



**University
of Dayton**

**Academic Year 2024-2025
Program Evaluation Outcome Report**

Clinical Mental Health Counseling and School Counseling Programs

Department of Counselor Education and Human Services

School of Education and Health Sciences

Table of Contents

<u>Table of Contents</u>	<u>1</u>
<u>Executive Summary</u>	<u>3</u>
<u>Introduction</u>	<u>3</u>
<u>Clinical Mental Health Counseling and School Counseling Programs</u>	<u>4</u>
<u>Council for the Accreditation of Counseling and Related Educational Programs (CACREP)</u>	<u>4</u>
<u>Counseling Program Faculty</u>	<u>4</u>
<u>Student Feedback and Program Improvement</u>	<u>7</u>
<u>Vital Statistics</u>	<u>9</u>
<u>Program Evaluation: Learning Outcomes</u>	<u>15</u>
<u>Licensure Test Data</u>	<u>15</u>
<u>Key Performance Indicators & Program Outcomes</u>	<u>16</u>
<u>Appendix A: Data Sources, Evaluation Schedule, and Program Modifications</u>	<u>25</u>
<u>Appendix B: Alignment of Program Educational Objectives with CACREP Standards and KPIs</u>	<u>28</u>

Executive Summary

The Clinical Mental Health Counseling and School Counseling programs at the University of Dayton demonstrate strong overall performance for recent academic years. Enrollment and graduation are stable, and mature cohorts typically achieve seven year completion rates in the seventies to upper nineties, with first time credentialing exam pass rates often in the high eighties or nineties. Reported job placement rates for most cohorts are at or above 90 percent and are frequently 100 percent, although several years show N/A values because job placement survey data were not available and the post graduation time frame has not yet been standardized.

For the 2024–2025 entering cohort across these two programs, 44 of 44 students returned in 2026, yielding a 100 percent first year retention rate. Academic performance for the 2024–2025 graduating classes is consistently high. In Clinical Mental Health Counseling, 25 students graduated with a maximum GPA of 4.00, a median GPA of 3.98, and a minimum GPA of 3.74. In School Counseling, 16 students graduated with a maximum GPA of 4.00, a median GPA of 4.00, and a minimum GPA of 3.88. Dispositional assessments indicate most students are rated at the highest level on a three point scale.

Admissions data for 2024–2025 indicate healthy demand for both programs, with strong yield from submitted applications to enrollment. The enrolled student body is predominantly female and White, with smaller representation of Black and multiracial students, and the programs do not currently track non binary or gender fluid identity in the reported dataset. Professional identity development is supported through student organizations, applied learning opportunities, and faculty guided initiatives. Key improvement priorities include more systematic and consistently timed job placement tracking and continued efforts to broaden diversity within the programs.

Introduction

The University of Dayton Clinical Mental Health Counseling (M.S.Ed.) and School Counseling (M.S.Ed.) programs rely on multiple data sources to guide decision making and support continuous quality improvement. These data typically fall into two broad categories: enrollment and retention trends, and learning outcomes data.

Enrollment and retention data describe trends in applicants, current students, and alumni. Learning outcomes are evaluated at the program and individual student levels to determine whether students are achieving the knowledge, skills, and professional dispositions identified in the curriculum. The purpose of this report is to summarize key program data for the academic year and to communicate program strengths, areas for growth, and planned improvements to internal and external stakeholders.

Clinical Mental Health Counseling and School Counseling Programs

The Clinical Mental Health Counseling (CMHC) and School Counseling (SC) programs at the University of Dayton are grounded in the Marianist values of community, service, and social justice. Both programs are committed to preparing highly qualified, ethical, and culturally responsive counselors who are equipped to meet the needs of diverse individuals, families, schools, and communities.

Program curricula are designed to align with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2024 Standards and relevant licensure requirements in the state of Ohio. Program learning objectives and key performance indicators are assessed at multiple points in the curriculum, and data are reviewed regularly by faculty to inform course, curriculum, and program-level changes.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Both counseling programs seek to reflect national standards for counselor preparation. To that end, the University of Dayton's Clinical Mental Health Counseling and School Counseling programs are accredited by CACREP. CACREP accreditation requires ongoing self-evaluation and external peer review of program objectives, curriculum, assessment practices, and student outcomes. Program faculty systematically collect and analyze data to demonstrate alignment with CACREP standards and to support strategic program improvement.

Counseling Program Faculty

Faculty Member	Role in relation to CE Program	Graduate / Professional Degree and Field	Course(s) They Teach
Alan Demmitt	Core Counselor Program Faculty	Ph.D., LPCC-S	EDC 521 – Intro to Clinical Mental Health Counseling EDC 574 – Independent Study – Counseling EDC 600 – Culminating Seminar EDC 605 – Professional Seminar EDC 631 – Diagnosis of Emotional and Mental Disorders EDC 635 – Couples & Family Counseling EDC 681 – Integrative Approach to Clinical Counseling

Brenda Gerhardt	Core Counselor Program Faculty	Ph.D., Licensed School Counselor	EDC 522 – Introduction to School Counseling EDC 529 – Career Counseling EDC 531 – Personality & Human Development Across the Lifespan EDC 532 – Special Education and the School Counselor EDC 535 – Assessment in Counseling EDC 542 – Crisis, Intervention, and Prevention EDC 546 – School Counseling Program Development & Implementation EDC 547 – Consultation & Leadership in School Counseling
Scott Hall	Core Counselor Program Faculty	Ph.D., LPCC-S, NCC	EDC 529 – Career Counseling EDC 535 – Assessment in Counseling EDC 543 – Theories & Techniques of Counseling EDC 545 – Counseling Techniques Lab EDC 574 – Independent Study – Counseling EDC 598 – Internship in Clinical Mental Health Counseling EDC 605 – Professional Seminar EDC 671 – Biological and Neurological Bases of Behavior and Learning EDC 683 – Treatment of Mental & Emotional Disorders
Meredith Montgomery	Core Counselor Program Faculty	Ed.D., LPCC-S	EDC 521 – Introduction to Clinical Mental Health Counseling EDC 605 – Professional Seminar EDC 681 – Integrative Approach to Clinical Counseling EDC 683 – Treatment of Mental & Emotional Disorders
Ashley Anderson	Non-Core Faculty Counselor Program Faculty	MSEd. In Counseling, Licensed School Counselor	EDC 620 – Theories & Techniques of Group Counseling EDC 675 – Diversity, Advocacy, and Intercultural Competence
James Ayers	Non-Core Faculty Counselor Program Faculty	Ed.S. in School Psychology, NCSP; Licensed School Psychologist	EDC 642 – Crisis Intervention & Prevention in Educational Settings
Brad Brewer	Non-Core Faculty Counselor Program Faculty	MSEd. In Counseling, LPCC-S	EDC 598 – Internship in Clinical Mental Health Counseling
Brittany Collins	Non-Core Faculty Counselor Program Faculty	M.S. in Counseling, LPCC-S	EDC 548 – Counseling Children & Adolescents EDC 598 – Internship in Clinical Mental Health Counseling EDC 631 – Diagnosis of Emotional & Mental Disorders

Latoya Davis	Non-Core Faculty Counselor Program Faculty	Ph.D., Licensed School Counselor, LPC	EDC 599 – Internship in School Counseling
Kristin Dolph	Non-Core Faculty Counselor Program Faculty	M.S. In Counseling, LPCC-S	EDC 584 – Practicum in Clinical Mental Health Counseling EDC 598 – Internship in Clinical Mental Health Counseling EDC 635 – Couples & Family Counseling
Steven Guglielmi	Non-Core Faculty Counselor Program Faculty	MSEd in Counseling, LPC	EDC 598 – Internship in Clinical Mental Health Counseling
Heather Guthrie	Non-Core Faculty Counselor Program Faculty	Ph.D. in Counseling, LPCC	EDC 584 – Practicum in Clinical Mental Health Counseling
Dantavious Hicks	Non-Core Faculty Counselor Program Faculty	M.S.Ed. in Counseling, LPCC	EDC 583/620 – Theories & Techniques of Group Counseling EDC 575/675 – Diversity, Advocacy, and Intercultural Competence
Stacy Ingraham	Non-Core Faculty Counselor Program Faculty	M.S.Ed. in Counseling, LPC	EDC 600 – Culminating Seminar
Tricia Klay	Non-Core Faculty Counselor Program Faculty	Ph.D. in Counseling, LPC; NCC; Licensed School Counselor; Mild/Moderate Special Education Licensure	EDC 535 – Assessment in Counseling EDC 545 – Counseling Techniques Lab EDC 600 – Culminating Seminar EDC 605 – Professional Seminar
Denise Lewis	Non-Core Faculty Counselor Program Faculty	Ph.D. in Counseling, LPCC	EDC 568 – Research & Evaluation in Human Services EDC 583/620 – Theories & Techniques of Group Counseling EDC 675 – Diversity, Advocacy, and Intercultural Competence
Rhonda Mercks	Non-Core Faculty Counselor Program Faculty	M.S. in Counseling, LPCC-S	EDC 675 – Diversity, Advocacy, and Intercultural Competence
Laura Miller	Non-Core Faculty Counselor Program Faculty	Ph.D. in School Psychology, Psy; NCSP	EDC 568 – Research & Evaluation in Human Services
Ezekiel Peebles	Non-Core Faculty Counselor Program Faculty	M.S.Ed in Counseling, LPC	EDC 623 – Foundations in Abnormal Psychology
Bob Skipper	Non-Core Faculty Counselor Program Faculty	M.S. in Counseling, LPCC	EDC 686 – Addictions Counseling

Liz Staley	Non-Core Faculty Counselor Program Faculty	M.S in Counseling, LPCC	EDC 543 – Theories & Techniques of Counseling EDC 545 – Counseling Techniques Lab EDC 548 – Counseling Children & Adolescents
Andy Taube	Non-Core Faculty Counselor Program Faculty	M.S.Ed in Counseling, Licensed School Counselor	EDC 529 – Career Counseling
Amy Theodor	Non-Core Faculty Counselor Program Faculty	M.S.Ed in Counseling, Licensed School Counselor	EDC 623 – Foundations in Abnormal Psychology EDC 675 – Diversity, Advocacy, and Intercultural Competence
Rita Tilton	Non-Core Faculty Counselor Program Faculty	M.S.Ed in Counseling, LPCC-S; NCC	EDC 522 – Introduction to School Counseling EDC 599 – Internship in School Counseling
Daniel Trunk	Non-Core Faculty Counselor Program Faculty	Ph.D. in Educational Administration, State of Ohio: Permanent Teaching Credential (K-8); State of Ohio: Permanent School Psychology Credential	EDC 568 – Research & Evaluation in Human Services
John Wagner	Non-Core Faculty Counselor Program Faculty	Ph.D. in Counseling, Psy; NCSP	EDC 631 – Diagnosis of Emotional & Mental Disorders EDC 635 – Couples & Family Counseling EDC 686 – Addictions Counseling
Jessica Warrick	Non-Core Faculty Counselor Program Faculty	Ph.D., LPCC; Psy.	EDC 620 – Theories & Techniques of Group Counseling EDC 630 – Evaluation of Emotional & Mental Conditions

Student Feedback and Program Improvement

Student feedback is gathered through course evaluations, practicum and internship feedback, advisory committee input, and discussions with site supervisors. Feedback is reviewed annually by program faculty and used to guide program improvement. The summaries below present key feedback themes and resulting program changes, beginning with the most recent academic year and moving backward to demonstrate continuity and responsiveness over time.

Academic Year 2024–2025

During 2024-2025, the School Counseling and Clinical Mental Health Counseling programs planned, formalized, and launched a Dual Licensure option. Students complete one program and segue into the certificate program to complete the requirements for licensure in the other program. Careful attention to electives choices can result in efficient and timely completion of both programs within a five-year span.

In the 2024-2025 academic year, School Counseling students indicated a desire for clearer guidance on balancing discipline with support/intervention for students with behavioral issues and a request for more information about the differences in counselor roles at elementary, middle, and high school levels before fieldwork begins. Changes were made to the introductory school counseling course (EDC 522) and the internship course (EDC 599) to address these concerns. Students requested more opportunities to explore the MTSS structure and functions as well as additional opportunities to practice writing 504 plans. Modifications to the special education course (EDC 532) have been made to address these issues.

Site supervisors for the School Counseling program suggested additional professional development for counselors to refresh individual counseling skills, and to offer more flexibility in fieldwork hours for teachers. This topic will be discussed with the School Counseling Advisory Council to ensure alignment between the needs of field-based practitioners and the School Counseling program.

In the 2024-2025 academic year, Clinical Mental Health Counseling training sites continued to report positive experiences with UD Counselor Trainees. Sites indicate that students are well-prepared, responsible, and open to feedback. Students report receiving thorough training with a wide breadth of demographics and diagnostic categories, as well as strong supervision that balances challenge and support.

In response to site and student feedback, we are working to ensure: (1) every site has a comprehensive and up-to-date orientation process for incoming Counselor Trainees, (2) site supervisors are available consistently and avoid rescheduling supervision meetings as much as possible, (3) students are receiving additional training in clinical documentation. As a result, we have increased the amount of clinical documentation training to three courses (Abnormal Psych, Treatment, and Internship). We have also developed training on clinical documentation through the Professional Resource Library that is freely available to all students and site supervisors.

To provide further professional development and support to trainees and community partners, the CMHC program developed a Professional Resource Library containing training and resources for mental health practitioners. The library is free to all practitioners across the state and was developed with funds from the Behavioral Health Workforce Expansion Program (BHWEP).

Academic Year 2023–2024

During 2023–2024, School Counseling students and site supervisors emphasized the need for earlier and more sustained school based experiences, practical exposure to MTSS and IAT processes, stronger understanding of legal responsibilities such as Section 504 planning, and developmentally appropriate counseling interventions. Clinical Mental Health Counseling students requested expanded leadership opportunities, mentorship for involvement in professional organizations, and increased access to applied professional activities.

In response, the School Counseling program piloted moving practicum to the spring semester of the first year. This pilot was successful and informed formal adoption beginning in spring 2025. Internship courses integrated panels of practicing school counselors, administrators, and related professionals to enhance applied learning. Special education coursework was revised to strengthen focus on legal and developmental considerations.

For Clinical Mental Health Counseling, the Ecotherapy Club became a recognized student organization, Chi Sigma Iota leadership opportunities were expanded, and students participated in conference presentations with faculty. An advisory committee composed of alumni, adjunct faculty, and community partners was convened to provide structured external feedback on program improvement.

For Clinical Mental Health Counseling, leadership pathways were expanded through Chi Sigma Iota, development of the Ecotherapy Club continued, and conference presentation opportunities were embedded into coursework. Advisory committee development and interprofessional education initiatives also progressed during this year.

Vital Statistics

Applicants and Admission (2024-2025)

During the 2024–2025 academic year, both counseling programs attracted a solid pool of applicants. Clinical Mental Health Counseling recorded 63 completed applications, with 35 applications moving forward in the process and 29 of those applicants becoming newly registered students. School Counseling recorded 22 completed applications, 18 applications in the submitted category, and 15 newly registered students.

Across programs, the proportion of submitted applicants who enrolled is high. Approximately 83 percent of submitted applicants in Clinical Mental Health Counseling and 83 percent of submitted applicants in School Counseling matriculated as newly registered students. When considered relative to all completed applications, about 46 percent of Clinical Mental Health Counseling applicants and about 68 percent of School Counseling applicants enrolled.

These patterns suggest that the programs are able to convert a large share of applicants who progress to the submitted stage into enrolled students, and that there is

consistent interest in both Clinical Mental Health Counseling and School Counseling. Because these data represent a single admission cycle and do not yet include multi-year comparisons or additional applicant characteristics, they provide an initial snapshot of demand and yield that the department can build on in future years.

Program	Total Completed Apps	Total Submitted Apps	Newly Registered Students	Notes
Clinical Mental Health Counseling	63	35	29	N/A
School Counseling	22	18	15	N/A

Enrollment Demographics (2024-2025)

During the 2024–2025 academic year, a total of 144 students were enrolled in the counselor education programs. The enrolled group is predominantly female, with 111 students (about 77 percent) identifying as female and 33 students (about 23 percent) identifying as male. The non binary or gender fluid column contains N/As because this data point is not currently tracked in the student information system, so the table does not reflect whether any students identify in this way.

Across racial and ethnic categories, most enrolled students identify as White (115 students, about 80 percent of enrollment). Black students represent 14 students (about 10 percent), and 11 students (about 8 percent) identify as multiracial. Smaller numbers of students identify as Asian (1), Hispanic (1), Other or Not Listed (1), or as international students (1). No students in this table are recorded as American Indian or Native American, Hawaiian Native or Pacific Islander, active duty military, veteran, or with a disability.

Overall, the 2024–2025 enrollment profile shows a strong majority of White and female students, with a smaller but meaningful presence of Black and multiracial students and very small numbers from other racial and ethnic groups. The pattern suggests that while there is some diversity within the student body, there is also ongoing opportunity to strengthen recruitment and retention efforts aimed at increasing representation of students from historically marginalized racial and ethnic groups and to improve the collection of gender identity data beyond the male and female categories.

	Male	Female	Non-Binary/Gender Fluid
--	------	--------	-------------------------

American Indian or Native American	0	0	N/A
Asian	0	1	N/A
Black	4	10	N/A
Hawaiian Native or Pacific Islander	0	0	N/A
Hispanic	1	0	N/A
Multiracial	4	7	N/A
Other/Not Lister	1	0	N/A
White	23	92	N/A
International Student	0	1	N/A
Active Duty Military	0	0	N/A
Veteran	0	0	N/A
With Disability	0	0	N/A

Enrollment, Completion Rates, and Job Placement

Across the Clinical Mental Health Counseling (CMHC) and School Counseling programs, enrollment and graduation patterns show overall stability with strong outcomes for students who complete their degrees. CMHC enrollments remain consistently high, generally between about 95 and 110 students per year, with 23 to 34 graduates per year. School Counseling enrollments are smaller and more variable, ranging from the mid 20s to low 60s, but the number of graduates each year remains steady in the low to mid 30s in earlier years and in the teens more recently. These patterns suggest that both programs continue to attract students and move them through to completion at a predictable pace, with recent declines in School Counseling enrollment identified as an area to monitor in relation to recruitment and workforce needs.

Seven year completion rates for cohorts that have reached the end of the graduation window are consistently strong in both programs. CMHC cohorts typically complete at rates from the low 70 percent range up to the high 90 percent range, and School Counseling cohorts that have fully matured usually fall in the mid 80 to mid 90 percent range. N/As in the most recent academic years represent cohorts that are still progressing through the program and have not yet reached the end of the seven year time frame, rather than a true non completion pattern.

First time pass rates on credentialing examinations are also strong for both programs. CMHC first time pass rates range from the high 80 percent range to 100

percent, with several years at or near 100 percent, while School Counseling first time pass rates generally range from the high 70 percent to mid 90 percent range. Taken together, these data indicate that students who complete the CMHC and School Counseling programs are well prepared for credentialing exams and professional practice, and that the programs are maintaining solid completion and licensure outcomes even as they continue to monitor enrollment and cohort size trends over time.

Program	Academic Year	Number of Semester Hours Required for Degree	Number of Student that Enrolled in the Program	Number of Students that Graduated from the Program	7-year Completion Rate of Program	First-Time Pass Rates on Credentialing Examinations : June-May of Academic Year	Job Placement Rate
Clinical Mental Health Counseling	2018-2019	60	100	34	88%	N/A	95%
	2019-2020	60	95	27	80%	100%	N/A
	2020-2021	60	109	23	76%	100%	96%
	2021-2022	60	100	34	71%	88%	100%
	2022-2023	60	104	25	80%	88%	100%
	2023-2024	60	95	28	85%	96%	100%
	2024-2025	60	110	25	N/A	91%	N/A
School Counseling	2018-2019	60	46	36	90%	92%	88%
	2019-2020	60	52	25	83%	86%	97%
	2020-2021	60	61	15	78%	90%	100%
	2021-2022	60	41	27	85%	95%	93%
	2022-2023	60	33	20	84%	89%	90
	2023-2024	60	24	11	84%	79%	100%
	2024-2025	60	35	16	N/A	72.73%	N/A

Notes:

* In this table, we are tracking multiple cohorts. The 7-year graduation rates that show N/As are a result of the corresponding cohort for that academic year being newer to the program and not within the graduation window. Rates will change over time as students progress through their programs.

* N/As represent limited data at the time of the report. Job placement surveys may not have been distributed yet causing delays in reporting.

Graduate GPA for Clinical Mental Health Counseling

Graduate GPA was reviewed for Clinical Mental Health Counseling students who completed the program in the 2024–2025 academic year. A total of 25 students graduated during this period. The maximum graduating GPA was 4.00, the median graduating GPA was 3.98, and the minimum graduating GPA was 3.74.

Overall, these results indicate consistently strong academic performance across the graduating cohort. The high median GPA, combined with a minimum GPA well above typical minimum progression thresholds, suggests that students who completed the program in 2024–2025 demonstrated strong mastery of program content and maintained solid academic standing throughout their coursework.

Total Graduates	Maximum GPA	Median GPA	Minimum GPA
25	4.00	3.98	3.74

Graduate GPA for School Counseling

Graduate GPA was reviewed for students who completed the School Counseling program in the 2024–2025 academic year. A total of 16 students graduated during this period. The maximum graduating GPA was 4.00, the median graduating GPA was 4.00, and the minimum graduating GPA was 3.88.

These results indicate exceptionally strong academic performance across the graduating cohort. The median GPA of 4.00 suggests that at least half of the graduates earned a perfect GPA, and the minimum GPA remains well above typical program progression requirements. Overall, the data reflect consistent mastery of academic and professional competencies among School Counseling graduates during the 2024–2025 academic year.

Total Graduates	Maximum GPA	Median GPA	Minimum GPA
16	4.00	4.00	3.88

Retention

For this report, retention was examined for the 2024–2025 academic cohort across all Counselor Education programs. This cohort includes students who initially enrolled in Fall 2024, Spring 2025, or Summer 2025. Retention was defined as whether these students returned and were still enrolled in 2026. Of the 44 students who entered during this period, all 44 returned in 2026, resulting in a retention rate of 100 percent for the 2024–2025 cohort.

This pattern suggests that, for this recent cohort, students are finding a strong fit in the program and are successfully navigating their first year of coursework and field preparation. A retention rate of 100 percent is an indicator that early supports such as orientation, advising, and faculty mentoring are effectively helping new students persist through the initial stages of graduate study. At the same time, this result represents a single cohort and therefore should be interpreted as an encouraging early snapshot rather than a long term trend. As additional cohorts from future academic years are tracked using the same method, the department will be able to examine whether similarly high retention levels are sustained over time and to identify any specific subgroups or program areas that may require more targeted retention efforts.

Retention Rate			
Academic Cohort	Entering Cohort Size	Students Returned	Retention Rate
2024-2025	44	44	100.00%

Employment Outcomes

Available job placement data for the Counselor Education programs at the University of Dayton indicate very strong employment outcomes for graduates in both Clinical Mental Health Counseling and School Counseling. The Vital Statistics table reports annual job placement rates by academic year. For Clinical Mental Health Counseling, job placement rates are 95 percent in 2018–2019, 96 percent in 2020–2021, and 100 percent in 2021–2022, 2022–2023, and 2023–2024. For School Counseling, job placement rates are 88 percent in 2018–2019, 97 percent in 2019–2020, 100 percent in 2020–2021, 93 percent in 2021–2022, 90 percent in 2022–2023, and 100 percent in 2023–2024. Across the years where data are available, almost all reported job placement rates are at or above 90 percent, which suggests that the vast majority of graduates who respond to follow up are securing positions in counseling or closely related roles.

The table also contains several entries marked as N A for job placement, specifically for Clinical Mental Health Counseling in 2019–2020 and 2024–2025 and for

School Counseling in 2024–2025. A note explains that N A values represent limited data at the time of the report and that job placement surveys may not have been distributed yet, which caused delays in reporting. In addition, the Vital Statistics document does not specify the exact time frame used to calculate job placement rates, such as employment within six months or twelve months after graduation, and it does not distinguish between positions in Ohio and positions in other states.

Taken together, the data that are available show consistently high employment outcomes for graduates of both programs, with most cohorts reaching job placement rates near or at 100 percent. At the same time, there are important gaps, particularly in years where survey data were incomplete or not yet collected and in the lack of a clearly defined post graduation time frame for employment. Strengthening systematic distribution and tracking of job placement surveys and documenting the time window used for these calculations will allow the department to report employment outcomes more completely in future cycles.

Program Evaluation: Learning Outcomes

Licensure Test Data

School Counseling

Academic Year	OAE Test	First-Time Pass Rate %
2018-2019	School Counselor	92%
2019-2020	School Counselor	86%
2020-2021	School Counselor	90%
2021-2022	School Counselor	95%
2022-2023	School Counselor	84%
2023-2024	School Counselor	79%
2024-2025	School Counselor	72.73%

Clinical Mental Health Counseling

Academic Year	NCE Test	Pass Rate %
2018-2019	Clinical Mental Health Counseling	n/a
2019-2020	Clinical Mental Health Counseling	100%
2020-2021	Clinical Mental Health Counseling	100%
2021-2022	Clinical Mental Health Counseling	88%
2022-2023	Clinical Mental Health Counseling	88%
2023-2024	Clinical Mental Health Counseling	96%
2024-2025	Clinical Mental Health Counseling	91.67%

Key Performance Indicators & Program Outcomes

Student Professional Dispositions

Student professional dispositions are assessed every academic term using a standardized Knowledge, Skills, and Dispositions (KSD) rubric and the Assignments Without Borders (AWB) final course assignment. Faculty rate each student on an ordinal scale from 1 to 3, where 1 indicates significant concern, 2 indicates that expectations are met, and 3 indicates performance that exceeds expectations. KSD ratings are documented for Knowledge, Skills, and five disposition dimensions (dignity and respect, cultural humility, professional integrity, ethical and legal behavior, and willingness to grow and accept feedback). AWB is evaluated with the same 1 to 3 scale as a culminating demonstration of students' professional readiness. Ratings are entered at the course level each term and aggregated annually for program review.

Across the 2018–2019 through 2024–2025 academic years, aggregate results show a consistently strong dispositional profile. For Knowledge, Skills, and each of the five disposition areas, the large majority of ratings fall at level 3, with nearly all remaining ratings at level 2 and only a very small number of level 1 ratings in any given year. AWB results follow the same pattern, with students most often receiving a 3 on the final assignment and very few ratings of 1. In 2024–2025 the pattern remains stable, suggesting that students who progress through the program typically demonstrate professionalism, ethical behavior, respect for diversity, and receptivity to feedback at or above expected levels. The small number of level 1 ratings across years indicates isolated

cases rather than a broad trend; these occurrences warrant continued monitoring and targeted support, particularly in areas related to growth and feedback, but do not suggest systemic concerns with student dispositions.

Score Frequency Counts									
Knowledge		2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025	Grand Total
	1	8		13	2	2		6	31
	2	71	3	69	45	26	18	24	256
	3	1103	115	756	664	607	690	774	4709

Skills		2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025	Grand Total
	1	6		13		4		4	27
	2	114	6	89	57	39	16	33	354
	3	1192	113	736	641	592	692	741	4707
Disposition 1: Dignity & Respect for Self & Others		2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025	Grand Total
	1	13		11	1	8	2	3	38
	2	116	6	74	27	19	20	16	278
	3	1181	112	749	673	608	662	786	4771
Disposition 2: Embraces Diversity & Cultural Humility		2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025	Grand Total
	1	13		11	1	8	2	3	38
	2	110	6	74	27	19	20	5	261
	3	1187	112	749	671	608	662	797	4786
Disposition 3: Professional Integrity		2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025	Grand Total
	1	13		11	1	8	2	5	40
	2	110	6	74	27	19	20	7	263
	3	1187	112	749	671	608	662	793	4782
Disposition 4: Ethical & Legal Behavior		2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025	Grand Total
	1	13		11	1	8	2	2	37
	2	110	6	74	27	19	20	2	258
	3	1187	112	749	671	608	662	801	4790
Disposition 5: Willingness to Grow & Accept Feedback		2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025	Grand Total
	1	13		11	1	8	2	8	43
	2	110	6	74	27	19	20	8	264
	3	1187	113	749	671	608	662	789	4779
AWB		2018-2 019	2019-2 020	2020-2 021	2021-2 022	2022-2 023	2023-2 024	2024-2 025	Grand Total
	1	2		13		1		2	18
	2	43	1	5	13	5	3	6	76
	3	852	61	488	382	381	586	614	3364

Assignments Without Borders (AWB) Analysis

Assignments Without Borders (AWB) serves as the Key Performance Indicator (KPI) component of the Knowledge, Skills, and Dispositions assessment framework and is evaluated using a three point ordinal scale, where a score of 3 represents performance exceeding expectations. *The departmental benchmark for AWB is that at least 85 percent of students in each course section score a 3.*

As seen in the table score frequency count table above, across academic years 2018–2019 through 2024–2025, AWB results consistently meet and exceed this

benchmark. Aggregate data show that the vast majority of AWB ratings fall at level 3. Over this period, 3,364 AWB ratings were scored as 3, compared to 76 ratings of 2 and 18 ratings of 1. In the most recent academic year represented in the data, 2024–2025, AWB results included 614 ratings of 3, 6 ratings of 2, and 2 ratings of 1, indicating that well over 85 percent of students achieved the highest performance level.

In the table below, course level results further support this pattern. Reported AWB means across sections are consistently at or near 3.00. For example, in 2023–2024, EDC 521 M1 and M2 each reported a mean AWB score of 3.00 with no observed variability. In 2024–2025, most course sections continued to report mean scores at or near 3.00, with a small number of sections slightly below this level but still reflecting that the large majority of students scored a 3.

Based on these results, the AWB benchmark was met across the last two reporting years below, and no programmatic changes are required for this assessment area during the current review cycle.

<i>Academic Year</i>	<i>Course</i>	<i>N</i>	<i>Mean AWB Score</i>	<i>Standard Deviation</i>
2023-2024	EDC-521 M1	18	3.00	0.00
	EDC-521 M2	21	3.00	0.00
	EDC-522 M1	6	3.00	0.00
	EDC-522 M2	8	3.00	0.00
	EDC-529 M1	17	2.94	0.24
	EDC-529 M2	20	3.00	0.00
	EDC-531 M1	19	3.00	0.00
	EDC-531 M2	21	3.00	0.00
	EDC-531 M3	11	3.00	0.00
	EDC-532 M2	3	3.00	0.00
	EDC-535 Z1	25	3.00	0.00
	EDC-535 Z3	15	3.00	0.00
	EDC-543 M1	15	3.00	0.00
	EDC-543 M2	16	3.00	0.00
	EDC-543 Z1	13	3.00	0.00

EDC-545 M3	16	3.00	0.00
EDC-545 Z1	13	2.92	0.27
EDC-546 M2	3	3.00	0.00
EDC-568 81	21	3.00	0.00
EDC-585 M2	3	3.00	0.00
EDC-599 M2	4	3.00	0.00
EDC-600 M1	9	3.00	0.00
EDC-605 M1	32	3.00	0.00
EDC-605 M2	8	3.00	0.00
EDC-605 M3	10	3.00	0.00
EDC-605 Z1	14	3.00	0.00
EDC-605 Z2	17	3.00	0.00
EDC-620 M1	17	3.00	0.00
EDC-620 M2	7	3.00	0.00
EDC-621 M1	9	3.00	0.00
EDC-623 M1	19	3.00	0.00
EDC-630 Z1	14	3.00	0.00
EDC-631 Z4	20	3.00	0.00
EDC-642 61	4	3.00	0.00
EDC-642 63	6	3.00	0.00
EDC-671 M1	8	3.00	0.00
EDC-671 M2	14	3.00	0.00
EDC-675 M3	13	3.00	0.00
EDC-681 M1	12	3.00	0.00
EDC-681 M2	18	3.00	0.00
EDC-683 M1	16	3.00	0.00
EDC-683 M2	15	3.00	0.00

2024-2025	EDC-686 M1	19	2.95	0.22
	EDC-521 D1 DESALES	12	3.00	0.00
	EDC-521 M1 DAYTON	17	3.00	0.00
	EDC-522 M1	9	3.00	0.00
	EDC-529 D1	19	3.00	0.00
	EDC-529 M1	26	2.96	0.19
	EDC-531 M1	12	3.00	0.00
	EDC-531 M2	8	3.00	0.00
	EDC-532 M1	8	3.00	0.00
	EDC-543 D1 DESALES	13	3.00	0.00
	EDC-543 M1 DAYTON	11	3.00	0.00
	EDC-544 M1	11	3.00	0.00
	EDC-545 D1	10	3.00	0.00
	EDC-545 M1 DAYTON	14	2.93	0.26
	EDC-545 M2 DAYTON	17	3.00	0.00
	EDC-546 M2	9	3.00	0.00
	EDC-547 D1	5	3.00	0.00
	EDC-548 Z1	8	3.00	0.00
	EDC-548 Z2	10	3.00	0.00
	EDC-574 M1	13	3.00	0.00
	EDC-574 M2	1	3.00	0.00
	EDC-574 M3	2	3.00	0.00
	EDC-584 M1	9	3.00	0.00

EDC-584 M1 DAYTON	2	3.00	0.00
EDC-585 D1	13	3.00	0.00
EDC-585 M1	6	2.50	0.76
EDC-598 D1	10	2.80	0.40
EDC-598 D2	12	3.00	0.00
EDC-598 D2 DESALES	2	3.00	0.00
EDC-598 M1	2	3.00	0.00
EDC-598 M2	7	3.00	0.00
EDC-598 M2 DAYTON	6	3.00	0.00
EDC-598 P1	1	3.00	0.00
EDC-599 D1	1	3.00	0.00
EDC-599 M1	3	3.00	0.00
EDC-599 M2	7	3.00	0.00
EDC-599 P1	4	3.00	0.00
EDC-599 P2	6	3.00	0.00
EDC-600 M1	5	3.00	0.00
EDC-605 D1	16	3.00	0.00
EDC-605 M1	14	2.93	0.26
EDC-605 M2	11	3.00	0.00
EDC-605 M3	11	3.00	0.00
EDC-620 M1	23	3.00	0.00
EDC-621 M1	5	3.00	0.00
EDC-623 D1 DESALES	14	3.00	0.00
EDC-623 M1 DAYTON	4	3.00	0.00
EDC-631 Z4	25	3.00	0.00

EDC-635 D1	14	3.00	0.00
EDC-635 M1	14	3.00	0.00
EDC-671 D1	18	2.89	0.46
EDC-671 M1	15	3.00	0.00
EDC-675 D3	17	3.00	0.00
EDC-675 M1	24	3.00	0.00
EDC-681 DESALES	15	3.00	0.00
EDC-681 M1 DAYTON	10	3.00	0.00
EDC-683 D1	19	3.00	0.00
EDC-683 M1	13	3.00	0.00
EDC-684 D1 DESALES	2	3.00	0.00
EDC-686 M1 DAYTON	7	3.00	0.00

Professional Development and Engagement

The Department of Counselor Education and Human Services in the School of Education and Health Sciences at the University of Dayton supports professional identity development through a wide range of departmental initiatives, grant funded programs, and student organizations. Students engage with national, state, and regional professional associations through opportunities connected to the American Counseling Association, American School Counselor Association, National Association of School Psychologists, Ohio Counseling Association, Ohio School Counselor Association, Ohio School Psychologists Association, and related groups, which provide education, networking, and leadership development for counselors in training.

Within the department, honor societies and student organizations provide structured venues for leadership and service. Graduate counseling students participate in Chi Sigma Iota, which has two chapters at UD (Upsilon Delta and Upsilon Delta Chi) and recognizes academic and clinical excellence while promoting scholarship, research, professionalism, and leadership. Additional organizations such as the Ecotherapy Club, School Psychologists of the University of Dayton (SPUD), the Future School Psychologists of Ohio Club, Graduate Community Fellows, and other school psychology affiliated groups offer students ongoing opportunities for professional development, outreach, and social support.

Grant funded and interprofessional initiatives further strengthen professional engagement. The Community Wellness Initiative, which grew out of the Behavioral Health Workforce Education and Training (BHWET) program, places clinical mental health counseling, school counseling, and school psychology graduate students in a lab structure where they collaborate with faculty and community partners across a 30 county region to conduct mental health research, develop outreach projects, and build workplace wellness resources. BHWET training emphasizes interprofessional education and practice, leadership roles within lab teams, and the design of research, community outreach, and public education campaigns that contribute to students' professional identity as mental health practitioners.

Students also participate in broader SEHS initiatives such as the Brain Health Collective, which supports education, research, and community outreach related to brain injury and brain health in collaboration with Premier Health, Kettering Health, and Dayton Children's Hospital, and provides additional avenues for faculty and student involvement in interdisciplinary projects. Across these activities, students are encouraged to present research and practice innovations at venues such as UD's campus wide Stander Symposium and state conferences, as reflected in recent departmental updates that highlight student presentations at the Ohio School Counselor Conference, the All Ohio Counselors Conference, and recognition of students by the Ohio School Psychologists Association.

Student and Faculty Recognition

During the past two academic years, students, alumni, faculty, and programs in the Department of Counselor Education and Human Services have received a range of awards and recognitions at the school, university, state, and national levels.

Departmental awards at the School of Education and Health Sciences ceremonies highlight excellence among counseling students. In 2024 and 2025, one Clinical Mental Health Counseling student from each campus receives the Chaminade Award for Excellence in Counseling and one School Counseling student from each campus receives the Eugene K. Moulin Award of Excellence in Counseling. A graduate student in Counselor Education and Human Services also received the Graduate Student Showcase Scholarship Award for the master's level category.

Students have also been recognized by state level organizations and professional conferences. Current school counseling student Michaela Short received a scholarship from the Ohio School Counseling Association, and along with several program alumni, presented at the

2025 Ohio School Counselor Conference, and counseling student Laura Hils presented at the 2025 All Ohio Counselors Conference. The department notes that graduates across programs have achieved a one hundred percent employment rate among those seeking positions after graduation, which reflects strong professional outcomes for students.

Faculty and alumni have similarly been recognized for teaching, scholarship, service, and leadership. Recent School of Education and Health Sciences awards include the inaugural SEHS Crossing Boundaries Award to Dr. Meredith Montgomery in 2024, Departmental communications also highlight additional faculty honors, including the Bob Dannenhold Award to Dr. Brenda Gerhardt from the Higher Education Consultants Association and the selection of School Counseling Clinical Site Coordinator and adjunct instructor Rita Tilton as Counselor Educator of the Year by the Ohio School Counselor Association.

Several faculty have been recognized through university and national programs for their professional achievements. Meredith L. T. Montgomery was honored in the University of Dayton Milestone Recognition Program in 2024 and 2025 for promotion to the rank of associate professor in the Department of Counselor Education and Human Services. Susan Davies, chair of the department, has received multiple awards, including a University of Dayton Alumni Award in Scholarship and national recognition from the National Association of School Psychologists for advocacy activities and school psychology awareness efforts.

Grant activity connected to the counseling programs also reflects significant faculty achievement. Meredith Montgomery serves as principal investigator for the Behavioral Health Workforce Education and Training (BHWET) program, a four year, 1.92 million dollar grant from the Health Resources and Services Administration and the American Rescue Plan that supports behavioral health workforce development. In 2025 she also secured an additional 278,000 dollars in Great Minds Fellowship funding, on top of a 331,705 dollar award in 2023, to provide financial support and incentives for clinical mental health counseling students entering community behavioral health positions across Ohio. Together, these awards, recognitions, and grants demonstrate a sustained pattern of distinction among students, alumni, faculty, and programs in Counselor Education and Human Services.

Appendix A: Data Sources, Evaluation Schedule, and Program Modifications

Data Collection and Timelines					
(2.D.3) Data that will be collected	(2.D.4) How and when data will be collected	(2.D.5) How data will be reviewed or analyzed	(2.D.8) How data will be used for curriculum and program improvement	Where it is stored	When and how is it shared with students
Demographic and applicant characteristics	Application Information Interview	Program faculty conference post interviews	Evaluating application process in comparison with graduation outcomes	Canvas	Admission or denial to the program Aggregate data is included In annual CACREP reports on the UD website
Aggregate scores on AWBs	Scores from the primary courses w/ CACREP's eight common core areas	DAM 1 & 2	Examine foundational knowledge acquisition and adjust content and pedagogy as needed	Canvas and Individual Files	Students see their own scores for each AWB assignment. Aggregate scores are only used by the program faculty to make changes to the curriculum if students are not consistently earning at the 85% threshold and above. If the aggregate performance levels do not reach the 85% benchmark, programmatic changes may be initiated by the faculty with input from the advisory council.

Key Performance Indicators Assignments	Scores from Core Courses and Selected Specialty Courses	DAM 1 & 2	Scope and sequence of curriculum	Individual Files	If a student grade on any KPI falls below 85% the individual instructor will contact the student and initiate a plan for student success. The formal remediation process may be triggered based on the outcome of the initial advisor: student meeting
--	---	-----------	----------------------------------	------------------	--

Aggregate rubric ratings on KSD-C's	Every Course, Every Semester	DAM 1 & 2	Program climate and pedagogy	Individual Files	If a student receives a KSD score below a 3 on a 1-3 score, the student's advisor will contact the student and initiate a plan for student success. The formal remediation process may be triggered based on the outcome of the initial advisor: student meeting. If the aggregate performance levels do not reach the 85% benchmark, programmatic changes may be initiated by the faculty with input from the advisory council.
Supervisor Evaluation of Students	One time during practicum for each program and at specific hours points for each program. CMHC-every 100 hour mark SC- 100, 200, 400, 600 hour marks	Information is shared electronically with university internship instructor, clinical experience coordinators, and the program coordinator for each program. Information for each program is only provided to that specific program	Data is used to measure student success and identify areas for growth in the application of skills and professional knowledge, and professional identity.	Canvas	If a student receives scores below the 85% threshold, the practicum or internship instructor and site supervisor will meet with the student to create a plan for improvement. The program coordinator may also be invited to the meeting is requested by any party. The formal remediation process may be triggered based on the outcome of the initial site supervisor, instructor, student meeting. If the aggregate performance levels do not reach the 85% benchmark, programmatic

					changes may be initiated by the faculty with input from the advisory council.
Input from Advisory board	Advisory Board meetings held at least every 2 years by each program	DAM 2	Course and program revisions	Meeting Minutes in Canvas	Students are not typically informed of this information unless program or curricular changes result from the advisory board feedback

Student Program Review feedback themes	Student complete evaluations of the program and their internship sites in their culminating courses: EDC 600 (CMHC) & EDC 599 (SC)	DAM 2	Program and course revisions	Canvas	Students are the source of this data
Survey (supervisors, employers, and alumni)	Annually after the spring semester	DAM 2	Program and course revisions	Canvas	N/A

*DAM = Data Analysis Meeting

Appendix B: Alignment of Program Educational Objectives with CACREP Standards and KPIs

(2. D. 1) Program Objective *1-4 are similar for both programs and the KPIs address both	Key Performance Indicator (KPI)	Academic Quality Indicator to Measure KPIs I = introduction R = Review M = Mastery At least one of the Mastery components is measured during fieldwork experiences	(2 D. 2) Benchmark threshold	(2. D. 6) Addressing unmet minimum thresholds
1.Demonstrate a professional counselor identity through participation in professional organizations, acquisition of ethical and legal knowledge and recognition of a professional developmental process characterized by the integration of personal and professional experiences.	Professional Counseling Orientation and Ethical Practice: Students demonstrate understanding of and apply ethical and legal standards within the context of professional counselor roles, responsibilities, and identity.	CMHC 521- Counselor Interview (I) 521- Ohio Revised Code Assignment (R) 521- Professional Development Plan (R) 584-Obtain CT status prior to beginning practicum (M) 598-University and Site supervisor evaluations at each 100 hour mark (M) School Counseling 522- Counselor Shadowing Assignments (I) 522- School Counselor Role & Fit Paper (R) 544- Individual Legal/Ethical Dilemma Assignment (R) 585-Practicum in school counseling Obtain pre-service teacher permit through ODEW prior the start of practicum(M) 599- Internship in School Counseling University and site supervisor evaluations at 200, 400, and 600 hour marks (M)	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties. If the aggregate performance levels do not reach the 85% benchmark, programmatic changes may be initiated by the faculty with input from the advisory council. 1.

2 Demonstrate the knowledge, skills and dispositions to enable an appreciation of cultural differences and their influence on counseling practice, and a developing openness toward "others."	Social and Cultural Identities and Experiences: Students demonstrate awareness, knowledge and skills to implement multicultural and social justice counseling competencies within a counseling context.	Both CMHC and SC 675- Review of Multicultural Counseling Competencies (I) 675- Implicit Bias Modules (R) 675-Cultural Scrapbook Group Presentation (AWB) (R) 584(CMHC Practicum) 585 (SC Practicum)-Collection of demographic data about individuals at the site and applications of intersectionality and identities at practicum (M)	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties. If the aggregate performance levels do not reach the 85% benchmark, programmatic changes may be initiated by the faculty with input from the advisory council.
3. Demonstrates the ability to apply an understanding of the process of human development as holistic wellness - involving mind, body and spirit, spanning a lifetime, and resulting in varying outcomes due to the interactions between individual and environmental factors.	Human Growth and Development Students demonstrate understanding and application of human development across the lifespan and its significance for counseling relationships and strategies	Both CMHC and SC 531- Module Discussion Boards (I) 531- Three Part Trauma Project (R) 531- Developmental Approach to Counseling Professional Development Presentation (R) 683- Group treatment planning by diagnostic category (M) 584- Case conceptualization in practicum (M) 599- Case study in Internship	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties. If the aggregate performance levels do not reach the 85% benchmark, programmatic changes may be initiated by the faculty with input from the advisory council.

4. Demonstrate the characteristics of effective helpers as they grow in acquiring theoretical knowledge, therapeutic relational skills, and self-awareness through critical reflection.	Counseling Practice and Relationships: Students demonstrate counselor characteristics, behaviors, interviewing, techniques and counseling skills that influence the helping relationship	CMHC and SC 543- Case Studies (I) 543- Theoretical Paper (R) 543- Final Triad (M) 545- Communication Habits Assessment (I) 545- In-Class Triads (R) 545- Synthesis Tape (R) SC 585-Practicum Site Supervisor Formative Evaluation (R) 599- Internship Site Supervisor Evaluation (M) CMHC 584 Practicum Site Supervisor Evaluation (R) 598-Internship Site Supervisor Evaluation (M)	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties. If the aggregate performance levels do not reach the 85% benchmark, programmatic changes may be initiated by the faculty with input from the advisory council.
5. a. CMHC Demonstrate abilities to successfully practice clinical mental health counseling in public and private behavioral health	Mental Health Practice Demonstrate and apply mental health service delivery modalities and	Case conceptualizations and AWBs for EDC 683 EDC 584 & 598 Site Supervisor Evaluations of CT's	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship

care systems by acquiring the knowledge, skills and dispositions to think and speak in the vernacular of the medical model (i.e. the current DSM) within a broader contextual understanding of the holistic (mind, body, spirit) nature of the human experience	networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare		All students are expected to reach the threshold of 3 on a 1-3 scale on knowledge and skills as measured each semester using the KSD instrument each semester	handbooks will be completed and signed by all parties. If a student receives a KSD score below a 3 on a 1-3 score, the student's advisor will contact the student and initiate a plan for student success. The formal remediation process may be triggered based on the outcome of the initial advisor: student meeting If the aggregate performance levels do not reach the 85% benchmark, programmatic changes may be initiated by the faculty with input from the advisory council.
5. b. School Counseling UD school counseling graduates will demonstrate abilities to successfully practice school counselor professional duties in the K-12 school setting by acquiring the knowledge, skills, and dispositions necessary to design and implement comprehensive school counseling programs as defined by the ASCA National Model	School Counseling Advocacy for comprehensive school counseling programs and associated school counselor roles	Role and Fit Paper, EDC 522 CSCP project EDC 546 EDC 585 & 599 Site Supervisor Evaluations of practicum and internship students	All students are expected to earn a score of 85% or higher on each assignment in each course All students are expected to reach the threshold of 3 on a 1-3 scale on knowledge and skills as measured each semester using the KSD instrument each semester	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties. If a student receives a KSD score below a 3 on a 1-3 score, the student's advisor will contact the student and initiate a plan for student success. The formal remediation process may be triggered based on the outcome of the initial advisor: student meeting

				If the aggregate performance levels do not reach the 85% benchmark, programmatic changes may be initiated by the faculty with input from the advisory council.
--	--	--	--	---

Key Performance Indicator (KPI) Not explicitly linked to the program objectives but integrated throughout the program and content for both CMCH and SC programs	Academic Quality Indicator to Measure KPIs I = introduction R = Review M = Mastery At least one of the Mastery components is measured during fieldwork experiences	(2 D. 2) Benchmark threshold	(2. D. 6) Addressing unmet minimum thresholds
Career Development: Students demonstrate understanding of career development and the interrelationships among related life factors including work, well-being, mental health, relationships, and other life roles through the use of theories and assessment.	529- Taking and Evaluating Career Assessments (I) 529- Specific Population Presentation (R) 529- Career Autobiography (R) 529- Three Sessions with Client (CMH) (R) 529- Three Developmentally Appropriate Career Lesson Plans (SC) (R) CMHC 683- Consideration of career factors in the development of treatment plans (M) EDC 598- Lead a client through a career-related assessment SC EDC 599- Lead a class and/or individual student through career-related assessments	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties.
Group Counseling and Group Work: Students demonstrate understanding of the dynamics, strategies, and conditions associated with group work effectiveness.	620- Serve as Group Member and Lead Icebreakers (I) 620- Simulation Experience and Report (R) 620- Group Counseling Program Plan (R) 598-Internship lead small group counseling sessions 599-Internship Lead Small Group Counseling (M)	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties.

Assessment and Diagnostic Processes: Students demonstrate competent use of assessment relevant to diagnosis of mental and emotional disorders and conditions, academic/education, career, personal, and social development.	535- Terminology and Statistical Concepts Exam (I) 535- Assessment Paper (R) 631- Inquiries (I) 631- Quizzes (R) 631- Final Exam (R) 683- Determining diagnosis of a client using DSM criteria (M) 598-Use a diagnostic assessment with supervision at internship site (M) 599- Administration of interest inventories, career assessments, SEL assessments, and participation in MTSS teams to determine support options for all students (M)	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties.
Research and Program Evaluation: Students understand how to critique research to inform counseling practice and demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession.	568- Article Reviews (I) 568- Research Grant Proposal (R) 568- Proposal PowerPoint Presentation (R) 683-Integrate use of current research to learn about treatment modalities and to guide the selection of treatment options (M) 584- Case presentation in Practicum class (M) 598- Case presentation in Internship class (M) 585- Integration of material from the annual state grade cards to guide creation of needs assessments 599- Case presentation of a student incorporating current research about the needs of the student and best practices to support that student based on the individual issue(s)	All students are expected to earn a score of 85% or higher on each assignment in each course	A score of less than 85% triggers individual follow up between the student and instructor during which strategies for improvement are discussed. If needed, utilization of the forms for remediation, retention, and dismissal as described and included in both the program handbooks and program practicum and internship handbooks will be completed and signed by all parties.