

CEHHS Counseling Department

Annual Program Report 2022

Clinical Mental Health, School Counseling, Student Affairs in Higher Education

Dr. Chasek, Department Chair

March 2023

Counseling Department

Mission Statement: We Train Colleagues!

The mission of the UNO Counseling Department is to provide high quality academic and clinical preparation leading to eligibility for licensure and certification as professional counselors. Through a rigorous, evidence-based curriculum designed to train critical thinkers and reflective practitioners, candidates are prepared to work with diverse clients across multiple professional settings and engage and remain active as advocates and future leaders within and for the counseling profession and those we serve. As dedicated practitioners, reflective scholars, and responsible citizens, our graduates are prepared to fill the need for licensed/certified clinical mental health counselors, school counselors, and student affairs professionals across the Omaha metropolitan region, Nebraska, and the nation.

Counseling

The 60 credit M.S. degree with a concentration in CMHC includes the coursework and field experiences (practicum/internships) required for licensure as a mental health professional in Nebraska. Students who complete two additional elective courses (COUN 8686 & COUN 8696) will also have completed the academic requirements for provisional licensure in the area of Alcohol and Drug Counseling (LADC) in Nebraska.

Clinic

Our clinic, in existence since 1977, is staffed by advanced students in the UNO Graduate Department of Counseling and supervised by licensed department faculty. Our Community Clinic offers individual and group counseling for children, adolescents, adults, couples, and families.

School Counseling

The 48 credit M.S. degree with a concentration in School Counseling includes the coursework and field experiences (practicum/internships) required for certification as a School Counselor in Nebraska.

Student Affairs Higher Education

The 30 credit M.S. with a concentration in SAHE includes coursework and field experiences for individuals interested in careers in higher education. This program offers a Master of Science degree with a thesis option for individuals interested in a career in Student Affairs in Higher Education.

Faculty and Staff

Dr. Tina Chasek, Chair

Dr. Ashley Blount, SAHE Coordinator

Dr. Charmayne Adams, CMHC Coordinator

Dr. Abby Bjornsen-Ramig, Clinical Training Director

Thang Tran, SC Coordinator

Dr. Isak Kim

Barb Newell, Administrative Assistant

Pedro Tostes Ribeiro Radusewski, Graduate Assistant

Jacob Ignagni, Graduate Assistant

Part 1

2022 Counseling Department Accomplishments Teaching, Research, and Service

2022 Top 10 Accomplishments

The Counseling Department is committed to excellence in **training colleagues** as demonstrated in the areas of teaching, service, and research in counselor education. Here are the highlights for 2022.

Teaching

- 1) Excellence in teaching is evident in the Student Evaluation scores across courses in Counseling. **On the 5.0 scale, the core faculty evaluation scores averaged 4.52.** This is an increase from 4.48 over the past year. This indicates students are experiencing an engaging and relevant learning experience in the classroom and clinical experience.
- 2) **Dr. Charmayne Adams was awarded the 2022 Black Mental Health Educator of the Year Award** for her teaching and commitment to student success. This is a national award that is very prestigious and important! (See picture #2 below)

Clinical Services – Service Learning

Community Clinic

- 3) The Department's Community Clinic is a teaching clinic that provides counseling services to the Omaha community. Students in the Counseling Practicum course provide clinical services for clients at a low cost. The students are supervised by licensed clinical faculty. This past year, 18 practicum students were placed in the clinic and provided **905 clinical hours to the community.** (See Picture #3 below)

Curriculum Development

- 4) This past year, Dr. Chasek developed and delivered 2 programs to train physicians, psychiatrists, and physical therapists at UNMC (Omaha and Kearney campus) in motivational interviewing, a counseling technique to use in healthcare. In 2022, 148 medical students were trained in this model.

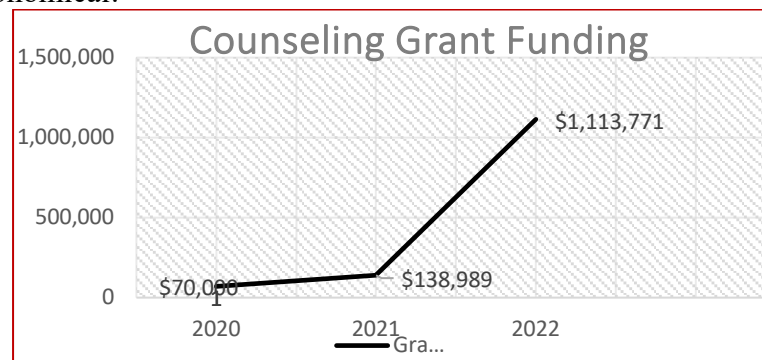
Internships and Clinical Hours Provided by Students

- 5) All concentrations in the department work with community partners to provide service hours in the field. School Counseling students, overseen by Dr. Tran, provide counseling services in the school. Students in the Student Affairs in Higher Education concentration, overseen by Dr. Ashley Blount, complete internship hours in critical higher education services. CMHC students provide critical mental health services in the community as well as in the department's community counseling clinic. Dr. Abby Bjornsen-Ramig oversees this work collaborating with many site supervisors, directors, and adjunct faculty. In 2022, **a total of 202 student placements were made with a total of 37,100 hours of service provided in the community.**

Research

- 6) In the area of research, core faculty in the counseling department have been active in pursuing research excellence and external grant funding. **Funded research projects for 2022 totaled**

\$1,113,771, an increase of almost 1 million dollars! Every faculty member in the department is currently working on a grant funded project. In addition, the total amount of grants submitted in 2022 was \$7,125,570. The trajectory for the department in external funded scholarship is astronomical!



- 7) In 2022, the 6-core faculty had the following production in peer-reviewed research:
 - a. **20 publications**; includes 4 book chapters and 16 peer reviewed manuscripts
 - b. **51 National and State peer reviewed presentations** on mental health related topics
 - c. **In total, faculty serve as peer reviewers for 18 different professional journals** (see Pictures #7 below)
- 8) The counseling department faculty are also committed to helping students engage in scholarly work. **In 2022, the faculty helped 4 students publish in peer reviewed journals, supported 5 students in the thesis process, and sat on 3 dissertation committees**, even though the department does not have a PhD program.

Service

- 9) In the area of service, the 6-core faculty contribute many hours to the Profession and the University through service activities. The service work being done in the department is meaningful and advances the profession in many ways. **In total, faculty serve on 58 different committees at the Department, College, and University level and 2 faculty members chair a national committee. Faculty also give countless hours in the community educating on mental health topics.** In addition, Dr. Kim has developed partnerships and relationships with students from South Korea who are interested in the counseling field. **In 2022, Dr. Kim hosted a group of 10 students from South Korea to tour and learn about mental health services in the United States.** This is a partnership the department is excited to grow in the coming year! (See pictures #9 below)
- 10) For her service and ongoing work in the counseling profession, **Dr. Chasek was awarded the 2022 Counselor of the Year Award through the Nebraska Counseling Association.**

As seen in this report, 2022 has been a highly productive year for the Counseling Department despite being short one faculty member. **We are happy to say that Dr. Alex Fields will be joining our EPIC TEAM in 2023! We also celebrated Dr. Tran's completion of his dissertation and doctoral program** and are lucky to have him stay on and take over the school counseling program.

As always, our most important metric is the number of students who graduate and join us in the field to become colleagues. **In 2022, we graduated 46 students who became our colleagues!**

School Counseling and Clinical Mental Health Students after Comprehensive Exams



**Picture #2:
Dr. Charmayne Adams, 2022 Black Mental Health Educator of the Year Award**



**Picture #3
UNO Community Counseling Clinic**



Pictures #7 Dr. Abby Bjornsen, Dr. Kim, Dr Chasek and Dr. Adams presenting at the NCACES Regional Conference



Pictures #7 Thang Tran Presenting at the 2022 Nebraska School Counseling Association Conference - Former and Current students



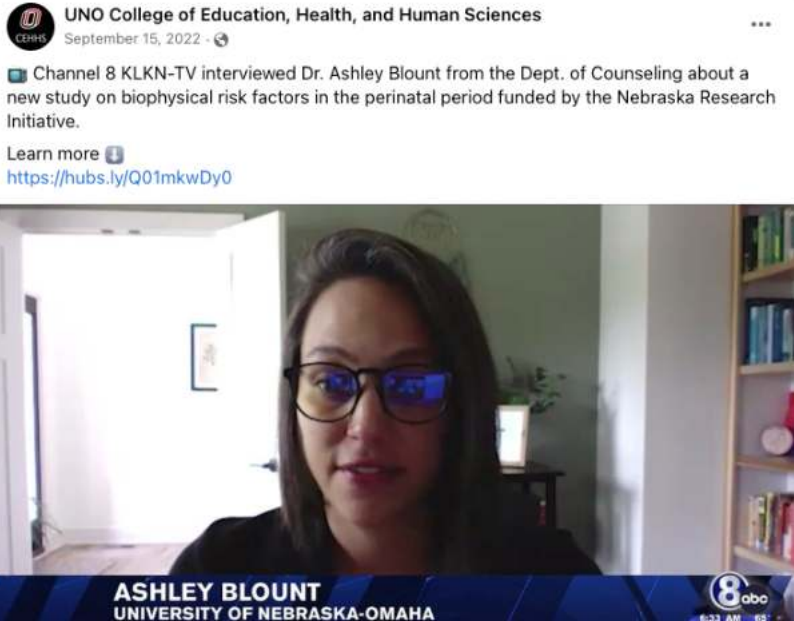
Pictures #9. Dr. Kim and visiting South Korea students





Pictures #9

Dr. Blount discussing mental health topics and research for media outlets



Best Faculty and Staff! Team Epic!



Part 2

2022 CMHC Student Learning Outcomes

The Clinical Mental Health Program has been in transition from the CACREP 2009 standards to 2016 standards. The process has been very helpful in gathering data to analyze the strengths and areas of improvement for the CMHC program and the department over the past year. Faculty have been engaged in a process of evaluating student learning outcomes, program performance, data collected, program plans, and the curriculum to move toward enhancing the program as we come out of the changes caused by the pandemic. The following areas of evaluation speak to the changes and transitions to make the program the strongest it has ever been. Data was collected over the 2022 Spring, Summer, and Fall Semesters.

Student Learning Outcomes (CACREP 4.A, F, G)

Students’ learning and progress throughout the program is evaluated in the areas of knowledge, skills, and professional dispositions. Student learning outcomes include:

- **Key Performance Indicators (KPIs) across the curriculum in knowledge, skills, and dispositions. KPIs assess student learning in CACREP’s eight core areas of Professional Counseling Identity and the CMHC Specialty Area.**

The chart below summarizes the aggregate data for the Student Learning Outcomes from AY 22. All students in the CMHC program were evaluated across all the KPI’s for the academic year. The summary report highlights areas of strength and improvement. Three areas of knowledge emerged as areas to improve: Knowledge of substance use disorders and co-occurring disorders, knowledge of career theory, and knowledge of research. Areas of strength were noted as knowledge of working with individuals across the lifespan and knowledge of appraisal and assessment. These results will help guide faculty in curriculum decisions.

*SCALE:
1 (Low) to 3 (High)

KPI Table

<u>KPI's</u>	<u>Type</u>	<u>Content Area</u>	<u>Time 1</u>	<u>Time 2</u>	<u>KPI Ave Score</u>
KPI 1: Students will demonstrate knowledge and apply comprehensive ethical decision-making models.	Knowledge & Skill	Professional Orientation and Practice	2.95	2.79	2.87
KPI 2: Students will demonstrate the ability to utilize multicultural theories and competencies to engage in social justice and advocacy for diverse client groups.	Skill & Dispositions	Social and Cultural Diversity	2.98	2.74	2.86
KPI 3: Students will demonstrate knowledge of developmental models working with individuals across the lifespan and families.	Knowledge	Human Growth and Development	2.93	2.89	2.92

KPI 4: Students will demonstrate knowledge of effective and ethical career theory counseling to diverse clients.	Knowledge	Career Development	2.95	2.27	2.62
KPI 5: Students will demonstrate and apply evidenced-based counseling theories, essential interviewing, and case conceptualization skills with diverse clients.	Knowledge & Skill	Counseling and Helping Relationships	2.95	2.71	2.82
KPI 6: Students will demonstrate knowledge of group theories with diverse clients and ethical considerations of group practice.	Knowledge & Skill	Group Counseling	2.89	2.9	2.89
KPI 7: Students will demonstrate knowledge of assessments and appraisal theory when working with diverse clients	Knowledge & Skill	Assessment and Testing	2.89	2.92	2.91
KPI 8: Students will demonstrate knowledge and apply research methods with diverse clients and systems.	Knowledge	Research and Program Evaluation	3	2.08	2.67
KPI 9: Students will demonstrate their knowledge of the potential for substance use disorders to mimic and/or co-occur with other disorders and apply them to their work with clients.	Knowledge	Mental Health Counseling	2.8	2.21	2.06
KPI 10: Students will demonstrate culturally responsive professional behaviors that display self-regulation, self-awareness, flexibility, openness to feedback, and motivation to learn and grow.	Dispositions	Professional Behaviors and Dispositions	2.74	2.92	2.83

*Scale:

1= Does not meet Expectations

2= Meets Expectations

3= Exceeds Expectations

Code:

Green= Meet Expectations

Yellow= Needs Improvement

Red= Needs Development

- Mastery of curriculum content as evidenced by scores on the comprehensive exams**

The chart below highlights graduating CMHC students’ performance in the comprehensive CECE exam. During the Spring 2022 and Fall 2022 semesters, a total of 38 students took the comprehensive exam. This data point highlights the students’ scores in each of the core exam areas and evaluates the performance based on national averages. In sum, 23 students in the CMHC program (61%) scored above average on the exam compared to the national average score, leaving 39% scoring below

average. When looking at the areas for further improvement, several content areas stand out, namely research and helping relationships. Faculty have set a goal of examining the curricular content in these areas to help students performing better in the coming administrations of the exam.

AY 2022
Comprehensive Exam Summary

Area	# Students		# Students		Retakes		
	Above National Average	%	Below National Average	%			
Human Dev	26	68%	12	32%	Spring	6	16%
Soc Cul	25	66%	13	34%	Fall	5	13%
Help Rel	21	55%	17	45%			
Group	25	66%	13	34%	Number Pass		
Career	23	61%	15	39%	Spring	26	68%
Appraisal	25	66%	13	34%	Fall	12	32%
Research	21	55%	17	45%			
Ethics	28	74%	10	26%	Total Spring and Fall		
Totals	23	61%	15	39%			38

- **Mastery of clinical skills as evaluated by faculty and site supervisors on the formative evaluation in the advanced internship course.**

Master of clinical skills is evaluated by the faculty and site supervisor in the final evaluation of the student in COUN 8260 Advanced Internship. The aggregate data for students in this course for this reporting period is below. Overall the students performed exceptional in the areas of clinical skills (section1) and clinical tasks (section 3). Professional behaviors/dispositions (section 2) was a little lower than the highest average (.05 of a point) however this is very minimal and can be attributed some interrater reliability challenges due the difficulty of rating students consistently in this area as many things subjective and hard to quantify. The overall score on the students final evaluation of 2.94 shows a great deal of skill in the students who are graduating from the program. The frequency of comments in areas noted below can be used as feedback for program faculty when reviewing the overall program curriculum.

AY 2022 Final Evaluations 8260

Section 1	Section 2	Section 3	Total Score
N=38	N=38	N=38	N=38
Total=112	Total=110.2	Total=112.1	Total=111.55
Ave=2.94	Ave=2.90	Ave=2.95	Ave=2.94

Areas Rated as 2 (Met)	Frequency	Areas Rated as Not Met
Wellness self-care	6	None
Record Keeping and Task Completion	2	
Site knowledge	2	
Flexibility adaptability	2	
Openness to feedback	1	
Multicultural Competence	1	
Code:		Section 1 = Counseling Skills Section 2 = Professional Behaviors/Dispositions Section 3= Clinical Tasks
Green= Meet Expectations		
Yellow= Needs Improvement		
Red= Needs Development		

Part 3

2022 Program Performance Measures

The transition from the CACREP 2009 standards to 2016 Standards has included identifying ways to not only measure individual student performance but to also measure the program’s performance as a whole. Faculty have determined that the following measures are critical to ensure that the program is operating in a way that supported student’s learning and the community needs, in addition to supporting faculty performance. Below the performance measures selected to do that and the data from the Spring 2022-Fall 2022 semesters. Each area will include data and discussion points as highlighted by faculty decisions.

Program Performance Measures (CACREP 4.A, B)

The program performance measures are evaluated throughout the program and are used to assess the programs’ goals and objectives. These measures include:

- Admission data
- Student demographic information
- Aggregate Key Performance Indicators for students
- Pass Rates on Comprehensive Exam
- Site Evaluations completed by students in Practicum and Internship courses
- Student Course Evaluations of all faculty (Core and Non-Core)
- Graduate Surveys
- Graduation rates
- Licensing rates
- Employer and Site Supervisor Surveys

Admission Data

The admission and enrollment data presented below paint a picture of increasing interest in the behavioral health field as well as the difficulty in accommodating the numbers of students who wish to enter the program. In the CMHC program there were many applicants who applied for admission during the 2021 enrollment cycle to begin in the AY 2022. The denial rate for applicants who applied for entrance into the CMHC program for the Fall 2021 academic year was the largest it has ever been at 67%. While some applicants were not appropriate for the program, there were many who were eligible but not accepted due to the limited number of spots available based on the required ratio of students to faculty. This has created a discussion with administration on the importance of adding faculty to increase enrollment which is on-going and will continue to be monitored with each enrollment cycle. The Department is asking for an instructor line in 2023 to be converted to a tenure track core faculty line in AY 2024.

AY 2022 Admission Data (Start S21-F21)

Semester Starting	CMHC			Accepted %	Denied %
	Accepted	Denied, Waitlist, or Withdrew	Ratio Accepted		
2021 - Spring	28	2	14:1	93.33%	6.67%
2021 - Summer & Fall	22	45	0.49:1	32.84%	67.16%
Previous Year Comparison					
2020 - Spring	13	3	4.33:1	81.25%	18.75%
2020 - Summer & Fall	36	23	1.57:1	61.02%	38.98%

Student Demographic Data

The chart below highlights some of the demographics of the students enrolled in the CMHC program during the Spring-Fall 2022 year. For comparison of the surrounding population, the demographics of the State are also provided. While there is clearly not enough diversity in the student body, it does reflect the population of the State of Nebraska, with a few exceptions where are noted in yellow. The department has engaged in a diversity initiative that includes enrollment and recruitment which needs to continue based on this evidence.

Student Demographics AY 2022 (S22-F22)

Clinical Mental Health Counseling (CMHC)	Total			Total	Percent	
	Fall 2021	Spring 2022	Summer 2022		CMHC	NE
American Indian or Native American	0	0	0	0	0%	1.60%
Asian	2	3	2	7	2%	2.80%
African American/Black	8	10	7	25	7%	5.30%

Hispanics of Any Race	13	8	9	30	8%	12%
Native Hawaii/Pacific Islanders	1	1	1	3	1%	1%
Two or More Races	7	6	5	18	5%	2.40%
Race Unknown	0	0	0	0	0%	
White	100	107	74	281	76%	87.70%
International Student/Nonresident Alien	1	1	2	4	1%	
Male				93	25%	
Female				277	75%	
Other	0	0	0	0	0%	

Aggregate Key Performance Indicators for Students

The chart in the Student Performance Section summarizes the aggregate data for the Student Learning Outcomes from AY 22. Three areas in the knowledge domain emerged as areas to improve: Knowledge of substance use disorders and co-occurring disorders, knowledge of career theory, and knowledge of research. Areas of strength were noted as knowledge of working with individuals across the lifespan and knowledge and skill in appraisal and assessment. These results will help guide faculty in curriculum decisions.

Pass Rates on Comprehensive Exams

The chart in the Student Performance Section highlighted the student performance in each of the content areas and overall performance on the exam. To determine program performance, the pass rates of all students who took the exam are examined. A total of 27 students (71%) passed on the first administration of the exam, the remaining 11 (29%) passed on the second administration. Faculty worked with the students to ensure extra support and resources as well as determining how to improve scores and pass rates moving out of the pandemic. This included making a CANVAS page for study resources, developing a study guide, and a mock exam in the CANVAS course to help students prepare. Students were also encouraged to form study groups outside of the resources offered.

Student Site Evaluations

Student complete and return site evaluation for their clinical placements in Practicum (COUN 8220) and the first Internship class (COUN 8250). The chart below summarizes the data in a deidentified way to protect the confidentiality of the sites and students, however the raw data is analyzed by faculty to determine site training and intervention points for students. The site that did not meet expectations also included many of the professionalism comments and difficulty getting hours. Many students who responded that hours were difficult to obtain came from community sites where practicum students were placed and who are earlier in their training and less able to do the tasks needed without a lot of direct oversight and supervision. This creates a burden on site supervisors that will also be reviewed with faculty and in curriculum planning.

AY 2022 Site Evaluations 8220 and 8250

Site	Ave Score	Issue	Frequency
Site 1	3	Hours difficult to get	9
Site 2	2.85	Professionalism at site lacking	3
Site 3	2.57	Staffing issues at site	2
Site 4	2.64	Extensive on boarding	2
Site 5	2.64	Lack of support in clinical decisions	1
Site 6	2.64	Orientation not conducted	1
Site 7	3		
Site 8	2.64		
Site 9	2.14		
Site 10	2.5		
Site 11	3		
Site 12	3		
Site 13	1.57		
Site 14	3		
Site 15	3		
Site 16	3		
Site 17	2.64		
Site 18	2.64		
Site 19	2.64		

Code:

Green= Meet Expectations

Yellow= Needs Improvement

Red= Needs Development

N=19

Total=51.11

Ave=2.69

Student Course Evaluations

As indicated above in the program teaching review, excellence in teaching is evident in the Student Evaluation scores across the courses in Counseling. **For the period of Fall 2020 to Fall 2021: On the 5.0 scale, the core faculty evaluation scores averaged 4.48 and with adjuncts included a 4.43 across all courses.**

The table below highlights addition information from evaluations collected during the program performance review process. **For the period of Spring 2022 to Fall 2022. On the 5.0 scale, the CMHC core faculty evaluation scores averaged 4.70 and with CMHC adjuncts included a 4.58 across all courses.** This indicates students are experiencing an engaging and relevant learning experience in the classroom and clinical experience. The improvement areas for all faculty are highlighted by the lower scores in the Organization and Assessment and Evaluation Categories.

Faculty Evaluations AY 2022 (S22-F22)

Total # of Sections	% of Total Evaluated	Total #of Evals	# of Responses	# Did not Complete	Response Rate
---------------------	----------------------	-----------------	----------------	--------------------	---------------

39	94.87%	492	227	265	46.15%		
Question Type	UNO AVG	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Did Not Answer
Learning	4.47	2.09%	2.31%	4.85%	28.30%	62.44%	0.00%
Enthusiasm	4.44	2.75%	2.53%	8.92%	19.93%	65.75%	0.11%
Organization	4.29	3.96%	5.62%	5.95%	26.65%	57.82%	0.00%
Group Interaction	4.67	1.21%	1.21%	3.41%	17.51%	76.54%	0.11%
Individual Rapport	4.64	0.66%	1.43%	4.63%	19.71%	73.57%	0.00%
Breadth	4.50	1.87%	2.20%	5.73%	23.79%	65.42%	0.99%
Assignments	4.45	1.32%	1.98%	6.61%	30.40%	59.69%	0.00%
Assessment and Evaluation	4.39	2.97%	3.96%	4.85%	27.86%	60.24%	0.11%
	UNO AVG	Very Poor	Poor	Average	Good	Very Good	Did Not Answer
Overall- All Programs- All Faculty	4.36	3.74%	2.64%	9.03%	22.91%	61.23%	0.44%
By CMHC Program/Faculty	4.58	4.70	4.46				

Graduate Surveys

The graduate surveys perhaps give the best information for program performance for a student perspective. The Graduate Survey is given to all graduating students by the Graduate College when they apply for graduation. The data below was compiled from surveys sent out in Spring and Fall 2022. There are several areas for improvement and several areas that are noted as strengths. Graduate students in the CMHC program reported the highest satisfaction in the areas of the variety of courses offered, encouragement of academic success, and the campus environment relating to physical and emotional safety. The areas of improvement the attention and understanding of research and the academic advising. These are areas faculty will be focusing on for improvement in the coming year.

Graduation Survey AY 2022

% of graduates who report they are satisfied or very satisfied	Fall 2021	Spring 2022	Summer 2022	Total
	CMHC N = 17	CMHC N = 13	CMHC N = 12	CMHC N=42
Variety of courses offered	71%	100%	100%	90%

Adequate opportunities for student/faculty interaction	53%	77%	100%	77%
Preparation for further academic study	53%	77%	58%	63%
Overall quality of instruction	53%	77%	83%	71%
Concern for me as an individual	41%	62%	83%	62%
Multicultural content of courses	59%	85%	75%	73%
General condition of buildings/grounds	88%	69%	100%	86%
Quality of the program in my major/field	47%	69%	75%	64%
Adequate opportunities for student involvement in campus activities	53%	62%	75%	63%
Campus acceptance of diversity	77%	62%	92%	77%
Based on your UNO experiences, how satisfied are you with your preparation for you work/career choice?	65%	69%	67%	67%
The core requirements were a valuable component of my education	53%	46%	75%	58%
Most faculty were readily available to students outside of class time	65%	69%	100%	78%
Overall, there was a campus atmosphere of ethnic, political, and religious understanding or acceptance	77%	69%	75%	74%
There was a sense of personal safety/security on the campus	100%	69%	92%	87%
Overall, UNO had an intellectually stimulating atmosphere	77%	77%	83%	79%
UNO was generally free from harassment (e.g. sexual, racial, etc.)	88%	69%	83%	80%
Academic success was encouraged and supported at UNO	71%	77%	100%	83%
I encountered few course scheduling availability/problems	41%	62%	50%	51%
How much has your experience at UNO contributed to your knowledge, skills and personal development in the following areas?				
Writing clearly and effectively	47%	69%	50%	55%
Speaking clearly and effectively	59%	69%	42%	57%
Thinking critically and analytically	65%	85%	67%	72%
Analyzing numerical and statistical information	35%	39%	33%	36%
Working effectively with others	71%	85%	75%	77%
Developing or clarifying a personal code of values and ethics	65%	69%	58%	64%
Understanding people of other backgrounds (economics, political, religious, racial/ethnic)	71%	85%	83%	80%
Solving complex real-world problems	59%	69%	42%	57%

Being an informed and active citizen	59%	69%	42%	57%
Being active and involved in the community	47%	69%	42%	53%
How do you rate the overall quality of the academic advising you received at UNO?	47%	69%	33%	50%
How do you rate the overall quality of the faculty mentoring/advising you received at UNO?	35%	62%	50%	49%

Code:

Green= Meet Expectations

Yellow= Needs Improvement

Red= Needs Development

Graduation Rates

Data regarding the graduation rates for CMHC students in S22 to F22 is provided below based on the number of students who enrolled in the 3-4 years prior. The information is also presented based on gender, ethnicity, disability, and veteran status to determine if variation in graduation rates exists by these important characteristics. Overall, the graduation rate of 92% is good however a rate of 100% is desired as when a student is admitted to the program a commitment is made to get them to graduation successfully. As highlighted in the chart, a few areas were noted by faculty as concerns, namely gender, ethnicity unknown, and veteran status. The unknown ethnicity will require further discovery to determine where the students in this category below. Also more awareness will be placed on the veteran population to determine the barriers to graduation as this is a significant concern at 75%.

Graduation Rates AY 22 (S22-F22)

Counseling Concentrations	No. of Cohort Students			No. of Students Graduated in the Cohort			% of Graduation Completers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Clinical Mental Health Counseling (CMHC)									
American Indian or Native American			0			0			
Asian	1	2	3	1	2	3	100.0%	100.0%	100.0%
African American/Black	2	1	3	2	1	3	100.0%	100.0%	100.0%
Hispanics	1	9	10	1	9	10	100.0%	100.0%	100.0%
Native Hawaii/Pacific Islanders			0			0			
Two or More Races		3	3		2	2		66.7%	66.7%
Race Unknown	1	2	3	1	1	2	100.0%	50.0%	66.7%
White	28	75	103	25	70	95	89.3%	93.3%	92.2%
International Student/Nonresident Alien		1	1		1	1		100.0%	100.0%
Total by Ethnicity	33	93	126	30	86	116	90.9%	92.5%	92.1%

Active-Duty Military	1		1			0	0.0%		0.0%
Veteran	2	2	4	2	1	3	100.0%	50.0%	75.0%
With a Disability	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Licensure Rates

The UNO Counseling Department has an agreement with the Behavioral Health Education of Nebraska (BHECN- the State’s workforce development center) to track the licensed professions. The data chart was supplied by BHECN regarding the licensure status of graduates from 2019-2021. The overall licensure rate of 85% is an area to explore as all students are eligible for licensure upon graduation and it is assumed this is the career goal. In addition, the low number of students who apply for a license to practice in addiction counseling is an area faculty will explore related to program and curriculum planning.

UNO - Counseling - Count of NE Active Licenses- February 2022

Graduation Year	Total # of Graduates	Total Count - Active Licenses <i>(h + k)</i>	<i>Total P-LMHP, LMHP & LIMHP</i>				<i>Total P-LADC & LADC</i>			Active NE License Found
			P-LMHP <i>active</i>	LMHP <i>active</i>	LIMHP <i>active</i>		P-LADC <i>active</i>	LADC <i>active</i>	LADC	
2019	32	32	12	2	11	25	5	2	7	32
2020	41	41	31	0	2	33	6	2	8	41
2021	36	20	17	0	0	17	3	0	3	20
Total	109	93	60	2	13	75	14	4	18	93
<i>% of Total Count - Active Licenses (249)</i>			<i>55%</i>	<i>2%</i>	<i>12%</i>	<i>69%</i>	<i>13%</i>	<i>4%</i>	<i>17%</i>	<i>85%</i>

Employer/Site Supervisor Surveys

The employer survey was sent out by the College over the last two years. The data is presented below for the aggregate responses. Based on a review of the data, several improvements can be made however the low N makes interpretation difficult at best. Faculty will be revising the process for employer evaluations and will ensure site supervisors are included into the survey distribution list and will incorporate the data collection into the internship evaluation process where students have been employed. This will increase the response rate and lead to more accurate and reliable data to interpret in the coming year.

Employer Surveys Sent by CEHHS 2020-2021

Item	Question	2020-2021
		Employer (N = 9)

1	UNO graduate uses data appropriately and effectively to guide decision making	4.53
2	UNO graduate exhibits command over content knowledge	4.75
3	UNO applies content knowledge to meet new challenges and fulfill responsibilities.	4.65
4	UNO graduate substantiates their decisions using research findings and other forms of evidence.	4.18
5	UNO graduate uses data and analysis to create supportive environments.	4.53
6	UNO graduate participates in and/or leads collaborative activities.	4.65
7	UNO graduate utilizes technology to track progress and communicate with stakeholders.	4.63
8	UNO graduate adheres to ethical codes of conduct.	4.88
9	UNO graduate follows relevant laws and policies.	4.88
10	UNO graduate was prepared for the counseling roles and responsibilities in the discipline.	4.88

Code:

Green= Meet Expectations

Yellow= Needs Improvement

Red= Needs Development

Part 4

2021 Program Review and Modifications

Systematic Data Use, Planning, and Reporting (CACREP 4.C, B, D, E)

Data is collected and analyzed every semester by the Department Chair, Graduate Program Chair and Clinical Training Director and reviewed by the counselor education faculty at the end of the Fall and Spring Semesters. The CMHC Data Collection Plan chart below outlines the data collection and analysis plan. The assigned faculty member will compile and analyze the data using descriptive statistics and lead the discussion in the Program Data Meetings regarding the results. During the twice annual Program Data Meetings, the data will be reviewed by all counselor education faculty for curriculum and program improvement. The information from these meetings, including the program modifications made, will be kept on file.

Based on review several things have surfaced for improvement in the AY 2023 and several things stand out as accomplishments in student learning outcomes and program performance, which are summarized below.

Areas of Improvement:

- 1) **Knowledge of research** and the research process emerged over several areas of data collection including in the graduate surveys, employer surveys, and the comprehensive exam. Currently the research course is taught outside of the program as has been the standard set by the college. Faculty are discussing bringing it back into the program for more extensive instruction and focus to help students feel confident and competent in conducting, using, and analyzing research in their role as Clinical Mental Health Counselors. This will require College and University level approval and course and curriculum changes that are lengthy processes requiring advanced planning.
- 2) **Student engagement in advising and course planning** also emerged in various ways over the data gathered. Academic advising, organization of classes, and communication were highlighted areas that the faculty can improve on to make the student experience better. Faculty will be working on updating the website, course offerings and the rotation of courses, and moving to more group advising at regular intervals as first steps for improvement.
- 3) **Employer and site supervisor feedback** is critically important however the low number of surveys returned make interpretation and changes to be made based on the results difficult. The process for survey distribution is handled by the College and University for all programs and departments. While this is efficient in terms of distribution it has not been effective in receiving the necessary feedback for program development. Faculty will be problem solving in this area.
- 4) **Recruitment and admission of diverse students** emerged as both an area of improvement and a strength in terms of the demographics of the surrounding community and population in which the program is embedded. The percent of Native American and Hispanic students in the program is low however the percent of Black/African American students (10%) is double the percent of Black/African Americans in Nebraska (5%). Considering that the state of Nebraska is predominantly White (88%), the percent of students who are white is reflective of the community.
- 5) **Emerging issues in the clinical sites for practicum students** were seen in the site evaluations that need to be addressed. These include professionalism of the site, difficulty getting hours and having a clear process from orientation to graduation. These issues will be addressed by the clinical faculty and process for training beginning students.

Many strengths were apparent in the annual year of the program including ethical practice across the program, variety of classes and learning experiences for students across the program of study, faculty encouraging of success, mentorship opportunities, and a graduation rate of 92%. These are fantastic opportunities to build on the success of the program.