



Department of Counseling 2021 Annual CACREP Report

Includes Fall 2020, Spring 2021, Summer 2021

The Counseling Department, consistent with the mission of Xavier University, seeks to prepare individuals to serve as professional, multiculturally-competent and ethical school and clinical counselors in diverse practice environments. Our CACREP accredited programs emphasize service- learning, social justice, theory and evidence-based practice in both course work and practical experience. These programs include:

Master of Arts in Clinical Mental Health Counseling
Master of Arts in School Counseling

Program	Current # of Students	Graduates	Pass Rates	Estimated Completion Rate	Estimated Job Placement Rate
Clinical Mental Health Counseling	84	52	94%	80%	100%
School Counseling	73	10	71%	100%	100%

Core Faculty

Dr. Rhonda Norman | Chair, Associate Professor
Dr. Michelle Hall | Associate Professor
Dr. Butch Losey | Associate Professor
Dr. Brent Richardson | Professor
Dr. Norm Townsel | Clinical Coordinator, Teaching Professor

Full-Time Non-Core Faculty

Carolyn Ottke-Moore | Teaching Professor

Student Enrolment

Fall 2020 Enrollment by Program *Census Day Data*

Program	Full-Time	Part-Time	FTE
Clinical Mental Health Counseling	69	56	111.3
School Counseling	14	18	35.4

Spring 2021 Enrollment by Program *Census Day Data*

Program	Full-Time	Part-Time	FTE
Clinical Mental Health Counseling	75	55	127.3
School Counseling	14	23	30.3

Summer 2021 Enrollment by Program *Census Day Data*

Program	Full-Time	Part-Time	FTE
Clinical Mental Health Counseling	43	79	93.3
School Counseling	9	24	24.4

Fall 2020 Enrollment by Race *Census Day Data*

Clinical Mental Health Counseling (CMHC)		
Full-Time 9+	Female	Male
Asian	1	0
Black or African-American	6	2
Hispanic	4	0
More than 1 race	3	0
Non-resident alien	1	0
Unknown	1	0
White	42	9
Subtotal	58	11
Part-Time 0-8	Female	Male
Asian	2	0
Black or African-American	5	2
Hispanic	1	0
Unknown	1	2
White	33	10
Subtotal	42	14
Total	100	25
School Counseling (SCON)		

Full-Time 9+	Female	Male
Black or African-American	1	1
More than 1 race	1	0
White	11	0
Subtotal	13	1
Part-Time 0-8	Female	Male
Black or African-American	2	1
More than 1 race	0	1
Unknown	1	0
White	9	4
Subtotal	12	6
Total	25	7

Spring 2021 Enrollment by Race
Census Day Data

Clinical Mental Health Counseling (CMHC)		
Full-Time 9+	Female	Male
Asian	1	0
Black or African-American	5	1
Hispanic	4	0
More than 1 race	4	0
Non-resident alien	1	0
White	51	8
Subtotal	66	9
Part-Time 0-8	Female	Male
Asian	2	0
Black or African-American	7	3
Hispanic	1	0
Unknown	2	2
White	28	10
Subtotal	40	15
Total	106	24
School Counseling (SCON)		
Full-Time 9+	Female	Male
Black or African-American	0	2
More than 1 race	1	0
White	11	0
Subtotal	12	2
Part-Time 0-8	Female	Male
Black or African-American	4	0
More than 1 race	1	1
Unknown	1	0
White	13	3

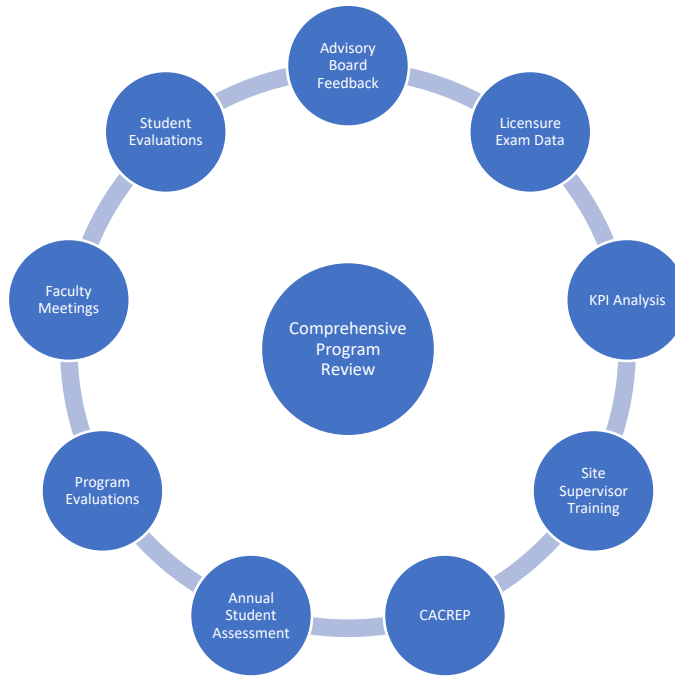
Subtotal	19	4
Total	31	6

Summer 2021 Enrollment by Race
Census Day Data

Clinical Mental Health Counseling (CMHC)		
Full-Time 9+	Female	Male
Asian	1	0
Black or African-American	4	1
Hispanic	1	0
More than 1 race	1	0
Unknown	1	0
White	31	3
Subtotal	39	4
Part-Time 0-8	Female	Male
Black or African-American	9	2
Hispanic	4	0
More than 1 race	2	0
Non-resident alien	1	0
Unknown	0	1
White	49	11
Subtotal	65	14
Total	104	18

School Counseling (SCON)		
Full-Time 9+	Female	Male
More than 1 race	1	0
White	6	2
Subtotal	7	2
Part-Time 0-8	Female	Male
American Indian or Alaskan Native	1	0
Black or African-American	3	2
More than 1 race	0	1
Unknown	1	0
White	14	2
Subtotal	19	5
Total	26	7

Multidimensional Evaluation



Key Performance Indicators

KPI-1	Students will identify with the counseling profession in general and actively participate in appropriate professional groups and professional development activities associated with the field.
KPI-2	Students will understand and demonstrate ethical behaviors in all domains with their counseling activities. These ethical behaviors include, but are not limited to: confidentiality, assessment, group work, and consultation.
KPI-3	Students will be able to identify their own personal attitudes and values that might interfere with effective counseling of individuals who are racially and/or culturally different from themselves. Students will demonstrate understandings of competencies and ethical considerations necessary for a culturally skilled counselor.
KPI-4	Students will understand the nature of the helping relationship and illustrate competencies in counseling and consultation activities. Understanding of evidence-based theoretical approaches and techniques will be satisfactorily demonstrated.
KPI-5	Students will understand the nature of Human Growth and Development and the needs of the individuals at all developmental levels. Students will also be able to design and deliver services appropriate to the developmental stages of their clientele.
KPI-6	Students will demonstrate understanding, through academic and experiential activities, the purpose of groups and their development and dynamics. Group work approaches, including various group theories and techniques, will be satisfactorily demonstrated.
KPI-7	Students will understand the nature of career development and related life factors and satisfactorily demonstrate strategies in assisting individuals to address these issues.
KPI-8	Students will understand individual and group approaches to assessment, testing, and evaluation and demonstrate ethical, sensitive, accurate, and client centered use of assessment and evaluation techniques.

KPI-9	Students will demonstrate understanding of research methodology, statistical analysis, needs assessment and program evaluation.
CMH-KPI-10	Clinical Mental Health counseling students will demonstrate knowledge and appropriate assessments using the current edition of the Diagnostic and Statistical Manual and other clinical assessment inventories and strategies.
SC-KPI-11	School counseling students will understand the roles and responsibilities of the professional school counselor as described by the American School Counselor Association (ASCA) and will demonstrate knowledge in constructing a comprehensive developmental school counseling program in K-12 settings.

Evaluation Methods of Key Performance Indicators for Clinical Counselor Program

Below are the eleven Key Performance Indicators (KPIs) and descriptions of the assignment and student learning outcome where the KPI is being assessed. There are nine core key performance indicators, one for CMHC and one for SC. For each assignment, faculty will use a rubric to assess whether a student Meets (3), Partially Meets (2), or Does Not Meet (1) the learning objective. Student averages are calculated to assess student progress and inform program evaluation and improvement.

Point of Evaluation	1	2	3	4	5	6	7	8	9	10	11
	M=2.96	M=3.0	M=2.93	M=2.95	M=3.0	M=2.9	M=3.0	M=3.0	M=2.95	M=2.9	M=2.95
533 Developmental Plan	3.0										
537 Resource Binder	3.0										
630 Advocacy Group	2.9										
671 Case Presentation											
631 Autobiography/Issue Paper		3.0									
533 Needs/Pitfalls Essay			2.9								
533 Values Difference Essay			2.9								
638 Cross Cultural Interactions Plans			3.0								
533 Theories Critique Essay				3.0							
640 Family Genogram				2.9							
642 Consultation Team Report				3.0							
669 – Communication Habits Assessment=				3.0							
669Triad Experiences=				2.9							
764 – Synthesis Paper=				2.9							
764 – Synthesis Paper=											
773 – 5 Session Recordings				2.9							

775 – Crisis Counseling Video/Assessment=				3.0							
671 – Case Presentation				3.0							
501 – Lifespan Dev. Interview Paper					3.0						
536 – Group Proposal=						3.0					
669 – Triad Groups=						2.8					
636 – Three Session Career Counseling and Assessment Project							3.0				
636 – Three Session Career Counseling and Assessment Project											
579 – Test Critiques							3.0				
762 – Comprehensive Diag. Assessment									2.8		
763 – Clinical Case Study / Presentation									3.0		
671 – Clinical Case Presentation	3.0				3.0						
766 – Evid.-based Practice Research Paper								3.0			
509 – Research Paper								2.9			
537 – School Counselor Interview Paper										2.9	
538 – Comprehensive Developmental School Counseling Program Presentation											3.0

Program Evaluations

Our survey of our graduates is intended to obtain specific feedback on the student’s subjective experience of the classroom facilities and resources, the quality of instruction, the faculty's ability to teach counseling concepts and accommodate student needs. Graduates are also asked to consider how Xavier's program helped them to better understand and apply their knowledge that they learned in the program to their current employment setting.

Graduates were also asked to share their personal comments about their experience in the program. Analysis of these comments tell the story that students experience Xavier's program as highly valued and with a strong emphasis on preparation for the profession. Faculty were described as "truly committed to the development of competent and caring counselors", approachable and passionate for the profession through their teaching. This commitment was

equated to the preparation of student's for their future careers. One student commented that Xavier's program far surpasses others with standards, classes, professors, and requirements.

Though Xavier's program ranked high in culturally diverse instruction in this survey and past surveys, culturally diverse instruction continues to be an expectation of alumni. Suggesting included having speakers or classes that focus specifically on trending cultural topics or ensuring that diversity is address more directly in some classes.

Program Modification and Other Substantial Program Changes

Program changes

The department added two courses to the school counseling curriculum. The department was interested in providing more support for the school counseling students in preparation for licensure testing and to increase exposure to school climate and culture.

COUN 515 School Counselor License Prep Workshop course was added to the curriculum to support school counseling students to prepare for and pass the OAE School Counseling (040) state licensure exam. This course objectives include student development and learning on implementing a comprehensive school counseling program, guidance and curriculum, development and planning, foundations of counseling, human growth, leadership skills, roles and responsibilities, ethics and legal Issues, consultation and collaboration, diversity and equity, and student evaluation.

COUN 540 School Culture and Climate was added to introduce, expose, and provide skills in navigating school culture and climate to counselors-in-training including key factors of leadership, advocates and systems change agents in P-12 schools. It is also designed to equip counselors-in-training with sufficient skills and knowledge to design and implement effective comprehensive developmental school counseling programs that address the career, personal/social, and academic needs of students in grades K-12.

Curriculum changes

Recognizing frequent requests from students for practicum class to have a stronger emphasis on school counseling, the department integrated a principal school counseling faculty member in the class. The class is now co-taught by one principal clinical faculty member, one principal school faculty member and several adjunct clinical supervisors.

Record keeping and outcome management

One recommendation from our advisory board meetings this year was to implement a comprehensive record keeping program for our practicum and internship field experiences. After consultation with the advisory board and software developers, the department selected Tevera. Beyond management of the various documents needed for these experiences, the department anticipates that Tevera will increase our success with assessing key assignment outcomes across our program to drive ongoing programmatic excellence while helping our students be successful. The department also believes Tevera will make it easier to centralize outcomes in one program to assist with CACREP accreditation.

Student support

The department has always prided itself on the support of student success and early identification of challenges that students may be experiencing. Early challenges are immediately addressed with students and a corrective action plan is created in collaboration with the student. This process was changed slightly in how the action plan is documented, resulting in a new action

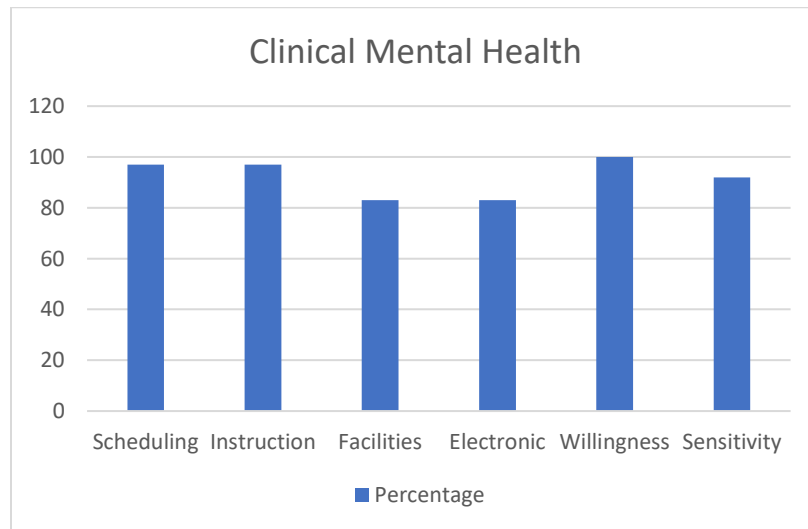
form and process for adjunct faculty to communicate concerns to principal faculty course stewards.

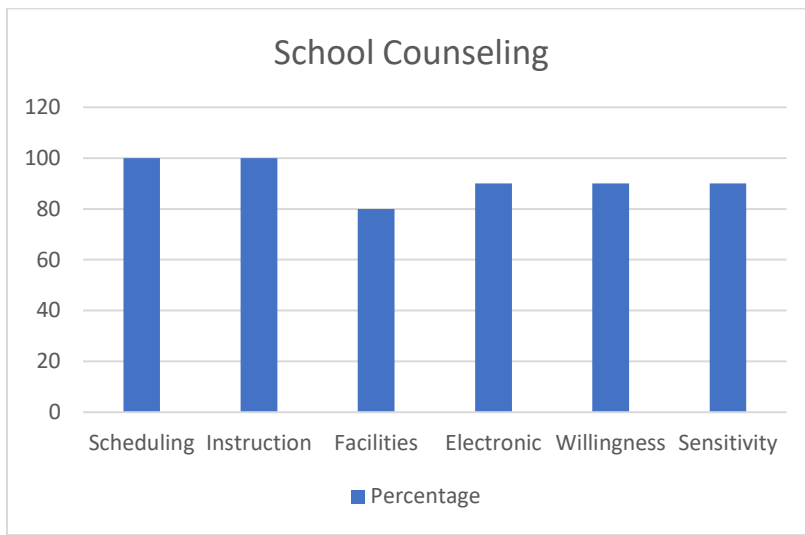
Faculty assisted students in setting up a chapter of Counselors for Social Justice and this group has organized and participated in ongoing activities throughout the academic year. Counselors for Social Justice is a national division of the American Counseling Association. CSJ works to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and their clients and to assist in the positive change in society through the professional development of counselors.

Student Experience

Students were asked the following questions in their program evaluations. Indicated in the graph below are the percentage of student responses of “Strongly Agree” and “Agree”

Scheduling classes was easy
The overall quality of instruction is good to excellent
The overall quality of classroom facilities is good to excellent.
The printed and electronic information provided to me helped me to understand and plan my program.
The overall willingness of the professors/ staff to accommodate student needs is good to excellent
There exists faculty sensitivity to graduate student ethnic, racial, gender diversity issues

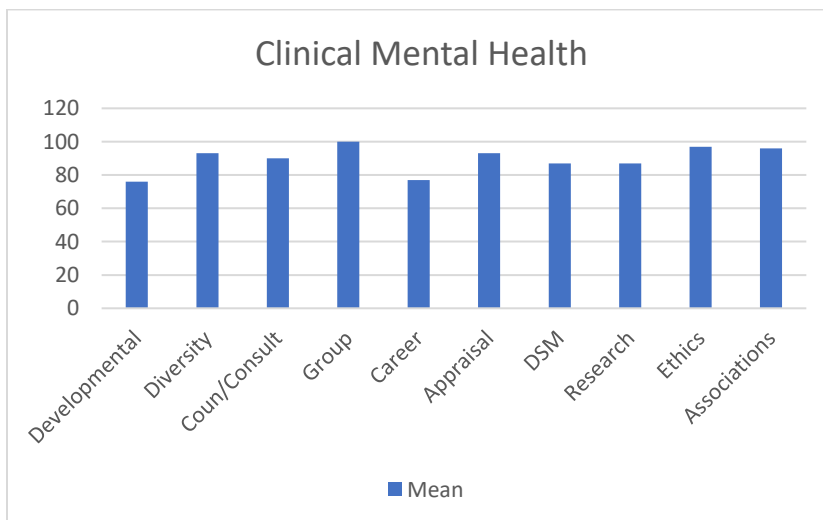




Application of Knowledge

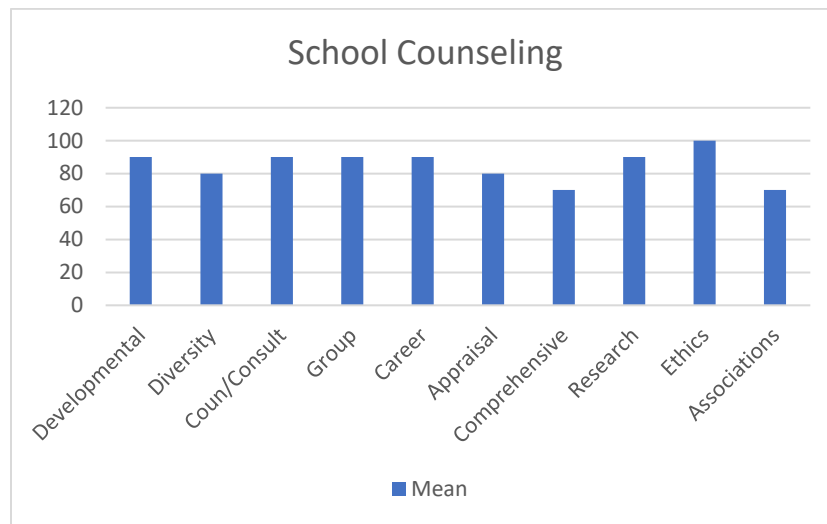
In their program evaluation, clinical counseling students were asked the following questions.

- The nature and needs of individuals at all developmental levels
- Issues and trends in a diverse society
- Counseling and consultation processes
- Group work approaches
- Career development theories and career couns. process
- Appraisal/testing and evaluation techniques
- Appropriate assessments using DSM
- Research methods
- Ethical, legal, and professional issues
- The counseling profession in general and professional groups and activities associated with the profession



In their program evaluation, school counseling students were asked the following questions.

The nature and needs of individuals at all developmental levels
Issues and trends in a diverse society
Counseling and consultation processes
Group work approaches
Career development theories and career couns. process
Appraisal/testing and evaluation techniques
Comprehensive and developmental school counseling programs
Research methods
Ethical, legal, and professional issues
The role of a professional school counselor and demonstrate knowledge in constructing a comprehensive developmental school counseling program in K-12 settings.



Statements from our Students:

Xavier's graduate program is amazing. The attention to detail and the care for each student is beyond the call and it creates an environment of growth and success of the students.

I appreciated the consideration of grad students work schedule when designing the time slots for classes. I also appreciated the support from faculty members throughout the entire 3-year journey to acquire my MA degree. In addition, I really liked the 1-semester hour elective courses to broaden my perspective regarding mindfulness and spirituality. ***** I'm glad that Xavier does not "teach to the test" regarding the licensure exam, however, I do feel like earlier exposure to the exam would be helpful to help manage the task of passing the exam.

I wish there was a greater emphasis on the school counseling program within our courses. Could it be possible to group the school counselors together when completing classes, even earlier within the program, to help tailor courses to the students working towards school counseling? In

many classes, I have felt that the presentation of materials have been geared towards clinical students.

The faculty is overall welcoming and experienced. I felt there were ample opportunities for diverse workshops. The practicum/internship placement was smooth and easy. Students admitted to the program, overall, were warm, knowledgeable, accepting, open-minded and good peers. There was significant information of multicultural counseling, importance of acceptance of all identities/social justice info, etc.

The greatest strength of Xavier's program is the availability of the faculty and their overwhelming support for the students to succeed. As a non-traditional student, I appreciated the attention and care I genuinely felt during my studies in the program. I also applaud the emphasis the program places upon self-care and mindfulness. My suggestion for improvement is that there be some content for the care of children be added to the program. Now that I'm in practice, the number of children under the age of ten that I see daily is one of the most surprising aspects of my job. Despite this, I would still recommend Xavier's program highly.

- Professors were very helpful (especially for someone who had been out of school for 10 years)
- Professors took extra time to explain concepts after class
- The program handled going remote for Covid very seamlessly
- The program was very experiential and I feel as though I learned through practice and not solely through instruction
- It was amazing and helpful that all professors had actual counseling experience and not just PhDs
- Just a GREAT overall experience

Summary of Changes

Overall Xavier Counseling students are satisfied with the CMHC and SC program. Students on multiple occasions reference the competency of the faculty, and the willingness to go above and beyond what is expected to assist students in being successful in their development. Even with the majority of the students performing as expected, and being highly satisfied, there were changes that were made to the curriculum for both programs. In summary, the SC program added two classes, one that addresses the School Culture and Climate, and an additional class for Licensure Preparation and support. Pertaining to clinical practice, an electronic practice management system was adopted, the Tevera system. The Tevera system also utilizes the Counseling Competencies Scale to assess behavioral dispositions and counseling skills. We look forward to being able to utilize the assessment data to continue to develop Xavier students.

Dr. Butch Losey

Dr. Rhonda L. Norman