



Master of Science in Counseling Clinical Mental Health Counseling Online Program 2025 Annual Report

September 1, 2024 – August 31, 2025

College of Social and Behavioral Sciences
University of Phoenix
4035 South Riverpoint Parkway
Phoenix, AZ 85040

Table of Contents

Introduction	3
Mission Statement.....	3
Program Student Learning Outcomes.....	4
Required Curriculum	5
Program Evaluation Results Summary	6
Assessment Plan and Program Outcomes Report	6
Key Performance Indicator Findings and Analysis	9
Admissions Readiness Assessment.....	10
Counseling Skills.....	11
Faculty Evaluation of Counseling Skills in Residencies	11
Counseling Competencies in Clinical Courses	13
Site Supervisor Evaluations of Practicum and Internships.....	13
Counseling Dispositions.....	15
Faculty End of Course Evaluation of Professional Dispositions	15
Faculty and Site Supervisor End of Course Evaluation of Professional Dispositions	16
Counseling Dispositions Analysis	17
Skills and Dispositions Support	18
Summary of Supplemental Standards Referrals	18
Outcomes of Supplemental Standards Referrals.....	18
Demographic and Other Characteristics.....	19
Feedback from Graduates, Site Supervisors and Employers	23
Alumni Feedback	23
Site Supervisor Feedback.....	25
Employer Feedback	27
Curriculum Modifications.....	29
Faculty Staffing Changes	30
Course and Program Improvements	31
Conclusion.....	32

Introduction

This annual report represents a critical component of the University's continuous data collection, analysis, and strategic improvement planning process, which is aimed at enhancing the quality of the Master of Science in Counseling/Clinical Mental Health Counseling (CCMH) program. It encompasses data collected from September 2024 through August 2025 and demonstrates how this data has informed the implementation of meaningful programmatic changes. The report highlights key findings related to student learning outcomes, including the knowledge, skills, and dispositions of our students, as well as their demographic profiles, in alignment with CACREP standards. These findings are used to ensure the ongoing development of a comprehensive and effective educational experience for students, faculty, and program leadership.

The program's course dates follow the University of Phoenix non-term calendar. Courses are offered in a non-term calendar, meaning they are offered on a continuous year-round basis, and do not begin or end with a discrete and defined term. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time efficient manner.

This annual report contains data covering the following distinct time periods:

- Student assessment data: September 1, 2024- August 31, 2025
- Demographic data: September 1, 2024- August 31, 2025
- Alumni, site supervisor and employer survey data: Conducted in Fall 2025; Program faculty are reviewing these stakeholder survey results for future actions.

Mission Statement

The mission of the Master of Science in Counseling/Clinical Mental Health is to prepare confident, competent, and reflective clinical mental health counselors with a professional disposition and demonstrated knowledge and skills in all of the following areas:

- Professional counseling orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Career development
- Counseling and helping relationship
- Group counseling and group work
- Assessment and testing
- Research and program evaluation

Furthermore, students who are preparing to specialize as clinical mental health counselors will demonstrate foundational knowledge and skills necessary to address a variety of circumstances within the clinical mental health counseling practice.

Program Student Learning Outcomes

Program Student Learning Outcomes (PSLOs) are statements that describe the knowledge, skills, or abilities that students will be able to demonstrate upon completion of a specific program of study. These program outcomes were developed from the 2016 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 assessment is intended to describe a skill that can be measured by faculty in multiple ways throughout the program curriculum. PSLOs include:

1. **Professional Counseling Orientation and Ethical Practice:** Develop a professional identity as an advocate and steward for the counseling profession.
2. **Social and Cultural Diversity:** Integrate social and cultural diversity competencies into their practice as a professional counselor.
3. **Human and Growth Development:** Integrate human growth and development theories and principles into their counseling practices.
4. **Career Development:** Integrate career development theories and principles into their counseling practices.
- 5a. **Counseling and Helping Relationships:** Integrate counseling theories, models, and techniques into their counseling practices.
- 5b. **Specialty Area: Clinical Mental Health Counseling:** The specialty area Program Student Learning Outcome/KPI is included in PSLO 5. Counseling and Helping Relationships
6. **Group Counseling and Group Work:** Integrate group counseling theories and practices into their counseling practices.
7. **Assessment and Testing:** Execute counseling assessment and testing processes and procedures to guide their practice as a clinical mental health counselor.
8. **Research and Program Evaluation:** Evaluate research and programs to inform counseling practice.

Required Curriculum

Course ID	Course Title	Credits	Length
CCMH/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
CNSL/503R	Residency I	1	2 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
CCMH/558	Crisis Intervention and Trauma	3	6 weeks
CNSL/513R	Residency II	1	2 weeks
CMHC/551	Human Sexuality and Sex Therapy	3	6 weeks
CCMH/522	Psychopharmacology	3	6 weeks
CCMH/540	Career and Vocational Counseling	3	6 weeks
CCMH/561	Dependency and Addictions	3	6 weeks
CCMH/565	Family, Couple and Child Counseling	3	6 weeks
CCMH/568	Group Counseling	3	8 weeks
CNSL/523R	Residency III	1	2 weeks
CCMH/592	Practicum in Clinical Mental Health Counseling	3	10 weeks
CCMH/597A	Internship A	3	15 weeks
CCMH/597B	Internship B	3	15 weeks

Program Evaluation Results Summary

In addition to University-wide program and course evaluations, program faculty collect and review data for program improvement and student support using a comprehensive evaluation plan. This plan guides program evaluation and improvement and outlines the program data points and when they are reported and reviewed.

Assessment Plan and Program Outcomes Report

We measure our PSLOs/KPIs using specific summative assessments in each course. The criteria for success for all student learning outcomes is 80% on the summative assessments. The amount of data available is dependent on course revisions and course offerings in the academic year. Core faculty monitor student benchmarks, and full data is reviewed regularly at Faculty Meetings to determine needed changes.

Data Date Range: 9/1/2024 – 8/31/2025

Criteria for Success: 80% of students will earn a score of 80% or higher

IRD Levels: I=Introduce, R=Reinforce, D=Demonstrate

PSLO	Description	Levels Assessed	Summative Assessment	Criteria For Success Met / Unmet
1	Professional counseling orientation and ethical practice	I, R, D	Introduce: Assessed in CCMH/515: Legal, Ethical, and Professional Issues in Counseling Reinforce: Assessed in CCMH/522: Psychopharmacology; CCMH/558: Crisis Intervention and Trauma; and CCMH/592: Practicum Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met
2	Social & cultural diversity	I, R, D	Introduce: Assessed in CCMH/510: Multi-Cultural Issues in Mental Health Counseling Reinforce: Assessed in CCMH/592: Practicum Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met

PSLO	Description	Levels Assessed	Summative Assessment	Criteria For Success Met / Unmet
3	Human Growth & Development	I, R, D	Introduce: Assessed in CCMH/504: Individual and Family Development Across the Life Span Reinforce: Assessed in CCMH/522: Psychopharmacology; and CCMH/565: Family, Couple and Child Counseling Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met
4	Career Development	I, R, D	Introduce: Assessed in CCMH/540: Career and Vocational Counseling Reinforce: Assessed in CCMH/561: Dependency and Addictions;. And CCMH/592: Practicum Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met
5a	Counseling & Helping Relationships	I, R, D	Introduce: Assessed in CCMH/506: Personality Theories and Counseling Models; and CCMH/544: Introduction to Clinical Assessment Reinforce: Assessed in CCMH/548: Psychopathology: Advanced Clinical Assessment; CCMH/551: Individual Counseling; and CCMH/592: Practicum Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met

PSLO	Description	Levels Assessed	Summative Assessment	Criteria For Success Met / Unmet
5b	Specialty: Clinical Mental Health Counseling	I, R, D	Introduce: Assessed in CNSL/503R: Residency I; and CCMH/544: Introduction to Clinical Assessment Reinforce: Assessed in CNSL/513R: Residency II; CCMH/548: Psychopathology: Advanced Clinical Assessment; and CCMH/592: Practicum Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met
6	Group Counseling and Group Work	I, R, D	Introduce: Assessed in CCMH/568: Group Counseling Reinforce: Assessed in CNSL/523R: Residency III; and CCMH/592: Practicum Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met
7	Assessment & Testing	I, R, D	Introduce: Assessed in CCMH/535: Psychometrics Reinforce: Assessed in CCMH/548: Psychopathology: Advanced Clinical Assessment; CCMH/561: Dependency and Addictions; CCMH/558 Crisis Intervention and Trauma; and CCMH/592: Practicum Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met
8	Research and Program Evaluation	I, R, D	Introduce: Assessed in CCMH/525: Research Methods for Mental Health Counselors Reinforce: Assessed in CCMH/551: Individual Counseling; and CCMH/592: Practicum Demonstrate: Students demonstrate skills in Internship A & B (CCMH/597A & B)	Met

Key Performance Indicator Findings and Analysis

Overall PSLO/KPI Performance

During the 2024–2025 reporting period, the program monitored multiple summative assessments mapped to the eight PSLOs and specialty area of Clinical Mental Health Counseling. Each assessment was evaluated against the program benchmark that 80% of students will earn a score of 80% or higher. Most measures met or exceeded the benchmark, indicating strong alignment between the curriculum and the expected student learning outcomes. Only a small number of measures fell below the benchmark, specifically at the Demonstrate-level assessments in CCMH/597B specific cohort of 3 students. When weighted by student enrollment, the pattern remains consistent: most students achieved the expected level of performance on their summative assessments, suggesting that students are generally well-prepared to demonstrate the knowledge, skills, and dispositions identified in the PSLOs.

Performance Across Introduce–Reinforce–Demonstrate (IRD) Levels

Results at the Introduce and Reinforce levels were uniformly strong. All I-level and R-level measures met the 80% benchmark, indicating that students are consistently acquiring and consolidating foundational knowledge and skills as they progress through the curriculum. At the Demonstrate level, where students are expected to perform at professional-practice competency, most measures also met the benchmark, with a small number of outliers associated with very low Ns. These findings highlight the importance of continued faculty calibration, targeted feedback on advanced case conceptualization, and ongoing support for students in the final stage of clinical training.

Performance by Program Student Learning Outcome (PSLO)

When examined by PSLO, the assessment data show that each PSLO met the benchmark at a global level. For each outcome all of the associated summative assessments met or exceeded the 80% benchmark. Localized areas of concern were limited to a small number of Demonstrate-level assignments in internship courses, with a very small cohort size. These results are being reviewed to understand the outlier data more completely.

Admissions Readiness Assessment

Graduate Portfolio I (CCMH/502) is a six-week, noncredit admission readiness assessment designed to evaluate students' cognitive, affective, and behavioral readiness for the counseling program. The course helps determine program fit, introduces expectations of graduate-level work and the counseling profession, and allows prospective students to assess their alignment before making significant personal and financial commitments.

Student submissions are reviewed by a faculty selection committee and include written work addressing interest in the counseling profession, understanding of counselor dispositions, and awareness of career pathways. Faculty also evaluate student dispositions and readiness for online graduate-level study while providing ongoing feedback and support throughout the course. This process reflects the University's ethical commitment to ensuring student readiness and long-term success in the program and profession.

Candidates who do not pass CCMH/502 may retake the course after 30 days. A second non-passing attempt requires a three-month wait and successful completion of the Supplemental Standards referral process. A third non-passing attempt results in denial of admission. The following tables summarize FY2025 CCMH/502 start dates and grade outcomes (September 1, 2024–August 31, 2025).

CCMH/502 FY2025 Start Dates	
Course Start Date	Number of Students
9/3/2024	120
11/5/2024	95
1/14/2025	111
3/4/2025	86
5/27/2025	123
7/15/2025	94
Total	629

CCMH/502 FY2025 Grade Summary		
Grade	Number of Students	Percentage
Passed Course	472	75.04%
Withdrew from Course	100	15.90%
Failed Course	57	9.06%
Total	629	100.00%

Counseling Skills

Students are evaluated on their demonstration of basic attending skills, clinical micro skills and techniques and group leadership skill as presented on the Counseling Skills Rubric. Faculty evaluate students using the rubric for the three residencies: CNSL/503R, CNSL/513R and CNSL/523R.

During clinical placements—CCMH/592, CCMH/597A, and CCMH/597B—Practicum and Internship 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 for FY2025 (9/1/2024 to 8/31/2025).

Faculty Evaluation of Counseling Skills in Residencies: CNSL/503R, CNSL/513R and CNSL/523R

Rating Scale Criteria	Criteria Descriptors	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
		CNSL/503R Total N = 304	CNSL/513R Total N = 290	CNSL/523R Total N = 245
1. Basic Interviewing Skills	Nonverbal behavior (body language, eye contact), basic attending, minimal encouragers, tone of voice, verbal following, use of open-ended questions, paraphrasing, reflection of feeling, summarizing, therapeutic relationship, and immediacy.	93%	98%	92%
II. Process and Professionalism Skills	Maintaining client focus, refraining from advice giving and evaluation, attending to important content and emotion, ethical behavior, multicultural responsiveness, openness to supervision and feedback, and reflective practice.	96%	98%	98%

Rating Scale Criteria	Criteria Descriptors	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
		CNSL/503R Total N = 304	CNSL/513R Total N = 290	CNSL/523R Total N = 245
III. Counseling Competency Application of Theory	Application of counseling theory, case conceptualization, and intake interviewing, including use of theory to structure sessions and develop treatment plans.	NA**	96%	NA**
IV. Group Leadership Skills Cutting Off	Cutting off, drawing out quieter members, using feedback loops, identifying process, linking members, processing group experiences, and using transition statements	NA**	NA**	89%

*Based on 1-4 Point Rating Scale

NA**: Not Assessed

Analysis of Counseling Skills in Residencies

Faculty ratings across the three residency courses (CNSL/503R, 513R, and 523R) indicate that students are consistently performing at or above expectations in core counseling skill domains. As summarized in the above table, average ratings of 3 or higher on a 1–5 scale are high across Basic Interviewing Skills and Process and Professionalism Skills, with most averages in the mid-90% to high-90% range. These findings suggest that students are developing strong foundational counseling skills, maintaining appropriate professional focus, and demonstrating ethical and multicultural awareness throughout the residency sequence.

In CNSL/513R, faculty also evaluated Counseling Competency (application of theory, case conceptualization, and intake skills), with an average of approximately 96% of ratings at 3 or higher. In CNSL/523R, faculty assessed Group Leadership Skills (e.g., cutting off, drawing out quieter members, using feedback loops, identifying process, linking members, and processing group experiences). While the overall average for group leadership skills remained strong (approximately 89% of ratings at 3 or higher), these scores were somewhat lower than other domains and aligned with supervisor feedback about advanced group skills.

In response, faculty are emphasizing complex group leadership behaviors and advanced relational skills (e.g., reflection of feeling, immediacy, use of feedback loops) more deliberately in the latter part of the residency sequence, with increased opportunities for practice, feedback, and targeted coaching in CNSL/523R.

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.

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

Rating Scale Criteria	Number of items in the domain	% of 3 or Higher Ratings* CCMH/592 Total N = 52 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH597A Total N = 119 Site Supervisor Summative	% of 3 or Higher Ratings* CCMH/597B Total N = 155 Site Supervisor Summative
I. Human Growth and Development	4	98%	100%	100%
II. Helping Relationships	5	100%	98%	100%
III. Counseling Treatment and Techniques	9	98%	98%	100%
IV. Assessment	8	97%	98%	100%
V. Group Work	5	97%	99%	100%
VI. Social and Cultural Diversity	9	100%	99%	100%
VII. Counselor Identity and Supervision	9	98%	99%	100%
VIII. Professional Orientation and Ethical Practice	15	99%	99%	100%

*Based on 1-5 Point Rating Scale

Analysis of Counseling Skills Evaluation by Site Supervisors

Site supervisors rated students on a comprehensive set of counseling competencies organized into eight domains (Human Growth and Development; Helping Relationships; Counseling Treatment and Techniques; Assessment; Group Work; Social and Cultural Diversity; Counselor Identity and Supervision; and Professional Orientation and Ethical Practice).

Across domains and internship courses (CCMH/592, CCMH/597A, CCMH/597B), the majority of ratings were 3 or higher on the 1–5 scale, with domain averages typically in the high 90% range.

The strongest areas, with near-universal ratings of 3 or higher, were Social and Cultural Diversity and Professional Orientation and Ethical Practice, indicating that supervisors view students as well prepared in multicultural responsiveness, ethical practice, and professional behavior in agency and school settings. Slightly lower, though still strong, ratings were observed in selected items within the Assessment and Group Work domains, particularly written case conceptualizations, use of assessment results, and advanced group leadership behaviors.

These findings are being used to refine instruction and practice opportunities in CCMH/592, CCMH/597A, and CCMH/597B, with an emphasis on strengthening assessment integration. Group leadership and complex group facilitation skills will be addressed in CNSL/523R Residency III.

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 three residencies: CNSL/503R, CNSL/513R and CNSL/523R. 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 9/1/2024 to 8/31/2025.

Faculty End of Course Evaluation of Professional Dispositions (CSNL/503R, CNSL/513R, CNSL/523R)

Rubric Criteria	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
	Total N= 304	Total N= 290	Total N= 245
	CNSL/503R Faculty Summative	CNSL/513R Faculty Summative	CNSL/523R Faculty Summative
The student contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships.	89% N=301	94% N=283	92% N=186
The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.	86% N=301	88% N=283	89% N=186
The student is a thoughtful and responsive listener.	91% N=301	96% N=283	93% N=186
The student is committed to reflection, assessment, and learning as an ongoing process.	90% N=301	93% N=283	94% N=186
The student is willing to give and receive help.	87% N=301	87% N=282	93% N=186
The student appreciates and values human diversity and shows respect for others' varied talents and perspectives.	92% N=301	94% N=282	95% N=186

Rubric Criteria	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
	Total N= 304	Total N= 290	Total N= 245
	CNSL/503R Faculty Summative	CNSL/513R Faculty Summative	CNSL/523R Faculty Summative
The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor.	91% N=301	92% N=281	97% N=186

*Based on 1-4 Point Rating Scale

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

Rubric Criteria	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
	CCMH/ 592	CCMH/ 592	CCMH/ 597A	CCMH/ 597A	CCMH/ 597B	CCMH/ 597B
	Total N= 203	Total N= 203	Total N= 203	Total N= 203	Total N= 155	Total N= 155
	Site Supervisor Summative	Faculty Summative	Site Supervisor Summative	Faculty Summative	Site Supervisor Summative	Faculty Summative
The student contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships.	96% N=168	98% N=153	100% N=131	98% N=117	100% N=103	100% N=92
The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.	95% N=174	98% N=153	96% N=140	98% N=117	98% N=104	100% N=92
The student is a thoughtful and responsive listener.	98% N=176	99% N=153	100% N=141	100% N=117	100% N=104	100% N=92

Rubric Criteria	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*	% of 3 or Higher Ratings*
	CCMH/ 592	CCMH/ 592	CCMH/ 597A	CCMH/ 597A	CCMH/ 597B	CCMH/ 597B
	Total N= 203	Total N= 203	Total N= 203	Total N= 203	Total N= 155	Total N= 155
	Site Supervisor Summative	Faculty Summative	Site Supervisor Summative	Faculty Summative	Site Supervisor Summative	Faculty Summative
The student is committed to reflection, assessment, and learning as an ongoing process.	97% N=76	99% N=153	99% N=139	97% N=117	99% N=104	100% N=92
The student is willing to give and receive help.	97% N=173	99% N=153	99% N=141	99% N=116	100% N=104	100% N=91
The student appreciates and values human diversity and shows respect for others' varied talents and perspectives.	98% N=176	99% N=153	100% N=139	100% N=116	100% N=104	100% N=92
The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor.	96% N=176	97% N=153	99% N=140	98% N=117	98% N=104	100% N=92

*Based on 1-4 Point Rating Scale

Counseling Dispositions Analysis

Data from faculty and site supervisor evaluations indicate that students are meeting program expectations across professional disposition criteria. Ratings reflect strong performance in areas such as ethical conduct, responsibility and follow-through, respect for diversity, and adherence to site and program policies. Although concerns are infrequent, when dispositional issues are identified, faculty address them through individualized feedback, remediation plans, and increased monitoring as appropriate.

Consistent with prior years, faculty have identified communication skills, openness to giving and receiving help, and intentional, attentive listening as key dispositions that warrant continued emphasis. These themes are reinforced through classroom expectations, residency activities, supervision discussions, and clinical assessments to support students in developing the interpersonal behaviors expected of entry-level professional counselors.

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, 2024 to August 31, 2025, there were 115 student referrals. Of these 115 referrals, 71 moved forward with the formal review and remediation process. The remaining 44 student referrals changed to another status.

Summary of Supplemental Standards Referrals

Student Progression when referral was issued	Total
Entry course	7
Core coursework	38
Residency courses	6
Clinicals (practicum and internship)	20
TOTAL	71

Outcomes of Supplemental Standards Referrals

Of the 71 referrals, 60 students completed remediation plans, are currently in remediation, or were cleared with no remediation required, and the remaining 11 students consisted of 11 Suspended (failure to respond to referral or complete remediation plan), and 0 Conditional Clearance (students changing programs).

Demographic and Other Characteristics

Demographic data was collected for applicants, enrolled students, and graduates during the review period. The following tables includes results from 9/1/2024 to 8/31/2025.

Ethnicity

Ethnicity	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
Black or African American	145 23.05%	153 19.77%	25 16.13%
White	174 27.66%	269 34.75%	35 22.58%
Hispanic/Latino	77 12.24%	95 12.27%	20 12.90%
Asian	6 0.95%	5 0.65%	1 0.65%
Native Hawaiian/Other Pacific Islander	2 0.32%	2 0.26%	1 0.65%
American Indian or Alaska Native	5 0.79%	7 0.90%	0 0.00%
Multiracial	24 3.82%	32 4.13%	6 3.87%
Other/Not Listed	196 31.16%	211 27.26%	67 43.23%
Total	629 100%	774 100%	155 100%

Gender

Gender	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
Female	514 81.72%	664 85.79%	123 79.35%
Male	115 18.28%	110 14.21%	32 20.65%
Non-binary	0 0.00%	0 0.00%	0 0.00%
Unknown	0 0.00%	0 0.00%	0 0.00%
Total	629 100%	774 100%	155 100%

Age

Age	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
22 and under	12 1.91%	15 1.94%	0 0.00%
23 to 29	118 18.76%	175 22.61%	20 12.90%
30 to 39	212 33.70%	258 33.33%	64 41.29%
40 to 49	168 26.71%	191 24.68%	46 29.68%
Over 50	119 18.92%	135 17.44%	25 16.13%
Total	629 100%	774 100%	155 100%

Student Location by State

State	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
AK	2 0.32%	1 0.13%	3 1.94%
AL	0 0.00%	0 0.00%	2 1.29%
AR	0 0.00%	5 0.65%	4 2.58%
AZ	58 9.22%	75 9.69%	23 14.84%
CA	30 4.77%	69 8.91%	22 14.19%
CO	27 4.29%	22 2.84%	5 3.23%
CT	4 0.64%	8 1.03%	0 0.00%
DC	1 0.16%	3 0.39%	0 0.00%
DE	1 0.16%	3 0.39%	0 0.00%
FL	0 0.00%	0 0.00%	1 0.65%
GA	39 6.20%	45 5.81%	4 2.58%
HI	5 0.79%	6 0.78%	0 0.00%
IA	3 0.48%	3 0.39%	0 0.00%
ID	7 1.11%	9 1.16%	2 1.29%
IL	34 5.41%	32 4.13%	5 3.23%

State	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
IN	8 1.27%	10 1.29%	0 0.00%
KS	0 0.00%	3 0.39%	0 0.00%
LA	18 2.86%	19 2.45%	5 3.23%
MA	3 0.48%	1 0.13%	0 0.00%
MD	19 3.02%	14 1.81%	1 0.65%
ME	3 0.48%	3 0.39%	0 0.00%
MI	23 3.66%	33 4.26%	7 4.52%
MN	8 1.27%	7 0.90%	1 0.65%
MS	10 1.59%	11 1.42%	2 1.29%
MT	2 0.32%	4 0.52%	0 0.00%
ND	1 0.16%	1 0.13%	0 0.00%
NE	7 1.11%	5 0.65%	0 0.00%
NJ	14 2.23%	14 1.81%	0 0.00%
NM	8 1.27%	9 1.16%	2 1.29%
NV	1 0.16%	11 1.42%	6 3.87%
OH	30 4.77%	31 4.01%	5 3.23%
OK	8 1.27%	5 0.65%	2 1.29%
OR	9 1.43%	13 1.68%	2 1.29%
PA	21 3.34%	30 3.88%	3 1.94%
RI	3 0.48%	5 0.65%	1 0.65%
SC	16 2.54%	12 1.55%	2 1.29%
SD	3 0.48%	2 0.26%	0 0.00%
TN	14 2.23%	19 2.45%	3 1.94%
TX	113 17.97%	120 15.50%	14 9.03%
UT	23 3.66%	49 6.33%	19 12.26%

State	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
VA	21 3.34%	16 2.07%	4 2.58%
VT	2 0.32%	1 0.13%	0 0.00%
WA	19 3.02%	26 3.36%	5 3.23%
WI	9 1.43%	11 1.42%	0 0.00%
WV	0 0.00%	3 0.39%	0 0.00%
WY	2 0.32%	4 0.52%	0 0.00%

Employment

Employment Status	Applicants Count & Percentage	Enrolled Students Count & Percentage	Graduates Count & Percentage
Employed	518 82.35%	637 82.30%	132 85.16%
Unemployed	111 17.65%	137 17.70%	23 14.84%
Total	629 100%	774 100%	155 100%

Analysis of Demographics and Other Characteristics

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's 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, the counseling students are spread out in over 40 states, and they represent diverse ethnic backgrounds. 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

The program administers annual surveys to graduates, site supervisors, and employers through a third-party vendor. Prior to each survey administration, faculty review the survey questions to determine whether revisions are needed and implement changes as appropriate. Collected data are analyzed by faculty during scheduled content area meetings and are used to inform programmatic discussions and decision-making, with particular emphasis on student preparation. The results from the Fall 2025 survey administration are presented below.

Alumni Feedback

The program administered a graduate survey to all alumni (n = 155) who completed the program between September 2024 and August 2025. Ten (10) graduates responded to the survey, yielding a response rate of 6%.

Alumni Survey Data 2025 (n=10)

Current Status	Yes	No
Have you applied for your initial license as a counselor in your state?	8 80%	2 20%
Did you earn a passing score on the necessary exams to become eligible to practice?	7 70%	3 30%
Did you obtain employment within 180 days of your graduation date in the field for which you were trained?	8 80%	2 20%

Alumni Survey Data 2025, Cont. (n=10)

Current Employment Status	Full- time in Counseling Setting	Part-time in Counseling Setting
Please indicate your employment status	5 50%	2 20%

Alumni Survey Data 2025, Cont. (n=10)

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?	5 50%	3 30%	1 10%	1 10%	0 0%
Your self-reflection and aptitude for self-correction?	7 70%	2 20%	0 0%	1 10%	0 0%
Prepare you with the ethical ability to work individually and with groups that are culturally diverse?	6 60%	3 30%	0 0%	1 10%	0 0%
Your knowledge and ability to apply theories of human development to your work?	5 50%	3 30%	1 10%	1 10%	0 0%
Your knowledge and ability to apply vocational career development theories to your work?	3 30%	2 20%	3 30%	1 10%	1 10%
Your knowledge of and ability to apply evidence-based assessment tools in your work?	5 50%	4 0%	0 0%	1 10%	0 0%
Your knowledge of and ability to apply methods of counseling research and program evaluation in your work?	6 60%	3 30%	0 0%	1 10%	0 0%

Site Supervisor Feedback

The program administered a survey to 370 site supervisors who supervised students between September 2024 and August 2025. A total of 161 supervisors responded to the survey, yielding a response rate of 44%.

Overall, supervisors reported high levels of satisfaction with student readiness for clinical work. In the core areas of counseling techniques and skills, self-reflection and self-correction, ethical work with culturally diverse individuals and groups, and application of human development theories, between 92% and 97% of supervisors rated students as at least “well prepared” or “extremely well prepared.” Only a small proportion (generally 2–6%) rated students as “not very well prepared” or “extremely poorly prepared” in these domains, indicating that students are entering field experiences with strong foundational counseling skills, reflective capacity, ethical practice, and developmental understanding.

Slightly lower, though still positive, ratings emerged in domains related to vocational career development, assessment, and research/program evaluation. Approximately 75% of supervisors rated students as at least well prepared in applying career development theories, 90% did so for the use of evidence-based assessment tools, and 85% for the application of methods of counseling research and program evaluation. In these areas, 5–7% of supervisors indicated students were not very well prepared, and a notable percentage selected “not applicable” (20% for career development, 6% for assessment, and 9% for research/program evaluation), suggesting that these competencies may be less frequently emphasized or observable in some field settings. Collectively, the data support the conclusion that students are viewed as strong, ethical, and culturally responsive beginning counselors, while also highlighting career development, assessment, and research/program evaluation as targeted areas for continued curricular and clinical enhancement.

Supervisor Survey Data 2025 (n=161)

Student Preparation How well did the student demonstrate...	Extremely Well	Well	Not Very Well	Extremely Poorly	N/A
Counseling techniques and skills?	64 40%	91 57%	4 2%	1 1%	1 1%
Self-reflection skills and aptitude for self-correction?	77 48%	74 46%	6 4%	1 1%	3 2%
The ethical ability to work individually and with groups that are culturally diverse?	94 58%	62 39%	3 2%	0 0%	2 1%

Knowledge and ability to apply theories of human development to their work?	58 36%	90 56%	7 4%	0 0%	6 4%
Knowledge and ability to apply vocational career development theories to their work?	45 28%	76 47%	7 4%	1 1%	32 20%
Knowledge of and ability to apply evidence-based assessment tool in their work?	53 33%	91 57%	8 5%	0 0%	9 6%
Knowledge of and ability to apply methods of counseling research and program evaluation in their work?	48 30%	88 55%	9 6%	1 1%	15 9%

Supervisor Survey Data 2025, Cont. (n=161)

Program Facilitation of Field Experience	Extremely Well	Well	Not Very Well	Extremely Poorly	N/A
How would you rate the communication between UOPX staff and you?	58 36%	89 55%	9 6%	1 1%	4 2%
How would you rate the communication between the student's UOPX faculty member and you?	61 38%	83 52%	8 5%	3 2%	6 4%

Employer Feedback

In 2025, surveys were distributed to five (5) employers, whose contact information was sourced from self-reported information provided by alumni through the annual alumni survey, noted above. In this survey, alumni voluntarily share details about their current employers, which the program uses to identify employers for outreach. Of the five (5) employers identified, one (1) completed the survey, resulting in a response rate of 20%. This approach relies heavily on the information alumni provide, as it serves as the foundation for our efforts to engage with their employers. Overall employers are satisfied by graduates of the MSC/CCMH program. However, due to the low response rate, faculty will continue to monitor feedback on an annual basis.

Employer Survey Data 2025 (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?	1 100%	0 0%	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%	0 0%	0 0%	0 0%	1 100%
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%

Student Preparation How well did the student demonstrate...	Extremely Well	Well	Not Very Well	Extremely Poorly	N/A
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%	1 50%	0 0%	0 0%

Curriculum Modifications

The University made curriculum revisions to several courses during the 2025 academic year (September 1, 2024-August 31, 2025) and continues to identify courses where revisions are needed. These revisions are driven by various sources of data, including the surveys presented above, student evaluations (End of Course Surveys), evaluations of clinical sites and site supervisors, and continuous faculty feedback.

Course	Launch Date	Revisions	Data Source	Goal
CCMH/506: Personality Theories and Counseling Models	1/29/2025	Streamlined summative assessments, application-based discussion boards, updated resources	Core Faculty, Student and Industry feedback	Align to career-relevant skills, improve student learning, and enhance student performance
CCMH/597A: Internship A	2/14/2025	Added structured summative assessments, site supervisor evaluations of clinical competencies, and guided career-focused discussions; incorporated mock and recorded clinical session videos for multi-perspective feedback; expanded case conceptualization activities to strengthen diagnostic reasoning, treatment planning, theoretical application, and reflective clinical judgment.	Core Faculty and student feedback	Enhance students' professional readiness by deepening applied clinical and career-relevant skills.
CCMH/515CA: Legal, Ethical and Professional Issues in Counseling	5/21/25	Improved opportunities to explore relevant ethical concerns including telegraph services and AI usage. Refined assessment of ethical decision making	Core Faculty and Industry feedback	Align to relevant and pertinent ethical issues
CCMH/597B: Internship B	5/21/2025	Added structured summative assessments, site supervisor evaluations of clinical competencies, and guided career-focused discussions; incorporated mock and recorded clinical session videos for multi-perspective feedback; expanded case conceptualization activities to strengthen diagnostic reasoning, treatment planning, theoretical application, and reflective clinical judgment.	Student assessments, Core Faculty and Industry Feedback	Enhance students' professional readiness by deepening applied clinical and career-relevant skills.

CCMH/544: Introduction to Clinical Assessment	7/7/2025	Replaced textbook case studies with mock counseling sessions to provide more realistic client presentations; reorganized the course so students learn each component of the biopsychosocial assessment step-by-step before integrating theory and producing a comprehensive, meaningful full assessment.	Student assessments, Core Faculty and Industry Feedback	Strengthen students' real-world understanding of clinical assessment and build foundational assessment skills through a scaffolded learning approach.
CCMH/548: Advanced Psychopathology	9/2/2025	Removed the textbook in favor of mock sessions and applied learning; built upon CCMH/544 by incorporating advanced psychopathology, refined diagnostic practice, and structured treatment-planning assignments to support continued skill development.	Student assessments, Core Faculty and Industry Feedback	Deepen students' advanced clinical assessment and diagnostic skills while expanding their ability to develop effective treatment plans.

Faculty Staffing Changes

During the 2025 academic year (September 1, 2024-August 31, 2025), the following faculty staffing changes occurred among the MSC/CCMH core faculty members:

Faculty Name	Employment Dates (Start-End Date)
Christina Bergren	1/13/2025 – Current
Warren Wright	1/13/2025 – Current
Jennifer Reynolds	11/28/2022 – 1/23/2025
Jasmaine Ataga	8/8/2022 – 2/21/2025
Erica Montgomery	5/19/2025 – Current
Jeffrey Robinson-Thomas	8/25/2025 – Current

Course and Program Improvements

During FY2025, the MSC/CCMH program implemented several substantive improvements designed to strengthen assessment practices, enhance clinical training, and better align foundational coursework with clinical expectations.

Revisions to Counselor Dispositions

The counselor dispositions framework was revised to provide clearer operational definitions and ensure more consistent application across faculty. The updated dispositions allow faculty to assess students' professional behavior with greater clarity and reliability, improving both the consistency and effectiveness of dispositional assessment and remediation when needed.

Enhancements to Clinical Training

The program completed a major upgrade to the clinical sequence, including comprehensive revisions to all three clinical courses (practicum, Internship A, and Internship B). The revised courses are designed to provide a more robust education and practice in clinical skills by:

- Emphasizing case conceptualization and the integration of theory into practice.
- Increasing structured opportunities for skills practice and feedback within the classroom environment.
- Introducing mandatory three-way meetings (site supervisor, faculty, and student) in each clinical course to support communication, alignment of expectations, and timely problem-solving.
- Revising site supervisor and faculty evaluation tools to be more user-friendly and to focus more precisely on the skills expected to be demonstrated in internship.

The program also implemented a formal training and training-tracking process for site supervisors and began offering continuing education (CEU) opportunities on supervision-related topics. These efforts are intended to strengthen supervisor preparedness, enhance the quality and consistency of supervision, and further support student learning in clinical settings.

Strengthening Research and Professional Engagement

To promote a culture of scholarly engagement and professional identity development, faculty, site supervisors, and students were encouraged to attend the biannual research symposium and to submit presentation proposals. This initiative supports the integration of research, practice, and professional dissemination within the program community.

Integration of Video Simulations in Foundational Counseling Courses

In the foundational counseling courses, the program embedded faculty-created video simulations demonstrating intake interviews, assessment processes, treatment planning, and the use of core counseling techniques. These videos are used in place of textbook case studies and are designed to more effectively bridge the gap between classroom learning and clinical practice. Students are able to observe modeled skills in context and then apply them through structured practice and feedback, supporting a smoother transition into clinical coursework and field experiences.

Conclusion

The Master of Science in Counseling/Clinical Mental Health Counseling program has outlined key initiatives for FY26 aimed at enhancing student preparation, strengthening partnerships, and aligning with professional standard. These initiatives outlined below reflect our commitment to delivering a rigorous, professionally aligned educational experience that equips students for successful careers in mental health counseling.

Curricular Alignment to CACREP 2024 Standards

This initiative will involve a systematic review and revision of the program's curriculum, student learning outcomes, and assessment practices to ensure alignment with the CACREP 2024 Standards. The process will include identifying gaps, redundancies, and areas for enhancement within existing course content and implementing targeted modifications to address updated competency expectations. This initiative demonstrates the program's proactive commitment to accreditation compliance and continuous improvement in preparation for the upcoming academic year.

Alignment of Program Student Learning Outcomes

This initiative will renumber the Program Student Learning Outcomes (PSLO) 5a and 5b. PSLO 5a will become PSLO 5: Counseling & Helping Relationships and PSLO 5b will become PSLO 9: Specialty in Clinical Mental Health Counseling. The PSLOs will then better align with the CACREP 2024 Standard eight foundational curriculum areas (PSLOs 1-8) and the clinical mental health counseling specialization (PSLO 9).

Broaden Professional Applicability via Course Revisions

This initiative will broaden curricular applicability while strengthening core professional counseling competencies. Course revisions will expand training in evidence-based approaches for working with intimate and relational concerns across the lifespan as well as contemporary family experiences and group counseling interventions. Additional revisions will integrate video-based demonstrations of foundational clinical skills.

Implement Career Relevant AI Skill Knowledge and Practice

This initiative will prioritize the integration of career-relevant AI knowledge and applied skill development. Instructional use of AI may include chatbots for skill practice, AI-supported assessment processes and clinical summaries, video-based conversational feedback tools, research search and summary skills, and student development of client self-report and progress-tracking systems.

Standardize Orientation to Fieldwork

This initiative will standardize practicum and internship orientation to ensure all students receive consistent preparation prior to entering their site placements. The orientation will clarify expectations, ethical responsibilities, and clinical competencies required for successful fieldwork. Standardizing this process supports student readiness, site satisfaction, and overall program quality.

Implementation of Site Supervisor Continuing Education Initiative

This initiative will introduce a site supervisor continuing education series to support the professional development of counseling students' field supervisors. Site supervisors at approved field experience placements will be offered targeted continuing education opportunities designed to strengthen supervision quality, promote best practices in counselor training, and enhance alignment between academic preparation and clinical practice.

Improve Site Supervision Feedback Process

This initiative involves implementing ongoing site supervision feedback by inviting supervisors to complete structured assessments at three points during the practicum/internship. These assessments will evaluate student readiness for field placement, development of clinical skills, and readiness to enter the clinical profession. The goal is to strengthen formative feedback, ensure competency development over time, and support data-informed program improvement.

Improve Comprehensive Exam Process

This initiative reflects a transition from requiring the CPCE to implementing a delivered comprehensive examination that is directly aligned with programmatic goals. The new exam is designed to better assess student learning outcomes and core competencies specific to the program. This change supports more meaningful evaluation of student readiness while maintaining rigor and consistency in assessment.

Establish Student Support and Referral Initiative

This initiative will establish a structured student support meeting process to assist faculty in addressing student-specific concerns and broader student support needs. It will also implement a streamlined, program-wide process for identifying student issues and facilitating timely faculty and student referrals to supportive resources, including targeted skills lab interventions.