

IOWA



DEPARTMENT OF COUNSELOR EDUCATION

YEAR IN REVIEW 2022-23

OVERVIEW

The Council for Accreditation of Counseling and Related Educational Programs, CACREP, requires that all accredited programs conduct annual evaluations of their programs and that post certain data on their websites that pertain to student success and program effectiveness. Such data include: number of graduates for the past academic year, pass rates on licensure and or credentialing exams, program completion rates, and job placement rates While such information is presented here and available in our website: <https://education.uiowa.edu/about/administration/department-counselor-education/csed-accreditation-academic-and-outcome> this report provides a more in dept look at the Department of Counselor Education metrics.

2022-2023 Highlights



Enrollments

Student's enrollment in CSED continue to be steady. A significant growth has been observed in our CMHC program.



Employment Outcomes

Upon graduation, CSED students successfully enter competitive employment in their area of specialization. Our MA programs had a 100% placement rate for AY 2023.



National Recognition

CSED has 3 programs ranked in the top 15 of the most recent U.S. News World Report.

Rehabilitation Counseling #3
School Counseling and Counselor Education #12

IN THIS REPORT

This report includes a synthesis of both institutional and programmatic data collected as part of CSED's Comprehensive Evaluation Plan. Data has been collected at different point in time and from various sources in and outside of the College of Education. Information is presented on the following areas:

- CSED Student's Demographic Data
- Student's Learning Outcomes and CACREP Vital Statistics
- College of Education Student Satisfaction
- Alumni Exit Surveys
- CSED Program Modification

CSED DATA

Demographics – Always reported after official census in fall semesters.

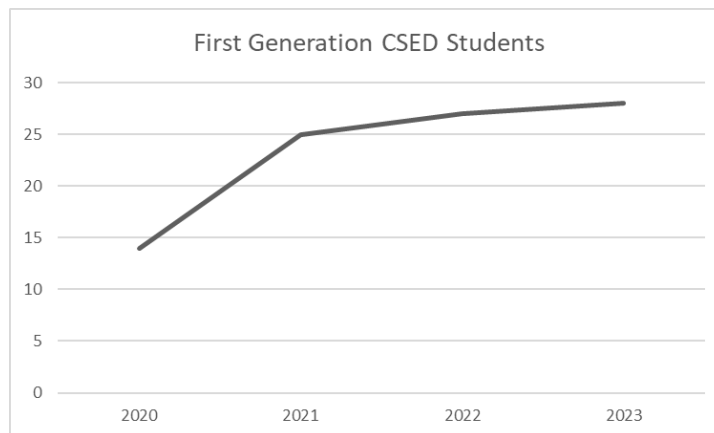
	2022		2023	
Female	62	71%	61	69%
Male	25	29%	27	30%
Prefer not to answer		0%	1	1%
Total	87	100%	89	100%

	2022	2023
Race / Ethnicity		
Nonresident Alien	5, 6%	8, 9%
Race and Ethnicity unknown	3, 3%	2, 2%
White, not of Hispanic or Latino(a) origin	61, 70%	63, 71%
	69, 79%	73, 82%
Ethnic Minority		
African American or Black	4, 5%	4, 4%
Alaskan Native / American Indian	0%	0%
Hispanic or Latino(a)	9, 10%	5, 6%
Asian	3, 3%	4, 4%
Multi-Racial	2, 2%	3, 3%
	18, 21%	16, 18%
Total	87, 100%	89, 100%

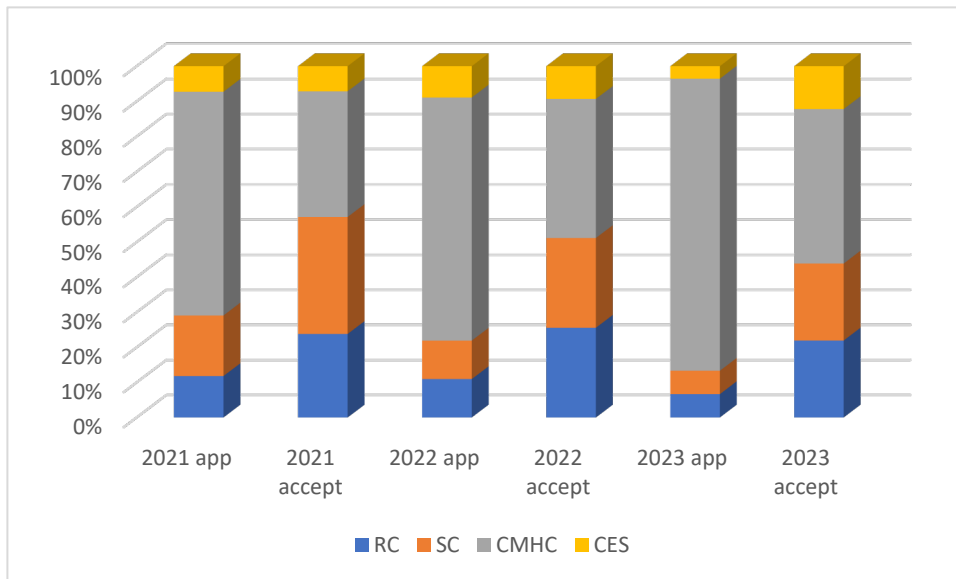
First Generation Students

QUICK FACT:

During the last 4 years there has been an increase of **FIRST-GENERATION** students enrolled in CSED's graduate programs.



Applications and Admissions



QUICK FACT:

Our programs continue to be of interest to many prospective students. Our CMHC program has continued to draw many qualified applicants with various clinical and professional interests.



QUICK FACT:

All CSED graduate programs are CACREP accredited until October 2027.

Rehabilitation Counseling ranked #3,

School Counseling / Counselor Education ranked #12.

Graduates

	2022-2023
Clinical Mental Health Counseling	14
Rehabilitation Counseling	7
School Counseling	9
Counselor Education and Supervision	4

Current Enrollments

	2023-2024
Clinical Mental Health Counseling	28
Rehabilitation Counseling	21
School Counseling	23
Counselor Education and Supervision	17



STUDENT LEARNING OUTCOMES & CACREP VITAL STATISTICS

KEY PERFORMANCE INDICATORS

KPI assessments for the 2022-2023 MA cohorts suggests that all students 100% (CMHC n=28, RC n= 14, and SC n= 20) demonstrated appropriate development of professional dispositions. Likewise, CES PhD students, (n= 14) demonstrated appropriate development as future counselor educators.

CoE COMPREHENSIVE EXAMS

All RCE students, MA and PhD, successfully passed their comprehensive examinations for Spring of 2022-2023.

COMPLETION OF PROGRAM AND TIME TO DEGREE

For the AY 2022-2023, 100% of students completed the CMHC program, 99% completed the RC program, and 99% completed the SC program. All MA graduates complete their degrees in 2 years. Students in the CES PhD program are completing their degree between 4 and 4.5 years.

CERTIFICATION AND LICENSURE

For the AY 2022-2023, 97.6% passed their certification exam for mental health counseling and 100% successfully passed their certification exam for rehabilitation counseling. School counseling students are not required to take a license exam. However, in the spring of their graduating year, students will begin their application for a provisional IA school counseling license.

EMPLOYMENT OUTCOMES

For the AY 2022-2023, 99% of CMHC, 100% of RC, 100% of SC, and 100% of CES graduates obtained employment in areas not limited to: clinical and rehabilitation counseling settings, academic programs, and private practice.

COLLEGE OF EDUCATION STUDENT SATISFACTION

The COE Graduate Student Satisfaction Survey includes survey scales on students' satisfaction with academic experiences, advising, faculty excellence, academic space and resources, evaluation and feedback, research collaboration opportunities, sense of mattering to the COE, support for students' mental health, satisfaction with assistantships, financing tuition and fees. This instrument consists of 12 items on a Likert Scale and 10 open ended questions.

For the year 2023, CSED MA and PhD students (n=33) indicated high levels of satisfaction with their academic experience in the college of Education and the Department of Counselor Education. Research training and collaboration were identified as areas of growth, particularly from the perspective of MA students. See summary table on page 7.

When asked about what the best part of their experience is, CSED students indicated:

- a. "The best part of my experience so far has been learning from experienced professors who truly care about their students and the field of school counseling."
- b. "The relationships I have made with students in my cohort and in the college have also been very special to me."
- c. "The faculty and advisors being so collaborative with students."
- d. "My practicum and internship".
- e. "Getting to know the other students in my cohort and be able to practice at my placement sites."
- f. "Faculty support."
- g. "Classes using current research to inform education and also teaching policy."
- h. The faculty are genuine, kind, and passionate.

When asked about what the one thing they would change, CSED students indicated:

- a. "A separate track for mental health counseling instead of shared courses that apply more to rehab or school counseling."
- b. "I wish we were provided with more information about post-grad job opportunities."
- c. "Graduate student area (with study space, refrigerator, microwave, etc.). I got an email about this in 2021 but haven't heard any additional updates."
- d. "I think starting this past Fall puts my perspective at a different level to those who had some in person classes. I would not wish 100% online learning for the College of Education students. It is very difficult to learn a social science without true in-person experiences to get full and complete experiences to apply to desired outcomes. The faculty did their best to accommodate and be flexible to meet students needs during this difficult time but it feels like I'm not as prepared because of the missing the natural on campus interactions that typically occurs."
- e. "More active community engagement on top of prac/internship/student teaching."
- f. "I hope for more assistantship opportunities in the future."
- g. "Emphasis on research over practice (more applicable to college as a whole than my program specifically)".

Summary data – CoE Student Satisfaction – CSED (n=33)



“Being a doctoral student in the Counselor Education department has been a transformative experience for me. The combination of engaging lectures, research opportunities and enthusiastic professors have instilled a deep curiosity and expanded my knowledge for our profession. I am excited to continue exploring the unlimited possibilities around research, teaching and service that this department offers to its students. I have grown both academically and personally, and look forward to becoming a competent counselor educator in the future.”

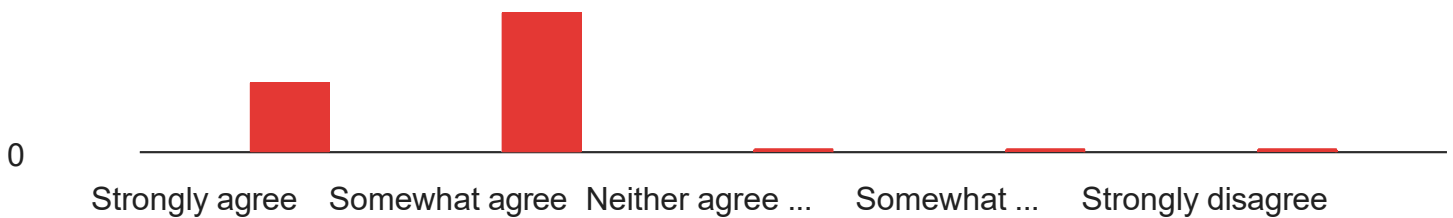
Sailee Karkhanis- 3rd year CES student.

ALUMNI EXIT SURVEYS

Alumni responses at the PhD level suggest that the program demonstrated high regard for individual difference and diverse learning needs. That the education they received was of high quality, felt they were prepared to enter their new profession. Alumni also indicated that they received constructive feedback that allowed them growth in needed areas. Other data points are included in the table presented below. **NOTE: All surveys will be updated at the end of Spring 2024 semester.**

PhD Students

Throughout my program of study, I found program faculty to be accessible.



Throughout my program of study, I found my faculty advisor to be willing to assist me in meeting my individual advising needs.



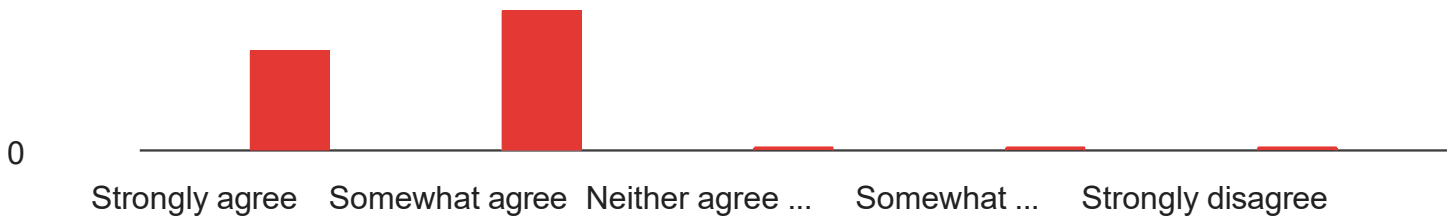
The learning environment (in and out of class) created by the program faculty provided me with the opportunity to work collaborative and cooperatively with fellow students.



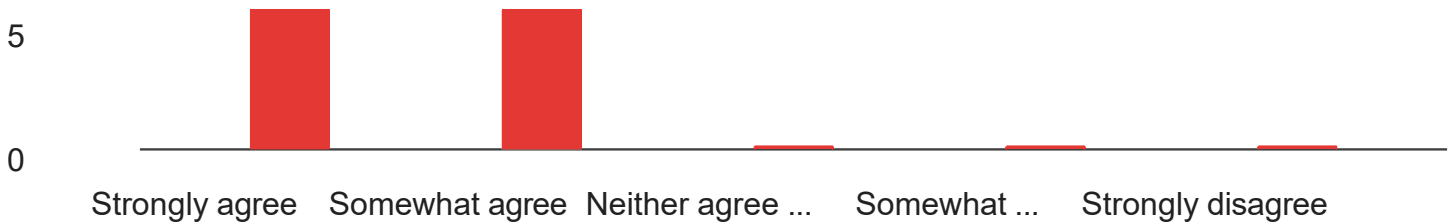
My plan of study and information related to program requirements were clear to me.



Program faculty demonstrate a high degree of regard for diversity in persons, experiences, and backgrounds, in and out of class.



I feel that I received a high quality education that prepared me for entrance and advance into my profession.



What are the strengths of your doctoral training at the University of Iowa?

- Lots of developmentally appropriate support from my advisor, lots of encouragement to do my thing - especially regarding research and presenting and teaching, helped me feel well-prepared to start a first faculty job, great support (administratively and personally).
- Supportive and professional faculty members
- the community of the faculty and their genuineness
- Access to in-house clinics

How can the University of Iowa's doctoral training program in counselor education improve?

- I would have liked more opportunities to be part of research teams led by faculty.
- Maybe online options for non-traditional students, but really overall a wonderful program.
- Be consistent across faculty, have clear expectations, match students with faculty more directly vs leaving it all on students.
- More collaborative opportunities that aren't on the student's shoulders solely to initiate, an apprenticeship type model, willingness of faculty to engage students vs waiting for students to initiate or assuming that students know what to do, faculty leadership to take constructive criticisms without punitive actions towards students, address departmental turmoil and tension because students feel it and see it and it's uncomfortable.

MA Students

Alumni responses at the MA level included students in CMHC, RC, and school counseling. Students indicated continued levels of satisfaction with the academic offerings and clinical experiences across MA programs.

FROM WHICH PROGRAM DID YOU GRADUATE?



TO WHAT EXTENT DO YOU BELIEVE THAT THE UNIVERSITY OF IOWA SCHOOL COUNSELING PREPARED YOU ...

Question	Not at all Prepared		Somewhat Prepared		Well Prepared		Extremely Prepared		Don't Know/Have Not Been in that Role		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
1s. Demonstrate a thorough understanding of comprehensive, developmental school counseling programs	0.00%	0	0.00%	0	25.00%	4	56.25%	9	18.75%	3	16
2s. Work individually with students in academic, career and personal/social concerns	0.00%	0	0.00%	0	6.25%	1	75.00%	12	18.75%	3	16
3s. Incorporate and integrate the Common Core curriculum with the school counseling program	0.00%	0	18.75%	3	31.25%	5	31.25%	5	18.75%	3	16
4s. Effectively manage a classroom	6.25%	1	25.00%	4	25.00%	4	25.00%	4	18.75%	3	16
5s. Provide classroom guidance lessons that meet student needs and school mission	0.00%	0	12.50%	2	12.50%	2	56.25%	9	18.75%	3	16
6s. Facilitating career/college readiness in your school	0.00%	0	0.00%	0	33.33%	5	46.67%	7	20.00%	3	15

To what extent do you believe that the University of Iowa Rehabilitation / Mental Health Counseling program prepared you to:

Question	Not at all Prepared		Somewhat Prepared		Well Prepared		Extremely Prepared		Don't Know/Have Not Been in that Role		Total
	%		%		%		%		%		
1. Advocate on behalf of a student/client or group of clients in order to meet their goals and personal-social needs	0.00%	0	2.94%	1	44.12%	15	47.06%	16	5.88%	2	34
2. Demonstrate culturally competent counseling with diverse clients and stakeholders	0.00%	0	23.53%	8	32.35%	11	38.24%	13	5.88%	2	34
3. Collaborate effectively with other professionals	0.00%	0	5.88%	2	38.24%	13	52.94%	18	2.94%	1	34
4. Identify areas for growth and change in work climate and create plans to make those changes	2.94%	1	8.82%	3	52.94%	18	32.35%	11	2.94%	1	34
5. Engage in teams that promote client success and overall healthy climates	2.94%	1	5.88%	2	23.53%	8	64.71%	22	2.94%	1	34
6. Use data to determine needs of the counseling program and/or identify barriers to client achievement and success	2.94%	1	14.71%	5	35.29%	12	44.12%	15	2.94%	1	34
7. Create appropriate developmental counseling interventions for individuals and groups of clients	0.00%	0	5.88%	2	32.35%	11	55.88%	19	5.88%	2	34
8. Identify and provide support for clients with critical issues such as behavioral needs, suicidal ideation, depression or anxiety	0.00%	0	5.88%	2	35.29%	12	55.88%	19	2.94%	1	34
9. Identify areas for professional growth and development as a counselor	0.00%	0	5.88%	2	17.65%	6	73.53%	25	2.94%	1	34
10. Practice ethical counseling with clients and ethical collaboration with staff members and other stakeholders	0.00%	0	0.00%	0	26.47%	9	67.65%	23	5.88%	2	34
11. Provide/refer clients/families with resources for additional help and support	0.00%	0	11.76%	4	44.12%	15	38.24%	13	5.88%	2	34
12. Maintain confidentiality	0.00%	0	0.00%	0	11.76%	4	82.35%	28	5.88%	2	34
13. Articulate pertinent policies that impact your counseling practice	2.94%	1	14.71%	5	32.35%	11	44.12%	15	5.88%	2	34
14. Promote awareness for culturally relevant practices with diverse populations	0.00%	0	14.71%	5	23.53%	8	55.88%	19	5.88%	2	34
15. Take leadership roles	2.94%	1	14.71%	5	38.24%	13	41.18%	14	2.94%	1	34
16. Effectively counsel clients with various physical, mental, or chronic conditions	0.00%	0	8.82%	3	29.41%	10	58.82%	20	2.94%	1	34
17. Immediately address and work with issues of crisis	5.88%	2	11.76%	4	29.41%	10	50.00%	17	2.94%	1	34

STUDENT PERCEPTIONS OF CLINICAL EXPERIENCES

Question	Very satisfied		Satisfied		Neither satisfied nor dissatisfied		Unsatisfied		Very Unsatisfied		Total
	%	n			%	n	%	n	%	n	
Clinical Sites	54.29%	19	37.14%	13	2.86%	1	5.71%	2	0.00%	0	35
Site Supervisors	74.29%	26	25.71%	9	0.00%	0	0.00%	0	0.00%	0	35
Academic Supervisors	51.43%	18	37.14%	13	5.71%	2	2.86%	1	2.86%	1	35

STUDENT EXPERIENCE WITH DEPARTMENT, PROGRAM, AND FACULTY

Question	Very satisfied		Satisfied		Neither satisfied nor dissatisfied		Unsatisfied		Very Unsatisfied		Total
	%	n			%	n	%	n	%	n	
Program faculty knowledge and professional competence	68.57%	24	25.71%	9	2.86%	1	2.86%	1	0.00%	0	35
Program Communication and Resources? (e.g. communication regarding advisement, student handbook, professional development opportunities/events)	40.00%	14	37.14%	13	8.57%	3	8.57%	3	5.71%	2	35
Faculty accessibility/availability	62.86%	22	20.00%	7	11.43%	4	2.86%	1	2.86%	1	35
Opportunities for student extra-curriculars (ex: CSI).	42.86%	15	22.86%	8	22.86%	8	11.43%	4	0.00%	0	35

CSED PROGRAM MODIFICATIONS

Program Modifications

Section 4 of the CACREP standards require that accredited programs evaluate and disseminate information related to that evaluation to all its constituents. This evaluation process consists of institutional data, data from current and former students, supervisors and employers, and data that documents students' professional dispositions and growth. This report outlines some of the program modifications that followed the evaluation of all graduate programs in the Department of Counselor Education.

Clinical Mental Health Counseling Program Changes

Dr. Katy Schroeder serves as Program Coordinator for the CMHC program. The Program has experienced an increase in qualified applicants. The department periodically re-evaluates application and admission processes to recruit a diverse pool of applicants across the master's programs. In the Spring semester of 2023, the clinical mental health counseling and rehabilitation counseling programs made the decision to reinstate the GRE as an application requirement for the Fall 2025 application cycle. This is a departure from the waiver of the GRE requirement put in place during the COVID-19 pandemic. The CMHC and RC programs will continue to re-evaluate the use of the GRE as a decisional tool in their admissions processes. During Spring of 2023, Dr. Yung-Wei Lin was hired as an Associate Professor for CMHC. The addition of Dr. Lin to the faculty increases the program's ability to have proper supervision and expands academic offerings in mental health. No other program modifications were identified at this moment.

School Counseling Program Changes

During the 2022-23 academic year, the School Counseling Program conducted a needs assessment with current students to ascertain if there was desire to move to a daytime program. In response to this (and other factors) the assessment class has been moved to summer to better fit students' schedules. Program faculty continue to monitor student feedback and needs and adjust accordingly. Dr. Laura Gallo, serving now as program coordinator, piloted a new suicide and crisis course as an elective option for students, with the plan to teach the class every other year. We have had consistent job placement rates for those graduating on time. We had 100% job placement for the Spring 2023 graduates. Our students continue to perform at very high standards on all KPIs, meet or exceed expectations on comprehensive exam score performance, and demonstrate expected (or higher) professional dispositions. Both faculty and students in the program demonstrate professional engagement through attendance at both the Iowa School Counseling Conference (presenting and attending) and the American School Counseling Conference. Dr. Erin Lane is also on the Iowa School Counseling Association's leadership board as the Counselor Educator representative coordinating meetings for counselor educators across the state. We have also digitized all clinical documents in order to better track and share data for the department and the program. This has helped ensure alignment between mental health, rehab, and school counseling clinical documents to more easily compare data across programs. Dr. Gerta Bardhoshi also secured funds to assist with recruitment and retention initiatives. Over \$350,000.00 is provided in scholarships to current students to offset tuition costs through federally-funded workforce expansion programs. These are slated to be funded through 2027.

The Rehabilitation Counseling program graduates qualified Rehabilitation Counselors who are fully ready to practice and to obtain certification as rehabilitation counselors. The Program's graduates are in high demand and have no difficulty finding employment in Iowa and nationwide. In the past 4 years, the Program received two Rehabilitation Services Administration Long-Term Training Grants to provide full tuition, stipend, and support to students pursuing rehabilitation counseling careers in public qualifying agencies. The purpose of each 5-year award is to increase the number of Qualified Rehabilitation Counselors in the state and federal rehabilitation systems. In 2020, the Program received a two-year Health Resources and Services Administration (HRSA) Opioid Workforce Expansion Program grant (2020-2022) to provide high quality training and to provide scholarships to Rehabilitation Counselor Trainees. Recent hires include Dr. Allison Levine, hired in 2021, who provides clinical supervision and instruction and Dr. Randall Boen, hired in August 2022, who will also provide instruction. These recent additions to dedicated RCE faculty have increased research participation opportunities, permitted the program to contract with the Iowa Department of Vocational Rehabilitation Services to provide high quality analysis for the Comprehensive Statewide Needs Assessment (2022) and to develop an on-campus summer career camp for transitioning youth who are deaf or hearing impaired (summer 2023). The program also collaborated with the University of Iowa's Student Disability Services office to launch the Academic Life Navigator project, a support service for UI students with ASD and ADHD under the supervision of Dr. Erin Barnes. Rehabilitation counseling students serve as clinicians and perform assessment, treatment planning and clinical intervention to support SDS students as they navigate campus life. The project is in its 3rd year and has supported over 40 student participants.

Counselor Education and Supervision [PhD]

Dr. Susannah Wood is the current CES coordinator. She has also been acting as the clinical coordinator of the CES program through August of 2022. Based on conversation with graduate faculty, students, advisory board, and the spring 2023 departmental internal review the following items have been identified:

1. Additional infrastructure in student retention and evaluation.

a. Handbook. The program coordinator created a separate handbook for the doctoral program. While the initial departmental handbook was useful, doctoral students and faculty needed more specificity with regard to curriculum and program requirements. The handbook includes information on admissions, advising, curriculum, research class sequence, clinical coursework, internships, comprehensive exams, and dissertations. The handbook was given to the faculty for feedback, corrections were made, and was subsequently delivered to the program students and faculty in August of 2023.

b. Formative and Summative Student Reviews and Feedback. In the fall of 2024 Drs. Wood and Levine spearheaded the process of re-evaluating the instrument used to assess doctoral student's KPIs. Currently a new draft has been proposed, and both faculty and students have given feedback on content and wording. During this process the faculty noted the need for a "both-and" approach to student evaluation and feedback.

i. Thus formative student evaluation occurs in the spring semester and includes a 20-30 minute meeting with each doctoral student and the program faculty. Students bring their CVs, their reflections on the past year, and their goals for the following academic year. Faculty answer questions, suggest areas of improvement, opportunities, and help the student plan towards their goals and identify potential trouble-spots. This process is ongoing and will involve all departmental faculty involved in the instruction and advisement of our PhD students.

- ii. Fall semester (September) program faculty meet and discuss student performance on 15 identified KPIs and dispositions. This data is captured on a secure qualtrics survey site. Items are differentiated by year of the program and cohort year. If, after discussion, the faculty determined that the student is under performing or needs additional support, the program coordinator creates a letter for student/advisor discussion, and the advisor meets with the student to discuss the concerns and plans for intervention if needed.
 - iii. The faculty finds that this two-pronged approach helps facilitate doctoral student development, and lends itself to identifying problems before they occur.
2. Continued improvement in course offerings.
 - a) Research courses. In the fall of 2022, the program faculty reviewed current research course offerings in the department and across the college. While the list of required research courses did not change, the listing of optional courses expanded to include new offerings from different departments in both quantitative and qualitative methods and mixed methods. CES students are required to complete a course in program evaluation that can count towards either area.
 - b) Internships. One identified area in need of attention is the ability to provide CES students with appropriate faculty oversight and supervision in their various internships. A continued concern is that internships normally require the advisor of the student to oversee the supervision of teaching, research, and supervision internships. If any one advisor has 3 or more students in those various areas, the time allocation comes down to 3 plus hours of supervision a week which is more time than a typical 2.5 hour doctoral course. This fall 2023 the department piloted CSED:7470 Integrated Professional Internships. Students engage in the group supervision part of the class every other week, with individual supervision offered on the alternating weeks. The class has been met with positive feedback and, as of now, will be offered every semester.
3. Climate and morale.
 - a. Additional feedback loops were added to the program which allowed doctoral students to have a larger voice about their experiences and input into program implementation. Students had expressed a desire to have greater involvement in program decisions and input. To that extent, PhD students are involved in our Advisory Board meetings. Also, each semester, PhD students are invited to participate in discussion meetings lead by the DEO. These meetings (without CES faculty present), to create a safe space intended to provide additional opportunities for doctoral students to voice their needs and concerns during their studies.
 - b. The program coordinator also created a series of recorded webinars for program faculty who are new to the department that give overviews of advising, course sequencing and program requirements, comprehensive exams and dissertation. There is now a onedrive folder with all curriculum and advising documents that are easily accessible for all faculty.
 - c. With help from program faculty, the CES program will debut a new method of collecting information on student and faculty accomplishments. A qualtrics survey form will be distributed twice a year (fall and spring semesters), which allows program faculty and doctoral students to report publications, presentations, awards, and other opportunities they are engaged in so that this information can be distributed to the department, college, and strategic communications and faculty and student accomplishments can be acknowledged.
 - d. This year the DEO was able to secure a budget item to facilitate a get-together for doctoral students, faculty, and CES alumni at the ACES national conference in October of 2023.