

Program Statistics

Enrollment & Graduation		Student Demographics	M	F	UNK
Credit Hours	60	American Indian/Native Alaskan	0	0	0
Applications Received	130	Asian	0	0	0
Applications Accepted	116	Black	2	10	0
Acceptance Rate	89.23%	Hawaiian Native/Pacific Islander	0	0	0
Current Enrollment	205	Hispanic	7	9	0
No. of Graduates	44	Two or More	1	9	0
Completion Rate	66%	Unknown/Other	3	1	0
Job Placement Rate	88.89%	White	43	90	0
Credentialing Pass Rate	87.04%	International Student	5	6	0
		Active-Duty Military	0	0	0
		Veteran	1	0	0
		With a Disability	9	11	0

For AY 2024-2025 CMHC Degree Completion Plan (DCP), please [click here](#).

Program Summary

Current Student Survey

Results of the current student survey indicate that 94.44% of respondents report a good or excellent overall rating of the in-person delivery M.A. in Clinical Mental Health Counseling (CMHC-R) program. Further, 88.89% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the CMHC-R program, 88.89% indicate they would recommend the CMHC-R program to others, and 94.44% indicate the CMHC-R program is meeting their expectations.

Student Review of CMHC-R Program	
Program was academically rigorous and challenging.	83.33%
Program provides a balance of theoretical and practical skills.	83.33%
Program is helping me develop expertise in clinical mental health counseling.	100%
Program objectives are consistent with my professional goals.	94.44%
Program is helping me refine my critical thinking skills.	77.78%
Program is helping me develop a better understanding of diversity issues.	72.22%
Faculty assesses student performance per published rubrics.	94.44%

<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	83.33%
<i>Faculty Advising Mentor is accessible and helpful.</i>	83.33%
<i>Program faculty are accessible and helpful outside of class.</i>	94.44%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	77.78%
<i>Orientation was a helpful introduction to the clinical mental health counseling program.</i>	44.44%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	50.00%

* Percentages reflect student reports of 'strongly agree' or 'agree' to the survey items.

Professional Dispositions & Behaviors

Student dispositions and behaviors are regularly assessed in each course.

** Results for the 2024-2025 academic year are provided below.

S.C.R.I.P.		C.O.R.E.	
<u>S</u> ocial Responsibility	97.33%	<u>C</u> ooperativeness	97.33%
<u>C</u> ommitment	97.33%	<u>O</u> penness to Feedback	97.33%
<u>R</u> eflection	97.33%	<u>P</u> ersonal <u>R</u> esponsibility	97.33%
<u>I</u> ntegrity	97.33%	<u>E</u> motional Regulation	97.33%
<u>P</u> rofessionalism	97.33%		

* Percentages reflect faculty and supervisor ratings of 'advanced' or 'proficient' to the survey items.

** Comprehensive professional dispositions and behaviors data is not available for AY 2024-2025; this data represents a sampling from the Fall 2024, Spring 2025, and Summer 2025 semesters.

Alumni & Employment Information

For the CMHC-R program, 44 students graduated during the 2024-2025 academic year. Of the responses to the Fall 2024 alumni survey, 88.89% reported job placement at the time of the survey. Job placement includes alumni who reported the following: full-time or part-time employment, military, employed and continuing their education, or placement in mission or volunteer services versus those who are unemployed-seeking employment. It excludes those who indicated they are not currently seeking employment.

Program Learning Objective (PLO) Assessment

Program learning objectives are evaluated on a 4-point scale (1 = Beginner; 2 = Developing; 3 = Competent; 4 = Advanced) over three criteria (e.g., Identify, Apply, Assess), as applicable to the assessment measure. The target for each criterion is that 80% of CMHC-R students will score 3.00 or greater, thereby reflecting ratings of 'Competent' or 'Advanced'. PLO assessment is conducted according to research questions developed by core faculty to determine if the program is meeting acceptable standards. Two program learning objectives (PLOs) were evaluated during the 2024-2025 academic year.

- **Program Learning Objective 1:** *Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.*

RQ for PLO 1: Is the student able to Analyze professional values and codes of ethics to the process of ethical decision making?

Assessment Measure: 'Benchmark Ethical Dilemma Presentation' in COUC 501 *Ethical and Legal Issues in Counseling* course.

Data Collected: Fall 2024 semester.

Assessment Results: Evaluation results indicate targets were met evidenced by students scoring 100% (Analyze), 100% (Apply), and 100% (Identify). Assessment targets were met.

- **Program Learning Objective 2:** *The student will be able to Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.*

RQ for PLO 2: Research Question: Is the student able to demonstrate cultural awareness by examining a cultural group different from their own?

Assessment Measure: 'Benchmark Cultural Immersion Project Research and Events Assignment' in the COUC 504 *Multicultural Counseling* course.

Data Collected: Semester range: Fall 2024 and/or Spring 2025

Assessment Results: Evaluation results indicate that students scored at 100% (Identify), 100% (Examine), and 100% (Demonstrate). Based upon these results, assessment targets were met.

Subsequent Program Modifications

Per the feedback received on the Alumni Survey and the Current Student Survey, as well as other assessment measures, the following modifications were made:

1. Student concerns about university services (e.g., Financial Aid, Career Center, etc.) are addressed as needed. The department consistently works with university service departments to improve quality and services based upon student survey feedback, as well as specifically to inform Academic Advising and Enrollment Services about curricular and program updates. Supplemental information is provided to students through the CMHC/MFC Advising Center (available in Canvas), program handbooks, and through the Faculty Advising Mentors (FAMs).
2. Students expressed concerns about available for professional development. At the 2024 Faculty Retreat, all core faculty were provided with additional resources and guidance for advising, and specific expectations related to student communications were discussed. Faculty also received additional guidance on connecting with students enrolled in their courses. Professional development and research opportunities are routinely posted for students to review, including external opportunities (e.g., advocacy, scholarships, leadership, etc.) available through professional organizations, such as ACA, NBCC, CACREP, and CSI; this information is made available within the SHARE Space in the CMHC/MFC Advising Center.
3. In response to student concerns about the helpfulness of the student orientation, additional resources are now available to students within the CMHC/MFC Advising Center. Students receive orientation materials and resources through multiple sources: orientation meetings, the COUC 500 orientation course, and materials provided in the CMHC/MFC Advising Center. A recording of the orientation meeting is provided on the CEFS Department website for students who were unable to attend the live meeting. In addition, both faculty and FAMs provide additional information through periodic announcements.
4. The program handbook is emphasized as a primary resource for students about the residential CMHC program; program information, policies, and procedures are outlined in the handbook. In response to student feedback, FAMs continue to emphasize the usefulness of the handbook to locate program-related information. Moreover, the handbook is specifically addressed and reviewed within the COUC 500 orientation course.
5. During the Fall 2024 semester, an Action Plan was completed for PLO 4: *Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.* The Action Plan consisted of reassessing the 'Case Presentation Final Paper' in the COUC 694 *Internship 2* course. Upon reassessment, the assessment targets were met: 100% (Demonstrate), 100% (Identify), and 100% (Interpret).

6. During the Fall 2024 semester, an Action Plan was completed for PLO 5: *Evaluate research and apply it to their counseling practice in accordance with best practices and identify social and cultural implications for interpreting and reporting results*. The Action Plan consisted of the CEFS residential chair, CMHC residential program director, COUC 521 SME, and Director of Assessment agreeing that the COUC 521 'Self-Assessment Report' instructions needed to provide specific information to request that students include information regarding the social and cultural values of their client. In addition, the research question needed to be revised since the assignment focused on the student completing a self-assessment report. Upon reassessment, the assessment targets were met: 90% (Identify), 90% (Interpret), and 90% (Summarize).
7. During the Fall 2024 semester, and Action Plan was completed for PLO 7: *Synthesize counseling theories into a comprehensive bio-psychosocial-spiritual theoretical approach that informs assessment, diagnosis, and treatment planning for diverse individual, group, and family client(s) with a broad array of presenting problems and mental disorders*. The Action Plan consisted of the CEFS residential chair, CMHC residential program director, and COUC 546 SME noting that student papers did not include information about "conceptualization of the 'whole person.'" It was determined that COUC 546 instructor(s) would review this information with the students to emphasize that this information must be included, as well as changing a PLO rubric criterion from "describe" to "provide" to align more accurately with assignment instructions. Upon reassessment, the "Provide" criterion target was met at 100%.

Other Substantial Program Changes

Response rates to the annual Alumni Survey and Employer Survey remain poor. Previous efforts to boost response rates (e.g., focus groups, gift card raffle, revised survey format, etc.) have not proven successful, and participation continues to be low. The CEFS Department is committed to seeking feedback from employers and other stakeholders and is currently strategizing and considering additional approaches to strengthen response rates from employers.

Related to synchronous and asynchronous instructional capabilities, the CEFS Department sought student feedback regarding delivery modalities. CMHC-R students reported 100% satisfaction rate ('good' or 'excellent' ratings) with Canvas. Furthermore, 27.78% of CMHC-R students reported that some course content was not well-suited for digital delivery, if they needed to take courses in this format. In response, the CEFS Department will review the CMHC-R program curriculum over the Spring 2026 semester to improve flow among all courses and to decrease reliance upon digitally-delivered coursework. Further, with the intent of modifying curriculum to become compliant with the 2024 CACREP standards, in-person intensive and online synchronous courses are under review for increased in-person contact between faculty and students, as well as improving the curriculum.

Over the course of AY 2024-2025, the CEFS Department has developed 'gate courses' that will provide Faculty Advisor Mentors (FAMs) with more oversight and opportunities to connect with students. In addition, the gate courses will replace the CMHC Advising Center, and students will be placed in gates that are monitored by their FAM. Five gate courses were developed:

- COUC 503 | Gate 1: *Counseling Foundations: Orientation to the Program*
- COUC 508 | Gate 2: *Field Placement Preparation and Professional Readiness*
- COUC 650 | Gate 3: *Practicum Application and Fieldwork Readiness*
- COUC 685 | Gate 4: *Internship I Application and Career Readiness*
- COUC 690 | Gate 5: *Internship II Application and Future Planning*

The gates will officially deploy in the Fall 2025 semester, and the CEFS Department anticipates a variety of benefits: improved oversight of student preparation and readiness for fieldwork, additional opportunities for student feedback and evaluation, increased communication and interaction between faculty and students, and improved student retention throughout the program.