

**Master of Counseling
Clinical Mental Health Counseling
Program Evaluation Outcomes Report 2019-2020**

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 Results

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 2019, spring 2020, and summer 2020.

Key Performance Indicator	Measure 1 (Coursework)	% ¹	N ²
Core Area 1: Knowledge and application of Professional Counseling Ethics	CPY 645 Professional Issues Paper	100	32
Core Area 2: Knowledge and application of multicultural counseling and social justice competencies	CED 671 Paper /Portfolio	100	39
Core Area 3: Knowledge of human growth and development and how it impacts counseling	CED 529 Exam/Paper	96	25
Core Area 4: Knowledge of career development and ability to design interventions	CED 534 Exam	100	24
Core Area 5: Knowledge and skill in establishing counseling relationships and employing intervention models	CED 577 Assessment	97	35
Core Area 6: Knowledge and skill in group process and ability to intervene using groups	CED 567 Exam	100	37
Core Area 7: Knowledge of issues relevant to assessment selection and evaluation and skilled in appropriate use assessment instruments	CED 523 Exam	100	34
Core Area 8: Knowledge and application of basic research designs, statistics and program evaluation	CED 501 Exam	84	32
CMHC Specialty: Knowledge of professional and clinical mental health counselor identity	CPY 645 Exam/ Website analysis	97	32

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

² Number of students enrolled in course

Practicum and Internship. Site supervisor evaluations for all students completing CED 680 practicum ($n = 29$) and CED 684 internship ($n = 73$) indicate 100% and 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% ($n = 35/35$ students).

National Counselor Exam (NCE). Pass rate during first attempt = 100 % ($n = 30/30$ students).

Student Demographics for 2019-20		
Headcount		83
% women		77.1% (64)
% men		22.9% (19)
% Ethnicity	American Indian	0.0% (0)
	Asian American	4.8% (4)
	Pacific Islander	0.0% (0)
	African American	3.6% (3)
	Hispanic	25.3% (21)
	Two or More Races	3.6% (3)
	White	59% (49)
	Unknown	0.0% (0)
% International		3.6% (3)

Graduation Statistics (fall 2019, spring 2020, summer 2020)

- 32 MC degrees awarded
- 94% ($n = 30/32$) graduates completed the program within the expected 2-3-year timeframe
- Job placement rate (within six months of graduation for those seeking placements) = 100% ($n = 27/27$ actively sought placements)
- Licensure rate 75% ($n = 24/32$ LAC in Arizona)
- PhD program placement $n = 5$

Alumni Survey

We surveyed MC program alumni who completed the program during fall 2019, spring 2020, and summer 2020. Eleven graduates completed the survey ($n = 11/32$, 34% response rate). All eleven respondents completed the practitioner track of the program.

- At the time of the survey 82% ($n = 9$) of respondents were employed in the counseling profession; of those 89% ($n = 8$) were employed in Arizona.
- 18% ($n = 2/11$) of respondents were enrolled in (or accepted & planning to enroll) in a PhD program.
- 36% ($n = 4/11$) of respondents indicated they had attended local, regional, or national counseling- related professional conferences since graduation.
- 0% of respondents indicated they have engaged in research or published articles/chapters since graduation.

Reported strengths of the program:

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

	2017-18 <i>n</i> = 21/45	2018-19 <i>n</i> = 13/32	2019-20 <i>n</i> = 11/32
professional counselor training	95%	92%	100%
clinical supervision during practicum	86%	92%	100%
clinical supervision during internship	76%	77%	100%
research training	62%	62%	82%
overall quality of the MC program	81%	69%	100%

Percent of respondents 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:

2017-18 <i>n</i> = 21/45	2018-19 <i>n</i> = 13/32	2019-20 <i>n</i> = 11/32
86%	54%	91%

Overall Summary and Proposed 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 grades. Their scores on the CPCE exceed the national mean in all domains, providing further evidence for students’ attainment of competence across core areas. All students (100%) passed the CPCE and the NCE on their first attempt.

Data from recent alumni highlight various strengths of the program. Scores in all domains (counselor training, clinical supervision, research training, and overall quality of the program) increased from the previous year. Specific areas that received multiple positive reports were clinical training, integration of multiculturalism throughout curriculum, quality of faculty, as well as helpfulness and support from staff. Students also noted the following strengths: availability of grants to support students’ professional development and guidance navigating all the transitions associated with COVID-19 in spring.

Alumni also addressed what they perceived to be weakness of the program and offered recommendations. Several respondents identified separating from CACREP as a weakness, but they did not indicate how this was a weakness. One respondent noted the “range of research areas and opportunities” as a weakness. Regarding clinical training, respondents recommended greater focus on group processes, help with resistant clients, training in motivational interviewing, and preparation for a clinical specialty (such as EMDR for trauma).

Faculty responses. We are delighted to see the increased positive ratings across the board and mention of staff, faculty, and multicultural training as program strengths. As in prior years, we are thrilled to see students acknowledge the high-quality clinical training offered through pre-practicum, practicum, and internship. We have enhanced internship placement and teaching assistantship opportunities, and we offered a new assortment of awards and fellowships. We need to do a better job exposing students to the wide range of research opportunities available to them. We noted that nearly 20% of alumni respondents on the practitioner track are enrolled in (or plan to enroll in) a PhD program. Finally, we wish to acknowledge the Master of Counseling Student Organization, wherein students have fostered their own professional development and have collaborated with faculty for various workshops and trainings. We are proud of their efforts!