

# COUNSELNG AND ART THERAPY DEPARTMENT ANNUAL PROGRAM REPORT

## Program Updates and Activities, Program Evaluation of Academic Quality Indicators, and Continuous Improvement Planning 2023-2024

**Program:** Master of Arts, Counseling and Art Therapy

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

### I. PROGRAM UPDATES AND ACTIVITIES

**A. Faculty Changes and/or Updates:** At the start of Fall 2023, we welcomed new Clinical Director, Areka Foster, LPCC, ATR-BC, SEP. Areka was formerly an adjunct and doctoral intern with the program during Spring of 2023, and trained under former Clinical Coordinator, Judy Jankowski, LPCC-S, LICDC, ATR-BC, CHT, who stepped down from the role at the end of Summer 2023 and transitioned into an adjunct position. Half-time faculty, Gail Rule-Hoffman, was granted emeritus just prior to the start of Fall 2023 and this was her last year as a half-time faculty.

### B. New Graduate Assistantship Positions

We welcomed two new Graduate Assistants, Amber Bennett and Arvilla Morett, in the Spring of 2024! These two new annually renewable GA positions are part of an initiative developed through the Office of Admissions to boost Spring enrollment and increase the diversity of the student body. They offer a partial tuition waiver, along with a part-time work position. Amber currently works within the CAT department, and Arvilla works primarily with the Graduate Admissions team. We are hoping to add additional positions in the coming years.

### C. Curriculum and Other Programming Updates

#### 1. Curriculum/Course Sequencing

No major changes were made to the curriculum or course sequencing during the 2023-2024 year. A sequence of three of 1 credit trauma-focused elective courses, developed from within the undergraduate social work department, were approved for cross-listing (with additional requirements for graduate level students) with CAT and will be offered to CAT students beginning Fall 2024. These courses will be offered virtually and asynchronously.

Faculty who teach the research sequence courses (CAT 591, CAT 594, and CAT 596) continued to work together over the past year to refine the capstone/research process. The program transitioned to a poster showcase this past year, with further details below.

#### 2. Electives/Workshops Offered:

- **Summer 2023:** CAT 517W Service Learning: Cheyenne River (July 3-10, 2023; 1 credit, or non-credit option); CAT 545W MARI Mandala Assessment (2 credits)
- **Fall 2023:** CAT 510W Creating Life Harmony: Holistic Approaches to Managing Stress (1 credit); CAT 545W Peace Paper Project (1 credit); *Non-credit:* Silk Painting workshop: December 2nd. Self-Care Soap Making for students (November 27 & 28)



*Flyer from Self-Care Soap Making (free drop-in workshop for students)*

- **Spring 2024:** CAT 513W Trauma-Focused Acceptance & Commitment Therapy (1 credit); CAT 515W ETC & DCT: A Creative Clinical Approach to Helping Clients Cope Holistically (1 credit); CAT 517W South Africa Trip (Advance preparation classes to prepare for trip in Summer 24; 1 credit); *Non-credit:* Silk Painting: Two classes, March 16<sup>th</sup> & May 4<sup>th</sup>.



*Photos from Silk Painting workshops with Gunter Schwegler*

### *3. Special Initiatives & Events, & Guest Speakers Hosted:*

The Counseling and Art Therapy Department was able to secure \$32,375.00 from the Behavioral Health Workforce grant. The funds will be used to offer training in Eye Movement Desensitization and Reprocessing (EMDR) Therapy and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) to students, faculty, and affiliated site supervisors, during the upcoming Summer '24 and Fall '24 terms. The EMDR opportunity will impact 14 students, 4 faculty, and 2 supervisors while the TF-CBT experience will impact 20 students, 2 faculty, and 3 supervisors. The training and application of these evidenced-based treatment approaches will increase Ursuline's programming capabilities to promote positive outcomes within marginalized populations in alignment with our mission of service. These funds were largely secured through the efforts of CAT faculty member and doctoral student/intern, Diana Wallace, who collaborated with the Ursuline development office. Thank you, Diana!

The Ohio Buckeye Art Therapy Association (BATA) held its 42<sup>nd</sup> annual symposium September 7-9, 2023 on the campus of Ursuline College. The Symposium was jointly hosted by the graduate CAT program and the undergraduate Art Therapy department. The symposium provided opportunities for members to connect with creative colleagues who share similar interests, attitudes, and aspirations. The theme of this year's symposium was, "Rekindling the Art Base of Art Therapy." Dr. Shaun McNiff, Professor Emeritus at Lesley University in

Cambridge, Massachusetts, was the keynote speaker. Dr. McNiff is internationally known for promoting universal access to artistic expression as a source of creative well-being and human understanding. The Symposium featured presentations from nearly all full-time CAT faculty members and several adjunct faculty and alumna, including Fawn Gordon, Ph.D., LPCC, Assistant Professor; Katherine Jackson, Ph.D., ATR-BC, Associate Professor; Rebecca D. Miller, Ph.D., LPC, ATR-BC, ATCS, CCLS, Program Director and Assistant Professor; and Diana Wallace, MA, LPCC-S, ATR-BC, Instructor; Adjunct Instructors, Heather Denning, MA, ATR-BC, Judy Jankowski, LPCC-S, ATR-BC, and Gretchen Miller, MA, ATR-BC, ACTP; and CAT alumna, Kayla Hensel, MA; and many other CAT program affiliates from the Cleveland area. Additionally, CAT graduate work study students Monica Brown, Allysa Carlson, Amber Keaton, and Alayna Smith volunteered to help ensure that the event ran smoothly.

The CAT program has continued to invite guest speakers into CAT classes to enhance students' learning in a broad array of topics relevant to the professions of Counseling and Art Therapy. The below flyer shows the diversity of speakers and topics that have been covered just within the last two years. Because the CAT faculty lacks diversity in gender and racial representation, we have aimed to bring in guest speakers in these under-represented areas to also enhance and support the diversity of the program.

## GUEST PRESENTERS IN THE CAT PROGRAM FROM 2022-2024

 <p>Patrick Thurman, JD, LPC-S, LPAT, CSAT, ATCS "Ethical &amp; Legal Issues pertaining to Artworks"</p>	 <p>Dr. Zori Paul, Ph.D., LPC, NCC, BC-TMH "Ethical Considerations for Counselors Using Social Media"</p>	 <p>Kailey Bradley, MA, LPCC-S, NCC "When Grief is Complicated"</p>
 <p>Chase Morgan-Swaney, LPCC-S, NCC, CCMHC, ACS "Professional Advocacy in Counseling and for Counseling"</p>	 <p>Clare Martin, Ph.D., LPC, NCC, BC-TMH "Counseling Clients with Racial Trauma"</p>	 <p>Dr. Darius Green, Ph.D., LPCC (CO), NCC "Addressing Race-Based Trauma"</p>
 <p>Joshua Perez, MA, LPC Career Counseling for Adolescents</p>	 <p>Dr. Ken Schneck, Ph.D. "Understanding current sociopolitical issues within the LGBTQ community"</p>	 <p>Emmett Drugan, M.Ed, MA, LPCC, CDCA "Gender-Affirming Practices"</p>

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#### *4. Updates to Procedures for Individual and Aggregate Assessment of Key Performance Indicators and Professional Dispositions*

##### **a. KPI assessment**

To ensure alignment with new CACREP 2024 standards, we re-reviewed and refined our procedures for assessment and feedback of students in relation to Key Performance Indicators. Students are assessed, both individually and in aggregate, in 10 areas that align with the CACREP core (8 KPI's) and the CMHC specialty area (2 KPI's). Each KPI is linked to a particular standard, and for each two different types of assignments are used at two different points in time to assess a student's performance on that KPI. We ensured that all assignments or measures being used to assess a KPI appear in all syllabi, and refined our procedures for analyzing outcomes on these, both individually and in aggregate, for all students. A new feedback sheet was created that tracks each student's performance on both KPI's and the CREATE PD's (see below) that will be used by advisors twice annually in advising meetings. This is in addition to the feedback that course instructors already provide pertaining to all course assignments, including those used for KPI assessment.

##### **b. Professional Disposition Assessment (CREATE)**

Following the prior year's efforts to develop a set of program-specific professional dispositions unique to the CAT program in addition to the CCS-R (see below and last year's annual report for more information), this year we began implementing the individual assessment process of the CREATE dispositions. They were also added to all CAT program materials (handbook, syllabi), as well as on the CAT sections of the Ursuline website. The purpose of the dispositions, along with the means and methods of evaluation, were also communicated to all students via several emails, and discussion of them was integrated into new student orientation. The dispositions form the memorable acronym, **CREATE**, and are listed below.

***Critical & Creative Thinking***

***Responsibility & Commitment***

***Ethical & Professional Behaviors***

***Advocacy & Cultural Humility***

***Therapeutic & Relational Helping Skills***

***Emotional Intelligence & Stability***

Beginning this past Fall, students engaged in self-reflection about the development and demonstration of these defined dispositions at several key points in the program, including during orientation and as part of every final course evaluation. In addition, faculty and supervisors also engaged in formal and informal feedback with students about these dispositions at several distinct points: 1) a pre-fieldwork PDA completed by their faculty advisor after gathering information from all program faculty during CAT department meetings, which occurs concurrent to the semester in which a student is enrolled in CAT 546 Clinical I: Counseling Techniques, and 2) site supervisor evaluation of CREATE as part of CAT 549/550 Internship I & II.

#### *5. Program Mission and Objectives Reviewed and Updated*

The program's mission and objectives were reviewed and updated during this past year. This process began in the Fall, during which time all stakeholder groups (current students, faculty, alumni, site supervisors, members of the CAT advisory board representing these groups, + institutional and public members) were emailed a survey of the program goals and objectives in effect at that time, requesting their feedback in response to a

series of questions based on the new CACREP 2024 standards (i.e., how well do define and outline the fundamental purpose of the program, how well do these reflect counseling practice in a diverse, multicultural and global society with marginalized populations), as well as requesting suggestions for improvement. A total of 49 surveys were returned. CAT faculty reviewed survey results in a faculty meeting and proposed changes based on the survey feedback. These changes were reviewed and approved in the subsequent CAT advisory board meeting held in February 2024. The changes were made to the CAT sections of the website, as well as to student handbooks, graduate catalog, syllabi, etc.

#### *6. Diversity, Equity, and Inclusion Policies and Plans Reviewed and Updated*

Beginning in Fall, the CAT faculty engaged in a process to review its diversity, equity, and inclusion policies. A survey was also sent to all students to collect feedback on what we are doing well and where we can do better to ensure equity and inclusivity across all program components. We revised our DEI statement and policies and updated our handbooks. Also, to align with new CACREP 2024 standards, we included the DEI statement in all CAT course syllabi. We also created a written plan to be used as a guide to ensure that we are creating and maintaining an inclusive and equitable learning environment, which was finalized in late Spring 2024, and will be added to the student handbook. In a later section of this report (see section II, Academic Quality Indicators Related to Diverse Learning Community), we have also begun analyzing demographic data with regards to students and faculty so that we can better understand how we can more effectively recruit and retain students and faculty in support of diverse learning community goals.

### **D. Practicum and Internship Updates**

#### *1. General Overview and Highlights*

The Practicum and Internship Program for the 2023-2024 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 continued focus on increasing the diversity of supervisors and sites. In addition, the curriculum was reviewed, and assignments were revised in practicum courses, particularly in areas of clinical documentation and treatment planning. To have a clearer understanding of the roles of each supervisor and to have consistent terminology with CACREP standards, the Statement of Understanding was redeveloped as the Supervision Contract. With feedback from formal and informal assessments from students about the fieldwork placement process, a checklist for Practicum and Internship preparation was developed. The year also included continued training and meetings for students, faculty, and supervisors held virtually and in person 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. We welcomed the new Clinical Director, Areka Foster, at the start of Fall 2023.

Other important highlights for 2023-2024 include:

- In total, 26 students successfully completed their clinical hours during the 2023-2024 academic year.
- Curriculum Updates: The video role-play assignment was modified in CAT 547 Clinical II Practicum to promote the development of counseling and art therapy skills. As noted above, individual and group notes, treatment planning, and supervisor contracts were updated for all fieldwork courses. The expectations and role of CAT 649 Advanced Internship were updated.
- Updates were made to the Fieldwork Experience Manual.
- 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. Ongoing communication with sites and supervisors helped to determine sites with openings.

- Two continuing education workshops were held virtually for supervisors for OCSWMFT approved CEUs, one in Fall and one in Spring:
  - The fall workshop provided 3 CEUs in ethics: Ethics in Supervision: An Educational and Experiential Approach by Heidi Larew, LPCC-S, LICDC-CS, ATCS. There were 24 attendees.
  - The spring workshop provided 3 CEUs in supervision: Integrating Multicultural Frameworks into Existing Supervision Models by Diana Wallace, LPCC-S, ATR-BC. There were 27 attendees.
- Three adjunct faculty supervisor meetings were held virtually to provide updates on the form changes, to clarify the expectation of each class (including confusion about the B sections), to provide support, review changes in the fieldwork placement manual, and gain feedback.
- Several meetings were held each term to prepare and support students in their clinical fieldwork.
- The next site supervisor orientation and meeting is tentatively scheduled for early Fall- 8/27, 6:30-7:30 pm.
- Rebecca Miller, Diana Wallace, and Areka Foster have worked to ensure that CAT's clinical fieldwork program is prepared for CACREP recertification and update to the 2024 standards.

## *2. New Sites and Supervisors Utilized*

There was a total of 3 new sites and 4 new site supervisors for this past academic year, and several more that have been orienting to become placements for our students in Summer 2024 as noted below:

### New Sites and Supervisors

Melissa Hladek Therapy, Melissa Hladek, LPCC-S ATR-BC  
Strongsville Family Counseling, Tyrone Sykes LPCC-S  
Ohio Family Counseling, Tyrone Sykes LPCC-S

### New Supervisors at Pre-Existing Sites

John Radcliffe, LPCC-S Catholic Charities  
Andrea Anderson, LPCC Doug Winston Consulting and Counseling  
Dianne Papes. ATR-BC Canton Museum of Art  
Linda Elwood, LPCC-S Family Behavioral Health Services

## **E. Service Learning Program**

In Summer 2023 from July 3-10th, 15 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 and Megan Seaman, 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 8<sup>th</sup> trip to Cheyenne River to help with the Red Can Graffiti Jam.



In Spring 2024, a group of 10, including faculty, students, and alumni, began preparing for an upcoming trip to South Africa, which will take place in the coming Summer, and be led again by Katherine Jackson and Megan Seaman. In addition, a group of 10 CAT students will return to Cheyenne River Reservation in the coming summer term, led by CAT adjunct faculty Heather Denning.

## **F. CAT Student Development, Scholarship, & Awards**

### *1. Mentoring Program*

From Fall 2023-Spring 2024, the mentoring program added 12 new mentees within their first year and 6 mentors transitioning into their final year who connected and have established a variety of mentoring relationships that best suit their needs. During the fall and spring open houses, mentors and mentees had the opportunity to learn about the program, meet other members, and participate in making paper beads and soap. It is one of the few opportunities where students within different cohorts can socialize and connect in a casual atmosphere. An open house in the coming Fall 2024 term is tentatively scheduled for early September.

### *2. Chi Sigma Iota, Chi Alpha Theta Chapter Activity 2023-2024*

The Chi Alpha Theta (CAT) chapter of Chi Sigma Iota (CSI) Counseling Academic & Professional Honor Society International had a successful year of activities and membership involvement for the 2023-2024 academic year. Under the student leadership of chapter president, Bailey Campbell and secretary and president-elect, Monica Brown, the CAT chapter expanded leadership, recruited new members, and provided various programming for the Ursuline community. These efforts were achieved through collaboration on behalf of CSI leadership, student members, and co-faculty advisors, Drs. Megan Seaman and Fawn Gordon. Programming efforts centered around advocacy, social activities, recruitment, and fundraising. Specifically, our chapter showed our support in advocating for members of the LGBTQ+ community, creating signs aimed to increase visibility and a create a space of belonging. Students also honored the life of Nex Benedict, a non-binary student in Oklahoma who was targeted at their school due to their gender identity, by creating a visual representation of ways that we create places of safety and respect. In early June, members of the Chi Alpha Theta chapter of CSI walked in the Cleveland Pride March on June 1<sup>st</sup>, 2024. The group marched to honor LGBTQ+ friends, family members, neighbors, and fellow humans. Other social events consisted of Pumpkin Painting and nature hikes. Areka Foster, a CAT faculty member, represented our chapter during the CSI Delegate Business meeting held during the Association for Counselor Education and Supervision (ACES) Conference in Denver, Colorado. The CAT chapter held its 4<sup>th</sup> formal initiation on Friday, April 19, 2024. Thirteen new members were initiated (see below). Dr. Chase Morgan-Swaney (he/him), LPCC-S, NCC, CCMHC, ACS, served as our guest speaker for the event, encouraging leadership to continue fostering their social justice identity. During the initiation, we welcomed in new leadership, including Monica Brown who will serve as our chapter president and Riley Capritto who will take on the role of secretary. Riley Capritto was recognized for being the winner of our chapter's t-shirt design contest, the design now being featured on Chi Alpha Theta t-shirts as part of our fundraising efforts. Bailey Campbell was also awarded the Chi Sigma Iota Chi Alpha Theta Leadership Award for her steadfast commitment to our local chapter goals and exemplary leadership.



From Left to Right: Dr. Fawn Gordon, CSI faculty liaison, Monica Brown, incoming Chi Alpha Theta (CAT) president, Bailey Campbell, outgoing CAT chapter president, Riley Capritto, incoming CAT chapter Vice President, Dr. Megan Seaman, faculty liaison



Special Guest Speaker for CSI Induction Ceremony, Dr. Chase Morgan-Swaney

*Inductees into Chi Sigma Iota, Chi Alpha Theta Chapter, Spring 2024*

- |                         |                          |
|-------------------------|--------------------------|
| 1. Shelley Hunt         | 8. Jasmine Shaik         |
| 2. Sara Boyer           | 9. Griffin Koelsch       |
| 3. Katherine Kirkholder | 10. Lisa Kreymborg       |
| 4. Riley Capritto       | 11. Amber Keaton         |
| 5. Samantha Utterback   | 12. Nicholas Leciejewski |
| 6. Hannah Namenyi       | 13. Breanna Moldoch      |
| 7. Summer Shaffer       |                          |



*Chi Alpha Theta members marching in CLE Pride event*

### 3. Capstone Research Projects, 2023-2024

#### Fall 2023:

Jordan Asberry	<i>Art Therapy with Young Adult Black Men with Trauma Exposure: A Proposed Art Intervention Guidebook</i>
Mary Egan	<i>Experiences of Mental Health Professionals Through Self-Portraiture: Managing Chronic Medical Illness</i>
Mackenzie McCormick	<i>A Griever's Journey: Exploring the Stages of Grief Through Personal Art Making and Discoveries</i>
Ursula Messina	<i>Integrating Art Therapy and Imago Relational Therapy: A Proposed Guidebook</i>
Sami Pastian	<i>Adult Diagnosed Autism: Using Art to Explore Experiences with Acceptance</i>
Maggie Rosner	<i>Using Art to Explore the Emergence of Mental Health Symptoms Related to Life Changes in Ex-Athletes</i>
Morgan Tolentino	<i>Subjective Experiences of Three Art Therapists Using Art to Mitigate Language Barriers: An Interpretive Phenomenological Analysis</i>
Linda Wilt	<i>Examining the Effectiveness of Art Therapy on a Client with Obsessive Compulsive Disorder</i>

#### Spring 2024:

Bailey R. Campbell	<i>Artistic Resilience: Navigating Religious Trauma through Existential Art Therapy</i>
Makenna A. Greaves	<i>Art Based Life Review: Utilizing Mandalas with an Older Adult</i>
Katherine A. Kirkholder	<i>Mindfulness-Based Art Therapy with a Pediatric Cancer Patient: A Case Study</i>
Michaela S. Mansfield	<i>Acceptance and Commitment Art Therapy with Adults in Residential Mental Health Treatment</i>
Vanessa A. Martin	<i>The Influences of Art Therapy with Native American Youth of the Cheyenne River Lakota Sioux Tribe</i>
Giovanna G. Mingrone	<i>Mandala Art Therapy and the MARI with Men Experiencing Incarceration</i>
Taylor R. O'Donnell	<i>A Multimedia Approach to Dialectical Behavior Therapy: Art Therapy for Students with Emotional and Behavioral Disorders</i>
Laycie C. Patterson	<i>Utilizing Art Therapy to Explore News Related Anxiety in Children: A Case Study</i>
Alex K. Pescho	<i>Identity Exploration through the Use of Puppet-making with LGBTQ+ Adolescents</i>
Summer L. Shaffer	<i>Benefits of Art Therapy in Dissociative Identity Disorder Treatment: An Adolescent Case Study</i>



CAT student Summer Shaffer, discussing her research with attendees



CAT student Giovanna Mingrone discussing her research with Ursuline faculty & VPAA

#### *4. Student Graduation Awards*

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

Mackenzie McCormick (Fall 2023)  
Sami Pastian (Fall 2023)  
Morgan White (Fall 2023)  
Katherine Kirkholder (Spring 2024)

##### *b. St. Hildegard of Bingen Award*

Bailey Campbell (Spring 2023)

##### *c. St. Angela Merici Service Learning Award*

Sami Pastian (Fall 2023)

##### *d. Clinical Excellence Award*

Giovanna Mingrone (Spring 2024)

#### *5. CAT Student Scholarships Awarded for 2023-2024*

##### *a. Carol Hunter Kelley/Graham Hunter Foundation Recipients*

Alyssa Carlston  
Sabryna Kuehls  
Hannah Namenyi  
Chantaisa White

##### *b. Helen Dineen Christ Child Scholarship Recipients*

Sara Boyer  
Monica Brown  
Shelley Hunt  
Kayla Kade  
Katherine Kirkholder  
Jocelynn Lash  
Nicholas Leciejewski  
Michaela Mansfield  
Davia Smith  
Mariana Sosa Saldana

#### *6. Greater Minds Fellowship Initiative and Recipients*

Beginning this Fall 2023, Ursuline College was pleased to offer funds of up to \$10,000 to several eligible CAT students through the Ohio Great Minds Fellowship program. The Great Minds Fellowship is a unique and time-limited initiative developed through the Ohio Department of Education that aims to grow Ohio's behavioral healthcare workforce. Students in their second year of the program or beyond who were completing their internship hours at a qualifying community-based healthcare provider and who made a commitment to work for one-year post-graduation at a CBHC were able to apply for and receive these funds. Fellowship applicants and recipients for CAT at the time of this reporting included:

Jordan Asberry  
Cristiana Goldfuss

Makenna Greaves  
Shelley Hunt  
Amber Keaton  
Vanessa Martin  
Kristy Monnin  
Alayna Smith

## **G. CAT Faculty Scholarship & Service**

CAT faculty were active scholars and servant leaders, with faculty presenting at national conferences and conducting research in their areas of expertise throughout 2023-2024. A few highlights are noted below:

### **CAT Faculty Presentations at the Ohio Counseling Association Conference**

Counseling and Art Therapy faculty attended and gave multiple presentations at the Ohio Counseling Association's annual Spring conference, held virtually April 25-27th. CAT Program Director and Assistant Professor, **Rebecca D. Miller**, along with full-time CAT faculty instructor, **Diana Wallace**, and CAT graduate student, Monica Brown, gave a presentation titled, *"Cultivating Reflection to Personal Resiliencies in the Face of Stressors: A Creative Counseling Intervention."* **Areka Foster**, CAT Clinical Director and Instructor, **Katherine Jackson**, Associate Professor, and **Fawn Gordon**, Assistant Professor, gave a presentation titled, *"Integration of Polyvagal Theory into Creative Counseling Practice."* **Fawn Gordon** was also a co-presenter on two other presentations: *"Collaborative Approaches to Address Social Injustice within School Settings"* and *"Tailoring Mindfulness-Based Approaches for Working with Children and Adolescents."* CAT graduate student, Arvilla Morett, served as a volunteer session moderator for the event.

### **CAT Faculty Presentations at the All Ohio Counselor's Conference**

**Rebecca D. Miller** was recognized at the All Ohio Counselor's Conference, held October 16-18<sup>th</sup>, 2023 in Columbus, during the awards ceremony for completion of the Ohio Counseling Association Leadership certificate program. She was part of the Fall cohort of the program, which took place August 12- September 30, 2023. Dr. Miller also presented a session at the conference entitled, *"Creative Adaptations of the Sanctuary Model SELF Compass in Counseling Children and Adolescents."* **Fawn Gordon** co-presented her presentation, *"Counseling Emerging Adults in Spiritual Wellness: A Systems Approach."*

### **Dr. Miller Appointed by Governor DeWine to State Licensing Board**

CAT Program Director, **Rebecca D. Miller**, was appointed to serve on the Ohio Counselor, Social Work, and Marriage Family Therapy Board (OCSWMFT) by Governor Mike DeWine on March 29, 2024. Her current term runs March 29, 2024 through October 10, 2025.

### **Other CAT Faculty Presentations, Publications, and Professional Activity**

**Areka Foster, LPCC-S ATR-BC, SEP, Clinical Director of CAT**, attended residency training at Antioch University in Seattle as a part of her Ph.D. program in Summer of 2023. She assisted with two Somatic Experiencing Training with Linda Stelte as part of the Trauma Healing Institute. She attended a four-day training for first responders in Crisis Stabilization and Safety in Glenview, IL. She also presented her beginning doctoral research titled, *"Body" of Knowledge: Somatic Training in Counselor Education,* at the Association for Counselor Education and Supervision national conference in Denver, CO, in October of 2023. Over 70 participants explored embodied techniques and practices to integrate into counselor education and supervision. She also presented at OCA as noted above in Spring 2024.

**Fawn Gordon, Ph.D., LPCC, Assistant Professor**, co-presented two education sessions at the Association for Humanistic Counseling's Conference, a national counseling conference, in May 2023. Additionally, she co-presented an educational session virtually for the International Conference on Contextual Therapy in May 2023. In Fall 2023, she gave an ethics presentation at the BATA symposium in September and co-presented an education session at the All Ohio Counselor's Conference (AOCC) in October, in addition to OCA presentations noted above.

**Katherine Jackson, PhD, ATR-BC, RYT, INHC, Associate Professor**, gave a keynote presentation entitled, “*Utilizing Creative Arts Therapies to Facilitate Trauma Recovery and Holistic Health*,” at the Ashland Mental Health Board Conference on March 27, 2024. Dr. Jackson also had a chapter titled, “*Nepal: Linking hands*” published in the book, “*The Kramer Method of Art Therapy*,” by David Henley released April 2024 on Charles C. Thomas. She also presented at both BATA and OCA conferences, as indicated above.

**Rebecca D. Miller, Ph.D., LPC, ATR-BC, ATCS, CAT Program Director and Assistant Professor**, completed the Ohio Counseling Association Leadership Certification program in Fall of 2023. She has two forthcoming book chapters on the topic of trauma-informed creative arts interventions with youth, and a co-authored manuscript under review with the Journal of Mental Health Counseling. She co-presented a workshop in the Fall at the BATA symposium and presented an education session at the All Ohio Counselor’s Conference (AOCC) in October. She attended the annual American Counseling Association conference in New Orleans, LA from April 10-14<sup>th</sup>, 2024 as a representative of the CAT program. Dr. Miller was also invited to serve as a consultant with Kent State nursing research team on a grant-funded study aiming to examine the feasibility of using generative AI tools to improve mental well-being in older adults.

**Megan Seaman, Ph.D., LPCC, RYT, Assistant Professor**, successfully passed her NCMHCE to earn her LPCC during the 2023-2024 academic year. Additionally, Dr. Seaman also gave several presentations, including a paper titled, “*The yogic artist: Cultivating healing through devotional practice, trustful surrender, and nonattachment*” at the Buckeye Art Therapy Symposium in Fall of 2023. In Spring of 2023 at the American Counseling Association conference in Toronto she co-presented a paper titled, “*Supporting human rights and addressing social injustice in counseling and therapy*.” She has also remained active this past year at her clinical practice.

**Diana Wallace, LPCC-S, ATR-BC, Faculty Instructor**, co-taught a four-day intensive experience in Summer of 2023 through her doctoral program that focused on foundational counseling skills, multicultural competencies, and application of skills to the treatment of children and adolescents. In addition to co-leading a presentation at BATA, provided a continuing education workshop to classroom and site supervisors on “*Integrating Multicultural Frameworks into Existing Supervision Models*” on March 11, 2024, to examine the application of art-based techniques to promote supervisee self-awareness, reflection, case conceptualization, and increase multicultural competence among supervisors and supervisees. She also led a series of resiliency workshops to Ursuline nursing students within the STAR and ASPIRE programs during the spring 2024 semester. Students engaged in collage, rock painting, and melted wax to examine and foster resiliency strategies while navigating the rigors of their program.

## **H. Accreditation Updates**

*1. Council for Accreditation of Counseling and Related Educational Programs (CACREP):* The faculty have been working diligently this past year to collect and review data to refine program policies, procedures, curriculum, and other areas as part of the CACREP self-study that has been ongoing during the 2023-2024 academic year. The faculty have worked in task teams for each of the five areas of the new 2024 CACREP standards, with Program Director leading the charge for all teams. All faculty worked to update and complete curriculum crosswalk grids for their courses across the entire curriculum. CACREP is in the process of transitioning to a new online management system for the submission of the report and is not clear at this time whether it will be available by the end of July, when the self-study is due.

*1. Commission on Accreditation of Allied Health Education Programs and Accreditation of Educational Programs in Art Therapy (CAAHEP/ACATE):* The CAT program completed its second yearly report for CAAHEP/ACATE, which was due September 15, 2023. 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 requested a change to how student cohorts were reported in the management software in January. Following the submission of revised information, the program received a satisfactory renewal.

## II. PROGRAM EVALUATION OF ACADEMIC QUALITY INDICATORS

### A. Recruitment, Enrollment, Retention

#### 1. Recruitment and Outreach Events

CAT Program Director, Rebecca D. Miller and several other CAT faculty, together with Graduate Admissions Coordinator, Kaylee Olszewski, completed 20 recruitment and outreach events for 2023-2024. 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 candidate materials (i.e., art portfolios) during the inquiry and/or application process. A total of 238 CAT program inquiries was tracked by Admissions from June 1, 2023- May 15, 2024 (the prior year had 502 inquiries, which was a significant uptick from prior years that may be associated with general trends in individuals pursuing new professional pathways in the post-pandemic years).

- 10 virtual information sessions were held, 1x/monthly from August-May, with 113 persons registered and 59 confirmed attendees.
- Additionally, outreach presentations &/or information tabling occurred, either in person or virtually, at the following institutions, with potential impacts to over 1,500 individuals in attendance at these events, many of whom stopped by the tables to receive more information. The sessions and tabling focused on educating about the fields of Counseling and Art Therapy, and the distinctive dual-training program offered at Ursuline.
  - Cleveland Institute of Art, Virtual Info Session- November 27<sup>th</sup>
  - Cleveland State University, Art Department- November 15<sup>th</sup>(virtual presentation conducted by Dr. Miller)- 10 undergraduate student attendees
  - Defiance College, tabling event, January 9<sup>th</sup>
  - Tri-C Cuyahoga Community College, during undergraduate art event-
  - Cleveland Institute of Art, Career Services Fair, February 6<sup>th</sup>
  - Ohio Northern University- February 8<sup>th</sup>
  - Tri-C Cuyahoga Community College, art event tabling- Feb 29, 6-9 pm
  - Case Western Reserve University - March 1
  - Ursuline Open House, Sat. March 2
  - WestPACS (western PA colleges and universities) - March 8<sup>th</sup>
- The Program Director was also in attendance at the annual American Counseling Association Conference, the All Ohio Counselor's Conference, and the virtual Ohio Counseling Association conference. The PD brought CAT program informational materials to these conferences and posted them on bulletin boards or left on general informational tables, as able.

#### 2. Enrollment and Retention Trends

##### a. Active Enrollment in Classes and Credit Hours\*

Fall	2016	2017	2018	2019	2020	2021	2022	2023
Headcount	75	68	81	89	98	86	83	70
Credit Hrs.	515	490	619	702	797	644	619	534
Completers	5	6	6	7	5	8	9	8
Spring	2017	2018	2019	2020	2021	2022	2023	2024
Headcount	70	66	83	85	90	78	78	68
Credit Hrs.	495	464	665	689	707	545	568	499
Completers	19	9	12	13	16	13	17	10

Summer	2017	2018	2019	2020	2021	2022	2023	2024
Headcount	49	54	71	56	70	62	52	54
Credit Hrs.	315	328	500	350	475	407	392	345**
Completers	0	1	0	4	7	4	2	6
Total Completers	24	16	16	25	28	25	28	24

\*Note that these numbers do not include students who are on leave and bridge student enrollment hours

\*\*Credit Hours Attempted, Complete data not available at time of report

The data above reflects a shift downwards in numbers of actively enrolled students for the 2023-2024 year from an enrollment peak in the 2020-2021 academic year. The current numbers reflect where the program was approximately five years prior in the 2017-2018 academic year. As noted above, these numbers do not include bridge student enrollment hours. We saw fewer applicants for this prior academic year than in the past two previous years, even with a significantly increased number of recruiting events in 2022-2023. We hope to see increased interest as we continue to advertise the GA positions, and due to the new art therapy licensure law.

CAT student retention remains strong. The chart below pertains to CAT student retention and is made publicly available on the Ursuline website. For the total number of active CAT students tracked by demographic information, as per CACREP vital statistics requirements, please see the chart in Section B further below.

CAT Student Enrollment and Retention	2021-2022	2022-2023	2023-2024
# New Students Admitted and Enrolled*	24	32	18
# Previously Enrolled Active Students	65	60	59
# Total Active Students during Academic Year	89	92	77
# Withdrew- Personal Reasons	3	3	3
# Withdrew- Academic Reasons	1	2	1
# Retained**	85	87	73
<b>Retention Rate***</b>	<b>96%</b>	<b>95%</b>	<b>95%</b>

\*Excludes non-degree seeking students

\*\*Refers to # of students retained out of total # of actively enrolled students

\*\*\*Retention rate is % of students retained during academic year out of total number of students enrolled and active during academic year. Figures updated annually.

Additionally, the below chart from Admissions shows total number of applicants, admitted, deposited, and enrolled students for each semester over the last two-year period to help track trends in admissions.

	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024
Applicants	10	33	7	3	21	8
Admits	7	25	7	3	17	5
Deposits	6	24	7	3	15	4
Enrolled	4	22*	6*	2	12*	4*

\*Numbers do not include bridge students who begin taking graduate CAT classes concurrently with finishing their undergraduate degree. They begin counting as FT CAT students only once they have completed their undergraduate degrees.

## B. Vital statistics: Current students, graduates, & positive placement

### 1. Current Student Demographics

- 77 students actively enrolled for AY 23-24 (There were 92 students actively enrolled for AY 22-23, which reflects a decrease for this past year.)

The below chart is based on CACREP vital statistics reports from 22-23 & 23-24 academic years and reflects the average number of students enrolled broken down by demographic areas for which CACREP inquires.

	2022-2023 Academic Year			2023-2024 Academic Year		
	MALE	FEMALE	NON-BINARY /GENDER FLUID	MALE	FEMALE	NON-BINARY /GENDER FLUID
American Indian or Native Alaskan	0	0	0	0	0	0
Asian	0	1	0	0	1	0
Black	1	5	0	0	6	0
Hawaiian Native or Pacific Islander	0	0	0	0	0	0
Hispanic	0	1	0	0	1	0
Two or More	0	3	1	0	3	0
Unknown/Other	0	4	0	0	2	0
White	2	73	1	2	64	1
International Student	0	0	0	0	1	0
Active Duty Military	0	0	0	0	0	0
Veteran	0	1	0	0	0	0
With a Disability	0	7	0	*This data no longer collected		

The above charts are taken from the prior two years of CACREP vital statistics reports. In terms of ethnic/racial and gender diversity, CAT students are predominantly white and female-identified (79% in 22-23; 83% in 23-24). According to recent U.S. Census Bureau data, this reflects the ethnic/racial make-up of Ohioans, with Ohio being somewhat less diverse than the national average (83% white identified in Ohio vs. 79% in U.S. overall). As we are an on-campus program, most applicants come from Ohio (see next section re: applicants below). Men, non-binary, and non-white students are a much smaller percentage of the CAT student body. This has been a relatively stable trend, with the current student body somewhat more diverse in the current five-year period than prior. This also reflects larger trends in the field of art therapy especially, and to a lesser degree, counseling. We continue to make efforts to diversify the student body through strategic recruitment and marketing initiatives. Although CACREP does not inquire tracking of applicants by age, age diversity is a strength of the CAT program, and is noted in subsequent sections regarding CAT applicant and graduate data.

## 2. Graduation and 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 77 students actively enrolled during 2023-2024. The program had 24 graduates, 83% 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 or have gone on to pursue advanced studies (i.e., doctoral degree), and is reflected in the table and pie chart below.

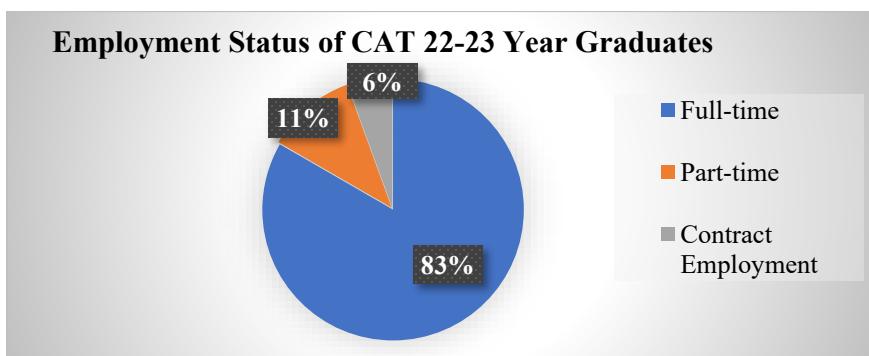
Positive Placement by Graduation Year	2020-2021	2021-2022	2022-2023	2023-2024
# Graduated	28	25	28	24
# Indicating Positive Employment at Program Exit	28	23	27	***
# Admitted to doctoral degree programs	0	0	0	***
% Employed or Admitted to Doctoral Programs at Program Exit	100%	92%	96%	***
# Employment Surveys sent 6-12 months following graduation	24	25	27	***
# Surveys Returned	7	17	18	***

Knowledge Rate*	30%	68%	67%	***
Threshold Set By CAAHEP/ACATE for Reporting Year	35%	65%	65%	***
% Employed**	100%	100%	100%	***

\*Knowledge rate is # of surveys sent/# surveys returned.

\*\*Based on response rate of graduates who responded to employment surveys sent 6-12 months following graduation

\*\*\*Complete data not yet available



N=18 respondents, surveyed 6-12 months after graduation

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.

### C. Academic Quality Indicators Related to Diverse Community Values

Below is a review of demographic data over the past several years with respect to prospective students, degree completers, FT faculty applicants, and employed/retained FT faculty.

#### 1. CAT applicant Demographic Data Trends

CAT Applicant Demographic Information						
	21-22 (n= 90)		22-23 (n= 61)		23-24 (n= 37)	
	#	%	#	%	#	%
Women	82	91%	56	92%	34	92%
Men	5	6%	3	5%	2	5%
Non-Binary	3	3%	2	3%	1	3%
Asian	4	4%	0	0%	1	3%
American Indian, Alaska Native	3	3%	0	0%	0	0%
Black/African American	9	10%	9	15%	4	11%
Hispanic/Latino/x, non-White	6	7%	1	2%	0	0%
Hispanic/Latino/x, White	3	3%	4	7%	0	0%
White/Caucasian, not hispanic/latino/x	66	73%	43	70%	30	81%
2 or More Races (non-identified)	6	7%	0	0%	2	5%
Unknown/Not disclosed	5	6%	4	7%	0	0%
Military/Veteran Status	1	1%	0	0%	1	3%
18-25	25	28%	19	31%	22	59%
26-35	37	41%	29	48%	8	22%
36-45	12	13%	7	11%	4	11%
46-55	8	9%	4	7%	2	5%
56-65+	8	9%	2	3%	1	3%

As indicated in the above chart, enrollment has decreased since 2021, a peak for the program when compared to prior years, which were on par with current numbers. In terms of ethnic/racial and gender diversity, the program continues to attract predominantly white female-identified applicants, as reflected by the above data. Since we are an in-person, on-campus program, most candidates come from the state of Ohio. According to the most recent U.S. Census Bureau report, the racial make-up of Ohioans is 83% white, which is less diverse than the national average (79% white). Thus, applicant ethnic/racial demographics appear to reflect Ohio demographics. In terms of age, the program has shown an increase in younger applicants enrolling immediately following their undergraduate studies, but also continues to attract roughly equal numbers of applicants 5 or more years out of undergraduate studies. We recently developed several paid GA positions that also offer partial tuition remission to help reduce socioeconomic barriers, as well as target marketing strategies towards diverse applicants.

2. *Enrolled Students- Please see chart in Vital Statistics section above*

3. *CAT Degree Completers*

CAT Degree Completers						
	21-22 AY (n=25)		22-23 AY (n=28)		23-24 AY (n=24)	
	#	%	#	%	#	%
Completion within 3 Years	21	84%	23	82%	20	83%
Completion between 3 and 4.5 Years	4	16%	4	14%	3	13%
Completion in more than 4.5 Years	0	0%	1	4%	1	4%
Women	22	88%	27	96%	24	100%
Men	2	8%	1	4%	0	0%
Non-Binary	1	4%	0	0%	0	0%
Asian	1	4%	1	3.5%	0	0%
American Indian, Alaska Native	0	0%	0	0%	0	0%
Black/African American	3	12%	1	3.5%	2	8%
Hispanic/Latino/x, non-White	2	8%	0	0%	0	0%
Hispanic/Latino/x, White	0	0%	0	0%	0	0%
White/Caucasian, not hispanic/latino/x	19	76%	24	86%	19	79%
2 or More Races (non-identified)	0	0%	1	3.5%	2	8%
Unknown/Not disclosed	0	0%	1	3.5%	1	5%
Military/Veteran Status	1	4%	0	0%	1	4%
18-25	4	16%	7	25%	5	21%
26-35	19	76%	17	61%	12	50%
36-45	2	8%	2	7%	3	13%
46-55	0	0%	2	7%	2	8%
56-65+	0	0%	0	0%	2	8%

#### 4. Demographic Data for FT Faculty Position Applicants and Employed/Retained Faculty

Demographic Data of Applicants for Full-Time CAT faculty positions						
	21-22 AY (3 open positions, 3 qualified applicants, 3 individuals hired )		22-23 AY (2 open positions, 2 qualified applicants, 1 individual hired)		23-24 AY (1 open position, 0 applicants)	
	#	%	#	%	#	%
Women	3	100%	2	100%	0	0%
Men	0	0%	0	0%	0	0%
Non-Binary	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
American Indian, Alaska Native	0	0%	0	0%	0	0%
Black/African American	0	0%	0	0%	0	0%
Hispanic/Latino/x, non-White	0	0%	0	0%	0	0%
Hispanic/Latino/x, White	0	0%	0	0%	0	0%
White/Caucasian, not hispanic/latino/x	3	100%	0	100%	0	0%
2 or More Races (non-identified)	0	0%	0	0%	0	0%
Unknown/Not disclosed	0	0%	0	0%	0	0%
Military/Veteran Status	0	0%	0	0%	0	0%

Demographic Data of FT CAT Faculty/Retained Faculty						
	21-22 AY (7 FT faculty)		22-23 AY (6 FT faculty)		23-24 AY (6 FT faculty)	
	#	%	#	%	#	%
Women	7	100%	6	100%	6	100%
Men	0	0%	0	0%	0	0%
Non-Binary	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
American Indian, Alaska Native	0	0%	0	0%	0	0%
Black/African American	0	0%	0	0%	0	0%
Hispanic/Latino/x, non-White	0	0%	0	0%	0	0%
Hispanic/Latino/x, White	0	0%	0	0%	0	0%
White/Caucasian, not hispanic/latino/x	7	100%	6	100%	6	100%
2 or More Races (non-identified)	0	0%	0	0%	0	0%
Unknown/Not disclosed	0	0%	0	0%	0	0%
Military/Veteran Status	0	0%	0	0%	0	0%

The Counseling and Art Therapy program has made a systematic effort to recruit, employ, and retain diverse faculty. Faculty positions are advertised on the Ursuline Website, in *The Chronicle of Higher Education*, *Higher Ed Jobs*, *CESNET Listserv*, *Ohio Counseling Association Listserv*, *American Counseling Association Network*,

and sent to a network of colleagues via other appropriate Listservs relevant to counselors and art therapists such as the *Coalition of Art Therapy Educators* and the *Buckeye Art Therapy Association* as well as to CAT program alums. Yet there remains a lack of diversity among FT faculty, both in the applicant pool and among those employed. Prior searches have not produced diverse candidates who have the qualifications needed, and the most recent faculty search did not yield any applicants, as indicated in the charts above. Additionally, it is challenging for Ursuline to offer competitive salaries compared to several other counseling programs in the area, as salary rates at Ursuline are lower than other public and larger institutions. In the recent past CAT faculty has included a full-time male faculty who identified as a member of the LGBTQ community. Doctoral interns have been a successful source of faculty recruitment, and two current faculty were doctoral interns prior to being hired, including our current Clinical Director hired this past year, and another full-time faculty, hired at the start of 2021. Given these challenges, this remains an ongoing area of focus, and we have made consistent efforts to bring in diverse guest speakers into the classroom, as noted in a prior section of this report.

### **C. Assessment of Academic Quality Indicators: KPIs, PDs, Clinical Outcomes, Capstone Assessments, Licensure and Credentialing, Alumni/Employer Surveys**

**Note:** Evaluation processes for 2023-2024 are addressed in detail further below this brief overview of evaluation areas, and wherever possible include comparisons to prior year(s) for purposes of trend analyses:

1. CACREP Key Performance Indicators- tracked by semester and reported in aggregate by calendar year; tracked individually and feedback provided to students by course faculty, as well as reviewed by all CAT faculty and overall individual progress communicated by faculty advisors (complete report available within department)
2. ACATE competencies- tracked by semester and reported in aggregate by calendar year; reviewed by all CAT faculty and overall individual progress communicated by faculty advisors (complete report available within department)
3. Professional Dispositions (CREATE)- Student self-assessment on CREATE at entry (analyzed in aggregate); Pre-fieldwork faculty evaluation of PD's, with individual feedback provided by advisor; Site supervisor evaluation of PD's at mid-term in Internship I, with individual feedback provided by site supervisor, reviewed by clinical faculty. Reviewed individually and in aggregate each semester by CAT faculty, feedback communicated to students by CAT faculty. Students also self-assess on CREATE PD's as part of every course evaluation.
4. Clinical Placement and Site Supervisor Evaluation Data- collected each semester, analyzed annually
5. Capstone Assessments (tracking of internship completion; successful completion of Capstone project; Pass rate on CPCE exam)- collected each semester, analyzed annually
6. Test pass rates for licensure and credentialing (e.g., NCE exam pass rates)- analyzed annually
7. Exit data consists of employment outlook data, as well as assessment of program learning objectives completed at the time of graduation, and general program feedback for continuous improvement- collected each semester, analyzed annually
8. Alumni Survey data: A series of post-graduation surveys are sent out to alumni track: 1) ratings of program effectiveness (1-5 months following graduation (ACATE dimensions) and 2) positive employment data (6-12 months following graduation)
9. Supervisor/employer survey data, including assessment of program learning objectives- collected & analyzed annually
10. Assessment of Student Learning Report- completed annually, based on KPI/ACATE competency data
11. Summary of Strengths and Needs Overall (Qualitative, based on review of all data)

\*The comprehensive evaluation plan and flowsheets are available within the CAT department

## 1. CACREP Key Performance Indicators

Data is collected each semester for 8 CACREP and 2 CMHC KPI's, for **a total of 10 KPI's assessed** annually. Each of the 10 KPI's are assessed in a primary course and secondary course across three semesters. Each KPI is assessed at two different points in time during a student's progression through the program, using qualitative different types of assignments, with one of these considered primary and the other secondary. The aggregate benchmark expectation is considered met if **85% of students score 85% or higher on the designated graded course activity or measure associated with each KPI**, with KPI's flagged as lower scoring if the aggregate percentage fell below a minimum threshold of 80%. For purposes of individual student assessment, the individual benchmark attainment goal is 85% or better, with a minimum expectation of 80% for an assignment to be considered passing, which corresponds to the low B range of the grading scale. Individual achievement scores of less than 80% on two or more KPI associated assignments/measures may result in a Student Performance Review and Remediation conference and plan. CAT faculty reviewed aggregate KPI outcomes from the prior calendar year (SP '23, SU '23, FA '24) in mid-Spring during a department meeting (as SP '24 data is not available to be analyzed until after this report) to identify solutions to strengthening these KPI's. In late Spring, CAT faculty reviewed individual student KPI attainment using the newly created Individual Student KPI/PD Assessment Tracking Sheets for the prior two grading periods (FA '23-SP '24). Below is a summary of aggregate and individual KPI data outcomes, with full reports available within the department:

### *a. Aggregate KPI outcomes for prior year*

Overall, students achieved the KPI's with an average of **94% achievement rate**. The lower scoring KPI's included **Professional Counseling Orientation and Ethical Practice** (3.A.4- CAT 500, primary measure), **Clinical Mental Health Counseling** specialty area (5.C.5- CAT 505, secondary measure), **Lifespan Development** (3.C.1- CAT 504, primary measure), and **Research and Program Evaluation** (3.H.1- CAT 594, primary measure). Faculty discussed ways to support students' improvement in attainment of these KPI's, as well as noted that several students who had struggled seemed to skew the mean scores. It was also discussed that the trending difficult areas, based on CACREP KPI data from the prior 2022 CY is in **Research and Program Evaluation**. Faculty who teach the research sequence courses have met regularly over the past year to address issues, and it remains a goal area for the coming '24-25 year.

### *b. Individual KPI outcomes*

CAT faculty reviewed students' individual KPI attainment outcomes in late Spring using the newly created individual KPI/PD Assessment tracking sheets. No students were identified as having not met more than 2 KPI's, therefore no students were recommended for an SPRR based on individual KPI outcomes. However, several students were discussed who had lower KPI attainment scores in one area, and their advisors will follow-up during the upcoming FA '24 advising period when discussing progress in program, outcomes on KPIs/PDs, etc. Additionally, individualized feedback was provided to all students regarding KPI linked assignments by the course instructor of the class in which the KPI was assessed.

## 2. ACATE Competencies

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 **92% achievement rate**. The lower scoring SLO's included: **Professional Orientation, Ethics, and Legal Issues** (b.K.2- CAT 500), **Group Work** (e.K.1-CAT 507), Psychological and Counseling Theories (k.K.1-CAT 505), and **Research** (m.S.1- CAT 591). This data was reviewed by CAT faculty in a department meeting in

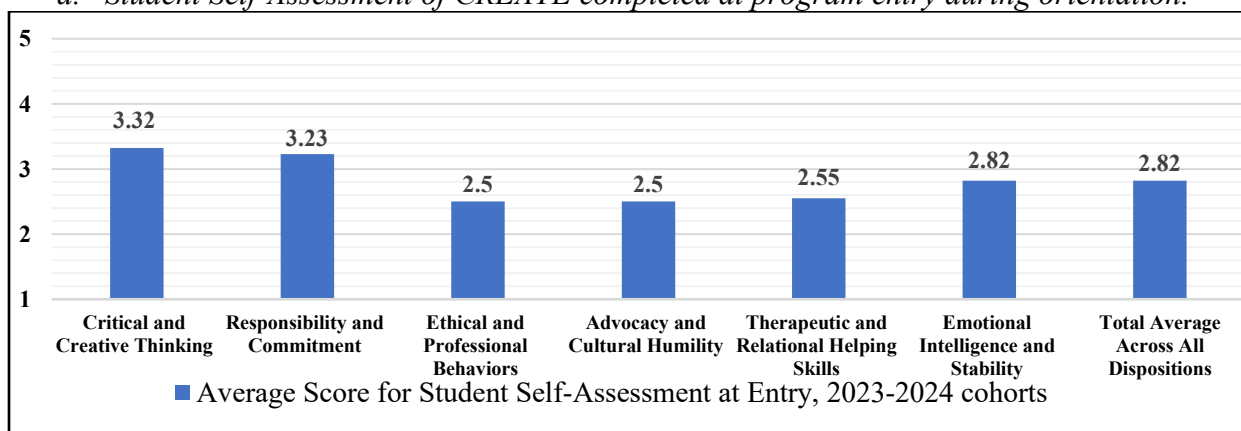
Spring 2024 to discuss strategies for supporting students in the attainment of these competencies. It was also noted that the trending difficult areas for students based on outcomes from the prior year are in the areas of Ethics and Research.

### 3. Professional Disposition Assessment (CREATE)

Beginning this past Fall, students engaged in self-reflection about the development and demonstration of the newly defined CREATE professional dispositions at several key points in the program, including during orientation and as part of every final course evaluation. In addition, faculty and supervisors also engaged in formal and informal feedback with students about these dispositions at several distinct points: 1) a pre-fieldwork PDA completed by their faculty advisor after gathering feedback from all CAT faculty during a department meeting. Individual pre-fieldwork PDA occurs concurrent to the semester in which a student is enrolled in CAT 546 Clinical I: Counseling Techniques (typically semester #2), and 2) site supervisor evaluation of CREATE as part of CAT 549/550 Internship I & II. (Note: prior to 23-24 AY, CCS-R data completed by faculty and site supervisors had been used for assessment of professional dispositions. The program adopted CREATE for a more program-specific way of assessing PD's throughout the entirety of a student's progression in the program in alignment with new CACREP standards; CCS-R data is still collected and analyzed, but only within context of clinical fieldwork. CCS-R data still provides another valuable measure of PD attainment; CCS-R data is available in next section below).

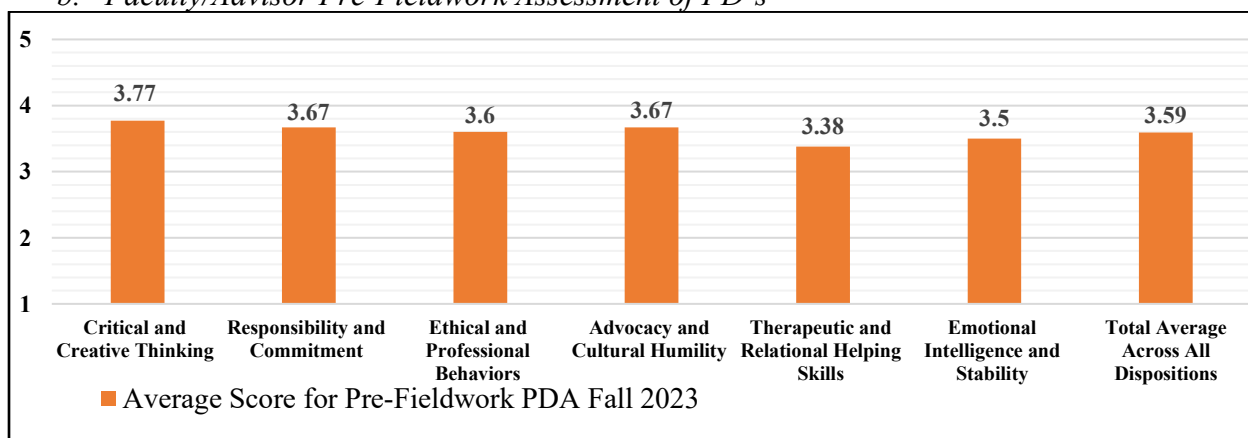
Below are summaries/charts of aggregate PDA data f/ 23-24, with full reports available within the department:

*a. Student Self-Assessment of CREATE completed at program entry during orientation.*

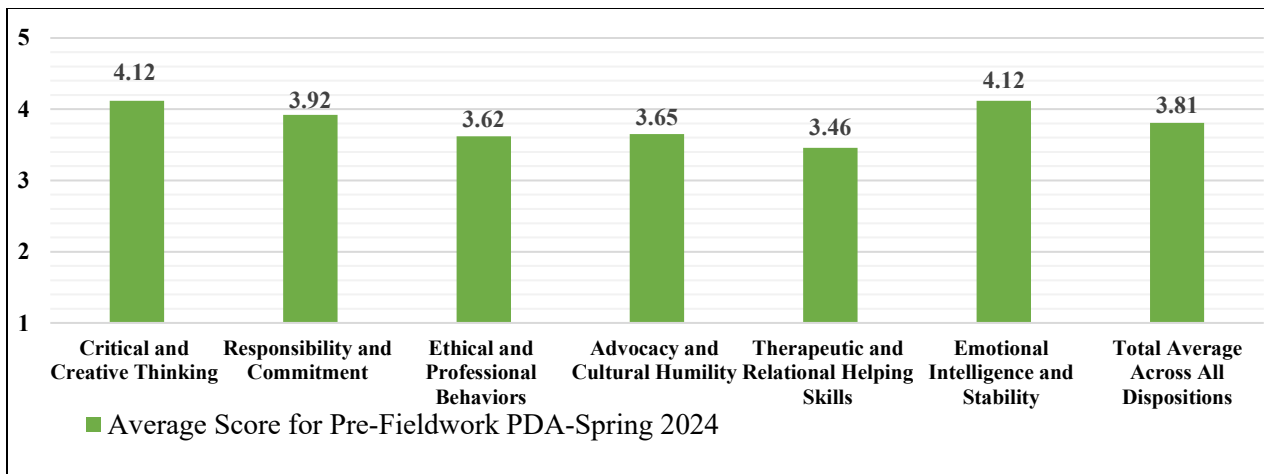


N = 22 (Students at beginning of 1<sup>st</sup> semester in program self-evaluate at orientation)

*b. Faculty/Advisor Pre-Fieldwork Assessment of PD's*



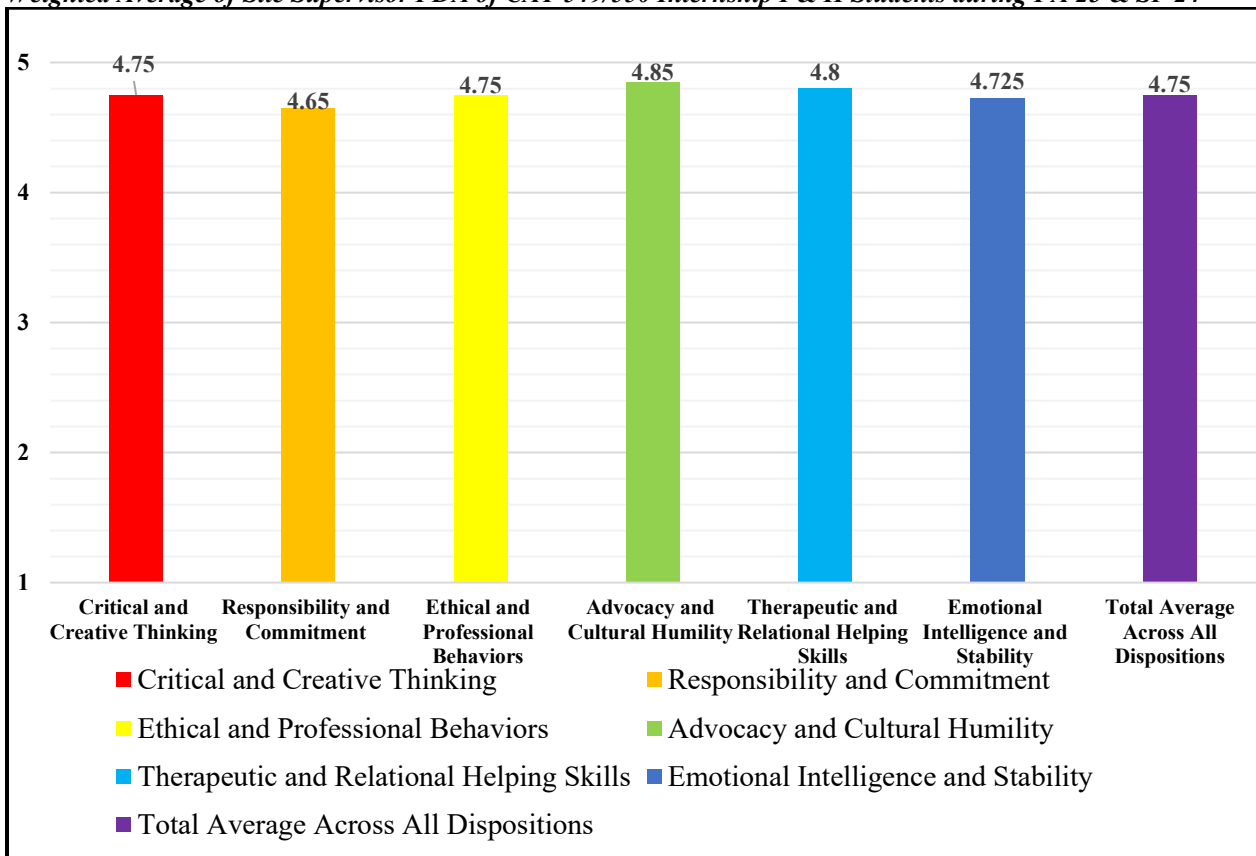
N = 32 (Pre-fieldwork PDA is completed in 2<sup>nd</sup> semester concurrent to enrollment in CAT 546 Clinical I)



N= 13 (Pre-fieldwork PDA is completed in 2<sup>nd</sup> semester concurrent to enrollment in CAT 546 Clinical I)

*c. Site Supervisor Assessment of Professional Dispositions*

**Weighted Average of Site Supervisor PDA of CAT 549/550 Internship I & II Students during FA 23 & SP 24**



N = 19 (Students enrolled in CAT 549/550 during Fall & Spring, 2023-2024 AY)

The data reflects that, on average, when students first come into the program, they self-assess as just below the minimum benchmark expectation of 3.0, but then meet or exceed the benchmarks when assessed by faculty during the first pre-fieldwork PDA, and universally meet or exceed the benchmarks once in internship. For this prior year, all students met or exceeded the benchmarks pre-fieldwork, with the exception of one instance necessitating a Student Performance Review and Remediation plan to support student development, and in 23-24 all students met or exceeded the benchmarks in internship. Trend analyses when comparing this data to CCS-R data from 2023 (see charts below) shows similar mean scores on part II of the CCS-R (4.82 on CCS-R for all

instances of student evaluation during CY 23 vs. 4.75 across all CREATE dispositions for 23-24 CAT 549/550 students), which looks at Dispositions and Behaviors. The mea

#### 4. Clinical Placement & Site Supervisor Evaluation Data

##### a. Clinical Placement

For 2023-2024, 100% of eligible students were successfully placed for fieldwork (Practicum & Internship, as per chart below).

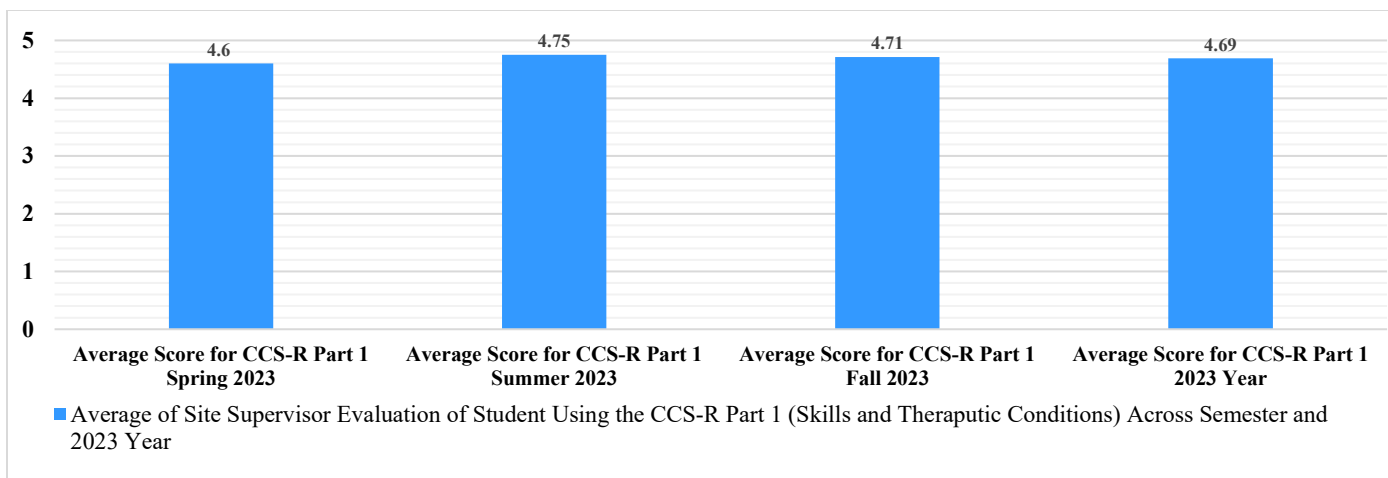
Practicum and Internship Positive Placement, 23-24 Academic Year											
	CAT 547 Practicum			CAT 549 Internship I			CAT 550 Internship 2			Total Students Placed per Term	
Term	# Eligible	# Placed	% Placed	# Eligible	# Placed	% Placed	# Eligible	# Placed	% Placed	# Placed	% Placed
Summer '23	4	4	100%	14	14	100%	8	8	100%	26	100%
Fall '23	1	1	100%	6	6	100%	15	15	100%	22	100%
Spring '24	20	20	100%	5	5	100%	11	11	100%	36	100%
Total Placements by Type per Year		25	100%		25	100%		34	100%		
POSITIVE SITE PLACEMENT FOR 2023-2024 ACADEMIC YEAR=										84/84	100%

##### b. Site Supervisor Evaluations of Students (CCS-R, includes assessment of Professional Dispositions)

Site supervisors also continued to use the CCS-R to evaluate students' preparation for placements, as well as knowledge, skills, and professional dispositions. Overall, ratings were highly positive. Qualitative data was also collected on strengths and needed improvements. For comparison purposes regarding the new CREATE data indicated above, please note that the CCS-R data below reflects numbers of evaluations completed during CY '23, with some students evaluated multiple times within a term. The chart reflects all evaluations completed, not the total numbers of students who completed internship during CY '23.

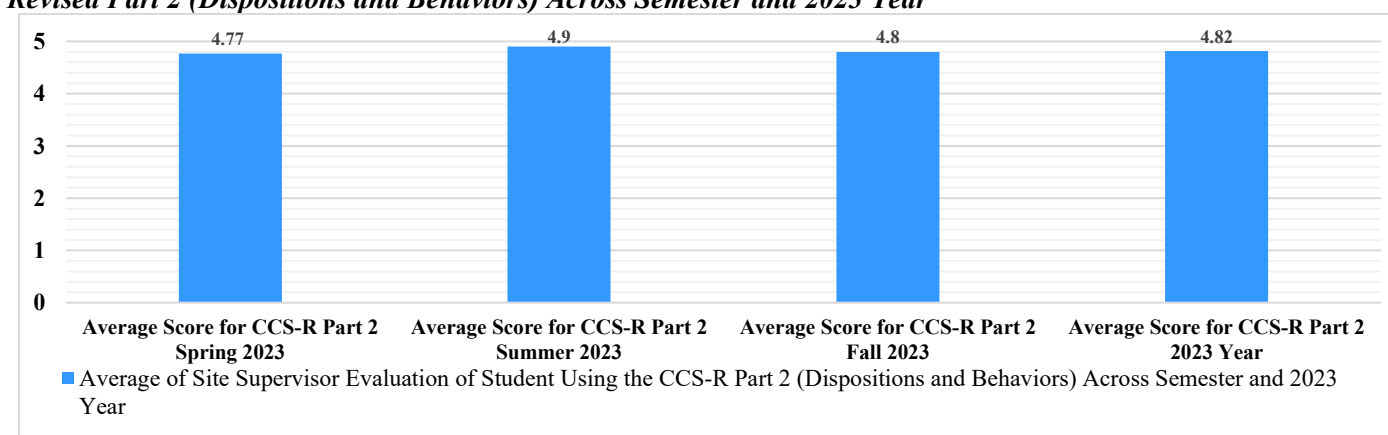
1. *Counselor Competencies Scale-Revised (CCS-R) for Internship:* All ratings for spring, summer, and fall of 2023 were very high, with an average of 4.69 (an increase of .1 from prior average) out of 5 for Part 1-Skills & Therapeutic Conditions, an average of 4.82 out of 5 on Part 2-Dispositions and Behaviors (similar to 4.76 average from prior year), and a combined average on both sections for 2023 of 4.76 out of 5 (so just slightly higher than prior year average of 4.67). 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 2023 Year**



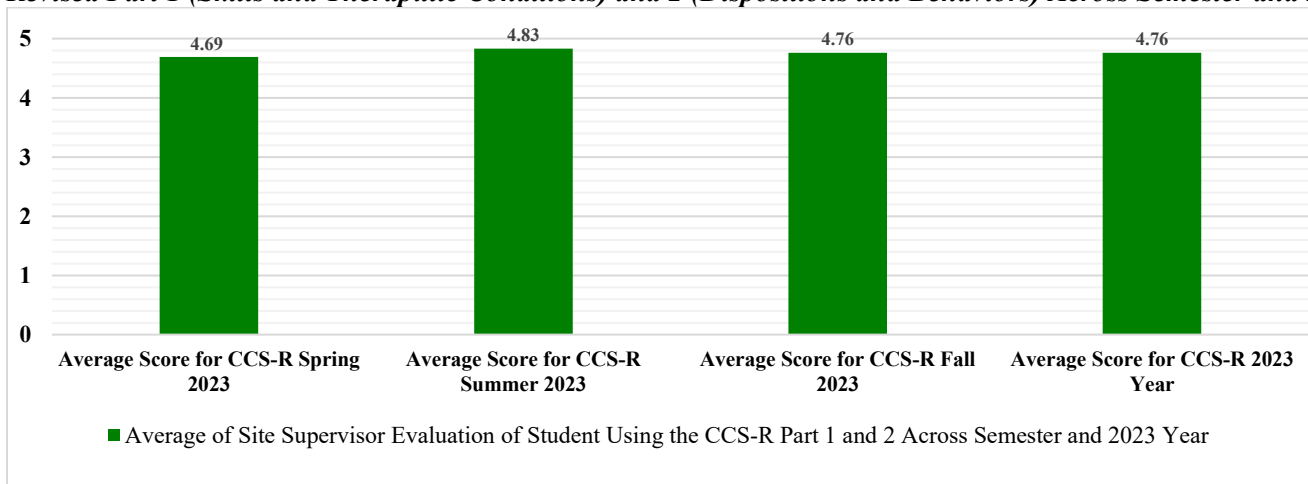
\*SP 23 N=30 evaluations \*SU 23 N=15 evaluations \*FA 23 N=23 evaluations \*Total N= 68 evaluations

**Figure 2: Weighted Average of Site Supervisor Evaluation of Student Using the Counselor Competencies Scale-Revised Part 2 (Dispositions and Behaviors) Across Semester and 2023 Year**



\*SP 23 N=30 \*SU 23 N=15 \*FA 23 N=23 \*Total N= 68

**Figure 7: 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 2023 Year**



\*SP 23 N=30 \*SU 23 N=15 \*FA 23 N=23 \*Total N= 68

## 2. Qualitative Data on Strengths and Areas of Needed Improvement Noted by Supervisors in Student Evaluations

### Areas of Strengths Observed:

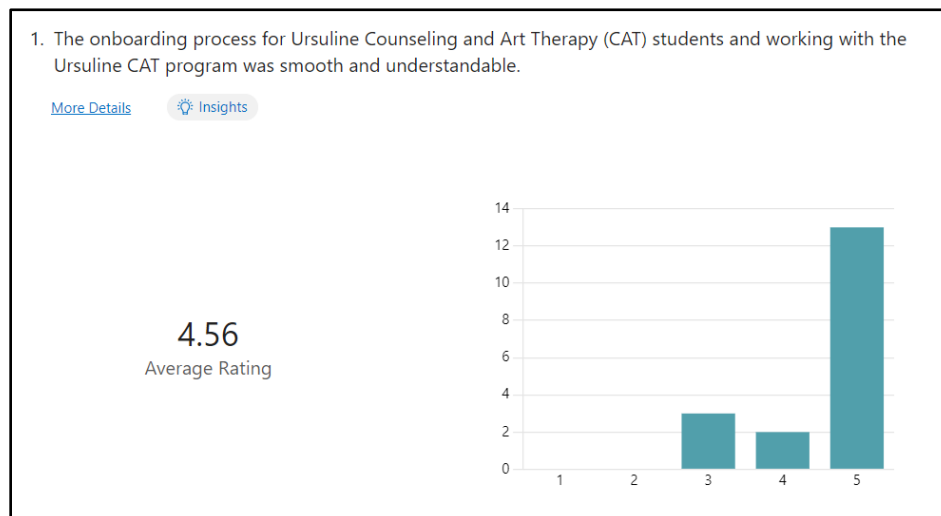
- Shows empathy, passion, authenticity, and care towards clients, staff, and supervisors
- Ability to build therapeutic rapport and engage clients
- Demonstrates preparedness and professionalism in and outside of supervision and counseling sessions, including willingness to ask questions, effective use of supervision
- Appropriate balance of challenging and supporting clients
- Incorporates appropriate therapeutic techniques and interventions
- Possess great written documentation skills
- Great time management skills (completes all tasks in a timely manner)
- Desires to develop skills and knowledge in diagnosis and treatment of mental health disorders
- Culturally competent counselor- Excels in working with clients from different cultures
- Strong clinical instincts and case conceptualization skills
- Kind, compassionate, patient, and empathetic towards clients, staff, and supervisor

#### Areas of Growth:

- Ability to adapt to changes in treatment plan
- Confrontation with difficult clients
- Taking more initiative to collaborate with staff
- Continued growth on administrative duties
- Work on receiving feedback and implementing the feedback into clinical practice
- Improvement in being willing to have difficult conversations with clients, co-workers, or supervisors
- Self-confidence and trust in abilities and intuition
- Utilizing probing questions for deeper meaning during sessions
- Continued practice with diagnosing, treatment planning, and documentation skills
- Practice with different populations and multicultural backgrounds

### *3. Annual Site Supervisor Feedback Survey- Practicum and Internship Process Evaluation of Assessment of Student Attainment of Program Learning Objectives*

This survey is sent annually to all current and active site supervisors during the spring and asks questions regarding general clinical placement procedures, use of Tevera, perceptions of student attainment of program objectives, and other areas. Below is a summary of results by question. This data informs continuous program improvement particular to clinical component of program For this past Spring 2024, there were 19 survey respondents. For the survey results indicated below, 5 indicates high agreement with the statement, and 1 indicates low agreement with the statement.

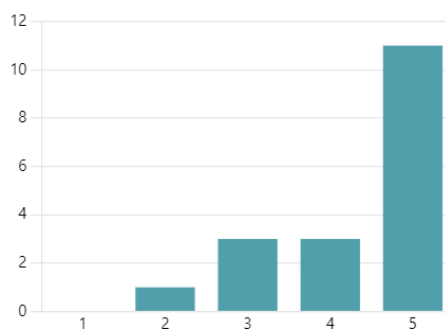


2. Using Tevera for documentation and reporting is effective and went smoothly.

[More Details](#)

[Insights](#)

4.33  
Average Rating

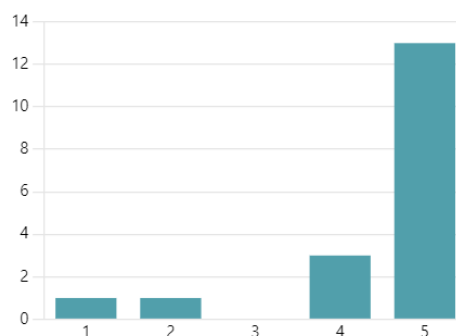


3. I felt supported in my role as a site supervisor to a CAT student.

[More Details](#)

[Insights](#)

4.44  
Average Rating

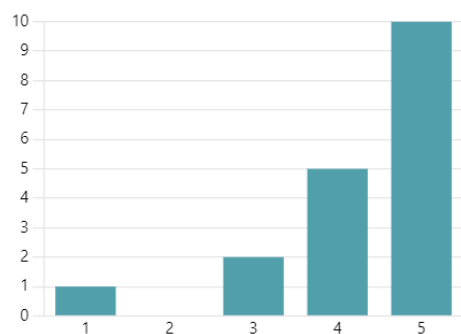


4. I had enough communication with the Ursuline CAT program and my students' classroom supervisors.

[More Details](#)

[Insights](#)

4.28  
Average Rating

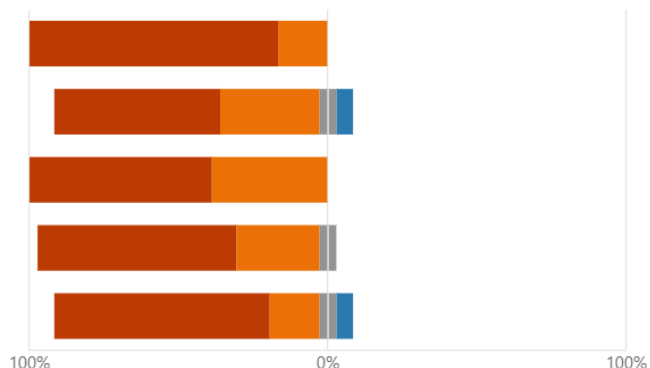


5. As best as able, please select the rating that indicates the level to which you feel that Ursuline CAT students have demonstrated mastery with regards to the following CAT program learning objectives:

[More Details](#)

5= Excellent 4=Good 3= Average 2=Fair 1=Poor

1. To know and practice counseling and art therapy ethical standards according to the professional...
2. To know and utilize appraisal instruments, art therapy assessments, and to be able to diagnose
3. To know and demonstrate understanding of counseling theory, art therapy theory, development...
4. To know and demonstrate effective and culturally responsive skills with individuals, groups and familie...
5. To demonstrate personal and professional growth including effective use of supervision, recognition of...

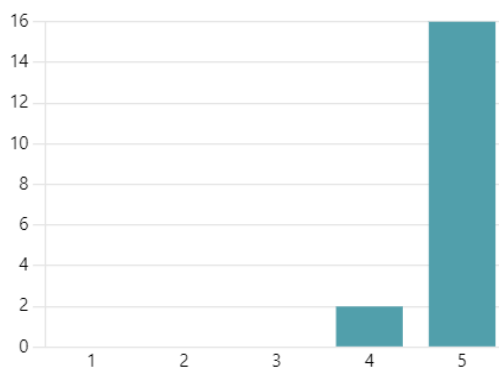


6. Ursuline Counseling and Art Therapy (CAT) students follow agency policies.

[More Details](#)

[Insights](#)

4.89  
Average Rating



7. My agency would happily take another CAT intern in the future (this is not a commitment).

[More Details](#)

[Insights](#)

- yes 16
- no 0
- maybe 2



In response to several open response items in the survey soliciting general suggestions and feedback, positive comments were received related to the overall preparedness and professionalism of students, as

well as some suggestions. Below are several illustrative examples. The Clinical Director reviews and uses to help improve clinical placement, orientation, and onboarding processes for students, faculty supervisors, and site supervisors.

*“Ursuline students present as professional and work according to policy and best practice.”*

*“Ursuline students are always miles ahead of their peers in other schools.”*

*“Interns are highly prepared for field placement.”*

*“In the past several years, Ursuline students have seemed less prepared for internship than in the past. They have not been as invested or proactive in getting their hours.”*

*“While we don't require it, students get a much more thorough clinical experience at our site if they are placed with us for two semesters rather than just one.”*

## 5. 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)

- a. *Internship*: 100% of eligible students passed Internship with a grade of B- or better. In one instance of an unsatisfactory site supervisor evaluation, the Clinical Director required a student to gain additional hours and supervision and provided this through 1:1 meetings using role plays, etc. in the Clinical Skills lab.
- b. *Thesis*: 100% of eligible students successfully completed thesis/capstone. See section above.
- c. *CPCE Exam*: For 2023-2024, 18 students took the CPCE, and all but one student, or 94%, passed. As indicated below, student performance was in line with national averages.

*Summer 2023*: One student took the CPCE in Summer 2023 and passed. The student was above or at the average in all content, except human growth and development, helping relationships and just slightly below in research and program evaluation. In this case, the student admitted to being less prepared for the test than was optimum. Overall, the student did above average on the CPCE with an average of 81.1 vs. the national average of 80.

*Fall 2023*: Seven students took the CPCE exam in October 2023. All students passed the cut score of 70. Students were above the average in all content, except human growth and development. The content in human growth and development will be reviewed and consideration will be given to adjust accordingly to help students raise their scores in this section. Overall, students did above average on the CPCE with an average of 83.2 vs. the national average of 82.

*Spring 2024*: Ten students took the CPCE test in February 2024. All passed the cut score of 72, except 1 student. Generally, scores were around the national average. Some areas were a little lower than average. The areas that were lower than the national average was helping relationships, group work, assessment, and research evaluation. These lower averages were just below average, and after speaking with students, it appears that some were not as invested in studying for the test which may have skewed the results. Generally, students did well to average and had a total score average of 84.5 vs the national average of 87.2.

*Recommendations*: Students continue to do well on the CPCE exam, and in most cases go on to pass the NCE with scores at or above the national average, as noted in next section. Additionally, it should be noted that the pass rate on the CPCE for the '23-'24 year of 94% is a significant improvement from the prior '22-'23 year (pass rate of 87%),

suggesting that efforts made to better prepare students for the exam have been successful. For this past year, analyses of content areas, as described above, suggests that students generally do quite well in many areas, and that more focus can be given to areas with lower means (such as Human Growth and Development, and Research). However, even lower means in these areas are in line with national means. We can continue to examine where study content can be better integrated into the curriculum, such as in CAT 504, and in research focused courses (CAT 594, 591, 548, and 596) and to provide further practice with multiple choice examinations similar to the CPCE and NCE.

## 6. Test Pass Rates for Licensure and Credentialing

Information made available by national exam offices is indicated in the charts below. For the 2023 calendar year, 89% of Ursuline graduates passed the NCE on the first attempt, which is above the national average for 2023 (81%). Additionally, 84% passed the NCMHCE on the first attempt, also 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 calendar year</i>						
<i>Note: Beginning in 2024, the OCSWMFT will no longer supply programs with exam data for the NCMHCE</i>						
Year	NCE Exam No. of CAT Testers	CAT NCE Exam Pass Rates	NCE National Pass Rates	NCMHCE Exam No. of CAT Testers	CAT NCMHCE Exam Pass Rates	NCMHCE National Pass Rates
2023	27	89%	81%	25*	84%	53-77%
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

\*December 2023 data was not made available

\*\*Exam data for months of November and December in 2022 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
2023	*No Data	No Data	No Data	No Data
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.

## 7. Exit Survey Data (completed by graduating students prior to commencement)

### a. 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
Summer 2024	6	*	*	*	*	*
Spring 2024	10	10	1	9		100%
Fall 2023	8	8	3	3	1	88%
Summer 2023	2	2		2		100%
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, \*Data not yet available at the time of this report

### b. Student Evaluation of Program Learning Objectives at Exit

Graduating student ratings (N= 17, FA23 & SP24 graduates) of program learning objectives were highly positive, ranging from 4.65 to 4.94, with a mean across all five core learning objectives of 4.80. Graduating student ratings of program learning objectives from the prior 2022-2023 reporting year had ranged from 3.33 to 3.44 on a 5-point scale, with a mean across all five core learning objectives of 3.42. It is important to note that most of these graduating students had entered the program during the height of the pandemic (2019-2020 year), and the increase in ratings for the graduates from the immediate prior year (most of whom entered the program in Fall 2021) may be partially explainable by general post-pandemic settling. However, CAT faculty and staff also made considerable efforts to provide additional support and flexibility, where possible, which may in turn, have contributed to marked improvements in students' overall experiences and achievement of learning objectives.

### c. Qualitative Data on Strengths and Areas of Improvement Noted by Graduating Students in Exit Survey

#### Program Strengths Observed

- Supportive, caring, knowledgeable, and flexible faculty, with diverse teaching styles, perspectives, and clinical emphases
  - "Exceptional faculty" who are "generous with resources and support, the teachers clearly put their hearts into it and care about their students."
- Excellent integration of clinical mental health counseling theory and art therapy throughout curriculum

- Clarity of program expectations and policies helps “set students up for success.”
- Facilities, campus environment, library facilities, program administration and staff
- Strong emphasis on self-care and cultural awareness throughout program
- Service learning program, great range of workshops and elective topics, lots of opportunities to grow professionally and personally

#### Suggestions for Program Improvement

- More focus to community-based practice, working with neurodiverse adults, learning a broader range of counseling interventions, more art-based elective courses
- Some faculty need to be better organized and stay on schedule
- A break between spring and summer terms
- Split trauma and addictions class into two separate classes due to being very content heavy
- Improved structure/focus of the CAT 544 Studio class that better aligns with goals/intent of course
- Continually remind students of the library resources available, including writing center supports
- Improved communication between sites and program’s Clinical Coordinator/Director
- Diversify the core faculty
- Develop a hybrid/distance learning program (because program transitioned back to in-person occurred for students in this graduating cohort, several voiced that they would have liked to stay online).

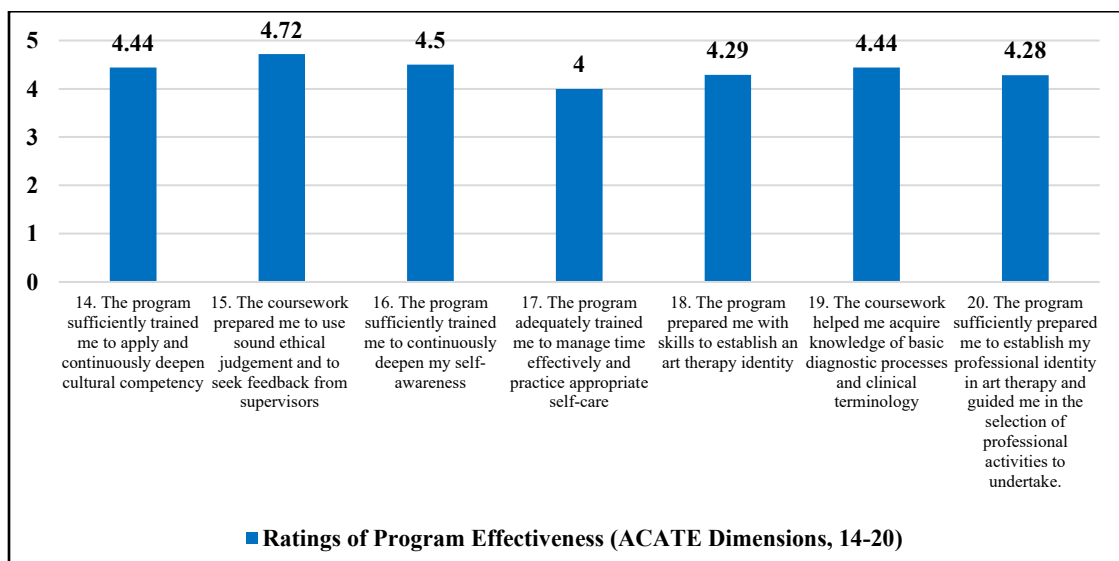
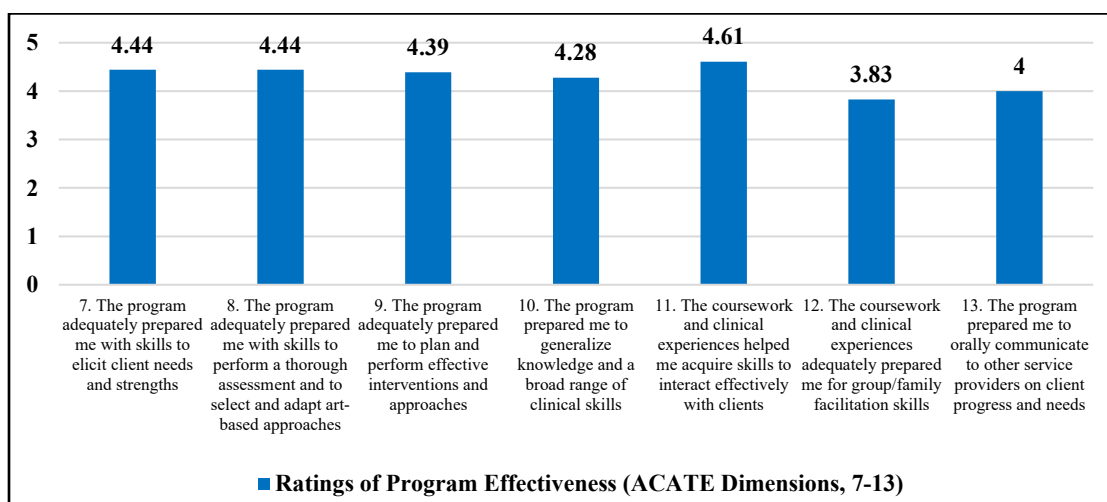
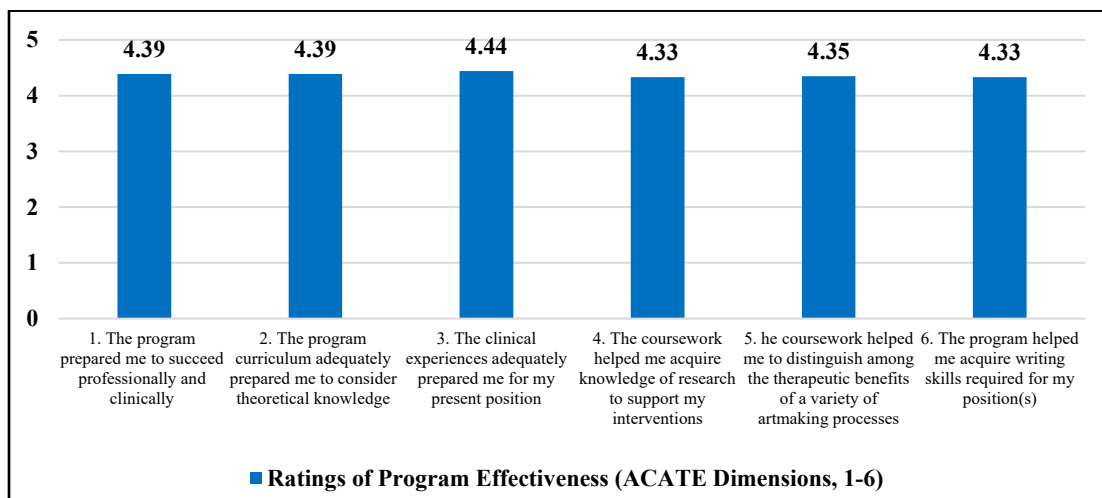
### **8. Alumni Survey Data**

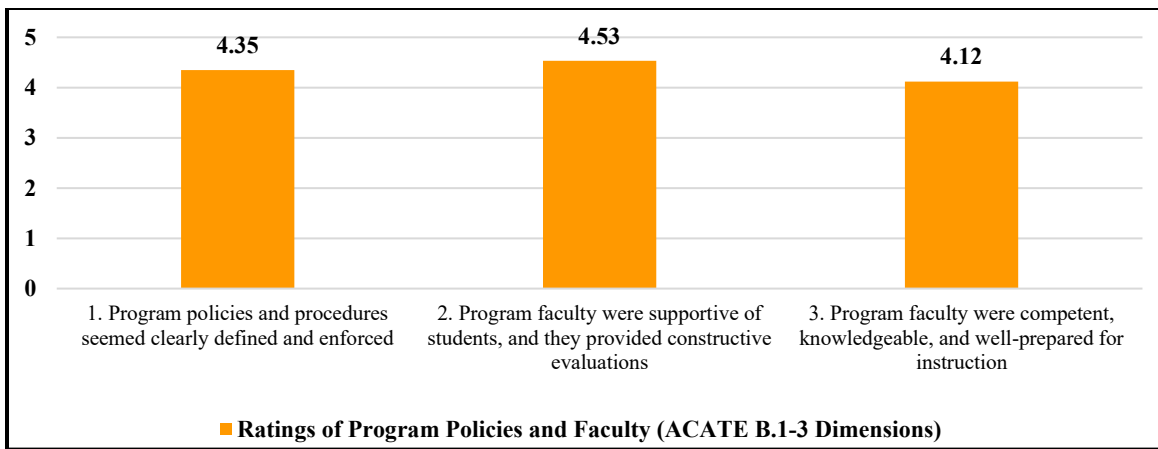
Soliciting feedback from students who have graduated remains a challenge. However, due to continued utilization of various strategies (i.e., raffles with prizes, such as free CEU opportunities, Michael’s gift cards), and improvements in streamlining when and how surveys are sent, the survey return rate has been above the newly revised minimum threshold of 65% change made by the CAAHEP/ACATE accrediting body (previously this threshold had been set lower at 35%). In total, 18 surveys were completed for students who had graduated between Fall 2022-Summer 2023 of the prior academic year for reporting during the 2023-2024 reporting cycle. There was a total of 28 graduates during this period, and 27 surveys were sent out (one alumni could not be reached). This is a return rate of 67%, which exceeds the minimum threshold.

#### *a. Ratings of Program Effectiveness*

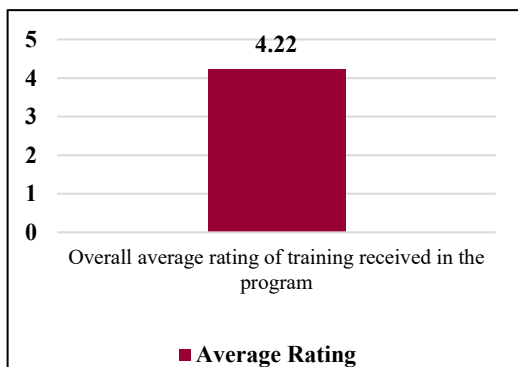
Alumni are requested to complete ratings of program effectiveness within 1-5 months after graduation. The specific items are supplied by our ACATE accreditation council and assess how well a student feels the program prepared them to succeed across a variety of areas of clinical practice, including items specific to art therapy interventions. An example of an item is: “The coursework helped me acquire knowledge of research to support my interventions.” See charts further below. Overall, ratings were very positive, with 85% or more of all respondents agreeing or strongly agreeing with the dimensions of program effectiveness in most areas. Areas with highest means on a 5-pt Likert scale were preparation to make sound ethical judgment and seek feedback from supervision (4.72), the coursework and clinical experiences helped me acquire skills to interact effectively with clients (4.61), and the program sufficiently trained me to deepen my self-awareness (4.5). Areas with lower means on a 5-pt Likert scale were the coursework and clinical experiences adequately prepared me for family/group facilitation skills (3.83), the program prepared me to orally communicate to other service providers on client progress and needs (4.0), and the program adequately trained me to manage time effectively and practice appropriate self-care (4.0).

## Ratings of Program Effectiveness; N= 18, Alumni who graduated FA 22-SP 23





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



Alumni Program Training Rating	Excellent	Very Good	Good	Fair	Poor	N/A
Overall Rating of Training Received in Program N = 18 Participants	50%	33%	6%	11%	0%	0%

Most respondents, or 89%, rated the quality of the training received through the program as good to excellent, or a mean of 4.22 out of 5 on a Likert-type scale. 100% of respondents were employed, with the majority (15, 83%) employed full-time. The majority (15 of 18, or 83%) reported making between \$40,000-\$60,000 annually, and the same number were actively pursuing their ATR-BC credential. Although not part of the alumni survey, in the exit survey, roughly the same number of these students (23 of 28 surveyed at exit, or 82%) indicated that they would work towards obtaining their LPCC (with the majority having already taken and passed the NCE to obtain their LPC by the time of graduation). Of these 18 alumni respondents, all but one (17 of 18, or 94%) were participating in continuing education activities, and 10 alumni (55%) indicated they had given professional presentations or created educational/informational materials for clients since graduation.

*c. Positive Placement Data- see Graduation & Positive Placement section above*

*d. Qualitative Data on Strengths and Areas of Needed Improvement Noted by Alumni*

Please note that the complete report is available within the department. Below is a summary of responses. The responses below informed continuous improvement planning for the current and subsequent year.

Program Strengths Observed

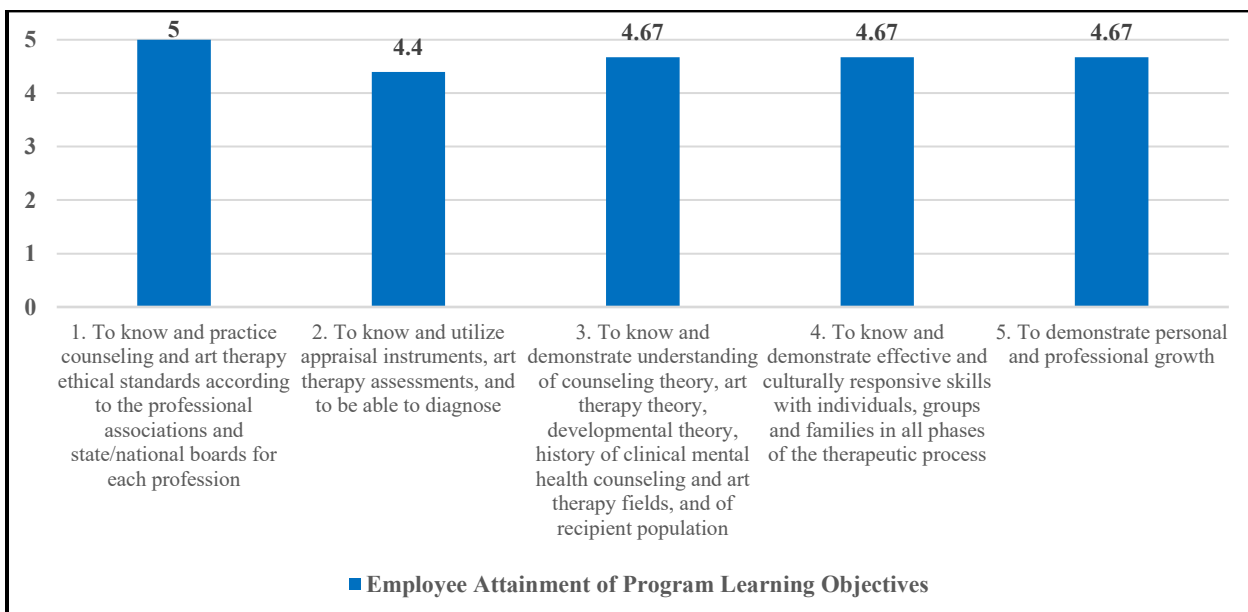
- Preparation for completing clinical documentation, diagnostic and projective assessments
- Preparation for working with wide range of populations using various skills, strategies, art processes
- The focus on empathy/rapport building, use of relational skills of counseling (i.e., good listening, understanding, etc.)
- Focus on navigating ethical and cultural situations
- Great supervision

### Suggestions for Program Improvement

- More focus on group skills, group facilitation
- Focus on de-escalation strategies for those experiencing crises, working with resistant clients
- Have electives focused on psychopharmacology, EMDR, grief
- Earlier discussions/meetings to help prepare for NCE, licensure process
- Improved communication between site supervisors and CAT program (Clinical Director, CAT faculty supervisors)

## **9. Employer Survey Data**

There was a 100% send rate to all supervisors/employers of graduates from the 22-23 year who agreed to have their employer contacted, and a 75% return rate, with nine surveys returned. Overall ratings were very positive with many strengths cited. The mean scores for various ratings of employee effectiveness surveyed ranged from 4.29-5.0 (on a 5 pt scale). Areas in which CAT graduates earned a 5 out of 5 included: Has ability for written documentation of services; Is able to elicit client/participant needs and strengths through both verbal and non-verbal means; Is able to perform effective interventions; interaction skills to establish rapport, skillful listening, careful observing, engaging with art. Areas that received lower ratings included: Has group/family facilitation skills; Has public relations skills that invites interest in the field of art therapy. In addition, employers rated their employees/supervisees favorably in relation to attainment of CAT program learning objectives, as per below:



### Summary of Qualitative Employer Survey Feedback (N=9)

- Seven employers indicated “yes/absolutely” that the individual was a well-prepared employee
- In terms of skill strengths, employers used the following terms to describe their employees:
  - Proactive and motivated
  - Collaborative (x2)
  - Excellent at establishing rapport with clients (x3)
  - Great documentation skills (x2)
  - Critically thinks about cases and interventions (x4)
  - Effective treatment plans
- For expected skills needing further development, two employers cited the following:
  - Assessments and documentation skills in general
  - Lack of knowledge with older adults and art therapy

- Not engaging in self-care to avoid burnout and struggling to communicate needs
- In terms of suggestions for program, 7 employers did not provide feedback, and 2 employers gave the following suggestions:
  - More knowledge around billing and audits
  - “Provide service-learning projects and research opportunities for students in partnership with community agencies addressing topics such as program evaluation or cultural and social issues”

**10. Assessment of Student Learning (ASL) Report:** Full report available within the CAT department.

Students achieved 85% or better on most of the assessments identified to measure Student Learning Objectives (also referred to as Program Objectives), with notable gains in several areas from prior year of assessment due to faculty efforts, including introducing and reviewing certain topics earlier, adding supplemental materials where needed, referring students to writing center, revising and/or clarifying assignments, and other measures to increase student success.

**11. Summary of Strengths and Needs Identified Overall** (based on comprehensive review of all data- i.e., program outcome evals, alumni/supervisor surveys, KPI’s, PD’s, ASL data, etc.)

*a. Summary of Program Strengths:*

- Faculty and staff support- continually supportive, encouraging, generous with resources and assistance
- Comprehensive dually accredited program with high academic standards, good integration of CMHC and art therapy
- Nearly 100% of graduates find jobs immediately, and employers report that graduates are well prepared professionals who demonstrate high level of clinical skills and professional dispositions needed for effective client care
- Course preparation in areas of cultural awareness, ethics, assessment, treatment planning, clinical documentation, diagnostic and projective assessments, relational skills in counseling and art therapy
- Focus to self-care, cultural learning, and cultural humility infused throughout program
- Variety of course offerings, electives, service learning, and diverse guest speakers/topics
- Excellent clinical preparation and supervision
- Licensure examination preparation support with CPCE
- Creation of new graduate assistantships, increased scholarship opportunities departmentally and through state due to Great Minds Fellowship program

*b. Suggestions/Areas for Program Improvement:*

- More in-class focus on preparing for NCE and licensure process
- Re: KPI data and exit feedback, continual improvement of research course sequencing and capstone process, focus to research and program evaluation content (lower KPIs, lower CPCE scores in this area)
- Class suggestions: Improved structure of CAT 544, more focus on group skills/group facilitation and wider range of counseling interventions, request to split CAT 648 Trauma & Addictions into two classes (note: this would add 3 credits to program, and we are already at 65 credit hours)
- Improved communication between site supervisors and CAT program (Clinical Director, CAT faculty supervisors)
- Graduates noted that some faculty can improve organization, more diversity among core faculty
- More focus to non-clinical counseling and art therapy work and settings, such as community work, wellness settings, contract work, school-based settings, etc.
- Other suggestions for workshops/electives/population foci: older adults, neurodiverse adults, grief, EMDR, psychopharmacology

### III. Continuous Improvement for 2024-2025

(Note: See follow-up from 2023-2024 proposed changes below this chart)

Proposed Items for 2024-2025	Timeline	Persons Responsible
Prepare for CACREP site visit: physical environment preparation (classrooms, labs, bulletin boards, display cases); prepare students, sites, other stakeholders for meetings/interviews; make arrangements for visitors, etc. [Review full site visit guide]	Fall 2024-Summer 2025	All CAT faculty
Continue focus to increasing diverse representation among faculty, students, supervisors, and guest lecturers, as well as address topics of diversity across the curriculum and in co-curricular activities	Ongoing	All faculty, Graduate Admissions, CAT Director, Dean, Office of Diversity
Faculty: Continue efforts to recruit and hire new FT faculty/Assistant Director	Fall 2024-Summer 2025	Program Director Dean, VPAA
Clinical: Clinical Director is in year 2 and will continue to acclimate and ensure optimal functioning of all processes, including ongoing familiarization w/ placement sites, updating and improving processes as needed in Tevera to aid with monitoring/accreditation needs (incl. improved documentation of service learning hours for CAT 549/550), improving and streamlining communication between sites and program, and updating clinical curriculum as needed for CAT 546, 547, 549/550	Fall 2024-Summer 2025	Areka Foster Rebecca Miller
Financial Resources for Students: Continue graduate assistantship positions, implement new positions: review applications for upcoming cycles and select applicants	Fall 2024, Spring 2025	Rebecca Miller, Melanie Steele, Patricia Sharpnack
Financial/Student Aid Resources: Continue to encourage student applications for Great Minds Fellowship program in line with program parameters	Fall 2024-Summer 2025	Areka Foster Rebecca Miller All CAT faculty
Implementation of EMDR & TF-CBT trainings from Behavioral Health Workforce Grant for 2 <sup>nd</sup> year+ students, faculty, and site supervisors	Summer 2024-Fall 2024	Diana Wallace
Curriculum: Implement other suggestions for electives as able for Sp 25 (older adults, neurodiversity, grief, or psychopharmacology), consider and implement improvements to CAT 544 based on student feedback; CAT 519S-move content into CAT 520 & CAT 567, add 1 credit to CAT 567	Spring 25	Rebecca Miller Other CAT faculty
Healing Imagination Art Show: Preparation, implementation	Fall 2024	CAT faculty Anna Arnold
Physical Environment/Space: PH room 309 space make-over	Summer 2025-Fall 2024	Katherine Jackson Megan Seaman Pat Janosko

Studio/Space: Art studio supply organization and equipment up-keep. Art making studio experiences for students.	Fall 2024, Spring 2025	Graduate Assistants CAT faculty
See 2023-2024 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.	Fall 2024, Spring 2025	CAT Faculty

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<b>Proposed Items from 2023-2024</b>	<b>Progress Made</b>	<b>Persons Responsible</b>
CACREP self-study: update all syllabi to reflect 2024 standards and integrate new CREATE professional dispositions	Completed in Fall & Spring 2024; intentional syllabi review completed in Spring 24 to ensure consistency, inclusion of all elements needed for CACREP 24 standards	All CAT faculty
CACREP self-study: implement data collection strategies and analyze data for:  Section 1. The Learning Environment	CAT Director spearheaded compilation of all evidence documents for section 1, with assistance from various individuals. CAT director finalizing written narratives at time of this report. Final self-study to be submitted in July once application from CACREP becomes available.	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	CAT Director spearheaded completion of this section, with assistance from external data analyst, as needed, in Spring 24. CAT director finalizing at time of this report.	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	All CAT faculty began work on updating syllabi in SU 23 to align with CACREP 24 standards, finished this in FA 23. In SP 24, worked on adding in KPIs, PDs, updated DEI policies, etc. Curriculum sheets were completed end of SP 24, with no major narrative required for these sections.	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	CAT Director directed collection of evidence, with support from Clinical Director and Diana Wallace. Report writing is being finalized at the time of this current report.	Rebecca Miller Areka Foster
Continue focus to increasing diverse representation among faculty, students, supervisors, and guest lecturers, as well as	CAT faculty search did not yield any candidates at all. CAT faculty continued to invite in many guest speakers	All faculty, Graduate Admissions, CAT Director and all faculty, Dean, Office of Diversity

address topics of diversity across the curriculum and in co-curricular activities	reflecting diverse identities and topics. Our marketing materials show diverse individuals to attract students of various backgrounds, we have implement GA positions to help students with economic challenges, continue scholarships, and other efforts. In fieldwork, the Great Minds Fellowship has resulted in several more sites working with diverse supervisors and clients.	
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)	CAT faculty search did not yield any applicants at all. We continued to post position in a wide variety of areas, revised the required vs. preferred application criteria to yield qualified and diverse candidates	Program Director Dean VPAA
Clinical: Successful transition of new Clinical Director, with new CD to train in Summer of 2023	Areka has been getting acclimated to the Clinical Director role and Tevera. Updates have been made to the supervision contract (formally the supervision agreement), progress notes, and treatment plans. A survey was developed to assess the field placement process, and a practicum and internship planning checklist was developed.	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	Two new GA positions began in SP 24, supervised by Program Dir, along with 1 other work study student. GA positions will be renewed, and additional GA position added for FA 24	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	Transition was made to poster format for symposium; Focus of research projects was streamlined (case study projects), with alternative options as needed; Capstone coordinator guest presented in CAT 594 classes to educate on new processes	Katherine Jackson, Diana Wallace, Fawn Gordon Rebecca Miller
Studio/Space: Art studio supply organization and equipment up-keep. Art making studio experiences for students.	GRH made improvements to space, supply organization, worked w/ maintenance to fix	Gail Rule-Hoffman Rebecca Miller CAT faculty

	pottery wheels/cabinets, trained work study students & faculty in how to fire kiln, held multiple artmaking events throughout prior year, and supervised 2 work study students who assisted	Work study students
See 2022-2023 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.	See ASL report	CAT Faculty