

Reporting of Program Outcome Data
The Department of Counselor Education at Shippensburg University
Fall 2023, Spring 2024, Summer 2024 Academic Year

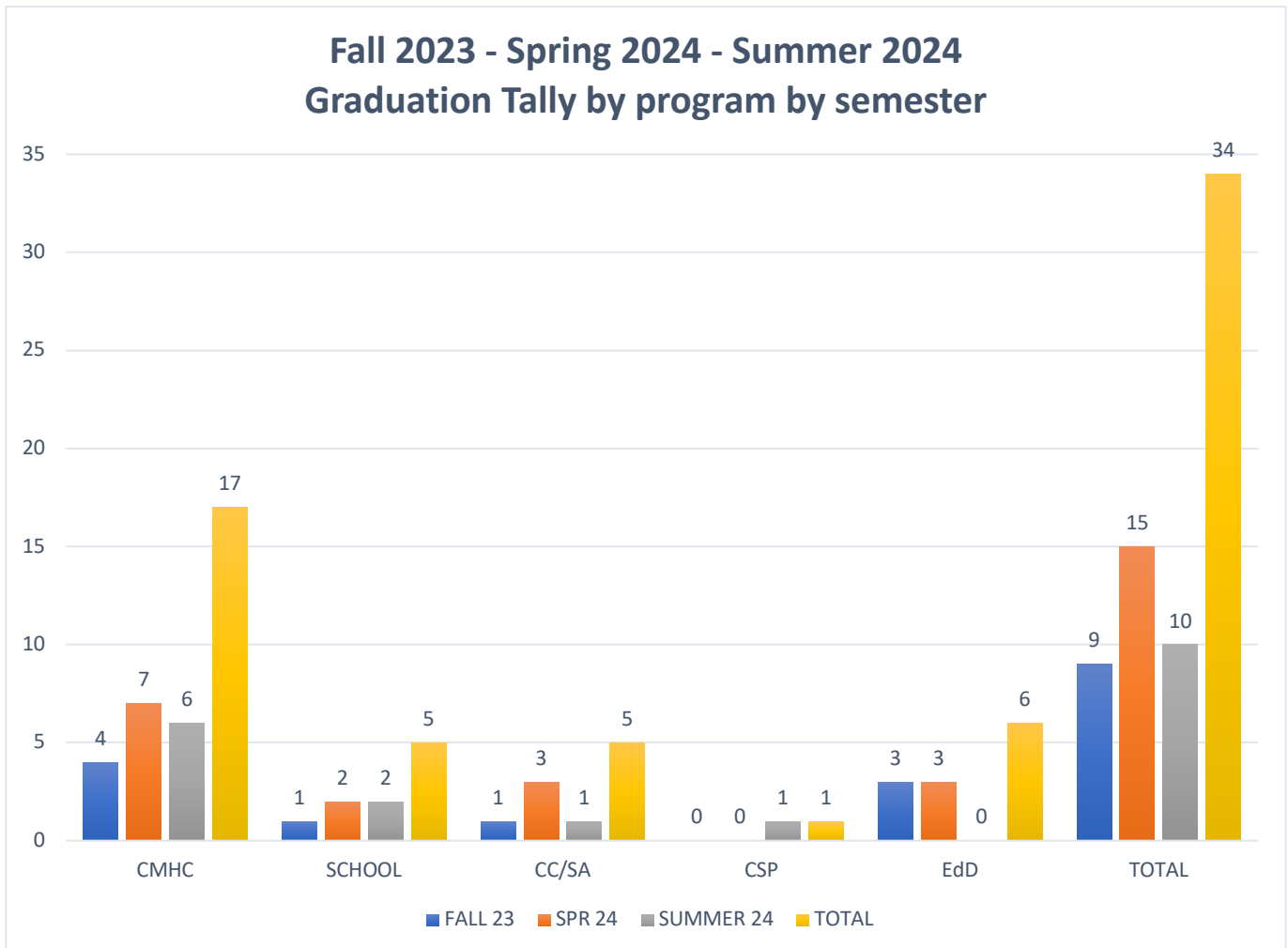
The following table and graph provide information about graduation outcomes for the masters-level and doctoral-level programs offered by the Department of Counselor Education (DCE).

		2023 – 2024 PROGRAM graduation tally																									
		Track																									
PROGRAM	CMHC				School Counseling				CC/SA				CSP				EdD				TOTAL						
Sem	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R	T	F	S	R
2023-2024	4	7	6	17	1	2	2	5	1	3	1	5	0	0	1	1	3	3	0	6	9	15	10				
TOTALS	17				5				5				1				6				34						

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

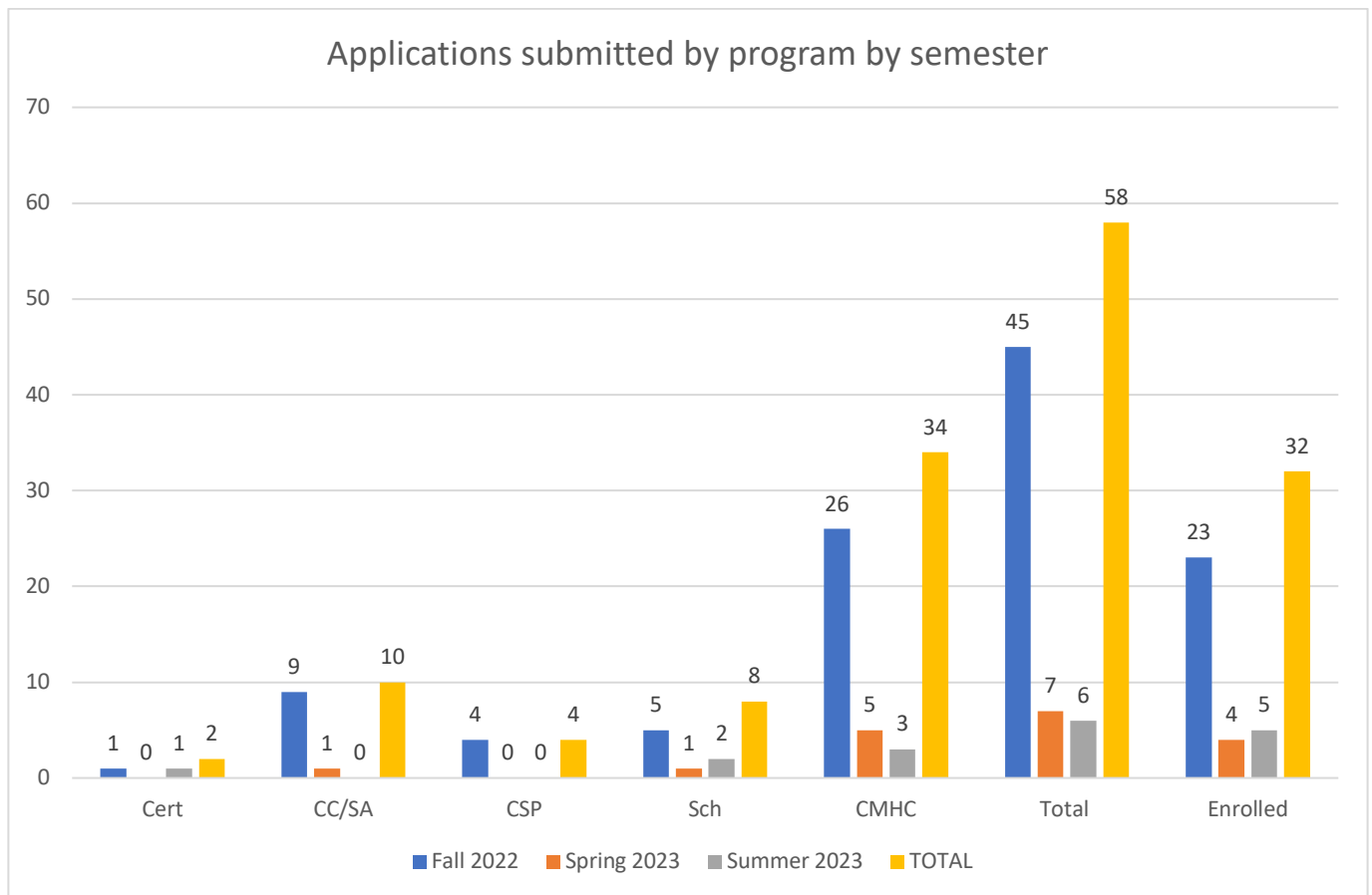
CMHC: Clinical Mental Health Counseling, CC/SA: College Counseling/Student Affairs, CSP: College Student Personnel

EdD: doctoral program



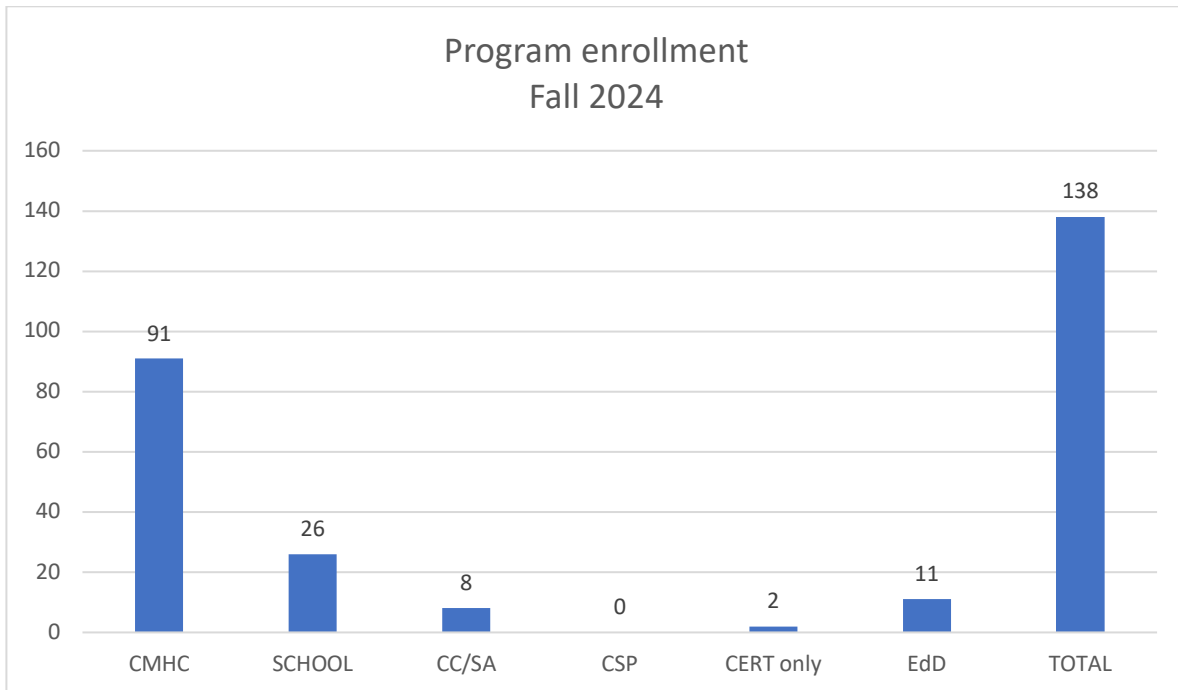
The following table outlines the number of **applications** received by the DCE over the past academic year. Total data can be obtained by track as well as by term. Doctoral application data is not included, as we had completed our recruiting and advertising for slots in our third doctoral cohort, which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

2023 – 2024 APPLICATIONS TALLY							
PROGRAM							
SEMESTER	CMHC	School Cnslg	CC/SA	CSP	Cert Only	EdD	Total
Fall 2023	26	8	0	1	2	0	37
Spring 2024	9	3	0	0	0	0	12
Sum 2024	2	1	1	0	0	0	4
TOTAL	37	12	1	1	2	0	53



The enrollment of our programs is as follows:

TRACK	Current program enrollment
CMHC	91
SCHOOL	26
CC/SA	8
CSP	0
CERT only	2
EdD	11
TOTAL	138



	Estimated Program completion rates*		
Year	CMHC	School K-12	College/SA
2023-2024	99%	100%	100%

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

NCE DATA:

The following tables outline the pass/fail outcomes for our students on the National Counselor Exam (NCE), one of the exams used to establish eligibility for counselor licensure in the Commonwealth of PA. The NCE is NOT a program requirement but is strongly recommended for students in the Clinical Mental Health Counseling (CMHC) program, who will need a passing score on a licensure-eligibility exam (i.e. the NCE) for licensure. Licensure is not required for School Counseling, College Counseling, Student Affairs, or College Student Personnel students. The data on the tables reflects students’ first attempt at passing the NCE. Overall, we had a **100% first attempt pass rate** on the NCE this past year and our overall 10-year pass rate is 92%.

Fall 2023 NCE	
PROGRAM	TOTAL
# attempting	4
# passing	4
percentage	100%

Spr 2024 NCE	
PROGRAM	TOTAL
# attempting	5
# passing	5
percentage	100%

Aggregate NCE for 2023-2024 academic year	
	TOTAL
# attempting	9
# passing	9
percentage	100%

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

SCHOOL COUNSELING PRAXIS

The following table outlines the pass/fail outcomes for our School Counseling students who took the School Counseling Praxis Exam. School Counseling students must pass the School Counseling Praxis Exam in order to be eligible for certification as a K-12 School Counselor in the Commonwealth of PA. Overall, we had an 89% pass rate on the School Counseling Praxis Exam last year.

Summary data for School Counseling Praxis Exam for the 2023-2024 academic year	
	School Counseling PRAXIS
# attempting	9
# passing (first attempt)	8
Passing percentage	89%

Year	Estimated program job placement rate*		
	CMHC	School K-12	College/SA/CSP
2023-2024	98%	100%	100%

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

STUDENT WELLNESS

All students (master's and doctoral) are evaluated in a department meeting at the end of each semester to identify students who need additional support academically, clinically, or professionally. Students who are identified are asked to meet with their advisor, monitored on an ongoing basis by all department faculty and adjuncts, and and/or put on a remediation plan with clearly stated objectives. Approximately 5-10% of our students are identified as needing additional attention through this process, and of that sub-group, 1-5 students may need official remediation while the others are monitored to track their progress.

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

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Evaluation data from masters-level site supervisors:

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

Surveys to alumni and employers:

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

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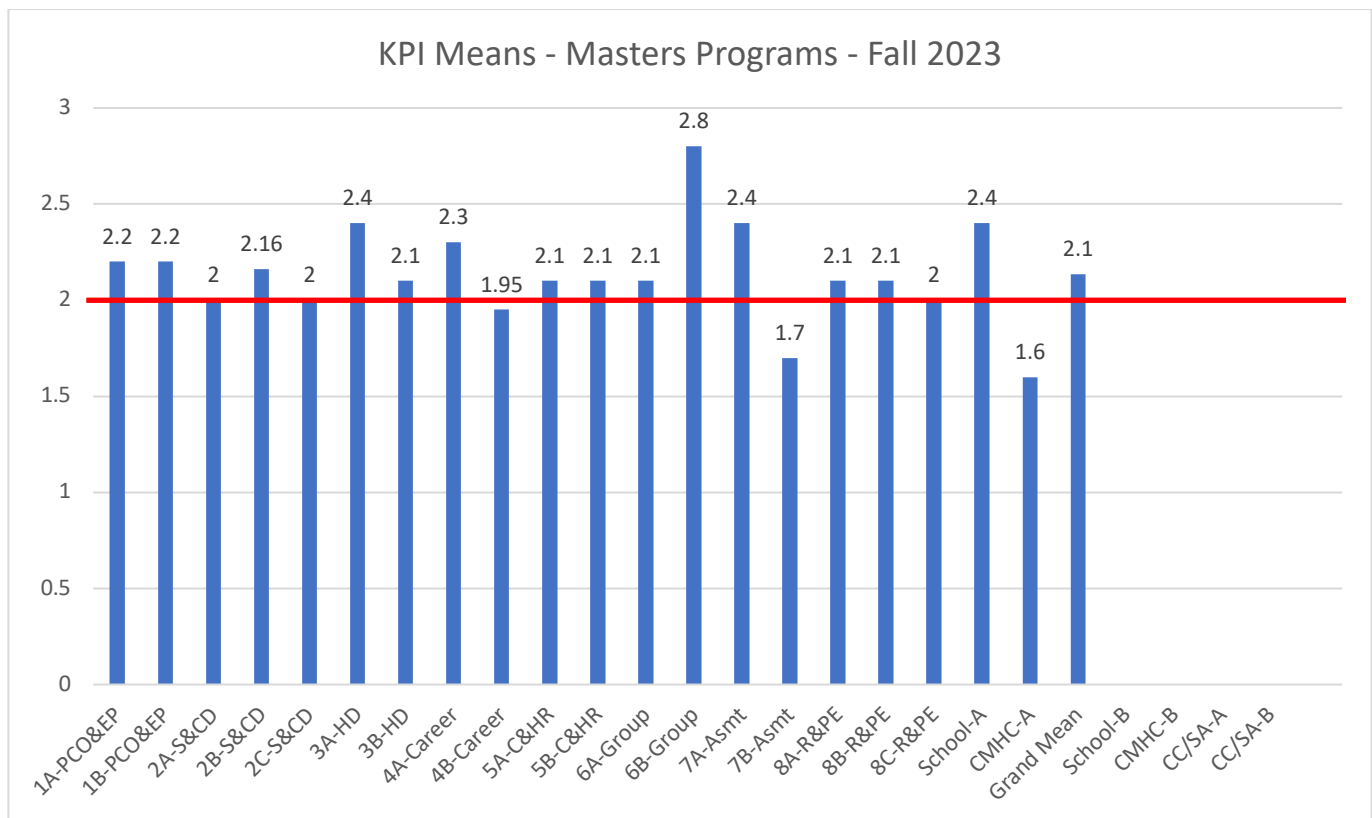
Key Performance Indicator (KPI) data for Master's Programs.

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

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

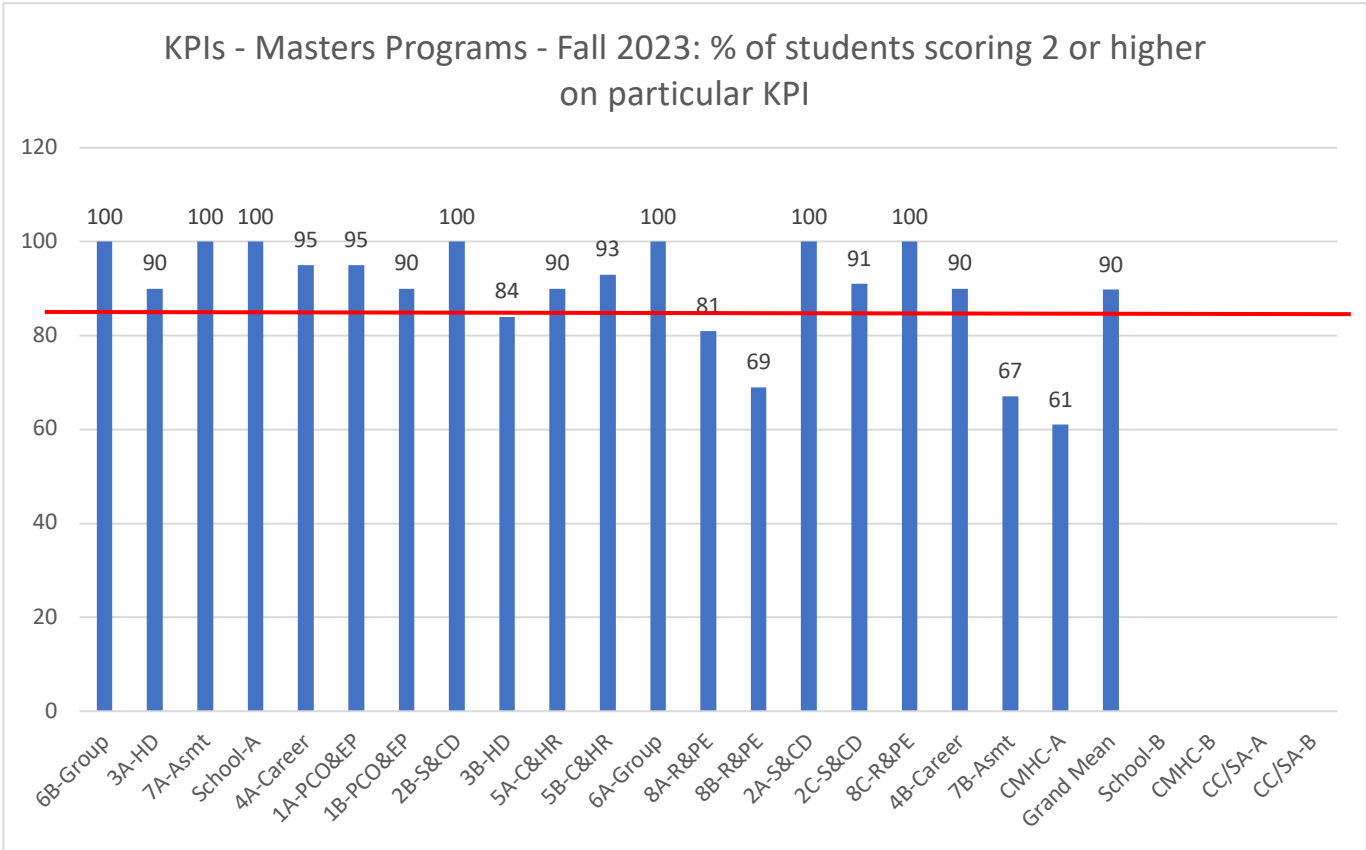
Of the 20 Masters-level KPIs assessed during Fall 2023, 17 of 20 KPIs (85%) had means equal to or greater than 2.0. We met our standard (85% of KPI means are 2 or greater) but we fell below our aspirational standard (95%).

*Note: Four KPIs scheduled for measurement this Fall were not assessed due to courses not being offered, which is attributable to enrollment fluctuations.



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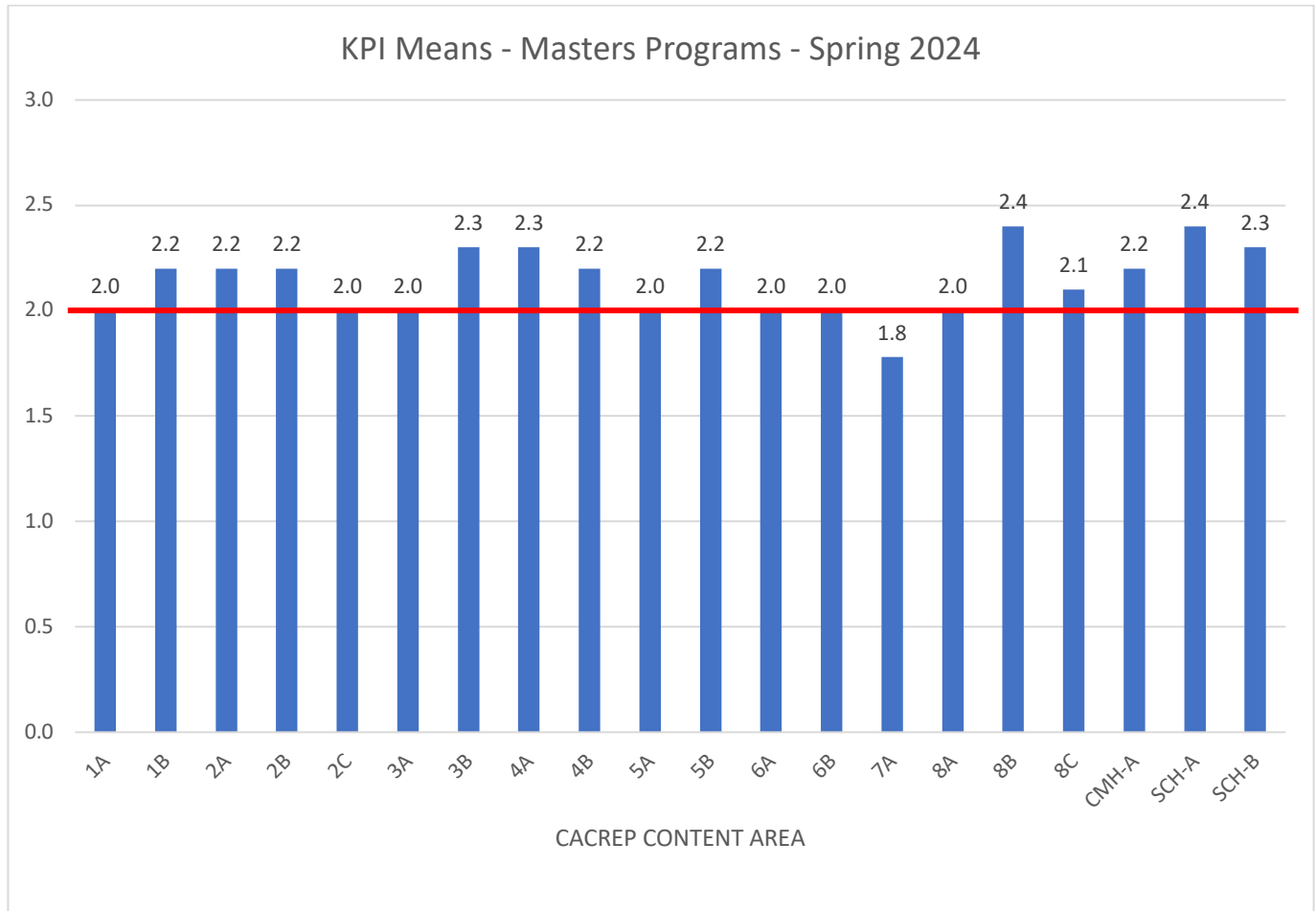
For each KPI assessed, our objective is that 85% or more of our students will score equal to or higher than 2.0. Of the 20 Masters-level KPIs assessed during Fall 2023, students met the 85% above the 2.0 threshold for 15 out of 20 KPIs (75%), which is below our aggregate objective of 85%. *Note: Four KPIs scheduled for measurement this Fall were not assessed due to courses not being offered, which are attributable to enrollment fluctuations. We did not fully meet having 85% of our students reach the threshold.



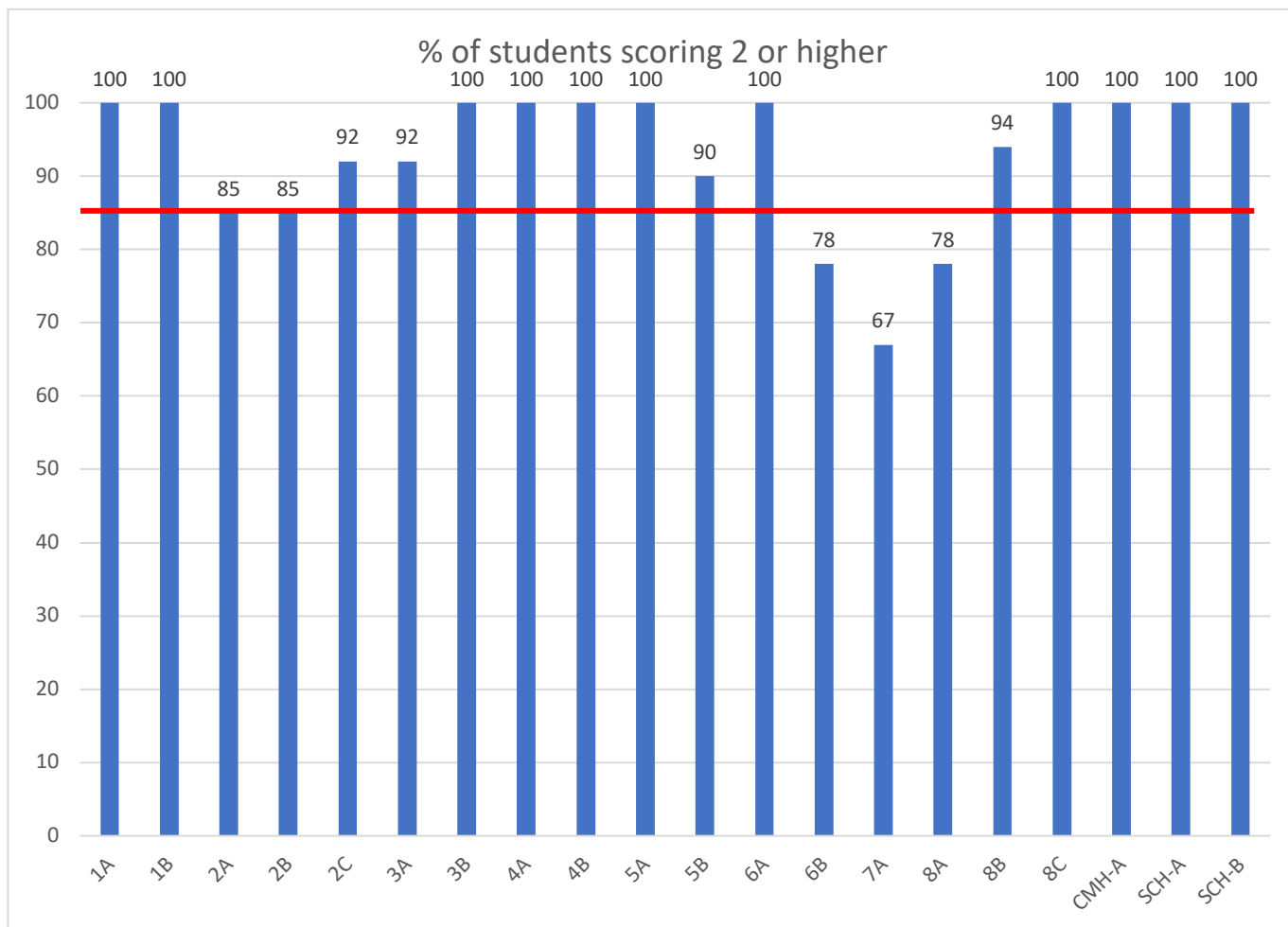
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Of the 20 Masters-level KPIs assessed during Spring 2024, 19 of 20 KPIs (95%) had means equal to or greater than 2.0.

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



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Of the 20 Masters-level KPIs assessed during Spring 2024, students met the 85% above the 2.0 threshold for 17 of 20 KPIs (85%), which meets our aggregate objective of 85%.

NOTES ABOUT THE OUTCOMES OF KPI MEASUREMENTS:

Overall, the KPIs improved from the prior year, which likely can be attributed to multiple causes. The aftereffects of the pandemic have largely subsided now that students have fully assimilated back to F2F coursework, so they have had more energy and mind space to devote to their academics. However, students’ mental health remains an ongoing concern, as we still have a few students requiring academic, personal, or professional interventions. Also, the economic climate continues to impact our students as more of them are working part-time or full-time, which diminishes the time and energy they have for academics. We will continue to monitor the KPIs to see if the improvement is sustained. There is still concern that inter-rater reliability among faculty and adjuncts for assessing KPIs is lower than desired. With a reduced faculty due to retirements, deaths, and resignations, and the increased use of adjuncts, we may see a wider range of ratings of our students’ performance on KPI-related assessments. Each semester I distribute a memo to faculty and adjuncts explaining the KPI rating process in an attempt to help further standardize the ratings. Lastly, the KPI outcomes are not always congruent to the content outcomes on the NCE, which adds to the mystery.

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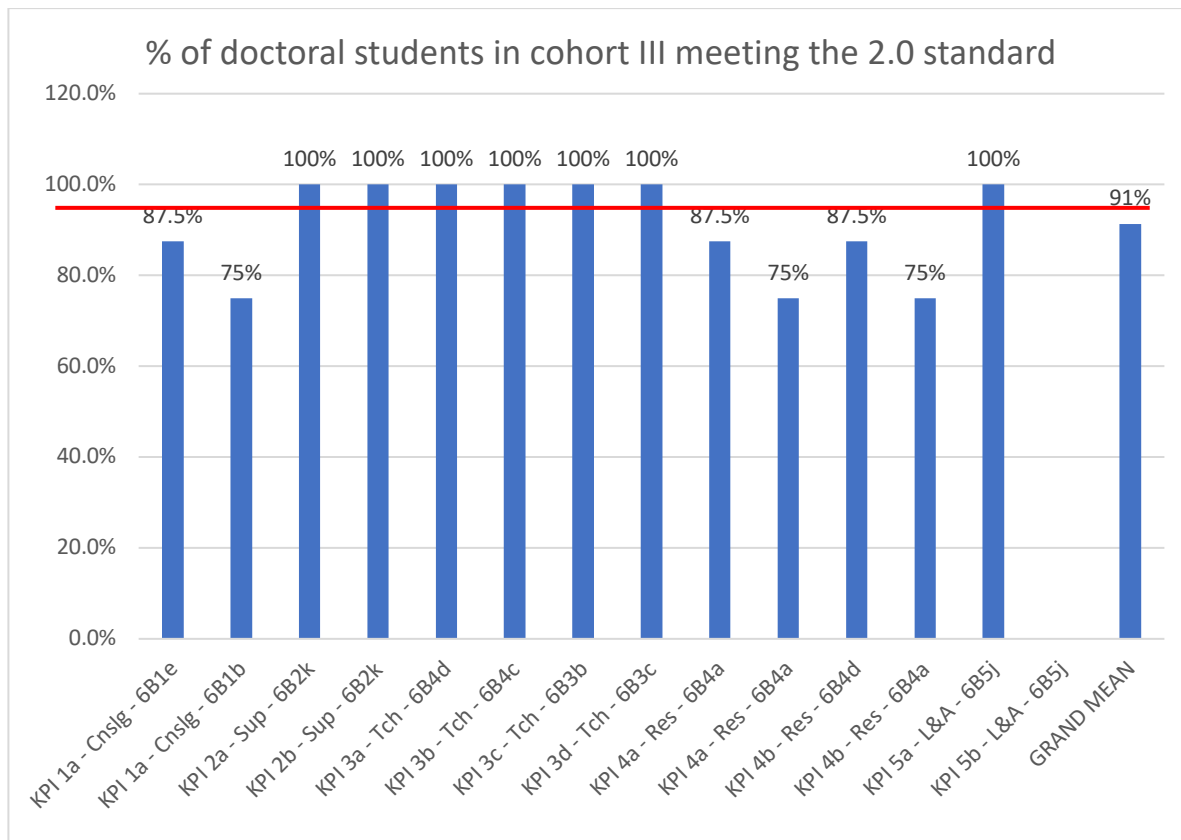
Key Performance Indicator (KPI) data for Doctoral Program – Cohort #3 – Start date Fall 2022

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

KPIs are assessed on a scale ranging from 0-3, with competency and proficiency associated with higher scores. KPI Scale: Zero is unmet, 1 is minimally met, 2 is met, and 3 is exceeds expectations.

We have collected 13 of 14 doctoral KPI measurements, which appear below.

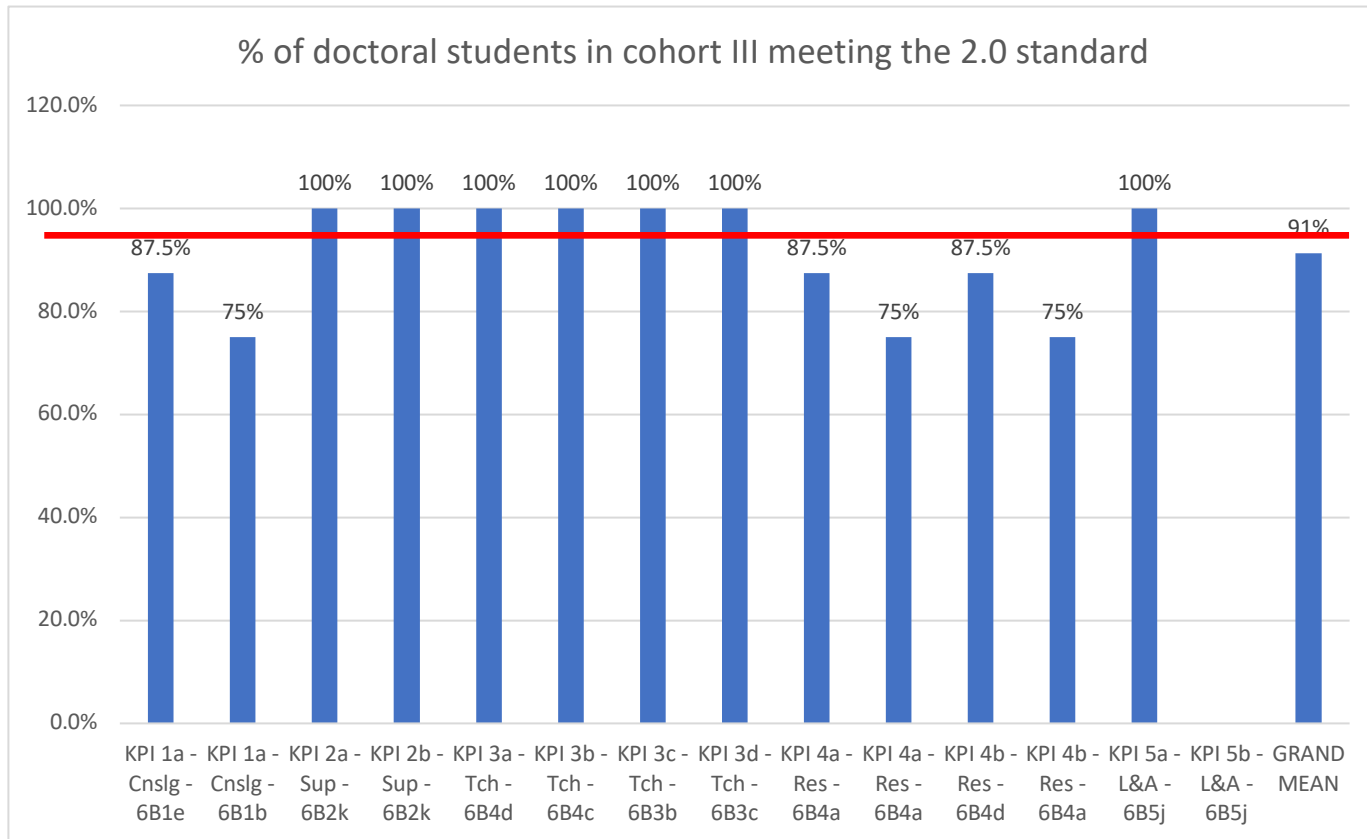
Of the 13 Key Performance Indicators (KPIs) assessed so far for doctoral cohort III, 7 out of 13 KPIs (54%) had means equal to or greater than 2.0. Our objective is that 95% of KPI means would be equal to or greater than 2.0, so we fell short of our objective. However, this outcome requires context and interpretation. Given that this cohort started with 8 students and one student withdrew, the low sample size created opportunities for low outlier values to skew the proficiency level of the students in aggregate, which occurred here.



Overall, we are pleased with our doctoral students' performance on the KPIs. We believe that KPIs with percentages below 87.5% represent outlier scores due to the aforementioned issue.

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Of the 13 doctoral-level KPIs assessed, our intermediate goal of 95% of students scoring 2 or higher was met 6 out of 13 times (46%). Our aspirational goal of 100% of our students scoring 2 or higher was met 7 out of 13 times (54%). Six KPIs (46%) were below the 90% standard set for *doctoral* KPIs.



KPI area 4, Research and Scholarship, is a growth area for this cohort. Increased mentoring during the dissertation phase may help to address this shortcoming. Adding more instruction time (i.e. increasing the credits for these respective courses from 3 to 4 credits) may help overcome this issue.

Other outcomes for Cohort III:

All 7 doctoral students passed their **qualifying** exams, which are comparable to a doctoral candidacy evaluation. All 7 doctoral students passed their **competency** exams on their first attempt too.

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Other doctoral program outcomes to report: Completions

Doctoral cohort I: A total of 9 out of 12 students (75%) have successfully defended their dissertations thus far and completed their EdD degree. The three remaining students from cohort I have all defended their dissertation proposals and are working on completing their dissertations.

Doctoral cohort II: A total of 10 out of 11 (91%) students have successfully defended their dissertation proposals. A total of 6 out of 11 (55%) students have successfully defended their dissertations and have completed their EdD degree thus far.

Doctoral cohort III: They are defending their competency exams in January 2025. Upon successful defenses of their competency exams, they will begin work on their dissertation proposals.

Surveys to doctoral students:

Our doctoral programs are still in their infancy, so a survey to our program graduates is premature. We will survey graduates from cohort I once the outcomes of the remaining three unfinished students become clearer.

Evaluation data from doctoral site supervisors:

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

Professional:

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

Surveys to alumni and employers:

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