



COMMONWEALTH UNIVERSITY

**CLINICAL MENTAL HEALTH
COUNSELING PROGRAM**

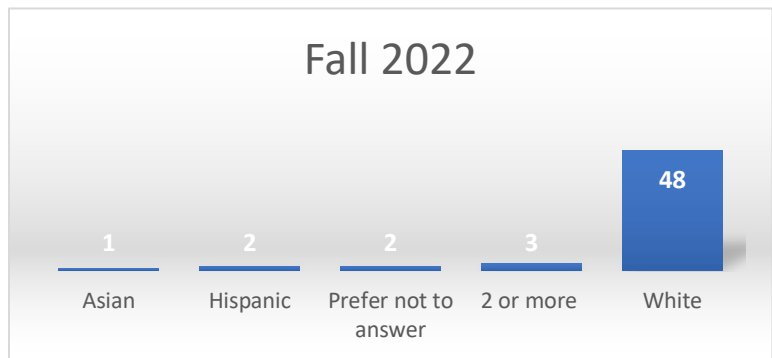
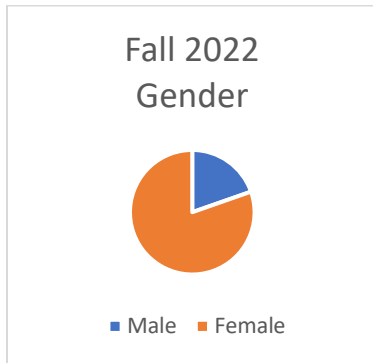
The purpose of this annual report is to inform all stakeholders of the M.S. in Clinical Mental Health Counseling Program, including students, faculty, administration, alumni and site-supervisors about program evaluation results, program modifications based on these results, and other significant program changes.

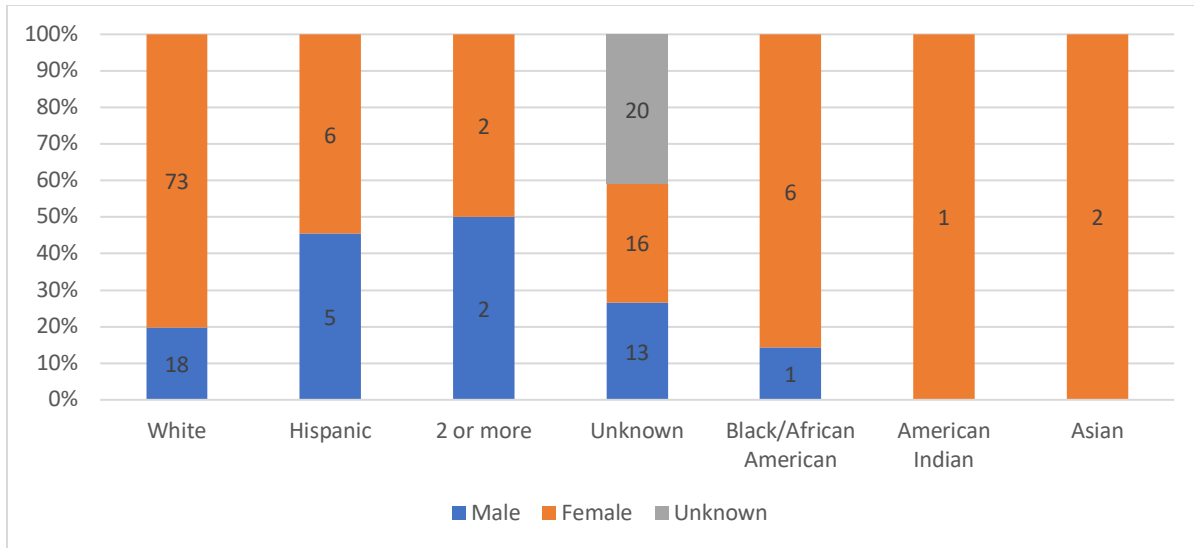
1. Admissions Data, Enrollment Data and Faculty Data

Admissions

The MS in CMHC admits students three times per year for the Fall, Spring, and Summer semesters. For all admissions cycles, **221** prospective students submitted applications for admissions in 2022-2023 Academic Year. Of that number, **104** were accepted and **69** students matriculated into the program. Below are the demographics for all 221 applicants.

Table 1: Applicant Demographics





NOTE: Due to a system change in January 2023, these numbers only reflect Spring and Summer 2023 Cohorts.

Faculty Observations

Faculty continue to be aware that the program applicants are predominantly white females; therefore, the program continues to expand its opportunity to recruit diverse students.

Action Steps:

- Continue to offer digital informational recordings for applicants on the website.
- Continue to either minimize or eliminate monetary deposits to reduce barriers for submitting applications.
- Continue to implement applicant group interviews via Zoom.
- Within the PASSHE confounds, continue to advocate for more closely aligned in-state and out-of-state tuition.
- Work with admissions to recruit people across the nation.
- Work with university leadership to offer additional financial support for applicants with diverse needs.

Enrollment

There are currently 214 students in the CMHC program. Of the currently enrolled students, 183 students (85.5%) are female. Below are the current enrollment demographics:

Female

2023						
2 or more	African American	Asian	Hispanic	International	Unknown	White
1	6	9	1	10	2	15
2	137					

Male

2023				
African American	Hispanic	Unknown	White	
1	1	2	27	

The chart below shows our program enrollment trends since the program began in 2012.

Table 1. Overall Enrollment

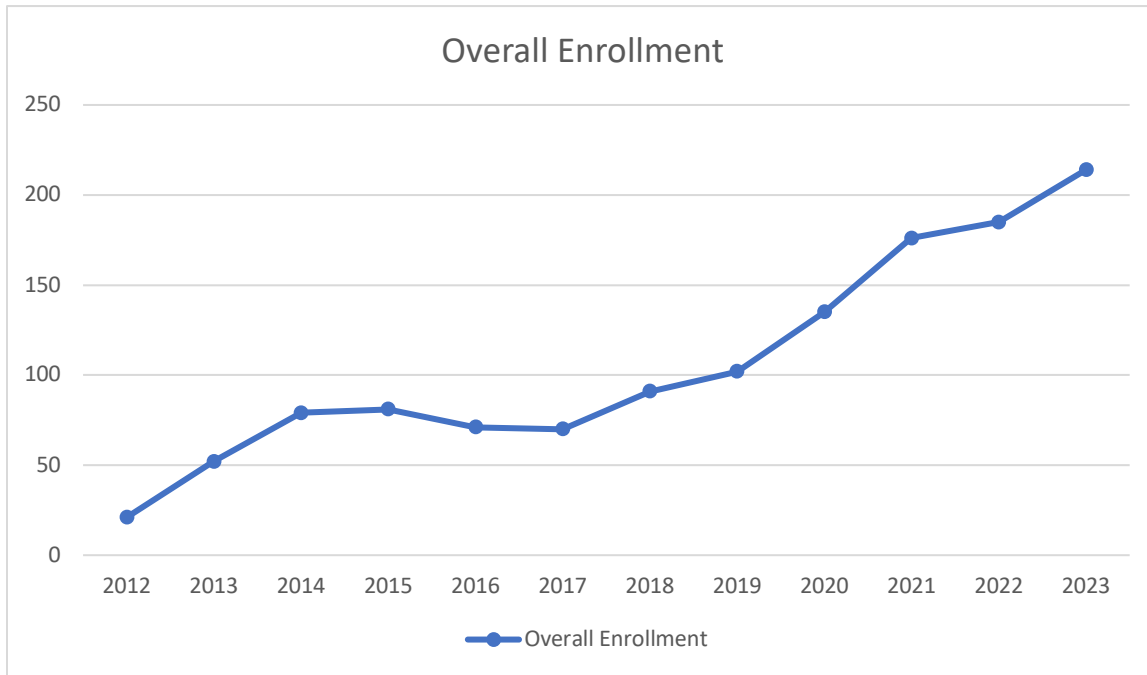


Table 2. Demographic Trends

	Overall Enrollment	African American	Hispanic	Native American	White	2 or more	Unknown	Asian	Pacific Islander	International
2012	21									
2013	52									
2014	79									
2015	81									
2016	71	5	3	0	62	0	1	0	0	0
2017	70	6	1	1	62	0	0	0	0	0
2018	91	6	4	1	77	2	0	0	0	0
2019	102	9	3	1	86	2	1	0	0	0
2020	135	12	8	2	107	4	1	1	0	0
2021	176	14	10	1	144	4	1	1	1	0
2022	185	13	9	0	154	4	1	1	1	2
2023	214	10	11	0	166	7	17	1	0	2

Faculty Observations

Data was not collected on demographic trends until 2016. Faculty continue to be aware that the program enrollment is predominantly white females. The faculty continue to strengthen mentorship and retention of diverse students. The faculty are also aware that the university system currently only has male/female gender choices; therefore, we cannot gain demographic information specifically on people who identify as non-binary.

Action Steps:

- Faculty began a culture collective group in Spring 2023 to strengthen the importance of diversity. This will continue.
- Faculty continue to offer a mentoring program that is more intentional in connecting students based on their needs and wishes.
- Faculty will continue to offer a CMHC Club that allows students to connect with one another and cultivate relationships across the program.
- Faculty will assess the needs of students in relation to course modality and synchronous class offerings in hopes of being more flexible to meet the diverse needs of students.
- Continue to advocate for a gender identity choice of non-binary for system reporting.

Faculty

During the 2022-2023 Academic Year, the CMHC program had 9 full-time faculty and one part-time faculty member. The demographics of the faculty are below:

Demographics	Male	Female
Hispanic	0	2
Kenyan Tribe	1	0
White	1	6
Military Spouse	0	2
LGBTQI+	0	1
PA Resident	1	4
Non-PA Resident (CO, NM, VA, NY)	1	4
Bi-Lingual	1 (Kenyan & English)	1 (Spanish & English)
Tenured/Tenure Track	1	5
Temporary	1	2

FTE Ratio: CACREP requires that accredited counseling programs ensure that they maintain a 12-student to 1-faculty member Full Time Equivalency (FTE) ratio. This ratio includes both full- and part-time students as well as core and adjunct faculty. For Fall 2022, the FTE was 11.57: 1 and for Spring 2023, the FTE was 11.35:1.

Faculty Observations:

Faculty are aware of the need to continue to diversify the faculty compliment specifically to include more gender representation, cultural diversity, and clinical expertise. Faculty wish to

solidify full-time temporary lines into tenure-track lines to sustain stability and continuity for the program and students.

Action Steps:

- As positions become available, faculty searches should focus on representation from any of the aforementioned areas.
- Faculty lines will continue to be remote in order to allow more diversity in faculty compliment.
- Work with university committees to offer mentorship and connection for diverse faculty.
- Continue to advocate for more tenure track faculty lines to promote stability and continuity.

2. Number of Graduates, Program Completion, Certification/Licensure Exam Pass Rate, and Job Placement Rate

Vital statistics are gathered each year and reported to CACREP in December. Outcomes reports are posted on the CMHC website. An overview of these statistics can be found below.

Program	Number of Students who Graduated 2022-2023	On-time Completion Rate	Licensure Exam Pass Rate*	Job Placement Rate**
MS in CMHC	44	61.4%	85% - NCE	100%

* Based on data received from NBCC for students who took the NCE

** 2 Graduates did not respond to the follow-up inquiries; therefore, they were not counted in the job placement rate.

Demographics of Graduates

Below is a demographic chart of our 2022-2023 graduates.

Gender	
Female	39
Male	3
Non-Binary	1
Age	
24 - 29	29
30 - 39	12
40 – 54	3
Race / Ethnicity	
Black/African American	7
Asian / Asian American	1

Hispanic / Latinx	2
White	31
Bi-racial	2
Received Disability Services	2
Military Status	
Spouse	4
Physical Location	
Pennsylvania	30
Virginia	1
Maryland	4
Delaware	1
Connecticut	1
North Dakota	1
Oregon	1
Indiana	1
Mississippi	1
North Carolina	1
Louisiana	1
Texas	1

3. Program/Student Learning Outcomes (PLSOs) Assessment

As required by CACREP standards, the MS in Clinical Mental Health Counseling Program collects data to measure and evaluate PSLO's. The table below identifies the PSLOs for the Program.

<p>Outcome 1: Professional identity and ethical practice. Graduates will identify with the mental health counseling profession by understanding the roles and responsibilities of mental health counselors' professional functioning as well as demonstrating ethical and legal practice and dispositions related to effective practice to include self-care, flexibility, insight, empathy, and integrity (CACREP, 2016, 2.F.1.b., 2.F.1.i., 2.F.1.1.). This will be measured with a success rate of 80% over three different points in time.</p>
<p>Outcome 2: Diversity and advocacy. Graduates will identify and apply cultural considerations relevant to counseling clients (CACREP, 2016, 2.F.2.a, 2.F.2.c.). This will be measured with a success rate of 80% over three different points in time.</p>
<p>Outcome 3: Human growth and development. Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan (CACREP, 2016, 2.F.3.a., 2.F.3.i.). This will be measured with a success rate of 80% over three different points in time.</p>
<p>Outcome 4: Career Development. Graduates will demonstrate the ability to assess the implications of a client's work environment on their life experiences as well as use theories, models, and strategies to support a client's career development (CACREP, 2016, 2.F.4.a.,</p>

2.F.b., 2.F.4.d.). This will be measured with a success rate of 80% over two different points in time.
Outcome 5: Counseling and clinical practice. Graduates will apply theories and models of counseling through interviewing, counseling, and case conceptualization skills to develop effective treatment plans (CACREP, 2016, 2.F.a., 2.F.5.g., 2.F.5.h.). This will be measured with a success rate of 80% over three different points in time.
Outcome 6: Group counseling and effective leadership. Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling (CACREP, 2016, 2.F.6.a., 2.F.6.c., 2.F.6.d.). This will be measured with a success rate of 80% over three different points in time.
Outcome 7: Assessment and testing. Graduates will demonstrate the ability to assess client issues for diagnosis and treatment planning (CACREP, 2016, 2.F.7.b., 2.F.7.e.). This will be measured with a success rate of 80% over three different points in time.
Outcome 8: Research and program evaluation. Graduates will demonstrate the ability to evaluate research in order to inform practice (CACREP, 2016, 2.F.8.a., 2.F.8.b.). This will be measured with a success rate of 80% over three different points in time.
Outcome 9: Clinical mental health counseling. Graduates will demonstrate the knowledge, skills, and dispositions to effectively conceptualize, assess, diagnose, and treat clients in various settings. (CACREP, 2016, 5.C.1.c., 5.C.1.e., 5.C.2.d., 5.C.3.b.). This will be measured with a success rate of 80% over three different points in time.

Knowledge

Signature Assignments (SA's) are identified in key courses to help assess student knowledge acquisition for each PSLO. These assessments are identified in each course syllabus and are evaluated by the faculty teaching the course. Lock Haven uses Tevera as the assessment system for evaluating the PSLOs; however, the university recently underwent an integration. This had various impacts on the program. The program was required to change course numbers, which required us to rename rubrics in Tevera. These were modified in the 2022-2023 academic year, which resulted in not capturing all of the data for the academic year. The program continues to work with Tevera to analyze the aggregate data from previous rubrics.

Skills

In addition to specific assessments listed in the charts below, the Counselor Competency Skills Rating (CCS-R) assessment is used to measure counseling skills across the program in Basic Skills, Advanced Skills, Group Counseling Skills, Practicum, and Internship.

Data on each of the program objectives and assessments are included in the charts below.

1. PROFESSIONAL IDENTITY AND ETHICAL PRACTICE					
Outcome 1	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Data
<p>Graduates will identify with the mental health counseling profession by understanding the roles and responsibilities of mental health counselors' professional functioning as well as demonstrating ethical and legal practice and dispositions related to effective practice to include self-care, flexibility, insight, empathy, and integrity. This will be measured with a minimum success rate of 80% for each assessment.</p>	<p>2.F.1.b. – counselor roles</p> <p>2.F.1.i - ethical and legal considerations</p> <p>2.F.1.1 - self-care strategies</p>	<p>CMHC505 Professional Orientation in Mental Health Counseling (Knowledge)</p> <p><i>Professional Journey Paper</i> - Students will identify key roles and responsibilities of mental health counselors and identify self-care strategies to implement throughout their professional journey.</p>	<p>CMHC585 Ethical, Legal and Professional Issues in Counseling (Skills)</p> <p><i>Case Study</i> - Given a case scenario, students will identify multiple ethical, legal and/or professional issues and apply an ethical decision-making model to one of those issues.</p>	<p>CMHC591 & CMHC592 Internship (Skills)</p> <p><i>Final Site Supervisor Evaluations</i> (Section 2.A.) – Students will be evaluated on their ability to adhere to ethical and legal standards during internship and professional dispositions.</p>	<p>Assessment 1:</p> <ul style="list-style-type: none"> • 100% met competency <p>Assessment 2:</p> <ul style="list-style-type: none"> • 100% met competency <p>Assessment 3:</p> <ul style="list-style-type: none"> • 100% met competency

2. SOCIAL AND CULTURAL DIVERSITY					
Outcome 2	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Data
Graduates will identify and apply cultural considerations relevant to counseling clients. This will be measured with a minimum success rate of 80% for each assessment.	2.F.2.a – multicultural and pluralistic characteristics 2.F.2.c - multicultural counseling competencies	CMHC535 Multicultural Counseling (Knowledge) <i>Cultural Exploration & Advocacy Plan</i> - Students will identify cultural relevant considerations for themselves and others.	CMHC550 Psychopathology & Differential Diagnosis (Skills) <i>Case Study</i> – Given a case study, students will identify cultural characteristics and considerations for the client. These will be used to determine appropriate treatment interventions.	CMHC591 & CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation</i> (2.F.) - Students will be evaluated on their ability to meet client’s multicultural needs during internship.	Assessment 1: • 97% met competency Assessment 2: • Starting in fall 2023, this is a new assessment for this outcome. Assessment 3: • 100% met competency

3. HUMAN GROWTH AND DEVELOPMENT					
Outcome 3	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Data
Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan. This will be measured	2.F.3.a - theories of individual development 2.F.3.f – systemic and environmental factors 2.F.3.i - promoting	CMHC520 Lifespan Development (Knowledge) <i>Final Project Presentation</i> – Given a case, students will identify a theory as well as considerations	CMHC555 Advanced Skills in Mental Health Counseling (Skills) <i>Treatment Plan</i> – Students will demonstrate their ability to conceptualize a	CMHC591 & CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation</i> (2.J.) - Students will be evaluated on their	Assessment 1: • 90% met competency Assessment 2: • 96% met competency Assessment 3: • 100% met competency

with a minimum success rate of 80% for each assessment.	resilience and optimum development and wellness	relevant to human development and resiliency across the lifespan.	volunteer client's needs and identify considerations, apply theories, and create goals for wellness.	ability to use different counseling modalities to match their client's needs.	
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4. CAREER DEVELOPMENT					
Outcome 4	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Data
Graduates will demonstrate the ability to assess the implications of a client's work environment on their life experiences as well as use theories, models, and strategies to support a client's career development. This will be measured with a minimum success rate of 80% for each assessment.	2.F.4.a – theories & models 2.F.4.b – interrelationships of work and well-being 2.F.4.d – assessing the conditions of the work environment on clients' life Experiences	CMHC540 Career Development (Knowledge) <i>Case Study</i> – Given a case study, students conceptualize the impacts of work environment on the client. Students identify relevant assessments, theories, and models of career development to work with the client.	CMHC591 & CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation (2.J.)</i> - Students will be evaluated on their ability to use different counseling modalities to match their client's needs.		Assessment 1: <ul style="list-style-type: none"> 99% met competency Assessment 2: <ul style="list-style-type: none"> 100% met competency

5. COUNSELING AND CLINICAL PRACTICE					
Outcome 5	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Data
Graduates will apply theories, case conceptualization skills, interviewing, and evidence-based techniques when working with clients. This will be measured with a minimum success rate of 80% for each assessment.	<p>2.F.5.a – theories and models of counseling</p> <p>2.F.5.g - interviewing, counseling, and case conceptualization skills</p> <p>2.F.5.j – evidence-based techniques</p>	<p>CMHC510 Counseling Theories (Knowledge)</p> <p><i>Theoretical Integration</i> – Students identify a counseling theory to use.</p>	<p>CMHC525 Basic Skills in Mental Health Counseling (Skills)</p> <p><i>Final Skills Tape</i> (using the CCS-R) – Students will be assessed on their ability to use basic counseling skills.</p>	<p>CMHC591 & CMHC592 Internship (Skills)</p> <p><i>Final Site Supervisor Evaluation</i> (Section 1) – Students will be evaluated on their counseling skills.</p>	<p>Assessment 1:</p> <ul style="list-style-type: none"> 100% met competency <p>Assessment 2:</p> <ul style="list-style-type: none"> Issue with extracting the data from Tevera. Currently being resolved. <p>Assessment 3:</p> <ul style="list-style-type: none"> 100% met competency

6. GROUP COUNSELING AND EFFECTIVE LEADERSHIP					
Outcome 6	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Data
Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling.	<p>2.F.6.a – theoretical foundations</p> <p>2.F.6.c – therapeutic factors</p> <p>2.F.6.d - characteristics and functions of effective group leaders</p>	<p>CMHC565 Group Skills in Mental Health Counseling (Knowledge)</p> <p><i>Group Development Plan</i> – Students will identify therapeutic factors, an applicable</p>	<p>CMHC565 Group Skills in Mental Health Counseling (Skills)</p> <p><i>Group Co-Leadership Experience</i> – Students will gain experience co-leading a psychoeducation session.</p>	<p>CMHC590 Practicum in MHC; CMHC591/592 Internship (Skills)</p> <p><i>Final Site Supervisor Evaluation</i> (Section 1) – Students will be evaluated on their counseling skills. Students</p>	<p>Assessment 1:</p> <ul style="list-style-type: none"> 96% met competency <p>Assessment 2:</p> <ul style="list-style-type: none"> 94% met competency <p>Assessment 3:</p> <ul style="list-style-type: none"> 100% met competency

This will be measured with a minimum success rate of 80% for each assessment.		theoretical approach, and leadership considerations that may be applicable to a potential group.		are required to complete group hours in either practicum or internship.	
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7. ASSESSMENT AND TESTING

Outcome 7	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Data
Graduates will demonstrate the ability to assess client issues for diagnosis and treatment planning. This will be measured with a minimum success rate of 80% for each assessment.	2.F.7.b – conducting assessments 2.F.7.e – use of assessments for diagnosis & treatment planning	CMHC515 Assessment in Mental Health Counseling (Skills) <i>Biopsychosocial and Mental Status Exam Demonstration</i> - Students complete a video demonstration of them performing a biopsychosocial and mental status exam with a pseudo client. Students then submit a written assignment documenting the information gathered from the biopsychosocial and mental	CMHC550 Psychopathology & Differential Diagnosis (Skills) <i>Case Study</i> – Students will identify applicable assessments and intervention strategies based on the case.	CMHC591 or CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation (2.E.)</i> - Students will be evaluated on their ability to use appropriate assessments and score them appropriately.	Assessment 1: • 98% met competency Assessment 2: • 98% met competency Assessment 3: • 100% met competency

		status exam that may inform diagnosis and treatment.			
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8. RESEARCH AND PROGRAM EVALUATION					
Outcome 8	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Data
Graduates will demonstrate the ability to evaluate research in order to inform practice. This will be measured with a minimum success rate of 80% for each assessment.	2.F.8.a – critique of research 2.F.8.b – counseling practices	CMHC530 Research and Program Evaluation (Knowledge) <i>Article critique</i> – Students critically analyze research to inform their counseling practice.	CMHC555 Advanced Skills in Mental Health Counseling (Skills) <i>Treatment Plan</i> – Students will conceptualize a volunteer client’s presenting concerns and use research to identify evidence-based interventions that will meet the client's needs.	CMHC591 & CMHC592 Internship (Skills) <i>Site Supervisor Final Evaluation (2.H)</i> – Students are evaluated on their ability to thoroughly complete case notes and treatment plans as well as engage in reading journal articles to support their practice.	Assessment 1: • 98% met competency Assessment 2: • Issue with extracting the data from Tevera. Currently being resolved. Assessment 3: • 100% met competency

CLINICAL MENTAL HEALTH COUNSELING					
Outcome 9	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2022-2023 Results
Graduates will demonstrate the knowledge, skills, and dispositions	5.C.1.c – case conceptualization & treatment planning	CMHC550 Psychopathology & Differential Diagnosis (Skills)	CMHC555 Advanced Skills in Mental Health Counseling (Skills)	CMHC591 & CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation</i>	Assessment 1: • 100% met competency Assessment 2: • Issue with extracting the data from

to effectively conceptualize, assess, diagnose, and treat clients in various settings. This will be measured with a minimum success rate of 80% for each assessment.	5.C.1.e – assessments 5.C.2.d – diagnostic process 5.C.3.b. – techniques & interventions	<i>Case Study</i> – Students will identify applicable assessments based on the case. Then students will identify a provisional diagnosis and evidence-based treatment interventions.	<i>Treatment Plan</i> – Students will identify and use assessments to conceptualize a volunteer client’s needs and create a treatment plan to meet those needs.	(Section 1 & 2) – Students will be evaluated on all areas related to providing counseling to include skills, multicultural considerations, treatment plans, and ethical and legal practice.	Tevera. Currently being resolved. Assessment 3: • 100% met competency
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Faculty Observation:

Due to various changes that were made in Tevera with rubrics, aligning standards with assessments, and faculty receiving new emails due to the university integration, there was some issues with retrieving the data. The program director continues to work with Tevera to identify the problems and extract the aggregate data for key assessments. Aside from extracting some of the data, the majority of students are doing well meeting the outcome expectations.

Action Steps:

- Re-examine all PSLOs and identified knowledge and skill assessments.
- Continue to work with Tevera to extract aggregate data.
- Consider if rubrics in Tevera need to be revised to only assess the specific standards for each particular assessment or add a NA option for each standard that is not being assessed with the given assignment.
- Re-evaluate the current use of a comprehensive exam during practicum. Consider creating a new exam with questions that directly align with the key standards for each outcome. Rather than having the exam not have any grade required for students, the team will discuss the implications of this and how it may be negatively skewing the data. The team will consider having a grade requirement so that the exam is taken seriously thus the results may be more realistic of student’s knowledge.

Dispositions

The CCS-R measures professional dispositions across the curriculum. If there are concerns, students are referred to the Student Review Committee. Students are informed about the required dispositions in the CMHC Handbook. The first time they are assessed is in CMHC525 Basic Skills in Mental Health Counseling. Students are again evaluated in the CMHC555 Advanced Skills course, which occurs in either a student’s second or third year, dependent on if the student

is in the part-time or full-time cohort. Students are assessed again in CMHC565 Group Skills which is in the semester prior to going into practicum. Finally, they are assessed in the practicum and internship courses. Below are the program's expectations.

CCS-R Expectations

- **CMHC525 = YEAR 1**
 - **Skills & Dispositions:** Competency is that students are developing (3's) but at least 50% of the skills and dispositions are meeting standards (4's).
 - More than 50% of skills or dispositions that need developed and/or 3 or more below expectations (2) or any harmful (1) = Remediation Plan, which may need completed prior to moving forward in the program, and may require the student to retake the course
- **CMHC555 = YEAR 2/3**
 - **Skills & Dispositions:** Competency is that students are meeting at least 75% of skill and disposition standards (4's).
 - More than 25% of skills and/or dispositions that need further developed or anything below expectations (2) or harmful (1) = Remediation Plan, which may need completed prior to moving forward in the program and/or may require the student to retake the course.
- **CMHC565 = YEAR 2/3**
 - **Skills & Dispositions:** This is the final course before practicum; therefore, the competency is that students are meeting all skill and disposition standards (4's) to work with clients
 - If more than 10% of the skills still need developed (3) or anything is below expectations (2) or harmful (1), a remediation plan may need completed prior to moving forward in the program
 - If any dispositions are not meeting competency, this may result in a remediation plan, which may need completed prior to moving forward in the program.
- **Practicum and Internship = YEAR 3/4**
 - **Skills & Dispositions:** Competency is that 100% of skills and dispositions are meeting standard. For any skill or disposition less than that, the faculty, student, and site supervisor meet to create a plan to address the concerns.
 - If concerns continue, then there's a potential for the student to be removed from the site and a remediation plan is created.
 - If a student demonstrates egregious behaviors (i.e., breaking confidentiality, failure to follow the ACA *Code of Ethics*, sleeping with a client, felony charges, academic dishonesty, etc.), the student may be removed from the site and dismissed from the program immediately.

Currently, Tevera is having issues with reporting all of our data in the preliminary classes; however, faculty monitor dispositions and report to the program director any students with concerns. All students met expectations for each class. The final site supervisor evaluation is used in internship and 100% of the students earned a 4 or higher on each of the dispositions.

Student Review Committee: When students do not meet competency standards for skills or dispositions, they are referred to the student review committee. During the 2022-2023 Academic Year, one student was referred to the committee. A remediation plan was created and the student was successful in completing all requirements to complete the plan.

Faculty Observations – Dispositions:

With 214 students currently enrolled in the program, one student being referred to the Student Review Committee is remarkable. Faculty believe that our continued efforts to identify students early with mid-term evaluations on both skills and dispositions, allows faculty and students to engage in early remedial efforts. This in turn allows for students to strengthen these dispositions before needing to be referred to the review committee at the end of the course. Faculty also believe that the use of synchronous classes allows faculty to keep a close eye on students, which again allows remedial efforts to occur prior to needing to go to the student review committee.

Action Steps:

- Continue flagging students for knowledge, skills, and dispositions throughout each semester in order to remediate concerns early.

4. Additional Feedback

The CMHC Program has several surveys to gain additional feedback from alumni, students, and stakeholders. Alumni complete the graduate exit survey in which they report on their competency with each PSLO. The program revised their PSLOs in Fall 2023 to include one for each CACREP CORE area as well as one for the CMHC Standards. Data will be gathered on these outcomes beginning with the December 2023 graduates. That being said, below is the data that was collected based on the former program outcomes.

Alumni Survey

During the 2022-2023 academic year, alumni stated how confident they felt in their ability to demonstrate the following program objectives:

1. **Professionalism:** Graduates will demonstrate: (a) knowledge of the mental health counseling field’s history and development, (b) commitment to the counseling professional identity through active membership and participation in professional organizations as well as maintaining ethical, legal, and professional behavior according to the current edition of the *ACA Code of Ethics*, and (c) a commitment to their own self-care and wellness.
 - **Results:**

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident
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61%	32%	7%	0	0
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2. **Assessment & Treatment Planning:** Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses (using both the DSM-5TR and the ICD-10), and treatment plans across the lifespan.

○ **Results:**

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident
25%	41%	32%	2%	0

3. **Counseling, Prevention, & Intervention:** Graduates will demonstrate knowledge, skills, and practices of effective culturally appropriate individual, group, couples, and family counseling skills.

○ **Results:**

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident
43%	46%	9%	2%	0

4. **Diversity and Advocacy:** Graduates will respect and value the dignity of people across all cultural contexts. They will demonstrate knowledge, skills and practices to competently advocate for clients and the profession as well as understand how to influence policy to enhance the professional practice of counseling including prevention of mental and emotional disorders.

○ **Results:**

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident
50%	34%	14%	2%	0

5. **Scholarship:** Graduates will demonstrate current knowledge, skills, and use relevant research findings to critically evaluate programs and inform practice.

○ **Results:**

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident
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27%	36%	27%	9%	0
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Employer Survey:

The program did not have a positive response rate for contacting employers. Furthermore, a large portion of our graduates are being hired by their sites; therefore, the program decided to survey site supervisors at the completion of the interns experience with them. For the 2022-2023 Academic Year, 59% of our students were hired by their internship sites. Furthermore, site supervisors were asked how likely they would be to hire the intern, if they had an opening. Below are the results:

Extremely Likely	Likely	Neutral	Not Likely
82%	16%	2%	0%

Site supervisors were also asked how well they felt the program prepared their interns for the mental health field in the following areas. Again, our program outcomes were revised in Fall 2023 so these will be assessed beginning in December 2023; however, below was the feedback for the previous program outcomes.

- 1. Professionalism:** Graduates will demonstrate: (a) knowledge of the mental health counseling field’s history and development, (b) commitment to the counseling professional identity through active membership and participation in professional organizations as well as maintaining ethical, legal, and professional behavior according to the current edition of the *ACA Code of Ethics*, and (c) a commitment to their own self-care and wellness.

- **Results:**

Exceeds Expectations	Meets Expectations	Is inconsistent	Below Expectations	Harmful
68%	32%	0	0	0

- 2. Assessment & Treatment Planning:** Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses (using both the DSM-5TR and the ICD-10), and treatment plans across the lifespan.

- **Result:** 98% felt confident in their ability to demonstrate this outcome

Exceeds Expectations	Meets Expectations	Is inconsistent	Below Expectations	Harmful
66%	34%	0	0	0

- 3. Counseling, Prevention, & Intervention:** Graduates will demonstrate knowledge, skills, and practices of effective culturally appropriate individual, group, couples, and family counseling skills.

Exceeds Expectations	Meets Expectations	Is inconsistent	Below Expectations	Harmful
61%	39%	0	0	0

- 4. Diversity and Advocacy:** Graduates will respect and value the dignity of people across all cultural contexts. They will demonstrate knowledge, skills and practices to competently advocate for clients and the profession as well as understand how to influence policy to enhance the professional practice of counseling including prevention of mental and emotional disorders.

Exceeds Expectations	Meets Expectations	Is inconsistent	Below Expectations	Harmful
66%	34%	0	0	0

- 5. Scholarship:** Graduates will demonstrate current knowledge, skills, and use relevant research findings to critically evaluate programs and inform practice.

Exceeds Expectations	Meets Expectations	Is inconsistent	Below Expectations	Harmful
55%	45%	0	0	0

Faculty Observations:

Faculty are much happier with the response rate for the new method of collecting information from site supervisors versus surveying employers. With over 50% of the students being hired by their sites this past year, we felt like we had a satisfactory response to use for meaningful program modifications. Faculty are also happy with the response rate of our graduate survey.

Action Steps:

- Continue surveying alumni during the last week of their program.

- Continue the method of surveying site supervisors at the very end of an intern's experience (as they graduate).
- While the results for all program outcomes met expectations, we noticed that the research and program evaluation outcome was slightly lower than the other outcomes, which happens to align with the alumni feedback as well. With this data, faculty will review the course and determine strategies to enhance the course to support student's self-efficacy and site supervisor's expectations.
- The program will look at gaining feedback from site supervisors and the advisory board on the new program outcomes.

5. CACREP Self-Study

The program is seeking reaccreditation under the 2016 CACREP Standards. In May 2023, the program submitted the self-study. The program was asked to provide an addendum to the self-study, which will be submitted in Fall 2023. The program is expected to have their site visit in Spring 2024.

6. Program Changes and Modifications

After reviewing all program evaluation data, the faculty made the following program modifications:

Implemented Changes

- Updated program outcomes to align with the 8 CORE CACREP areas and the CMHC specialty. Formerly the outcomes combined some of the core areas into one outcome.
- Identified key CACREP standards that aligned with each of the nine program outcomes.
- Updated signature assignments to efficiently align with the chosen CACREP standards and program outcomes.
- Updated rubrics in Tevera to align with PSLOs and key assessments.
- Updated individual and group interview questions for the admissions process. Questions focused on program outcomes and dispositions.
- A search is underway for 1 tenure-track faculty line to begin in Fall 2024.

Other actions steps were identified in the different sections of this report and will be in progress for the 2023-2024 academic year.