# Master of Science in Counseling
# Clinical Mental Health Counseling

## Online Program 2023 Annual Report

September 1, 2022 – August 31, 2023

***College of Social and Behavioral Sciences***
University of Phoenix
4035 South Riverpoint Parkway
Phoenix, AZ 85040

# Table of Contents

**Introduction** ..... **4**
**Mission Statement** ..... **4**
**Program Outcomes** ..... **5**
MSC/CCMH Program Student Learning Outcomes/KPIs ..... 5
**Required Curriculum** ..... **6**
**Summary of Program Evaluation Results** ..... **7**
Assessment Plan ..... 7
Program Outcomes Report ..... 7
Key Performance Indicator Findings and Analysis ..... 9
Counseling Skills ..... 9
Faculty Evaluation of Counseling Skills in Residencies ..... 9
Analysis of Counseling Skills in Residencies ..... 14
Counseling Competencies in Clinical Courses ..... 14
Counseling Competencies Skills Evaluation Faculty Evaluation ..... 14
Analysis of Counseling Skills in Practicum ..... 15
Site Supervisors Evaluations Practicum and Internships ..... 16
Counseling Skills Evaluation by Site Supervisors Analysis ..... 25
**Counseling Dispositions** ..... **26**
End of Course Evaluation of Professional Dispositions by Faculty ..... 26
Dispositions Analysis ..... 28
Skills and Dispositions Support ..... 28
Supplemental Standards Referrals ..... 28
Outcomes of Supplemental Standards Referrals ..... 28
**Demographic and Other Characteristics** ..... **29**
Ethnicity ..... 29
Gender ..... 29
Age ..... 30
Student Location by State ..... 30
Other Applicant Characteristics ..... 32
Other Enrolled Student Characteristics ..... 32
Other Graduate Characteristics ..... 32

Demographics and Other Characteristics Analysis ..... 33
**Feedback from Graduates, Site Supervisors and Employers ..... 34**
Alumni Feedback ..... 34
Alumni Survey Data 2023 ..... 34
Site Supervisor Feedback ..... 36
Supervisor Survey Data 2023 ..... 36
Employer Feedback ..... 37
Employer Survey Data 2023 ..... 37
Curriculum Modifications ..... 38
Program Changes ..... 39
**Conclusion ..... 40**

# Introduction

This annual data report is part of our ongoing process of data collection, analysis, and improvement planning designed to support the students, faculty, and leadership of the Master of Science in Counseling/Clinical Mental Health Counseling (CCMH) program. The report includes data collected from September 2022 to August 2023 and illustrates how that data was used to make meaningful changes within the program. The report includes key data and findings relative to the knowledge, skills, dispositions, and demographic profiles of our students.

The program's course dates follow the University of Phoenix non-term calendar. Courses are offered in a non-term calendar, meaning they are offered on a continuous year-round basis, and do not begin or end with a discrete and defined term. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time efficient manner.

This is the program's second edition of an annual report of this type, and it contains data covering the following distinct time periods:

- Student assessment data: September 1, 2022- August 31, 2023
- Demographic data: September 1, 2022- August 31, 2023
- Alumni, site supervisor and employer survey data: Conducted in Spring and Summer 2023; Program faculty are reviewing these stakeholder survey results for future actions.

## Mission Statement

The mission of the Master of Science in Counseling/Clinical Mental Health is to prepare confident, competent, and reflective clinical mental health counselors with a professional disposition and demonstrated knowledge and skills in all of the following areas:

- Professional counseling orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Career development
- Counseling and helping relationship
- Group counseling and group work
- Assessment and testing
- Research and program evaluation

Furthermore, students who are preparing to specialize as clinical mental health counselors will demonstrate foundational knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling practice.

# Program Outcomes

## MSC/CCMH Program Student Learning Outcomes/KPIs

Program Student Learning Outcomes (PSLOs) are statements that describe the knowledge, skills, or abilities that students will be able to demonstrate upon completion of a specific program of study. These program outcomes were developed from the CACREP standards and serve as the Key Performance Indicators (KPIs). Specific summative assessments have been developed by faculty to evaluate the skills and knowledge necessary for students to progress in the program. Each assessment is intended to describe a skill that can be measured by faculty in multiple ways throughout the program curriculum. PSLOs include:

1. **Professional Counseling Orientation and Ethical Practice**: Students will develop a professional identity as advocates and stewards of the counseling profession. CACREP 2.F1.a-m.

2. **Social and Cultural Diversity**: Students will integrate social and cultural diversity competencies into their practice as professional counselors. CACREP 2.F2.a-h.

3. **Human and Growth Development**: Students will integrate human growth and development theories and principles into their counseling practices. CACREP 2.F3.a-i.

4. **Career Development**: Students will integrate career development theories and principles into their counseling practices. CACREP 2.F4.a-j.

**5a. Counseling and Helping Relationships**: Students will integrate counseling theories, models, and techniques into their counseling practices. CACREP 2.F 5.a-n.

**5b. Specialty Area: Clinical Mental Health Counseling:** The specialty area Program Student Learning Outcome/KPI is included in PSLO 5. Counseling and Helping Relationships CACREP 5C.1.a-b; 5.C.2.a-m; 5.C.3.a-e.

6. **Group Counseling and Group Work**: Students will integrate group counseling theories and practices into their counseling practices. CACREP 2.F6.a-h.

7. **Assessment and Testing**: Students will execute counseling assessment and testing processes and procedures to guide their practices as clinical mental health counselors. CACREP 2.F7.a-m.

8. **Research and Program Evaluation**: Students will evaluate research and programs to inform counseling practice. CACREP 2.F.8.a-j.

# Required Curriculum

| Course ID | Course Title | Credits | Length |
|---|---|---|---|
| CCMH/502 | Graduate Portfolio | 0 | 6 weeks |
| CCMH/504 | Individual and Family Development Across the Life Span | 3 | 6 weeks |
| CCMH/506 | Personality Theories and Counseling Models | 3 | 8 weeks |
| CCMH/515 | Legal, Ethical, and Professional Issues in Counseling | 3 | 8 weeks |
| CCMH/510 | Multi-Cultural Issues in Mental Health Counseling 3 | 3 | 6 weeks |
| CNSL/503R | Residency I | 1 | 2 weeks |
| CCMH/525 | Research Methods for Mental Health Counselors | 3 | 8 weeks |
| CCMH/535 | Psychometrics | 3 | 6 weeks |
| CCMH/544 | Introduction to Clinical Assessment | 3 | 8 weeks |
| CCMH/548 | Psychopathology: Advanced Clinical Assessment | 3 | 6 weeks |
| CCMH/551 | Individual Counseling | 3 | 6 weeks |
| CCMH/558 | Crisis Intervention and Trauma | 3 | 6 weeks |
| CNSL/513R | Residency II | 1 | 2 weeks |
| CMHC/551 | Human Sexuality and Sex Therapy | 3 | 6 weeks |
| CCMH/522 | Psychopharmacology | 3 | 6 weeks |
| CCMH/540 | Career and Vocational Counseling | 3 | 6 weeks |
| CCMH/561 | Dependency and Addictions | 3 | 6 weeks |
| CCMH/565 | Family, Couple and Child Counseling | 3 | 6 weeks |
| CCMH/568 | Group Counseling | 3 | 8 weeks |
| CNSL/523R | Residency III | 1 | 2 weeks |
| CCMH/592 | Practicum in Clinical Mental Health Counseling | 3 | 10 weeks |
| CCMH/597A | Internship A | 3 | 15 weeks |
| CCMH/597B | Internship B | 3 | 15 weeks |

# Summary of Program Evaluation Results

Along with University-wide program and course evaluations described in the Self Study, faculty collect and review data for program improvement and student support using a comprehensive evaluation plan. This plan guides program evaluation and improvement and outlines the program data points and when they are reported and reviewed.

## Assessment Plan

We measure our PSLOs/KPIs, using specific summative assessments in each course. The criteria for success for all student learning outcomes is 80% on the summative assessments. The amount of data available is dependent on course revisions and course offerings in the academic year. Core faculty monitor student benchmarks, and full data is reviewed regularly at Faculty Meetings to determine needed changes.

## Program Outcomes Report

**Data Date Range:** 9/1/2022 – 8/31/2023
**Criteria for Success:** 80% of students will earn a score of 80% or higher
**IRD Levels:** I=Introduce, R=Reinforce, D=Demonstrate
**Number and Percentage of PSLO Measures Met 80% or Higher:** 17 = 94%
**Number and Percentage of PSLO Measures Unmet:** 1 = 6%

| Course ID/Summative Assessment | PSLO | IRD Level | N | Percentage of students reaching 80% Benchmark |
|---|---|---|---|---|
| CCMH/515 - Wk 8: Integrative Paper | 1 | I | 346 | 93% |
| CCMH/522 - Wk 3: Integrated Care for Anxiety Disorders | 1 | R | 110 | 96% |
| CCMH/597B -Wk 14: Video Reflection of Self-Care Plan | 1 | D | 76 | 100% |
| CCMH/510 - Wk 3: Cultural Plunge Reflection | 2 | I | 323 | 94% |
| CMHC/551 - Wk 4: Differing Values | 2 | R | 94 | 97% |
| CCMH/597B-Wk 14: Case staffing Presentation and Transcription | 2 | D | 76 | 95% |
| CCMH/504 - Wk 3: Case Study: Social and Personality Development | 3 | I | 397 | 98% |
| CMHC/551 - Wk 5: Clinical Assessment and Treatment Plan | 3 | R | 94 | 84% |
| CCMH/597B-Wk 14: Case staffing Presentation and Transcription | 3 | D | 76 | 100% |

| | | | | |
|---|---|---|---|---|
| CCMH/540 - Wk 2: Career Development Theories and Wk 4: Career Counseling Strategies | 4 | I | 130 | 40% (average of scores for both assignments) |
| CCMH/540 - Wk 6: Career Planning | 4 | R | 130 | 88% |
| CCMH/597A: Professional Development Self-Care Plan | 4 | D | 74 | 89% |
| CNSL/503R - Wk 2: Basic Counseling Skills Evaluation | 5a | I | 286 | 100% |
| CCMH/544 - Wk 7: BioPsychoSocial and Treatment Plan: Trauma and Stressor Related Disorders | 5a | R | 213 | 89% |
| CCMH/597B-Wk 14: Case Conceptualization | 5a | D | 60 | 99% |
| CCMH/544 - Wk 8: Biopsychosocial and Treatment Plan | 5b | I | 213 | 83% |
| CCMH/558 - Wk 6: Suicide Risk Assessment and Safety Plan | 5b | R | 205 | 81% |
| CCMH/597B-Wk 14: Case staffing Presentation and Transcription | 5b | D | 76 | 100% |
| CCMH/568 - Wk 8: Reflection: Interpersonal Group VII | 6 | I | 62 | 98% |
| CNSL/513R - Wk 2: Counseling Skills Evaluation | 6 | R | 174 | 100% |
| CCMH/597B-Wk 14: Case Conceptualization | 6 | D | 60 | 92% |
| CCMH/535 - Wk 6: Case Study: Sabrina | 7 | I | 246 | 99% |
| CCMH/548 - Wk 4: BioPsychoSocial and Treatment Plan: Neurodevelopmental and Neurocognitive Disorders | 7 | R | 200 | 93% |
| CCMH/597B-Wk 14: Case Conceptualization | 7 | D | 60 | 97% |
| CCMH/525 - Wk 8: Research Study Proposal: Part D | 8 | I | 293 | 88% |
| CCMH/551 - Wk 5: Integrative Theory-Based Interventions | 8 | R | 203 | 87% |
| CCMH/597B-Wk 14: Case staffing Presentation and Transcription | 8 | D | 76 | 98% |

## Key Performance Indicator Findings and Analysis

Students are meeting the benchmark in all but one area: PSLO 4: Career Development. Faculty review all course data with special attention paid to those courses in which students on aggregate did not meet the standard to evaluate potential areas for course enhancements, including student resources, clarity of assignments, content scaffolding, among others. The course is slated for revision in FY24 Q1 with launch in FY24 Q2.

## Counseling Skills

Students are evaluated on their clinical skills in Basic Clinical Skills and Process Areas as presented on the Counseling Skills Rubric. Faculty evaluate students using the rubric in CCMH/502, and the three residencies: CNSL/503R, CNSL/513R and CNSL/523R. During clinical placements—CCMH/592, CCMH/597A, and CCMH/597B—Practicum Faculty and Site Supervisors assess counseling skills in more depth using formative and summative assessments reviewed with students prior to submission. The evaluations are completed in our assessment management system, and data from the evaluations are sent to the College of Social and Behavioral Sciences for regulatory and assessment purposes. The following tables represent results for FY2023 (9/1/2022 to 8/31/2023).

### Faculty Evaluation of Counseling Skills in Residencies: CCMH/502, CNSL/503R, CNSL/513R and CNSL/523R

| Rating Scale Criteria | Criteria Descriptors | % of 3 or Higher Ratings* CCMH/502 Total N = 544 | % of 3 or Higher Ratings* CNSL/503R Total N = 286 | % of 3 or Higher Ratings* CNSL/513R Total N = 182 | % of 3 or Higher Ratings* CNSL/523R Total N = 91 |
|---|---|---|---|---|---|
| **1. Basic Interviewing Skills**<br><br>Body Language | • Use of body language facilitated the helping process.<br>• Noticed physical space (i.e., leaning) and adjusted as necessary to make client comfortable.<br>• Avoided outlandish expressions of shock.<br>• The counselor's body was physically relaxed. | 96%<br>N=299 | 99%<br>N=263 | 99%<br>N=146 | 100%<br>N=62 |
| **1. Basic Interviewing Skills**<br><br>Eye Contact | • Consistent eye contact was maintained<br>• Natural pauses in eye contact were taken. | 96%<br>N=299 | 99%<br>N=262 | 100%<br>N=146 | 98%<br>N=62 |
| **1. Basic Interviewing Skills** | • Periodically used brief phrases (i.e., "yes," "go on," etc.) and gestures | 96%<br>N=299 | 97%<br>N=263 | 97%<br>N=146 | 100%<br>N=62 |

| | | | | | |
|---|---|---|---|---|---|
| Minimal Encouragers | to encourage the client to continue conversation. | | | | |
| **1. Basic Interviewing Skills**<br><br>Tone of Voice | • Voice varied according to what was contextually appropriate.<br>• Voice showed inflections. | 94%<br>N=298 | 93%<br>N=263 | 84%<br>N=146 | 89%<br>N=62 |
| **1. Basic Interviewing Skills**<br><br>Verbal Following | • The "who, what, when, where, and why" of a story was ascertained.<br>• The focus was not overly changed by the counselor. | NA** | 92%<br>N=263 | 95%<br>N=146 | 98%<br>N=62 |
| **1. Basic Interviewing Skills**<br><br>Open-Ended Questions | • Used questions that could not be answered with a simple "yes" or "no" (i.e., open-ended questions).<br>• Questions were appropriate and used only when needed.<br>• Minimal close-ended questions were noted. | 82%<br>N=298 | 89%<br>N=263 | 96%<br>N=146 | 81%<br>N=62 |
| **1. Basic Interviewing Skills**<br><br>Paraphrase | • Engaged in concise, accurate, and clear paraphrasing of what the client expressed.<br>• The skill was said as a statement, not a question. | 81%<br>N=296 | 92%<br>N=263 | 95%<br>N=146 | 94%<br>N=62 |
| **1. Basic Interviewing Skills**<br><br>Reflection of Feeling | • Stated the emotional content of the client's utterance accurately and concisely.<br>• The skill was said as a statement, not a question. | 77%<br>N=290 | 92%<br>N=263 | 89%<br>N=146 | 63%<br>N=62 |
| **1. Basic Interviewing Skills**<br><br>Summarizing | • Made statements at key moments to capture the overall sense of what the client was experiencing. | NA** | 96%<br>N=263 | 91%<br>N=146 | 84%<br>N=62 |

| | | | | | |
|---|---|---|---|---|---|
| **1. Basic Interviewing Skills**<br><br>Therapeutic Relationship | • Maintained consistent and appropriate management of the therapeutic relationship, which was evident by warm, genuine, and accepting stance with the client.<br>• Consistently demonstrated a rudimentary understanding of the content and feelings expressed by the client (BASIC EMPATHY).<br>• Demonstrated an understanding of emotions and thoughts not expressed by the client; used this to go deeper and explore client issues (ADVANCED EMPATHY). | NA** | 97%<br>N=263 | 99%<br>N=146 | 84%<br>N=62 |
| **1. Basic Interviewing Skills**<br><br>Immediacy | • Maintained consistent and appropriate use of immediacy (e.g., focused on emotional content in the present, pointed out body language of the client, recognized impact of content on interaction in session).<br>• Used immediacy judiciously.<br>• The level/number of immediacy statements were appropriate to the context of the session. | NA** | 83%<br>N=263 | 69%<br>N=146 | 81%<br>N=62 |
| **II. Process and Professionalism Skills**<br><br>Refrained from Advice Giving/Offering Answers | • Utterances were free of advice or solutions. | 84%<br>N=302 | 92%<br>N=263 | 95%<br>N=146 | 97%<br>N=62 |
| **II. Process and Professionalism Skills**<br><br>Refrained from Excessive Talking | • Conversation was focused on the client.<br>• The client maintained 80% of talk time. | 95%<br>N=302 | 99%<br>N=262 | 95%<br>N=146 | 98%<br>N=62 |

| | | | | | |
|---|---|---|---|---|---|
| **II. Process and Professionalism Skills**<br><br>Did Not Miss Important Content or Emotion | • All relevant themes and emotions were adequately addressed. | NA** | 92%<br>N=263 | 95%<br>N=146 | 87%<br>N=62 |
| **II. Process and Professionalism Skills**<br><br>Refrained from Evaluating Client | • Utterances were neutral, devoid of judgment and platitudes. | 92%<br>N=302 | 99%<br>N=262 | 98%<br>N=146 | 92%<br>N=62 |
| **II. Process and Professionalism Skills**<br><br>Knowledge and Application of Ethical Guidelines | • Followed ACA's ethical code.<br>• Respected confidentiality. | NA** | NA** | 99%<br>N=146 | 100%<br>N=62 |
| **II. Process and Professionalism Skills**<br><br>Multicultural Competence | • Demonstrated awareness, appreciation, and respect of cultural differences (e.g., races, spirituality, sexual orientation, SES, etc.). | NA** | NA** | 98%<br>N=146 | 97%<br>N=62 |
| **II. Process and Professionalism Skills**<br><br>Open to Self-Reflection and Evaluation | • Open to supervision.<br>• Solicited ideas, sought supervision as needed.<br>• Used conflict resolution skills to manage differences of opinion.<br>• Made corrections based on feedback.<br>• Maintained reflective attitude to improve skills. | NA** | NA** | 100%<br>N=146 | 100%<br>N=62 |
| **III. Counseling Competency**<br><br>Application of Theory | • Demonstrated effective use of counseling theory including session focus, structure, and interventions | NA** | NA** | 93%<br>N=146 | NA** |
| **III. Counseling Competency**<br><br>Case Conceptualization | • Case notes and treatment plan demonstrated counselor's ability to conceptualize the client's presenting concern based on theory. | NA** | NA** | 93%<br>N=146 | NA** |

| | | | | | |
|---|---|---|---|---|---|
| **III. Counseling Competency**<br><br>Intake | • Thoroughly collected information relative to physical, psychological, social, emotional status and history<br>• Smoothly transitioned from section-to-section<br>• Avoided interrogating the client via use of basic counseling skills | NA** | NA** | 95%<br>N=146 | NA** |
| **IV. Group Leadership Skills**<br><br>Cutting Off | • Used verbal and/or nonverbal cues to stop a group member from talking (e.g., prevented comments in conflict with the group's purpose, addressed a member from dominating the conversation, signaled the end of the group session). | NA** | NA** | NA** | 84%<br>N=62 |
| **IV. Group Leadership Skills**<br><br>Drawing Out | • Respectfully invited quiet members to participate in the group conversation. | NA** | NA** | NA** | 97%<br>N=62 |
| **IV. Group Leadership Skills**<br><br>Feedback Loops | • Encouraged members to share their immediate reactions (e.g., before opening a loop, after closing a loop). | NA** | NA** | NA** | 89%<br>N=62 |
| **IV. Group Leadership Skills**<br><br>Identification of Process | • Recognized and articulated how people related to each other.<br>• Differentiated between "content" and "process." | NA** | NA** | NA** | 94%<br>N=62 |
| **IV. Group Leadership Skills**<br><br>Linking | • Encouraged discussion between members.<br>• Identified and connected members according to their common traits, characteristics, or experiences. | NA** | NA** | NA** | 94%<br>N=62 |
| **IV. Group Leadership Skills**<br><br>Processing | • Used open questions to encourage members to reflect on/attribute meaning to their experiences. | NA** | NA** | NA** | 87%<br>N=62 |

| | | | | | |
|---|---|---|---|---|---|
| **IV. Group Leadership Skills**<br><br>Transition Statements | • Used statements to signal a shift to a new activity or topic.<br>• Statements were clear and concise. | NA** | NA** | NA** | 87%<br>N=62 |

*Based on 1-4 Point Rating Scale
NA**: Not Assessed

## Analysis of Counseling Skills in Residencies

MSC/CCMH students are displaying the appropriate dispositions and skills for the counseling profession. Two areas were below the 80% benchmark:

- Reflection of feeling in CNSL/523R
- Immediacy in CNSL/513R

In response to these findings, residency and core faculty will review these areas to explore possible explanations and identify opportunities to further help students develop these counseling skills.

## Counseling Competencies in Clinical Courses

During clinical placements, Practicum Faculty and Site Supervisors assess counseling skills in more depth using formative and summative assessments reviewed with students prior to submission. Below is a summary of the aggregate students' scores in CCMH/592 – Practicum, CCMH/597A Internship A, and CCMH/597B Internship B.

### Counseling Competencies Skills Evaluation Faculty Evaluation - CCMH/592

| Rating Scale Criteria | % of 3 or Higher Ratings* CCMH/592 Total N = 77 Faculty Summative |
|---|---|
| Conduct himself/herself in a professional and effective manner in class (attendance, punctuality, and presentation of self). | 98%<br>N=40 |
| Demonstrate an understanding of and respect for multiple perspectives (clients, team, supervisor). | 100%<br>N=40 |
| Actively participate in practicum, offering and requesting constructive feedback, when appropriate. | 98%<br>N=40 |
| Apply new learning (ability to learn and integrate new information). | 100%<br>N=40 |
| Actively solicit and implement feedback from practicum instructor. | 100%<br>N=40 |
| Challenge his/her own premises and biases and expand his/her awareness and appreciation of cultural, narrative, gender, spiritual, and sexual diversity. | 100%<br>N=40 |
| Maintain an active caseload. | 98%<br>N=40 |

| | |
|---|---|
| Demonstrate openness to personal growth (open to new ways of behaving, thinking, and feeling). | 100%<br>N=40 |
| Demonstrate sensitivity (mindfulness of others' feelings, appropriately confrontive, non-demeaning). | 100%<br>N=40 |
| Demonstrate professional clinical orientation (professional values including personal boundaries, responsibility, motivation, and ethics). | 100%<br>N=40 |
| Demonstrate flexibility (takes things in stride, not rigid, demanding, or inflexible). | 100%<br>N=40 |
| Demonstrate emotional maturity (reactions are situationally appropriate, no evidence of inappropriate emotional transference to present situations or people by reacting with undue anger, frustration, hostility, hysteria, anxiety, panic, or dissociation). | 100%<br>N=40 |
| Demonstrate effective group membership skills (demonstrates ability to effectively participate as a group member by appropriately listening, sharing, supporting, and working toward group objectives). | 100%<br>N=40 |
| Demonstrate an ability to receive feedback and deal with authority (appropriately responds to and effectively incorporates objective and subjective feedback. Does not offer excuses or become defensive or withdrawn. Demonstrates respect for individuals in positions of authority). | 98%<br>N=40 |
| Communicate effectively in oral formats (demonstrates the ability to verbally express thoughts and ideas clearly and logically). | 100%<br>N=40 |
| Communicate effectively in written formats (demonstrates an ability to convey concepts, data, and events in clear, concise English at the graduate level). | 100%<br>N=40 |
| Demonstrate being self-revealing (willing to "open up" and reveal how s/he really thinks and feels when appropriate. Not unduly closed, secretive, or defensive). | 100%<br>N=40 |
| Demonstrate being self-directed (motivated, committed to learning, does more than minimum required). | 98%<br>N=40 |
| Display energy (to devote to learning and practicing the cognitive, affective, and behavioral tasks of counseling). | 100%<br>N=40 |
| Demonstrate behavioral maturity (behaviors are situationally appropriate and consistent). | 100%<br>N=40 |
| Demonstrate effective listening skills (empathic, warm, genuine, use of open & closed questions, reflection of feeling; avoids blaming, judging, analyzing, interrogating). | 100%<br>N=40 |
| Demonstrate group facilitative skills (demonstrates group leadership skills and effectively facilitates group process through identifying, clarifying, and reflecting feelings, behaviors, and thoughts). | 100%<br>N=40 |
| Demonstrate thinking skills (demonstrates ability to express concepts clearly without rambling, distortion, or obfuscation; uses vocabulary correctly). | 100%<br>N=40 |
| Demonstrate principle building (ability to formulate principles and generalizations from his experiences). | 100%<br>N=40 |
| Demonstrate self-evaluation (accurately evaluates own strengths and weaknesses, sets goals and makes plans for self-improvement; accepts feedback and constructive criticism). | 100%<br>N=40 |

*Based on 1-5 Point Rating Scale

## Analysis of Counseling Skills in Practicum

MSC/CCMH students are displaying the appropriate dispositions and skills for the counseling profession. Based on faculty input the evaluation tool was revised to capture a more complete picture of student dispositions, attitudes, and skills observable within the practicum course.

Students met the 80% benchmark for all dispositions and skills. A total of 37 students were not evaluated through the rubric in the assessment management system. To remedy this issue in the future, additional training in the use of the assessment management system for faculty has been scheduled.

## Site Supervisors Evaluations -Practicum and Internships CCMH/592, CCMH/597 A and CCMH/597B

| Rating Scale Criteria | % of 3 or Higher Ratings*<br><br>CCMH/592<br>Total N = 77<br><br>Site Supervisor | % of 3 or Higher Ratings*<br><br>CCMH597A<br>Total N = 74<br><br>Site Supervisor | % of 3 or Higher Ratings*<br><br>CCMH/597B<br>Total N = 74<br><br>Site Supervisor |
|---|---|---|---|
| **I. Human Growth and Development**<br>Has a basic understanding of human growth and development issues relevant to the client/student demographic | Formative:<br>100%<br>N=71<br><br>Summative:<br>96%<br>N=69 | Formative:<br>100%<br>N=67<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **I. Human Growth and Development**<br>Has a basic understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior | Formative:<br>97%<br>N=72<br><br>Summative:<br>96%<br>N=69 | Formative:<br>100%<br>N=66<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=61<br><br>Summative:<br>100%<br>N=54 |
| **I. Human Growth and Development**<br>Uses knowledge of human development to generate counseling goals and modality of treatment | Formative:<br>99%<br>N=69<br><br>Summative:<br>94%<br>N=68 | Formative:<br>100%<br>N=67<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=61<br><br>Summative:<br>100%<br>N-=54 |
| **I. Human Growth and Development**<br>Expresses belief in clients'/students' capacity to solve or resolve problems and manage their lives based on developmental history | Formative:<br>99%<br>N=72<br><br>Summative:<br>94%<br>N=69 | Formative:<br>99%<br>N=67<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=61<br><br>Summative:<br>100%<br>N=54 |

| | | | |
|---|---|---|---|
| **II. Helping Relationships**<br>Demonstrates the ability to initiate the therapeutic alliance | Formative:<br>99%<br>N=71<br><br>Summative:<br>94%<br>N=68 | Formative:<br>100%<br>N=66<br><br>Summative:<br>100%<br>N=48 | Formative:<br>98%<br>N=61<br><br>Summative:<br>98%<br>N=54 |
| **II. Helping Relationships**<br>Demonstrates the ability to enhance and facilitate the therapeutic relationship | Formative:<br>99%<br>N=71<br><br>Summative:<br>94%<br>N=68 | Formative:<br>100%<br>N=67<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=61<br><br>Summative:<br>98%<br>N=54 |
| **II. Helping Relationships**<br>Always follows through on counseling-related tasks as discussed with the client/student | Formative:<br>100%<br>N=69<br><br>Summative:<br>94%<br>N=67 | Formative:<br>100%<br>N=67<br><br>Summative:<br>96%<br>N=47 | Formative:<br>100%<br>N=61<br><br>Summative:<br>100%<br>N=54 |
| **II. Helping Relationships**<br>Recognizes the evolving relationship with clients/students and adjusts accordingly | Formative:<br>100%<br>N=69<br><br>Summative:<br>96%<br>N=67 | Formative:<br>100%<br>N=67<br><br>Summative:<br>100%<br>N=47 | Formative:<br>100%<br>N=61<br><br>Summative:<br>98%<br>N=54 |
| **II. Helping Relationships**<br>Recognizes and manages client/student resistance | Formative:<br>97%<br>N=67<br><br>Summative:<br>93%<br>N=67 | Formative:<br>100%<br>N=67<br><br>Summative:<br>100%<br>N=47 | Formative:<br>100%<br>N=61<br><br>Summative:<br>100%<br>N=54 |
| **III. Counseling Treatment and Techniques**<br>Understands how to appropriately use closed and open-ended questions | Formative:<br>100%<br>N=67<br><br>Summative:<br>96%<br>N=68 | Formative:<br>99%<br>N=67<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=61<br><br>Summative:<br>98%<br>N=53 |
| **III. Counseling Treatment and Techniques**<br>Starts and ends sessions on time and maintains regularity of the appointment schedule | Formative:<br>99%<br>N=66<br><br>Summative:<br>96%<br>N=68 | Formative:<br>100%<br>N=67<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=61<br><br>Summative:<br>100%<br>N=53 |
| **III. Counseling Treatment and Techniques**<br>Encourages client/student to be specific and concrete | Formative:<br>100%<br>N=67 | Formative:<br>100%<br>N=67 | Formative:<br>100%<br>N=60 |

| | | | |
|---|---|---|---|
| | Summative:<br>96%<br>N=68 | Summative:<br>100%<br>N=48 | Summative:<br>100%<br>N=52 |
| **III. Counseling Treatment and Techniques**<br>Is aware of the effective use of silence in a treatment setting | Formative:<br>97%<br>N=66<br><br>Summative:<br>91%<br>N=68 | Formative:<br>99%<br>N=65<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=61<br><br>Summative:<br>98%<br>N=53 |
| **III. Counseling Treatment and Techniques**<br>Uses confrontation appropriately | Formative:<br>97%<br>N=66<br><br>Summative:<br>91%<br>N=66 | Formative:<br>99%<br>N=67<br><br>Summative:<br>98%<br>N=46 | Formative:<br>100%<br>N=59<br><br>Summative:<br>96%<br>N=54 |
| **III. Counseling Treatment and Techniques**<br>Appropriately prepares the client/student for testing and effectively interprets test results to clients/students | Formative:<br>100%<br>N=42<br><br>Summative:<br>91%<br>N=46 | Formative:<br>100%<br>N=47<br><br>Summative:<br>100%<br>N=33 | Formative:<br>100%<br>N=41<br><br>Summative:<br>100%<br>N=40 |
| **III. Counseling Treatment and Techniques**<br>Discriminates and explains the difference between short-term and long-term goals | Formative:<br>97%<br>N=65<br><br>Summative:<br>91%<br>N=66 | Formative:<br>100%<br>N=66<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=53 |
| **III. Counseling Treatment and Techniques**<br>Establishes appropriate short-term and long-term goals with the client/student | Formative:<br>99%<br>N=65<br><br>Summative:<br>92%<br>N=66 | Formative:<br>100%<br>N=67<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=59<br><br>Summative:<br>100%<br>N=54 |
| **III. Counseling Treatment and Techniques**<br>Recognizes own limitations in treating a particular client/student | Formative:<br>99%<br>N=67<br><br>Summative:<br>94%<br>N=68 | Formative:<br>99%<br>N=65<br><br>Summative:<br>98%<br>N=46 | Formative:<br>100%<br>N=58<br><br>Summative:<br>98%<br>N=53 |
| **III. Counseling Treatment and Techniques**<br>Understands how to choose a theoretical orientation with each individual client/student | Formative:<br>97%<br>N=64<br><br>Summative:<br>91%<br>N=68 | Formative:<br>99%<br>N=66<br><br>Summative:<br>98%<br>N=46 | Formative:<br>100%<br>N=60<br><br>Summative:<br>96%<br>N=53 |

| | | | |
|---|---|---|---|
| **IV. Assessment**<br>Ties together seemingly discrete and isolated components of client's/student's behavior | Formative:<br>99%<br>N=65<br><br>Summative:<br>93%<br>N=67 | Formative:<br>100%<br>N=63<br><br>Summative:<br>98%<br>N=45 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=52 |
| **IV. Assessment**<br>Generates hypotheses concerning client/student behavior and dynamics | Formative:<br>99%<br>N=67<br><br>Summative:<br>94%<br>N=67 | Formative:<br>99%<br>N=64<br><br>Summative:<br>98%<br>N=46 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=52 |
| **IV. Assessment**<br>Writes conceptualizations that are clear, understandable, and concise | Formative:<br>97%<br>N=64<br><br>Summative:<br>92%<br>N=66 | Formative:<br>99%<br>N=63<br><br>Summative:<br>98%<br>N=46 | Formative:<br>98%<br>N=59<br><br>Summative:<br>98%<br>N=53 |
| **IV. Assessment**<br>Utilizes test results in the conceptualization of the client/student | Formative:<br>95%<br>N=42<br><br>Summative:<br>92%<br>N=50 | Formative:<br>98%<br>N=46<br><br>Summative:<br>100%<br>N=36 | Formative:<br>100%<br>N=47<br><br>Summative:<br>95%<br>N=41 |
| **IV. Assessment**<br>Identifies areas of client/student functioning where further assessment is needed | Formative:<br>97%<br>N=63<br><br>Summative:<br>95%<br>N=62 | Formative:<br>97%<br>N=63<br><br>Summative:<br>98%<br>N=45 | Formative:<br>100%<br>N=59<br><br>Summative:<br>100%<br>N=53 |
| **IV. Assessment**<br>Provides rationale for conceptualization based on psychological theory and research | Formative:<br>95%<br>N=63<br><br>Summative:<br>89%<br>N=66 | Formative:<br>97%<br>N=63<br><br>Summative:<br>100%<br>N=45 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=53 |
| **IV. Assessment**<br>Provides rationale for conceptualization based on client/student data | Formative:<br>99%<br>N=66<br><br>Summative:<br>92%<br>N=66 | Formative:<br>100%<br>N=62<br><br>Summative:<br>100%<br>N=45 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=52 |
| **IV. Assessment**<br>Formulates appropriate interventions based on conceptualization | Formative:<br>94%<br>N=65 | Formative:<br>99%<br>N=64 | Formative:<br>100%<br>N=59 |

| | | | |
|---|---|---|---|
| | Summative:<br>91%<br>N=66 | Summative:<br>100%<br>N=46 | Summative:<br>100%<br>N=53 |
| **V. Group Work**<br>Understands the typical stages of group development and appropriate intervention strategies | Formative:<br>100%<br>N=47<br><br>Summative:<br>91%<br>N=46 | Formative:<br>100%<br>N=47<br><br>Summative:<br>100%<br>N=35 | Formative:<br>100%<br>N=44<br><br>Summative:<br>100%<br>N=39 |
| **V. Group Work**<br>Is able to discern when individual or group counseling would be the most helpful treatment modality | Formative:<br>100%<br>N=47<br><br>Summative:<br>94%<br>N=49 | Formative:<br>100%<br>N=49<br><br>Summative:<br>97%<br>N=36 | Formative:<br>100%<br>N=42<br><br>Summative:<br>100%<br>N=40 |
| **V. Group Work**<br>Is able to use principles of group dynamics and therapeutic conditions through appropriate activities that facilitate attitude and behavior change | Formative:<br>100%<br>N=47<br><br>Summative:<br>94%<br>N=46 | Formative:<br>100%<br>N=47<br><br>Summative:<br>100%<br>N=33 | Formative:<br>100%<br>N=43<br><br>Summative:<br>97%<br>N=38 |
| **V. Group Work**<br>Demonstrates appropriate intervention leader behaviors associated with each stage of group work | Formative:<br>100%<br>N=46<br><br>Summative:<br>91%<br>N=44 | Formative:<br>100%<br>N=46<br><br>Summative:<br>100%<br>N=31 | Formative:<br>100%<br>N=44<br><br>Summative:<br>97%<br>N=39 |
| **V. Group Work**<br>Demonstrates personal behaviors and appreciation of ethical practices of group work | Formative:<br>100%<br>N=49<br><br>Summative:<br>92%<br>N=47 | Formative:<br>100%<br>N=47<br><br>Summative:<br>97%<br>N=32 | Formative:<br>100%<br>N=44<br><br>Summative:<br>97%<br>N=39 |
| **VI. Social and Cultural Diversity**<br>Respects differences that exist between self and others | Formative:<br>100%<br>N=73<br><br>Summative:<br>96%<br>N=69 | Formative:<br>100%<br>N=66<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VI. Social and Cultural Diversity**<br>Understands the ethical mandate to be sensitive to individual and cultural diversity | Formative:<br>99%<br>N=72<br><br>Summative:<br>96%<br>N=69 | Formative:<br>100%<br>N=66<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=59<br><br>Summative:<br>100%<br>N=54 |

| | | | |
|---|---|---|---|
| **VI. Social and Cultural Diversity**<br>Understands how culture affects personality formation, vocational choices, human strengths, psychological disorders, and so forth | Formative:<br>100%<br>N=72<br><br>Summative:<br>96%<br>N=68 | Formative:<br>100%<br>N=66<br><br>Summative:<br>100%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VI. Social and Cultural Diversity**<br>Is familiar with relevant research on cultural groups | Formative:<br>97%<br>N=69<br><br>Summative:<br>94%<br>N=66 | Formative:<br>99%<br>N=65<br><br>Summative:<br>100%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VI. Social and Cultural Diversity**<br>Has knowledge of own cultural background and upbringing and how it affects perceptions | Formative:<br>100%<br>N=71<br><br>Summative:<br>96%<br>N=69 | Formative:<br>100%<br>N=66<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VI. Social and Cultural Diversity**<br>Recognizes limits of own cultural competencies and expertise | Formative:<br>100%<br>N=70<br><br>Summative:<br>96%<br>N=69 | Formative:<br>100%<br>N=66<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VI. Social and Cultural Diversity**<br>Commonly considers cultural issues for case conceptualization, diagnosis, and assessment | Formative:<br>100%<br>N=68<br><br>Summative:<br>96%<br>N=68 | Formative:<br>100%<br>N=66<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VI. Social and Cultural Diversity**<br>Uses culturally appropriate counseling interventions | Formative:<br>99%<br>N=65<br><br>Summative:<br>96%<br>N=68 | Formative:<br>100%<br>N=65<br><br>Summative:<br>100%<br>N=46 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=53 |
| **VI. Social and Cultural Diversity**<br>Recognizes and attends to cultural diversity within the therapeutic relationship | Formative:<br>99%<br>N=68<br><br>Summative:<br>96%<br>N=68 | Formative:<br>100%<br>N=66<br><br>Summative:<br>100%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VII. Counselor Identity and Supervision**<br>Is free from defensiveness and is willing to admit mistakes | Formative:<br>97%<br>N=72 | Formative:<br>97%<br>N=66 | Formative:<br>100%<br>N=60 |

| | | | |
|---|---|---|---|
| | Summative:<br>93%<br>N=69 | Summative:<br>98%<br>N=48 | Summative:<br>94%<br>N=54 |
| **VII. Counselor Identity and Supervision**<br>Assumes responsibility appropriately | Formative:<br>99%<br>N=73<br><br>Summative:<br>96%<br>N=69 | Formative:<br>97%<br>N=66<br><br>Summative:<br>96%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>96%<br>N=54 |
| **VII. Counselor Identity and Supervision**<br>Actively solicits feedback from supervisor | Formative:<br>99%<br>N=73<br><br>Summative:<br>94%<br>N=69 | Formative:<br>99%<br>N=65<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>96%<br>N=54 |
| **VII. Counselor Identity and Supervision**<br>Uses persons other than supervisor for skill development | Formative:<br>100%<br>N=71<br><br>Summative:<br>96%<br>N=68 | Formative:<br>99%<br>N=66<br><br>Summative:<br>98%<br>N=46 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=53 |
| **VII. Counselor Identity and Supervision**<br>Is willing to be assertive with supervisor | Formative:<br>96%<br>N=71<br><br>Summative:<br>90%<br>N=68 | Formative:<br>99%<br>N=66<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=54 |
| **VII. Counselor Identity and Supervision**<br>Shows willingness to be observed and evaluated | Formative:<br>100%<br>N=73<br><br>Summative:<br>94%<br>N=69 | Formative:<br>99%<br>N=65<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=51 |
| **VII. Counselor Identity and Supervision**<br>Analyzes and critiques own taped interviews | Formative:<br>100%<br>N=46<br><br>Summative:<br>90%<br>N=52 | Formative:<br>100%<br>N=50<br><br>Summative:<br>98%<br>N=35 | Formative:<br>100%<br>N=48<br><br>Summative:<br>95%<br>N=42 |
| **VII. Counselor Identity and Supervision**<br>Establishes and maintains a productive supervisory relationship | Formative:<br>99%<br>N=73<br><br>Summative:<br>93%<br>N=69 | Formative:<br>97%<br>N=66<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>96%<br>N=53 |

| | | | |
|---|---|---|---|
| **VII. Counselor Identity and Supervision**<br>Effectively uses coping skills and problem solving within the professional agency/school environment | Formative:<br>100%<br>N=73<br><br>Summative:<br>96%<br>N=69 | Formative:<br>99%<br>N=64<br><br>Summative:<br>98%<br>N=46 | Formative:<br>100%<br>N=60<br><br>Summative:<br>96%<br>N=52 |
| **VIII. Professional Orientation and Ethical Practice**<br>Appropriately uses referral sources for clients/students | Formative:<br>97%<br>N=65<br><br>Summative:<br>92%<br>N=64 | Formative:<br>100%<br>N=64<br><br>Summative:<br>100%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Understands agency/school functioning and procedures | Formative:<br>99%<br>N=72<br><br>Summative:<br>93%<br>N=69 | Formative:<br>99%<br>N=65<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Relates effectively with agency/school support staff | Formative:<br>99%<br>N=72<br><br>Summative:<br>91%<br>N=69 | Formative:<br>99%<br>N=65<br><br>Summative:<br>98%<br>N=45 | Formative:<br>100%<br>N=59<br><br>Summative:<br>98%<br>N=53 |
| **VIII. Professional Orientation and Ethical Practice**<br>Provides responsible feedback and critiquing to others | Formative:<br>99%<br>N=63<br><br>Summative:<br>94%<br>N=67 | Formative:<br>99%<br>N=65<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=59<br><br>Summative:<br>98%<br>N=51 |
| **VIII. Professional Orientation and Ethical Practice**<br>Demonstrates awareness of appropriate ethical codes | Formative:<br>100%<br>N=71<br><br>Summative:<br>94%<br>N=69 | Formative:<br>99%<br>N=66<br><br>Summative:<br>98%<br>N=47 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Identifies potential ethical concerns | Formative:<br>100%<br>N=70<br><br>Summative:<br>94%<br>N=69 | Formative:<br>100%<br>N=66<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Evaluates the overall internship experience | Formative:<br>100%<br>N=70 | Formative:<br>100%<br>N=66 | Formative:<br>100%<br>N=60 |

| | | | |
|---|---|---|---|
| | Summative:<br>94%<br>N=69 | Summative:<br>98%<br>N=47 | Summative:<br>100%<br>N=53 |
| **VIII. Professional Orientation and Ethical Practice**<br>Demonstrates awareness of the agency/school culture and mission | Formative:<br>100%<br>N=72<br><br>Summative:<br>96%<br>N=69 | Formative:<br>99%<br>N=65<br><br>Summative:<br>98%<br>N=46 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Maintains professional boundaries with client/student at all times | Formative:<br>100%<br>N=69<br><br>Summative:<br>96%<br>N=68 | Formative:<br>100%<br>N=66<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Keeps scheduled appointments with clients/students | Formative:<br>100%<br>N=71<br><br>Summative:<br>94%<br>N=68 | Formative:<br>97%<br>N=66<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>98%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Is on time for scheduled appointments | Formative:<br>99%<br>N=72<br><br>Summative:<br>94%<br>N=68 | Formative:<br>100%<br>N=66<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Understands the need for and writes appropriate documentation for the case file | Formative:<br>97%<br>N=71<br><br>Summative:<br>93%<br>N=68 | Formative:<br>96%<br>N=66<br><br>Summative:<br>96%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Attends supervisory session on time and regularly | Formative:<br>99%<br>N=73<br><br>Summative:<br>94%<br>N=69 | Formative:<br>99%<br>N=66<br><br>Summative:<br>98%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |
| **VIII. Professional Orientation and Ethical Practice**<br>Keeps client/student materials confidential and secure | Formative:<br>100%<br>N=70<br><br>Summative:<br>94%<br>N=68 | Formative:<br>99%<br>N=66<br><br>Summative:<br>100%<br>N=48 | Formative:<br>100%<br>N=60<br><br>Summative:<br>100%<br>N=54 |

| | | | |
|---|---|---|---|
| **VIII. Professional Orientation and Ethical Practice** Makes contact quickly with a client/student who has missed an appointment | Formative: 100% N=61<br><br>Summative: 92% N=63 | Formative: 100% N=63<br><br>Summative: 100% N=46 | Formative: 1005 N=58<br><br>Summative: 98% N=53 |
| **VIII. Professional Orientation and Ethical Practice** Writes case notes after each session and at termination of the case | Formative: 100% N=66<br><br>Summative: 96% N=67 | Formative: 96% N=66<br><br>Summative: 98% N=48 | Formative: 100% N=60<br><br>Summative: 100% N=54 |

*Based on 1-5 Point Rating Scale

## Counseling Skills Evaluation by Site Supervisors Analysis

Based on the Counseling Skills Evaluation of the MSC/CCMH program, students perform well in the demonstration of counseling skills. Students are given many opportunities to hone their skills and receive feedback from faculty to make improvements. Growth in skills throughout the program are apparent as skills are assessed frequently to ensure preparation for professional work.

# Counseling Dispositions

Student disposition performance is measured using the Professional Dispositions Rubric which includes seven criteria and a 1–4-point rating scale of exceeds, meets, approaches or does not meet expectations. The rubric is used across the program in specific courses to capture student progress and identify areas for student support. Students are evaluated by faculty in CCMH/502, and the three residencies: CNSL/503R, CNSL/513R and CNSL/523R. During clinical placements, faculty and site supervisors complete the Professional Dispositions Rubric in CCMH/592 and CCMH/597A and CCMH/597B. The following table includes student results from 9/1/2022 to 8/31/2023.

## End of Course Evaluation of Professional Dispositions by Faculty (CNSL/503R, CNSL/513R, CNSL/523R) and Site Supervisors (CCMH/592)

| Rubric Criteria | % of 3 or Higher Ratings* CCMH/502 Faculty Summative | % of 3 or Higher Ratings* CSNL/503R Faculty Summative | % of 3 or Higher Ratings* CNSL/513R Faculty Summative | % of 3 or Higher Ratings* CNSL/523R Faculty Summative | % of 3 or Higher Ratings* CCMH/592 Site Supervisor Formative | % of 3 or Higher Ratings* CCMH/592 Site Supervisor Summative | % of 3 or Higher Ratings* CCMH/592 Faculty Summative |
|---|---|---|---|---|---|---|---|
| The student contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships. | 95% N=302 | 98% N=262 | 100% N=146 | 90% N=82 | 97% N=67 | 97% N=58 | 90% N=40 |
| The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings. | 86% N=302 | 99% N=261 | 99% N=146 | 93% N=82 | 96% N=70 | 95% N=60 | 100% N=40 |
| The student is a thoughtful and Responsive listener. | 98% N=302 | 99% N=260 | 99% N=146 | 91% N=81 | 99% N=72 | 97% N=60 | 100% N=40 |
| The student is committed to reflection, assessment, and learning as an ongoing process. | 93% N=302 | 100% N=261 | 99% N=145 | 91% N=81 | 97% N=72 | 97% N=60 | 100% N=39 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The student is willing to give and receive help. | 98% N=301 | 99% N=261 | 99% N=146 | 92% N=82 | 97% N=71 | 98% N=60 | 95% N=38 |
| The student appreciates and values human diversity and shows respect for others' varied talents and perspectives. | 99% N=302 | 100% N=261 | 100% N=146 | 90% N=82 | 99% N=71 | 98% N=60 | 100% N=40 |
| The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor. | 95% N=302 | 100% N=260 | 99% N=145 | 91% N=81 | 97% N=70 | 90% N=60 | 98% N=40 |

*Based on 1-4 Point Rating Scale

## End of Course Evaluation of Professional Dispositions by Faculty and Site Supervisors (CCMH/597A and CCMH/597B)

| Rubric Criteria | % of 3 or Higher Ratings* CCMH597A Site Supervisor Formative | % of 3 or Higher Ratings* CCMH597A Site Supervisor Summative | % of 3 or Higher Ratings* CCMH597A Faculty Summative | % of 3 or Higher Ratings* CCMH/597B Site Supervisor Formative | % of 3 or Higher Ratings* CCMH/597B Site Supervisor Summative | % of 3 or Higher Ratings* CCMH/597B Faculty Summative |
|---|---|---|---|---|---|---|
| The student contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships. | 98% N=55 | 95% N=41 | 100% N=33 | 98% N=50 | 98% N=48 | 100% N=17 |
| The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings. | 97% N=59 | 98% N=45 | 100% N=33 | 98% N=54 | 98% N=50 | 100% N=17 |
| The student is a thoughtful and responsive listener. | 98% N=59 | 96% N=45 | 97% N=31 | 100% N=54 | 96% N=50 | 100% N=17 |

| | | | | | | |
|---|---|---|---|---|---|---|
| The student is committed to reflection, assessment, and learning as an ongoing process. | 98% N=59 | 96% N=45 | 100% N=33 | 100% N=54 | 98% N=49 | 100% N=17 |
| The student is willing to give and receive help. | 95% N=59 | 96% N=45 | 100% N=33 | 98% N=54 | 98% N=48 | 100% N=17 |
| The student appreciates and values human diversity and shows respect for others' varied talents and perspectives. | 98% N=59 | 98% N=45 | 100% N=33 | 100% N=54 | 100% N=50 | 100% N=17 |
| The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor. | 95% N=59 | 96% N=45 | 97% N=33 | 100% N=54 | 98% N=50 | 100% N=17 |

*Based on 1-4 Point Rating Scale

## Dispositions Analysis

Based on the data from the faculty and site supervisors, students are meeting all criteria for professional dispositions. The faculty will continue to monitor performance and address as needed. Based on the findings, faculty continue to work with students on their communication skills and their abilities to give and receive help and listen intently.

## Skills and Dispositions Support

Students who do not meet academic requirements and benchmark skills and dispositions requirements may receive a Supplemental Standards Referral, where a formal remediation plan can be created with the help of program faculty. From September 1, 2022-August 31, 2023, there were 63 student referrals.

## Supplemental Standards Referrals

| Student Progression when referral was issued | Total |
|---|---|
| Core coursework | 42 |
| Residency Courses | 10 |
| Clinicals (practicum and internship) | 11 |
| **TOTAL** | **63** |

## Outcomes of Supplemental Standards Referrals

Of the 63 referrals, 51 students completed remediation plans, and the remaining 12 students consisted of one (1) Program Removal, six (6) Suspended (Failure to respond to referral or complete remediation plan), two (2) Conditional Clearance (Students changing programs), and three (3) Closed as unsubstantiated.

# Demographic and Other Characteristics

Demographic data was collected for applicants, enrolled students, and graduates during the review period.

## Ethnicity

| Ethnicity | Applicants Count & Percentage | Enrolled Students Count & Percentage | Graduates Count & Percentage |
|---|---|---|---|
| Black or African American | 147<br>22.14% | 117<br>18.60% | 13<br>18.31% |
| White | 227<br>34.19% | 201<br>31.96% | 29<br>40.85% |
| Hispanic/Latino | 78<br>11.75% | 70<br>11.13% | 11<br>15.49% |
| Asian | 3<br>0.45% | 3<br>0.48% | 0<br>0.00% |
| Native Hawaiian/Other Pacific Islander | 2<br>0.30% | 3<br>0.48% | 0<br>0.00% |
| American Indian or Alaska Native | 4<br>0.60% | 3<br>0.48% | 0<br>0.00% |
| Two or more races | 21<br>3.16% | 21<br>3.34% | 2<br>2.82% |
| Unknown | 182<br>27.41% | 211<br>33.55% | 16<br>22.54% |
| **Total** | **664**<br>**100%** | **629**<br>**100%** | **71**<br>**100%** |

## Gender

| Gender | Applicants Count & Percentage | Enrolled Students Count & Percentage | Graduates Count & Percentage |
|---|---|---|---|
| Female | 549<br>82.68% | 531<br>84.42% | 64<br>90.14% |
| Male | 115<br>17.32% | 98<br>15.58% | 7<br>9.86% |
| Non-binary | 0<br>0.00% | 0<br>0.00% | 0<br>0.00% |
| Unknown | 0<br>0.00% | 0<br>0.00% | 0<br>0.00% |
| **Total** | **664**<br>**100%** | **629**<br>**100%** | **71**<br>**100%** |

## Age

| Age | Applicants Count & Percentage | Enrolled Students Count & Percentage | Graduates Count & Percentage |
|---|---|---|---|
| 22 and under | 27<br>4.07% | 17<br>2.70% | 0<br>0.00% |
| 23 to 29 | 165<br>24.85% | 136<br>21.62% | 11<br>15.49% |
| 30 to 39 | 219<br>32.98% | 234<br>37.20% | 26<br>36.62% |
| 40 to 49 | 161<br>24.25% | 162<br>25.76% | 18<br>25.35% |
| Over 50 | 92<br>13.86% | 80<br>12.72% | 16<br>22.54% |
| **Total** | **664**<br>**100%** | **629**<br>**100%** | **71**<br>**100%** |

## Student Location by State

| State | Applicants Count & Percentage | Enrolled Students Count & Percentage | Graduates Count & Percentage |
|---|---|---|---|
| AK | 2<br>0.30% | 3<br>0.48% | 0<br>0.00% |
| AL | 5<br>0.75% | 3<br>0.48% | 0<br>0.00% |
| AR | 7<br>1.05% | 10<br>1.59% | 1<br>1.41% |
| AZ | 55<br>8.28% | 53<br>8.43% | 9<br>12.68% |
| CA | 53<br>7.98% | 70<br>11.13% | 13<br>18.31% |
| CO | 22<br>3.31% | 18<br>2.86% | 1<br>1.41% |
| CT | 7<br>1.05% | 5<br>0.79% | 0<br>0.00% |
| DC | 0<br>0.00% | 0<br>0.00% | 0<br>0.00% |
| DE | 2<br>0.30% | 1<br>0.16% | 1<br>1.41% |
| FL | 0<br>0.00% | 0<br>0.00% | 0<br>0.00% |
| GA | 37<br>5.57% | 30<br>4.77% | 3<br>4.23% |
| HI | 4<br>0.60% | 5<br>0.79% | 0<br>0.00% |
| IA | 8<br>1.20% | 5<br>0.79% | 0<br>0.00% |
| ID | 6<br>0.90% | 9<br>1.43% | 1<br>1.41% |
| IL | 25<br>3.77% | 16<br>2.54% | 3<br>4.23% |

| | | | |
|---|---|---|---|
| IN | 6<br>0.90% | 5<br>0.79% | 2<br>2.82% |
| KS | 2<br>0.30% | 3<br>0.48% | 0<br>0.00% |
| KY | 0<br>0.00% | 0<br>0.00% | 0<br>0.00% |
| LA | 23<br>3.46% | 24<br>3.82% | 1<br>1.41% |
| MA | 2<br>0.30% | 0<br>0.00% | 0<br>0.00% |
| MD | 13<br>1.96% | 9<br>1.43% | 3<br>4.23% |
| ME | 1<br>0.15% | 0<br>0.00% | 0<br>0.00% |
| MI | 22<br>3.31% | 21<br>3.34% | 0<br>0.00% |
| MN | 7<br>1.05% | 6<br>0.95% | 0<br>0.00% |
| MO | 6<br>0.90% | 5<br>0.79% | 1<br>1.41% |
| MS | 6<br>0.90% | 4<br>0.64% | 0<br>0.00% |
| MT | 3<br>0.45% | 3<br>0.48% | 0<br>0.00% |
| NC | 0<br>0.00% | 0<br>0.00% | 0<br>0.00% |
| ND | 2<br>0.30% | 2<br>0.32% | 0<br>0.00% |
| NE | 1<br>0.15% | 1<br>0.16% | 0<br>0.00% |
| NH | 0<br>0.00% | 0<br>0.00% | 0<br>0.00% |
| NJ | 16<br>2.41% | 14<br>2.23% | 1<br>1.41% |
| NM | 4<br>0.60% | 9<br>1.43% | 1<br>1.41% |
| NV | 23<br>3.46% | 20<br>3.18% | 3<br>4.23% |
| NY | 12<br>1.81% | 0<br>0.00% | 2<br>2.82% |
| OH | 27<br>4.07% | 18<br>2.86% | 0<br>0.00% |
| OK | 2<br>0.30% | 6<br>0.95% | 0<br>0.00% |
| OR | 11<br>1.66% | 8<br>1.27% | 0<br>0.00% |
| PA | 26<br>3.92% | 27<br>4.29% | 2<br>2.82% |
| RI | 4<br>0.60% | 3<br>0.48% | 0<br>0.00% |
| SC | 13<br>1.96% | 9<br>1.43% | 3<br>4.23% |

| | | | |
|---|---|---|---|
| SD | 1<br>0.15% | 0<br>0.00% | 0<br>0.00% |
| TN | 21<br>3.16% | 17<br>2.70% | 1<br>1.41% |
| TX | 82<br>12.35% | 89<br>14.15% | 6<br>8.45% |
| UT | 39<br>5.87% | 49<br>7.79% | 12<br>16.90% |
| VA | 18<br>2.71% | 15<br>2.38% | 1<br>1.41% |
| VT | 1<br>0.15% | 1<br>0.16% | 0<br>0.00% |
| WA | 17<br>2.56% | 21<br>3.34% | 1<br>33.33% |
| WI | 11<br>1.66% | 10<br>1.59% | 0<br>0.00% |
| WV | 5<br>0.75% | 0<br>0.00% | 0<br>0.00% |
| WY | 3<br>0.45% | 2<br>0.32% | 0<br>0.00% |
| Unknown | 1<br>0.15% | 0<br>0.00% | 0<br>0.00% |

## Other Applicant Characteristics

- 84.79% of applicants were employed at time of application
- 4.07% of applicants are Veterans
- 0.30% of applicants were Active-Duty
- 1.36% of applicants were non-US citizens
- 5.42% of applicants have dependents
- Average age of applicant student is 37

## Other Enrolled Student Characteristics

- 88.55% of students are employed while in school
- 5.25% are Veterans
- 0.79% are Active-Duty
- 5.88% have dependents
- 19.40% have a disability
- 0.16% are non-US citizens
- Average age of enrolled student is 37

## Other Graduate Characteristics

- 94.37% of graduates were employed at time of program completion
- 8.45% of graduates have dependents
- 21.13% of graduates have a disability
- Average age of graduates is 41

## Demographics and Other Characteristics Analysis

A review of the demographic and other characteristics data reflects the diversity of our MSC/CCMH applicants, students, and graduates. In alignment with the University's mission, the program actively serves many non-traditional older adult students who are employed while in school. Similar to trends common in the profession, the program students primarily identify as female. Additionally, the counseling students are spread out in over 40 states, and they represent diverse ethnic backgrounds, though approximately 34% chose not to report their ethnicity. The program faculty will continue to examine demographic data for trends to ensure equitable access and support for all counseling students.

# Feedback from Graduates, Site Supervisors and Employers

Using a third-party vendor, surveys are sent annually to graduates, site supervisors and employers. Prior to the survey launch, faculty review survey questions to determine if any changes are needed and make necessary revisions. Data collected in June 2023 will be reviewed by faculty at the upcoming content area meeting and used to inform discussions and decisions about the program, especially student preparation. Data from our June 2023 surveys is reported below. Questions on the 2023 surveys were reviewed and revised by faculty and program leadership to generate better responses.

## Alumni Feedback

We send a graduate survey to all alumni who have graduated from our program within a selected time period each year. In 2023, of the graduates in the academic year, 12 alumni completed the graduate survey, resulting in a 17% response rate. The alumni survey conducted in 2023 surveyed graduates from September 2022 through August 2023. Based on the survey results, graduates are employed in the counseling field and feel the program overall prepared them for employment.

### Alumni Survey Data 2023 (n=12)

| Current Status | Yes | No | Blank |
|---|---|---|---|
| Have you applied for your initial license as a counselor in your state? | 10<br>83% | 2<br>17% | 0 |
| Did you earn a passing score on the necessary exams to become eligible to practice? | 8<br>67% | 4<br>33% | 0 |
| Did you obtain employment within 180 days of your graduation date in the field for which you were trained? | 9<br>75% | 3<br>25% | 0 |

| Current Employment Status | Full- time in Counseling Setting | Part- time in counseling setting | Counseling Intern (state approved supervision) | Not currently employed | Other |
|---|---|---|---|---|---|
| Please indicate your employment status | 4<br>33% | 3<br>25% | 2<br>17% | 2<br>17%1 | 1<br>8% |

| Student Self-Assessment of Preparation How well did your MSC/CCMH program develop… | Extremely Well | Well | Not Very Well | Extremely Poorly | N/A |
|---|---|---|---|---|---|
| Your counseling techniques and skills? | 7<br>58% | 5<br>42% | 0 | 0 | 0 |
| Your self-reflection and aptitude for self-correction? | 7<br>58% | 5<br>42% | 0 | 0 | 0 |
| Prepare you with the ethical ability to work individually and with groups that are culturally diverse? | 7<br>58% | 4<br>33% | 1<br>8% | 0 | 0 |
| Your knowledge and ability to apply theories of human development to your work? | 6<br>50% | 4<br>33% | 2<br>17% | 0 | 0 |
| Your knowledge and ability to apply vocational career development theories to your work? | 6<br>50% | 3<br>25% | 3<br>25% | 0 | 0 |
| Your knowledge of and ability to apply evidence-based assessment tools in your work? | 8<br>67% | 3<br>25% | 1<br>8% | 0 | 0 |
| Your knowledge of and ability to apply methods of counseling research and program evaluation in your work? | 6<br>50% | 4<br>33% | 2<br>17% | 0 | 0 |

## Site Supervisor Feedback

We gather site supervisor feedback on program and student performance during evaluations in each clinical course. We also send an annual survey to site supervisors to help guide decisions on student preparation, communication, and site supervisor support and training. In 2023, 31 out of 59 site supervisors completed the survey, resulting in a 53% response rate.

A majority of students demonstrated overall preparedness for the counseling field according to their site supervisors. Program faculty will further review the data to identify ways they can further support students in their knowledge and ability to apply evidence-based assessment tools in their work; knowledge and ability to apply theories of human development to their work; and counseling techniques and skills.

### Supervisor Survey Data 2023 (n=31)

| Student Preparation<br>How well did the student demonstrate… | Extremely Well | Well | Not Very Well | Extremely Poorly | N/A |
|---|---|---|---|---|---|
| Counseling techniques and skills? | 16<br>52% | 13<br>42% | 2<br>6% | 0 | 0 |
| Self-reflection skills and aptitude for self-correction? | 19<br>61% | 10<br>32% | 2<br>6% | 0 | 0 |
| The ethical ability to work individually and with groups that are culturally diverse? | 17<br>55% | 13<br>42% | 1<br>3% | 0 | 0 |
| Knowledge and ability to apply theories of human development to their work? | 16<br>52% | 11<br>35% | 4<br>13% | 0 | 0 |
| Knowledge and ability to apply vocational career development theories to their work? | 8<br>26% | 12<br>39% | 1<br>3% | 0 | 10<br>32% |
| Knowledge of and ability to apply evidence-based assessment tool in their work? | 11<br>35% | 12<br>39% | 8<br>26% | 0 | 0 |
| Knowledge of and ability to apply methods of counseling research and program evaluation in their work? | 9<br>29% | 13<br>42% | 3<br>10% | 0 | 6<br>19% |

| Program Facilitation of Field Experience | Extremely Well | Well | Not Very Well | Extremely Poorly | N/A |
|---|---|---|---|---|---|
| How would you rate the communication between UOPX and you? | 10<br>32% | 16<br>52% | 2<br>6% | 0 | 3<br>10% |
| How would you rate the communication between the student's UOPX faculty member and you? | 14<br>45% | 12<br>39% | 3<br>10% | 0 | 2<br>6% |

## Employer Feedback

In 2023, surveys were sent to four (4) employers based on self-reporting by alumni. Three (3) employers completed the survey for a response of 75%. Overall employers are satisfied by graduates of the MSC/CCMH program. However, due to the low response rate, faculty will continue to monitor feedback on an annual basis.

### Employer Survey Data 2023 (n=3)

| Student Preparation How well did the student demonstrate… | Extremely Well | Well | Not Very Well | Extremely Poorly | N/A |
|---|---|---|---|---|---|
| Counseling techniques and skills? | 2<br>67% | 0<br>0% | 1<br>33% | 0<br>0% | 0<br>0% |
| Self-reflection skills and aptitude for self-correction? | 0<br>0% | 3<br>100% | 0<br>0% | 0<br>0% | 0<br>0% |
| The ethical ability to work individually and with groups that are culturally diverse? | 1<br>33% | 2<br>67% | 0<br>0% | 0<br>0% | 0<br>0% |
| Knowledge and ability to apply theories of human development to their work? | 1<br>33% | 1<br>33% | 1<br>33% | 0<br>0% | 0<br>0% |
| Knowledge and ability to apply vocational career development theories to their work? | 0<br>0% | 2<br>67% | 0<br>0% | 0<br>0% | 1<br>33% |
| Knowledge of and ability to apply evidence-based assessment tool in their work? | 2<br>67% | 1<br>33% | 0<br>0% | 0<br>0% | 0<br>0% |
| Knowledge of and ability to apply methods of counseling research and program evaluation in their work? | 1<br>33% | 1<br>33% | 1<br>33% | 0<br>0% | 0<br>0% |

| | | | | | |
|---|---|---|---|---|---|
| When comparing preparedness for the counseling job requirements, how well prepared are the UOPX counseling graduates you hired to counseling graduates from other universities? | 1<br>33% | 1<br>33% | 1<br>33% | 0<br>0% | 0<br>0% |

## Curriculum Modifications

We made curriculum revisions to several courses during the 2023 academic year (September 1, 2022-August 31, 2023) and continue to identify courses where revisions are needed. These revisions are driven by various sources of data, including the surveys presented above, student evaluations (End of Course Surveys), evaluations of clinical sites and site supervisors, and continuous faculty feedback.

| Course | Launch Date | Revisions | Data Source | Goal |
|---|---|---|---|---|
| **CCMH/544: Introduction to Assessment** | 11/3/2023 | Updated course quiz questions, reading and resources | Core Faculty and Industry feedback | Align to skills and improve assessment processes to more accurately measure student learning and enhance student performance. |
| **CCMH/592: Practicum in Mental Health Counseling** | 11/10/2023 | Readings and resources for students | Core Faculty and Industry feedback | Align to skills and improve assessment processes to more accurately measure student learning and enhance student performance. |

## Program Changes

During the 2023 academic year (September 1, 2022-August 31, 2023), the following faculty staffing changes occurred among the MSC/CCMH core faculty members:

| Faculty Name | Employment Dates (Start-End Date) |
|---|---|
| Kesha Burch | 08/17/2022 - 4/14/2023 |
| Kimberly Childers | 06/05/2023 |
| Serena Flores | 01/30/2023 |
| Emily Genever | 03/27/2023 |
| Steven Glasser | 08/28/2023 |
| Rebecca Hug | 08/28/2023 |
| Brandon Keene-Orton | 06/05/2023 |
| Dana Matthews | 09/03/2019 - 09/30/2022 |
| Jennifer Reynolds | 11/28/2022 |
| Sarah L. Ross | 03/13/2023 |

Multiple sources of data were reviewed to inform course and program improvements including faculty feedback, student feedback, student outcome data, survey data, among others. This feedback was used to guide the changes and enhancements outlined below.

- **Revisions to Program Handbook and Faculty and Site Supervisor Guide**
  Reviewed and updated the Program Handbook and Site Supervisor Guide to refresh content and update program information, policies, and resources.

- **Updates to College of Social and Behavioral Sciences (CSBS) Resource page**
  Based on student and faculty feedback, the program updated the forms housed on the CSBS Resource page to align the content with recent counseling trends and make the forms more user-friendly.

- **Modifications to Counselor Skills and Disposition Rubric**
  Based on feedback from faculty and site supervisors, the program updated its Counselor Skills and Disposition Rubric to make the changes to be more in alignment with the needs of the profession and refine the rubric language for clarity.

- **Course Revisions**
  As outlined in the Curriculum Modifications section above, two courses were revised during the reporting time period. These changes were based on faculty and industry feedback. Student outcome data was reviewed and considered in executing these revisions.

# Conclusion

Based on the data shared, the College of Social and Behavioral Sciences has identified several planned actions for the next academic year. These include an annual research symposium to increase focus on research with faculty and students; cohorting clinical courses to enhance the student experience and increasing the connection between the faculty, site supervisors and students; and aligning Key Performance Indicators (KPIs) to assess student outcome and progression throughout the program. The progress of these efforts will be outlined in the next Annual Report.