Counselor Education Program Assessment Report
2025-2026

Program Learning Outcomes Review Cycle

PLO	Year of Last Report	Reported This Year	Year of Next Planned Report
1. UToledo Counseling students will describe and demonstrate the multiple roles, responsibilities, and functions of a professional counselor consistent with the ethical, legal, and professional standards endorsed by the profession.	**2025**	**Yes** Source: CECE Scores	**2027** Source: CECE Scores
2. UToledo Counseling students will apply developmentally relevant, culturally sustaining, and growth promoting theories, skills, interventions, and practices across individual and group counseling modalities.	**2025**	**Yes** Source: CECE Scores	**2027** Source: CECE Scores
3. UToledo Counseling students will analyze and evaluate the evidence base for effective, ethical, and culturally sustaining counseling theories, interventions, practices, and programs using current research in counseling.	**2025**	**Yes** Source: CECE Scores	**2027** Source: CECE Scores
4. UToledo school counseling students will apply skills necessary to design and evaluate a comprehensive school counseling program that promotes the academic, personal, social and career success of students in K-12 settings.	**2025**	**Yes** Source: CECE Scores	**2027** Source: CECE Scores
5. UToledo clinical mental health students will learn to assess, conceptualize, diagnose, treat, and advocate for individuals across the lifespan.	**2025**	**Yes** Source: CECE Scores	**2027** Source: CECE Scores

Are the outcomes listed above identical to those in the curriculum tracking system (CIM)?
Yes.
Are the outcomes listed above required by an external accrediting agency?
Yes.

Curricular Data

PLO	Who	Measure	Embedded	Capstone	Expectation	Results	Flag
1. UToledo Counseling students will describe and demonstrate the multiple roles, responsibilities, and functions of a professional counselor consistent with the ethical, legal, and professional standards endorsed by the profession.	28 students Class Level: 2nd Year Source: CECE	Direct	Yes	No	75% of students will receive a passing score.	71.4%	**Not Met**
2. UToledo Counseling students will apply developmentally relevant, culturally sustaining, and growth promoting theories, skills, interventions, and practices across individual and group counseling modalities.	28 students Class Level: 2nd Year Source: CECE	Direct	Yes	No	75% of students will receive a passing score.	71.4%	**Not Met**

3. UToledo Counseling students will analyze and evaluate the evidence base for effective, ethical, and culturally sustaining counseling theories, interventions, practices, and programs using current research in counseling.	28 students Class Level: 2nd Year Source: CECE	Direct	Yes	No	75% of students will receive a passing score.	71.4%	**Not Met**
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5. UToledo clinical mental health students will learn to assess, conceptualize, diagnose, treat, and advocate for individuals across the lifespan.	28 students Class Level: 2nd Year Source: CECE	Direct	Yes	No	75% of students will receive a passing score.	71.4%	**Not Met**

Co-Curricular Data

Not applicable.

Methods & Procedure Explanation.

Description of Assessment

The CEd program uses the Counselor Education Comprehensive Exam (CECE) to assess student knowledge as a part of the ongoing program evaluation process required by our accrediting body. The CECE covers the 8 Core CACREP content areas (Human development, Social and Cultural Foundations, Helping Relationships, Group Counseling, Career Development, Appraisal, Research and program evaluation, and Orientation Ethics). Currently over 130 graduate counseling programs use the CECE as a Key performance indicator. The CECE is administered around the midterm each semester (week 8 or 9). Students in their final semester will be required to take the CECE. The Counselor Education Cooperative will provide a Norm Report each year to participating programs (Table 3). The UToledo CEd program will use the Norm report to determine the passing score on the CECE and assess how students are performing in each content area on the CECE in comparison to students in other programs. The CEd program faculty will use student scores to identify content areas that students are scoring high and content areas that students are scoring low. The PLOs were written in alignment with the CACREP Standards. Likewise, the CECE assessment was developed in alignment with the CACREP Content Areas. The CACREP standards are addressed across the CEd Program curriculum.

Counselor Education PLOs	*CECE Content Areas*
1. UToledo Counseling students will describe and demonstrate the multiple roles, responsibilities, and functions of a professional counselor consistent with the ethical, legal, and professional standards endorsed by the profession.	• Helping Relationships • Ethics • Group • Appraisal • Career
2. UToledo Counseling students will apply developmentally relevant, culturally sustaining, and growth promoting theories, skills, interventions, and practices across individual and group counseling modalities.	• Human Development • Diversity • Group • Career • Appraisal
3. UToledo Counseling students will analyze and evaluate the evidence base for effective, ethical, and culturally sustaining counseling theories, interventions, practices, and programs using current research in counseling.	• Appraisal • Research • Ethics • Diversity • Human Relationships

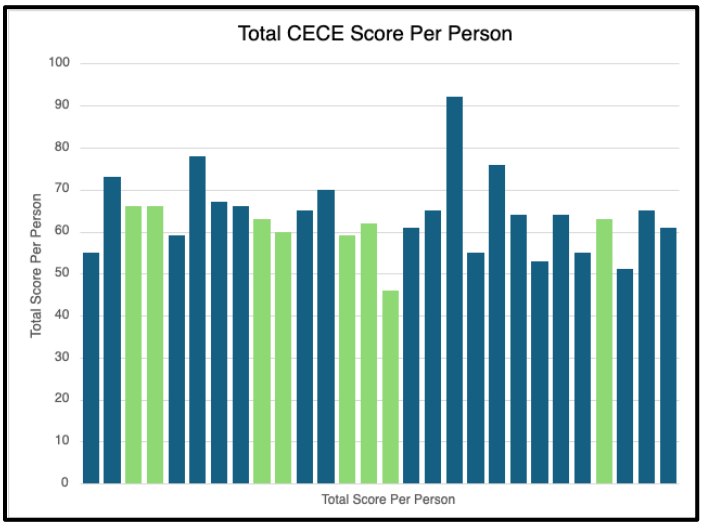
4. UToledo school counseling students will apply skills necessary to design and evaluate a comprehensive school counseling program that promotes the academic, personal, social and career success of students in K-12 settings.	• Heling Relationships • Appraisal • Group • Career • Human Development
5. UToledo school counseling students will apply skills necessary to design and evaluate a comprehensive school counseling program that promotes the academic, personal, social and career success of students in K-12 settings.	• Heling Relationships • Appraisal • Group • Career • Human Development

Actions Taken/Closing the Loop

Description of Results

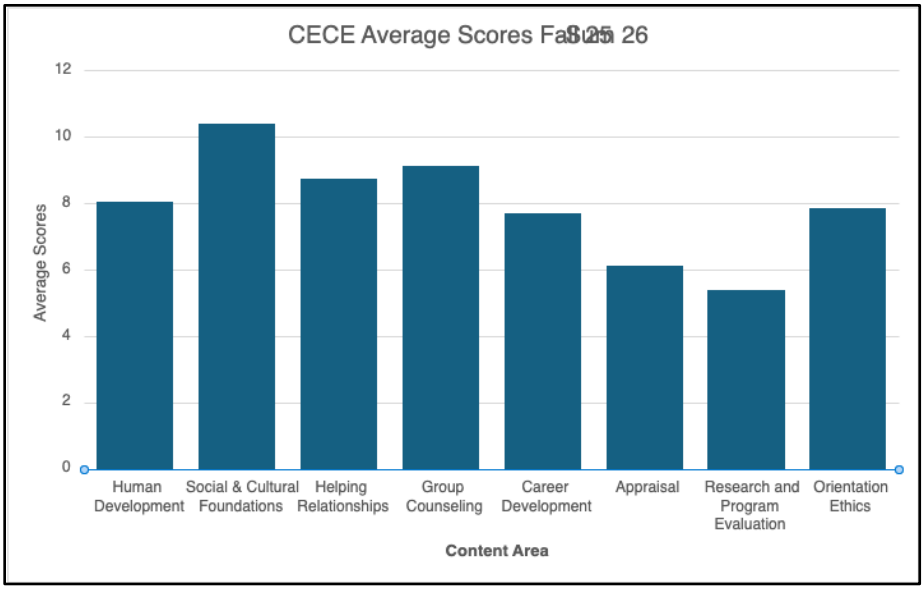
The passing score on the CECE based on the norm report is 60. 71.4% of the total students (n=28) who took the CECE for the 2025-2026 academic year received a score of 60 or above. Table provides the scores by concentration (school counseling vs CMHC). 75% of the School Counseling students (n=8), received a score of 60 and above. 70% of the CMHC students (n=20) received a score of 60 and above.

Table 1. *CECE Scores Per Person AY 25-26*



The lowest content areas were Appraisal and Research. This is consistent with the national data by content area, but lower than the national averages (n=4136) on the CECE as shown in *Table 1*.

Table 2. *CECE Scores Averages*



Of the 28.6 % of the students who did not receive a passing score on the CECE (n=8), 50% have successfully passed the Ohio Licensure Exam Score for School Counseling and Clinical Mental Health Counseling.

Table 3. *CECE National Scores Summer 2026*

CECE National Summer 2026	Human Development	Diversity	Helping Relationships	Group	Career	Appraisal	Research	Ethics	Total
National Means N = 4136	9.47	11.27	9.79	9.76	10.00	8.06	7.42	8.91	74.68
National Standard Deviations	2.46	2.22	2.82	2.44	2.70	2.55	2.84	2.84	15.25
Median for Total Score =									75
Mode for Total Score =									73
Range for Total Score (21 – 120)									**100**

If your program includes courses taught across multiple modalities (F2F and asynchronous online), provide and compare separate assessment results from each modality. Discuss your findings.

Not applicable.

If your program includes courses taught in multiple locations (on campus, synchronous remote and/or external sites), provide and compare separate assessment results from each location. Discuss your findings.

Not applicable.

Discuss how the results have been shared with faculty/staff.

Outcomes from the CECE were shared in program faculty meeting on 10.7.26. The program faculty reviewed how students are performing in each content area on the CECE in comparison to students in other programs. Program family discussed curricular changes and developed plan to continue to update courses.

Describe the connections between assessment results and program changes. Discuss how faculty/staff provided input into decisions about curriculum and/or co-curricular improvements. Upload documentation demonstrating faculty/staff input in the decision-making process.

The CEd program faculty used student scores to identify content areas that students are scoring high and content areas that students are scoring low. Content areas of concerns were *Appraisal and Research*. Faculty will update course assignments and content in the following courses: COUN 6000 Research and Program Evaluation, COUN 5120 Individual & Group Assessment during the 2026-27 academic year. Faculty will also review content areas on the licensure exam to examine alignment with PLOs, and CACREP Standards Program faculty will continue to update courses to improve scores in the content areas identifies on the CECE.

Review your previous year's report. Discuss your progress for action(s) related to the previous year's analysis and program changes (if applicable).

The assessment report from 2024-25, showed COUN 5110 Career Counseling and COUN 6000 Research and Program Evaluation as the lowest content areas scores on the CECE. Course syllabi for these two courses were reviewed and updated by core program faculty in the spring 2026. New syllabi were developed and adopted for program use and updated courses were taught in summer 2026 by core faculty. The updates to COUN 6000 could not have impacted the 2025-2026 scores as the CECE would have been taken before this course was delivered in the summer 2026. There was an improvement in the content area: *Career*.