

COUNSELNG AND ART THERAPY DEPARTMENT
ANNUAL PROGRAM REPORT
Program Updates, Evaluation, and Assessment of Student Learning
2022-2023

Program: Master of Arts, Counseling and Art Therapy

Completed by: Rebecca D. Miller, Ph.D., LPC, ATR-BC, ATCS, CCLS, Program Director, Assistant Professor

I. PROGRAM UPDATES

A. Faculty Changes: Former Program Director, Gail Rule-Hoffman moved into a half-time faculty role. Faculty member, Jessica Headley, Ph.D., LPCC-S, NCC, left her half-time CAT faculty role, along with her half-time role as Co-Director of the Ursuline College Women's Center, to focus on her private practice, Wellness Grove. Wellness Grove remains a placement site for CAT students, and Dr. Headley joined the CAT Advisory Board for 2022-2023 as an external member to the Board. Additionally, Judy Jankowski, LPCC-S, LICDC, ATR-BC, CHT, Clinical Director, will step down from her role at the end of the Summer, and Adjunct Faculty, Areka Foster, LPCC, ATR-BC, SEP, will officially begin full-time in the Fall.

B. Director Change

As of July 1, 2022, Rebecca D. Miller transitioned into the Program Director Role, and former Program Director, Gail Rule Hoffman, moved into a half-time faculty role.

C. Curriculum Updates

1. Curriculum/Course Sequencing

No major changes were made to the curriculum or course sequencing during the 2022-2023 year. However, in anticipation of the CACREP 2024 specifications of what the New Student Orientation must cover, including a more extensive review of licensing and credentialing requirements, a title change proposal for 'CAT 500 Professional, Ethical, and Legal Issues' was submitted to Graduate Curriculum Committee to incorporate the word "Orientation" within the title. The new title, 'CAT 500: Professional Orientation, Ethical, and Legal Issues,' will be voted in the June GCC meeting and forwarded to Deans and VPAA for approval and changes made in Registrar. The rationale submitted was that orientation to the professions is already an integrated component of the course, so this title better reflects the integration of professional orientation components that already occur. Additionally, the licensing/credentialing review that already occurred will be moved to the first evening of the course, which can then be considered an extension to the New Student Orientation evening, as per how other programs have handled increased expectations for orientation components. Going forward students will be advised that they must complete CAT 500 in their first semester. This information was shared with the AT Chair for Bridge students, as it was not previously included as a Bridge course, and she is revising her curriculum and audit sheets for UCC submission/approval this Summer.

Additionally, faculty worked together over the past year to make improvements to the Research/Capstone process, with this work continuing in 2023-2024. Faculty members, Dr. Katherine Jackson, Dr. Fawn Gordon, Diana Wallace, and Dr. Rebecca Miller, worked together to streamline options for student thesis/ research projects that better align with main programmatic goal of producing effective practitioners of counseling and art therapy. Additionally, the format of the Capstone Symposium was changed beginning Spring 2023 to shorten the length of the live presentations and add a student poster showcase. This dovetails with the re-introduction of the college-wide Student Research Symposium, as several students were able to showcase their posters at this event, and with annual opportunities for student posters via NCOCA, OCA, BATA, etc.

2. Electives/Workshops Offered:

- **Summer 2022:** Service Learning-Cheyenne River (July 5-11, 2022), Service Learning- South Africa (July 27-August 8); Attachment and Early Childhood Mental Health: Ruptures and Repairs (Ashley Skelly & Katherine Jackson)
- **Fall 2022:** CAT 545W Advanced Techniques: Inspiring Clients to Achieve Their Goals (1 credit); CAT 525W Understanding the Needs of Clients with Medical Issues (1 credit); *Non-credit:* Silk Painting workshops: Two classes were held, November 11 and 12. One was for students, and one for public; Soap Making and Cardmaking: Four “Pop-Up” art making sessions were held in December where students made holiday cards and gift soaps.
- **Spring 2023:** CAT 510W Transforming Grief: From Pain to Resilience (1 credit); CAT 545W Pathways to Wholeness: Treating Developmental Trauma and Dissociation (1 credit); *Non-credit:* Silk Painting: Two classes, February 25th and April 29th; Wheel throwing and other pottery related demonstrations were held for 5 individual students.

3. Special Events & Guest Speakers Hosted:



NCOCA Brunch Bash, April 15, 2023, hosted at Ursuline College

The Ursuline Counseling and Art Therapy program hosted the North Central Counseling Association chapter meet-and-greet brunch and art-making event on Saturday, April 15th from 11:00-1:00. CAT faculty member, Fawn Gordon, is the current President of NCOCA, and both Rebecca D. Miller and Gail Rule-Hoffman serve on the current NCOCA board. The NCOCA board members, along with CAT students, Monica Brown, Alyssa Carlston, and Alayna

Smith, helped to facilitate creative and therapeutic artmaking activities, including thrive boxes, soap-making, and origami.

The CAT program also hosted guest speakers in classes during the 2022-2023 that covered a diverse range of topics, including:

- CAT 500 Prof, Ethical & Legal Issues:
 - Dr. Claire Martin, “Addressing Racial Trauma in Counseling”



Dr. Martin

- Pat Thurman, JD, “Ethical & Legal Issues pertaining to Artworks”
- CAT 523 Social & Cultural:
 - Ken Schneck, Founding Editor of Buckeye Flame, “Understanding Current Sociopolitical Issues within the LGBTQ Community”



Ken Schneck

- CAT 645 Trauma & Addictions:
 - Judy Mae, “Personal Journey of Healing f/ Trauma and Addiction”
 - Erika Erwin, “Utilizing EMDR with Clients”
- CAT 648 Case Studies:
 - Ashley Kline, “Survivors of IPV”
- CAT 503: Pam Bertrand
 - “Art therapy with survivors of mass violence”

4. Development of CREATE: Professional Dispositions

This past year, the CAT program engaged in a year-long collaborative process to identify a set of program-specific professional dispositions to be developed and demonstrated by all students and faculty to the greatest extent possible. The process involved members of the CAT advisory board at all levels (faculty, site supervisors, students, alumni, Ursuline administration, community stakeholders), students, and the CAT program faculty. CACREP (2016) defines professional dispositions as "the commitments, characteristics, values, beliefs, interpersonal functions, and

behaviors that influence the counselor's professional growth and interactions with clients and colleagues."

As a CACREP program, faculty have long monitored, evaluated, and remediated dispositions through processes such as skill evaluations, site supervisor feedback/evaluations, and the Student Performance Review and Remediation (SPRR) conference procedure. However, intention with these new dispositions is to make them more explicit to better support the growth of students as reflexive future professional counselors and art therapists. The dispositions form the memorable acronym, **CREATE**, and are listed below. They will be added to the student handbook and included on all program course syllabi.

Critical & Creative Thinking

Responsibility & Commitment

Ethical & Professional Behaviors

Advocacy & Cultural Humility

Therapeutic & Relational Helping Skills

Emotional Intelligence & Stability

Beginning in the Fall, students will engage in self-reflection about the development and demonstration of these defined dispositions at several key points in the program, and faculty and supervisors will also engage in formal and informal feedback with students about these dispositions. Dispositions will continue to be monitored, evaluated, and remediated as needed throughout each student's time in the Ursuline CAT program.

D. Practicum and Internship Updates

1. General Overview and Highlights

The Practicum and Internship Program for the 2022-2023 year remained dedicated to providing the students with a solid foundation for entry into the professions of counseling and art therapy. We welcomed several new sites and supervisors, as listed further below, with a focus to increasing diversity of supervisors and sites. In addition, the curriculum was reviewed, and assignments were revised in both practicum and internship courses, particularly in areas of documentation and advanced level counseling skills, based on feedback given through formal and informal assessment from students, faculty, and site supervisors. The year also included continued training and meetings for students, faculty, and supervisors held virtually to maintain communication, solicit feedback, address updates and changes, and answer questions and provide support. Overall, the clinical component of the program continues to provide a strong foundation of clinical and art therapy skills. As noted in the Program Changes section of this report, the current Clinical Director, Judy Jankowski, will be stepping down from the role at the end of the Summer, and we will welcome a new Clinical Director, Areka Foster, at the start of Fall 2023. Judy will hold several training sessions with Areka in Summer 2023 to acclimate her to her new role, and will continue to teach as an Adjunct faculty. We thank Judy for her years of service and leadership over the clinical component of the CAT program!

Other important highlights for 2022-2023 include:

- In total, 29 students successfully completed their clinical hours during the 2022-2023 academic year.
- Curriculum Updates: Video role play assignments were added to the curriculum in CAT 547 Clinical II Practicum to promote development of counseling and art therapy intervention skill; More focused attention to treatment planning was added to the curriculum in CAT 549/550 Internship I & II courses
- Updates were made to the Fieldwork Experience Manual and to treatment planning/assessment forms used in clinical classes.
- Tevera, the electronic platform for fieldwork, continued to provide the tools needed to help the students meet the requirements and to house the many roles, responsibilities, and documentation needed. It appeared to be running smoothly, and students were able to use the system with few errors or complications.
- Two continuing education workshops were held virtually for supervisors for OCSWMFT approved CEUs, one in Fall and one in Spring:
 - Fall workshop provided 3 CEUs in area of supervision: “*Clinical Supervision Within Addiction Recovery Using Expressive Art Therapy*” presented by Patrick S. Thurman, JD, LPC-S, LPAT, CSAT, ATCS, 18 individuals attended, with positive evaluation feedback.
 - Spring workshop provided 3 CEUs in area of ethics: “*Supporting the Mental Health of Mental Health Professionals: Ethical Considerations in Supervision*”, presented by Ashley L. Skelly, LPCC-S, ATR, 25 individuals attended, with strongly positive evaluation feedback.
- Two site supervisor meetings were held virtually, one in Fall and one in Spring. These meetings consisted of a PowerPoint presentation that reviewed particulars of fieldwork, such as CT status, clarification of clinical hours, documentation requirements, and using the Tevera platform, as well as provided the opportunity to ask questions and give feedback to inform continuous improvement. In the Spring meeting, the transition in Clinical Director was also announced.
- Two virtual meetings were also held for adjunct faculty supervisors to provide support, review changes in fieldwork manual/documentation, and gain feedback.

2. New Sites and Supervisors Utilized

There was a total of 11 new sites and 18 new site supervisors:

New Sites and Supervisors

- Alabaster Creative Arts Therapy, Leah Mendez, LPCC-S, ATR-BC
- My Happy Place Wellness Center, Lindsay Stein, LPCC-S
- Chiron Art Therapy, Maggi Colwell, MS, ATR-BC
- Right Focused, Lu Higginbottom, Ph.d., LPCC-S
- Children’s Advantage, Ryan Ferguson, LPCC-S, LICDC
- Lamplight Counseling, Bridget Richard, LISW-S
- Rahab Ministries, Kelli Cary, LISW-S
- Southwest General Hospital-Outpatient, Jennifer Phillips, LSW

- We Care Counseling, Sandra McMillin, LPCC-S, NCC
- Mental and Emotional Wellness Centers of Ohio, Eric King, LPCC-S
- Cheyenne River, Katherine Jackson, Ph.D, ATR-BC, RYT

New Supervisors at Pre-Existing Sites

Wendy Maayan, MAAT, LISW
 Joseph Alexander, Ph.D, LPCC-S
 Colleen Warnock, LICDC, LISW
 Bonnie Peterson, LPCC-S
 Stephanie Taylor, LPCC-S
 Yvette Nosal, LPCC-S, ATR-BC
 Heather Thompson, LPC

E. Service Learning Program

In Summer 2022 from July 5-11th, 16 students/alumni and friends of Ursuline went to Cheyenne River Reservation for one week to volunteer and provide clinical mental health counseling and art therapy to Lakota youth. The leadership team consisted of Katherine Jackson, Megan Seaman, and Judy Jankowski, who led the group of volunteers in working with over 75 children and created good relationships over the course of one week. This was the 7th trip to Cheyenne River to help with the Red Can Graffiti Jam.

Also later in Summer of 2022 from July 26-August 6th, 26 students/ alumni and professors traveled to Port Elizabeth, South Africa. The leadership team consisted of Katherine Jackson and Megan Seaman, who led the volunteers in working with various primary and secondary school children providing art therapy services to vulnerable kids experiencing poverty and racism. The group donated over 250 books for the pop-up library, provided training for teachers, and volunteered at a day care center for a ½ day puppet workshop.



In Spring 2023, 27 students/alumni and friends of Ursuline went to Kathmandu Nepal for 12 days to assist orphans and sexually traumatized girls at PA Nepal and Antardristi. The leadership team consisted of Katherine Jackson, Megan Seaman, and Judy Jankowski, who led the group of volunteers in providing clinical mental health counseling and art therapy for approximately 100

children. They also provided training for the staff at both sites around how to implement and utilize coping strategies with the youth. In addition to volunteering about 40 hours, the group also ventured out to Chitwan National Park, where they visited elephants at an elephant sanctuary, canoed in crocodile infested waters, and went on a wildlife jeep safari!

F. CAT Student Development, Scholarship, & Awards

1. Mentoring Program

From Fall 2022-Spring 2023, the mentoring program added 14 new mentees within their first year and 6 mentors, either in their final year or who had recently graduated, who connected and established mentoring relationships. A fall open house provided mentors and mentees the opportunity to learn about the program, meet other members, and participate in art making. The mentoring program co-hosted '*Developing your Counselor Professional Identity: Panel Discussion*' on April 13th that was attended by 40-50 students where counseling professionals shared about their unique, diverse experiences developing their professional identities with considerations related to leadership, advocacy, empowerment, social change, mentoring, and prevention with a focus on effective strategies that students can incorporate. Ongoing email communication has occurred as needed to provide information and support with mentoring relationships. A fall open house is tentatively scheduled for early September.

2. Chi Sigma Iota, Chi Alpha Theta Chapter Activity 2022-2023

The Chi Alpha Theta (CAT) chapter of Chi Sigma Iota (CSI) Counseling Academic & Professional Honor Society International had a very busy and successful year of activities and membership involvement for the 2022-2023 academic year! Under the student leadership of chapter president, Bailey Campbell, secretary, Cailin Jaspers, and treasurer, Kayla Hensel, the CAT chapter had two important goals: 1) grow chapter membership, and 2) raise funds for CSI program planning. To help in reaching these goals CSI leadership met with CSI members and interested potential initiates in weekly leadership/membership meetings. The purpose of meetings was recruitment, event planning, budgeting, and building group cohesion. Business and membership meetings were combined in order to promote wider involvement of people in the Ursuline counseling program. Our chapter also offered professional development, fundraising, service-related, and social events to foster learning and interest in CSI, including a workshop/panel discussion about developing counselor professional identity, a t-shirt fundraiser that featured t-shirts with an original design of one our CAT chapter members, a drive to collect t-shirts for a creative healing strategy with men who were homeless, a Pumpkin Painting social event, and an evening get-together at the Cleveland Museum of Art - Evening Mix and Mingle. The CAT chapter held its 3rd formal initiation on Friday, April 28, 2023. Fifteen new members were initiated (see below). The greatest accomplishment, however, was that our CAT chapter was able to rebuild our membership – we now have 50 members! Second, we were able to grow our budget with a very successful t-shirt fundraiser – we raised approximately \$1200!



CSI Induction Ceremony, Spring 2023

Inductees into Chi Sigma Iota, Chi Alpha Theta Chapter, Spring 2023

Cailin Elizabeth Jaspers
 Todd Jakubisin
 Mariah Yoder
 Bailey Rose Campbell
 Monica Christine Brown
 Angela M. Hulett
 Alishia Rohr
 Jocelynn Lash
 Sheridan Anderson Furrer
 Megan Nichole Fortney
 Allyna Fischbach
 Chantaisa White
 Lindsey Marie Ford
 Kristy Faye Monnin
 Sarah Kathryn Mae Eshelman

3. Capstone Research Projects, 2022-2023

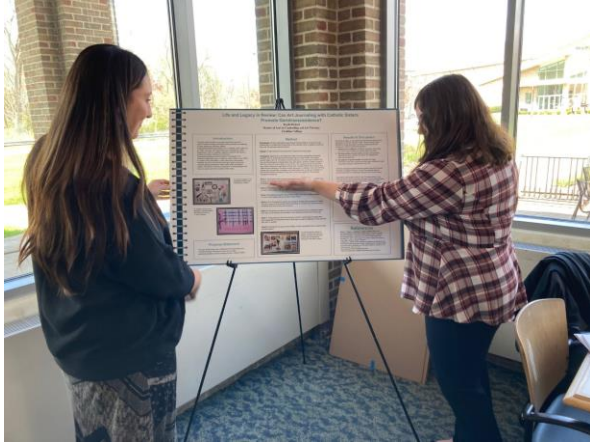
Fall 2022:

Leah Blankenship	<i>Adults with Substance Use Issues Exploring Impacts of COVID-19 Isolation with Eco-Art: An Interpretative Phenomenological Analysis</i>
Allison Brusk	<i>Using Art Therapy to Explore Burnout and Trauma of Nurses Working during COVID-19x</i>
Cheyenne Carraway	<i>Utilization of Trauma-Informed Care Framework with Art Therapy for Adults who Endured Childhood Physical Abuse: A Proposed Intervention Guidebook</i>
Jacqueline Hetrick	<i>Examining the Impact of Art Therapy Interventions in Conjunction with Speech and Language Therapy in a Specialized School Setting</i>
Kaylen Jones	<i>Using Collage to Explore the Experiences of Caregivers of Pediatric Oncology Patients During COVID-19</i>
Sarah Osvath	<i>The Use of Collage Media for Those who have Experienced Grief and Loss in Adolescence</i>

Christina Saily	<i>Art Therapy with Women Experiencing Postpartum Depression: A Proposed Intervention Guidebook</i>
Madeline VanHorn	<i>Exploring Artwork Created by Painters who Died by Suicide Using the Formal Elements of Art Therapy Scale</i>
Hannah Voss	<i>Teen Self-Esteem and Spirituality: A Faith-Based Art Therapy Group</i>

Spring/Summer 2023:

Leah L. Babaran	<i>Exploring the Somaticism of Intergenerational Trauma in Asian, Asian American, and Pacific Islander Folx and the Benefits of Art-based Intervention</i>
Ashley M. Cottrill	<i>A Dialectical Behavioral Therapy-Skills Informed Art Therapy Case Study</i>
Madilyn DeVito	<i>Exploring Social Isolation Among Older Adults During the COVID-19 Pandemic Using Nature-Based Art Materials</i>
Maya R. Eisenberg	<i>An Art Therapy Approach to Dialectical Behavior Therapy With Individuals Who Have Experienced Trauma</i>
Janie E. Ellingsen	<i>Formal Elements Art Therapy Scale and Patient Health Questionnaire-9: A Comparative Analysis Exploring Depression Screening Modalities in Older Adults</i>
Megan N. Fortney	<i>The Lived Experience of Privilege Among Individuals Explored through Interview and an Art Therapy Task</i>
Jessica M. Grimm	<i>Exploring Self-Perception: Art Therapy Interventions with Men Experiencing Homelessness</i>
Kayla M. Hensel	<i>Life and Legacy in Review: Can Art Journaling with Catholic Sisters Promote Gerotranscendence?</i>
Cailin Jaspers	<i>Eco-Art Activities and Artistic Activism: A Proposed Pilot Group for Emerging Adults Suffering from Eco-Anxiety</i>
Kaitlyn A. Kirchmeir	<i>Empowering School-Based Art Therapist Through Displaying Their Artwork in Response to COVID-19</i>
Danielle Irene Kutis	<i>Influence of Art Therapy: The Lived Experience of Mothers with Chronic Pain</i>
Azia M. Layman	<i>Art Therapy Adolescents with Existential Anxiety: A Proposed Pilot Study</i>
Matthew Miklavcic	<i>How Art Therapists Use the Expressive Therapies Continuum (ETC)</i>
Barbara R. Murnane	<i>The Utility of the Bird's Nest Drawing (BND) to Assess Maternal Affective Attachments to Children with Autism</i>
Elena I. Nail	<i>Improving Multicultural Competency: A Pilot Study for Counseling and Art Therapy Education</i>
LaSontia Sharlow	<i>Response Art and Reflection: Providing Art Therapy for Children with Medical Complexities in an Onsite School Setting During Covid-19</i>
Jill C. Springer	<i>Resiliency of Older Women Experiencing Ageism: A Proposed Group Art Therapy Program</i>
Taylor E. Wiegand	<i>An Art Therapy Workbook for Youth Diagnosed with Cancer in a Medical Setting</i>
Mariah P. Yoder	<i>Stimulating Memory Recall Notebook: Utilizing Collage Technique and Reminiscence Therapy with Older Adults Experiencing Cognitive Impairment</i>



Capstone Symposium, Spring 2023

4. Student Graduation Awards

a. Overall Academic Excellence Awards (awarded to graduating students with a 4.0)

Kaylen Jones (Fall 2022)
Christina Saily (Fall 2022)
Ashley Cottrill (Spring 2023)
Maya Eisenberg (Spring 2023)
Barbara Murnane (Spring 2023)

b. St. Hildegard of Bingen Award for Creativity

Kaylen Jones (Fall 2022)
Kaitlyn Kirchmeir (Spring 2023)

c. St. Angela Merici Service Learning Award

Leah Blankenship (Fall 2022)
Megan Fortney (Spring 2023)

d. Clinical Excellence and Innovative Research Award

Jane Ellingsen (Spring 2023)

5. CAT Student Scholarships Awarded for 2022-2023

a. Carol Hunter Kelley/Graham Hunter Foundation Recipients

Sheridan Furrer
Angela Hulett
Mackenzie McCormick
Barbara Murnane
Davia Smith

Taylor Wiegand
Maggie Wilson

b. Helen Dineen Christ Child Scholarship Recipients

Monica Brown
Lindsey Ford
Shelley Hunt
Kayla Kade
Katherine Kirkholder
Nicholas Leciejewski
Alyssa Lopez
Michaela Mansfield
Summer Shaffer
Morgan White
Linda Wilt

G. CAT Faculty Scholarship

CAT faculty were active scholars, with several faculty presenting at national conferences and conducting research in their areas of expertise, throughout the 2022-2023 year, as per below.



Katherine Jackson & Rebecca Miller giving presentations at the AATA National Conference, November 2022

Fawn Gordon, Ph.D., LPCC, NCC

Non-Refereed Publications

Collins-Gaines, B., Garcia, G., **Gordon, F.** (2022, February). *Critical Race Theory: Why Understanding Race and Racism is important*. Counselors for Social Justice Newsletter.

International Conference Presentation

Takeda, M., & **Gordon, F.** (2023, May). *Exploring the Application of Contextual Family Therapy in Japanese Culture Through a Comparison of Contextual Family Therapy and Naikan Therapy*. Session presented at the International Conference on Contextual Therapy, Long Beach, California.

National Conference Presentations

- Gordon, F.** & Takeda, M. (2023, May). *Moving Beyond Four Walls: Going Into Nature to Foster Healing*. Session presented at the Association for Humanistic Counseling (AHC) conference, Denver, Colorado.
- Takeda, M. & **Gordon, F.** (2023, May). *Power of Connection and Collaboration: Use of Flow and Mindfulness to Connect and Combat Isolation*. Session presented at the Association for Humanistic Counseling (AHC) conference, Denver, Colorado.
- Seaman, M., **Gordon, F.**, Headley, J., & Morgan-Swaney, C. (2023, April). *Supporting Human Rights and Addressing Social Injustice in Counseling and Therapy*. Session accepted to the American Counseling Association (ACA) conference, Toronto, Canada.
- Gordon, F. C.** & Morgan-Swaney, C. T. T. (2022, May). *Self-Actualizing or Returning to Authenticity? Journeying Towards the Authentic Self as a Form of Healing*. Session presented at the Association for Humanistic Counseling (AHC) conference, Nashville, Tennessee.
- Collins-Gaines, B., Garvin, R., **Gordon, F.** & Seaman, M. (2022, March) *Why is Critical Race Theory Critical and Where do Counseling Professionals go From Here?* Session presented at the virtual Counselors for Social Justice (CSJ) webinar.

State Conference Presentations

- Owens, D. & **Gordon, F.** (2023, April). *Strategies to Address Social Justice Issues in Schools*. Session presented at the Ohio Counseling Association (OCA) virtual Spring Conference.
- Raghavan, E. & **Gordon, F.** (2023, March). *Micro, Meso, and Macro: Exploring the Role of Systems in Spiritual Wellness in Emerging Adulthood*. Session presented at the Ohio Association for Spiritual, Ethical, and Religious Issues in Counseling (OASERVIC) virtual Spring Workshop.
- Morgan-Swaney, C. T. T. & **Gordon, F.C.** (2022, September). *The Role of Ethics in Using Creativity to Enhance Well-Being*. Session presented at the virtual Buckeye Art Therapy Association (BATA) Symposium.
- Morgan-Swaney, C. T. T. & **Gordon, F.C.** (2022, September). *Burned Out: Ethical Considerations and Strategies to Prevent and Monitor for Impaired Practice*. Session presented at the virtual Buckeye Art Therapy Association (BATA) Symposium.
- Gordon, F.C.** & Paul, D. (2022, April). *Creative Practices to Enhance Well-Being*. Session presented at the Ohio Association for Spiritual, Ethical, and Religious Issues in Counseling (OASERVIC) virtual Spring Workshop.

Katherine Jackson, Ph.D., ATR-BC, RYT

Presentations

- Jackson, K., & Seaman, M. (2022, November). *Exploring the ETC and DCT in Therapeutic Treatment with A Depressed and Anxious Teen*. Chicago School of Professional Psychology.
- Jackson, K. (2022, November). *Creative Arts Therapies and Collective Efficacy within the Cheyenne River Lakota Reservation Community*. American Art Therapy Association Conference. Minneapolis, MN.
- Jackson, K., & Seaman, M. (2022, September). *Combining the ETC and DCT in Therapeutic Treatment with Depressed and Anxious Teens*. Buckeye Art Therapy Association Symposium.
- Jackson, K. (2022, May). *Finding work life balance*. Professional Development Series. Ursuline College.

Rebecca D. Miller, Ph.D., LPC, ATR-BC, ATCS, CCLS

Refereed Publications

- Newland, P., Chen, L., Hamilton, K., **Miller, R. D.**, & Hendricks-Ferguson, V. (2023). Mindfulness based art therapy and symptoms in adults with Multiple Sclerosis: A pilot study. *MedSURG Nursing*, 32(3). <https://library.amsn.org/amsn/articles/1428/view>
- Miller, R. D.**, Paul, Z. A., Brown, E. C., Coker, A. D., Martin, C., Hurless, N. L., Cables, E. R., Freedle, A., Hussmann, M., & Abernathy, M. M. (submitted May 2023; under review). Women and self-censorship in professional spaces: Implications for counselor practice and education. *The Professional Counselor*.

Non-Refereed Publication

- Miller, R.D.** (2022, October). Labyrinth nest building: Combining contemplative meditation, exercise, And creativity [self-care spotlight]. *Counselor Connection*, 1(3).
https://www.canva.com/design/DAFC6-OptJ8/OGn94JmscJlrsMtLuFTa7g/view?utm_content=DAFC6-OptJ8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Conference Presentations

- Miller R.D.** (2023, April 21). *Breadwinner mothers during COVID-19: Implications for counseling from an IPA inquiry*. Conference session presented at the Ohio Counseling Association Spring Conference, held virtually.
- Miller, R. D.** (2022, December 17–18). *Relationships between therapists' tears and their personal and professional characteristics* [invited webinar recording]. American Art Therapy Association virtual conference.
- Miller, R. D.** (2022, November 12). *The intensified juggling act: Breadwinner mothers of school-aged children during COVID-19*. Research paper presented at the American Art Therapy Association 53rd annual conference, Minneapolis, MN.
- Miller, R. D.** (2022, November 11). *Relationships between therapists' tears and their personal and professional characteristics*. Research paper presented at the American Art Therapy Association 53rd annual conference, Minneapolis, MN.
- Miller, R. D.** (2022, September 9). *Reflecting an Ideology of Juggling: Breadwinner Mothers' Visual Artifacts during the COVID-19 Pandemic*. Presentation given at the annual Buckeye Art Therapy Association conference, September 8–10, 2022, held virtually.

Invited Guest Lectures & Webinars

- Miller, R. D.** (2022, December 13 & 2023, April 18). *Relational cultural theory: Let's begin with the basics!*, Guest lecturer in CAT 505 Counseling Theories, Ursuline College CAT program.
- Miller, R. D.** (2022, June 27). *Jewelry making and art therapy: Is it a thing???*, Guest lecturer in CAT 567 Media and Techniques, Ursuline College CAT program.

Artwork Exhibitions

- November 4–January 29, 2023: personal collection of handmade and found dolls exhibited in “*Beyond Cute: The Doll Show 2022*,” invited group art exhibition, Wasmer Gallery, Ursuline College

Gail Rule-Hoffman, M.Ed., LPC-S, ATR-BC, LICDC-S

Publications

- Book Reviewer, *Art therapy and Career Counseling*, Parker-Bell, B. & Osborn, D., 2023, Routledge.

Presentations

- North Central Ohio Counseling Association: Facilitator of Creative Experiences, Spring Brunch Bash, April 15, 2023

Ursuline College: Guest Lecturer, Trauma and Addictions course, CAT Program, Fall 2022.
Ursuline College: Guest Lecturer, Media and Techniques course, CAT Program, Fall 2022.

Megan Seaman, Ph.D., LPC, NCC, RYT

Presentations

Seaman, M., Gordon, F., Headley, J., & Morgan-Swaney, C. (2023, March). *Supporting human rights and addressing social injustice in counseling and therapy*. Paper presented at the annual American Counseling Association Conference 2023, Toronto, Canada.

Jackson, K. & **Seaman, M.** (2022, September). *Combining the ETC and DCT in therapeutic treatment with depressed and anxious teens*. Paper presented at the annual Buckeye Art Therapy Association Conference 2022, Columbus, OH, Via Online Zoom Offering

Diana T. Wallace, LPCC-S, ATR-BC

Publication

Wallace, D. (2022, October 22). *Self-care spotlight: Creative and expressive arts edition*. Ohio Counseling Association (OCA) Newsletter. https://www.canva.com/design/DAFC6-0ptJ8/OGn94JmscJlrsMtLuFTa7g/view?utm_content=DAFC6-0ptJ8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

H. Accreditation Updates

1. *Commission on Accreditation of Allied Health Education Programs and Accreditation of Educational Programs in Art Therapy (CAAHEP/ACATE)*: The CAT program completed its first yearly report for CAAHEP/ACATE, which was due September 15, 2022. All sites, supervisors, credentials, and current students were reported; retention, graduation, and positive placement rates; and program and student learning outcomes. The program accreditation was successfully renewed, with no citations. However, the reviewers noted that the response rate from alumni was just below the threshold. A plan was put into place to increase response rate. CAAHEP/ACATE acknowledged that is a commonly reported issue from CAAHEP programs nationwide, and CAAHEP/ACATE changed the graduate/alumni survey format for the coming accreditation cycle to help programs achieve higher survey return rates.

2. *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*: The faculty have been gearing up for the CACREP self-study to be completed in the coming 2023-2024 academic year. Preparation processes have involved the roll-out of the new CREATE professional dispositions, and faculty are updating syllabi to the new 2024 standards, which are set to go into effect July 1, 2023. CACREP has directed that programs submitting self-studies in July of 2024 must be written for the 2024 standards.

II. RECRUITMENT, ENROLLMENT, & RETENTION

A. Recruitment/Outreach

CAT Program Director, Rebecca D. Miller, completed 19 recruitment and outreach events for 2022-2023, with assistance from CAT faculty, Dr. Fawn Gordon, for one of the events. These are detailed further below. Additionally, Dr. Miller held multiple meetings with prospective students

and their families, both in person and via Zoom, as well as fielded numerous inquiries on an ongoing basis to provide information about the program, conduct transcript reviews, and provide feedback on art portfolios for candidates during the inquiry and/or application process. A total of 502 CAT program inquiries was tracked by Admissions from June 1, 2022- June 1, 2023.

Eight virtual presentations were done in classes at the following institutions. Most focused on educating the students about art therapy as well as the opportunities at Ursuline.

- Ten virtual information sessions were held, with 73 persons registered and attending.
- Nine outreach presentations were completed, either in person or virtually, in classes at the following institutions, with over 125 students in attendance in total. The Outreach sessions focused on educating about the fields of Counseling and Art Therapy, and the distinctive dual-training program offered at Ursuline.
 - Ohio Wesleyan, Art Department- 9/27 (virtual), 2 attendees
 - University of Toledo, Art Education- 10/3 (virtual), 15 attendees
 - John Carroll, Psychology Department- 11/15 (in-person, with over 3 classes combined)- 60+ attendees
 - Cleveland Institute of Art, Career Services- 11/16 (virtual), 3 attendees
 - Cleveland State University, Art Department- 11/17 (in-person)- 10 attendees
 - Ohio University, Art Therapy department- 2/13 (virtual)- 10
 - Mercyhurst, Art Therapy department- 3/15 (virtual)- 6 attendees
 - Cleveland State University, Psi Chi Club- 4/3 (virtual)- 5 attendees
 - Youngstown State University, Art Education Seminar- 4/5 (virtual)- 7 attendees (Dr. Fawn Gordon led the session)

B. New Student Enrollment and Retention

1. Enrollment and Credit Hours

Fall	2016	2017	2018	2019	2020	2021	2022
Headcount	75	68	81	89	98	86	83
Credit Hrs.	515	490	619	702	797	644	619
Completers	5	6	6	7	5	8	9
Spring	2017	2018	2019	2020	2021	2022	2023
Headcount	70	66	83	85	90	78	78
Credit Hrs.	495	464	665	689	707	545	568
Completers	19	9	12	13	16	13	17
Summer	2017	2018	2019	2020	2021	2022	2023
Headcount	49	54	71	56	70	62	61
Credit Hrs.	315	328	500	350	475	407	665**
Completers	0	1	0	4	7	4	2
Total Completers	24	16	16	25	28	25	28

*Data not yet available

**Reflects credit hours attempted, as semester was in progress at time of report

Based on new accreditation guidelines, the format for reporting now reflects retention within a calendar year tracked by cohort. This is indicated in the chart below, as well as is publicly available on the Ursuline website. This is tracked as new students are admitted and does not

reflect the total number of active students. For total number of active CAT students, please see the chart in Section C further below.

CAT New Student Enrollment and Retention	2021	2022	2023
# Admitted and Enrolled*	23	31	***
# Withdrew- Personal Reasons	2	0	***
# Withdrew- Academic Reasons	2	1	***
# Retained	19	30	***
Retention Rate for Calendar Year	83%	97%	***

*Excludes non-degree seeking students

**Retention rate is % of students retained who were admitted and enrolled within calendar year. Figures updated annually.

***Data not yet available

Additionally, the below chart from Admissions shows total number of applicants, admitted, deposited, and enrolled students for each semester of the 2022-2023 academic year.

	Summer 2022	Fall 2022	Spring 2023
Applicants	10	33	7
Admits	7	25	7
Deposits	6	24	7
Enrolled	4	22	6

C. CAT Student Demographics- 2022-2023

	Summer 2022	Fall 2022	Spring 2023
African American/Black	4	5	6
American Indian (Native Amer) Alaska Native	0	0	0
Asia/Oriental or Pacific Islander	2	2	2
Caucasian/White	53	71	67
Hispanic/Spanish Origin	0	0	0
2 or more races	2	2	1
Other/Unknown	1	3	2
Non-US Residents	0	0	0
Veteran	1	1	0
With a Disability	5	7	7
Male	2	3	3
Female	58	79	74
Other	2	1	1
Age			
20-24	19	26	9
25-30	25	30	39
31-40	9	13	14
41-50	6	9	12
51-60	3	5	4
61 & older	0	0	0
Total # of Students	62	83	78

III. GRADUATION & POSITIVE PLACEMENT

The employment rate of graduates has remained near 100% for the past several years, with most reporting positive placement at the time of graduation, and in follow-up surveys. There were 83 students actively enrolled during 2022-2023. The program had 28 graduates, 82% of whom graduated within 3 years (full-time status) and 96% had graduated within 4.5 years.

Positive placement is defined as those who are employed in the field 6-12 months following graduation and is reflected in the chart below.

Positive Placement by Graduation Year	2020-2021	2021-2022	2022-2023
# Graduated	28	25	28
% Employed within 6-12 months of graduation*	100%	100%	**

*Based on response rate of graduates over threshold of 35% who were surveyed 6-12 months after graduation

**Data not yet available

Additionally, data on employment plans is also collected at the time of student graduation as part of the program exit survey and is reported on further below.

IV. PROGRAM EVALUATION AND ASSESSEMENT OF STUDENT LEARNING

Note: Data is based on Summer/Fall 2022, and Spring 2023 unless otherwise indicated.

Updates to Evaluation Processes included the following:

- Exit interviews consist of employment outlook data, as well as assessment of SLO and program goals, completed at the time of graduation
- A series of post-graduation surveys are sent out to alumni track: 1) ACATE ratings of program effectiveness (1-5 months following graduation); and 2) positive employment data (6-12 months following graduation)
- Supervisor/employer survey data
- Outcomes for CACREP Key Performance Indicators and ACATE competencies are tracked by semester and reported in aggregate by calendar year
- Beginning Fall 2023, student and faculty reflection and assessment of CREATE professional dispositions are being integrated within courses and in advisement and will be reported on in next year's annual report.

A. Capstone Student Assessments

Course(s)	Assessment Methods	What does it measure?
A. Completion of Internships CAT 549/550 with "B" or better	Site supervisor evaluation LPCC-S and ATR-BC supervisor evaluations Session notes, treatment plans, journal, case presentation	Counselor and art therapy knowledge and skills
B. Successful completion of CAT 596 Capstone Project: Integrative Seminar	Thesis paper and final verbal formal presentation	Critical thinking, ability to integrate theory and practice, professional presentation skills
C. CPCE exam completed in CAT 596 Thesis/Integrative Seminar-	Passage of CPCE (Counselor Preparation Comprehensive Exam)	Counselor and art therapy knowledge and skills (Professional Identity Knowledge Core-CACREP, and specific areas also on ACATE competencies)

1. *Internship:* 100% of students successfully completed internship.

2. *Thesis*: 100% of students successfully completed thesis.

3. *CPCE Exam*

For 2022-2023, 87% passed the CPCE practice exam for the NCE, and 92.6% passed the NCE, which is well above the national average.

Summer 2022: 4 of 4 eligible students took the CPCE test in June 2022. The students prepared as best as they could but seemed to struggle a little due to COVID 19 residual effect. However, all students who took the test passed. The cut score was 71% (pass score). The national average was 87.5 and our average was 84.5, therefore we were just below non exit average. We seem in line with averages/mean scores.

Fall 2022: 9 of 9 eligible students took the CPCE test in October 2022. The students prepared as best as they could but seemed to struggle a little due to COVID- 19 residual effects. However, all students who took the test passed, except for 1 student who got a very low score of 59%. The cut score was 68% (pass score). The national average was 83.1 and our average was 80.8, therefore we were just below non exit average. We seem in line with averages/mean scores.

Spring 2023: 17 of 17 eligible students took the CPCE test in February 2023. The students prepared as best as they could but seemed to struggle a little due to COVID 19 residual effect. However, all students who took the test passed, except for 3 students who got low scores of 67, 68 and 59. The cut score was 71% (pass score). The students expressed a high level of stress going into the test, and some of the students did not prepare well, accounting for the lower scores. The national average was 86.1 and our average was 82.2, therefore we were just below non exit average. We seem in line with averages/mean scores.

Recommendations: Since student averages are in line with means in all categories, and since graduating student pass scores on the NCE continue to remain in line with national averages, no specific conclusions can be made. Continue to examine where study content can be better integrated into the curriculum beyond CAT 596 course and to provide further practice with multiple choice examinations of the type students face during the CPCE and NCE.

B. Test Pass Rates for Licensure and Credentialing

Information where made available by national exam offices is indicated in the charts further below. For 2022-2023, 92.6% of Ursuline graduates passed the NCE, which is well above the national average.

Test	Assessment Timeline	Measures
NCE (National Counseling Exam)	NCE Exam-taken in the last semester or after graduation	Counselor knowledge and skills
NCMHCE (National Clinical Mental Health Counseling Exam)	NCMHCE-taken post-graduation after 3000 hours of supervised work experience	Advanced knowledge and skills related to diagnoses and treatment of mental and emotional disorders
ATCB Board Certification Exam for ATR-BC	BC Exam- Taken after completion of 1,000 of supervised experience after graduation	Art Therapy knowledge and skills

Counselor Licensure Test Pass Rates (NCE/NCMHCE) <i>Data based on Summer/Fall/Spring Academic Year</i>				
Academic Year	NCE	No. of Testers	NCMHCE	No. of Testers
2022-2023	92.6%	27*	76.9%	25*
2021-2022	87.8%	33	62.5%	16
2020-2021	92.3%	23	70.5%	17
2019-2020	88.8%	18	61.5%	13
2018-2019	95%	20	86.6%	30
2017-2018	91.6%	24	64.7%	17

*Data reflects test-takers from June 2022-May 2023, based on data supplied by OCSWMFT Board at time of this report. The OCSWMFT Board reported incomplete data for months of November and December due to a technical issue.

Counselor Licensure Test Pass Rates (NCE/NCMHCE) <i>Data based on calendar year</i>						
Year	NCE Exam No. of CAT Testers	CAT NCE Exam Pass Rates	NCE National Pass Rates	NCMHCE Exam No. of CAT Testers	CAT NCMCCE Exam Pass Rates	NCMHCE National Pass Rates
2022	24*	83%	79%	19*	74%	53%
2021	34	91%	81.3%	15	66.6%	53%
2020	18	94.5%	85.2%	17	58.8%	SP 2020 68.6%
2019	21	90.4 %	89.8%	17	82.3%	SP 19 52%
2018	10	93.7%	88.2%	24	75%	Data not available
2017	23	91%	Data not available	14	71.4%	Data not available

*Exam data for months of November and December was reported incomplete from the OCSWMFT Board via NBCC and they are working on rectifying a technical issue.

ATR-BC Test Pass Rates, New ATR's, New ATR-BC's, ATR-P <i>Data based on calendar year</i>				
Calendar Year	Board Certification Exam (BC)	New ATR's	Now ATR-BC	Was ATR-P
2022	*No Data	No Data	No Data	No Data
2021	*No Data	No Data	No Data	No Data
2020	100%	10	1	3
2019	100%	7	1	3
2018	100%	24	5	2
2017	100%	22	7	0

*The Art Therapy Credential Board (ATCB) national office has not provided data since 2020 while undergoing transitions in leadership and it remains unclear if they will resume providing data at any point in the future.

C. Additional Program Evaluation and Assessment of Student Learning (ASL) Outcomes

(Note: Full data reports are available in the department.)

1. Exit Data (completed by graduating students prior to commencement)

Employment Plans

The figures in the chart below are based on those who responded to the exit survey regarding their employment plans at the time of graduation.

Semester	Graduates	Responses	Not seeking employment	Full time	Part time	Percentage Employed at time of Graduation
Spring 2023	17	17	2	12	2	94%
Fall 2022	9	9	1	7	1	100%
Summer 2022	4	4	1	3		100%
Spring 2022	13	10		8	2	100%
Fall 2021	8	7	1	6 (1P)	1	100%
Summer 2021	7	7		7		100%
Spring 2021	16	16		14	2	100%
Fall 2020	5	5		5		100%
Summer 2020	4	4		4 (1P)		100%
Spring 2020	13	13	1	10	2 (1P)	100%
Fall 2019	7	7		6 (1P)	1	100%
Spring 2019	12	10		8	2 (1P)	100%

P= private practice

Student Evaluation of Student Learning Outcomes & Program Goals at Exit

Graduating student ratings of student learning outcomes ranged from 3.46 to 3.8 on a 5-point scale. Evaluation of program learning goals ranged from 3.4 to 3.54 on a 5-point scale. The majority of graduating students entered the program during the height of the pandemic (2019-2020 year), and low ratings may be partially explained by the disruptions experienced.

2. Alumni Survey Data

Soliciting feedback from graduated students remains a challenge. This past year efforts were made to implement incentives for survey completion, to good effect yielding a return rate of 60%, which is well above the 35% threshold required by ACATE/CAAHEP accreditation. In total, 15 surveys were completed for students who had graduated in the prior year (2021-2022) for reporting during the 2022-2023 reporting cycle.

a. ACATE Ratings of Program Effectiveness

Alumni are requested to complete the ACATE ratings of program effectiveness within 1-5 months after graduation. Overall, ratings were very positive, with 85% or more of all respondents agreeing or strongly agreeing with the ACATE dimensions of program effectiveness

in all areas. Areas with highest means on a 5-pt Likert scale were preparation make sound ethical judgment and seek feedback from supervision (4.71), preparation to distinguish among and utilize artmaking processes, media, and interventions (4.6), and quality of clinical experiences for training for the respondent's present position (4.51). Areas with lower means on a 5-pt Likert scale related to preparation to assist in orally communicating with other service providers on client progress and needs (3.46), preparation to apply theoretical knowledge in present position (4.13), and preparation to generalize knowledge and a broad range of clinical skills to variety of settings and populations to (4.2).

b. Overall Rating of CAT Program Effectiveness and Feedback on Professional Activities

The majority of respondents, or 87%, rated the quality of the training received as program as very good to excellent, or a mean of 4.4 out of 5 on a Likert-type scale. The majority (12 of 15, or 80%) were actively pursuing their ATR-BC credential, 93% were participating in continuing education activities, and 5 indicated they had given professional presentations since graduation. The majority (10 of 15, or 67%) reported making between \$40,000-\$60,000 annually.

c. Positive Placement Data (see Graduation & Positive Placement section above)

3. Employer Survey Data

There was a 100% send rate to all supervisors/employers of graduates who agreed to have their employer contacted, and a 75% return rate, with three surveys returned. Overall ratings were very positive with many strengths cited. Suggestions based on feedback are included in the survey summary in Section 8 further below. Based on feedback, this past year Clinical Director worked to update treatment planning forms based on feedback, as well as provided more training around documentation. The program has also continued to focus on areas of wellness and self-care, integrating these components in Advising, courses, and in extracurricular program activities.

4. CACREP Key Performance Indicators (data from D2L)

Data was collected across three semesters for 8 CACREP and 3 CMHC KPI's using Desire 2 Learn (D2L) learning management software. Students were considered to have met the KPI if they achieved an **85 percent or higher** on the graded course activity assigned to the specific KPI in D2L. A total of **11 key performance indicators were assessed. Each of the 11 KPI's was assessed in a primary course and secondary course across three semesters.**

Overall, students achieved the KPI's with an average of **92.73% achievement rate**. The lower scoring KPI's include **Human Growth and Development** (2.F.3.a – CAT 504 primary course) and **Research and Program Evaluation** (2.F.8.a – CAT 594 primary and secondary course).

Key performance indicators were identified as lower scoring if the percent of students who met the KPI was below an 85%. This data will be reviewed with faculty in early fall.

5. ACATE Competencies (most data from D2L, internship data from Tevera)

This data shows how many students meet the competencies at 85% or better and 46 competencies were tracked. This allows the program to see which competencies have higher and lower pass rates as well as to identify students who do not meet the 85% threshold.

Overall, students are achieving the student learning objectives as shown in the above tables with an average of **91.72% achievement rate**. The lower scoring SLO's include:

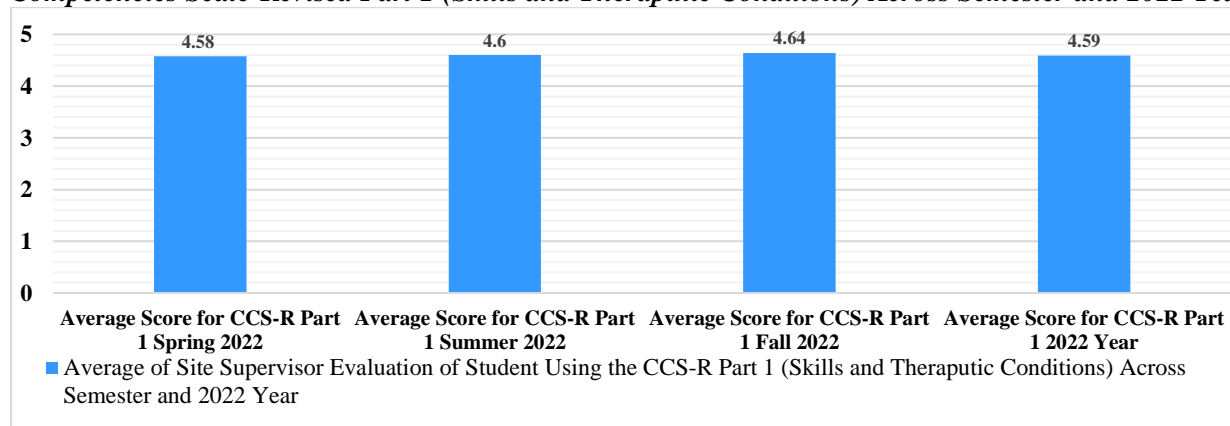
Professional Orientation, Ethics, and Legal Issues (b.K.2- CAT 500) & b.K.3- CAT 547); **Human Growth and Development** (h.K.1 – CAT 504); **Appraisals and Evaluation** (l.K.3 - CAT 548; **Research** (m.S.1- CAT 591). This data will be reviewed with faculty in early fall.

6. Site Supervisor Evaluations

Site supervisors were surveyed for input regarding students' preparation for placements, as well as knowledge, skills, and professional dispositions evaluated using the CCS-R. Overall, ratings were highly positive. Qualitative data was also collected on strengths and needed improvements.

a. Counselor Competencies Scale-Revised (CCS-R) for Internship: All ratings for spring, summer, and fall of 2022 were very high, with an average of 4.59 out of 5 for Part 1-Skills & Therapeutic Conditions, an average of 4.76 out of 5 on Part 2-Dispositions and Behaviors, and a combined average on both sections for 2022 of 4.67 out of 5. See figures 1-3 below.

Figure 1: Weighted Average of Site Supervisor Evaluation of Student Using the Counselor Competencies Scale-Revised Part 1 (Skills and Therapeutic Conditions) Across Semester and 2022 Year



*SP 22 N=35 *SU 22 N=12 *FA 22 N=24

Figure 2: Weighted Average of Site Supervisor Evaluation of Student Using the Counselor Competencies Scale-Revised Part 2 (Dispositions and Behaviors) Across Semester and 2022 Year

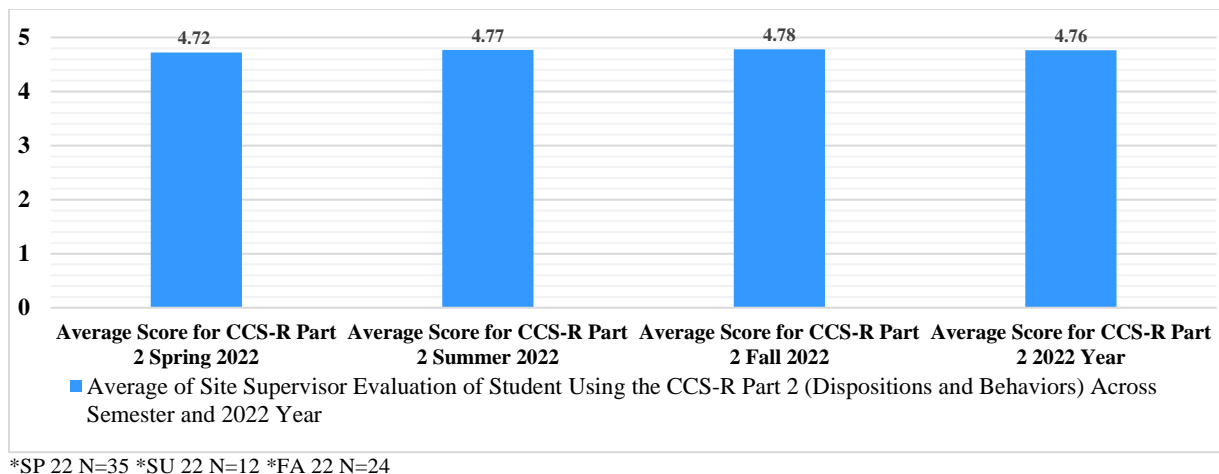
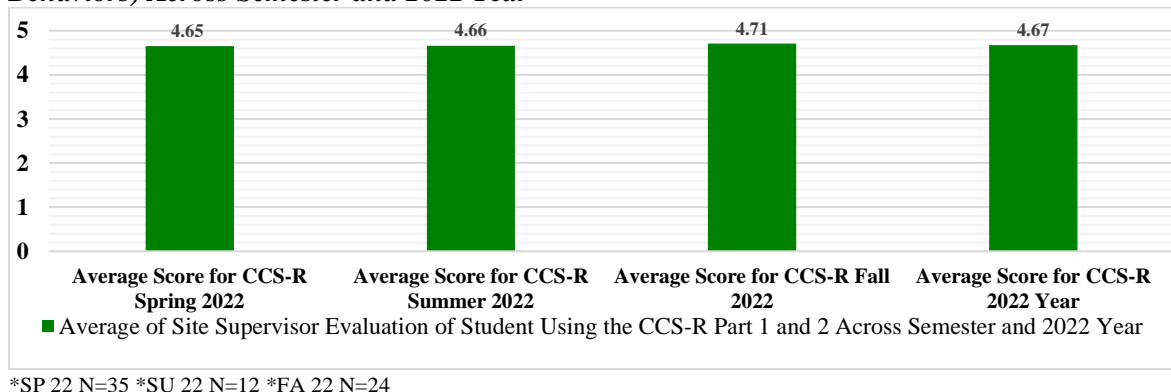


Figure 3: Weighted Average of Site Supervisor Evaluation of Student Using the Counselor Competencies Scale-Revised Part 1 (Skills and Therapeutic Conditions) and 2 (Dispositions and Behaviors) Across Semester and 2022 Year



b. Qualitative Data on Strengths and Areas of Needed Improvement Noted by Supervisors

Areas of Strengths Observed:

- Use of creative and age/developmentally appropriate interventions with clients
- Excellent therapeutic rapport building skills and engagement with clients
- Initiative in exploring opportunities to expand knowledge and skills
- Provides a supportive and empathic setting for patients
- Strong ability to meet clients where they are at in the counseling process/adaptability
- Open to new ideas and feedback from others, seeking out supervision for support
- Self-motivated, driven, eager
- Demonstrates appropriate clinical documentation skills
- Strong work ethic and professionalism, preparation
- Very strong non-verbal/attending skills

Areas of Growth:

- Continued practice with diagnosing, treatment planning, and documentation skills
- Professional confidence, clinical experience, and trust in abilities
- Continued development and practice with clinical and art-based assessments

- Practice with different populations and multicultural backgrounds (e.g., SUD, youth, school settings)
- Continue to perform self-care to achieve balance
- Verbal interventions (e.g., reflections, summaries, and empathic statements)
- Setting boundaries in the workplace
- Strengthen assertiveness in session and redirecting skills to go deeper with clients

7. Assessment of Student Learning (ASL) : See full report for specific details.

Students achieved 85% or better on most of the assessments identified to measure SLO's, with significant gains in several areas from prior year of assessment due to faculty efforts to add supplemental materials to assist with APA formatting, referring students to writing center, revising and/or clarifying assignments, and other measures to increase student success.

8. Strengths and Needs Identified Overall (based on program outcomes, alumni/supervisor surveys, and ASL data)

a. Strengths:

- Faculty and staff support- continually supportive and encouraging
- Comprehensive dually accredited program with high academic standards
- Licensure examination preparation support
- Focus to self-care and wellness
- Variety of course offerings, electives, and service learning
- Quality of clinical preparation and excellent selection of internship sites
- Focus to assessment, diagnosis, and creating treatment plans
- Quality and emphasis of training in ethics and professionalism
- Process of learning how to conduct a research project, collect data, etc. was reported as beneficial for professional development and building confidence

b. Suggestions for Improvement:

- Financial resources: need for more scholarships, graduate assistantships
- Better integration of theoretical & cultural competency frameworks across the curriculum
- More guest speakers in classes on diverse topics (sex/couples therapy, EMDR specialists, etc.)
- Need more opportunities to practice completing intakes, assessments, writing treatment notes, and completing clinical documentation in a variety of formats (DAP/SOAP)
- More focus on how to work as member of interdisciplinary treatment team
- More in-class focus on preparing for CPCE & NCE
- More assistance with research (i.e. data collection) between CAT 594 & 596
- Class suggestions: More “studio time” desired in the CAT 544 Studio class, content in CAT 519S redundant with other courses; Career- more variety in course format, less lecturing desired
- Graduates noted that some faculty appear to be stretched very thin, need more faculty, more diversity among faculty
- More intentionality around holding all students to professional and ethical standards

- More exploration of art therapy in non-clinical or non-counseling settings, such as community work, wellness settings, contract work, school-based settings, etc.

IV. Continuous Improvement for 2023-2024

(Note: See follow-up from 2022-2023 proposed changes below this chart)

Proposed Items for 2023-2024	Timeline	Persons Responsible
CACREP self-study: update all syllabi to reflect 2024 standards and integrate new CREATE professional dispositions	Fall 2023	All CAT faculty
CACREP self-study: implement data collection strategies and analyze data for: Section 1. The Learning Environment	Fall 2023, Spring 2024, Summer 2024	Rebecca Miller CAT faculty (Katherine Jackson, Megan Seaman) Pat Janosko Ursuline offices (business, marketing, admissions)
CACREP self-study implement data collection strategies, analyze data, collect evidence/artifacts, and write up report sections for: Section 2. Academic Quality	Fall 2023, Spring 2024, Summer 2024	Rebecca Miller Samantha Pfeiffer
CACREP self-study implement data collection strategies, analyze data, collect evidence/artifacts, and write up report sections for: Sections 3 & 5. Foundational Counseling Curriculum & Entry-Level Specialized Practice Areas	Fall 2023, Spring 2024, Summer 2024	Rebecca Miller CAT faculty (Fawn Gordon & Diana Wallace)
CACREP self-study implement data collection strategies, analyze data, collect evidence/artifacts, and write up report sections for: Section 4: Professional Practice	Fall 2023, Spring 2024, Summer 2024	Rebecca Miller Areka Foster
Continue focus to increasing diverse representation among faculty, students, supervisors, and guest lecturers, as well	Ongoing	All faculty, Graduate Admissions, CAT

as address topics of diversity across the curriculum and in co-curricular activities		Director and all faculty, Dean, Office of Diversity
Faculty: Goal to recruit and hire new FT faculty to begin Spring '24 who meets criteria of both CACREP & CAAHEP accreditation (Ph.D. in CES & ATR-BC)	Fall 2023, Spring 2024	Program Director Dean VPAA
Clinical: Successful transition of new Clinical Director, with new CD to train in Summer of 2023	Summer 2023-Spring 2024	Rebecca Miller Judy Jankowski (during SU '23) Areka Foster
Financial Resources: Implement the new graduate assistantship: review applications Fall 2023; Select applicant(s) for Spring '24	Fall 2023, Spring 2024	Rebecca Miller, Melanie Steele, Patricia Sharpnack
CAT 594-596: Continue to refine and improve capstone sequencing & process, update manual and guidelines to reflect new symposium format	Fall 2023 and Spring 2024	Katherine Jackson, Diana Wallace, Fawn Gordon Rebecca Miller
Studio/Space: Art studio supply organization and equipment up-keep. Art making studio experiences for students.	Fall 2022, Spring 2023	Gail Rule-Hoffman Rebecca Miller CAT faculty Work study students
See 2022-2023 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.	Fall 2023, Spring 2024	CAT Faculty

Proposed Goals for 2022-2023	Progress Made	Persons Responsible
Increase diversity in faculty, students, supervisors, and guest lecturers.	CAT faculty utilized guest speakers in many courses (CAT 500, 501, 507, 648, etc.) that reflected diversity in terms of speaker identity & topics; Increased diversity among clinical site supervisors; A faculty search did not yield candidates reflecting diversity in areas of race, ethnicity, or gender; Outreach events targeted colleges in urban areas to increase diversity of student body, with increase in students of color admitted for Fall '23 (36%) vs. entire CAT student body (14%) & increase in	Graduate Admissions, CAT director, Dean, and all faculty.

	religious diversity, as per student self-report	
Continue more training on diversity, microaggressions, and serving the needs of diverse clients.	Guest speakers addressed topics of racism, race-based stress, microaggressions, LGBTQ+ competence in counseling; 3 Service Learning trips incorporated cultural competence training; Office of Diversity info was integrated into student handbook Fall '22 & will continue to present and solicit feedback at new student orientations; student/faculty participation at Juneteenth; CAT director on planning committee for Epiphany event focusing on diversity	All faculty, Office of Diversity, Women's Center
Faculty to evaluate use of tests and other assessments used in courses, as well as consistency in grading across the curriculum, and assess content in courses as identified in survey outcomes	Faculty discussed areas of strengths/weaknesses based on CAT exit surveys, alumni surveys, and other informal info received on regular basis to make improvements & competency data reflected improvement in multiple areas; faculty who teach same courses held collaborative meetings regularly to communicate and improve consistency	Faculty Department meetings, Rebecca Miller
Financial Resources: Implement the new graduate assistantship offered through graduate admissions. Set up criteria. Seek out funding for additional assistantships and scholarships	Program Director & Dean met with VPAA & Admissions in Spring/Summer 2023 after last student left dorms. Criteria and application process/dates determined, and plan is to begin Assistantship(s) in Spring 2024	Rebecca Miller, Patricia Sharpnack
CAT 594-596: Continue to further clarify thesis process, and update manual and guidelines.	CAT faculty met multiple times in Fall '22 & Spring '23 to revise capstone reqs & to update capstone presentation format.	Rebecca Miller, Katherine Jackson, Diana Wallace, Fawn Gordon
Refine Internship SLO collection methods in Tevera and D2L.	Data Assistant (SP) met w/ PD &/or CD approx. 2-3x/semester to work on updating/revising data collection processes	Rebecca Miller, Judy Jankowski, Samantha Pfeiffer
Improve art studio supplies and organization. Plan art making studio experiences for students.	GRH has made many improvements to space & supply organization, held multiple artmaking events throughout	Gail Rule-Hoffman Work study students

	prior year, supervised 3 work study students who assisted	
Prepare for next CACREP Accreditation self-study to be submitted by July 2024: attend CACREP self-study training Fall 2022, begin implementation of data collection strategies Spring 2023.	PD attended CACREP training in Oct '23; PD worked w/ CAT Advisory board in Nov '22, and follow up w/ faculty in SP '23 to streamline program prof dispositions and eval process to be in compliance w/ standards	Rebecca Miller CAT faculty
See 2021-2022 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.	See ASL report	Faculty

V. Counseling and Art Therapy Comprehensive Assessment Plan

A. Overview: The CAT process for assessing program and student learning outcomes is developed based on CACREP and CAAHEP/ACATE accreditation standards. This includes mapping of standards and competencies with courses, associating them with content and assessment methods. Additional measures for assessing outcomes are also utilized. Please see the Evaluation Overview chart for more details. Specific assessment strategies and course alignment charts are available in the department.

B. Program Outcomes and ASL Process: The program director coordinates the assessment processes. All program faculty provide assessment data at the end of each semester and outcomes are regularly discussed in the CAT department meetings. Further data is gathered from various sources including the D2L course management system and Tevera, the platform for practicum and internships. Data and the final program report are reviewed at the CAT department meetings, and the CAT Advisory Board meetings where input is obtained.

C. Yearly Assessment of Student Learning (ASL) Report for the Office of Academic Affairs: An ASL report focused on student learning goals, assessment outcomes, and plans for continuous improvement is submitted to the Vice-President of Academic Affairs in summer. Data from the report is incorporated into the overall Annual Program Report.

D. Data Collection processes utilized

The following data collection processes were utilized:

- CAT 549/550 Internship pass rates
- CAT 596 Thesis Integrative Seminar Pass rates
- CPCE- Pass rates
- ATR-BC, NCE, and NCMHCE exams yearly
- Internship Case Presentation for LPCC final evaluations (D2L)
- Exit survey, includes:

- Contact information and Employment/professional plans survey
 - CREATE professional disposition self-assessment (to begin Fall 2022)
 - Program Goals and SLO ratings
- Follow-up Survey of Graduates (1-5 months following graduation), includes:
 - Overall program feedback (courses, faculty, clinical experiences, etc.
 - ACATE Program Resources survey
- Follow-up Survey of Graduates (6-12 months following graduation) regarding employment and permission request for employer/supervisor survey
- ACATE Survey of employers
- Counselor Competencies Scale Revised (CCS-R) ratings for Internship (Tevera)
- Student learning outcomes related to ACATE competencies (D2L data)
- Student learning outcomes for 11 Key Performance Indicators for CACREP standards (D2L data)

See also charts below.

CAT Comprehensive Assessment Plan: Evaluation Processes Overview			
Data collected from the following evaluation processes are discussed CAT faculty department meetings and assessed for follow up actions. The results are included the yearly Assessment of Student Learning (ASL) and Program Outcomes reports and reviewed with the Advisory Board 1-2x a year as appropriate.			
1. Program Mission, Goals and Learning Outcomes	2. Student Learning Outcomes-Data Analysis	3. Student Assessment and Evaluation	4. Faculty and Course Evaluation
Ursuline Academic Program Review: 4-year cycle	ACATE competencies outcomes each semester	Admissions: Transcripts, 2 Essays, 3 Letters of Recommendation, Interview, Portfolio Review	Third Year Review-Tenure Process
CACREP Annual Vital Statistics Report, 4-Year Report and 8-Year Cycle	CACREP Key Performance Indicators data each semester	Course Assessments/Grades	Faculty Summative Evaluations-1x year
CAAHEP/ACATE Annual Report, and 8-year cycle.	CPCE data-2x year	Advising: Review of Grades, progress, course of study plan-2x year	CAT annual report (faculty Scholarship & Professional development section)-1x year
Graduate Catalog Revisions-2-year cycle	ATCB BC data-1x year *not currently available	CPCE: Student's last semester	
Student Handbook Review-1-2x/year	NCE/NCMHCE data-1x year	Evaluation of Student Performance Form-ongoing	
Retrospective Reviews on non-completers-1x year	Supervisor Evaluations 547, 549, 550-1x year	Professional Disposition Assessment- 2x/student, pre-clinical and during clinicals	Course Evaluations-2-3x year
Exit Interview Data-2-3x year	Capstone Presentations-2-3x year	Student Performance Review & Remediation (SPRR) conferences- as needed	Alumni Survey Data-2-3x year
Supervisor Training Meetings & Surveys-1-2x year	CCS-R ratings from Tevera	Supervisor Evaluations: CAT 547,549, 550	Course Evaluation analysis-1x year
Evaluation of Supervisors-ongoing	Alumni Survey Data-2-3x year	CCS-R ratings from Tevera	
Exit: ACATE resource survey-2-3x year	Weekly or Biweekly Faculty Meetings	CAT 546: Skills Lab Assessment of tapes/observations	Data reviewed at Faculty meetings and/or Advisory Board as appropriate
ACATE Employer Survey + ACATE Graduate Survey-1x year	Advisory Board-2x year	CAT 596 Capstone Presentation-Student's last semester	
Alumni Employment Surveys-2x year		Retention, Remediation, and Dismissal procedures as in the CAT Student Handbook	
Weekly or Biweekly Faculty Meetings		Weekly or Biweekly Faculty meetings	
Advisory Board-2x year			

CAT Comprehensive Assessment Plan: Evaluation Flow Chart

The four evaluation and data collection areas shown below inform the program of areas in need of modification and track student progress. Data from all four areas is discussed at faculty

meetings as it is collected and is used to complete the annual Assessment of Student Learning at the Program Level Report (ASL). The ASL report process includes an evaluation of progress on those program goals for improvement identified in the previous year, and the development of new goals for the upcoming year. See the CAT Evaluation Processes Overview Table for a complete listing of data sources for the four areas.

