

## **Master of Counseling Clinical Mental Health Counseling Program Evaluation Outcomes Report 2020-2021**

The Faculty of Counseling and Counseling Psychology disseminates an annual report that includes a summary of the program evaluation results and subsequent program modifications. The report is published on the program website, and the faculty shares the report with ASU administrators and personnel in cooperating agencies (e.g., clinical site supervisors).

The master of counseling (MC) program is approved by the [Arizona Board of Behavioral Health Examiners](#), which provides a streamlined pathway to licensure in Arizona.

### **MISSION STATEMENT**

The mission of the 60-credit hour MC program is to prepare students to become license eligible as professional counselors in [Arizona](#) and [other states](#) with comparable licensure requirements. With its strong focus on multicultural counseling across the lifespan, students learn to promote the health of individuals, families, groups, and organizations in a diverse society. The program prepares students to work with clients in a variety of mental health settings. The program also prepares students who wish to pursue doctoral-level studies.

### **PROGRAM OBJECTIVES**

The MC program objectives reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society. Graduates of the program will demonstrate:

- Knowledge and application of professional counseling ethics
- Knowledge and application of multicultural counseling and social justice competencies
- Knowledge of human growth and development and how it impacts counseling
- Knowledge of career development and ability to design interventions
- Knowledge and skill in establishing counseling relationships and employing intervention models
- Knowledge and skill in group process and ability to intervene using groups
- Knowledge of issues relevant to assessment selection and evaluation, and skilled in the appropriate use of assessment instruments
- Knowledge and application of basic research designs, statistics, and program evaluation
- Professional values and dispositions consistent with the American Counseling Association
- Knowledge of professional and clinical mental health counselor identity

## Summary of Program Evaluation

The faculty systematically evaluates the program mission, objectives, curriculum, and student learning using a combination of direct and indirect measures. Results from our program review, including student performance on course-based assessments and the counselor preparation comprehensive exam (CPCE), are summarized below for fall 2020, spring 2021, and summer 2021.

Key Performance Indicator	Measure 1 (Coursework)	% <sup>1</sup>	N <sup>2</sup>
Core Area 1: Knowledge and application of Professional Counseling Ethics	CPY 645 Professional Issues Paper	97	35
Core Area 2: Knowledge and application of multicultural counseling and social justice competencies	CED 671 Paper /Portfolio	100	33
Core Area 3: Knowledge of human growth and development and how it impacts counseling	CED 529 Exam/Paper	100	39
Core Area 4: Knowledge of career development and ability to design interventions	CED 534 Exam	100	32
Core Area 5: Knowledge and skill in establishing counseling relationships and employing intervention models	CED 577 Assessment	100	37
Core Area 6: Knowledge and skill in group process and ability to intervene using groups	CED 567 Exam	100	23
Core Area 7: Knowledge of issues relevant to assessment selection and evaluation and skilled in appropriate use assessment instruments	CED 523 Exam	100	36
Core Area 8: Knowledge and application of basic research designs, statistics and program evaluation	CED 501 Exam	76	29
CMHC Specialty: Knowledge of professional and clinical mental health counselor identity	CPY 645 Exam/ Website analysis	100	35

<sup>1</sup> Percent of students who earned target grade of B- or above on signature assignment (Measure 1)

<sup>2</sup> Number of students enrolled in course

- **Practicum and Internship.** Site supervisor evaluations for all students completing CED 680 practicum ( $n = 38$ ) and CED 684 internship ( $n = 54$ ) indicate 100% of students were evaluated at or above expected skill competency at the conclusion of CED 680 and CED 684, respectively.
- **Counselor Preparation Comprehensive Exam (CPCE).** Pass rate during first attempt = 100% ( $n = 21/21$  students).
- **National Counselor Exam (NCE).** Pass rate during first attempt = 100 % ( $n = 18/18$  students).

<b>Student Demographics for 2020-21</b>		
<b>Headcount</b>		81
<b>Women</b>		80.2% (65)
<b>Men</b>		19.8% (16)
<b>Nonbinary or Trans</b>		*
<b>Race/ Ethnicity</b>	<b>American Indian</b>	0.0% (0)
	<b>Asian American</b>	8.6% (6)
	<b>Pacific Islander</b>	0.0% (0)
	<b>African American</b>	4.9% (4)
	<b>Hispanic</b>	28.4% (23)
	<b>Two or More Races</b>	6.2% (5)
	<b>White</b>	51.9% (42)
	<b>Unknown</b>	1.2% (1)
<b>International</b>		1.2% (1)

\*These data come from ASU Graduate Admissions, which does not inquire about non-binary or trans identity; the program is seeking ways to address in future reports.

### **Graduation Statistics and Alumni Survey Results (fall 2020, spring 2021, summer 2021)**

We awarded 27 Master of Counseling degrees (11 in fall 2020, 5 in spring 2021, and 11 in summer 2021) and sent alumni surveys to graduates requesting information on licensure and employment, as well as perceptions of the program.

Among our 27 graduates, 24 completed at least part of the survey ( $n = 24/27$ ; 89% response rate).

- 100% ( $n = 23/23$ ) of graduates completed the program within the expected 2-3-year timeframe
- 100% ( $n = 20/20$ ) of those seeking employment found a job within six months of graduation; students were employed in agencies, community mental health centers, and private practices
- 100% ( $n = 19/19$ ) of those seeking licensure obtained their license
- 35% ( $n = 6/17$ ) reported they had obtained additional certifications in specialty areas
- 17% ( $n = 4/24$ ) were accepted to or enrolled in a PhD program (e.g., clinical psychology)

### Reported strengths of the program:

Percent of respondents who rated the following areas from “good” to “very good:”

	2018-19 <i>n</i> = 13	2019-20 <i>n</i> = 11	2020-21 <i>n</i> = 17
Professional counselor training	92%	100%	100%
Clinical supervision during practicum	92%	100%	94%
Clinical supervision during internship	77%	100%	71%
Research training	62%	82%	65%
Overall quality of the MC program	69%	100%	100%

Percent of respondents who indicated they are “somewhat likely” to “extremely likely” to recommend the ASU MC program to others who are interested in preparing for a career as a professional counselor:

2018-19 <i>n</i> = 13	2019-20 <i>n</i> = 11	2020-21 <i>n</i> = 17
54%	91%	88%

Percent of respondents who indicated they “agree” or “strongly agree” that the program addressed the following standards of diversity and multiculturalism:

	2020-21 <i>n</i> = 19
Diversity & multiculturalism were included throughout the curriculum	86%
Faculty demonstrated & modeled multicultural competence	68%
Students from marginalized social identity groups were evaluated fairly	82%
The program was supportive to students from marginalized social identity groups	64%

### Overall Summary: Strengths, Growth Edges, and Program Modifications

Students are performing well in the program’s eight core areas and the clinical mental health counseling specialty as evidenced by their grades on signature course assignments and overall course grades. However, some struggled with knowledge and application of basic research design, statistics, and program evaluation. The scores on the CPCE exceed the national mean in all domains, providing further evidence for students’ attainment of competence across core areas. All students passed the CPCE (100%) and the NCE (100%) on their first attempt.

#### Program Strengths

Data from recent alumni highlight many program strengths. For example, scores show the majority rated the program “good” to “very good” in all areas. Scores in the domains of counselor training and practicum supervision remained high from the previous year. Students remarked positively on their high-quality clinical training with opportunities to practice their skills. Specifically, they noted their experiences in pre-practicum and practicum, especially live supervision and the ability to learn from session recordings. Alumni also noted the wide range of opportunities for internship placements as another strength. Survey data showed that 86% of alumni selected “agree” to “strongly agree” for the item stating that diversity was included throughout the curriculum. Approximately 82% selected “agree” to “strongly agree” that students from marginalized social identity groups were evaluated fairly. Approximately two-thirds of alumni selected “agree” to “strongly agree” for the items on faculty modeling multicultural competence as well as program support for students from marginalized social identity groups. Finally, alumni expressed appreciation for certain faculty members, their program peers training in multicultural counseling and ethics, and the helpfulness of administrative staff.

### **Program Growth Edges**

Alumni addressed what they perceived to be weakness of the program. While the majority rated the program “good” to “very good” in all areas, scores decreased from the prior year on supervision during clinical internship. Based on the qualitative comments it seems that this may be due to the restrictions associated with the COVID-19 pandemic. Relatedly, some remarked on the challenges associated with pivoting to online learning. Two recent graduates noted insufficient DSM training and two others noted multicultural curriculum and competency as weaknesses. Several identified a disconnect in communication between students and faculty/administrators or difficulty connecting. Finally, alumni ratings of their research training decreased slightly from the previous year, and one identified research training as a program weakness.

### **Proposed Program Modifications**

Based on the quantitative and qualitative data in the alumni survey, the faculty discussed program strengths and ways to address student feedback. As in prior years, we are delighted to see students acknowledge the high-quality clinical training offered through pre-practicum and practicum. We introduced new professors to teach the diagnosis and assessment course, which may address concerns regarding enhanced DSM training. We continue to work closely with internship sites to ensure students receive a high-quality training experience that positions them well for employment.

Some students observed our attention to multicultural counseling as a strength, whereas others want an even greater focus. We are committed to continuing to incorporate awareness of diversity, equity, and inclusion into the curriculum and into extracurricular activities. To this end, the CCP Diversity, Equity, and Inclusion Committee reflects a student-faculty collaboration with a shared commitment to continual enhancement.

Finally, we wish to acknowledge the Master of Counseling Student Organization (MCSO), wherein students have fostered their own professional development and have collaborated with faculty around various projects, workshops, and trainings, such as (a) *Run for the Cure* community event, (b) experiential techniques workshop, and (c) training on resume/cv development. These collaborations have further enhanced communication between faculty and students.