

Intro Page 3: Annual Programmatic Review and Changes

Professional Considerations

In the 2024-2025 academic year, the program experienced unprecedented interest, welcoming a larger group of spring students than in any year prior. In recognition of the CACREP standard governing faculty-to-student ratio, the provost consented an additional clinical assistant professor line, beginning in August 2025. Unfortunately, the search proved unsuccessful. The program offered a successful “study away” experience during the summer, as more than a dozen individuals (students and faculty) traveled to New Orleans in conjunction with the Crisis Counseling & Crisis Intervention course. The student-run Counseling Student Leadership Committee formed to enhance a sense of belonging among students, while further strengthening rapport between students and faculty.

Data Points

Program Data Point 1. Counseling Program Vital Statistics

The faculty persists in its on-campus recruitment efforts. Counseling faculty discuss graduate study in the university’s undergraduate Human Services & Addictions (HSR) Program, one of the more ethnically diverse programs in the College of Health & Human Services. A new course, Introduction to the Counseling Profession, aims to orient undergraduate students to the field. Per the syllabus, “Students will learn about the roles counselors play, along with the occupational contexts in which counselors provide professional services. Students will examine the specializations that comprise the counseling profession and explore how these specializations differ from other mental health professions.” In addition, counseling instructors have offered presentations for the Department of Psychological Sciences, and presented multiple lectures in a Careers in Psychology course.

Program Data Point 2. Counseling Program Admission and Enrollment

In terms of completion rates, NKU is a regional public university that values access to higher education. Historically, NKU has offered opportunities for students who would be unable to attain admission to more selective universities. This philosophy also permeates the counselor education program. The faculty believes traditional admission metrics are far from perfect, and that within reason, individuals should be given the opportunity to demonstrate success in the program. However, said leniency does not extend to the matriculation process. The program holds students to high standards, and as described elsewhere, NKU’s students typically score very high on the CPCE, pass the NCE at high rates, and are successful in attaining licensure. It is through that lens the faculty views its completion rates. As mentioned above, the program welcomed the largest spring cohort ever, enrolling 23 students.

Program Data Point 3. Annual Student Professional Development Plans

Faculty advisors propose and track Professional Development Plans. Students satisfy conditions for PDPs at an adequate rate. In the 2024-25 academic year, 100% of students (in both the Clinical Mental Health Counseling and School Counseling tracks) placed on a PDP successfully completed the associated requirements.

Program Data Point 4. Counseling Program Learning Objectives

The program's Key Objective Assessments (KOAs) serve as a vehicle for collecting data, specifically identifying student outcomes, addressing CACREP core areas, and encompassing the CACREP curricular standards for knowledge and skills deemed necessary to serve as an effective counselor. Faculty base their assessments of performance on a variety of factors associated with a course identified as foundational to the pertinent key objectives, as well as through comprehensive curricular evaluations conducted during each student's practicum and internship experiences.

Faculty review the KOAs at the end of the academic year. This provides a springboard for discussions of student and program performance, which can lead to decisions pertaining to modification of courses, as well as assignments. Should the assessment score for a particular standard demonstrate significant change or drop below a certain threshold (e.g., 1.75), the faculty will analyze overall student performance in the course during the identified semester. Such issues typically arise prior to the review of KOAs, during the "Program Updates" or "Student Issues" components of biweekly faculty meetings.

A review of KOAs for the 2024-25 academic year evidenced overall satisfactory performance. Several assessments within COU 640: Counseling Techniques fell below customary levels (e.g., 3.A.10; 3.E.8-10, 3.E.12, D4), which can be attributed in part to academic misconduct on the part of multiple students. The students were required to repeat the course.

Program Data Point 5. Admission to Practicum and Internship

Enrollment in Practicum and Internship is consistent with admissions and matriculation. The percentage of students eligible for practicum in Fall 2025 is, at 56%, historically low. This can be attributed to academic misconduct concerns in the previous course in the clinical sequence (i.e., Counseling Techniques) during Spring 2025.

Program Data Point 6. Evaluation of Internship

The program currently employs several systematic approaches to obtaining site supervisor and graduate data. These approaches include site supervisor evaluations at the cessation of students' clinical field experiences, as well as the university's Destination Survey.

Based on the data collected, the stakeholders are satisfied with the program's efforts. One described the program's students as having "the ability to conceptualize clients over and above many of the other local programs. A greater and more productive understanding of theoretical eclecticism and the use of the SOC model as a means of selecting appropriate techniques and approaches for individual clients." Another wrote, "It appears that NKU's counseling program offers a solid combination of theoretical instruction and opportunities for practical application. From my perspective, there seems to be an emphasis on developing core counseling skills, cultural competence, and ethical practice, supported by faculty who are accessible and invested in student growth. The program also seems to provide diverse learning experiences, including

exposure to various counseling approaches, assessment tools, and professional development opportunities that help prepare students for work in the field.”

The faculty maintained its efforts to enhance communication between site and university supervisors, and will continue to explore avenues for enrichment. One university partner recommended developing training/social opportunities for supervisors: “I have had experience where universities provide in-person CEUs or meetings for the supervisors of their students. I would welcome such an opportunity to network with other clinical supervisors.” From a curricular standpoint, one supervisor recommended the program “get rid of Career Counseling and add LGBTQIA+ Counseling to the core curriculum.” The faculty will review all supervisor comments and consider avenues for incorporating feedback.

Program Data Point 7. Counseling Program Comprehensive Exam (CPCE)

Our students continue to score at or above the national mean on the CPCE. No changes needed.

Program Data Point 8. National Exams

Pass rates on National Exams are 100%. No changes needed.

Program Data Point 9. Recommendations for Certifications and/or Licensure

The Commonwealth of Kentucky does not require school counselors to pass credentialing examinations as a condition of practice. Graduates’ endorsement rate is 100%. Kentucky’s Educational Professional Standards Board (EPSB), which oversees school counselors within the state, issues certifications for the field. Recommendations for certifications remained consistent with graduation rates. No changes needed.

Program Data Point 10. Post-Graduation Review

The Destination Survey is sent out by the university every fall and spring semester and asks recent graduates about their current employment status. The school and clinical mental health counseling program directors collaborate with analysts from NKU’s Office of Institutional Research to develop counseling-specific questions (Yes/No) and prompts (evaluated via a Likert Scale) for program graduates. Given the low response rate, the faculty continues to investigate alternative means for collecting more reliable program data from graduates. These include conducting using social media (e.g., Facebook, LinkedIn), and using other forms of technology (e.g., e-mail, text) to notify recent graduates of the availability and importance of the Destination Survey.

In terms of job placement, 90% of program graduates in the 2024-2025 academic year found employment as either a clinical mental health counselor or a professional school counselor.

Program Data Point 11. Supervisee Evaluation of Site and Site Supervisor

In the summer of 2022, the program developed a new form for students to evaluate their placement and site supervisors, increasing the number of data points for both instruments. The data suggest students believe their sites and site supervisors are providing effective training

experiences. In the summer of 2025, some students struggled to gain a full complement of hours at their sites, resulting in lower scores on the evaluation. The program continues to explore relationships with sites that could afford students therapeutic opportunities (e.g., group counseling, equine-assisted therapy) during the summer term.

Program Data Point 12. Counselor Disposition Rating

In addition to assessing knowledge and clinical performance of counseling students at NKU, the counselor education program also collects data assessing professional dispositions. As such, students are assessed on the following literature-supported professional performance dispositions: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

Student Dispositions are incorporated in the KOAs. Dispositions on average improve throughout the program. Disposition survey questions are included in the KOAs for the orientation courses (COU 600, 602), ethics (COU 601), techniques (COU 640), and the field placement courses (COU 690, 691, 692).

In the 2024-25 academic year, the dispositional scores pertaining to willingness to accept and use feedback were uncharacteristically low in Counseling Techniques (COU 640). This correlates with a higher-than-average number of students needing to repeat the course.

Program Data Point 13. Faculty to Student Ratios

Ratios for the 2024-2025 academic year (11:1) fell within the parameters established by CACREP. The ratio was brought to the attention of the administration, which – as referenced above – approved the creation of a clinical assistant professor position.