



**Master of Science in Counseling
Clinical Mental Health Counseling
Phoenix Campus Program 2024 Annual Report**
September 1, 2023 – August 31, 2024

College of Social and Behavioral Sciences
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Introduction

This annual report represents a critical component of the University's continuous data collection, analysis, and strategic improvement planning process, which is aimed at enhancing the quality of the Master of Science in Counseling/Clinical Mental Health Counseling (CCMH) program. It encompasses data collected from September 2023 through August 2024 and demonstrates how this data has informed the implementation of meaningful programmatic changes. The report highlights key findings related to student learning outcomes, including the knowledge, skills, and dispositions of our students, as well as their demographic profiles, in alignment with CACREP standards. These findings are used to ensure the ongoing development of a comprehensive and effective educational experience for students, faculty, and program leadership.

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 annual report contains data covering the following distinct time periods:

- Student assessment data: September 1, 2023- August 31, 2024
- Demographic data: September 1, 2023- August 31, 2024
- Alumni, site supervisor and employer survey data: Conducted in Fall 2024; 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 variety of circumstances within the clinical mental health counseling practice.

Program Student Learning Outcomes

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 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:** Develop a professional identity as an advocate and steward for the counseling profession. *CACREP 2.F1.a-m.*
2. **Social and Cultural Diversity:** Integrate social and cultural diversity competencies into their practice as a professional counselor. *CACREP 2.F2.a-h.*
3. **Human and Growth Development:** Integrate human growth and development theories and principles into their counseling practices. *CACREP 2.F3.a-i.*
4. **Career Development:** Integrate career development theories and principles into their counseling practices. *CACREP 2.F4.a-j.*
- 5a. **Counseling and Helping Relationships:** 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:** Integrate group counseling theories and practices into their counseling practices. *CACREP 2.F6.a-h.*
7. **Assessment and Testing:** Execute counseling assessment and testing processes and procedures to guide their practice as a clinical mental health counselor. *CACREP 2.F7.a-m.*
8. **Research and Program Evaluation:** Evaluate research and programs to inform counseling practice. *CACREP 2.F.8.a-j.*

Required Curriculum

Course ID	Course Title	Credits	Length
CNSL/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/525	Research Methods for Mental Health Counselors	3	8 weeks
CCMH/535	Psychometrics	3	6 weeks
CCMH/520	Biological Basis of Behavior	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
CNSL/556	Portfolio II	0	3 weeks
CCMH/510	Multi-Cultural Issues in Mental Health Counseling 3	3	6 weeks
CCMH/568	Group Counseling	3	8 weeks
CCMH/565	Family, Couple and Child Counseling	3	6 weeks
CCMH/561	Dependency and Addictions	3	6 weeks
CCMH/540	Career and Vocational Counseling	3	6 weeks
CCMH/5920	Practicum Orientation	0	1 week
MFCC/566	Advanced Marriage and Family	3	6 weeks
CCMH/578	Seminar in Clinical Mental Health	3	6 weeks
CCMH/581	Supervision/Management in Clinical Mental Health Counseling	3	6 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

Program Evaluation Results Summary

Along with University-wide program and course evaluations, 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 and Program Outcomes Report

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.

Data Date Range: 9/1/2023 - 8/31/2024

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: 31 = 97%

Number and Percentage of PSLO Measures Unmet: 1 = 3%

PSLO	IRD Level	Course	Summative Assessment	N	Percentage of students reaching 80% Benchmark
1	I	CCMH/515	Wk 8 - Summative Assessment: Integrative Paper	31	100%
1	R	CCMH/578	Wk 6 - Summative Assessment: Community Outreach Project	10	100%
1	D	CCMH/597B	Wk 14 - Summative Assessment: Video Reflection of Self-Care Plan [Rubric Criteria 1-4]	20	90%
2	I	CCMH/510	Wk 3 - Summative Assessment: Cultural Plunge Reflection	9	100%
2	R	MFCC/566	Wk 4 - Summative Assessment: Diverse Family Counseling Techniques	16	100%
2	D	CCMH/597B	Wk 14 - Summative Assessment: Case Conceptualization [Rubric Criteria 3 & 5]	20	96%
3	I	CCMH/504	Wk 3 - Summative Assessment: Case Study: Social and Personality Development	31	100%
3	R	CCMH/561	Wk 1 - Summative Assessment: History and Etiology of Substance Abuse and Addiction Analysis	14	100%

PSLO	IRD Level	Course	Summative Assessment	N	Percentage of students reaching 80% Benchmark
3	D	CCMH/597B	Wk 14 - Summative Assessment: Case Staffing Presentation and Transcription: Client B [Rubric Criteria 5]	20	100%
4	I	CCMH/540	Wk 2 - Summative Assessment: Career Development Theories Exam	11	73%
4	I	CCMH/540	Wk 2 - Summative Assessment: Career Development Theories Personal Statement	4	100%
4	I	CCMH/540	Wk 4 - Summative Assessment: Career Counseling Strategies Exam	11	55%
4	I	CCMH/540	Wk 4 - Summative Assessment: Career Counseling Strategies Presentation	4	100%
4	R	CCMH/540	Wk 6 - Summative Assessment: Career Planning Exam	11	100%
4	R	CCMH/540	Wk 6 - Summative Assessment: Career Planning Outline and Video	4	100%
4	R	CCMH/561	Wk 6 - Summative Assessment: Holistic Transition Plan	14	100%
4	D	CCMH/597A	Wk 5 - Summative Assessment: Professional Development Self-Care Plan [Rubric Criteria 5 & 6]	12	83%
5a	I	CCMH/506	Wk 5 - Summative Assessment: CBT/REBT Pamphlet and Video	30	100%
5a	R	CCMH/544	Wk 7 - Summative Assessment: Biopsychosocial Assessment and Treatment Plan: Trauma- and Stressor-Related Disorders	8	100%
5a	D	CCMH/597B	Wk 14 - Summative Assessment: Case Conceptualization [Rubric Criteria 1, 2, 4, & 7]	20	98%
5b	I	CCMH/544	Wk 8 - Summative Assessment: Clinical Assessment and Treatment Plan	18	100%
5b	R	CCMH/551	Wk 4 - Summative Assessment: Theory-Based Intervention Strategies	17	100%
5b	D	CCMH/597B	Wk 14 - Summative Assessment: Case Staffing Presentation and Transcription: Client B [Rubric Criteria 3]	20	100%
6	I	CCMH/568	Wk 8 - Summative Assessment: Reflection: Interpersonal Group VII	7	100%
6	R	CCMH/592	Wk 9 - Counseling Skills Evaluation: Group Work [Rubric Criteria Section V-Site Supervisor]	15	100%

PSLO	IRD Level	Course	Summative Assessment	N	Percentage of students reaching 80% Benchmark
6	D	CCMH/597B	Wk 14 - Summative Assessment: Case Conceptualization [Rubric Criteria 8]	20	100%
7	I	CCMH/535	Wk 6 - Summative Assessment: Case Study: Sabrina	26	100%
7	R	CCMH/548	Wk 4 - Summative Assessment: Biopsychosocial and Treatment Plan: Neurodevelopmental and Neurocognitive Disorders	18	94%
7	D	CCMH/597B	Wk 14 - Summative Assessment: Case Conceptualization [Rubric Criteria 6]	20	100%
8	I	CCMH/525	Wk 8 - Summative Assessment - Research Study Proposal: Part D	26	100%
8	R	CCMH/551	Wk 5 - Summative Assessment: Integrating Theory-Based Interventions	17	100%
8	D	CCMH/597B	Wk 14 - Summative Assessment: Case Staffing Presentation and Transcription: Client B [Rubric Criteria 4 & 7]	20	100%

Key Performance Indicator Findings and Analysis

Students met the benchmark in all areas except PSLO 4: Career Development Theories Exam, where initial performance was below expectations. The course was revised in December 2023 to focus on application-based assessments aligned with the counseling profession, rather than theoretical exams. Pre-revision data indicated that the cohort did not meet the benchmark, while the post-revision cohort showed significant improvement, suggesting that the changes were effective in enhancing student outcomes.

In FY24, only four students took the revised version of the course, compared to 11 students who completed the previous version. Despite the small number of students in the revised cohort, the revision aimed to address students' performance falling below the 80% threshold for key performance indicators (KPIs). Faculty responded by shifting the focus from theoretical exams to assessments based on the application of theory, resulting in improved outcomes. The analysis should highlight how these changes impacted student performance, even with the limited sample size of revised course participants.

Admissions Readiness Assessment

The Graduate Portfolio I (CNSL/502) is an admission readiness assessment which evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, noncredit assessment that helps determine student readiness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program.

CNSL/502 serves as a student-focused benefit for evaluating the program, faculty, and curriculum to determine if it fits into their lives, while also providing faculty an opportunity to evaluate the student's fit and readiness for the counseling program. This deliberate choice aims to introduce entering students from our diverse working adult population to the program and graduate-level work expectations, as well as the requirements and demands of the profession before they make substantial personal and financial commitments. Faculty work throughout the course to respond to student questions and concerns, evaluate student dispositions, and read and respond to discussion posts during the entirety of the 6 weeks. The University embraces an ethical responsibility to ensure student readiness, recognizing that this strategic approach is a key component in setting students up for success in the program and ultimately in the profession.

In the event of a non-passing attempt in CNSL/502, Graduate Portfolio, the candidate will be eligible to retake the course in 30 days. On the second attempt, should there be a non-passing grade, the candidate will be eligible to retake the course after three (3) months, and after successfully completing the Supplemental Standards referral process. In the event of a non-passing third attempt, the candidate will be denied admission. The following tables represent results from FY2024 (September 1, 2023 to August 31, 2024) including CNSL/502 start dates and grade summary.

CNSL/502 FY2024 Start Dates	
Course Start Date	Number of Students
1/9/2024	16
8/7/2024	19
Total	35

CNSL/502 FY2024 Grade Summary		
Grade	Number of Students	Percentage
Passed Course	31	88.57%
Withdrew from Course	4	11.43%
Total	35	100%

Counseling Skills

Students are evaluated on their demonstration of basic clinical Skills and process areas as presented on the Counseling Skills Rubric. The faculty evaluate students using the rubric in Portfolio II CNSL/556. 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.

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 include a summary of the aggregate students' scores in Portfolio II CNSL/556, CCMH/592 Practicum, CCMH/597A Internship A, and CCMH/597B Internship B from 9/1/2023 to 8/31/2024. Students who are on time extensions due to extenuating circumstances may not be reflected in these evaluations.

Faculty Evaluation of Portfolio II: CNSL/556

Rating Scale Criteria	Criteria Descriptors	% of 3 or Higher Ratings* Total N = 17
I. Basic Interviewing Skills Body Language	<ul style="list-style-type: none"> Use of body language facilitated the helping process. Noticed physical space (i.e., leaning) and adjusted as necessary to make client comfortable. Avoided outlandish expressions of shock. The counselor's body was physically relaxed. 	94% N=17
I. Basic Interviewing Skills Eye Contact	<ul style="list-style-type: none"> Consistent eye contact was maintained. Natural pauses in eye contact were taken. 	94% N=17
I. Basic Interviewing Skills Minimal Encouragers	<ul style="list-style-type: none"> Periodically used brief phrases (i.e., "yes," "go on," etc.) and gestures to encourage the client to continue conversation. 	100% N=17
I. Basic Interviewing Skills Tone of Voice	<ul style="list-style-type: none"> Voice varied according to what was contextually appropriate. Voice showed inflections. 	100% N=17
I. Basic Interviewing Skills Verbal Following	<ul style="list-style-type: none"> The "who, what, when, where, and why" of a story was ascertained. The focus was not overly changed by the counselor. 	100% N=17

Rating Scale Criteria	Criteria Descriptors	% of 3 or Higher Ratings* Total N = 17
I. Basic Interviewing Skills Open-Ended Questions	<ul style="list-style-type: none"> Used questions that could not be answered with a simple “yes” or “no” (i.e., open-ended questions). Questions were appropriate and used only when needed. Minimal close-ended questions were noted. 	94% N=17
I. Basic Interviewing Skills Paraphrase	<ul style="list-style-type: none"> Engaged in concise, accurate, and clear paraphrasing of what the client expressed. The skill was said as a statement, not a question. 	94% N=17
I. Basic Interviewing Skills Reflection of Feeling	<ul style="list-style-type: none"> Stated the emotional content of the client’s utterance accurately and concisely. The skill was said as a statement, not a question. 	94% N=17
I. Basic Interviewing Skills Summarizing	<ul style="list-style-type: none"> Made statements at key moments to capture the overall sense of what the client was experiencing. 	100% N=17
I. Basic Interviewing Skills Therapeutic Relationship	<ul style="list-style-type: none"> Maintained consistent and appropriate management of the therapeutic relationship, which was evident by warm, genuine, and accepting stance with the client. Consistently demonstrated a rudimentary understanding of the content and feelings expressed by the client (BASIC EMPATHY). Demonstrated an understanding of emotions and thoughts not expressed by the client; used this to go deeper and explore client issues (ADVANCED EMPATHY). 	100% N=17
I. Basic Interviewing Skills Immediacy	<ul style="list-style-type: none"> 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). Used immediacy judiciously. The level/number of immediacy statements were appropriate to the context of the session. 	82% N=17
II. Process and Professionalism Skills Refrained from Advice Giving/ Offering Answers	<ul style="list-style-type: none"> Utterances were free of advice or solutions. 	88% N=17
II. Process and Professionalism Skills Refrained from Excessive Talking	<ul style="list-style-type: none"> Conversation was focused on the client. The client maintained 80% of talk time. 	88% N=17

Rating Scale Criteria	Criteria Descriptors	% of 3 or Higher Ratings* Total N = 17
II. Process and Professionalism Skills Did Not Miss Important Content or Emotion	<ul style="list-style-type: none"> All relevant themes and emotions were adequately addressed. 	88% N=17
II. Process and Professionalism Skills Refrained from Evaluating Client	<ul style="list-style-type: none"> Utterances were neutral, devoid of judgment and platitudes. 	100% N=17
II. Process and Professionalism Skills Knowledge and Application of Ethical Guidelines	<ul style="list-style-type: none"> Followed ACA's ethical code. Respected confidentiality. 	100% N=17
II. Process and Professionalism Skills Multicultural Competence	<ul style="list-style-type: none"> Demonstrated awareness, appreciation, and respect of cultural differences (e.g., races, spirituality, sexual orientation, SES, etc.). 	100% N=17
II. Process and Professionalism Skills Open to Self-Reflection and Evaluation	<ul style="list-style-type: none"> Open to supervision. Solicited ideas, sought supervision as needed. Used conflict resolution skills to manage differences of opinion. Made corrections based on feedback. Maintained reflective attitude to improve skills. 	100% N=14
III. Counseling Competency Application of Theory	<ul style="list-style-type: none"> Demonstrated effective use of counseling theory including session focus, structure, and interventions 	94% N=17
III. Counseling Competency Case Conceptualization	<ul style="list-style-type: none"> Case notes and treatment plan demonstrated counselor's ability to conceptualize the client's presenting concern based on theory. 	88% N=17
III. Counseling Competency Intake	<ul style="list-style-type: none"> Thoroughly collected information relative to physical, psychological, social, emotional status and history Smoothly transitioned from section-to-section Avoided interrogating the client via use of basic counseling skills 	100% N=17

Rating Scale Criteria	Criteria Descriptors	% of 3 or Higher Ratings* Total N = 17
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*Based on 1-4 Point Rating Scale

Analysis of Counseling Skills in Portfolio II: CNSL/556

MSC/CCMH students are displaying the appropriate skills for the counseling profession at the mid-point of the program Faculty review student skills, reinforce through practice and enhance content as needed to maintain student progression.

Faculty Evaluation of CCMH/592: Practicum

Rating Scale Criteria	% of 3 or Higher Ratings* CCMH/592 Total N=15 Faculty Summative
Conduct himself/herself in a professional and effective manner in class (attendance, punctuality, and presentation of self).	100%
Demonstrate an understanding of and respect for multiple perspectives (clients, team, supervisor).	100%
Actively participate in practicum, offering and requesting constructive feedback, when appropriate.	100%
Apply new learning (ability to learn and integrate new information).	100%
Actively solicit and implement feedback from practicum instructor.	100%
Challenge his/her own premises and biases and expand his/her awareness and appreciation of cultural, narrative, gender, spiritual, and sexual diversity.	100%
Maintain an active caseload.	100%
Demonstrate openness to personal growth (open to new ways of behaving, thinking, and feeling).	100%
Demonstrate sensitivity (mindfulness of others' feelings, appropriately confrontive, non-demeaning).	100%
Demonstrate professional clinical orientation (professional values including personal boundaries, responsibility, motivation, and ethics).	100%
Demonstrate flexibility (takes things in stride, not rigid, demanding, or inflexible).	100%
Demonstrate emotional maturity (reactions are situationally appropriate, no evidence of inappropriate emotional transference to present situations or	100%

people by reacting with undue anger, frustration, hostility, hysteria, anxiety, panic, or dissociation).	
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%
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).	100%
Communicate effectively in oral formats (demonstrates the ability to verbally express thoughts and ideas clearly and logically).	100%
Communicate effectively in written formats (demonstrates an ability to convey concepts, data, and events in clear, concise English at the graduate level).	100%
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%
Demonstrate being self-directed (motivated, committed to learning, does more than minimum required).	100%
Display energy (to devote to learning and practicing the cognitive, affective, and behavioral tasks of counseling).	100%
Demonstrate behavioral maturity (behaviors are situationally appropriate and consistent).	100%
Demonstrate effective listening skills (empathic, warm, genuine, use of open & closed questions, reflection of feeling; avoids blaming, judging, analyzing, interrogating).	100%
Demonstrate group facilitative skills (demonstrates group leadership skills and effectively facilitates group process through identifying, clarifying, and reflecting feelings, behaviors, and thoughts).	100%
Demonstrate thinking skills (demonstrates ability to express concepts clearly without rambling, distortion, or obfuscation; uses vocabulary correctly).	100%
Demonstrate principle building (ability to formulate principles and generalizations from his experiences).	100%
Demonstrate self-evaluation (accurately evaluates own strengths and weaknesses, sets goals and makes plans for self-improvement; accepts feedback and constructive criticism).	100%

*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. In response to these findings, the program will continue to reinforce skills through providing substantive feedback, opportunity for practice and collaborative discussion.

Site Supervisor Evaluation of Practicum and Internships CCMH/592, CCMH/597A and CCMH/597B

Rating Scale Criteria	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
	CCMH/592 Total N = 11 Site Supervisor Summative	CCMH597A Total N = 9 Site Supervisor Summative	CCMH/597B Total N = 19 Site Supervisor Summative
I. Human Growth and Development Has a basic understanding of human growth and development issues relevant to the client/student demographic	100% N=11	100% N=9	95% N=19
I. Human Growth and Development Has a basic understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	100% N=11	100% N=9	95% N=19
I. Human Growth and Development Uses knowledge of human development to generate counseling goals and modality of treatment	100% N=11	100% N=9	95% N=19
I. Human Growth and Development Expresses belief in clients'/students' capacity to solve or resolve problems and manage their lives based on developmental history	100% N=11	100% N=9	95% N=19
II. Helping Relationships Demonstrates the ability to initiate the therapeutic alliance	100% N=11	100% N=9	95% N=19
II. Helping Relationships Demonstrates the ability to enhance and facilitate the therapeutic relationship	100% N=11	100% N=9	95% N=19
II. Helping Relationships Always follows through on counseling-related tasks as discussed with the client/student	100% N=11	100% N=9	95% N=19
II. Helping Relationships Recognizes the evolving relationship with clients/students and adjusts accordingly	100% N=11	100% N=9	95% N=19

Rating Scale Criteria	% of 3 or Higher Ratings* CCMH/592 Total N = 11 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH597A Total N = 9 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH/597B Total N = 19 Site Supervisor Summative
II. Helping Relationships Recognizes and manages client/student resistance	100% N=11	100% N=9	95% N=19
III. Counseling Treatment and Techniques Understands how to appropriately use closed and open-ended questions	100% N=11	100% N=9	95% N=19
III. Counseling Treatment and Techniques Starts and ends sessions on time and maintains regularity of the appointment schedule	100% N=11	100% N=9	95% N=19
III. Counseling Treatment and Techniques Encourages client/student to be specific and concrete	100% N=11	100% N=9	95% N=19
III. Counseling Treatment and Techniques Is aware of the effective use of silence in a treatment setting	100% N=11	100% N=9	95% N=19
III. Counseling Treatment and Techniques Uses confrontation appropriately	100% N=11	100% N=9	95% N=19
III. Counseling Treatment and Techniques Appropriately prepares the client/student for testing and effectively interprets test results to clients/students	100% N=8	100% N=7	94% N=16
III. Counseling Treatment and Techniques Discriminates and explains the difference between short-term and long-term goals	100% N=11	100% N=9	95% N=19
III. Counseling Treatment and Techniques Establishes appropriate short-term and long-term goals with the client/student	100% N=11	100% N=9	95% N=19

Rating Scale Criter	% of 3 or High Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
	CCMH/592 Total N = 11 Site Supervisor Summative	CCMH597A Total N = 9 Site Supervisor Summative	CCMH/597B Total N = 19 Site Supervisor Summative
III. Counseling Treatment and Techniques Recognizes own limitations in treating a particular client/student	100% N=11	100% N=9	95% N=19
III. Counseling Treatment and Techniques Understands how to choose a theoretical orientation with each individual client/student	100% N=11	100% N=9	95% N=19
IV. Assessment Ties together seemingly discrete and isolated components of client's/student's behavior	100% N=11	100% N=9	95% N=19
IV. Assessment Generates hypotheses concerning client/student behavior and dynamics	100% N=11	100% N=9	95% N=19
IV. Assessment Writes conceptualizations that are clear, understandable, and concise	100% N=11	100% N=9	95% N=19
IV. Assessment Utilizes test results in the conceptualization of the client/student	100% N=8	100% N=8	94% N=17
IV. Assessment Identifies areas of client/student functioning where further assessment is needed	100% N=10	100% N=9	95% N=19
IV. Assessment Provides rationale for conceptualization based on psychological theory and research	100% N=11	100% N=9	94% N=18
IV. Assessment Provides rationale for conceptualization based on client/student data	100% N=11	100% N=9	95% N=19

Rating Scale Criteria	% of 3 or Higher Ratings* CCMH/592 Total N = 11 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH597A Total N = 9 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH/597B Total N = 19 Site Supervisor Summative
IV. Assessment Formulates appropriate interventions based on conceptualization	100% N=10	100% N=9	95% N=19
V. Group Work Understands the typical stages of group development and appropriate intervention strategies	100% N=3	100% N=3	100% N=8
V. Group Work Is able to discern when individual or group counseling would be the most helpful treatment modality	100% N=3	100% N=3	100% N=8
V. Group Work Is able to use principles of group dynamics and therapeutic conditions through appropriate activities that facilitate attitude and behavior change	100% N=3	100% N=3	100% N=8
V. Group Work Demonstrates appropriate intervention leader behaviors associated with each stage of group work	100% N=3	100% N=3	100% N=8
V. Group Work Demonstrates personal behaviors and appreciation of ethical practices of group work	100% N=3	100% N=3	100% N=7
VI. Social and Cultural Diversity Respects differences that exist between self and others	100% N=11	100% N=9	95% N=19
VI. Social and Cultural Diversity Understands the ethical mandate to be sensitive to individual and cultural diversity	100% N=11	100% N=9	95% N=19
VI. Social and Cultural Diversity Understands how culture affects personality formation, vocational choices, human strengths, psychological disorders, and so forth	100% N=11	100% N=9	95% N=19

Rating Scale Criteria	% of 3 or Higher Ratings* CCMH/592 Total N = 11 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH597A Total N = 9 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH/597B Total N = 19 Site Supervisor Summative
VI. Social and Cultural Diversity Is familiar with relevant research on cultural groups	100% N=11	100% N=9	94% N=18
VI. Social and Cultural Diversity Has knowledge of own cultural background and upbringing and how it affects perceptions	100% N=11	100% N=9	95% N=19
VI. Social and Cultural Diversity Recognizes limits of own cultural competencies and expertise	100% N=11	100% N=9	95% N=19
VI. Social and Cultural Diversity Commonly considers cultural issues for case conceptualization, diagnosis, and assessment	100% N=11	100% N=9	95% N=19
VI. Social and Cultural Diversity Uses culturally appropriate counseling interventions	100% N=11	100% N=9	95% N=19
VI. Social and Cultural Diversity Recognizes and attends to cultural diversity within the therapeutic relationship	100% N=11	100% N=8	95% N=19
VII. Counselor Identity and Supervision Is free from defensiveness and is willing to admit mistakes	100% N=11	100% N=9	95% N=19
VII. Counselor Identity and Supervision Assumes responsibility appropriately	100% N=11	100% N=9	95% N=19
VII. Counselor Identity and Supervision Actively solicits feedback from supervisor	100% N=11	100% N=9	95% N=19

Rating Scale Criteria	% of 3 or Higher Ratings* CCMH/592 Total N = 11 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH597A Total N = 9 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH/597B Total N = 19 Site Supervisor Summative
VII. Counselor Identity and Supervision Uses persons other than supervisor for skill development	100% N=10	100% N=9	95% N=19
VII. Counselor Identity and Supervision Is willing to be assertive with supervisor	100% N=11	100% N=9	95% N=19
VII. Counselor Identity and Supervision Shows willingness to be observed and evaluated	100% N=11	100% N=9	95% N=19
VII. Counselor Identity and Supervision Analyzes and critiques own taped interviews	100% N=8	100% N=6	94% N=17
VII. Counselor Identity and Supervision Establishes and maintains a productive supervisory relationship	100% N=11	100% N=9	95% N=19
VII. Counselor Identity and Supervision Effectively uses coping skills and problem solving within the professional agency/school environment	100% N=10	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Appropriately uses referral sources for clients/students	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Understands agency/school functioning and procedures	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Relates effectively with agency/school support staff	100% N=10	100% N=9	95% N=19

Rating Scale Criteria	% of 3 or Higher Ratings* CCMH/592 Total N = 11 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH597A Total N = 9 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH/597B Total N = 19 Site Supervisor Summative
VIII. Professional Orientation and Ethical Practice Provides responsible feedback and critiquing to others	100% N=10	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Demonstrates awareness of appropriate ethical codes	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Identifies potential ethical concerns	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Evaluates the overall internship experience	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Demonstrates awareness of the agency/school culture and mission	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Maintains professional boundaries with client/student at all times	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Keeps scheduled appointments with clients/students	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Is on time for scheduled appointments	100% N=11	100% N=9	89% N=19
VIII. Professional Orientation and Ethical Practice Understands the need for and writes appropriate documentation for the case file	100% N=11	100% N=9	89% N=19

Rating Scale Criteria	% of 3 or Higher Ratings* CCMH/592 Total N = 11 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH597A Total N = 9 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH/597B Total N = 19 Site Supervisor Summative
VIII. Professional Orientation and Ethical Practice Attends supervisory session on time and regularly	100% N=11	100% N=9	89% N=19
VIII. Professional Orientation and Ethical Practice Keeps client/student materials confidential and secure	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Makes contact quickly with a client/student who has missed an appointment	100% N=11	100% N=9	95% N=19
VIII. Professional Orientation and Ethical Practice Writes case notes after each session and at termination of the case	100% N=11	89% N=9	89% N=19

*Based on 1-5 Point Rating Scale

Analysis of Counseling Skills Evaluation by Site Supervisors

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 to 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 CNSL/556. 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 9/1/2023 to 8/31/2024.

Faculty End of Course Evaluation of Professional Dispositions (CNSL/556)

Rubric Criteria	% Met 80% Benchmark Score CNSL/556 Total N = 17 Faculty Summative
The student contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships.	100% N=17
The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.	100% N=17
The student is a thoughtful and responsive listener.	100% N=17
The student is committed to reflection, assessment, and learning as an ongoing process.	100% N=17
The student is willing to give and receive help.	100% N=17
The student appreciates and values human diversity and shows respect for others' varied talents and perspectives.	100% N=17

Rubric Criteria	% Met 80% Benchmark Score CNSL/556 Total N = 17 Faculty Summative
The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor.	100% N=17

*Based 1-4 Point Rating Scale

Faculty and Site Supervisors End of Course Evaluation of Professional Dispositions (CCMH/592, CCMH/597A and CCMH/597B)

Rubric Criteria	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
	CCMH/592 Total N = 15 Site Supervisor Summative	CCMH/592 Total N = 15 Faculty Summative	CCMH597A Total N = 13 Site Supervisor Summative	CCMH597A Total N = 13 Faculty Summative	CCMH/597B Total N = 20 Site Supervisor Summative	CCMH/597B Total N = 20 Faculty Summative
The student contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships.	100% N=11	100% N=15	100% N=9	100% N=8	100% N=18	100% N=14
The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.	91% N=11	100% N=15	100% N=9	88% N=8	100% N=18	100% N=14

Rubric Criteria	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
	CCMH/592 Total N = 15 Site Supervisor Summative	CCMH/592 Total N = 15 Faculty Summative	CCMH597A Total N = 13 Site Supervisor Summative	CCMH597A Total N = 13 Faculty Summative	CCMH/597B Total N = 20 Site Supervisor Summative	CCMH/597B Total N = 20 Faculty Summative
The student is a thoughtful and responsive listener.	100% N=11	100% N=15	100% N=9	100% N=8	100% N=18	100% N=14
The student is committed to reflection, assessment, and learning as an ongoing process.	100% N=11	100% N=15	100% N=9	88% N=8	100% N=18	100% N=14
The student is willing to give and receive help.	100% N=11	100% N=15	100% N=9	100% N=8	100% N=18	100% N=14
The student appreciates and values human diversity and shows respect for others' varied talents and perspectives.	100% N=11	100% N=15	100% N=9	100% N=8	100% N=18	100% N=14
The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor.	100% N=11	100% N=15	100% N=9	88% N=8	100% N=18	93% N=14

*Based on 1-4 Point Rating Scale

Counseling 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.

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, 2023 to August 31, 2024, there were two (2) student referrals. Of these two (2) referrals, two (2) moved forward with the formal review and remediation process.

Summary of Supplemental Standards Referrals

Student Progression when referral was issued	Total
Core coursework	0
Residency courses	2
Clinicals (practicum and internship)	0
TOTAL	2

Outcomes of Supplemental Standards Referrals

Of the two (2) students who moved forward with the formal review and remediation process under Supplemental Standards, two (2) successfully completed remediation during the reporting timeframe.

Demographic and Other Characteristics

Demographic data was collected for applicants, enrolled students, and graduates during the review period. The following tables includes results from 9/1/2023 to 8/31/2024.

Ethnicity

Ethnicity	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
Black or African American	2 5.71%	5 7.69%	1 5.26%
White	12 34.29%	21 32.31%	7 36.84%
Hispanic/Latino	5 14.29%	9 13.85%	1 5.26%
Asian	1 2.86%	1 1.54%	0 0.00%
Native Hawaiian/Other Pacific Islander	0 0.00%	0 0.00%	0 0.00%
American Indian or Alaska Native	2 5.71%	1 1.54%	0 0.00%
Two or more races	1 2.86%	2 3.08%	0 0.00%
Unknown	12 34.29%	26 40.00%	10 52.63%
Total	35 100%	65 100%	19 100%

Gender

Gender	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
Female	25 71.43%	49 75.38%	13 68.42%
Male	10 28.57%	16 24.62%	6 31.58%
Non-binary	0 0.00%	0 0.00%	0 0.00%
Unknown	0 0.00%	0 0.00%	0 0.00%
Total	35 100%	65 100%	19 100%

Age

Age	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
22 and under	2 5.71%	2 3.08%	0 0.00%
23 to 29	16 45.71%	20 30.77%	7 36.84%
30 to 39	6 17.14%	20 30.77%	7 36.84%
40 to 49	7 20.00%	15 23.08%	1 5.26%
Over 50	4 11.43%	8 12.31%	4 21.05%
Total	35 100%	65 100%	19 100%

Other Applicant Characteristics

- Average age of applicant student is 34
- 71.43% of applicants were employed while applying to the program
- 2.86% of applicants have dependents

Other Enrolled Student Characteristics

- Average age of enrolled student is 36
- 89.23% of enrolled students are employed while in school
- 3.08% of enrolled students are Veterans
- 16.92% of enrolled students have a disability
- 6.15% of enrolled students have dependents

Other Graduate Characteristics

- Average age of graduate is 37
- 84.21% of graduates were employed at time of program completion
- 5.26% of graduates are Veterans
- 21.05% of graduates have a disability

Analysis of Demographics and Other Characteristics

The program serves a diverse range of applicants, students, and graduates, reflecting a broad spectrum of backgrounds. In line with the University's mission, it actively supports non-traditional adults, many of whom are employed while pursuing their education. Consistent with trends in the field, the majority of students are female, and the program has a diverse representation of ethnic backgrounds. To ensure that all students have equitable access to resources and support, faculty will continue to examine demographic data and identify trends that may inform future improvements.

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 2024 will be reviewed by faculty at future meetings and used to inform discussions and decisions about the program, especially student preparation. Data from our 2024 surveys is reported below.

Alumni Feedback

The program sends a graduate survey to all alumni who have graduated within a selected time period each year. In 2024, of the nineteen (19) graduates in the academic year, five (5) completed the graduate survey, resulting in a 26% response rate. The alumni survey conducted this year surveyed graduates from September 2023 through August 2024. Based on the survey results, graduates are employed in the counseling field and feel the program overall prepared them for employment.

Alumni Survey Data 2024 (n=5): Current Status

Current Status	Yes	No	Blank
Have you applied for your initial license as a counselor in your state?	3 60.00%	2 40.00%	0 0.00%
Did you earn a passing score on the necessary exams to become eligible to practice?	3 60.00%	2 40.00%	0 0.00%
Did you obtain employment within 180 days of your graduation date in the field for which you were trained?	2 40.00%	3 60.00%	0 0.00%

Current Employment Status

Current Employment Status	Full- time in Counseling Setting	Not currently employed	Other
Please indicate your employment status	2 40.00%	3 60.00%	0 0.00%

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?	2 40.00%	2 40.00%	0 0.00%	0 0.00%	1 20.00%
Your self-reflection and aptitude for self-correction?	3 60.00%	1 20.00%	0 0.00%	0 0.00%	1 20.00%
Prepare you with the ethical ability to work individually and with groups that are culturally diverse?	2 40.00%	2 40.00%	0 0.00%	0 0.00%	1 20.00%
Your knowledge and ability to apply theories of human development to your work?	1 20.00%	3 60.00%	0 0.00%	0 0.00%	1 20.00%
Your knowledge and ability to apply vocational career development theories to your work?	1 20.00%	2 40.00%	1 20.00%	0 0.00%	1 20.00%
Your knowledge of and ability to apply evidence-based assessment tools in your work?	2 40.00%	2 40.00%	0 0.00%	0 0.00%	1 20.00%
Your knowledge of and ability to apply methods of counseling research and program evaluation in your work?	1 20.00%	3 60.00%	0 0.00%	0 0.00%	1 20.00%

Site Supervisor Feedback

The program gathers site supervisor feedback on program and student performance during evaluations during each clinical course, in addition to sending an annual survey to site supervisors to help guide decisions on student preparation, communication, and site supervisor support and training. In 2024, 9 out of 20 site supervisors completed the survey, resulting in a 45% response rate.

Of the surveys conducted in 2024, the majority of students demonstrated overall preparedness for the counseling field. Program faculty will further review the data to identify ways they can further support students 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 2024 (n=9): Student Preparation

Student Preparation How well did the student demonstrate...	Extremely Well	Well	Not Very Well	Extremely Poorly	N/A
Counseling techniques and skills?	3 33.00%	6 67.00%	0 0.00%	0 0.00%	0 0.00%
Self-reflection skills and aptitude for self-correction?	4 44.00%	5 56.00%	0 0.00%	0 0.00%	0 0.00%
The ethical ability to work individually and with groups that are culturally diverse?	4 44.00%	5 56.00%	0 0.00%	0 0.00%	0 0.00%
Knowledge and ability to apply theories of human development to their work as a counseling professional?	3 33.00%	6 67.00%	0 0.00%	0 0.00%	0 0.00%
Knowledge and ability to apply vocational career development theories to their work as a counseling professional?	1 11.00%	7 78.00%	0 0.00%	0 0.00%	1 11.00%
Knowledge of and ability to apply evidence-based assessment tools in their work as a counseling professional?	3 33.00%	6 67.00%	0 0.00%	0 0.00%	0 0.00%
Knowledge of and ability to apply methods of counseling research and program evaluation in their work as a counseling professional?	6 67.00%	3 33.00%	0 0.00%	0 0.00%	0 0.00%

Program Facilitation

Program Facilitation of Field Experience	Extremely Well	Well	Not Very Well	Extremely Poorly	N/A
How would you rate the communication between UOPX staff and you?	2 22.00%	7 78.00%	0 0.00%	0 0.00%	0 0.00%
How would you rate the communication between the student's UOPX faculty member and you?	0 0.00%	8 89.00%	0 0.00%	0 0.00%	1 11.00%

Employer Feedback

In 2024, surveys were distributed to two (2) employers, whose contact information was sourced from self-reported information provided by alumni through the annual alumni survey, noted above. In this survey, alumni voluntarily share details about their current employers, which we then use to identify potential employers for our outreach. Of the two employers identified, one (1) completed the survey, resulting in a response rate of 50%. This approach relies heavily on the information alumni provide, as it serves as the foundation for our efforts to engage with their employers. 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 2024 (n=1)

Student Preparation How well did the student demonstrate...	Extremely Well	Well	Not Very Well	Extremely Poorly	N/A
Counseling techniques and skills?	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Self-reflection skills and aptitude for self-correction?	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
The ethical ability to work individually and with groups that are culturally diverse?	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Knowledge and ability to apply theories of human development to their work?	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Knowledge and ability to apply vocational career development theories to their work?	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%

Knowledge of and ability to apply evidence-based assessment tool in their work?	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%
Knowledge of and ability to apply methods of counseling research and program evaluation in their work?	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
When comparing preparedness for the counseling job requirements, how well prepared are the UOPX counseling graduates you hired to counseling graduates from other universities?	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%

Curriculum Modifications

The program made curriculum revisions to several courses during the 2024 academic year (September 1, 2023-August 31, 2024) 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/551: Individual Counseling	11/7/2023	Updated the course instructions and resources for students to reduce confusion for students and for faculty	Faculty and student feedback	Provide more clarity for students to follow the expectations of the course and course assessments. Reduce confusion to enhance student experience within the course
CCMH/592: Practicum in Mental Health Counseling	11/10/2023	Updated 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
CCMH/540: Career and Vocational Counseling	12/29/2023	Revised summative assessments to align with career relevant skills and knowledge, assess student knowledge as applicable to the profession	Student assessments, Core Faculty and Industry Feedback	Align summative assessments to career relevant skills and knowledge to prepare students for application of knowledge in the career field. Improve student knowledge and retention of knowledge

Program Changes

During the 2024 academic year (September 1, 2023-August 31, 2024), the following faculty staffing changes occurred among the MSC/CCMH core faculty members:

Faculty Name	Employment Dates (Start-End Date)
Dean Aslinia	11/30/2018 - 5/13/2024
Kelly King	7/1/2022 – 8/3/2024 <i>Note: Transitioned from MSC/CCMH Phoenix Campus program to MSC/CCMH online program</i>
Wendy Whinnery	8/4/2024 - Current <i>Note: Transitioned from MSC/CCMH online program to MSC/CCMH Phoenix Campus program</i>
Open	Actively recruiting for additional full-time faculty role

Course and Program Improvements

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

Conclusion

The Master of Science in Counseling/Clinical Mental Health Counseling (CCMH) program has outlined key initiatives for FY25 aimed at enhancing student preparation, strengthening partnerships, and aligning with professional standards, as outlined below:

- **Course Revisions:** Updates to CCMH/592, CCMH/597A, and CCMH/597B will focus on improving student skills with clients in internship settings, increasing collaboration between site supervisors, students, and faculty supervisors, and expanding the role of site supervisors in evaluating student success and contributing to program development.
- **Counselor Dispositions:** Revisions will provide clearer definitions and improved evaluation criteria to ensure consistency and effectiveness in assessing student progression.
- **Clinical Skills Rubrics:** Updated rubrics will align with professional expectations and real-world counseling practices, enhancing the assessment of student competencies.
- **Course Enhancements:** Live case scenarios will be incorporated into CCMH/544 and CCMH/548 through video simulations, bridging the gap between classroom learning and real-world counseling practices.
- **Revise KPI assessments:** Revisions will align with CACREP 2024 standards, ensuring they accurately reflect student learning outcomes, skill development, and progression through the program. Updates will focus on enhancing clarity, consistency, and relevance to professional expectations, while also improving the tracking of student performance and readiness for clinical practice.