Master of Science in Counseling
Clinical Mental Health Counseling

Phoenix Campus Program 2023 Annual Report

September 1, 2022 – August 31, 2023

College of Social and Behavioral Sciences
University of Phoenix
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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 annual report, previously referred to as the "4D report" 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 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 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
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/510	Multi-Cultural Issues in Mental Health Counseling 3	3	6 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
CNSL/556	Portfolio II	0	3 weeks
CCMH/520	Biological Basis of Behavior	3	6 weeks
CCMH/540	Career and Vocational Counseling	3	6 weeks
CCMH/592O	Practicum Orientation	0	1 week
CCMH/561	Dependency and Addictions	3	6 weeks
MFCC/566	Advanced Marriage and Family	3	6 weeks
CCMH/565	Family, Couple and Child Counseling	3	6 weeks
CCMH/568	Group Counseling	3	8 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

Summary of Program Evaluation Results

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

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
Number and Percentage of PSLO Measures Met 80% or Higher: 16= 94.1%
Number and Percentage of PSLO Measures Unmet: 1 = 5.9%

Course ID/Summative Assessment	PSLO	IRD Level	N	Percentage of students reaching 80% Benchmark
CCMH/515 - Wk 8: Integrative Paper	1	I	22	100%
CCMH/520 - Wk 5: Integrated Care for Anxiety Disorders	1	R	12	100%
CCMH/510 - Wk 3: Cultural Plunge Reflection	2	I	9	100%
CCMH/504 – Wk 3: Case Study: Social and Personality Development	3	I	19	100%
CCMH/561 Wk 1: History and etiology of substance abuse and addiction analysis	3	R	13	100%
CCMH/540 – Wk 2: Career Development Theories and Wk 4: Career Counseling Strategies	4	I	4	75% (average of scores for both assignments)
CCMH/540 – Wk 6: Career Planning	4	R	4	100%
CCMH/506 – Wk 4: Video Analysis Rogers & Perls	5a	I	18	100%

CCMH/544 — Wk 7: BioPsychoSocial and Treatment Plan: Trauma and Stressor Related Disorders	5a	R	14	100%
CCMH/544 Wk 8 Biopsychosocial and Treatment Plan	5b	I	14	100%
CCMH/548 Wk 6 Final Case Conceptualization and Treatment Plan	5b	R	13	100%
CCMH/568 — Wk 8: Reflection: Interpersonal Group VII	6	I	13	100%
CCMH/592 – Wk 9: Counseling Skills Evaluation: Group work	6	R	16	100%
CCMH/535 – Wk 6: Case Study: Sabrina	7	I	13	100%
CCMH/548 — Wk 4: BioPsychoSocial and Treatment Plan: Neurodevelopmental and Neurocognitive Disorders	7	R	13	100%
CCMH/525 – Wk 8: Research Study Proposal: Part D	8	I	14	100%
CCMH/551 – Wk 5: Integrative Theory-Based Interventions	8	R	14	100%

Key Performance Indicator Findings and Analysis

Students are meeting the benchmark in all but one area: PSLO 4: Career Development. Faculty are reviewing the course where 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. This course is slated for course revision during fiscal year 2024.

Counseling Skills

Students are evaluated on their clinical skills in Basic Clinical Skills and Process Areas as presented on the Counseling Skills Rubric. The faculty evaluate students using the rubric in CNSL/502, Portfolio II CNSL/556 and 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 from 9/1/2022 to 8/31/2023.

Faculty Evaluation of Counseling Skills in Portfolio 1: CNSL/502

Rating Scale Criteria	Criteria Descriptors	% Met 80% Benchmark Score Total N = 33
Body Language and Eye Contact	• Maintained open, relaxed, confident posture • Maintained appropriate eye contact • Demonstrated active listening skills to encourage conversation • Applied appropriate non-verbal communication to encourage conversation • Demonstrated willingness to receive and incorporate feedback	100% N=16
Minimal Encouragers	• Used key words and phrases to facilitate the therapeutic process • Used silence appropriately as a therapeutic tool • Demonstrated willingness to receive and incorporate feedback	100% N=16
Vocal Tone	• Matched vocal tone to the emotional context of the counseling session • Used vocal tone to communicate caring and connection with the client • Demonstrated willingness to receive and incorporate feedback	100% N=16
Questioning Techniques	• Used open-ended questions to facilitate communication with the client • Used closed questions judiciously • Used appropriate questions for the context of the session • Demonstrated willingness to receive and incorporate feedback	94% N=16

Faculty Evaluation of Counseling Skills in Portfolio 2: CNSL/556

Rating Scale Criteria	Criteria Descriptors	% of 3 or Higher Ratings* Total N = 11
I. Basic Interviewing Skills Body Language	• 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.	91% N=11
I. Basic Interviewing Skills Eye Contact	• Consistent eye contact was maintained. • Natural pauses in eye contact were taken.	91% N=11
I. Basic Interviewing Skills Minimal Encouragers	• Periodically used brief phrases (i.e., "yes," "go on," etc.) and gestures to encourage the client to continue conversation.	82% N=11

I. Basic Interviewing Skills Tone of Voice	• Voice varied according to what was contextually appropriate. • Voice showed inflections.	100% N=11
I. Basic Interviewing Skills Verbal Following	• The "who, what, when, where, and why" of a story was ascertained. • The focus was not overly changed by the counselor.	82% N=11
I. Basic Interviewing Skills Open-Ended Questions	• 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.	64% N=11
I. Basic Interviewing Skills Paraphrase	• Engaged in concise, accurate, and clear paraphrasing of what the client expressed. • The skill was said as a statement, not a question.	91% N=11
I. Basic Interviewing Skills Reflection of Feeling	• Stated the emotional content of the client's utterance accurately and concisely. • The skill was said as a statement, not a question.	91% N=11
I. Basic Interviewing Skills Summarizing	• Made statements at key moments to capture the overall sense of what the client was experiencing.	91% N=11
I. Basic Interviewing Skills Therapeutic Relationship	• 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).	82% N=11
I. Basic Interviewing Skills 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). • Used immediacy judiciously. • The level/number of immediacy statements were appropriate to the context of the session.	82% N=11
II. **Process and Professionalism Skills** Refrained from Advice Giving/ Offering Answers	• Utterances were free of advice or solutions.	91% N=11

II. **Process and Professionalism Skills** Refrained from Excessive Talking	• Conversation was focused on the client. • The client maintained 80% of talk time.	91% N=11
II. **Process and Professionalism Skills** Did Not Miss Important Content or Emotion	• All relevant themes and emotions were adequately addressed.	91% N=11
II. **Process and Professionalism Skills** Refrained from Evaluating Client	• Utterances were neutral, devoid of judgment and platitudes.	100% N=11
II. **Process and Professionalism Skills** Knowledge and Application of Ethical Guidelines	• Followed ACA's ethical code. • Respected confidentiality.	100% N=11
II. **Process and Professionalism Skills** Multicultural Competence	• Demonstrated awareness, appreciation, and respect of cultural differences (e.g., races, spirituality, sexual orientation, SES, etc.).	100% N=11
II. **Process and Professionalism Skills** Open to Self-Reflection and Evaluation	• 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=11
III. **Counseling Competency** Application of Theory	• Demonstrated effective use of counseling theory including session focus, structure, and interventions	100% N=11
III. **Counseling Competency** Case Conceptualization	• Case notes and treatment plan demonstrated counselor's ability to conceptualize the client's presenting concern based on theory.	100% N=11

III. Counseling Competency Intake	• 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=11

*Based on 1-4 Point Rating Scale

Analysis of Counseling Skills in Portfolio 1: CNSL/502

MSC/CCMH students are displaying the appropriate dispositions and skills for the counseling profession. The missing data is due to a process change in using the assessment management system. Faculty will be trained in using the system efficiently and effectively.

Analysis of Counseling Skills in Portfolio 2: CNSL 556

MSC/CCMH students are displaying the appropriate dispositions and skills for the counseling profession. One area is below the 80% benchmark: Open-Ended Questions
In response to these findings, core faculty will continue to identify opportunities to review and re-evaluate courses preceding CNSL 556 and skills that are practiced and reinforced during those courses.

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 N=24 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.	92%
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.	75%
Maintain an active caseload.	96%
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 people by reacting with undue anger, frustration, hostility, hysteria, anxiety, panic, or dissociation).	100%
Demonstrate effective group membership skills (demonstrates ability to effectively participate as a group member by appropriately listening, sharing, supporting, and working toward group objectives).	96%
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).	96%
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).	96%
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).	96%
Demonstrate group facilitative skills (demonstrates group leadership skills and effectively facilitates group process through identifying, clarifying, and reflecting feelings, behaviors, and thoughts).	79%
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. Two areas were below the 80% benchmark:

- Challenge his/her own premises and biases and expand his/her awareness and appreciation of cultural, narrative, gender, spiritual, and sexual diversity.
- Demonstrate group facilitative skills (demonstrates group leadership skills and effectively facilitates group process through identifying, clarifying, and reflecting feelings, behaviors, and thoughts).

In response to these findings, the program will review course content for inclusive language and reflective activities to promote self-awareness and appreciation for cultural diversity and inclusivity. Additionally, the program will examine opportunities to further help students develop their skills in group facilitation.

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

Rating Scale Criteria	% of 3 or Higher Ratings* CCMH/592 Total N = 16 Site Supervisor	% of 3 or Higher Ratings* CCMH597A Total N = 16 Site Supervisor	% of 3 or Higher Ratings* CCMH/597B Total N = 8 Site Supervisor
I. Human Growth and Development Has a basic understanding of human growth and development issues relevant to the client/student demographic	Formative: 100% N=11 Summative: 100% N=11	Formative: 100% N=12 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
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	Formative: 100% N=13 Summative: 100% N=11	Formative: 100% N=12 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4

I. Human Growth and Development Uses knowledge of human development to generate counseling goals and modality of treatment	Formative: 100% N=13 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
I. Human Growth and Development Expresses belief in clients'/students' capacity to solve or resolve problems and manage their lives based on developmental history	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=12 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
II. Helping Relationships Demonstrates the ability to initiate the therapeutic alliance	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=12 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
II. Helping Relationships Demonstrates the ability to enhance and facilitate the therapeutic relationship	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=12 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
II. Helping Relationships Always follows through on counseling-related tasks as discussed with the client/student	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=12 Summative: 100% N=8	Formative: 86% N=7 Summative: 100% N=4
II. Helping Relationships Recognizes the evolving relationship with clients/students and adjusts accordingly	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=12 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
II. Helping Relationships Recognizes and manages client/student resistance	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=12 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4

III. Counseling Treatment and Techniques Understands how to appropriately use closed and open-ended questions	Formative: 100% N=14 Summative: 100% N=11	Formative: 82% N=11 Summative: 88% N=8	Formative: 86% N=7 Summative: 100% N=4
III. Counseling Treatment and Techniques Starts and ends sessions on time and maintains regularity of the appointment schedule	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
III. Counseling Treatment and Techniques Encourages client/student to be specific and concrete	Formative: 100% N=14 Summative: 100% N=11	Formative: 91% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
III. Counseling Treatment and Techniques Is aware of the effective use of silence in a treatment setting	Formative: 92% N=13 Summative: 100% N=11	Formative: 82% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
III. Counseling Treatment and Techniques Uses confrontation appropriately	Formative: 100% N=13 Summative: 100% N=11	Formative: 100% N=10 Summative: 100% N=8	Formative: 86% N=7 Summative: 100% N=4
III. Counseling Treatment and Techniques Appropriately prepares the client/student for testing and effectively interprets test results to clients/students	Formative: 100% N=8 Summative: 100% N=7	Formative: 100% N=8 Summative: 100% N=7	Formative: 100% N=4 Summative: 100% N=4
III. Counseling Treatment and Techniques Discriminates and explains the difference between short-term and long-term goals	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=10 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4

III. Counseling Treatment and Techniques Establishes appropriate short-term and long-term goals with the client/student	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=10 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
III. Counseling Treatment and Techniques Recognizes own limitations in treating a particular client/student	Formative: 100% N=14 Summative: 100% N=11	Formative: 91% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
III. **Counseling Treatment and Techniques** Understands how to choose a theoretical orientation with each individual client/student	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=10 Summative: 88% N=8	Formative: 86% N=7 Summative: 100% N=4
IV. Assessment Ties together seemingly discrete and isolated components of client's/student's behavior	Formative: 100% N=13 Summative: 100% N=11	Formative: 90% N=10 Summative: 75% N=8	Formative: 100% N=6 Summative: 100% N=4
IV. Assessment Generates hypotheses concerning client/student behavior and dynamics	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
IV. Assessment Writes conceptualizations that are clear, understandable, and concise	Formative: 92% N=13 Summative: 100% N=10	Formative: 100% N=10 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
IV. Assessment Utilizes test results in the conceptualization of the client/student	Formative: 100% N=9 Summative: 100% N=9	Formative: 100% N=9 Summative: 88% N=8	Formative: 100% N=4 Summative: 100% N=4

IV. Assessment Identifies areas of client/student functioning where further assessment is needed	Formative: 100% N=12 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4
IV. Assessment Provides rationale for conceptualization based on psychological theory and research	Formative: 100% N=14 Summative: 100% N=11	Formative: 91% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
IV. Assessment Provides rationale for conceptualization based on client/student data	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
IV.Assessment Formulates appropriate interventions based on conceptualization	Formative: 100% N=14 Summative: 100% N=11	Formative: 91% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
V. Group Work Understands the typical stages of group development and appropriate intervention strategies	Formative: N=0 Summative: N=0	Formative: 100% N=8 Summative: 100% N=6	Formative: 100% N=4 Summative: 100% N=3
V. Group Work Is able to discern when individual or group counseling would be the most helpful treatment modality	Formative: N=0 Summative: N=0	Formative: 89% N=9 Summative: 100% N=7	Formative: 100% N=5 Summative: 100% N=3
V. Group Work Is able to use principles of group dynamics and therapeutic conditions through appropriate activities that facilitate attitude and behavior change	Formative: N=0 Summative: N=0	Formative: 86% N=7 Summative: 100% N=6	Formative: 100% N=4 Summative: 100% N=3

V. Group Work Demonstrates appropriate intervention leader behaviors associated with each stage of group work	Formative: N=0 Summative: N=0	Formative: 86% N=7 Summative: 100% N=6	Formative: 100% N=4 Summative: 100% N=3
V. Group Work Demonstrates personal behaviors and appreciation of ethical practices of group work	Formative: N=0 Summative: N=0	Formative: 100% N=7 Summative: 100% N=6	Formative: 100% N=4 Summative: 100% N=3
VI. Social and Cultural Diversity Respects differences that exist between self and others	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=7	Formative: 100% N=7 Summative: 100% N=4
VI. Social and Cultural Diversity Understands the ethical mandate to be sensitive to individual and cultural diversity	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VI. Social and Cultural Diversity Understands how culture affects personality formation, vocational choices, human strengths, psychological disorders, and so forth	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
VI. Social and Cultural Diversity Is familiar with relevant research on cultural groups	Formative: 100% N=13 Summative: 100% N=11	Formative: 100% N=10 Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4
VI. Social and Cultural Diversity Has knowledge of own cultural background and upbringing and how it affects perceptions	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4

VI. Social and Cultural Diversity Recognizes limits of own cultural competencies and expertise	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
VI. Social and Cultural Diversity Commonly considers cultural issues for case conceptualization, diagnosis, and assessment	Formative: 100% N=13 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VI. Social and Cultural Diversity Uses culturally appropriate counseling interventions	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=7	Formative: 100% N=7 Summative: 100% N=4
VI.Social and Cultural Diversity Recognizes and attends to cultural diversity within the therapeutic relationship	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=7	Formative: 100% N=7 Summative: 100% N=4
VII. Counselor Identity and Supervision Is free from defensiveness and is willing to admit mistakes	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 86% N=7	Formative: 100% N=7 Summative: 100% N=4
VII. Counselor Identity and Supervision Assumes responsibility appropriately	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4

VII. Counselor Identity and Supervision Actively solicits feedback from supervisor	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VII. Counselor Identity and Supervision Uses persons other than supervisor for skill development	Formative: 100% N=12 Summative: 100% N=11	Formative: 100% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
VII. Counselor Identity and Supervision Is willing to be assertive with supervisor	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VII. Counselor Identity and Supervision Shows willingness to be observed and evaluated	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VII. Counselor Identity and Supervision Analyzes and critiques own taped interviews	Formative: 100% N=3 Summative: 100% N=2	Formative: 100% N=7 Summative: 100% N=5	Formative: 100% N=5 Summative: 100% N=3
VII. Counselor Identity and Supervision Establishes and maintains a productive supervisory relationship	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VII. Counselor Identity and Supervision Effectively uses coping skills and problem solving within the professional agency/school environment	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4

VIII. Professional Orientation and Ethical Practice Appropriately uses referral sources for clients/students	Formative: 100% N=10 Summative: 100% N=11	Formative: 100% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Understands agency/school functioning and procedures	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Relates effectively with agency/school support staff	Formative: 100% N=12 Summative: 100% N=11	Formative: 100% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Provides responsible feedback and critiquing to others	Formative: 100% N=9 Summative: 100% N=11	Formative: 100% N=9 Summative: 86% N=7	Formative: 100% N=6 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Demonstrates awareness of appropriate ethical codes	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Identifies potential ethical concerns	Formative: 100% N=13 Summative: 100% N=11	Formative: 100% N=10 Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Evaluates the overall internship experience	Formative: 100% N=11 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4

VIII. Professional Orientation and Ethical Practice Demonstrates awareness of the agency/school culture and mission	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Maintains professional boundaries with client/student at all times	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Keeps scheduled appointments with clients/students	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Is on time for scheduled appointments	Formative: 100% N=13 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Understands the need for and writes appropriate documentation for the case file	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 88% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Attends supervisory session on time and regularly	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Keeps client/student materials confidential and secure	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4

VIII. Professional Orientation and Ethical Practice Makes contact quickly with a client/student who has missed an appointment	Formative: 100% N=13 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 100% N=7 Summative: 100% N=4
VIII. Professional Orientation and Ethical Practice Writes case notes after each session and at termination of the case	Formative: 100% N=14 Summative: 100% N=11	Formative: 100% N=11 Summative: 100% N=8	Formative: 71% N=7 Summative: 75% N=4

*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.

The missing data is due to a process change in using the assessment management system. Site supervisors will be trained in using the system efficiently and effectively.

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 the two portfolios: CNSL/502 and 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 9/1/2022 to 8/31/2023

The missing data is due to a process change in using the assessment management system. Faculty and site supervisors will be trained in using the system efficiently and effectively.

End of Course Evaluation of Professional Dispositions by Faculty (CNSL/502 and CNSL/556)

Rubric Criteria	% Met 80% Benchmark Score CSNL/502 Total N = 33 Faculty Summative	% Met 80% Benchmark Score CNSL/556 Total N = 11 Faculty Summative
The student contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships.	100% N=16	100% N=11
The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.	100% N=16	100% N=11
The student is a thoughtful and responsive listener.	100% N=16	100% N=11
The student is committed to reflection, assessment, and learning as an ongoing process.	100% N=16	100% N=11
The student is willing to give and receive help.	100% N=16	100% N=11
The student appreciates and values human diversity and shows respect for others' varied talents and perspectives.	100% N=16	100% N=11
The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor.	100% N=16	100% N=11

*Based 1-4 Point Rating Scale

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

Rubric Criteria	% of 3 or Higher Ratings* CCMH/592 Total N = 16 Site Supervisor	% of 3 or Higher Ratings* CCMH/592 Total N = 16 Faculty	% of 3 or Higher Ratings* CCMH597A Total N = 16 Site Supervisor	% of 3 or Higher Ratings* CCMH597A Total N = 16 Faculty	% of 3 or Higher Ratings* CCMH/597 B Total N = 16 Site Supervisor	% of 3 or Higher Ratings* CCMH/597 B Total N = 16 Faculty
The student contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships.	Formative: 100% N=11 Summative: 100% N=11	Summative: N=0	Formative: 100% N=8 Summative: 100% N=8	Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4	Summative: 100% N=6
The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.	Formative: 100% N=11 Summative: 100% N=11	Summative: N=0	Formative: 100% N=8 Summative: 100% N=8	Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4	Summative: 100% N=6
The student is a thoughtful and responsive listener.	Formative: 100% N=11 Summative: 100% N=11	Summative: N=0	Formative: 100% N=8 Summative: 100% N=8	Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4	Summative: 100% N=6
The student is committed to reflection, assessment, and learning as an ongoing process.	Formative: 100% N=11 Summative: 100% N=11	Summative: N=0	Formative: 100% N=8 Summative: 100% N=8	Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4	Summative: 100% N=6
The student is willing to give and receive help.	Formative: 100% N=11 Summative: 100% N=11	Summative: N=0	Formative: 100% N=8 Summative: 100% N=8	Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4	Summative: 100% N=6

The student appreciates and values human diversity and shows respect for others' varied talents and perspectives.	Formative: 100% N=11 Summative: 100% N=11	Summative: N=0	Formative: 100% N=8 Summative: 100% N=8	Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4	Summative: 100% N=6
The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor.	Formative: 100% N=11 Summative: 100% N=11	Summative: N=0	Formative: 100% N=8 Summative: 100% N=8	Summative: 100% N=8	Formative: 100% N=6 Summative: 100% N=4	Summative: 100% N=6

*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 and lack of data, faculty and site supervisors will be trained in using the assessment management system efficiently and effectively.

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 to August 31, 2023, there were three (3) student referrals. Of these three (3) referrals, three (3) moved forward with the formal review and remediation process.

Supplemental Standards Referrals

Student Progression when referral was issued	Total
Core coursework	1
Clinicals (practicum and internship)	2
TOTAL	3

Outcomes of Supplemental Standards Referrals

Of the three (3) 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.

Ethnicity

Ethnicity	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
Black or African American	2 6.06%	2 3.51%	1 8.33%
White	16 48.48%	20 35.09%	6 50.00%
Hispanic/Latino	4 12.12%	5 8.77%	3 25.00%
Asian	0 0.00%	0 0.00%	0 0.00%
Native Hawaiian/Other Pacific Islander	0 0.00%	0 0.00%	0 0.00%
American Indian or Alaska Native	0 0.00%	0 0.00%	0 0.00%
Two or more races	2 6.06%	4 7.02%	1 8.33%
Unknown	9 27.27%	26 45.61%	1 8.33%
Total	**33** **100%**	**57** **100%**	**12** **100%**

Gender

Gender	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
Female	26 78.79%	43 75.44%	6 50.00%
Male	7 21.21%	14 24.56%	6 50.00%
Non-binary	0 0.00%	0 0.00%	0 0.00%
Unknown	0 0.00%	0 0.00%	0 0.00%
Total	**33** **100%**	**57** **100%**	**12** **100%**

Age

Age	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
22 and under	2 6.06%	0 0.00%	0 0.00%
23 to 29	13 39.39%	17 29.82%	1 8.33%
30 to 39	11 33.33%	21 36.84%	4 33.33%
40 to 49	2 6.06%	7 12.28%%	4 33.33%
Over 50	5 15.15%	12 21.05%	3 25.00%
Total	**33** **100%**	**57** **100%**	**12** **100%**

Other Applicant Characteristics

- 96.97% of applicants were employed at time of application
- 6.06% of applicants are Veterans
- Average age of applicant is 34
- 6.06% of applicants have dependents

Other Enrolled Student Characteristics

- 87.72% of students are employed while in school
- 7.02% are Veterans
- Average age of enrolled student is 36
- 24.56% of enrolled students have a disability
- 3.51% of enrolled students have dependents

Other Graduate Characteristics

- 83.33% of graduates were employed at time of program completion
- Average age of graduate is 43
- 25.00% of graduates have a disability
- 3.51% of graduates have dependents

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 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, counseling students represent diverse ethnic backgrounds, though approximately 46% 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 2023 will be reviewed by faculty at future meetings and used to inform discussions and decisions about the program, especially student preparation. Data from our 2023 surveys is reported below.

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 eight (8) graduates in the academic year, four (4) completed the graduate survey, resulting in a 50% response rate. The alumni survey conducted this year 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=4): Current Status

Current Status	Yes	No	Blank
Have you applied for your initial license as a counselor in your state?	4 100%	0 0%	0 0%
Did you earn a passing score on the necessary exams to become eligible to practice?	3 75%	1 25%	0 0%
Did you obtain employment within 180 days of your graduation date in the field for which you were trained?	4 100%	0 0%	0 0%

Current Employment Status

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	3 75%	0 0%	0 0%	0 0%	1 25%

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?	1 25%	2 50 %	0 0%	1 25%	0 0%
Your self-reflection and aptitude for self-correction?	1 25%	2 50%	0 0%	1 25%	0 0%
Prepare you with the ethical ability to work individually and with groups that are culturally diverse?	2 50%	1 25%	0 0%	1 25%	0 0%
Your knowledge and ability to apply theories of human development to your work?	1 25%	2 50%	0 0%	1 25%	0 0%
Your knowledge and ability to apply vocational career development theories to your work?	1 25%	2 50%	0 0%	1 25%	0 0%
Your knowledge of and ability to apply evidence-based assessment tools in your work?	1 25%	2 50%	0 0%	1 25%	0 0%
Your knowledge of and ability to apply methods of counseling research and program evaluation in your work?	1 25%	2 50%	0 0%	1 25%	0 0%

Site Supervisor Feedback

We gather site supervisor feedback on program and student performance during evaluations during 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, 5 out of 11 site supervisors completed the survey resulting in a 45% response rate. Four respondents had previously supervised within our clinical placements.

Of the surveys conducted in 2023, 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 2023 (n=5): 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 60%	2 40%	0 0%	0 0%	0 0%
Self-reflection skills and aptitude for self-correction?	2 40%	3 60%	0 0%	0 0%	0 0%
The ethical ability to work individually and with groups that are culturally diverse?	3 60%	2 40%	0 0%	0 0%	0 0%
Knowledge and ability to apply theories of human development to their work?	0 0%	5 100%	0 0%	0 0%	0 0%
Knowledge and ability to apply vocational career development theories to their work?	1 20%	3 60%	0 0%	0 0%	1 20%
Knowledge of and ability to apply evidence-based assessment tool in their work?	0 0%	5 100%	0 0%	0 0%	0 0%
Knowledge of and ability to apply methods of counseling research and program evaluation in their work?	2 40%	3 60%	0 0%	0 0%	0 0%

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 and you?	1 20%	4 80%	0 0%	0 0%	0 0%
How would you rate the communication between the student's UOPX faculty member and you?	1 20%	3 60%	1 20%	0 0%	0 0%

Employer Feedback

In 2023, surveys were sent to five (5) employers based on self-reporting by alumni. One (1) employer completed the survey for a response rate of 20% satisfied by graduates of the MSC/CCMH program. However, due to the low response rate the faculty will continue to monitor feedback on an annual basis.

Employer Survey Data 2023 (n=1)

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

Curriculum Modifications

We made curriculum revisions to several courses prior to the 2023 academic year (September 1, 2022-August 31, 2023), that year took effect during 2023 academic year. These changes were based on identified course revisions, driven by various sources of data, including the surveys presented above, student evaluations (End of Course Surveys) and evaluations of clinical sites and site supervisors, and continuous faculty feedback.

Course	Launch Date	Revisions	Data Source	Goal
CCMH/592: Practicum in Mental Health Counseling	5/23/2022	Updated course to new assessment plan and curriculum to career alignment	Core Faculty and Industry feedback	Align to skills and improve assessment processes to more accurately measure student learning and enhance student performance.
CCMH/597A: Internship A	6/6/2022	Updated course to new assessment plan and curriculum to career alignment	Core Faculty and Industry feedback	Align to skills and improve assessment processes to more accurately measure student learning and enhance student performance.
CCMH/597B: Internship B	5/23/2022	Updated course to new assessment plan and curriculum to career alignment	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)
Gabriella Ficchi	11/28/2022 - present
Jamie Buckalew-Hedin	5/19/2020 – 07/04/2023

Multiple sources of data were reviewed to inform course and program improvements. Sources included 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, three (3) 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 identified several planned actions for the next academic year. These include continuing education opportunities for faculty and site supervisors, Community Networking events, student skills workshops and aligning KPIs to assess student outcome and progression through the program. The progress of these efforts will be outlined in the next Annual Report.