

## **Master of Counseling Clinical Mental Health Counseling Program Evaluation Outcomes Report 2022-2023**

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 2022, spring 2023, and summer 2023.

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	94	18
Core Area 2: Knowledge and application of multicultural counseling and social justice competencies	CED 671 Paper /Portfolio	96	47
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	44
Core Area 5: Knowledge and skill in establishing counseling relationships and employing intervention models	CED 577 Assessment	98	44
Core Area 6: Knowledge and skill in group process and ability to intervene using groups	CED 567 Exam	100	39
Core Area 7: Knowledge of issues relevant to assessment selection and evaluation and skilled in appropriate use assessment instruments	CED 523 Exam	100	31
Core Area 8: Knowledge and application of basic research designs, statistics and program evaluation	CED 501 Exam	100	39
CMHC Specialty: Knowledge of professional and clinical mental health counselor identity	CPY 645 Exam/ Website analysis	94	18

<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

\*\*CPY 645 Fall 2022: Information not available, Only for Spring 2023

- **Practicum and Internship.** Site supervisor evaluations for all students completing CED 680 practicum ( $n = 41$ ) indicate 98% of students were evaluated at or above expected skill competence at the conclusion of CED 680, respectively. Site supervisor evaluations for all students completing CED 684 internship ( $n = 38$ ) indicate 100% of students were evaluated at or above expected skill competency at the conclusion of CED 684, respectively.
- **Counselor Preparation Comprehensive Exam (CPCE).** Pass rate during first attempt = 95% ( $n = 35/37$  students).
- **National Counselor Exam (NCE).** Pass rate during first attempt = 100% ( $n = 9$  students).

<b>Student Demographics for 2022-23</b>		
<b>Headcount</b>	100	
<b>Women</b>	81.0% (81)	
<b>Men</b>	19.0% (19)	
<b>Nonbinary or Trans</b>	*	
<b>Race/ Ethnicity</b>	<b>American Indian</b>	2.0% (2)
	<b>Asian American</b>	8.0% (8)
	<b>Pacific Islander</b>	0.0% (0)
	<b>African American</b>	6.0% (6)
	<b>Hispanic</b>	26.0% (26)
	<b>Two or More Races</b>	4.0% (4)
	<b>White</b>	53.0% (53)
	<b>Unknown</b>	1.0% (1)
<b>International</b>	4.0% (4)	

\*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 2022, spring 2023, summer 2023)**

We awarded – Master of Counseling degrees (-- in fall 2022, – in spring 2023, and – in summer 2023) and sent alumni surveys to graduates requesting information on licensure and employment, as well as perceptions of the program.

Among our – graduates, – completed at least part of the survey ( $n = 18/38$ ; 47% response rate).

- 100% ( $n = 18/18$ ) of graduates completed the program within the expected 2-3-year timeframe
- 88% ( $n = 15/17$ ) of those seeking employment found a job within six months of graduation; students were employed in agencies, community mental health centers, and private practices, of which 73% ( $n = 11$ ) were employed in Arizona.
- 100% ( $n = 13/13$ ) of those seeking licensure obtained their license
- 53% ( $n = 9/17$ ) reported they had obtained additional certifications in specialty areas
- 24% ( $n = 4/17$ ) 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:”

	2020-21 <i>n</i> = 17	2021-22 <i>n</i> = 12	2022-23 <i>n</i> = 13
Professional counselor training	100%	75%	92%
Clinical supervision during practicum	94%	75%	85 %
Clinical supervision during internship	71%	67%	54 %
Research training	65%	67%	54%
Overall quality of the MC program	100%	75%	92%

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:

2020-21 <i>n</i> = 17	2021-22 <i>n</i> = 12	2022-23 <i>n</i> = 13
88%	75%	100%

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

	2022-23 <i>n</i> = 16
Diversity & multiculturalism were included throughout the curriculum	94%
Faculty demonstrated & modeled multicultural competence	88%
Students from marginalized social identity groups were evaluated fairly	81%
The program was supportive to students from marginalized social identity groups	88%

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

Students are performing well in the program’s eight core areas within 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. Although not all students passed the CPCE exam on their first attempt, all students were successful in their subsequent attempts, and the majority of students passed 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, which is a consistent rating for this aspect of the MC program. Students remarked positively on their high-quality clinical training with opportunities to practice their skills in courses as well as in Practicum and Internship experiences. Specifically, they noted their experiences in pre-practicum and practicum around the experience of receiving high quality live supervision and the ability to engage in indepth discussions with supervisors. The majority of the recent graduates (94%) noted feeling very satisfied with the integration of multiculturalism throughout the program and curriculum. Survey data show that 81% selected “agree” to “strongly agree” that students from marginalized social identity groups were evaluated fairly. Approximately 88% 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. One graduate noted the congruency between course content and National Examination content, supporting their success as courses like Multicultural Counseling, Counseling Data Analysis and Groups courses were taught by highly trained individuals as evidenced by the immersive experience, assignments, and critical discussions. 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 weaknesses of the program. While the majority rated the program “good” to “very good” in all areas, one recent graduate noted wanting greater attention on supporting marginalized students within the program. Two graduates noted wanting more multicultural curriculum and competency training throughout the program curriculum. Several graduates noted feeling “neutral” regarding supervision received at their Internship site. Finally, alumni ratings of their research training decreased slightly from the previous year, however there were fewer students interested in the research track of the program.

### **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, practicum, and internship. We continue to work closely with internship sites to ensure students receive a high-quality training experience that positions them well for employment. We also introduced a new Internship instructor and internship location process to engage students successfully in all aspects of the experience.

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 SCCP Diversity, Equity, and Inclusion Committee reflects a student-faculty collaboration with a shared commitment to continual enhancement.

Finally, through several large scale open meetings with all faculty and students, feedback provided has been used to make programmatic decisions such as: combining three courses into other complementary courses making room for electives like Trauma in Counseling and Couple and Family Counseling to become required coursework. These required courses also help meet other state licensure requirements enhancing student licensure portability. The changes also made room for an additional skills course prior to students beginning Practicum Clinic which will greatly support student skill development and self efficacy in client care.