

COUNSELNG AND ART THERAPY DEPARTMENT ANNUAL PROGRAM REPORT

Program Updates and Activities, Program Evaluation of Academic Quality Indicators, and Continuous Improvement Planning 2025-2026

Program: Master of Arts, Clinical Mental Health Counseling, with Art Therapy concentration (degree title change became effective July 1, 2026)

Completed by: Rebecca D. Miller, PhD, LPCC, LPAT, ATR-BC, ATCS, Program Director, Associate Professor, full report finalized July 31, 2026

I. PROGRAM UPDATES AND ACTIVITIES

A. Faculty/Staff Updates

The program faculty were actively engaged in a wide variety of scholarship activities during 2025-2026. Most notably, Dr. Katherine Jackson's book on service learning was published through Routledge in Spring of 2026, with plans to hold a book signing event in early June of 2026. In terms of rank and tenure, Dr. Rebecca Miller's application for tenure was approved, to go into effect in the 2026-2027 academic year. The department program assistant, Pat Janosko, was acknowledged at Community Building Day in mid-May for her 25-year service anniversary! Thank you, Pat, for your many years of dedicated service to the program and college! Three faculty were also acknowledged for five-year service anniversaries: Dr. Fawn Gordon, Dr. Rebecca Miller, and Diana Wallace. The program also onboarded a new adjunct faculty, Sheridan Furrer, who will lead the summer service-learning trip to Cheyenne River. For the year ahead in 26-27, Dr. Katherine Jackson, Dr. Megan Wallace, and Diana Wallace will transition from FT to adjunct roles. Although we are sad they will no longer be with us on a full-time basis, we are thrilled that each of them will remain affiliated with our program on an adjunct basis so that our students can continue to benefit from these highly skilled and passionate educators! We are also very excited to announce that, Jennifer Schwartz, who has already been with the college for over 20 years will transition from her role in the Undergraduate Art Therapy Program to teaching as a FT faculty in the CMHCAT program. Welcome!

C. Curriculum and Other Programming/Institutional Updates

1. Curriculum Modifications Based on Program Evaluation Outcomes/Other Changes

As we prepare for merger with Gannon University, no major changes were made (or permitted) to the curriculum during the 2025-2026 academic year. However, the update to the ACATE 2026 standards across the curriculum was completed, with all new ACATE standards integrated into the program syllabi. However, minor modifications to teaching and instructional strategies/resources were made to address program evaluation outcomes and for continuous improvement as follows (and see imbedded Assessment of Student Learning report further below):

- CAT 500 Professional Orientation, Ethical, and Legal Issues- Due to Ohio licensure changes no longer requiring the NCMHCE exam for independent level of licensure (LPCC), the Credentialing Infographic assignment parameters, criteria, and rubric were all updated; switched to most recent edition of Remley & Herlihy text
- Clinical fieldwork courses (CAT 547, 549/550)- Changes were made based on program evaluation outcomes (course surveys, graduate surveys, alumni/site supervisor surveys) to include more case conceptualization practice across the span of fieldwork, include more focus to multicultural considerations as part of case conceptualizations, reduce redundancies across assignments (see practicum and internship section further below), and streamline clinical documentation components (see fieldwork section, & see also complete ASL report,)
- CAT 596 Thesis/Integrative seminar- the program instituted a Comprehensive Counseling Exam in the final semester to replace use of the CPCE due to ongoing pervasive technical difficulties students had been experiencing. Additionally, Ohio state grant funds enabled purchasing of Pocket Prep accounts, as well as

extra copies of Rosenthal's purple book for the CAT resource library. Students are using these resources well and continue to go on to pass the NCE on first attempt at rates above the national average.

2. Electives/Workshops Offered:

The program offered a variety of workshops for course credit for current students, as well as for continuing education units (CEUs) for professionals over the past year, including: Multiculturally focused Relational Cultural Supervision, Eco-Art Therapy, and service-learning trips (see more below). Additionally, special pop-up art workshops for practitioner and student self-care were offered, such as Mindful/Mindless Mandalas, Silk Painting, and other topics.

3. Other special Initiatives & Events

a. CAT Students Continued to Benefit from Ohio Department of Education Behavioral Health Workforce Funds

Program students continue to benefit from these funds via Pocket Prep accounts enabling them to study for the NCE exam in their last semester of the program. The increased focus to counselor exam preparation via these funds have yielded a positive gain in the percentage of students who pass the exam on first attempt, from 86% to 91% (from AY 24-25 to AY 25-26). Additionally, students and faculty continue to benefit from the renovated counseling skills lab space for purposes of mock counseling sessions, mock assessment administration, instructional usage, and other curriculum related usages.

b. CAT Program at American Counseling Association conference

Counseling and art therapy faculty, students, and alumni were well represented at this year's annual American Counseling Association Conference held April 9-11 in Columbus, Ohio. CAT Program Director and Associate Professor, **Rebecca D. Miller, PhD, LPCC, LPAT, ATR-BC, ATCS, PMH-C**, gave a presentation at the conference titled, "Maybe it's more than just 'bad' birth: Virtual groups for birth trauma." Also in attendance were CAT Clinical Director, **Areka Foster, PhD, LPCC-S, ATR-BC, SEP**, current graduate student **Margaret Deininger Berris**, and CAT program alumna, **Kayla Hensel, '23, MA, LPCC, ATR-P**.



c. 44th Annual Buckeye Art Therapy Association Symposium held in Ashland, Ohio

Rebecca D. Miller, PhD, LPC, LPAT, ATR-BC, ATCS, PMH-C, CAT program director and associate professor, presented an evening continuing education session at the Buckeye Art Therapy Association conference along with Janet Reed, PhD, RN, CMSRN, of Kent State University, and Amber Bennett, BA, CAT graduate student. The session was called, "An Appreciative Inquiry (ai) into Therapeutic Potentials of Generative Artificial Intelligence (AI): Tour and Critical Dialogue of the 'Transcending Barriers Beyond Time' Exhibition" as part of an

exhibition that Dr. Miller and Dr. Reed are the co-curators. The exhibition was on view August 28th - September 27th, 2025 at the [Coburn Art Gallery](#) at Ashland University.

Several CAT bridge students also presented at the conference, including **Shariah Abdul-Khaliq, Kayla Kephart, Jade Lewis, Ellen Rose,** and **Giavanna Victor**, along with undergraduate art therapy program faculty and CAT advisory board member, **Jennifer Schwartz, MAAT, LPAT, ATR-BC, ATCS,** and **Molly Haaga, PhD, ATR-BC, LPC.** Schwartz was awarded the status of Honorary Lifetime Member, due to her years of service to the profession through her clinical practice, advocacy, research, and education of generations of practitioners.



d. American Art Therapy Association Involvement and Activity

Diana Wallace, LPCC-S, LPAT, ATR-BC, presented "Relational Cultural Supervision in Art Therapy: Power, Context, and Creative Expression" as a part of the Art Therapy Supervision CE Series hosted by the national American Art Therapy Association on April 14. The session examined how power, culture, and relational dynamics shape art therapy supervision through Relational Cultural Supervision (RCS) and Ecological and Systems Frameworks. Participants explored core RCS practices and art-based strategies to support reflective practice, case conceptualization, and awareness of stress, transference, and countertransference.

D. Fieldwork (Practicum and Internship) Updates

1. General Overview and Highlights

The Practicum and Internship Program for the 2025-2026 year remained dedicated to providing the students with a solid foundation for entry into the professions of counseling and art therapy. We welcomed several new sites and supervisors, as listed further below, with a continued focus on increasing the diversity of supervisors and sites. In addition, the curriculum was reviewed, and assignments were revised in CAT 549 & 550 to avoid duplication of efforts on the final presentations for each course. The year also included ongoing training and meetings for students, faculty, and supervisors to maintain communication, solicit feedback, share updates, answer questions, and provide support. The Supervision Contracts, Site Supervisor Procedures, and Course Requirements for Clinical and Internship forms, as well as the Fieldwork Experience Manual, have all been updated to reflect CACREP Standards. Overall, the clinical component of the program continues to provide a strong foundation of clinical and art therapy skills.

Other important highlights for 2025-2026 include:

- In total, 18 students successfully completed all clinical hours during the 2025-2026 academic year.
- Curriculum Updates: Initial Paperwork in CAT 549 and 550 was assigned greater point valuations towards the grade to reflect the importance of this documentation. The final presentations in these courses were also split up, with the culminating assignment in CAT 549 being an art therapy presentation and the culminating project in CAT 550 being a counseling presentation and paper. This change was made to reduce redundancies in these assignments and reflect this as a one-credit course.
- Updates were completed in the Fieldwork Experience Manual to reflect the necessary information on remediation and CACREP-designated definitions.
- Updates were made to the Supervision Contracts, Site Supervisor Procedures, and Course Requirements for Clinical and Internship forms, as well as the Fieldwork Experience Manual to reflect the need for one hour a week of supervision in fieldwork and what constitutes direct client contact.
- Experiential Learning Cloud (formally known as Tevera), the electronic platform for fieldwork, continued to provide the tools needed to help the students meet the requirements and to house the many roles, responsibilities, and documentation needed. While it runs smoothly on a day-to-day basis, it does lack ease of use when pulling needed information or the ability to easily modify our own forms. Due to their change in ownership and updates

to their name, customer service continues to be slow and inconsistent. Fortunately, this did not affect the students, and they were able to use the system with few errors or complications.

- With the help of graduate assistants, ongoing communication with sites and supervisors helped to determine sites with openings. Additionally, efforts were made to ensure that all recent and current sites had up-to-date affiliation agreements and that this information was housed in ELC. Furthermore, we have continued to ensure that all supervisors licensure and certificate information is up-to-date in ELC.
- Two continuing education workshops were held virtually for supervisors for OCSWMFT approved CEUs, one in Fall and one in Spring:
- The fall workshop provided 3 CEUs in ethics: Embodied Ethics: Using Somatic Awareness to Identify and Navigate Ethical Issues in Supervision by Areka Foster, PhD, LPCC-S, LPAT, ATR-BC, SEP, with 31 in attendance.
- The spring workshop provided 3 CEUs in supervision: Using Collage and a Dialectical Framework to Promote Wellness within the Supervision Relationship by Melissa Hladek, LPCC-S, LPAT, ATR-BC, with 38 in attendance
- Each term, the Clinical Director met with each adjunct faculty supervisors or teams, these meetings were held virtually to provide updates, gain feedback, and discuss any issues related to students or schedules.
- Several meetings were held each term to prepare and support students in their clinical fieldwork.
- The next site supervisor orientation and meeting is tentatively scheduled for 9/1, 6:30-7:30 pm.

2. New Sites and Supervisors Utilized

There was a total of 6 new sites, 3 new departments under existing sites, and 13 new site supervisors for 25-26:

New Sites and Supervisors

Purposeful Growth and Wellness: Sarah Saunders

ALO Family Counseling: Amanda Owens

Beyond Words Center: Courtney Carnes

Louis Stokes Cleveland Department of Veterans Affairs Medical Center: Rosalia Rozsahegyi & Gretchen Miller

Generations Behavioral Health- Geneva and Youngstown Campuses: Shelby Azbill (no students at this site yet)

New Departments at Existing Sites:

Ohio Guidestone-Lorain: Lauren Baker

Cleveland Clinic Cancer Care Center- Mansfield & Sandusky Campuses: Dawn Freeman

New Supervisors at Pre-Existing Sites

Alexandria Goldie-Hope and Healing Survivor Resource Center

Shannon McCreary- Children's Advantage

Jennifer Olin-Hitt-Bellefaire JCB

Carl Vondracek-Hopewell Therapeutic Farm

Lauren Isaacson-Bellefaire JCB

E. Service Learning Program

In summer of 2025 a group of students and faculty participated in service learning for the 10th year in a row, helping with the Red Can Graffiti Jam in Cheyenne River, South Dakota. Katherine Jackson, Ph.D., & Megan Seaman, Ph.D., led 17 students on a trip to Nepal in March 2025 (previously reported on) and have been gearing up to take 28 volunteers including alumni, faculty and students to New Zealand in August 2026. In New Zealand the group will be working with Māori children and leaders to provide art as therapy and relationship building. The group will also learn indigenous art making and healing practices.



There is also an upcoming trip in July 2026 to Cheyenne River Reservation led by Sheridan Furrer and organized by Dr. Katherine Jackson. Currently there are 7 students/volunteers slated to participate. We will work with the Lakota in South Dakota, helping with the Red Can graffiti jam.

F. CAT Student Development, Scholarship, & Awards

1. Mentoring Program

From Fall 2025 to Spring 2026, the mentoring program added 10 new mentees and 5 new mentors. During the fall and spring open houses, mentors and mentees had the opportunity to learn about the program, meet other members, and participate in a fall-themed soap-making self-care activity and spring-themed lanyard and spin art activities. It is one of the few opportunities for students across different cohorts to socialize and connect in a casual atmosphere. Mentee/Mentor pairs have reported that their supportive relationships are strengthening connections among themselves, the CAT program, and their greater professional identities.

2. Chi Sigma Iota, Chi Alpha Theta Chapter Activity 2025-2026

During 2025-2026, the Chi Alpha Theta Chapter of Chi Sigma engaged in leadership, service, and social cohesion in various ways. Over 20 students and professional counselors participated in a virtual social justice speaker series hosted by CAT CSI chapter and presented by Dr. Shazia Naurin, on "Legislation impacting Counselors" that was presented in September 2025. Additionally, CAT CSI was invited to collaborate with a college initiative for Domestic Violence Awareness Month. Students covered college doors with purple-themed information and insights about domestic and intimate partner violence. Moreover, CAT CSI chapter leaders promoted, recruited, and prepared students for the Ohio Counseling Association's Legislative Advocacy Day 2026. Leaders recruited 10 students (and 2 faculty) to attend the advocacy day in Columbus, Ohio. They prepared them with information about what to expect on the day. Twelve of us traveled to Columbus and learned about current bills impacting clients and the counseling profession. Then we met with senators and representatives to advocate on March 24, 2026.

Chapter members engaged in the mural project with Medina Juvenile Detention Center children in the summer and fall of 2025. Additionally, members participated in affirmation card-making for community members. Finally, members walked in the annual Pride Parade in summer of 2025 to support LGBTQIA+ community members. Chapter members also offered a variety of social events, including Pumpkin Painting event, Costume Contest, t-shirt design competition, creating valentine's for loved ones, and self-care art events (i.e., soapmaking, paper flower creation, mandala-making, and others). Chapter President, Riley Capritto, also started the inaugural CAT CSI Chapter newsletter for this past school year.

Chi Alpha Theta initiated 10 new members at an in-person ceremony on Friday, April 17, 2026. We awarded two chapter executive board leaders the Chi Alpha Theta Chapter, Chi Sigma Iota Leadership Award: Riley Capritto and Elisheva Bloom. Alumni have been involved in our t-shirt fundraisers and in our annual CSI initiation day. They have purchased t-shirts to support chapter activities and they have supported their friends at their initiation. Additionally, this year we had our former past-president, Bailey Campbell present the keynote at our initiation and induction ceremony.



CAT CSI Initiation Day, New 2026-2027 Leadership



Legislative Advocacy Day, CAT students with Senator Nikkie Antonio (L) and Representative Tristan Rader ®

3. Capstone Research Projects, 2025-2026

Fall 2025:

Julie Edwards	<i>Exploring the Integration of Dialectical Behavior Therapy and Eco-Art Therapy to Address Depression and Anxiety Among an Adolescent: A Single Mixed-Methods Case Study</i>
Amber Keaton	<i>Art Therapy as Acculturative Stress Management for Forced Migrant Communities: A Pilot Evaluation and Feasibility Study in Akron, Ohio</i>
Lisa Kreymborg	<i>Societal Reintegration: Exploring the Clinical Impact of Art Therapy on Individuals Navigating the Parole and Probation Systems</i>
Hannah Namenyi	<i>Exploring the Meaning and Role of Relationships in Art Therapists' Experiences of Well-Being and Burnout</i>
Elise Radzialowski	<i>Ride that Wave: Art Therapy and Somatic Theory for Emotional Regulation in Adults Diagnosed with Severe Mental Illness</i>
Megan Stobaugh	<i>Evaluating the Effectiveness of Open Studio Art Therapy in Reducing Impulsivity in Violent Male Youth: A Quasi-Experimental Design</i>

Spring 2026:

**Denotes Summer 2026 graduate*

Emily R. Bezilla	<i>Exploring the Use of Culinary Art Therapy to Address Disordered Eating in Adolescent Girls: A Proposed Pilot Study</i>
Elisheva (Elli) Bloom	<i>Mural Making: An Interpretative Phenomenological Analysis Exploring the Experiences of Counseling and Art Therapy Students Volunteering with Detained Youth</i>
Sara M. Boyer	<i>Exploring the Therapeutic Impact of RO-DBT and Art Therapy in Addressing Suicidal Ideation and Depressive Symptoms in Adolescent Males</i>
Riley M. Capritto	<i>Trauma-Informed Expressive Therapies Continuum: Client Experience and Therapeutic Impact with an Adult Sexual Assault Survivor</i>
Lindsey M. Ford	<i>A Single-Case Study Pretest-Posttest Mixed-Methods Pilot Proposal: Exploring the Use of Art Therapy Enhanced EMDR with a Person Who Has Experienced Sexual Assault</i>
Oliver J. Javorsky*	<i>Using TTRPGs and Art Therapy as an intervention for Adults with Autism Spectrum Disorder</i>
Breanna L. Moldoch	<i>Death of a Student: An Existential Look at Major Life Changes Using Phenomenological Heuristic Research and El Duende Process Painting</i>
Megan Jane Peery	<i>Narrative Expression Through Bookmaking: A Bookmaking Intervention for Art Therapists Working with Pediatric Oncology</i>
Mackenzie L. Pestotnik	<i>From Trauma to Transformation: Pilot Proposal on the Effects of Clay-Based Art Therapy on PTSD Symptoms in Veterans</i>
J. Nicole Rogers	<i>Creative Workbook-An Art Therapy Approach to Eye Movement Desensitization and Reprocessing with Individuals Who Have Experienced Trauma</i>
Jasmine Shaik	<i>Exploring the Therapeutic Process of Integrating DBT Mindfulness and Art Therapy with an Adolescent with Anxiety</i>
Alayna N. Smith	<i>Enhancing Understanding: Integrating the Expressive Therapies Continuum into Intensive Home-Based Treatment with Families</i>

4. Student Graduation Awards

a. *Overall Academic Excellence Awards (awarded to graduating students with a 4.0)*

Lindsey M. Ford (Spring 2026)

b. *St. Angela Merici Service Learning Award*

Elisheva Bloom (Spring 2026)

c. *Clinical Excellence Award*

Hannah Namenyi (Fall 2025)

d. *Social Justice and Advocacy Award*

Amber Keaton (Fall 2025)

e. *Chi Alpha Theta Chapter, Chi Sigma Iota, Leadership Awards*

Elisheva Bloom, Riley Marie Capritto

f. Chi Sigma Iota Counseling Academic and Professional Honor Society International, Chi Alpha Theta Chapter Graduating Members

Elisheva Bloom, Sara Marie Boyer, Riley Marie Capritto, Julie Edwards, Lindsey M. Ford, Oliver Javorsky, Amber Keaton, Lisa Kreymborg, Breanna L. Moldoch, Hannah Namenyi, Jasmine Shaik

5. CAT Student Scholarships Awarded for 202025-2026

a. Carol Hunter Kelley/Graham Hunter Foundation Recipients

Shariah Abdul-Khaliq

Nahteerai Samantha Arnold

Julie Briestensky

Haleigh Karr

Sabryna Kuehls

b. Helen Dineen Christ Child Scholarship Recipients

Sharon Grice-Williams

Angell Quarterman (Educational Admin. Student)

Nicole Reese

Naya Shacham

Esther Shackelford

b. Sarah Scherer Scholarship – Signature Health site – Recipient will be announced for fall 2026.

G. Accreditation Updates

1. Council for Accreditation of Counseling and Related Educational Programs (CACREP):

The addendum to first round of review was submitted ahead of the October due date in late July of 2025, which included information pertaining to the curriculum and questions regarding the program's identity given its dual emphases in both clinical mental health counseling and art therapy. The program submitted outcomes showing a clear program identity related to counseling, including alumni job data/job titles, NCE exam data, and other outcomes. However, following this, a response was received from CACREP pointing to its Guiding Statement on Variation in Accredited Programs (2017). As the program was initially accredited under the 2009 standards, a degree title change had been recommended, but not required, at that time. Upon thorough review of this statement, along with criteria for licensure in Ohio requiring in-state training programs to be CACREP-accredited, it was deemed necessary to change the degree program title and prefixes to ensure successful reaffirmation of accreditation. Because no major changes could occur until full merger, the degree title change will go into effect on July 1, 2026. The new degree title will be: Clinical Mental Health Counseling, with Art Therapy concentration, and course prefixes will be CNS (the Jenzabar registration systems only allows three letters, therefore other options such as CMHC or COUN were not possible). Students were informed in Spring of the change, and changes are underway to allow currently enrolled students to opt in or out of the degree title change.

In late Fall, the program received notification that the site visit would be virtual in the following Spring. In late April, the program underwent a virtual site visit. Most standards were indicated as met, with several noted as partially met. At the time of this report, the program was working on submitting additional clarifying information by the due date of May 28, 2026. Additionally, the Program Director submitted a full substantive change report regarding complete details of the merger, including reorganization of the program within the College of Humanities, Education, and Social Sciences (CHESS). The substantive change report was submitted on May 15, 2026 for review at the next CACREP board meeting.

2. Commission on Accreditation of Allied Health Education Programs and Accreditation of Educational Programs in Art Therapy (CAAHEP/ACATE):

The CAT program completed its mid-cycle (4th yearly report plus resources assessment matrix) for CAAHEP/ACATE, which was due September 15, 2025. All sites, supervisors, credentials, and current students were reported; retention, graduation, and positive placement rates; program and student

learning outcomes; and extensive assessment of program resources completed by all program stakeholders. The program accreditation was successfully renewed, with no citations. Additionally, the program faculty were hard at work throughout 25-26 to update the curriculum to reflect the release of the ACATE 2026 curriculum standards. Additionally, the Program Director submitted another substantive change report to the ACATE Council Director, the ACATE Council Chair, and the liaison at CAAHEP for their review that reflects additional details of the merger (new administrators, new departmental organization, etc.)

II. PROGRAM EVALUATION OF ACADEMIC QUALITY INDICATORS

A. Recruitment, Enrollment, Retention

1. Recruitment and Outreach Events

CAT Program Director, Rebecca D. Miller, together with Matt Saxer, admissions Assistant Director, completed numerous recruitment and outreach events for 2025-2026. These included monthly virtual information sessions, weekly “Meet the Director” meetings with prospective students, and a variety of other recruitment events (tabling at special events, conferences, etc.). Approximately 150 prospectives attended monthly virtual information sessions, as well as multiple on-campus tours with prospective students and their families, and many individual Zoom meetings. Additionally, Matt and Rebecca conducted regular transcript reviews to assess program prerequisites and fielded other inquiries. Additionally, outreach presentations &/or information tabling occurred, either in person or virtually, at several local institutions and health fairs, with potential impacts to thousands of individuals in attendance at these events, many of whom stopped by the tables to receive more information. The sessions and tabling focused on educating about the fields of Counseling and Art Therapy, and the distinctive dual-training program offered at Ursuline. The Program Director and other CAT faculty also represented Ursuline at various conferences attended, and at which they gave professional presentations, throughout the prior year, including OCA, AOCC, ACA, AATA, BATA, and more.

2. Enrollment and Retention Trends

a. CAT Student Enrollment and Retention

New student enrollment increased significantly for the prior reporting year, and a better balance was achieved for the Fall and Spring cohorts. New graduate admissions counselor, Matt Saxer, has done an excellent job responding to inquiries, as interest in the program remains high based on admissions data, including inquiries and attendance at virtual informational sessions and open houses. CAT student retention continues to trend upwards as reflected in the change of three-year retention average from 85% to 93%. CAT student retention data is made publicly available on the Ursuline website and is updated regularly. The retention expectation set by our accreditation is an 80% average across three years, and by this benchmark we are doing exceptionally well.

CAT Student Enrollment and Retention	2022-2023	2023-2024	2024-2025	2025-2026
# New Students Admitted and Enrolled*	32	18	11	21
# Withdrew- Personal Reasons	2	2	0	2
# Withdrew- Academic Reasons	1	0	0	0
# Retained**	28	16	11	19
Retention Rate***	90.63%	88.89%	100%	90.5%
Three-Year Retention Average		For 2021-2024	For 2022-2025	For 2023-2026
		85%	93%	93%

*Excludes non-degree seeking students- note that 1 NDS student transitioned to degree-seeking during 24-25; Bridge students added to cohort semester following BA conferral

**Refers to # of students retained specific to cohort of students enrolled that year

***Retention rate is % of students specific to cohort of students enrolled that year. Figures updated annually.

B. Current students, graduates, & positive placement

There were **69** students actively enrolled during 2025-2026. (There were 65 students actively enrolled during 23-24). The program had 18 graduates, 94% of whom graduated within 3 years (full-time status), and 1 student (5%) who graduated within 4.5 years. The employment rate of graduates has remained at or near 100% for the past several years, with most reporting positive placement at the time of graduation, and in follow-up surveys.

Positive placement is defined as those who are employed in the field 6-12 months following graduation or have gone on to pursue advanced studies (i.e., doctoral degree), and is reflected in the table below.

Positive Placement by Graduation Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
# Graduated	25	28	24	19	18
# Employment Surveys sent 6-12 months following graduation	25	27	24	19	***
# Surveys Returned	17	18	11	17	***
Knowledge Rate*	68%	67%	46%	89%	***
% Employed or Admitted to Doctoral Programs**	100%	100%	100%	94%	***

*Knowledge rate is # of surveys sent/# surveys returned; ACATE/CAAHEP sets a threshold knowledge rate of 35%

**Of those actively seeking employment in the field of those who completed surveys 6-12 months following graduation

***Complete data not yet available

Preliminary data on employment plans is also collected at the time of student graduation as part of the program exit survey and is reported on further below.

C. Assessment of Academic Quality Indicators

Note: Evaluation processes for 2025-2026 are addressed in detail further below this brief overview of evaluation areas, and wherever possible include comparisons to prior year(s) for purposes of trend analyses:

1. CACREP Key Performance Indicators- tracked by semester and reported in aggregate by calendar year; tracked individually and feedback provided to students by course faculty, as well as reviewed by all CAT faculty and overall individual progress communicated by faculty advisors (complete report available within department)
2. ACATE competencies- tracked by semester and reported in aggregate by calendar year; reviewed by all CAT faculty and overall individual progress communicated by faculty advisors (complete report available within department)
3. Professional Dispositions (CREATE)- Student self-assessment on CREATE at entry (analyzed in aggregate); Pre-fieldwork faculty evaluation of PD's, with individual feedback provided by advisor; Faculty and site supervisor evaluation of PD's at mid-term in Internship I, with individual feedback provided by faculty supervisor and site supervisor, reviewed by clinical faculty. Reviewed individually and in aggregate each semester by CAT faculty, feedback communicated to students by CAT faculty.
4. Clinical Placement and Site Supervisor Evaluation Data- collected each semester, analyzed annually
5. Capstone Assessments (tracking of internship completion; successful completion of Capstone project; Pass rate on comprehensive counseling content exit exam)- collected each semester, analyzed annually
6. Test pass rates for licensure and credentialing (e.g., NCE exam pass rates)- analyzed annually
7. Exit data consists of employment outlook data, assessment of program objectives & learning outcomes completed at time graduation, and general feedback for continuous improvement- collected each semester, analyzed annually
8. Alumni Survey data: A series of post-graduation surveys are sent out to alumni track: 1) ratings of program effectiveness (1-5 months following graduation (ACATE dimensions) and 2) positive employment data (6-12 months following graduation)
9. Supervisor/employer survey data, including assessment of program objectives- collected & analyzed annually
10. Assessment of Student Learning Report- completed annually, based on KPI/ACATE competency data, with information on subsequent curriculum modifications and program improvement informed by outcomes on competency data

1. CACREP Key Performance Indicators

Data is collected each semester for 8 CACREP and 2 CMHC KPI's, for **a total of 10 KPI's assessed** annually. Each of the 10 KPI's are assessed in a primary course and secondary course across three semesters. Each KPI is assessed at two different points in time during a student's progression through the program, using qualitative different types of assignments, with one of these considered primary and the other secondary. The aggregate benchmark expectation is considered met if **85% of students score 85% or higher on the designated graded course activity or measure associated with each KPI**, with KPI's flagged as lower scoring if the aggregate percentage fell below a minimum threshold of 80%. For purposes of individual student assessment, the individual benchmark attainment goal is 85% or better, with a minimum expectation of 80% for an assignment to be considered passing, which corresponds to the low B range of the grading scale. Individual achievement scores of less than 80% on two or more KPI associated assignments/measures may result in a Student Performance Review and Remediation conference and plan. Program faculty reviewed aggregate KPI outcomes from the prior academic year (SU '25, FA '25, SP '26) in mid-May during a department meeting to review progress made and identify areas for continuous improvement. In late Spring, CAT faculty reviewed individual student KPI attainment using Individual Student KPI/PD Assessment Tracking Sheets for the prior two grading periods (SU '25 & FA '25), including to determine whether any student remediation was needed. Below is a summary of aggregate and individual KPI data outcomes, with full reports available within the department:

a. Aggregate KPI outcomes for prior year

Overall, students achieved the KPI's with an average of **97.3% achievement rate**. This is a 1.24% increase in achievement from prior academic year. Overall, aggregate data shows that students met KPI's in all ten areas at 85% or better. Faculty discussed ways to continue to support students' success in all areas, including discussing that there had been an increase in students requesting Incompletes in the Spring 2026 term in several courses (500, 501, 505, 648, 594). Faculty discussed that this was attributable due to increase in students with medical situations at end of Spring 26 term. The complete CACREP KPI report for 2025-2026 is available from the department.

b. Individual KPI outcomes

Faculty reviewed students' individual KPI attainment outcomes in both Fall 25 and Spring 26 using the individual KPI/PD Assessment tracking sheets. No students were identified as having not met more than 2 KPI's, therefore no students were recommended for an SPRR based on individual KPI outcomes. Several students were discussed with low KPI attainment in one area, and advisors followed up with them during advising period. Additionally, individualized feedback was provided to all students regarding KPI linked assignments by the course instructor of the class in which the KPI was assessed.

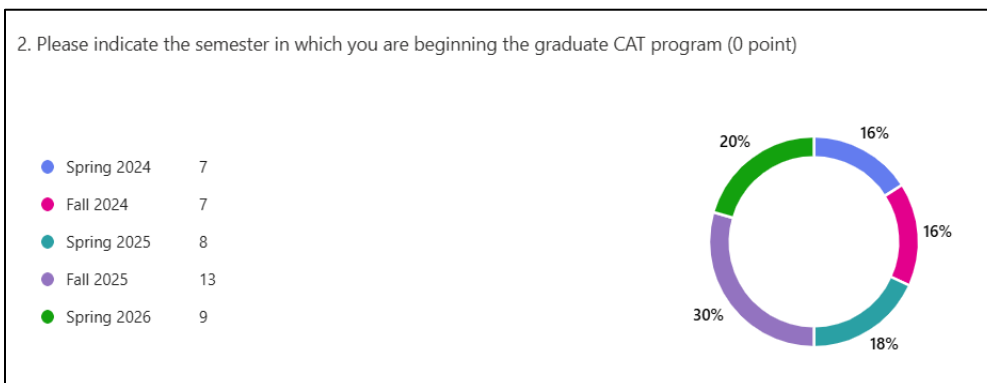
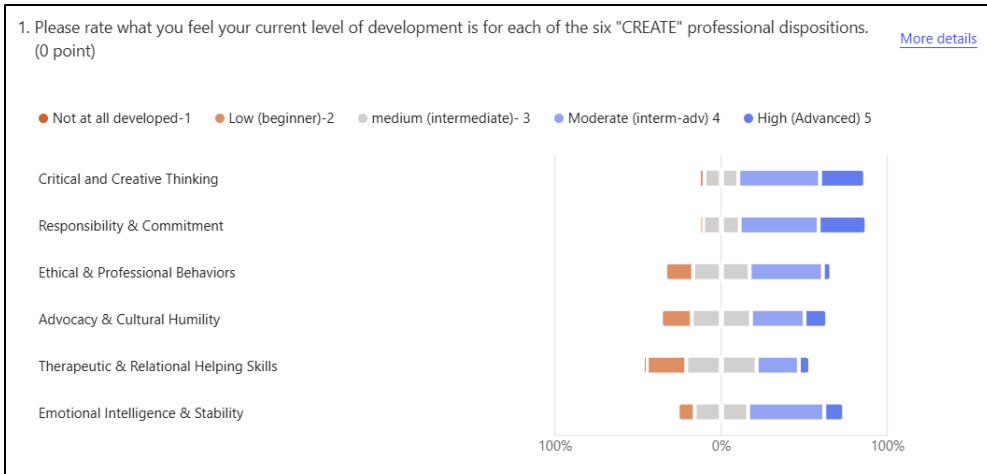
2. ACATE Competencies

This data shows how many students meet the competencies at 85% or better and has recently been revised to reflect the ACATE 2026 curriculum competencies. 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. Data was collected and analyzed in the Summer of 2026 across three prior semesters (Fall, Spring, & Summer) for **42 ACATE SLO content areas** within 21 competency domains. Overall, students achieved the ACATE competency objectives with an average of **95.8% achievement rate** (averaging across all 42 competency areas). This is a 1.1% increase in overall achievement from prior academic year.

3. Professional Disposition Assessment (CREATE)

Below are summaries/charts of aggregate PDA data. For 2025-2026, all students met or exceeded the benchmarks for PD's, as formally evaluated by faculty at two points (pre-fieldwork, during Internship I & II) during the program.

a. Student Self-Assessment of CREATE completed at program entry during orientation

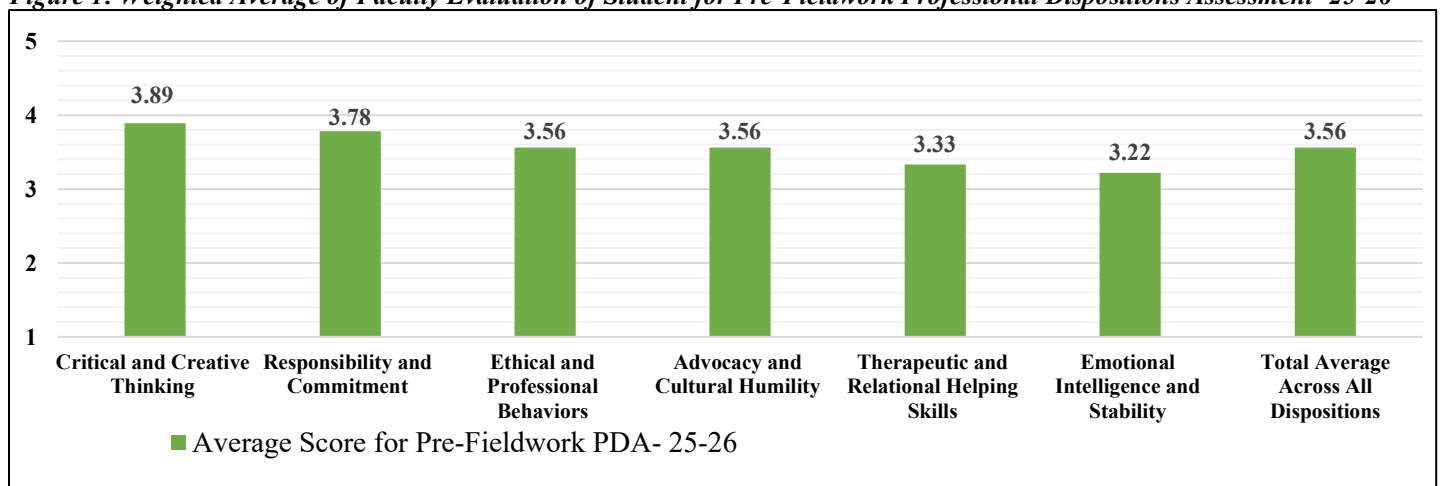


N = 59 (includes data from Fall 2023- Spring 2026 cohorts for trend analyses over time; note that no benchmarks are set for students' initial self-assessment of CREATE, rather this initial self-assessment is used to begin to orient them to the professional dispositions needed to excel as future counselors and art therapists.

b. Faculty Assessment of PD's

1. Pre-Fieldwork Faculty Assessment of CREATE Professional Dispositions

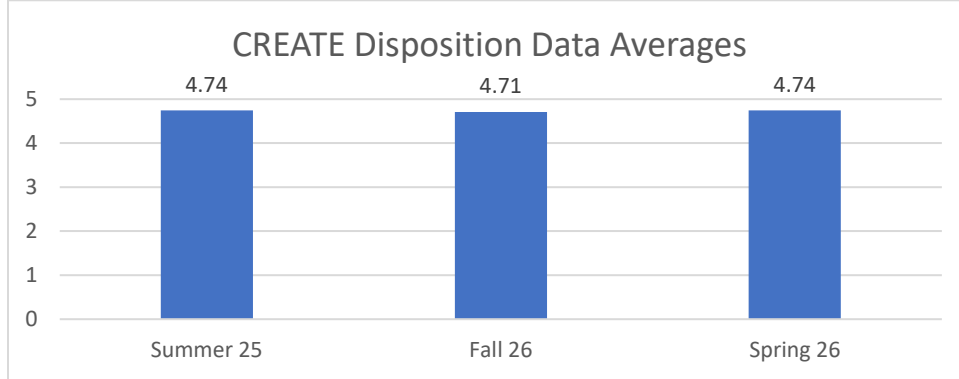
Figure 1: Weighted Average of Faculty Evaluation of Student for Pre-Fieldwork Professional Dispositions Assessment- 25-26



N= 16 (For most students, pre-fieldwork PDA is completed in 2nd semester concurrent to enrollment in CAT 546 Clinical I)

2. Faculty Clinical Supervisor Assessment of PD's

Weighted Average of Faculty Supervisor PDA of CAT 549/550 Internship I & II Students



N= 11 (SU 25; N= 15 (FA 25); N=15 (SP 26)

The data reflects that, on average, as students progress through the program they show the expected improvement in the development of professional dispositions. For this prior year, all students met or exceeded the benchmarks pre-fieldwork and during fieldwork.

4. Clinical Placement & Faculty/Site Supervisor Evaluation Data

a. Clinical Placement

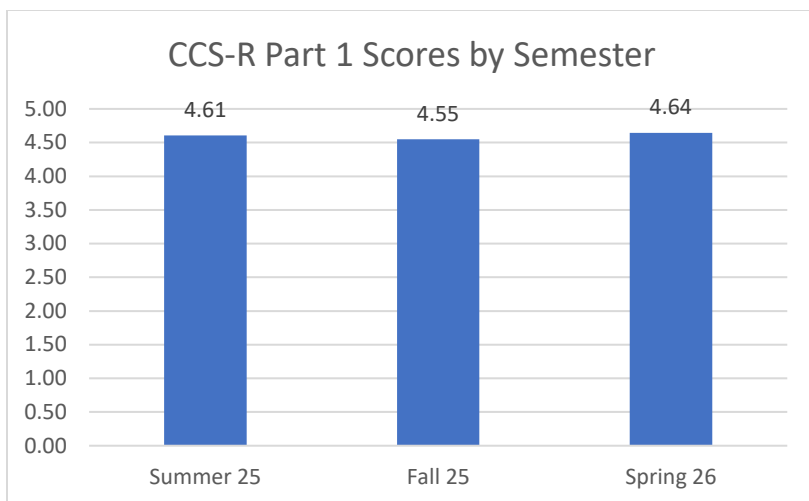
For 2025-2026, 100% of eligible students were successfully placed for fieldwork (Practicum & Internship).

Practicum and Internship Positive Placement, 25-26 Academic Year											
	CAT 547 Practicum			CAT 549 Internship I			CAT 550 Internship 2			Total Students Placed per Term	
Term	# Eligible	# Placed	% Placed	# Eligible	# Placed	% Placed	# Eligible	# Placed	% Placed	# Placed	% Placed
Summer '25	3	3	100%	12	12	100%	8	8	100%	23	100%
Fall '25	5	5	100%	10	10	100%	9	9	100%	24	100%
Spring '26	7	7	100%	8	8	100%	10	10	100%	25	100%
Total Placements by Type per Year		15	100%		30	100%		27	100%		
POSITIVE SITE PLACEMENT FOR 2025-2026 ACADEMIC YEAR=										72/72	100%

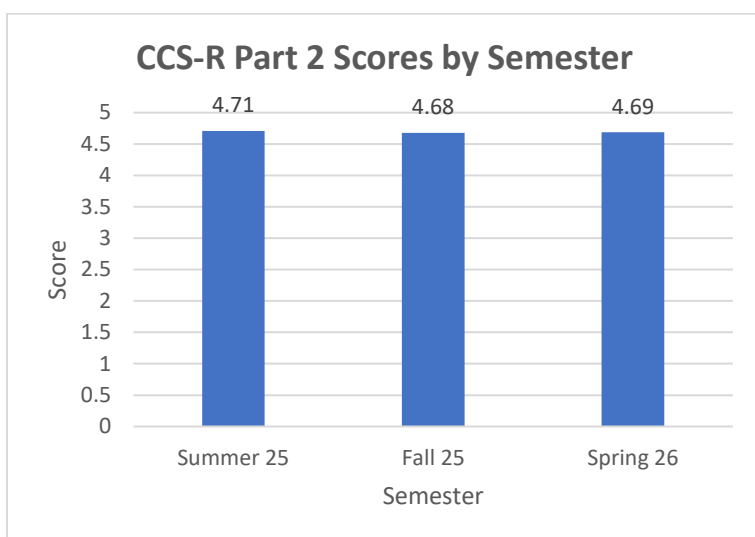
b. Site Supervisor Evaluations of Students (CCS-R)

Site supervisors evaluate students using a comprehensive program evaluation that assesses students' preparation for placements, as well as knowledge, skills, and professional dispositions. This includes both the CCS-R and *CREATE*. Overall, ratings from this prior academic year were highly positive. Please note that the CCS-R and *CREATE* data below reflects numbers of evaluations completed during the 25-26 academic year, SU 25-SP 26. Overall, all ratings for '25- '26 were high. For the CCS-R, scores averaged from 4.55-4.64 out of 5 across the three semesters on Part 1-Skills & Therapeutic Conditions and averages ranging from 4.68-4.71 out of 5 on Part 2-Dispositions and Behaviors. These scores reflect slight increases from the prior academic year, suggesting that students continue to show high levels of competence in their clinical skill development.

1. Counselor Competencies Scale-Revised (CCS-R) for Internship:



N= 16 (SU 25); N= 15 (FA 25), N=13 (SP 26)



N= 16 (SU 25); N= 15 (FA 25), N=13 (SP 26)

5. 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. Counseling content exit exam completed in CAT 596 Thesis/Integrative Seminar-	Passing score on Comprehensive Counseling exit exam	Counselor and art therapy knowledge and skills (Professional Identity Knowledge Core-CACREP, and specific areas also on ACATE competencies)

- 1. Internship:* 100% of eligible students passed Internship with a grade of B- or better.
- 2. Thesis:* 100% of eligible students successfully completed thesis/capstone. See section above.
- 3. Comprehensive Counseling Exit Exam:* For 2025-2026, 19 students took a comprehensive counseling exit exam that was designed to be similar in scope and content areas to the Comprehensive Practice Counseling Exam (CPCE) to prepare them for the National Counselor Exam (NCE). As the CPCE cut-off score is around 70%, we set expectations

accordingly. The aggregate means for the exam was 70% ranging from 60-90% (combined Fall and Spring). Most students passed or were just below the cut-off by a few percentage points. The higher scoring areas included human growth and development, counseling and helping relationships, and group counseling and group work. The spring cohort also scored higher in social and cultural diversity, but the fall cohort did not. Both Fall and Spring scored lower on assessment/appraisal, and testing. A grant from the Ohio Department of Education has enabled the department to purchase additional study materials for the CAT resource library, including exam practice manuals and Pocket Prep accounts for NCE exam preparation. Several students in the fall and spring cohort checked out practice manuals for the fall semester, while others actively used their pocket prep accounts. Students in the Spring cohort expressed using Pocket Prep helped them study better for the practice test as well as the actual LPC test.

Recommendations: Most students go on to pass the NCE with scores at or above the national average, as noted in next section. We will continue to examine where study content can be better integrated into the curriculum, such as courses pertaining to lower scoring areas (CAT 594, 548) and will continue to provide practice with multiple choice examinations like our capstone counseling exit exam and NCE. Additionally, as students report using both the Rosenthal purple book and the Pocket Prep accounts purchased through the OH state grant, we will continue to supply students with Pocket Prep accounts in Capstone and encourage them to check out the purple book in our resource library to support accessible study in advance of taking the NCE exam.

6. Test Pass Rates for Counseling Licensure

Information made available by national exam offices is indicated in the charts below. For the 2025 calendar year, 91% of Ursuline graduates passed the NCE on first attempt, which was well above both the Ohio state pass rate of 83% and the national average of 71% for all NCE exam test takers in 2025.

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

Counselor Licensure Test Pass Rates (NCE)			
<i>Data based on calendar year</i>			
<i>Note: Beginning in 2024, the OCSWMFT stopped supplying programs with exam data for the NCMHCE</i>			
Year	NCE Exam No. of CAT Testers	CAT NCE Exam Pass Rates	NCE National Pass Rates
2025	22	91%	71%
2024	43	86%	74.3%
2023	27	89%	81%
2022	24	83%	79%
2021	34	91%	81.3%
2020	18	94.5%	85.2%
2019	21	90.4 %	89.8%
2018	10	93.7%	88.2%
2017	23	91%	Data not available

****Data was not yet made available by NBCC at the time of this annual report; will be included in subsequent amendment to report later in summer**

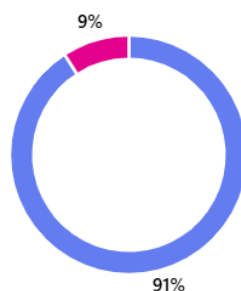
7. Exit Survey Data (completed by graduating students prior to commencement)

a. Employment Plans

Of the 18 students who graduated during the 2025-2026 academic year, 11 of 18 graduates indicated that they had already obtained either full-time (91%) or part-time (9%) employment. The remaining students indicated that they were either currently actively searching for positions or were taking time off post-graduation to prepare for the licensing exam, rest/travel, or other plans before applying for positions.

8. Please indicate if this job will be full-time or part-time (if applicable, skip if not) (0 point)

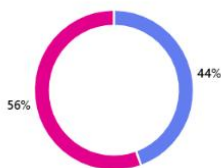
- Full-time 10
- Part-time 1



b. Progress towards counseling licensure at exit

17. Have you already taken the NCE exam for your LPC? (0 point)

- Yes 8
- No 10



18. Did you pass the exam? (0 point)

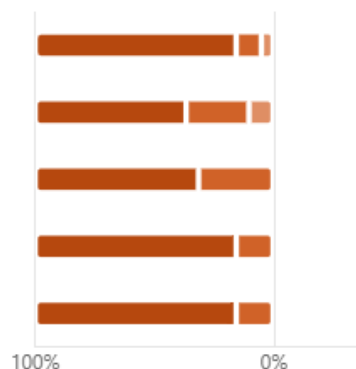
- Yes 8
- No 0



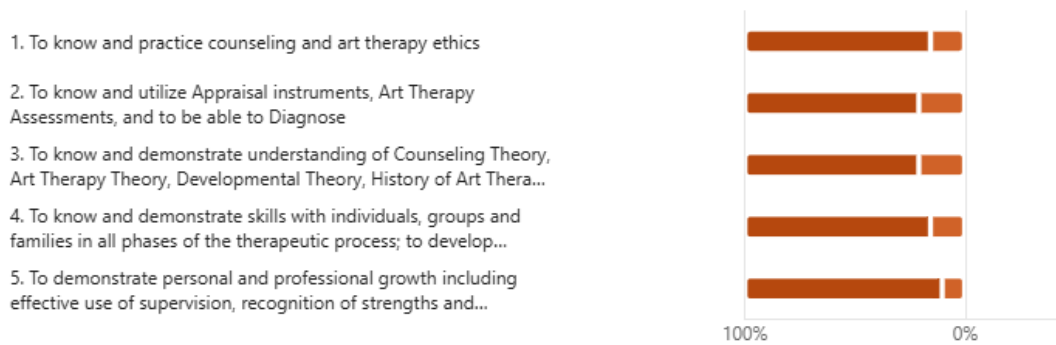
Graduating student ratings (N= 18, FA25 & SP/SU 26 graduates) of program objectives/goals and program learning outcomes/objectives were highly positive, with most students indicating strong agreement for all items.

● Strongly Agree (5) ● Agree (4) ● Neutral (3) ● Disagree (2) ● Strongly Disagree (1) ● N/A=Not Applicable

1. Prepares holistically educated human service professionals adept in facilitating the creative process as a source of integration and...
2. Utilizes the vast community resources in order to expose students to competent clinical counseling training and in-depth...
3. Offers a state-of-the-art curriculum that develops the specific competencies of the professions of counseling and art therapy
4. Incorporates a philosophy of education and training that is motivated by respect for the dignity of each person
5. Improves the quality of life for a variety of populations and the balance of treatment with the health care field through the...

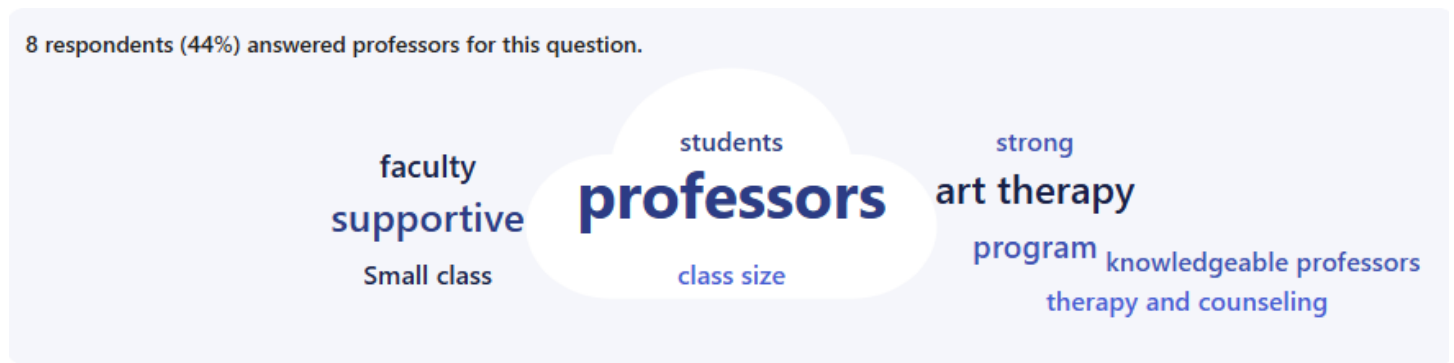


● Strongly Agree (5) ● Agree (4) ● Neutral (3) ● Disagree (2) ● Strongly Disagree (1) ● N/A=Not Applicable



c. Qualitative Data on Strengths and Areas of Improvement Noted by Graduating Students in Exit Survey

STRENGTHS (word cloud):



AREAS OF IMPROVEMENT:

Below is a selection of representative comments:

1. Lessen the amount of busy work (specifically for supervision).
1) More Diversity within the faculty/educators and students. 2) More Trauma-Informed workshops/training. 3) More updated art supplies available on campus!!!
More transparency earlier on in the program about jobs, pay the professors better, put more into the studio
Through the merger our program needs stability that people can rely on. The name Ursuline has a reputation in Ohio, I highly recommend the preservation of our heritage and name as Ursuline College. I also suggest keeping the benefits promised to graduates including our email domains and for the program to provide all courses necessary for students to finish in a timely manner.
less hours required for internship, less assignments, less pressure
consider students evaluations, lessen work that is assigned on top of CACREP requirements
N/A
Pay the teachers more :) they deserve it! Keep the class sizes small. Go with a different site to track hours (not Lumivero).
More professors, add diversity, less tevera assignments
Discussing job and career earlier in the program

8. Alumni Survey Data

We have continued to utilize various strategies to increase return rate of surveys, including offering incentives (raffles for free CEU opportunities offered through department, gift cards), as well as streamlined processes for sending surveys. This has yielded a high return rate. In total, 17 of 19 surveys were completed for students who had graduated between Fall 2024-Summer 2025 of the prior academic year for reporting during the 2025-2026 reporting cycle. There was a total of 19 graduates during this period, and 19 surveys were sent out and 17 surveys completed and returned, for a knowledge rate of 89%.

a. Ratings of Program Effectiveness

Alumni are requested to complete ratings of program effectiveness within 1-5 months after graduation. The specific items are supplied by our ACATE accreditation council and assess how well a student feels the program prepared them to succeed across a variety of areas of clinical practice, including items specific to art therapy interventions. An example of an item is: “The coursework helped me acquire knowledge of research to support my interventions.” See charts further below. Overall, ratings were very positive, with 85% or more of all respondents agreeing or strongly agreeing with the dimensions of program effectiveness in all areas. The survey was sent to all students who graduated during the 24-25 year, and 17 surveys were returned. The results are summarized below.

● Strongly Agree (5) ● Generally Agree (4) ● Neutral (3) ● Generally Disagree (2) ● Disagree (1) ● N/A

1. The program prepared me to succeed in the professional/clinical workforce.
2. The program curriculum adequately prepared me to consider theoretical knowledge in my present position.
3. The clinical experiences (practicum/internship) adequately prepared me for my present position.
4. The coursework helped me acquire knowledge of research to support my interventions.
5. The coursework helped me to distinguish among the therapeutic benefits of a variety of artmaking processes and...
6. The program helped me acquire writing skills required for my position(s) (e.g. contact notes, charting, reports).
7. The program adequately prepared me with skills to elicit client/participant needs and strengths through both verbal and...
8. The program adequately prepared me with skills to perform a thorough assessment and to select and adapt art-based...
9. The program adequately prepared me to plan and perform effective interventions and approaches.
10. The program prepared me to generalize knowledge and a broad range of clinical skills to a variety and continuum of settin...



11. The coursework and clinical experiences helped me acquire skills to interact effectively with clients (e.g. establishing rapport,...
12. The coursework and clinical experiences adequately prepared me for group/family facilitation skills (e.g. motivating participatio...
13. The program prepared me to orally communicate to other service providers on client progress and needs.
14. The program sufficiently trained me to apply and continuously deepen cultural competency in all aspects of my work.
15. The coursework prepared me to use sound ethical judgement and to seek feedback from supervisors when needed.
16. The program sufficiently trained me to continuously deepen my self-awareness and ability for self-reflection.
17. The program adequately trained me to manage time effectively and practice appropriate self-care.
18. The program prepared me with skills to establish an art therapy identity and to promote the profession of art therapy as ...
19. The coursework helped me acquire knowledge of basic diagnostic processes and clinical terminology (if relevant to...
20. The program sufficiently prepared me to establish my professional identity in art therapy and guided me in the selectio...

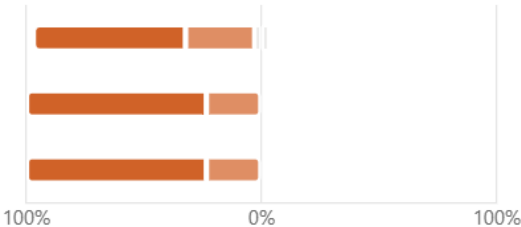


22. ADDITIONAL QUESTIONS TO REFLECT ON TRAINING AND OFFER FEEDBACK TO PROGRAM (section B1-3)

[N](#)

● Strongly Agree (5) ● Generally Agree (4) ● Neutral (3) ● Generally Disagree (2) ● Strongly Disagree (1)

1. Program policies and procedures seemed clearly defined and enforced.
2. Program faculty were supportive of students, and they provided constructive evaluations.
3. Program faculty were competent, knowledgeable, and well-prepared for instruction.

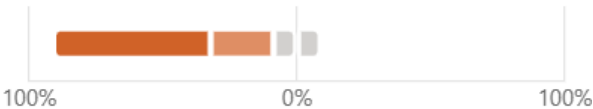


23. As an alumni who has graduated and, in most cases working for a period of approximately 6 months, please rate the OVERALL quality of preparation you received to be an entry-level counselor and art therapist using the following RATING Scale

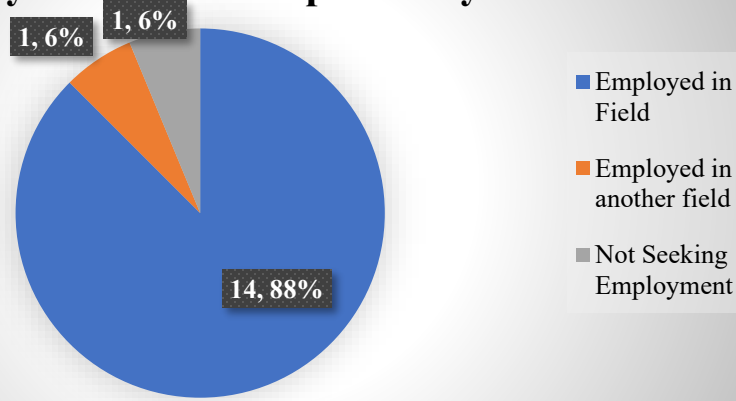
[!](#)

● Excellent (5) ● Very Good (4) ● Good (3) ● Fair (2) ● Poor (1)

Overall RATING of training received:



Employment Status Reported by Alumni

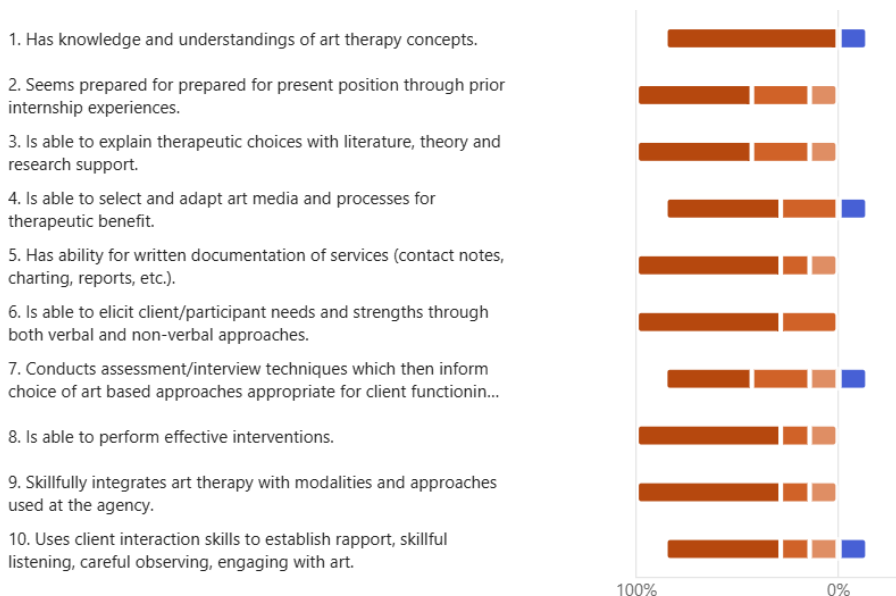


N= 17

c. Positive Placement Data- see **Graduation & Positive Placement** section above

9. Employer Survey Data

There was a 100% send rate to all supervisors/employers of graduates from the 24-25 year who agreed to have their employer contacted (9), and a 78% return rate, with seven surveys returned. Results for the first ten questions are visualized below (the complete data report is available within the department):



Summary of Qualitative Employer Survey Feedback (N=7)

- 6 of 7 employers indicated “yes/absolutely” that the individual was a well-prepared employee, with several elaborating:
 - She is a very well-prepared employee. I was very excited when she decided to stay on full-time with us.
 - “X has gone above and beyond to develop as an art therapist. She has engaged in trainings well beyond what the typical new hire engages in during their first year of practice such as EMDR and T-CBT.
 - “X is overloaded with work life balance concerns, and is not able to engage at the level I would expect yet
- In terms of skill strengths, seven employers indicated strengths concerning:
 - Empathy

- Ability to work independently
- Self-reflection skills
- Art therapy interventions
- Clinical documentation skills
- Communication skills
- For expected skills needing further development, one employer stated the following:
 - “Professional dispositions and self-reflection skills
- In terms of suggestions for program, 3 employers stated “none” and 2 employers commented:
 - “Have students practice receiving constructive feedback”
 - Are there any post-graduate supports to help a student pass their NCE?

10. Assessment of Student Learning (ASL) Report

This report contains information on subsequent curriculum modifications based on the competency outcomes. It also serves to inform the program improvement plan for the subsequent academic year.

Summary of report and subsequent curriculum modifications made based on outcomes:

Students achieved 85% or better on all assessments identified to measure Student Learning Objectives (also referred to as Program Learning Objectives). Faculty review outcomes related to student achievement several times per year, including when doing review of KPI data, when completing faculty annual evaluations (which requires extensive review and reflection to student evaluations), and when reviewing this ASL report at the conclusion of each academic year to see where program improvements can be made within specific courses to instructional strategies, materials, and other measures to increase student success.

Complete report, showing specific curriculum modifications and plans for continuous improvement:

2025-2026 Assessment of Student Learning Report

Program: Counseling and Art Therapy Graduate Program (as of July 1, 2026 will be Clinical Mental Health Counseling, with Art Therapy concentration (CMHCAT) program)

External Accreditor or Professional Association used to develop Student Learning Outcomes (SLOs/PLOs): Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Accreditation Council for Art Therapy Education (ACATE).

SLO/PLO	COURSE(S) All courses are CAT	METRIC	DATA	CONTINUOUS IMPROVEMENT
1. To know and practice counseling and art therapy ethical standards according to the professional associations and state/national boards for each profession	500 Professional, Ethical & Legal Issues	Professional Advocacy Assignment	21 of 24 (87.5%) of students met the benchmark of 85% or greater. N=24, FA 25 & SP 26	The assignment rubric and assignment description were revised in between terms to give more specific examples of what a “teach-in” is vs. standard presentation to help students better understand required interactive component of project (as all low grades were from FA 25 term). Continue to assess assignment guidelines to ensure comprehension of relationship between advocacy and ethical mandates of professions.
	500 Professional, Ethical & Legal Issues	Credentialing Infographic Assignment	22 of 24 (92%) of students met benchmark of 85% or greater. N=24, FA 24 & SP 25	
	549/550 Internship I & II	Counselor Competency Scale-R	Supervisor ratings for all evaluated students on CCS-R subscales for	The parameters of assignment were revised prior to start of FA 25 to ensure that all steps remained accurate given continuous

		Supervisor Evaluation	Professional Dispositions averaged 4.66 on 5 pt. scale. N=45 evaluations, SU 25, FA 26, & SP 26. Highest rated area: Openness to Feedback(4.86); Lowest rated areas: Ethics and Record Keeping (4.51)	credentialing/licensure changes. Between terms, students were provided updates based on OCSWMFT board removal of second licensing exam for LPCC. Will continue to monitor for changes and incorporate any new updates as necessary. This data is from site supervisor evaluations completed at the end of fieldwork (Internship I & II). Supervisor ratings of students continue to be highly positive and data is on par with averages across last several years. Although a slightly lower area is ethics and record keeping, the program Comprehensive Counseling Exam data and National Counselor Exam data (as shared by state licensure board and NBCC) shows that professional ethics is among the highest scoring domains for our program graduates. Data from CCS-R to be reviewed by Clinical Director to plan for upcoming supervisor training, and for addressing specific skills in supervision with course faculty.
2. To know and utilize appraisal instruments, art therapy assessments, and to be able to diagnose	548 Appraisal	Career Quiz Mock Mental Health Assessment Report	13 of 13 (100%) of students met the KPI with 85% or greater. N= 13, SU 25 & SP 26 13 of 13 (100%) of students met the KPI with 85% or greater. . N= 13, SU 25 & SP 26	Students continue to do well due to having sufficient time in class discussion to clarify concepts and questions. They engage in taking a career counseling assessment and then must answer questions in discussion related to theoretical, professional, and ethical use of career assessments and their connections to clinical mental health. An area of continuous improvement may be in students' theoretical understandings behind career assessment measures, but that depth of understanding is beyond the scope of this course. Students continue to do well due to having a step by step and gradual learning of each of the parts of doing a full mental health assessment report, which includes understanding clients' needs, appropriately learning about and

	520 Assessment	Battery Summary Paper	13 of 14 (92.8%) of students met the KPI with 85% or greater. N= 14, SU25, SP 26	selecting measures, administration of tests, scoring, interpretation, and communication of results. Students do this full project in 3 parts throughout the semester: 1) create a bio of their client, 2) learn about and administer assessments to their “client,” and 3) effectively score, interpret, synthesize, summarize, and communicate findings, and plan initial treatments based on assessment and present it in the form of a written report. An area of continuous improvement is being able to use independent evaluation and critiques to inform use and interpretation of test results. Students continue to do well due to continuous feedback provided throughout the semester, which is applied in the battery summary, particularly to achieve higher-level critical thinking and learning expectations for analysis and synthesis of content. Assignment/teaching strategy modifications over the prior year included updating and/or adding several assessments to align with the current ATR-BC examination areas. Areas of continuous improvement include exploring alternative areas to demonstrate learning (i.e., discussion board submissions, audio recordings, and written clinical reports) and developing approaches for students who fall behind on assignments, which directly impacts their ability to apply feedback in subsequent submissions.
	519 Psychopathology and Diagnoses	Final Exam	11 of 12 (92%) of students met the KPI with 85% or greater. N= 12, FA 25	Students continue to do well due to continuous feedback provided throughout the semester, which is applied in the battery summary, particularly to achieve higher-level critical thinking and learning expectations for analysis and synthesis of content. Assignment/teaching strategy modifications over the prior year included updating and/or adding several assessments to align with the current ATR-BC examination areas. Areas of continuous improvement include exploring alternative areas to demonstrate learning (i.e., discussion board submissions, audio recordings, and written clinical reports) and developing approaches for students who fall behind on assignments, which directly impacts their ability to apply feedback in subsequent submissions.
	519 Psychopathology and Diagnoses	Mental Disorder and Case Study Research Paper	8 of 12 (67%) of students met the KPI with 85% or greater. N= 12, FA 25	Students continue to do well due to continuous feedback provided throughout the semester, which is applied in the battery summary, particularly to achieve higher-level critical thinking and learning expectations for analysis and synthesis of content. Assignment/teaching strategy modifications over the prior year included updating and/or adding several assessments to align with the current ATR-BC examination areas. Areas of continuous improvement include exploring alternative areas to demonstrate learning (i.e., discussion board submissions, audio recordings, and written clinical reports) and developing approaches for students who fall behind on assignments, which directly impacts their ability to apply feedback in subsequent submissions.
	648 Case Studies	Diagnostic Case Vignette 2	18 of 18 (100%) of students met the KPI with 85% or greater. N= 19, SU, 25 & FA 25 (note: 1 student took an Incomplete for term and did not complete)	Students continue to do well due to having plenty of in class and out of class assignments/exercises that strengthen their conceptualization and diagnosis skills, and includes a sufficient learning of how to use the DSM-5-TR and differentiating various disorders. Throughout the course, students take quizzes on each of the categories of disorders, and they complete small case

				papers to practice conceptualizing. This helps them to be able to respond successfully on the final exam. An area of continuous improvement may be in more accurately differentiating one disorder from another. This reflects an aggregate decrease in achievement in this area from the prior year. Students generally lost points due to two main concerns: 1) problems with APA style formatting and grammar, and 2) Not effectively discussing key features of disorders of their clients and how those aligned with their presenting concerns. In some cases, students also left out an essential part of conceptualization and that was describing the etiology behind the diagnosis. Having a theoretical or empirically based etiology allowed for understanding why proposed treatments were discussed. Students had a difficult time drawing the golden thread. Students continue to be provided with various cases in class in order for them to verbalize conceptualization in both small group and large discussion formats. Areas of continuous improvement include helping students to accurately differentiate diagnosis and in helping them to understand the importance of grounding treatment of disorders in a model that is based in theory and/or empirical research. Students continue to do well due to the integration of the “I CAN START” model, a comprehensive and sequential model that supports case conceptualizing and treatment planning. The acronym provides foundational steps that are necessary to consider in this process; and students gain familiarity with this model through a scaffolded learning approach which includes: 1) introductory reading and lectures, 2) group discussion and small-scale
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				application, and 3) independent application of two diagnostic case vignette assignments. Additionally, students can review feedback from the first diagnostic case vignette that can then be applied to the second diagnostic case vignette. Assignment/teaching strategy modifications over the prior year included expanding the model to allow for the incorporation of creative/arts-based interventions and recently updating the course textbook to the 2026 edition. Areas of continuous improvement include exploring a systematic review process that compares course materials to current literature to remain up to date with evidence-based practice.
3. To know and demonstrate understanding of counseling theory, art therapy theory, developmental theory, history of clinical mental health counseling and art therapy fields, and of recipient populations/specializations	501 History and Theory of Art Therapy	Final Exam	19 of 19 (100%) of students met the SLO with 85% or greater. N= 19, FA 25 & SP 26 (note: 1 student took an Incomplete and did not complete)	This remains on par with prior year. Students continue to do well due to robust discussions and curiosity about the field of art therapy. Assignment/teaching strategy modifications over prior year included working in teams to do treatment planning using the ETC. Areas of continuous improvement include helping students have more dialog and discussion related to course readings.
	505 Counseling Theory	Final Exam	20 of 21 (95%) of students met the KPI with 85% or greater. N= 21, FA 25 & SP 26 (note: 1 student took an Incomplete and did not complete)	This is an improvement from the prior year. This may be due to students actually paying attention and not distracted as we engage in learning dense material at 7-9:30PM. And may be also related to the continued efforts to give students all the resources (aside from giving them the exact answers to the test) that they need to be successful, which include: 1) detailed study guides (including on what page numbers in the text they can find the answers), 2) allowing students the use of notes during the final exam, 3) enthusiasm for the topics, and more authentic engagement with the course material. Assignment/teaching strategy modifications over prior year included giving students in-class paper writing tasks. Instead of
	503 Child & Adolescent	Baseline Assessment Report	14 of 15 (93%) of students met the SLO with 85% or greater. N= 15, SU 25	

				students working outside of class on the paper, they come prepared to write each section of the paper as I guide them through the sections in class. Areas of improvement include higher scores on midterm exam and increasing stamina for students to absorb the massive amount of information that is required from counseling theories course. This is on par with prior year. Students continue to do well due to the developmental approach applied within the course. Assignment/teaching strategy modifications over the prior year included updating course content for telehealth applications with children/adolescents, neuroscience-informed approaches, and trauma assessments. Areas of continuous improvement include eliminating overlaps between group and family treatment approaches in those specific classes.
4. To know and demonstrate effective and culturally responsive skills with individuals, groups, and families in all phases of the therapeutic process, including treatment planning, appropriate documentation, and verbal and non-verbal interventions, working with diverse populations/speci alizations, including those from marginalized backgrounds	507 Group 546 Clinical I 523 Cultural and Social Issues	Dream Group Curriculum Paper Transcription of Video Recording #2 Multicultural Competencies quiz	14 of 14 (100%) of students met the SLO with 85% or greater. N= 14, FA 25 13 of 13 (100%) of students met the SLO with 85% or greater. N= 13, SP 26 15 of 15 (100%) of students met benchmark of 85% or greater. N= 15, SU 25	Students continue to do well due to the experiential nature of this course offering students the opportunity to experience the content provided within their readings, the lectures, and discussions. Assignment/teaching strategy modifications over prior year included updating PowerPoints with increased detail for theoretical orientations of group and offering two classes online to increase telehealth experiences and applications. Areas of continuous improvement include increased differentiation on co-leadership review and final analysis paper assignments to eliminate overlaps with critical self-reflection. Students continue to do well in this area due to extensive instructor support and overview of assignment parameters.

	523 Cultural and Social Issues	Final Reflection Paper & Project	14 of 15 (93%) of students met benchmark of 85% or greater. N= 15, SU 25	No assignment/teaching strategy modifications were made over prior year. Continue use of video role play assignment, utilize skills lab for increased practice and/or in-class fishbowl techniques.
	547 Practicum	Group Treatment Plan Proposal	15 of 15(100%) of students met the KPI with 85% or greater. N= 15 ,SU 25, FA 25, & SP 26	Students continue to do well due to experiential work with multicultural competency chart. Assignment/teaching strategy modifications over prior year included making room for dyadic work to hone skills. Areas of continuous improvement include weaving the MCC into weekly class times
	549/550 Internship	CCS-R Supervisor Ratings	Supervisor ratings for all evaluated students on CCS-R subscales for Skills & Therapeutic Conditions averaged 4.48 on a 5 pt likert-type scale. N=45 evaluations, SU 25, FA 26, & SP 26	Students continue to do well due to summarizing their growth and transformation based on readings, class work, and presentations. Assignment/teaching strategy modifications over prior year included having students begin taking notes each class in anticipation of final paper/project. Areas of continuous improvement include scaffolding the classes to allow ease of final paper/project. Students continue to do well due to the group in class time to work on the assignment and the scaffolded learning from 507 Group class. This assignment is intentionally placed after students have been exposed to treatment planning and have learned the difference between the two plans. Assignment/teaching strategy modifications over prior year included having the form available to students on D2L. Areas of continuous improvement include continued instruction on tying treatment goals and objectives to the interventions and population needs. This data is from site supervisor evaluations completed at the end of fieldwork (Internship I & II).

				Qualitative feedback generally comments on the feedback consistently highlight strong relational skills, especially empathy, compassion, rapport-building, and the ability to create safe, supportive therapeutic spaces for clients. Across responses, there is also a clear pattern of professionalism, openness to feedback and supervision, and a strong willingness to learn and grow. Many comments additionally emphasize thoughtful clinical judgment, adaptability, and effective use of interventions, documentation, and collaboration. Growth areas suggested include building confidence, strengthening clinical skills, improving documentation, maintaining professional boundaries, and developing stronger organization/time management habits. At the same time, many supervisors emphasized that these are normal areas of growth for trainees and are expected to improve with experience, supervision, and continued practice.
5. To demonstrate personal and professional growth, including effective use of supervision, recognition of strengths and limitations, and development of a unique voice and vision as a professional counselor and art therapist who is active in professional associations and committed to ongoing personal creative expression and professional development	550 Internship	CCS-R ratings	Supervisor ratings for all evaluated students on CCS-R subscales for Professional Dispositions averaged 4.66 on 5 pt. scale. Highest rated area: Openness to Feedback(4.86); Lowest rated areas: Ethics and Record Keeping (4.51) N=45 evaluations, SU 25, FA 26, & SP 26.	Supervisor ratings of students continue to be highly positive and data is on par with averages across last several years. Data from CCS-R to be reviewed by Clinical Director to plan for upcoming supervisor training, and for addressing specific skills in supervision with course faculty.
	544 Studio	Final Portfolio	13 of 14 (93%) of students met benchmark of 85% or greater. N= 14, FA 25 & SP 26	
	594 Research and Evaluation	Program Development &		This is a slight decrease from prior year. However, students generally continue to do well due to this course offering a counterbalance with artistic expression and time for creative expression. Assignment/teaching strategy

	596 Thesis/Capstone	Evaluation Project	17 of 17 (100%) of students met benchmark of 85% or greater. N= 18, SU 25, FA 25 (Note: 1 student took an Incomplete and did not complete)	modifications over prior year include adding a structured midterm review that gives students a better understanding of the final portfolio review. Areas of continuous improvement include increased communication with students on expectations and due dates.
		Thesis Manuscript	18 of 18 (100%) of students met the SLO with 85% or greater. N= 18, FA 25 & SP 26	Students continue to do well due to scaffolded learning approach facilitated for this assignment. Lectures and related readings provide an overview of program evaluation; including considerations for program development, implementation, and evaluation. An in-class application allows students to practice evaluating mock data as part of the preparation for this assignment; concluding by independently completing this assignment. Assignment/teaching strategy modifications over the prior year included providing an accompanying handout with questions to consider for this assignment. Areas of continuous improvement include assessing rigor of assignment.
		Thesis Presentation	17 of 18 (94%) of students met benchmark of 85% or greater. N= 18, FA 25 & SP 26	Students continue to do well due to improved rubrics and outlines delineated by type of manuscript and research applied and incorporation of research writing groups and individual meetings with capstone readers. Assignment/teaching strategy modifications over prior year included adding 2026 ACATE standards, which required modifications to manuscript/capstone projects and coordination with the research and evaluation course to ensure a blend of arts-based research methods and counseling research methods. Areas of continuous improvement include the consolidation of research applications with a direct link to learning achieved in the previous research course.

				Students continue to do well due to the offering of poster templates and practice sessions with peer debriefing. Assignment/teaching strategy modifications over prior year included increased opportunities for creative applications of introducing their research topics. Areas of continuous improvement include exploring opportunities for grants to fund posters and participating in state and/or national poster research symposiums.
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III. Continuous Improvement for 2026-2027

(Note: See follow-up from 2025-2026 proposed changes below this chart)

Proposed Items for 2026-2027	Timeline	Persons Responsible
Accreditation (CACREP): Resolve any remaining partially met accreditation standards, provide updated documentation to CACREP as per timeline given	Fall 2026	Program Director, Clinical Director, Faculty
Accreditation (CAAHEP/ACATE): Assessment of new ACATE 2026 curriculum standards- for 5 th year annual report and ongoing	Summer 2026-Spring 2027	Program Director, Faculty
Admissions/Recruitment: Streamline to one admissions cohort annually (FA 26), update admissions requirements and processes	Summer 2026-Spring 2027	Graduate Admissions, Program Director, Dean, faculty
Marketing: update all program materials, website, etc. to reflect degree title, course prefix, and any other programmatic changes related to merger	Summer 2026-Fall 2026	Marketing team, Admissions, Program Director, program faculty, Dean
Faculty: Gannon has approved a posting for a FT faculty position for art therapy content to begin August 2026. A search committee will evaluate applications/inquiries, set up interviews, and hire.	Summer 2026-Fall 2026	Dean, Faculty search committee
Curriculum: Assess and develop plan for any needed curriculum changes, to submit to grad	Fall 26-Spring 27	Program faculty

curriculum committee by end of AY 27 for implementation in 27-28 AY		
Fieldwork: Develop plan to move clinical tracking to new platform, resolve partially met CACREP standards pertaining to fieldwork	Summer 26-Spring 27	Clinical Director, Program Director, Faculty
Special initiatives: Assess feasibility for continuation of service learning, develop plan for next Healing Imagination art show	Fall 26-Spring 27	Faculty Business office Service learning office
See 2025-2026 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.	Fall 26-Spring 27	Faculty

Follow-up on Items from 2025-2026	Progress Made	Persons Responsible
Accreditation: Complete CACREP addendum request	The CACREP addendum request was completed by the Program Director and submitted in July 2025	CAT Director CAT faculty
Accreditation: Prepare for CACREP virtual site visit (prepare students, faculty, staff, other stakeholders)	The CACREP virtual site visit was held April 20-22, 2026. The program received many commendations, as well as was notified that several standards were initially assessed as partially met, with instructions to supply further evidence by May 28. Program Director submitted additional evidence by 5/28, and is waiting to hear back.	All CAT faculty
CAAHEP/ACATE: Update all curriculum to new ACATE 2026 Standards: Courses taught on Fall/Spring & Summer/Fall rotations must be updated by start of Fall 2025; Courses on Spring/Summer rotation must be updated by start of January 2026	All program curriculum and course syllabi were updated to reflect the ACATE 2026 curriculum standards. A plan for ACATE competency tracking across all domains was developed at the end of Spring 2026, and analyses are currently underway for annual reporting to ACATE/CAAHEP due 9/15.	All CAT faculty
Administrative/Accreditation: complete ACATE mid-cycle review due Fall 25; Complete APRC process due Fall 25	The program director completed ACATE mid-cycle report in September of 2025, and received notification of satisfactory annual re-accreditation, with no outstanding issues. The Program Director also completed the APRC report in Fall, and presented to APRC in Spring, and the program unanimously passed internal review.	CAT Director CAT faculty
Admissions/Recruitment: Increase Fall 25 & SP 26 admissions; balance out FA & SP cohort sizes (Goal of 12-14 for FA 25; 6-8 for SP); update & revitalize CAT marketing materials, ongoing CAT info & outreach sessions	New enrollment for 25-26 was 21 students, with an even balance between Fall and Spring, not including bridge students (who do not count towards census until they graduate). Update of marketing materials will wait until Summer 26 due to other changes.	Graduate Admissions, CAT Director, Dean, CAT faculty
Healthy Minds Summit collaboration between CAT, SW, PNP programs	The Healthy Minds Summit was held in Fall of 2025 at Tri-C, with K. Jackson as	CAT faculty (Rebecca Miller, Katherine Jackson,

(admissions & networking opportunities for current/prospective students to further goals of OH state behavioral health workforce grant funds)	keynote, and Areka Foster and Rebecca Miller as presenters, along with SW faculty. The program was mainly attended by PA students, with minimal attendance by outside individuals.	Areka Foster); SW faculty; PNP faculty; Grad Admissions
Implement 2 new GA positions for SP 26; Data assistant position and/or train GA to assist	The program received notice in Fall 25 that the GA program was being discontinued. A plan was put into place by VPAA Dr. LaFontana to maintain financial support for the current GA positions. The program continues to need data assistance.	Rebecca Miller, Melanie Steele, Matt Saxer, Patricia Sharpnack
Increase 1 st attempt NCE pass rate by 2% or more during 25-26 AY (utilize/integrate exam prep software and materials in CAT 596 courses)	The first time pass rate % increased considerably to 91% from 86% in prior year.	CAT 596 faculty (Katherine Jackson, Diana Wallace) CAT Director
Service Learning: Continue to work on implementation of new service-learning location (New Zealand)	The service learning program is set to take two trips this summer: Cheyenne River and New Zealand.	Katherine Jackson UC Business office
See 2024-2025 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.	Although on major curriculum changes were permitted while the program was seeking approvals towards merger, minor curriculum changes were made based on needs determined by annual program evaluation outcomes and are indicated above in several sections of this report.	CAT Faculty