes for ACATE competencies and CACREP Key Performance Indicators. Some changes have already been implemented, such as improving the sequencing related to the Appraisal and Case Studies and Diagnoses courses.

## **2. Tevera Data (Practicum/Internship Platform)**

*a. Counselor Competencies Scale-Revised (CCS-R) for Internship:* All ratings for summer, fall and spring were very high, with a range from 4.17 to 4.19 out of 5 for Part 1-Skills, and a range of 4.3 to 4.85 on Part 2-Dispositions and Behaviors. Combined scores for all three semesters:

*Part 1-Skills in Empathy/Caring (4.83):* Highest ratings were for Respect/Compassion and Empathy/Caring (4.83). Lower scores were in Confrontation (4.28), and Advanced Reflection (4.4).

*Part 2-Dispositions and Behaviors:* Highest rated were Professional and Personal Boundaries (4.76), Motivated to Learn and Grow (4.75), and Openness to Feedback (4.75), followed closely by Multicultural Competence (4.74), Professional Behaviors (4.73), Congruence and Genuineness (4.73), and Professional Ethics (4.73). Lowest rated was Record Keeping and Task Completion (4.44).

*b. Final LPCC-S Case Presentation:* All students passed internship. Ratings for 26 students ranged from 10/10 to 8/10 with an average of 96.77 and final grades ranging from A to B.

## **3. CACREP Key Performance Indicators (data from D2L)**

Students overall met the KPI's with averaged outcomes of 89.9%. Below the 85% threshold were scores for some primary and secondary course assessments in Human Growth and Development, Counseling and Helping Relationships, CMHC Foundations (Counseling Theories). For secondary course assessments, they were in Research and Program Evaluation, (591), in CMHC Foundations (519). This data will be reviewed with faculty in early fall.

## **4. ACATE Competencies (most data from D2L, internship data from Tevera)**

This data shows how many students meet the competencies at 85% or better and 46 competencies were tracked. This allows the program to see which competencies have higher and lower pass rates as well as to identify students who do not meet the 85% threshold.



Overall, students are achieving the student learning objectives as shown in the charts on the report, with an average of **90% achievement rate when assessing the 46 SLO's with data**. The lower scoring SLO's include a.K.1, a.K.3, b.K.2, b.K.3, e.K.1, h.K.1, i.S.4, i.S.5, k.A.1, k.K.1, l.K.3, m.S.1, and n.S.1. SLO's were marked as lower scoring if they fell below 85%. These outcome results will be further discussed with faculty to identify solutions for strengthening these outcomes.

**5. Assessment of Student Learning (ASL) :** See full report for specific details.

Students achieved 85% or better on most of the assessments identified to measure SLO's. Lower scores were often associated with points lost for writing skills, particularly problems with APA formatting. Some improvements were identified and included updating and clarifying rubrics, more direct referrals for writing assistance, reviewing elements of some assignments, evaluating tests, and reviewing outcomes with internship supervisors.

**6. Supervisor Survey**

Site supervisors, ATR-BC, and LPCC-S supervisor were surveyed for input regarding students' preparation for placements as well on some knowledge and skills. Overall students were rated positively.

**7. ACATE Employer Survey:** Four surveys were returned, reflecting an 80% return rate. Overall ratings were very positive with many strengths cited. Suggestions based on feedback are included in the survey summary. One action taken thus far based on feedback from the survey and exit data was to update documentation for Practicum and Internship to include SMART goals and SOAP/DAP formats. Other suggestions to be reviewed include continue to practice assessment and diagnostic skills, improve documentation skills, and continue to support self-care strategies.

**8. ACATE Recent Alumni Survey:** Seven graduates returned surveys. All ratings for ACATE Dimensions were above 85% on a 5-point Likert scale, except for preparation for group/family facilitation skills, and communication to other service providers. Program Dimensions were all above 4.5. Six of the seven are actively seeking BC, and all were participating in continuing education activities. The majority (4.57) reported making between \$40,000-\$50,000. See full report for further details.

**9. Strengths and Needs Identified** (based on program outcomes, exit surveys, and ASL data)

*a. Strengths:*

- Faculty: Repeated comments regarding caring, competent, knowledgeable, inspiring, supportive, and compassionate faculty and who are able to form relationships with students.
- Comprehensive program with high academic standards.
- Handled the pandemic well
- Small class sizes

- Amount of internship sites
- Tevera is a good resource
- Students feel well prepared for licensure test and to enter the profession
- Integration of counseling and art therapy with hands-on learning and art-based learning
- Service-learning and variety of workshops/electives
- Instructional resources, library, and supportive staff
- Classroom supervision, having both ATR-BC and LPCC-S
- Advising
- Art materials available and good facilities
- Flexibility
- Continue to add focus on real life application and practice

*b. Program Suggestions and Areas for Change or Improvement:*

- Financial resources: need for more scholarships
- More diversity needed in faculty and guest speakers
- More tests, less papers were suggested by one group in the exit process and suggestions were made for improving consistency in grading across faculty and improving interdepartmental communication among faculty
- Internships: Increase communication/coordination with site supervisors, classroom supervisors, and Clinical Coordinator. Continue to improve use of Tevera with trainings.
- Courses and course sequencing: evaluate need for 519S, have 567 earlier in the sequence, more trauma content in 645, and some additional content suggestions for 505, 601, 519 and 548 were made. Note: 567 was moved earlier as of fall 2019, more trauma content was added to 645 as of fall 2021.
- Art materials need improvement
- Some improvements needed for some faculty regarding organization and timeliness of grading.
- 594-596: Better align 594 assignments to connect with 596
- Updating and organization of art materials

**IV. Proposed Program and ASL Changes for 2022-2023**

(Note: See follow-up from 2021-2022 proposed changes below this chart)

<b>Proposed Changes 2022-2023</b>	<b>Timeline</b>	<b>Persons Responsible</b>
Increase diversity in faculty, students, supervisors, and guest lecturers.	Fall 2022 and Spring 2023	Graduate Admissions, CAT director, Dean, and all faculty.
Continue more training on diversity, microaggressions, and serving the needs of diverse clients.	Ongoing	All faculty, Office of Multicultural Affairs

Faculty to evaluate use of tests and other assessments used in courses, as well as consistency in grading across the curriculum, and assess content in courses as identified in survey outcomes	Fall 2022	Faculty Department meetings, Rebecca Miller
Financial Resources: Implement the new graduate assistantship offered through graduate admissions. Set up criteria. Seek out funding for additional assistantships and scholarships	Implement graduate assistantship application process, date TBD by when last housing scholarship student completes	Rebecca Miller, Patricia Sharpnack
CAT 594-596: Continue to further clarify thesis process, and update manual and guidelines.	Fall 2022 and Spring 2023	Rebecca Miller, Katherine Jackson, Diana Wallace, Fawn Gordon
Refine Internship SLO collection methods in Tevera and D2L.	Fall 2022	Rebecca Miller, Judy Jankowski, Samantha Pfeiffer
Improve art studio supplies and organization. Plan art making studio experiences for students.	Fall 2022, Spring 2023	Gail Rule-Hoffman
Prepare for next CACREP Accreditation self-study to be submitted by July 2024: attend CACREP self-study training Fall 2022, begin implementation of data collection strategies Spring 2023.	Fall 2022, Spring 2023	Rebecca Miller
See 2021-2022 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.	Fall 2022, Spring 2023	Faculty

<b>Proposed Changes from 2021-2022</b>	<b>Progress on Proposed Changes</b>	<b>Persons Responsible</b>
Increase diversity in faculty, students, supervisors, and guest lecturers.	More diverse guest lectures were included in 507, 549/550, and 523. There continues to be a strong need to diversify faculty. The new director and faculty member searches yielded no diverse applicants. This is a national challenge in art therapy education and particularly for the CAT program as it is searching for Ph.D. faculty who are both counselor educators and art therapists. Student ethnoracial diversity decreased from 19% to 16.3% from prior academic year.	CAT director Rebecca Miller, Dean Patricia Sharpnack, Graduate Admissions, and all faculty

Continue more training on diversity and microaggressions.	A workshop was held in Summer 2021 on Cultural Humility and was taught by a faculty of color from another university. Faculty attended several diversity-focused workshops at ACES and Ursuline.	All faculty, Office of Multicultural Affairs
Increase financial resources for students: scholarships, funds for conferences, and a diversity scholarship.	Melanie Steele in graduate admissions was able to obtain approval for a graduate assistantship with \$7,500 awarded each year for up to 3 years. This will begin when the last housing scholarship student completes the program.	Gail Rule-Hoffman, Patricia Sharpnack
Increase students' involvement via their informative presentations in courses.	This was discussed in the CAT faculty meetings. Faculty reported several increases in student involvement, such as role play, performance art, and more presentations by students in 500, 508, 503, 520, 648, 547, 601, and 507	Discuss in CAT department meetings. Faculty to implement.
CAT 594-596: Clarify thesis process further with more detailed timeline and definitions of options. Add more on credentials. Create a manual or guidelines.	Katherine Jackson and Fawn Gordon created a brief manual of guidelines, and a more detailed timeline was added to the course. Rebecca Miller worked with Katherine Jackson and Diana Wallace to create a manual of Thesis Coordination/CPCE procedures	Katherine Jackson Fawn Gordon Rebecca Miller Diana Wallace
Refine Internship SLO collection methods in Tevera and D2L. Hire a data assistant.	Tevera has improved data collection processes and CAT will use data from the CCS-R, as well as explore for next year using the final evaluations data.	Judy Jankowski Gail Rule-Hoffman Data Assistant (Samantha Pfeiffer)
Rearrange 3-year plan course sequence, more balance with art therapy and counseling in second semester, 519 and 648 closer, 547 and 549 closer	Completed.	Gail Rule-Hoffman Faculty
Evaluate structure of Internship courses such as hours requirements and assignments.	This was reviewed and hours requirements will remain the same. Some assignments were eliminated and some more focused via the forms used in Tevera that were revised.	Gail Rule-Hoffman Judy Jankowski
Increase training on Tevera	Judy Jankowski completed several trainings with supervisors and students, and the use of Tevera was much smoother especially over the spring semester.	Judy Jankowski Data Assistant

## **V. Counseling and Art Therapy Comprehensive Assessment Plan**

**A. Overview:** The CAT process for assessing program and student learning outcomes is developed based on CACREP and CAAHEP/ACATE accreditation standards. This includes mapping of standards and competencies with courses, associating them with content and assessment methods. Additional measures for assessing outcomes are also utilized. Please see the Evaluation Overview chart for more details. Specific assessment strategies and course alignment charts are available in the department.

**B. Program Outcomes and ASL Process:** The program director coordinates the assessment processes. All program faculty provide assessment data at the end of each semester and outcomes are regularly discussed in the CAT department meetings. Further data is gathered from various sources including the D2L course management system and Tevera, the platform for practicum and internships. Data and the final program report are reviewed at the CAT department meetings, and the CAT Advisory Board meetings where input is obtained.

**C. Yearly Assessment of Student Learning (ASL) Report for the Office of Academic Affairs:** An ASL report focused on student learning goals, assessment outcomes, and plans for continuous improvement is submitted to the Vice-President of Academic Affairs in summer. Data from the report is incorporated into the overall Annual Program Report.

### **D. Data Collection processes utilized**

The following data collection processes were utilized:

- CAT 549/550 Internship pass rates
- CAT 596 Thesis Integrative Seminar Pass rates
- CPCE- Pass rates
- ATR-BC, NCE, and NCMHCE exams yearly
- Internship Case Presentation for LPCC final evaluations (D2L)
- Exit interview data and group exercise. Includes:
  - Overall Program Evaluation (courses, faculty, etc.)
  - Thesis process and Internship evaluation
  - Group discussions and listings of program goals/values, assets, suggestions for improvement
  - Job Survey
  - Program goals and SLO's rated
  - ACATE Program Resources survey at exit
- ACATE Survey of employers/graduates
- Counselor Competencies Scale Revised (CCS-R) ratings for Internship (Tevera)
- Student learning outcomes related to ACATE competencies (D2L data)
- Student learning outcomes for 11 Key Performance Indicators for CACREP standards (D2L data)

**See also charts below.**



### CAT Comprehensive Assessment Plan: Evaluation Processes Overview

Data collected from the following evaluation processes are discussed CAT faculty department meetings and assessed for follow up actions. The results are included the yearly Assessment of Student Learning (ASL) and Program Outcomes reports and reviewed with the Advisory Board 1-2x a year as appropriate.

1. Program Mission, Goals and Learning Outcomes	2. Student Learning Outcomes-Data Analysis	3. Student Assessment and Evaluation	4. Faculty and Course Evaluation
<p>Ursuline Academic Program Review: 4-year cycle</p> <p>CACREP Annual Vital Statistics Report , 4-Year Report and 8-Year Cycle</p> <p>CAAHEP/ACATE Annual Report, and 8-year cycle.</p> <p>Graduate Catalog Revisions- 2-year cycle</p> <p>Student Handbook Review- 1x year</p> <p>Retrospective Reviews on non-completers-1x year</p> <p>Exit Interview Data-2-3x year</p> <p>Supervisor Training Meetings &amp; Surveys-1-2x year</p> <p>Evaluation of Supervisors-ongoing</p> <p>Exit: ACATE resource survey-2-3x year</p> <p>ACATE Employer Survey + ACATE Graduate Survey- 1x year</p> <p>Alumni Employment Surveys-2x year</p> <p>Weekly or Biweekly Faculty Meetings</p> <p>Advisory Board-2x year</p>	<p>ACATE competencies outcomes each semester</p> <p>CACREP Key Performance Indicators data each semester</p> <p>CPCE data-2x year</p> <p>ATCB BC data-1x year</p> <p>NCE/NCMHCE data-1x year</p> <p>Supervisor Evaluations 547, 549, 550-1x year</p> <p>Thesis/Thesis Presentation-2-3x year</p> <p>CCS-R ratings from Tevera</p> <p>Exit Interview Data-2-3x year</p> <p>Weekly or Biweekly Faculty Meetings</p> <p>Advisory Board-2x year</p>	<p>Admissions: Transcripts, 2 Essays, 3 Letters of Recommendation, Interview, Portfolio Review</p> <p>Course Assessments/Grades</p> <p>Advising: Review of Grades, progress, course of study plan-2x year</p> <p>CPCE: Student’s last semester</p> <p>Evaluation of Student Performance Form-ongoing</p> <p>Student Conferences-ongoing</p> <p>Supervisor Evaluations: CAT 547,549, 550</p> <p>CCS-R ratings from Tevera</p> <p>CAT 546: Skills Lab Assessment of tapes/observations</p> <p>CAT 596 Thesis Presentation- Student’s last semester</p> <p>Retention, Remediation, and Dismissal procedures as in the CAT Student Handbook</p> <p>Weekly or Biweekly Faculty meetings</p>	<p>Third Year Review-Tenure Process</p> <p>Faculty Summative Evaluations-1x year</p> <p>Scholarship &amp; Professional development report-1x year</p> <p>Course Evaluations-2-3x year</p> <p>Student Exit Interview Data-2-3x year</p> <p>Course Evaluation analysis-1x year</p> <p>Data reviewed at Faculty meetings and/or Advisory Board as appropriate</p>

### CAT Comprehensive Assessment Plan: Evaluation Flow Chart

The four evaluation and data collection areas shown below inform the program of areas in need of modification and track student progress. Data from all four areas is discussed at faculty meetings as it is collected and is used to complete the annual Assessment of Student Learning at the Program Level Report (ASL). The ASL report process includes an evaluation of progress on those program goals for improvement identified in the previous year, and the development of new goals for the upcoming year. See the CAT Evaluation Processes Overview Table for a complete listing of data sources for the four areas.

