



CEHHS  
UNO Counseling  
Department

Annual Program Review 2023-Spring 24

Clinical Mental Health  
School Counseling  
Student Affairs in Higher Education  
Bridge Program

Submitted by:  
Dr. Chasek, Chair  
On behalf of the Counseling Team  
May 2024

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## Counseling Department

### Mission Statement: We Train Colleagues!

The mission of the UNO Counseling Department is to provide high quality academic and clinical preparation for our students in the Clinical Mental Health, School Counseling, and Student Affairs Higher Education concentrations and the Bridge Program. Through rigorous, evidence-based curriculum designed to train critical thinkers and reflective practitioners, our graduate students are prepared to work with diverse clients and students across multiple professional settings and engage and remain active as advocates and future leaders.

### Faculty and Staff

Dr. Tina Chasek, Chair, CMHC & SAHE Coordinator  
Dr. Abby Bjornsen-Ramig, Clinical Training Director  
Dr. Thang Tran-School Counseling Coordinator  
Dr. Isak Kim- Research Lead  
Dr. Ashley Blount  
Dr. Alex Fields  
Instructor Kara Schneider, ABD  
Instructor Becca Moore, Clinic Supervisor  
Barb Newell, Administrative Assistant  
Pedro Tostes Ribeiro Radusewski, Graduate Assistant  
Hannah McIntyre, Graduate Assistant

### Counseling Department Top 10 Accomplishments: 2023-2024

The Counseling Department is committed to excellence in training colleagues as demonstrated in the areas of teaching, service, and research in counselor education. We have had a great year and want to share our top ten accomplishments in all areas of our mission and work.

### Enrollment and Teaching

#### Enrollment

- 1) The counseling department has seen **tremendous growth in the number of applications** to the program, admission and enrollment, and student credit hours produced over the past year. **In 2023 the number of applications grew from a low of 18 in Spring 2020 to a high of 165 for Fall/Summer 2024 admission** (see graph Appendix A). Due to accreditation standards the number of students that can be accepted is limited due to standards that set a student to core faculty ratio of 12:1. Due to the challenge in meeting these ratios with current faculty resources, **201 qualified applicants were denied admission in 2023-2024. However, due to innovations made by the department the percentage of denials was reduced from 67% to 50% for students enrolling for a 2024 start.** This was related to increasing the number of opportunities for students to enroll in programs like School Counseling and Student Affairs in Higher Education.

The number of student credit hours also increased dramatically over the past year. **In Fall 2023 the number of student credit hours provided was 2,097. This was an increase of 397 credit hours and marked the first time that the counseling department provided over 2,000 student credit hours in a semester.** In addition, **the headcount for Spring 2024 enrollment was 252, up from 208 in Spring 2023, an increase of 44 students** (see

graph appendix A). This growth is encouraging given a climate of decreasing enrollment across many college campuses and departments, however, to capitalize on the opportunity and admit more of the students who have applied and stay within appropriate student to faculty ratios, faculty and staff resources are needed.

Strategies are needed to capture some of the lost enrollment in the most popular and credit heavy program, Clinical Mental Health Counseling. The challenge is ensuring that full time student to faculty ratios are maintained. **To keep pace with the enrollment opportunities, 2 more faculty positions and a staff person would be needed in addition the two described above (see lost revenue chart Appendix A). Increasing core faculty and adding staff support is the only way that growth can be achieved in the Counseling Department where there is tremendous student and public interest.**

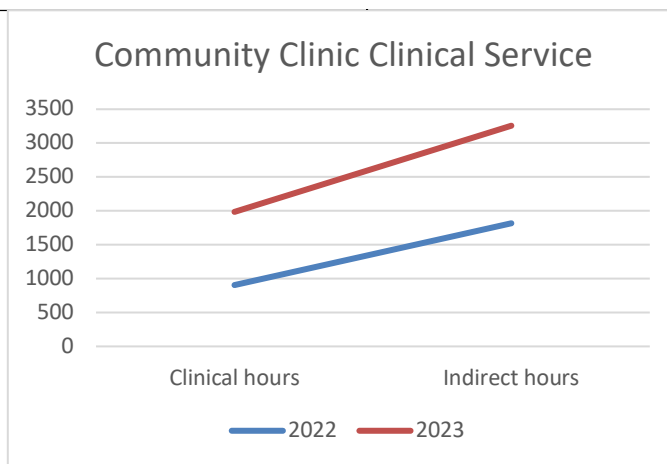
### Teaching

- 2) Excellence in teaching is evident in the class and demonstrated through the student evaluation scores. **In Fall 2023 the average student evaluation score for core faculty was 4.38 on a scale of 5. In addition, the score combined with adjunct instructors was 4.28.** This indicates that students are experiencing engaging and relevant learning experiences in the classroom.
- 3) **Dr. Abby Bjornsen-Ramig was awarded the 2023-2024 UNO Outstanding Graduate Mentor Award** for her teaching, mentorship, and commitment to student success. This is a prestigious campus award and is very well deserved for Dr. Bjornsen-Ramig who works diligently to help students complete their clinical work and move into professional practice.

## Clinical Services – Service Learning

### Community Clinic

- 4) The Department's Community Clinic is a teaching clinic that provides counseling services to the Omaha/Metro community. Students in the Counseling Practicum course provide clinical services to the community for a low cost. The students are supervised by a licensed mental health and substance use counselor who is the Clinic Supervisor and Instructor in the program. This is a new position this year sustained by grant funding. It has elevated the level of teaching and supervision the students receive allowing for more experiences to prepare them for internship in the community prior to graduation. **This past year, 24 practicum students were placed in the clinic and provided a total of 1817 clinical hours, an increase of 912 hours. This is more than double the hours provided last year.** Students also completed 1440 indirect hours of service related to their work in the clinic for a total of 3257 hours devoted to the mental health needs in the community.



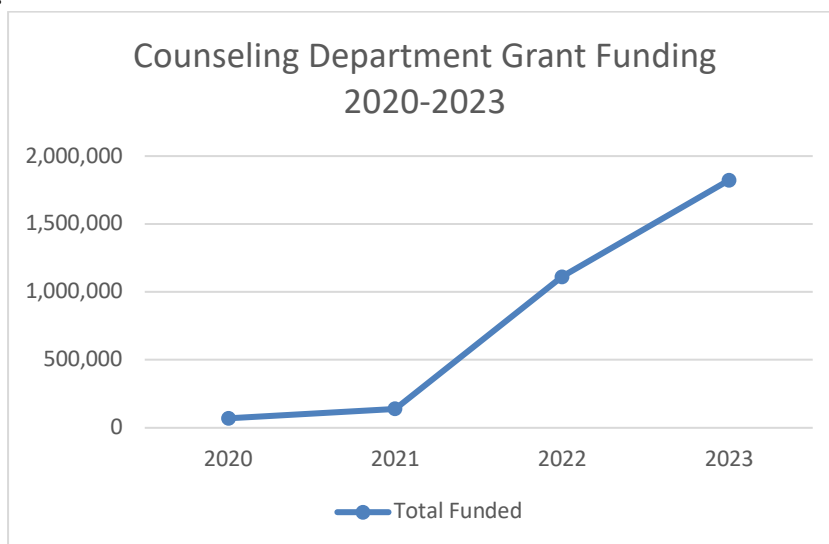
**Internships and Clinical Hours Provided by Students**

5) All concentrations in the department work with community partners to provide service hours in the field. School counseling students, overseen by Dr. Tran, provide counseling services in the school. Students in the Student Affairs in Higher Education concentration, overseen by Dr. Tina Chasek, complete internship hours in higher education services. Clinical Mental Health Counseling and Bridge students provide mental health services in the community and in the department’s community counseling clinic. Dr. Abby Bjornsen-Ramig oversees this work collaborating with many site supervisors, directors, and adjunct faculty. **In 2023, a total of 110 student placements were made with over 65,000 hours of service provided in the community.**

**Research**

**Grant Funding**

6) In the area of research, core faculty in the counseling department continue to be active pursuing research excellence and external grant funding. **Funded research projects for 2023-2024 totaled \$1,823,803. Every core faculty member in the department is currently working on a grant funded project.**



### Publication and Dissemination

- 7) In 2023, the 7-member core counseling faculty had the following production in peer-reviewed research:
- a. **24 publications**; includes 4 book chapters, 19 peer reviewed manuscripts, and 1 textbook
  - b. **103 National and State peer reviewed presentations** on mental health related topics
  - c. **In total, faculty serve as peer reviewers for 24 different professional journals**
- 8) The counseling department faculty are not only publishing but are publishing in high impact and relevant counseling related journals. **Dr. Isak Kim had the most downloaded article in the country in the counseling profession's flagship journal for 2023: *Profiles of Participation in School Bullying: Association with Student Well-Being, Journal of Counseling & Development*.** His work consistently gains national recognition in the field. In addition, the newest faculty member, **Dr. Alex Field won the AARC/CORE Research Award from the National Association for Assessment and Research for his article *A Systematic Review of Training Strategies to Prepare Counselors for Integrated Primary Care and Behavioral Healthcare*.**

## Service and Innovation

### Service

- 9) In the area of service, the 7-member counseling core faculty contribute many hours to the profession and the University through service activities. The service work being done in the department is meaningful and advanced the profession in many ways. **In total, faculty serve on 70 different committees at the Department, College, University, Regional, and National level. Four faculty members chair national committees.** Faculty also give countless hours in the community educating on mental health topics.

### Innovative Development

- 10) This year faculty in the counseling department have developed many innovative programs and projects. Three of those projects are important to mention.
- **The UNO Counseling Department partnered with the Educational Service Unit #2 (ESU #2) in Fall of 2023 to provide up to 40 students the necessary coursework to become licensed school counselors and licensed mental health counselors by creating a program to deliver the content remotely due to the rural nature of the ESU #2 area.** This program provides paid tuition, books, and other fees for the student and funds to hire a UNO instructor to oversee the program. **This is a \$1,260,000 investment in the Counseling Department and the University to train future school counselors and mental health practitioners.**
  - **Two special programs have been developed to provide mental health resources in schools: one for students and one for teachers.** The Youth Trauma-Informed Peer Advocates Program (TIPA), led by Dr. Isak Kim and Dr. Thang Tran, is designed to mobilize students as active agents to support peer mental health. Dr. Kim has secured grant funding for this and has implemented the pilot project and first cohort of peers this year. The Omaha school district is interested in learning more to determine if a district wide implementation is feasible.

And finally, **for teachers, Instructor Moore, Dr. Thang Tran, and Dr. Isak Kim have developed presentations and education to address teaching mental well-being and burn out. They have been delivering the content in schools to address the increasing needs of teachers**

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**to improve their own mental wellness.** These are two very innovative programs that are addressing the community needs.

## Summary

As seen in this report, 2023 has been another highly productive year for the Counseling Department in a climate of growth and interest in the mental health field.

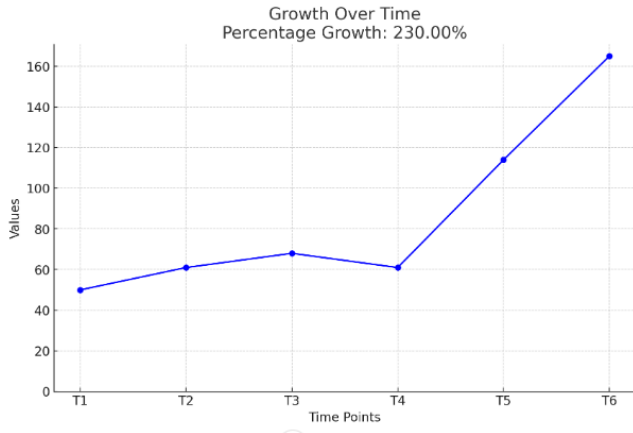
**We have grown and continue to need the support and resources to sustain this growth and maintain quality instruction and meet accreditation standards. It is an area of increase enrollment growth as can be seen from the data above.** To continue to support the clinic we need funding to ensure that the necessary resources for the services provided are available which includes a clinical supervisor and a clinical coordinator. These two positions ensure safety and clinical compliance with regulations as well as excellence in care and instructor for the student counselors. In addition, **to keep pace with the enrollment opportunities, 2 more faculty positions and a staff person are needed. Increasing core faculty and adding staff support is the only way that growth can be achieved in the Counseling Department where there is tremendous student and public interest.**

As always, our most important metric is the number of students who graduate and join us in the field to become colleagues. **In 2023, we graduated 60 students who became our colleagues!**

## Appendix A Counseling Department Enrollment and Growth Opportunities

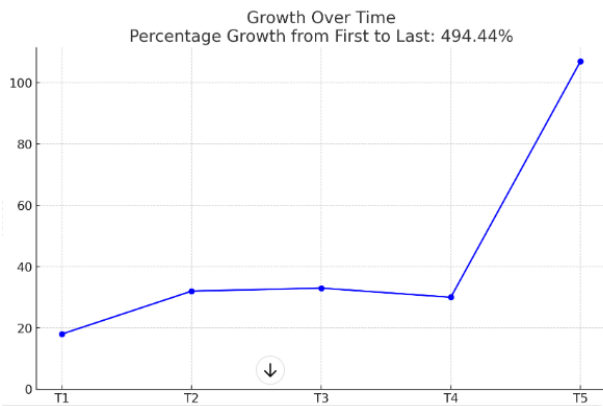
### Growth in applications Summer and Fall: 2019-2024

2019 applications: 50  
2024 Applications: 165

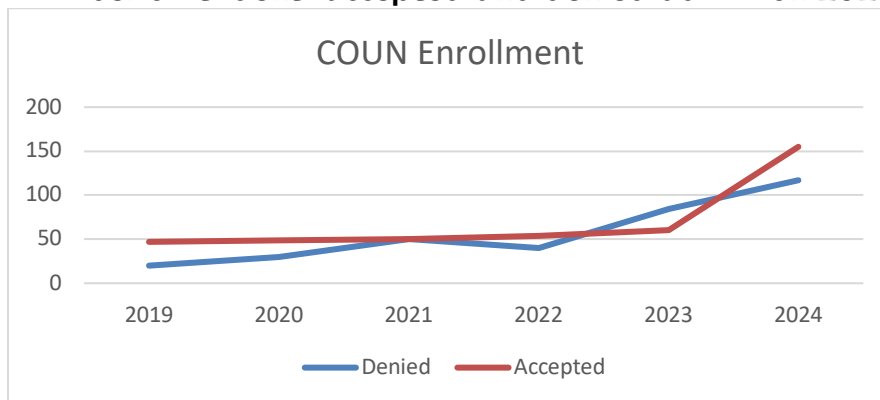


### Growth in applications Spring: 2020-2024

2020 applications: 18  
2024 Applications: 107



### Number of students accepted and denied admission 2023-2024

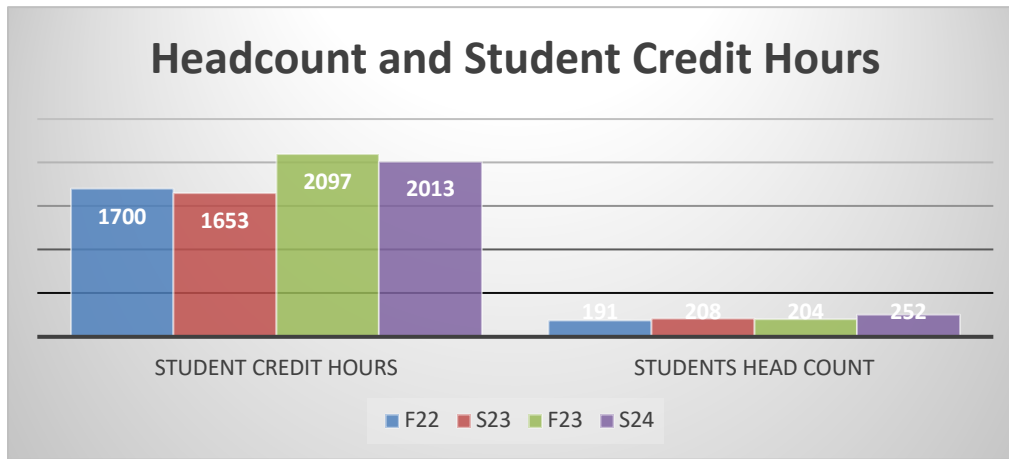


**Lost Revenue based on Counseling admission denials due to lack of faculty and staff: 2019-2024**

Year	Number of students NOT enrolled	Lost Revenue to University
2019	20	\$480,000
2020	29	\$696,000
2021	50	\$1,200,000
2022	40	\$960,000
2023	84	\$2,016,000
2024	117	\$2,808,000
<b>Total Revenue</b>		<b>\$8,160,000</b>

\*Based on \$8,000 tuition costs over 3 years of the program (\$24,000) <https://www.unomaha.edu/admissions/tuition-and-fees.php>

**Student Credit Hours and Head Count F22-S24**





# Part 2

## 2023 CMHC Student Learning Outcomes

The Clinical Mental Health Program has been in transition from the CACREP 2009 standards to 2016 standards and over the past year has been reporting solely on the 2016 standards. We anticipate the accreditation process for the 2016 standards will be complete by the next reporting period. In 2023-24 the current accreditation status for the CMHC program was extended unit Spring 2025. Faculty have been engaged in a process of evaluating student learning outcomes, program performance, data collected, program plans, and the curriculum to make changes based on areas of need and to continue to excel in areas of strength. Data was collected over the 2023 Spring, Summer, and Fall Semesters.

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

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

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

The chart below summarizes the aggregate data for the Student Learning Outcomes from AY 23. All students in the CMHC program were evaluated across all the KPI’s for the academic year using CANVAS outcomes. The summary report highlights areas of strength and improvement. KPI 9 Knowledge of substance use disorders and co-occurring disorders improved from the last review and KPI 5 Knowledge and Skill in applying evidenced-based counseling theories, interviewing, and case conceptualization was a strength areas. KPI 7 Knowledge and Skill of assessments and appraisal theory when working with diverse clients was also a strength area. KPI 4 Knowledge of effective and ethical career theory counseling to diverse clients, and KPI 10 Knowledge, skill and dispositions of professional behaviors were areas needing improvement.

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

KPI Table

<u>KPI's</u>	<u>Type</u>	<u>Content Area</u>	<u>Time 1</u>	<u>Time 2</u>	<u>KPI Ave Score</u>
KPI 1: Students will demonstrate knowledge and apply comprehensive ethical decision-making models.	Knowledge & Skill	Professional Orientation and Practice	2.85	2.77	2.81
KPI 2: Students will demonstrate the ability to utilize multicultural theories and competencies to engage in social justice and advocacy for diverse client groups.	Skill & Dispositions	Social and Cultural Diversity	2.95	2.59	2.77
KPI 3: Students will demonstrate knowledge of developmental models working with individuals across the lifespan and families.	Knowledge	Human Growth and Development	3.00	2.59	2.80
KPI 4: Students will demonstrate knowledge of effective and ethical career theory counseling to diverse	Knowledge	Career Development	2.76	2.17	2.47

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clients.					
KPI 5: Students will demonstrate and apply evidenced-based counseling theories, essential interviewing, and case conceptualization skills with diverse clients.	Knowledge & Skill	Counseling and Helping Relationships	2.95	2.90	2.93
KPI 6: Students will demonstrate knowledge of group theories with diverse clients and ethical considerations of group practice.	Knowledge & Skill	Group Counseling	2.89	2.9	2.89
KPI 7: Students will demonstrate knowledge of assessments and appraisal theory when working with diverse clients	Knowledge & Skill	Assessment and Testing	2.89	2.92	2.91
KPI 8: Students will demonstrate knowledge and apply research methods with diverse clients and systems.	Knowledge	Research and Program Evaluation	2.75	2.50	2.63
KPI 9: Students will demonstrate their knowledge of the potential for substance use disorders to mimic and/or co-occur with other disorders and apply them to their work with clients.	Knowledge	Mental Health Counseling	2.80	2.90	2.85
KPI 10: Students will demonstrate culturally responsive professional behaviors that display self-regulation, self-awareness, flexibility, openness to feedback, and motivation to learn and grow.	Dispositions	Professional Behaviors and Dispositions	2.36	2.45	2.41

\*Scale:

1= Does not meet Expectations

2= Meets Expectations

3= Exceeds Expectations

**Code:**

Green= Meet Expectations

Yellow= Needs Improvement

Red= Needs Development

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

The chart below highlights graduating CMHC students’ performance in the comprehensive CECE exam. During the Spring 2023 and Fall 2023 semesters, a total of 39 students took the comprehensive exam. Of all the students who took the CECE, 34 passed and 5 failed the first administration of the exam. This demonstrates a 87% pass rate which was not acceptable for faculty. When looking at the students who took the NCE for that same time period, 22 students took the exam and 20 passed for a 91% pass rate which is better than the comprehensive pass rate, although not all students took the NCE. When looking at the areas for further improvement, several content areas stand out, with career falling the most below the national average. Faculty have set a goal of reviewing the CECE exam to determine if the exam is relevant and capturing the correct information and is a good tool for assessing students competencies.

AY2023  
Comprehensive Exam  
Summary

	# Students		# Students		Number of students who took the exam		
	Mean Scores	National	SD	Above/Below NA			
Human Development	9.576923077	9.52	2.33	Above	Spring	33	
Soc Cul	11.80769231	11.17	2.21	Below	Fall	6	
Help Rel	9.576923077	9.89	2.73	Below			
Group	10.88461538	9.61	2.34	Above	<b>Number who Passed</b>		
Career	9.653846154	10.07	2.56	Below	Spring	31	94%
Appraisal	8.538461538	8.18	2.51	Above	Fall	3	50%
Research	7.423076923	7.64	2.76	Below			
Ethics	10.19230769	8.99	2.52	Above	Total Spring and Fall		
Totals	77.65384615	74.08	14.12			39	<b>87%</b>

Green= Meet Expectations  
Yellow= Needs Improvement  
Red= Needs Development

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

Faculty and site supervisor evaluate the mastery of the counseling students clinical skills in the final evaluation of the student in COUN 8260 Advanced Internship. The aggregate data for students in this course for this reporting period is below. Overall the students performed exceptional in the areas of clinical skills (section1) and clinical tasks (section 3) which is consistent with the last reporting period in AY 22. Professional behaviors/dispositions (section 2) was lower than the last reporting period in AY 22. The overall score on the students final evaluation of 2.85/3.00 points to a higher level of clinical skills overall in the students who are graduating from the program. The frequency of comments in areas noted below can be used as feedback for program faculty when reviewing the overall program curriculum.

### AY 2023 Final Evaluations 8260

Section 1	Section 2	Section 3	Total Score
N=42	N=42	N=42	N=42
Total=120.5	Total=115	Total=123.6	Total=119.7
Ave=2.87	Ave=2.73	Ave=2.94	Ave=2.85
<b>Areas Rated as 2 (Met)</b>	<b>Frequency</b>	<b>Areas Rated as Not Met</b>	
Wellness self-care	12	None	

Record Keeping and Task Completion	7	
Site knowledge	5	
Flexibility adaptability	2	
Openness to feedback	2	
Multicultural Competence	1	
<b>Code:</b>		Section 1 = Counseling Skills Section 2 = Professional Behaviors/Dispositions Section 3= Clinical Tasks
Green= Meet Expectations		
Yellow= Needs Improvement		
Red= Needs Development		

## Part 3 2023 Program Performance Measures

Below are the performance measures for the program performance evaluation and measures elected to measure the programs performance as indicated on the Program Evaluation Plan. Areas of improvement identified from the AY22 program report were: knowledge of research, advising and curriculum planning, employer and site supervisor feedback, diversity recruitment efforts, and practicum placement and performance. Data presented are from the Spring 2023-Fall 2023 semesters.

### **Program Performance Measures** (CACREP 4.A, B)

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

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

### **Admission Data**

The admission and enrollment data presented below continue to show an increase in the number of students who are applying to the program continue the trend of increasing interest in the behavioral health field. Many students in the admission cycle for the year were denied entrance into the program due to keeping the appropriate faculty to student ratios. The denial rate for applicants who applied for entrance into the CMHC program the AY23 year was 38%, with only a few who were not appropriate for the program; many were not accepted due to the limited number of spots available based on the required ratio of students to faculty. This continues to show the need for a faculty line to be added into the program to increase the number of students who can be admitted and an instructor or lecturer line for

the department’s community clinic in 2024 to make sure students have the appropriate supervision in the clinic in practicum.

### AY 2023 Admission Data

Semester Starting	CMHC			Denied %
	Accepted	Denied, Waitlist, or Withdrew	Accepted %	
2023 - Spring	23	6	80%	20%
2023 - Summer & Fall	49	39	56%	44%
2023 Totals	72	45	62%	38%

### Student Demographic Data

Overall, the diversity of the students in the counseling department as diversified in terms of the categories tracked below. The overall percentage of students who are other than “white” has increased 6% in the last year. This meets the goals of increasing diversity in the program by 5%. Currently the faculty have a grant that includes a focus on recruiting for diversity in the counseling program. This will continue to be a focus for the next 2 years of the grant. The department has engaged in a diversity initiative that includes enrollment and recruitment which needs to continue based on this evidence.

#### Student Demographics AY 2023

CMHC	Male		Female		Non-Binary		% Change
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	
American Indian-Native Alaskan	0	0	0	1	0	0	100%
Asian	0	0	3	4	0	0	25%
Black	5	4	10	4	0	0	-47%
Hawaiian/Native Pacific Islands	1	1	0	0	0	0	0%
Hispanic	3	2	13	10	0	0	-25%
2 or more	2	2	5	3	0	0	-28%
White	25	20	83	95	2	2	-6%
International	1	1	1	1	0	0	0%
Active-Duty Military	1	0	0	0	0	0	100%

Veteran	5	3	2	0	0	0	-57%
W/ a Disability	0	0	2	3	0	0	50%
							Percentage % Change: White Vs all others 6% increase in diversity

### Aggregate Key Performance Indicators for Students

The chart in the Student Performance Section summarizes the aggregate data for the Student Learning Outcomes from AY 23. As discussed above, KPI 5, 7, and 9 were strength areas (KPI 5 Knowledge and Skill in applying evidenced-based counseling theories, interviewing, and case conceptualization; KPI 7 Knowledge and Skill of assessments and appraisal theory when working with diverse clients; KPI 9 Knowledge of substance use disorders and co-occurring disorders.) KPI 4 Knowledge of effective and ethical career theory counseling to diverse clients, and KPI 10 Knowledge, skill and dispositions of professional behaviors were areas needing improvement. These results will help guide faculty in curriculum decisions.

### Pass Rates on Comprehensive Exams

The chart in the Student Performance Section highlighted the student performance in each of the content areas and overall performance on the exam. To determine program performance, the pass rates of all students who took the exam are examined. A total of 34 students (87%) passed on the first administration of the exam, 8 (13%) passed on the second administration, and 1 student (1%) passed on the third. Faculty have concerns regarding the pass rate on the exam and will be working to determine the areas that are problematic as well as examining the exam to see if it is accurately measuring the items needed for students to show competency in the curriculum.

### Student Site Evaluations

Student complete and return site evaluation for their clinical placements in Practicum (COUN 8220) and the first Internship class (COUN 8250). The chart below summarizes the data in a deidentified way to protect the confidentiality of the sites and students, however the raw data is analyzed by faculty to determine site training and intervention points for students. Common issues that students report as problematic are summarized below as frequency counts. Many students responded that hours were difficult to obtain.

#### AY 2023 Site Evaluations 8220 and 8250

Issues	Frequency
Hours difficult to get	15
Staffing issues at site	2
Extensive on boarding	2
Lack of support in clinical decisions	1
Orientation not conducted	1
<b>All Site Evaluation Scores</b>	
<b>N=56</b>	
<b>Total=153</b>	
<b>Ave=2.73</b>	
<b>Green= Meet Expectations</b>	

Yellow= Needs Improvement  
 Red= Needs Development

### Student Course Evaluations

Excellence in teaching is evident in the class and demonstrated through the student evaluation scores. **In Spring 2023 the average student evaluation score for core faculty was 4.51 on a scale of 5.** This indicates that students are experiencing engaging and relevant learning experiences in the classroom. The improvement areas for all faculty are highlighted by the lower scores in the Enthusiasm and Organization area, with group interaction and Individual rapport being the highest and areas of strength.

### Faculty Evaluations AY 23

Total # of Sections	% of Total Evaluated	Total # of Evals	# of Responses	# Did not Complete	Response Rate		
43	100%	375	375	0	100%		
Question Type	UNO AVG	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Did Not Answer
Learning	4.43	1.28%	2.69%	6.12%	27.59%	62.31%	0.00%
Enthusiasm	4.32	2.41%	2.53%	8.92%	19.93%	65.75%	0.11%
Organization	4.27	2.42%	4.85%	8.35%	27.47%	56.90%	0.00%
Group Interaction	4.60	1.01%	0.81%	3.16%	23.13%	71.89%	0.00%
Individual Rapport	4.56	1.07%	1.54%	6.31%	18.67%	72.40%	0.00%
Breadth	4.35	1.68%	2.83%	8.34%	29.41%	57.74%	0.00%
Assignments	4.34	1.89%	2.29%	7.82%	31.67%	56.33%	0.00%
Assessment and Evaluation	4.35	2.82%	2.35%	7.72%	27.92%	59.19%	0.00%
	UNO AVG	Very Poor	Poor	Average	Good	Very Good	Did Not Answer
Overall- All Programs- All Faculty	4.22	1.62%	5.68%	12.86%	22.60%	57.24%	0.00%
By CMHC Program/Faculty		<b>CMHC Core</b>					
		<b>4.51/5.00</b>					

### Graduate Surveys

The Graduate Survey is given to all graduating students by the Graduate College when they apply for graduation. The data below was compiled from surveys sent out in 22-23 and includes 36 CMHC who graduated during the time period. Based on this data several areas for improvement and several areas that are noted as strengths. Graduate students in the CMHC program reported the highest satisfaction in the areas of the variety of courses offered, the opportunity to interaction with faculty and other students, the multicultural content of courses, and the overall campus



environment. The areas of improvement the attention and understanding of research, academic advising, and overall care for the student as a person. Research and advising were also noted as areas of improvement in the last graduate survey and it is important to note that while they did not rise to the level of strengths, they did improve considerably from the past year. Research was up by 9% and advising was up by 12%. These areas will continue to be a focus of improvement in the coming year.

### Graduation Survey AY 2023

% of graduates who report they are satisfied or very satisfied	Fall 2022	Spring 2023	Summer 2023	Total
	CMHC N = 12	CMHC N = 18	CMHC N = 6	CMHC N=36
Variety of courses offered	100%	100%	84%	<b>97%</b>
Adequate opportunities for student/faculty interaction	100%	89%	83%	<b>91%</b>
Preparation for further academic study	92%	76%	80%	<b>82%</b>
Overall quality of instruction	82%	88%	50%	<b>80%</b>
Concern for me as an individual	83%	72%	20%	<b>69%</b>
Multicultural content of courses	100%	94%	100%	<b>97%</b>
General condition of buildings/grounds	80%	88%	100%	<b>91%</b>
Quality of the program in my major/field	75%	95%	83%	<b>85%</b>
Adequate opportunities for student involvement in campus activities	82%	59%	66%	<b>69%</b>
Campus acceptance of diversity	80%	83%	60%	<b>78%</b>
Based on your UNO experiences, how satisfied are you with your preparation for you work/career choice?	67%	86%	75%	<b>78%</b>
The core requirements were a valuable component of my education	75%	75%	60%	<b>72%</b>
Most faculty were readily available to students outside of class time	82%	89%	83%	<b>85%</b>
Overall, there was a campus atmosphere of ethnic, political, and religious understanding or acceptance	92%	83%	80%	<b>85%</b>
There was a sense of personal safety/security on the campus	63%	89%	100%	<b>82%</b>
Overall, UNO had an intellectually stimulating atmosphere	72%	94%	83%	<b>85%</b>
UNO was generally free from harassment (e.g. sexual, racial, etc.)	82%	89%	80%	<b>85%</b>
Academic success was encouraged and supported at UNO	84%	89%	83%	<b>86%</b>
I encountered few course scheduling availability/problems	61%	88%	60%	<b>78%</b>
<b>How much has your experience at UNO contributed to your knowledge, skills and personal development in the following areas?</b>				



Writing clearly and effectively	49%	82%	83%	71%
Speaking clearly and effectively	41%	82%	83%	68%
Thinking critically and analytically	75%	83%	83%	80%
Analyzing numerical and statistical information	41%	53%	20%	45%
Working effectively with others	66%	100%	83%	86%
Developing or clarifying a personal code of values and ethics	67%	88%	83%	80%
Understanding people of other backgrounds (economics, political, religious, racial/ethnic)	75%	83%	83%	80%
Solving complex real-world problems	67%	88%	83%	80%
Being an informed and active citizen	50%	76%	83%	68%
Being active and involved in the community	50%	82%	67%	68%
How do you rate the overall quality of the academic advising you received at UNO?	67%	66%	33%	62%

**Code:**

Green= Meet Expectations

Yellow= Needs Improvement

Red= Needs Development

**Graduation Rates**

Data regarding the graduation rates for CMHC students in AY 23 is provided below based on the number of students who enrolled in the 3-4 years prior. The information is also presented based on gender, ethnicity, disability, and veteran status to determine if variation in graduation rates exists by these important characteristics. Overall, the graduation rate of 90.4% is good however it is a decrease from a rate of 92% and considering 100% is desired. As highlighted in the chart, a few areas were noted by faculty as concerns, namely the low female graduation rate and the drop in graduation rate by White students. The 100% graduation rate of students from all other diversity categories is outstanding. In addition the increase in the veteran and military population graduating from 75% in AY 22 to 100% in AY 23 is notable.

**Graduation Rates AY 23**

Counseling Concentrations	No. of Cohort Students			No. of Students Graduated in the Cohort			% of Graduation Completers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Clinical Mental Health Counseling (CMHC)</b>									
American Indian or Native American			0			0			
Asian	1	1	2	1	1	2	100.0%	100.0%	100.0%
African American/Black	2	2	4	2	2	4	100.0%	100.0%	100.0%
Hispanics	2	9	11	2	9	11	100.0%	100.0%	100.0%
Native Hawaii/Pacific Islanders			0			0			
Two or More Races		4	4		4	4		100%	100%

The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

Race Unknown	2	1	3	2	1	3	100.0%	100%	100%
White	35	84	119	33	72	105	94.33%	85.7%	88.2%
International Student/Nonresident Alien		3	3		3	3		100.0%	100.0%
<b>Total by Ethnicity</b>	<b>42</b>	<b>104</b>	<b>146</b>	<b>40</b>	<b>92</b>	<b>132</b>	<b>95.2%</b>	<b>88.5%</b>	<b>90.4%</b>
Active-Duty Military	1		1		1	1	100.0%		100.0%
Veteran	3	1	4	3	1	4	100.0%	100.0%	100.0%
With a Disability	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Licensure Rates**

The UNO Counseling Department has an agreement with the Behavioral Health Education of Nebraska (BHECN- the State’s workforce development center) to track the licensed professions. The data chart was supplied by BHECN regarding the licensure status of graduates from 2019-2022. The overall licensure rate of 99% is an from 85% that was calculated last year. More students are becoming licensed and are applying for licensure at all levels. In addition, the number of students who apply for a license to practice in addiction counseling has increased as the program has emphasized this as a professional option in addition to a mental health license. The will continue to be explored.

**UNO - Counseling - Count of NE Active Licenses- February 2023**

Graduation Year	Total # of Graduates	Total Count - Active Licenses (h + k)	Total P-LMHP, LMHP & LIMHP				Total P-LADC & LADC			Active NE License Found
			P-LMHP <i>active</i>	LMHP <i>active</i>	LIMHP <i>active</i>	LIMHP	P-LADC <i>active</i>	LADC <i>active</i>	LADC	
2019	32	32	12	2	11	25	5	2	7	32
2020	41	41	31	0	2	33	6	2	8	41
2021	36	20	17	0	0	17	3	0	3	20
2022	49	42	27	4	15	46	13	5	18	64
<b>Total</b>	<b>158</b>	<b>157</b>	<b>87</b>	<b>6</b>	<b>28</b>	<b>121</b>	<b>27</b>	<b>9</b>	<b>36</b>	<b>157</b>
<i>% of Total Count - Active Licenses (249)</i>			<b>71%</b>	<b>4%</b>	<b>18%</b>	<b>76%</b>	<b>17%</b>	<b>6%</b>	<b>23%</b>	<b>99%</b>

**Employer/Site Supervisor Surveys**

The employer survey was sent out by the College in AY 23. The data is presented below for the aggregate responses indicating that research and using research findings is a low area for students. The low response rates make interpretation difficult and it was determined that following receiving this data that more emphasis needs to be put on the site supervisors for the CMHC program filling this out as they are the ones who employ our students. Faculty have revised the questions to be asked based on feedback from the advisory board. Hopefully this will increase the response rate and lead to more accurate and reliable data to interpret in the coming year.

**Employer Surveys Sent by CEHHS 2020-2021**

Item	Question	2023
		Employer

		(N = 12)
1	UNO graduate uses data appropriately and effectively to guide decision making	4.25
2	UNO graduate exhibits command over content knowledge	4.50
3	UNO applies content knowledge to meet new challenges and fulfill responsibilities.	4.50
4	UNO graduate substantiates their decisions using research findings and other forms of evidence.	3.75
5	UNO graduate uses data and analysis to create supportive environments.	4.25
6	UNO graduate participates in and/or leads collaborative activities.	4.50
7	UNO graduate utilizes technology to track progress and communicate with stakeholders.	4.25
8	UNO graduate adheres to ethical codes of conduct.	4.75
9	UNO graduate follows relevant laws and policies.	4.75
10	UNO graduate was prepared for the counseling roles and responsibilities in the discipline.	4.75

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## Part 4 2023 Program Review and Modifications

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

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

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

### Areas of Improvement:

- 1) **Knowledge of research** and the research process continued to emerge as an area of concern over several data points namely the KPI's, Comprehensive Exam, Graduate Survey, and Employer survey. Although there was some improvement compared to last reporting period in AY22 in the KPI's and the Graduate Survey in this area. As planned in AY 22 report, bringing the research course back into the program for more extensive instruction and focus is being planned and it has started to be go through the process of College and University approval with a target date of Fall 25 to teach it in the program.
- 2) **Student engagement in advising** also emerged again in the data in various ways over but with some improvement from the report in AY 22. Students reported more satisfaction in advising from AY 22 in the graduate survey. Connected to this in AY 22 was course planning which was much better in AY 23 as indicted in the graduate survey and in the faculty evaluations. This area will continue to need to be monitored as the data point in the graduate survey that faculty caring about them as students was down.
- 3) **Employer and site supervisor feedback** is critically important however the low number of surveys returned make interpretation and changes to be made based on the results difficult for a second year in a row. The graduate college has typically sent out these surveys and has indicated they no longer will because of the low number of responses. Developing a process within the department to evaluate employers and site supervisors will need to be a focus in AY24 to be able to gather this data.
- 4) **Emerging issues in dispositions** were seen in several data points including the KPI's, Site evaluations for advanced internship, and in the increased number of student issues that are seen in faculty meetings and the graduate review committee. These issues will need to be addressed by faculty to determine a structure for assessing dispositions earlier and with a consistent structure and tool from admission to graduation.

### Areas of Strength

Many strengths were apparent in the annual year of the program including

- Ethical practice across the program (Comps, Employer survey, KPI's)
- Variety of classes and learning experiences for students across the program of study (KPIs, Graduate survey)
- Licensing rate of 99% (program eval data)
- Group practice and experiences with other students (Comps, Faculty Evals)
- Clinical Skills (Employer Survey, Clinical Course Evaluations, Grad Survey)
- **Recruitment and admission of diverse students was** that was addressed in AY 23 as it was a lower item in AY 22. The data gathered for AY 23 showed an improvement in the number of students admitted from diverse backgrounds and also the number of students who graduated who were from diverse background was 100% for the year based on the year of admission. The efforts in recruiting and retaining students from a diversity of backgrounds will need to be continued to be sustained. In relation to this item, there was also improvement in the areas of multicultural content in the program as evidenced by an increase of 5% in the diversity of students in the demographic data, improvement in multicultural competencies in the graduate survey, and improvement in the KPI's in this area.