



COMMONWEALTH UNIVERSITY

**CLINICAL MENTAL HEALTH
COUNSELING PROGRAM**

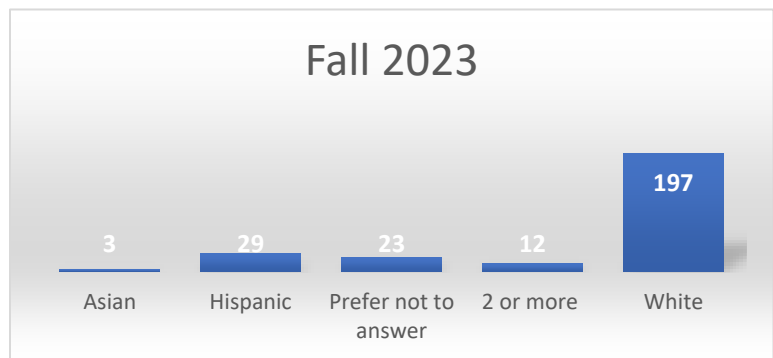
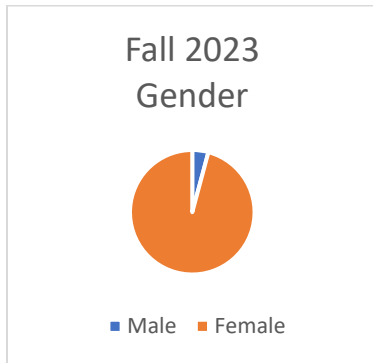
The purpose of this annual report is to inform all stakeholders of the M.S. in Clinical Mental Health Counseling Program, including students, faculty, administration, alumni and site-supervisors about program evaluation results, program modifications based on these results, and other significant program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

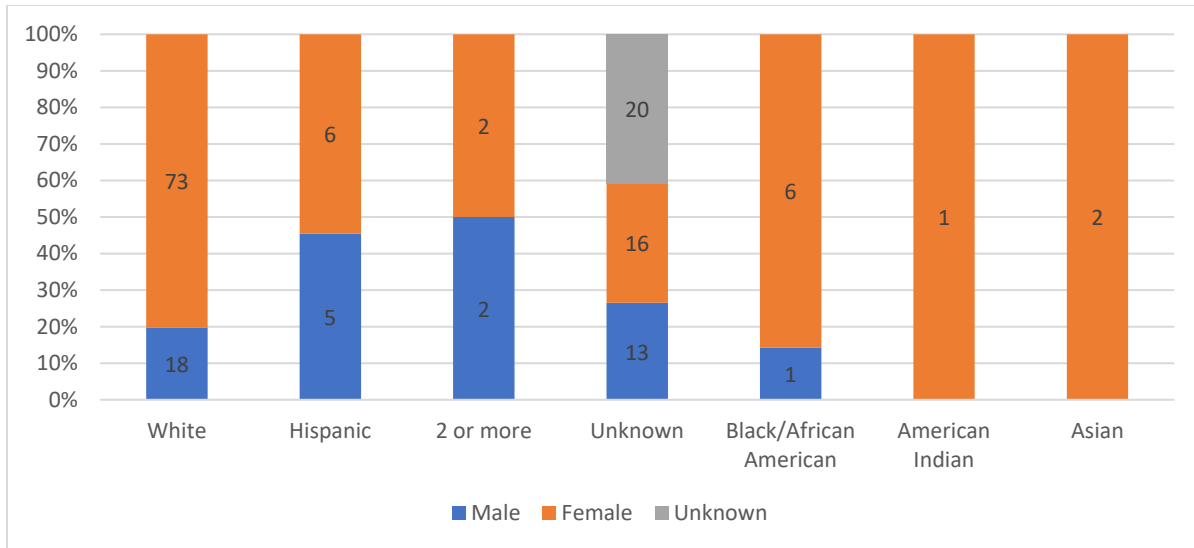
1. Admissions Data, Enrollment Data and Faculty Data

Admissions

The MS in CMHC admits students three times per year for the Fall, Spring, and Summer semesters. For all admissions cycles, **292** prospective students submitted applications for admissions in 2023-2024 Academic Year. Of that number, **112** were accepted and **79** students matriculated into the program. Below are the demographics for all 292 applicants.

Table 1: Applicant Demographics





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 252 students in the CMHC program. Of the currently enrolled students, 215 students (85.5%) are female. Below are the current enrollment demographics:

Female

Male

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

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

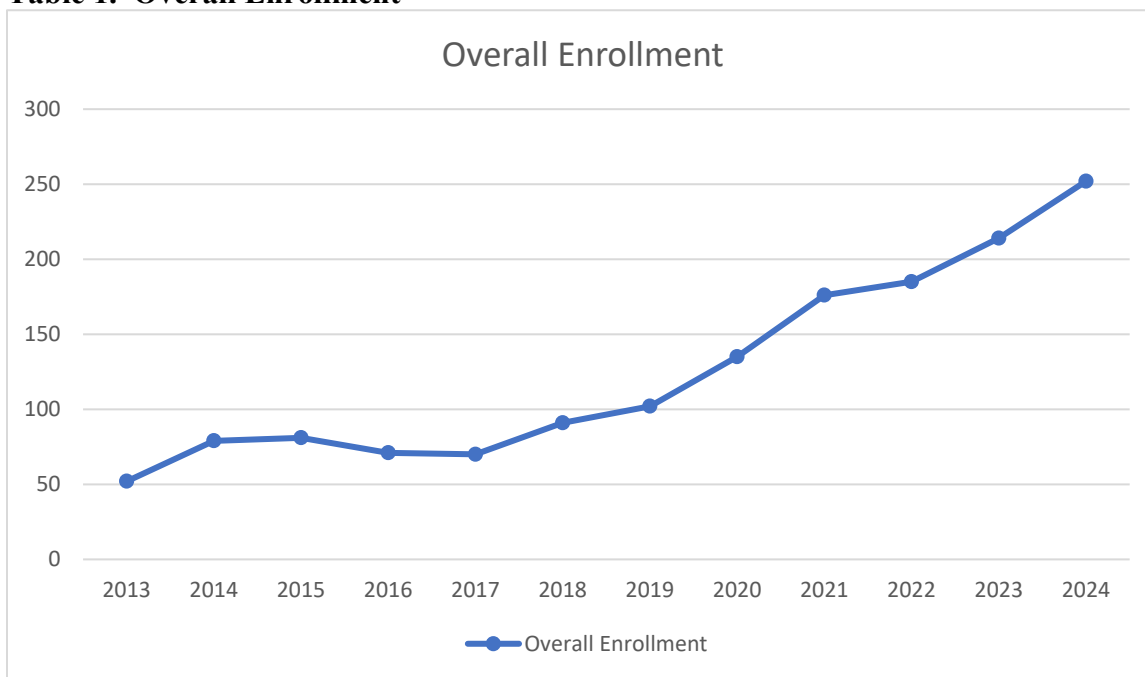


Table 2. Demographic Trends

	B	C	D	E	F	G	H	I	J	K
1	Overall Enrollment	African American	Hispanic	Native American	White	2 or more	Unknown	Asian	Pacific Islander	International
2	21									
3	52									
4	79									
5	81									
6	71	5	3	0	62	0	1	0	0	0
7	70	6	1	1	62	0	0	0	0	0
8	91	6	4	1	77	2	0	0	0	0
9	102	9	3	1	86	2	1	0	0	0
10	135	12	8	2	107	4	1	1	0	0
11	176	14	10	1	144	4	1	1	1	0
12	185	13	9	0	154	4	1	1	1	2
13	214	10	11	0	166	7	17	1	0	2
14	252	15	14	0	199	1	18	1	0	4

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 2023-2024 Academic Year, the CMHC program had 10 full-time faculty. 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	3

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 2023, the FTE was 12.3: 1 and for Spring 2024, the FTE was 10.5:1.

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 continue 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 2023-2024	On-time Completion Rate	Licensure Exam Pass Rate*	Job Placement Rate**
MS in CMHC	56	67.9%	92% - 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 2023-2024 graduates.

Gender		
	Female	45
	Male	5
	Non-Binary	0
Age		
	24 - 29	23
	30 - 39	15
	40 – 54	9
	55+	1
Race / Ethnicity		
	Black/African American	4
	Asian / Asian American	1
	Hispanic / Latinx	2
	White	36
	Bi-racial	2
Received Disability Services		5
Military Status		
	Spouse	0
Physical Location		
	Pennsylvania	42
	Virginia	0
	Maryland	1
	Massachusetts	1
	Florida	1
	Indiana	1
	North Carolina	2
	New Jersey	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. A 5-point scale is used for program evaluation with students being rated at unsatisfactory, below expectations, near expectations, meets expectations, and exceeds expectations in each key performance indicator. Program expectations are that a minimum of 80% of the students score at the "Meets Expectations" in all KPIs.

<p>Program Objective 1: Professional identity and ethical practice. KPI: 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.l.). This will be measured with a success rate of 80% over three different points in time.</p>
<p>Program Objective 2: Diversity and advocacy. KPI: 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>Program Objective 3: Human growth and development. KPI: 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>Program Objective 4: Career Development. KPI: 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., 2.F.b., 2.F.4.d.). This will be measured with a success rate of 80% over two different points in time.</p>
<p>Program Objective 5: Counseling and clinical practice. KPI: 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.</p>
<p>Program Objective 6: Group counseling and effective leadership. KPI: 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.</p>
<p>Program Objective 7: Assessment and testing. KPI: 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.</p>
<p>Program Objective 8: Research and program evaluation. KPI: 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.</p>
<p>Program Objective 9: Clinical mental health counseling practice. KPI: 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.</p>

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.

Program Objective 1. PROFESSIONAL IDENTITY AND ETHICAL PRACTICE					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 Data
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	2.F.1.b. – counselor roles 2.F.1.i - ethical and legal considerations 2.F.1.1 - self-care strategies	CMHC505 Professional Orientation in Mental Health Counseling (Knowledge) <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	CMHC585 Ethical, Legal and Professional Issues in Counseling (Skills) <i>Movie Reflection</i> - Given a case scenario, students will identify multiple ethical, legal and/or professional issues and apply an ethical decision-making model to	CMHC591 & CMHC592 Internship (Skills) <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.	Assessment 1: • 100% met competency Assessment 2: • 100% met competency Assessment 3: • 100% met competency

include self-care, flexibility, insight, empathy, and integrity. This will be measured with a minimum success rate of 80% for each assessment.		professional journey.	one of those issues.		
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Program Objective 2. SOCIAL AND CULTURAL DIVERSITY					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 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 (2.F.)</i> - Students will be evaluated on their ability to meet client’s multicultural needs during internship.	Assessment 1: • 98% met competency Assessment 2: • 99% met competency Assessment 3: • 100% met competency

Program Objective 3. HUMAN GROWTH AND DEVELOPMENT
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KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 Data
<p>Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan. This will be measured with a minimum success rate of 80% for each assessment.</p>	<p>2.F.3.a - theories of individual development</p> <p>2.F.3.f – systemic and environmental factors</p> <p>2.F.3.i - promoting resilience and optimum development and wellness</p> <p>2.F.5.i- Development of measurable outcomes for clients</p>	<p>CMHC520 Lifespan Development (Knowledge)</p> <p><i>Final Project Presentation</i> – Given a case, students will identify a theory as well as considerations relevant to human development and resiliency across the lifespan.</p>	<p>CMHC555 Advanced Skills in Mental Health Counseling (Skills)</p> <p><i>Treatment Plan</i> – Students will demonstrate their ability to conceptualize a volunteer client’s needs and identify considerations, apply theories, and create goals for wellness.</p>	<p>CMHC591 & CMHC592 Internship (Skills)</p> <p><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.</p>	<p>Assessment 1:</p> <ul style="list-style-type: none"> • 100% met competency <p>Assessment 2:</p> <ul style="list-style-type: none"> • 96% met competency <p>Assessment 3:</p> <ul style="list-style-type: none"> • 99% met competency

Program Objective 4. CAREER DEVELOPMENT					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 Data
<p>Graduates will demonstrate the ability to assess the implications of a client’s work environment on their life experiences as well as use</p>	<p>2.F.4.a – theories & models</p> <p>2.F.4.b – interrelationships of work and well-being</p>	<p>CMHC540 Career Development (Knowledge)</p> <p><i>Case Study</i> – Given a case study, students conceptualize the impacts</p>	<p>CMHC591 & CMHC592 Internship (Skills)</p> <p><i>Final Site Supervisor Evaluation (2.J.)</i> - Students will</p>		<p>Assessment 1:</p> <ul style="list-style-type: none"> • 98% met competency <p>Assessment 2:</p> <ul style="list-style-type: none"> • 99% met competency

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.d – assessing the conditions of the work environment on clients' life Experiences	of work environment on the client. Students identify relevant assessments, theories, and models of career development to work with the client.	be evaluated on their ability to use different counseling modalities to match their client's needs.		
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Program Objective 5. COUNSELING AND CLINICAL PRACTICE					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 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.	2.F.5.a – theories and models of counseling 2.F.5.g - interviewing, counseling, and case conceptualization skills 2.F.5.j – evidence-based techniques	CMHC510 Counseling Theories (Knowledge) <i>Theoretical Integration</i> – Students identify a counseling theory to use.	CMHC525 Basic Skills in Mental Health Counseling (Skills) <i>Final Skills Tape</i> (using the CCS-R) – Students will be assessed on their ability to use basic counseling skills.	CMHC591 & CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation (Section 1)</i> – Students will be evaluated on their counseling skills.	Assessment 1: • 100% met competency Assessment 2: • 100% met competency Assessment 3: • 100% met competency

Program Objective 6. GROUP COUNSELING AND EFFECTIVE LEADERSHIP

KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 Data
<p>Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling. This will be measured with a minimum success rate of 80% for each assessment.</p>	<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 theoretical approach, and leadership considerations that may be applicable to a potential group.</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 (Section 1)</i> – Students will be evaluated on their counseling skills. Students are required to complete group hours in either practicum or internship.</p>	<p>Assessment 1:</p> <ul style="list-style-type: none"> • 99% 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"> • 94% met competency

Program Objective 7. ASSESSMENT AND TESTING					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 Data
<p>Graduates will demonstrate the ability to assess client issues for diagnosis</p>	<p>2.F.7.b – conducting assessments</p> <p>2.F.7.e – use of assessments for diagnosis &</p>	<p>CMHC515 Assessment in Mental Health Counseling (Skills)</p> <p><i>Biopsychosocial and Mental Status Exam</i></p>	<p>CMHC550 Psychopathology & Differential Diagnosis (Skills)</p> <p><i>Case Study</i> – Students will identify</p>	<p>CMHC591 or CMHC592 Internship (Skills)</p> <p><i>Final Site Supervisor Evaluation (2.E.) -</i></p>	<p>Assessment 1:</p> <ul style="list-style-type: none"> • 98% met competency <p>Assessment 2:</p> <ul style="list-style-type: none"> • 98% met competency <p>Assessment 3:</p>

and treatment planning. This will be measured with a minimum success rate of 80% for each assessment.	treatment planning	<i>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 status exam that may inform diagnosis and treatment.	applicable assessments and intervention strategies based on the case.	Students will be evaluated on their ability to use appropriate assessments and score them appropriately.	<ul style="list-style-type: none"> 99% met competency
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Program Objective 8. RESEARCH AND PROGRAM EVALUATION

KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 Data
Graduates will demonstrate the ability to evaluate research in order to inform practice. This will be measured with a	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	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-	CMHC591 & CMHC592 Internship (Skills) <i>Site Supervisor Final Evaluation</i> (2.H) – Students are evaluated on their ability to thoroughly complete case notes and treatment plans	Assessment 1: <ul style="list-style-type: none"> 98% met competency Assessment 2: <ul style="list-style-type: none"> 100% met competency Assessment 3: <ul style="list-style-type: none"> 97% met competency

minimum success rate of 80% for each assessment.		counseling practice.	based interventions that will meet the client's needs.	as well as engage in reading journal articles to support their practice.	
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Program Objective 9: CLINICAL MENTAL HEALTH COUNSELING					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2023-2024 Results
Graduates will demonstrate the knowledge, skills, and dispositions 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.	<p>5.C.1.c – case conceptualization & treatment planning</p> <p>5.C.1.e – assessments</p> <p>5.C.2.d – diagnostic process</p> <p>5.C.3.b. – techniques & interventions</p>	<p>CMHC550 Psychopathology & Differential Diagnosis (Skills)</p> <p><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.</p>	<p>CMHC555 Advanced Skills in Mental Health Counseling (Skills)</p> <p><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.</p>	<p>CMHC591 & CMHC592 Internship (Skills)</p> <p><i>Final Site Supervisor Evaluation (Section 1 & 2)</i> – Students will be evaluated on all areas related to providing counseling to include skills, multicultural considerations, treatment plans, and ethical and legal practice.</p>	<p>Assessment 1:</p> <ul style="list-style-type: none"> • 100% met competency <p>Assessment 2:</p> <ul style="list-style-type: none"> • 95% met competency <p>Assessment 3:</p> <ul style="list-style-type: none"> • 100% met competency

Faculty Observations:

The assignments were all re-aligned with the new PSLOs implemented in Fall 2023, so there is only one academic year’s worth of data at this time. Additionally, because of the new changes, some data was incomplete.

Action Steps:

- Re-examine all PSLOs and identified knowledge and skill assessments.
- Continue to work with Tevera to extract aggregate data.
- Revise rubrics in Tevera 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 2023-2024 Academic Year, four students were referred to the committee. A remediation plan was created between the student review committee and 3 of the students and all 3 students have successfully completed the steps of their remediation plan. The fourth student began the remediation process and then decided to withdraw from the program after engaging in self-reflection and realizing the field of counseling was not a good fit for her, personally.

Faculty Observations – Dispositions:

With 252 students currently enrolled in the program, an increase in the number of students being referred to the Student Review Committee can occur, however 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.
- Program Director developed written steps on the escalation of student's first being identified with concerns through them being referred to the student remediation committee to ensure students are being referred at the appropriate time.

- The Student Review committee began holding weekly “office hours” so faculty can consult with them on various student concerns and an action plan can be established.

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. Thus, this data has only been gathered on these outcomes beginning with the December 2023 graduates.

Alumni Survey

During the 2023-2024 academic year, alumni stated how confident they felt in their ability to demonstrate the following program objectives:

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.

○ **Results:**

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
59.61%	36.53%	3.84%	0	0

- 2. Outcome 2: Diversity and advocacy.** Graduates will identify and apply cultural considerations relevant to counseling clients

Extremely confident	Very Confident	Confident	Somewhat confident	Not confident at all
46.15%	42.3%	11.5%	0	0

- 3. Outcome 3: Human growth and development.** Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
53.84%	32.69%	11.53%	1.9%	0

4. **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.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
23.07%	42.30%	21.15%	13.46%	0

5. **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.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
55.77%	32.69%	11.53%	0	0

6. **Outcome 6: Group counseling and effective leadership.** Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
38.46%	46.15%	11.53%	3.85%	0

7. **Outcome 7: Assessment and testing.** Graduates will demonstrate the ability to assess client issues for diagnosis and treatment planning.

Extremely confident	Very Confident	Confident	Somewhat confident	Not Confident At All
30.77%	42.30%	23.07%	3.85%	0

8. Outcome 8: Research and program evaluation. Graduates will demonstrate the ability to evaluate research in order to inform practice.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
25%	34.61%	23.07%	15.39%	1.92%

9. 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.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
59.61%	30.77%	9.61%	0	0

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 2023-2024 Academic Year, 56% 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. Program outcomes were revised in Fall 2023, so these were assessed beginning in December 2023

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.

○ **Results:**

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
82%	19%	0	0	0

10. Outcome 2: Diversity and advocacy. Graduates will identify and apply cultural considerations relevant to counseling clients

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
69%	31%	0	0	0

11. Outcome 3: Human growth and development. Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
75%	25%	0	0	0

12. 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.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
63%	36.5%	0	0	0

13. 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.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
83%	17%	0	0	0

14. Outcome 6: Group counseling and effective leadership. Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
67%	28%	5%	0	0

15. Outcome 7: Assessment and testing. Graduates will demonstrate the ability to assess client issues for diagnosis and treatment planning.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
63%	37%	1%	0	0

16. Outcome 8: Research and program evaluation. Graduates will demonstrate the ability to evaluate research in order to inform practice.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
50%	49%	.19%	0	0

17. 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.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
85%	15%	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 57% of the students being hired by their sites this past year, we felt 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 sought reaccreditation under the 2016 CACREP Standards. In March 2024, the program had their site visit. In August 2024, the CACREP board provided a letter to the program stating it had been renewed for another 8 year accreditation cycle.

18. Program Changes and Modifications

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

Implemented Changes

- Continue to use signature assignments to efficiently align with the chosen CACREP standards and program outcomes.
- Continue to use updated rubrics in Tevera to align with PSLOs and key assessments.
- A successful search was conducted for a Tenure-track 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 2024-2025 academic year.