M.A. in Clinical Mental Health Counseling Annual Data Report

23TW1 to 24TW5: September 18, 2023–October 6, 2024

Contents

Introduction

This annual data report is part of an ongoing process of data collection, analysis, and integration designed to support the students, faculty, and leadership of the Master of Arts in Clinical Mental Health Counseling (CMHC) program. It reflects data collected across the span of the academic reporting year, as outlined in our Comprehensive Assessment Plan, and demonstrates how that data was used to make meaningful changes within the program. The report includes key data and findings relative to the knowledge, skills, dispositions, and demographic profiles of our students from the period of September 18, 2023 through October 6, 2024. It also includes subsequent actions and program improvements made based on our review of this data, as well as our larger comprehensive assessment plan.

Term Dates in Review Period

The data report below reflects data collected from academic terms 23TW1 through 24TW5. An academic year for our program consists of consecutive 10-week graduate terms with a week between terms and a week allotted for winter break. Term codes reflect the combination of the calendar year, the graduate coding (the abbreviation TW = 10 weeks), and the numerical term in the sequence. As an example, term 23TW1 was the graduate academic term that fell in the year 2023 and the first term of the academic year. The reporting period and data collected in each period is identified within each section. Term dates for this report are as follows:

Term	Term Start	Term End
23TW1	September 18, 2023	November 26, 2023
23TW2	December 4, 2023	February 18, 2024
24TW3	February 26, 2024	May 5, 2024
24TW4	May 13, 2024	July 21, 2024
24TW5	July 29, 2024	October 6, 2024

Program Outcomes

Program Outcome 1: Develop a professional counseling identity in alignment with ethical and legal standards that advocates on behalf of the profession and promotes client access, equity, and success
(CACREP 2F1: d, e, i)

Program Outcome 2: Cultivate socially, culturally, and spiritually appropriate skills and practices in professional counseling that promote social justice and minimize barriers between counselors and clients
(CACREP 2F2: b, g, h)

Program Outcome 3: Apply theories and etiology of human growth and development and relevant environmental factors to promote optimum wellness for diverse clients across the lifespan
(CACREP 2F3: a, b, c, g, h)

Program Outcome 4: Develop strategies for supporting and advocating for clients in relation to their career development based on client needs, industry information, and identified opportunities within the global economy
(CACREP 2F4: b, c, e, g, h, i)

Program Outcome 5: Utilize appropriate counseling theories, models, and culturally relevant strategies in developing professional skills for client consultation, treatment, intervention, and prevention
(CACREP 2F5: a, b, c, d, g, h, j, n)

Program Outcome 6: Determine and implement appropriate strategies for effectively forming and facilitating group counseling and group work in a variety of settings with a diverse range of clients
(CACREP 2F6: a, b, c, d, e, f, g)

Program Outcome 7: Assess the needs of counseling clients validly and reliably through the application of basic testing principles, key statistical concepts, and industry-appropriate procedures
(CACREP 2F7: b, c, d, e, f, g, h, i, j, k, l, m)

Program Outcome 8: Evaluate counseling research, programs, and practices using a variety of methods and designs for advancing the counseling profession and incorporating evidence-based, data-driven approaches into current practice
(CACREP 2F8: a, b, c, d, e, f, g, h, i)

Program Outcome 9: Apply culturally relevant strategies, techniques, theories, and models of clinical mental health counseling to the assessment and treatment planning of mental health issues, adhering to the legal and ethical standards of clinical and mental healthcare professionals
(CACREP 5C1: b, c, e; 5C2: d, j, l; 5C3: a, b)

Required Curriculum (Does Not Include Electives)

COU 500: The Counseling Profession: Orientation, Identity, and Ethics
COU 510: Human Development
COU 520: Diversity in Counseling
COU 530: Theories of Counseling
COU 540: Helping Skills and Techniques: Residency I
COU 600: Research Methods and Program Evaluation
COU 610: Assessment and Evaluation in Counseling
COU 630: Career Counseling
COU 640: Substance Use Disorders and Process Addictions
COU 650: Diagnosis of Emotional and Mental Disorders
COU 660: Group Counseling
COU 680: Prevention and Intervention of Crisis and Trauma
COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II
MHC 500: Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling
MHC 610: Treatment Planning in Clinical Mental Health Counseling
MHC 670: Clinical Mental Health Counseling Practicum
MHC 680: Clinical Mental Health Counseling Internship
MHC 690: Advanced Internship in Clinical Mental Health Counseling

Summary of Program Evaluation Results

Curriculum Key Performance Indicators

As part of our annual data collection process, we gather aggregate performance data on each program outcome. Our program outcomes are based on a compilation of standards from each of the eight core areas and CMHC specialty area standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Because our program outcomes were developed from the CACREP standards, we have further designated our program outcomes to serve as our key performance indicators (KPIs) for individual student and program-level assessment.

For the purpose of measuring our KPIs, specific signature assessments were selected by the program's clinical faculty to evaluate the skills and knowledge deemed necessary for students to progress and ultimately succeed in graduating from our program. They include multiple measures of the KPIs and are taken over multiple points in time within the program of study. There are a total of 20 signature assessments within the CMHC program curriculum, reflecting a minimum of two per KPI. Additionally, students are assessed on their skills demonstrations five additional times throughout the program to further evaluate program outcome #5 using the *Counselor's Developing Competencies Scale* (CDCS).

A detailed breakdown of aggregate performance by term is noted below. *Average Grade* reflects the average grade on the designated assignment for a single term, *Academic Year Avg* reflects the average grade for the terms in the reporting year. We expect all signature assignment grades to meet or exceed the threshold of a B- (80%) or above.

Program Outcome 1: Develop a professional counseling identity in alignment with ethical and legal standards that advocates on behalf of the profession and promotes client access, equity, and success

Signature Assessment KPI	Term	Student Count	Average Grade
COU 500 The Counseling Profession: Orientation, Identity, and Ethics: 8-1 Final Project Submission: Ethical Case Study Analysis	23TW1	151	91.8%
	23TW2	150	95.4%
	24TW3	180	93.4%
	24TW4	103	94.5%
	24TW5	3	92.2%

Academic Year Avg = 93.5%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 520 Diversity in Counseling: 10-1: Discussion: Advocacy for Different Cultures	23TW1	119	89.2%
	23TW2	148	84.7%
	24TW3	139	87.7%
	24TW4	138	90.3%
	24TW5	143	90.7%

Academic Year Avg = 88.5%

Program Outcome 2: Cultivate socially, culturally, and spiritually appropriate skills and practices in professional counseling that promote social justice and minimize barriers between counselors and clients

Signature Assessment KPI	Term	Student Count	Average Grade
COU 520 Diversity in Counseling: 8-2 Final Project: Multicultural Case Analysis	23TW1	119	91.1%
	23TW2	148	92.1%
	24TW3	139	90.8%
	24TW4	138	93.4%
	24TW5	143	90.7%

Academic Year Avg = 91.6%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: 3.2 Video Discussion: Spiritual and Cultural Considerations	23TW1	110	90.4%
	23TW2	114	89.0%
	24TW3	109	90.5%
	24TW4	116	91.9%
	24TW5	112	89.0%

Academic Year Avg = 90.2%

Program Outcome 3: Apply theories and etiology of human growth and development and relevant environmental factors to promote optimum wellness for diverse clients across the lifespan

Signature Assessment KPI	Term	Student Count	Average Grade
COU 510 Human Development: 9-1 Final Project	23TW1	144	94.3%
	23TW2	152	92.5%
	24TW3	169	95.5%
	24TW4	118	94.2%
	24TW5	18	85.6%

Academic Year Avg = 92.4%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 530 Theories of Counseling: 9-1 Final Project I	23TW1	116	92.8%
	23TW2	137	93.2%
	24TW3	125	95.5%
	24TW4	135	95.2%
	24TW5	137	91.4%

Academic Year Avg = 93.6%

Program Outcome 4: Develop strategies for supporting and advocating for clients in relation to their career development based on client needs, industry information, and identified opportunities within the global economy

Signature Assessment KPI	Term	Student Count	Average Grade
COU 630 Career Counseling: 6-1 Worksheet: Appropriate Tools and Resources	23TW1	104	93.0%
	23TW2	109	91.3%
	24TW3	105	95.9%
	24TW4	113	94.1%
	24TW5	113	93.3%

Academic Year Avg = 93.5%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 630 Career Counseling: 9-2 Final Project I Submission: Career Assessment Report	23TW1	104	94.8%
	23TW2	109	94.8%
	24TW3	105	96.3%
	24TW4	113	95.6%
	24TW5	113	98.0%

Academic Year Avg = 95.9%

Program Outcome 5: Utilize appropriate counseling theories, models, and culturally relevant strategies in developing professional skills for client consultation, treatment, intervention, and prevention

Signature Assessment KPI	Term	Student Count	Average Grade
COU 530 Theories of Counseling: 9-2 Final Project II Submission: Applied Client Case Conceptualization	23TW1	116	95.5%
	23TW2	137	96.5%
	24TW3	125	97.6%
	24TW4	135	98.9%
	24TW5	137	95.8%

Academic Year Avg = 96.7%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 660 Group Counseling: 9-2 Final Project Two Submission: Justify Group Curriculum	23TW1	112	95.4%
	23TW2	100	98.0%
	24TW3	111	96.2%
	24TW4	96	97.9%
	24TW5	97	99.7%

Academic Year Avg = 97.4%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: 9-2 Final Project Two: Case Conceptualization	23TW1	110	87.8%
	23TW2	114	90.5%
	24TW3	109	89.2%
	24TW4	116	91.3%
	24TW5	112	91.2%

Academic Year Avg = 90.0%

Program Outcome 6: Determine and implement appropriate strategies for effectively forming and facilitating group counseling and group work in a variety of settings with a diverse range of clients

Signature Assessment KPI	Term	Student Count	Average Grade
COU 660 Group Counseling: 9-1 Final Project One Submission: Group Curriculum	23TW1	112	96.1%
	23TW2	100	95.2%
	24TW3	111	94.1%
	24TW4	96	96.6%
	24TW5	97	98.3%

Academic Year Avg = 96.1%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II: 6-4 Virtual Practice Process Group Counseling Session	23TW1	77	98.1%
	23TW2	97	96.2%
	24TW3	89	96.2%
	24TW4	98	96.4%
	24TW5	105	98.4%

Academic Year Avg = 97.1%

Program Outcome 7: Assess the needs of counseling clients validly and reliably through the application of basic testing principles, key statistical concepts, and industry-appropriate procedures

Signature Assessment KPI	Term	Student Count	Average Grade
COU 600 Research Methods and Program Evaluation: 9-1 Final Project II Submission: Program Evaluation	23TW1	119	88.4%
	23TW2	106	88.4%
	24TW3	140	87.8%
	24TW4	132	90.2%
	24TW5	142	86.9%

Academic Year Avg = 88.3%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 610 Assessment and Evaluation in Counseling: 9-1 Final Project I Submission: Comprehensive Case Conceptualization	23TW1	114	96.3%
	23TW2	101	94.9%
	24TW3	126	94.2%
	24TW4	116	96.2%
	24TW5	141	93.7%

Academic Year Avg = 95.1%

Program Outcome 8: Evaluate counseling research, programs, and practices using a variety of methods and designs for advancing the counseling profession and incorporating evidence-based, data-driven approaches into current practice

Signature Assessment KPI	Term	Student Count	Average Grade
COU 600 Research Methods and Program Evaluation: 8-1 Final Project I Submission: Annotated Bibliography	23TW1	119	85.7%
	23TW2	106	85.6%
	24TW3	140	86.5%
	24TW4	132	87.4%
	24TW5	142	87.7%

Academic Year Avg = 86.6%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: 8-1 Short Paper: Intervention for Working with a Disaster	23TW1	110	86.3%
	23TW2	114	90.0%
	24TW3	109	91.6%
	24TW4	116	88.3%
	24TW5	112	91.9%

Academic Year Avg = 89.6%

Program Outcome 9: Apply culturally relevant strategies, techniques, theories, and models of clinical mental health counseling to the assessment and treatment planning of mental health issues, adhering to the legal and ethical standards of clinical and mental healthcare professionals

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 500 Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling: 9-2 Final Project Two Submission: Case Conceptualization	23TW1	102	94.4%
	23TW2	111	93.9%
	24TW3	104	97.6%
	24TW4	103	97.2%
	24TW5	107	93.8%

Academic Year Avg = 95.4%

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 610 Treatment Planning in Clinical Mental Health Counseling: 9-1 Final Project Part Three Submission: Treatment Plan	23TW1	119	93.6%
	23TW2	94	95.2%
	24TW3	115	96.5%
	24TW4	95	98.5%
	24TW5	102	98.0%

Academic Year Avg = 96.4%

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 690 CMHC Advanced Internship: 8-5 Advanced Internship Comprehensive Performance	23TW1	54	100.0%
	23TW2	86	98.9%
	24TW3	100	98.0%
	24TW4	82	99.7%
	24TW5	89	98.9%

Academic Year Avg = 99.1%

Key Performance Indicator Findings

The KPI signature assessment data analysis demonstrates that our aggregate student performance was at or above the benchmark of 80% for the academic year average on each assignment. Additionally, there were no individual terms in the academic year where KPI scores fell below the benchmark of 80%.

In monitoring trends from last year's data report, we largely saw academic term averages remain the same or slightly increase on our KPI assignments. We believe this reflects our continued effort to refine and support faculty through our course lead model which ultimately translates into increased support and preparation for our students in these areas. Where within-term deviations of a few percentage points did occur, we found it was typically related to clinical faculty and adjunct instructors who were new to teaching a course in that term. We will continue to work on refining our on-boarding and support process for new clinical faculty and adjunct instructors in the future.

Two program outcomes showed slight declines on both key performance assignments in the COU 680 Prevention and Intervention of Crisis and Trauma Course: Program Outcome 2 (Cultivate socially, culturally, and spiritually appropriate skills and practices in professional counseling that promote social justice and minimize barriers between counselors and clients) and Program Outcome 5 (Utilize appropriate counseling theories, models, and culturally relevant strategies in developing professional skills for client consultation, treatment, intervention, and prevention). Two individual key performance assignments—Program Outcome 2 COU 680 Prevention and Intervention of Crisis Trauma: Video Discussion: Spiritual and Cultural Considerations and Program Outcome 5 COU 680 Prevention and Intervention of Crisis and Trauma: 9-2 Final Project Two: Case Conceptualization—also showed declines that were slightly larger than those seen in other assignments, While individual term and overall term averages in each of these cases remained well above benchmark, we will continue to monitor these areas for support and improvement in the year to come.

Skill Key Performance Indicators

Student skill performance was evaluated using the *Counselor's Developing Competencies Scale* (CDCS) for the reporting period from 23TW1 to 24TW5. The CDCS is comprised of four main sections (microskills, dispositions, mesoskills, and group skills) and is used across the program at specific evaluation points. The CDCS is a developmental assessment designed to capture student improvement on the noted skills and dispositions as students progress through the program.

Performance on the skills sections of the CDCS are scored as 0 (did not demonstrate), 1 (deficient), 2 (approaching), 3 (developing), or 4 (attaining), or 5 (excelling). In the two residency courses (COU 540 and COU 690), students are evaluated at the end of the term by their faculty member. In the field experience courses (MHC 670, MHC 680, and MHC 690), students are evaluated at the end of the term by their site supervisor as well as their faculty supervisor. Students were evaluated in the following courses, with the associated scores below set as the minimum required final score to pass each section of the assessment in that course:
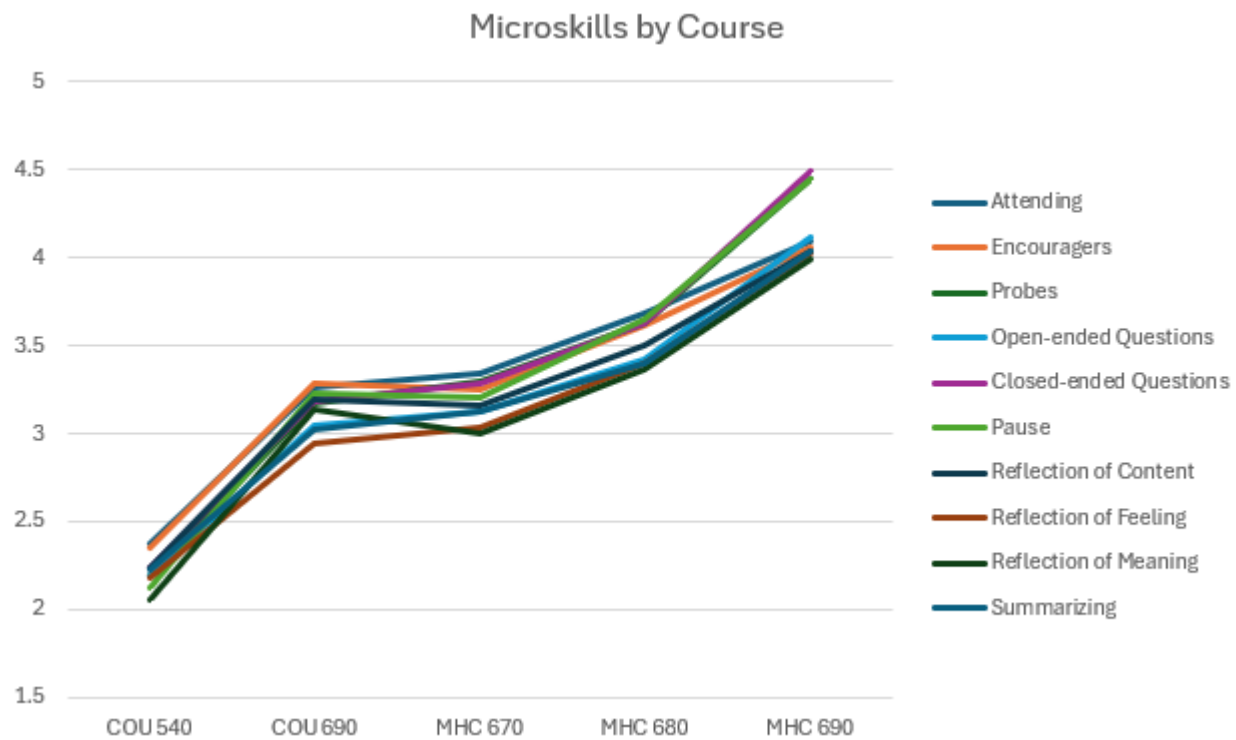
Course/Experience	Total # of Students in Course (23TW1-24TW5)	CDCS Skills Section(s) Evaluated	Minimum Required Passing Score
COU 540 Helping Skills and Techniques: Residency I (Term 2)*	510	Microskills	2
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)*	420	Microskills	3
		Mesoskills	2
		Group Skills	2
MHC 670 CMHC Practicum (Term 10)*	467	Microskills	3
		Mesoskills	2
MHC 680 CMHC Internship (Term 11)*	345	Microskills	3
		Mesoskills	3
MHC 690 CMHC Advanced Internship (Term 12)*	340	Microskills	4
		Mesoskills	4
		Group Skills	3

*Note: The term number reflects the term in which a full-time student (two courses/term) would take the course.

CDCS Microskills Scores by Course

The CDCS Microskills are assessed in COU 540: Helping Skills and Techniques: Residency I, COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II, and in all three field experience courses (MHC 670: CMHC Practicum, MHC 680: CMHC Internship, and MHC 690: CMHC Advanced Internship). In COU 540 and COU 690, scores are provided by the faculty member. In the field experience courses, scores are provided by the site supervisor and the faculty member. Aggregate scores by skill and type of assessor are provided in the table below. The additional chart represents final faculty scores on each skill by course for the CDCS.

Course	Assessor	Attending	Encouragers	Probes	Open-ended Questions	Closed-ended Questions	Pause	Reflection of Content	Reflection of Feeling	Reflection of Meaning	Summarizing
COU 540	Faculty Member Avg (N = 510)	2.37	2.35	2.19	2.19	2.24	2.12	2.24	2.18	2.05	2.22
COU 690	Faculty Member Avg (N = 420)	3.26	3.28	3.17	3.04	3.18	3.23	3.19	2.94	3.14	3.02
MHC 670	Site Supervisor Avg (N = 467)	3.68	3.69	3.65	3.45	3.82	3.63	3.51	3.45	3.35	3.48
MHC 670	Faculty Member Avg (N = 438)	3.34	3.25	3.30	3.13	3.29	3.20	3.16	3.03	3.00	3.13
MHC 680	Site Supervisor Avg (N = 345)	3.98	3.99	4.16	3.83	4.31	4.14	3.89	3.88	3.76	3.85
MHC 680	Faculty Member Avg (N = 290)	3.68	3.62	3.63	3.42	3.63	3.65	3.50	3.40	3.36	3.40
MHC 690	Site Supervisor Avg (N = 340)	4.35	4.31	4.72	4.25	4.78	4.71	4.28	4.24	4.06	4.19
MHC 690	Faculty Member Avg (N = 324)	4.09	4.06	4.45	4.12	4.49	4.45	4.04	4.02	3.99	4.04

Microskills by Course

Legend:
- Attending
- Encouragers
- Probes
- Open-ended Questions
- Closed-ended Questions
- Pause
- Reflection of Content
- Reflection of Feeling
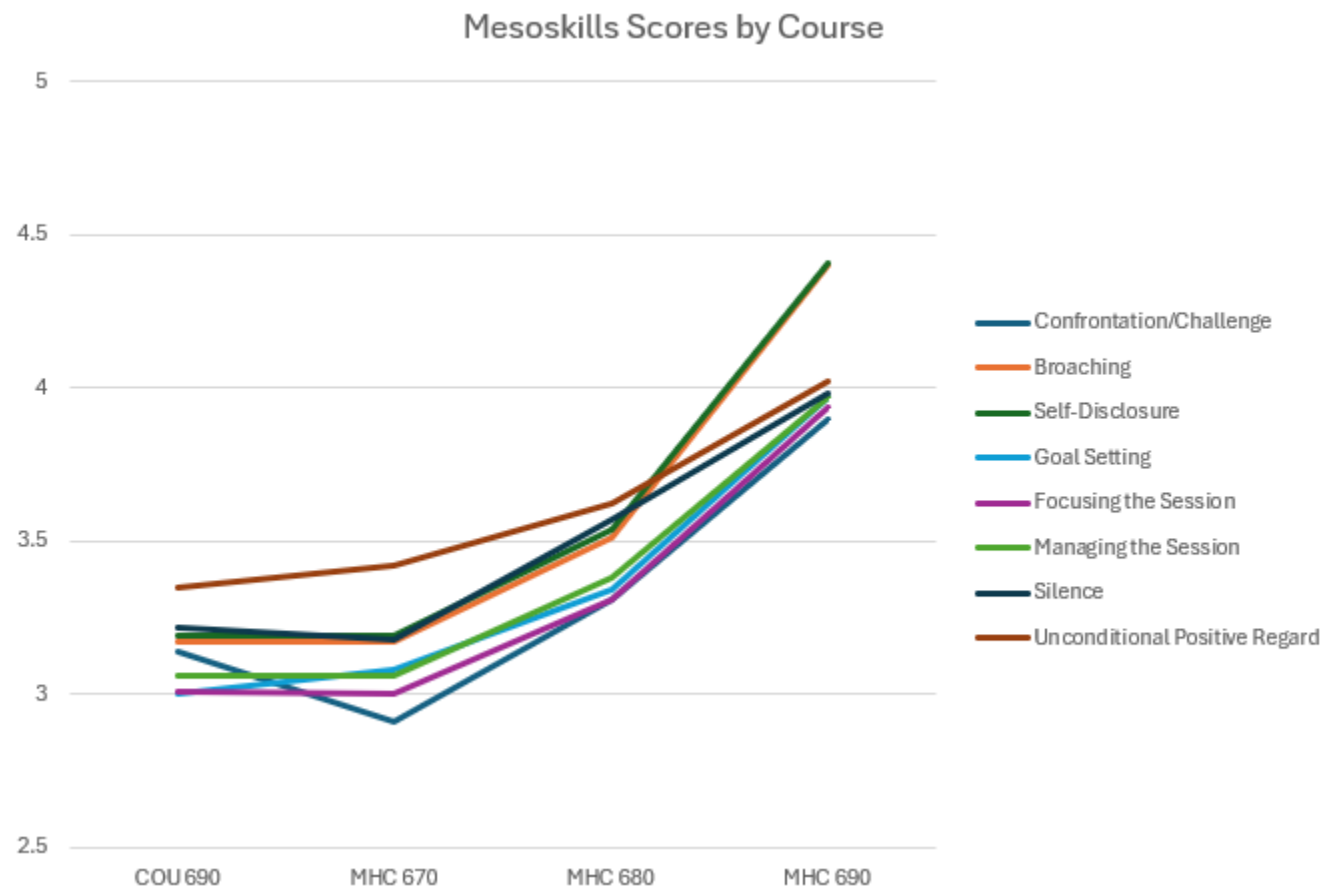- Reflection of Meaning
- Summarizing

Note: Data reflects faculty member final scores by course.

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CDCS Mesoskills Scores by Course

The CDCS Mesoskills are assessed in COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II and in all three field experience courses (MHC 670: CMHC Practicum, MHC 680: CMHC Internship, and MHC 690: CMHC Advanced Internship). In COU 690, scores are provided by the faculty member. In the field experience courses, scores are provided by the site supervisor and the faculty member. Aggregate scores by skill and type of assessor are provided in the table below. The additional chart represents final faculty scores on each skill by course.

Course	Assessor	Confrontation/Challenge	Broaching	Self-Disclosure	Goal Setting	Focusing the Session	Managing the Session	Silence	Unconditional Positive Regard
COU 690	Faculty Member Avg (N = 420)	3.14	3.17	3.19	3.00	3.01	3.06	3.22	3.35
MHC 670	Site Supervisor Avg (N = 467)	3.24	3.69	3.69	3.42	3.45	3.36	3.54	3.84
MHC 670	Faculty Member Avg (N = 438)	2.91	3.17	3.19	3.08	3.00	3.06	3.18	3.42
MHC 680	Site Supervisor Avg (N = 345)	3.34	4.12	4.18	3.81	3.72	3.79	4.02	4.13
MHC 680	Faculty Member Avg (N =290)	3.31	3.51	3.54	3.34	3.31	3.38	3.57	3.62
MHC 690	Site Supervisor Avg (N = 340)	4.08	4.65	4.70	4.15	4.21	4.06	4.17	4.28
MHC 690	Faculty Member Avg (N = 324)	3.90	4.40	4.41	3.97	3.94	3.97	3.98	4.02

Mesoskills Scores by Course

Legend:
- Confrontation/Challenge
- Broaching
- Self-Disclosure
- Goal Setting
- Focusing the Session
- Managing the Session
- Silence
- Unconditional Positive Regard

Note: Data reflects faculty member final scores by course

CDCS Group Skills by Course

The CDCS Group Skills are assessed in COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II, and MHC 690: CMHC Advanced Internship. In COU 690, scores are provided by the faculty member. In MHC 690, scores are provided by the site supervisor and the faculty member. Aggregate scores by skill and type of assessor are provided in the table below. The additional chart represents final faculty scores on each skill by course.

Course	Assessor	Group Leadership/Co-Leadership	Linking	Drawing out	Cutting Off
COU 690	Faculty Member Avg (N = 420)	3.16	3.01	3.02	3.09
MHC 690	Site Supervisor Avg (N = 340)	3.95	4.05	4.08	4.04
	Faculty Member Avg (N = 324)	3.89	3.88	3.91	3.43

Group Skills Scores by Course
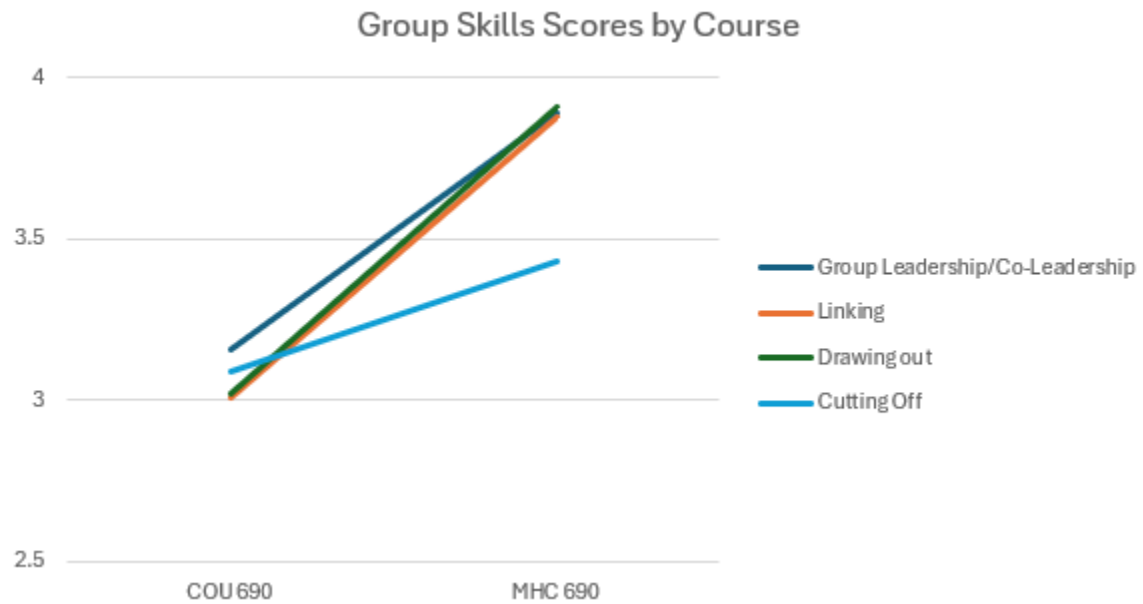
Note: Data reflects faculty member final scores by course

Skills Evaluation Findings

An analysis of each CDCS section indicates that our students are, in aggregate, achieving benchmark scores on required skills by the end of each term. Exceptions are specific to skills within the microskills domain: COU 690 (Reflection of Feeling) and MHC 690 (Reflection of Meaning) and within the mesoskills domain: MHC 690 (Confrontation/Challenge, Goal Setting, Focusing the Session, Managing the Session, and Silence). We believe the reason for the lower scores is two-fold. Firstly, in the COU 690 course, this finding fits a consistent pattern we have seen in our skills data where some student scores tend to fall just below the 3.0 threshold. Secondly, we believe transitioning from the original CDCS to the revised CDCS, which we reported on in the August 22, 2022 -- September 10, 2023 annual data report, may have affected some scores as students and evaluators became familiar with the revised instrument.

In previous academic years, the CMHC assessment committee worked to revise and update the CDCS to address gaps in the skills, scales, and descriptors of the original version. While the primary structure, developmental format, and skills largely remained the same, we believe these changes were important to improving our overall student learning and assessment processes. Scale scores improvements of the revised CDCS appear to be addressing a limitation in the scoring expectations of the original CDCS, by accounting for the natural and developmental dip in performance that coincides moving from classroom skills practice to working with clients for the first time.

Scores on the COU 690 and MHC 690 skills, coupled with faculty reports of students needing review on previously learned skills, highlight a continued need to build in additional refreshers and remediation on microskills in conjunction with COU 690. We have taken measures to increase knowledge and practice of these skills, including enhancing our skills lab opportunities and re-training faculty on skills scores and performance expectations, especially with regard to the revisions of the CDCS which was integrated fully across courses in 23TW1.

An additional pattern we see is that site supervisors typically rate our students higher than their field experience faculty. Consultation with the Director of Counseling Programs, Professional Practice indicates this may reflect more direct exposure to student demonstration of skills at the field site than is offered in the courses themselves. Except for the microskills, where aggregate site supervisor scores were higher, differences between the two assessors do not impact whether students are meeting the threshold. As part of the revisions to the CDCS, site supervisor scores bear more weight in the final assessment of student skills performance, though faculty members will still make the final determination.

Dispositions

Student disposition performance was evaluated using the *Counselor's Developing Competencies Scale* (CDCS) for the reporting period from 23TW1 to 24TW5. The CDCS is comprised of four main sections (microskills, dispositions, mesoskills, and group skills) and is used across the program at specific evaluation points. The CDCS is a developmental assessment designed to capture student improvement on the noted skills and dispositions as students progress through the program.

CDCS: Disposition Performance Indicators

Performance on the disposition section of the CDCS was scored as 1 (Deficient), 2 (Approaching Expectations), and 3 (Meeting Expectations). In the two residency courses (COU 540: Helping Skills and Techniques: Residency I and COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II), students are evaluated mid-term and at end of the term by their faculty member. In the field experience courses (MHC 670: CMHC Practicum, MHC 680: CMHC Internship, and MHC 690: CMHC Advanced Internship), students are evaluated at the end of the term by their site supervisor, as well as their faculty supervisor. Students were evaluated in the following courses, with the associated scores set as the minimum required final score to pass the assessment in that course:

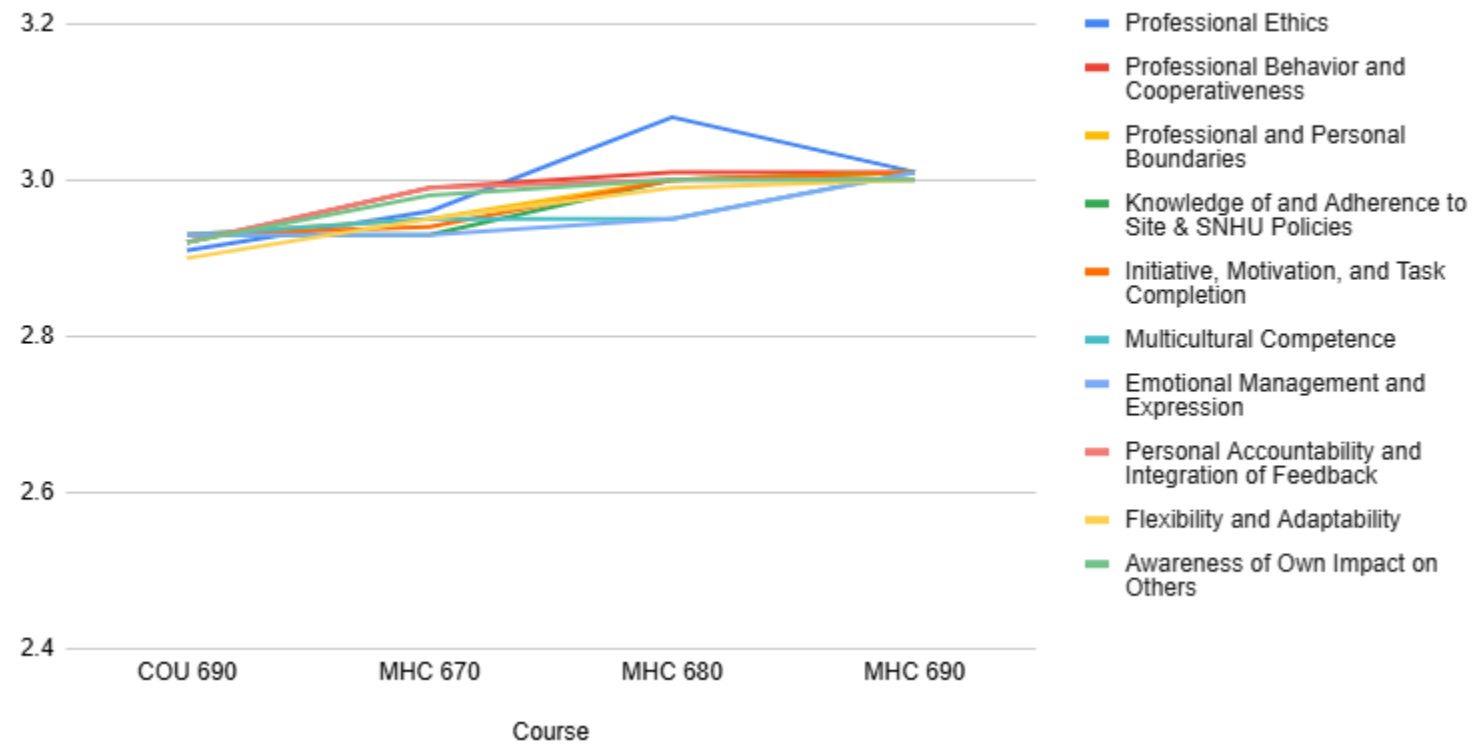| Course/Experience	Total # of Students in Course (23TW1-24TW5)	Minimum Required Passing Score
COU 540 Helping Skills and Techniques: Residency I (Term 2)*	510	2
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)*	420	2
MHC 670 CMHC Practicum (Term 10)*	467	3
MHC 680 CMHC Internship (Term 11)*	345	3
MHC 690 CMHC Advanced Internship (Term 12)*	340	3

*Note: The term number reflects the term in which a full-time student (two courses/term) would take the course.

CDCS Disposition Scores by Course

The CDCS Dispositions are assessed in COU 540: Helping Skills and Techniques: Residency I, COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II, and in all three field experience courses (MHC 670: CMHC Practicum, MHC 680: CMHC Internship, and MHC 690: CMHC Advanced Internship). In COU 540 and COU 690, scores are provided by the faculty member. In the field experience courses, scores are provided by the site supervisor and the faculty member. Aggregate scores by skill and type of assessor are provided in the table below. The additional chart represents final faculty scores on each skill by course.

Course	Assessor	Professional Ethics	Professional Behavior and Cooperativeness	Professional and Personal Boundaries	Knowledge of and Adherence to Site & SNHU Policies	Initiative, Motivation, and Task Completion	Multicultural Competence	Emotional Management and Expression	Personal Accountability and Integration of Feedback	Flexibility and Adaptability	Awareness of Own Impact on Others
COU 540	Faculty Member Avg (N = 510)	2.54	2.56	2.54	2.53	2.55	2.38	2.51	2.57	2.53	2.52
COU 690	Faculty Member Avg (N = 420)	2.91	2.92	2.93	2.93	2.93	2.93	2.93	2.92	2.90	2.92
MHC 670	Site Supervisor Avg (N = 467)	3.05	3.07	3.03	3.03	3.03	2.97	3.02	3.01	3.02	2.99
	Faculty Member Avg (N = 438)	2.96	2.99	2.95	2.93	2.94	2.95	2.93	2.99	2.95	2.98
MHC 680	Site Supervisor Avg (N = 345)	3.18	3.17	3.14	3.16	3.13	3.09	3.12	3.14	3.14	3.09
	Faculty Member Avg (N = 290)	3.08	3.01	3.00	3.00	3.00	2.95	2.95	3.00	2.99	3.00
MHC 690	Site Supervisor Avg (N = 340)	3.15	3.16	3.14	3.14	3.14	3.14	3.13	3.09	3.12	3.09
	Faculty Member Avg (N = 324)	3.01	3.01	3.01	3.01	3.01	3.01	3.01	3.00	3.00	3.00

Disposition Scores by Course

Legend:
- Professional Ethics
- Professional Behavior and Cooperativeness
- Professional and Personal Boundaries
- Knowledge of and Adherence to Site & SNHU Policies
- Initiative, Motivation, and Task Completion
- Multicultural Competence
- Emotional Management and Expression
- Personal Accountability and Integration of Feedback
- Flexibility and Adaptability
- Awareness of Own Impact on Others

Note: Data reflects faculty member final scores by course

Disposition Evaluation Findings

The CDCS disposition data analysis indicates that the majority of our students are achieving benchmark scores on each required disposition by the end of each term and are improving on dispositional demonstrations as they move through their skill courses and into field experience. While most students were meeting performance expectations, there were individual students who did not meet score requirements, resulting in aggregate scores below the scale requirement of 3 in some areas.

The primary observation we note with disposition demonstrations across the observation periods is that the scores from MHC 670 (the first field experience course) were slightly below the scale requirement of 3 across all dispositional scores. We believe this is due in part to the natural transition from practicing skills in class-based experiences to working with clients in the field and transition challenges from implementing the revised CDCS.

The data analysis also demonstrated an issue with aggregate disposition scores over the maximum score of 3.0. While the scale for dispositions is intended to range from 1-3 and the descriptors for each disposition align with this scale, numerical values must be manually inserted in the evaluation by faculty and site supervisors in the form. Because the skills scales range from 0-5 and the dispositional assessment is completed as the second portion of the evaluation, following all of the skills components, we believe this led to some scale confusion and the periodic score of 4 for some dispositional assessments. This is why some aggregate scores reflect averages above the maximum of 3.

We became aware of this issue in a previous review cycle and worked to address this with clearer instructions; however, we continued to see the issue persist into this year. Updates have been made to the CDCS to enforce minimum and maximum limits of scores to prevent this issue from recurring. Further, we have taken measures to re-train faculty on skills scores and performance expectations to improve awareness of scale descriptors changes between the revised and original CDCS. We will continue to watch for trends and monitor performance on the lower scoring dispositions so that we offer additional assistance and training where needed.

Academic and Disposition Support

Individual students who did not meet benchmark academic and dispositional requirements were referred to our Student Support Committee (SSC). Using the *Student Concern Referral form*, students can also be referred for dispositional concerns in any course, not just those in which the CDCS is administered. The referral form is based on the categories of the CDCS. In addition, concerns that could not be successfully addressed through program level processes were referred to the SNHU Professional Standards Committee for Professional Practice Programs (hereafter referred to as "the Professional Standards Committee"). The Professional Standards Committee receives, investigates, and resolves or makes recommendations regarding violations of the dispositions, proficiencies, professional standards, or an applicable code of ethics.

During the 23TW1-24TW5 reporting period, 149 students were referred to SSC for support. Twenty-seven students were referred for disposition concerns. The remaining 125 students were referred for academic concerns (failing a course) and were placed on an academic support plan.

Outcomes of Original SSC Plans

SSC Support Plan	Dispositions	Academic
Complete	15	124
Still Active	2	0
Referred to Professional Standards	3	0
Inactive	3	1
Withdrew from Program	1	0
Academically Dismissed from the Program	3	0
Student Successfully Appealed Decision	0	0
Total	27	125

Outcomes of Professional Standards Referrals

Of the 3 students referred to professional standards, 2 were dismissed from the program, and 1 was referred back to the SSC to complete additional plans (which the student chose not to complete and withdrew from the program).

Skills Support

During this academic year we continued, and further expanded, our skills lab offerings for those students needing additional support in residency and beyond. As part of this process students could elect to self-refer to skills lab for additional practice opportunities in COU 530 or COU 660 courses or were referred directly by their residency course instructor. Students who do not meet required scores on all CDCS skills by the end of term evaluation fail the course and are required to repeat it.

Demographic and Other Characteristics

Demographic Data

Demographic data was collected for applicants, enrolled students, and graduates during the review period, using the following definitions:

- **Applicants:** individuals who initially applied to the Clinical Mental Health Counseling program during the calendar months associated with the academic year (August 2023-August 2024), regardless of whether they were eventually accepted to the program. During this period, there were a total of 873 applicants.
- **Enrolled Students:** students who had an "active" status during one or more terms in the 2023-2024 academic year. During this period, there were a total of 2,036 active students.
- **Graduates:** students who graduated from the program during the terms of the 2023-2024 academic year. During this period, there were a total of 395 graduates.

Ethnicity

Ethnicity	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
White	566	64.8%	1358	66.7%	254	64.3%
Black or African American	177	20.3%	223	11.0%	47	11.9%
Hispanic	38	4.4%	187	9.2%	38	9.6%
Asian	20	2.3%	52	2.6%	3	0.8%
American Indian	5	0.6%	8	0.4%	2	0.5%
Hawaiian/Pacific Islander	1	0.1%	1	0.0%	0	0.0%
Other	66	7.6%	207	10.2%	51	12.9%
Blank	0	0.0%	0	0.0%	0	0.0%
Total	873	100.0%	2036	100.0%	395	100%

Age

Age	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
<20	2	0.2%	0	0.0%	0	0.0%
20-25	179	20.5%	477	23.4%	106	26.8%
26-30	180	20.6%	480	23.6%	86	21.8%
31-35	125	14.3%	381	18.7%	63	15.9%
36-40	112	12.8%	251	12.3%	52	13.2%
41-45	60	6.9%	181	8.9%	36	9.1%
46-50	80	9.2%	136	6.7%	27	6.8%
51-55	51	5.8%	68	3.3%	16	4.1%
56-60	42	4.8%	45	2.2%	5	1.3%
61+	22	2.5%	17	0.8%	4	1.0%
Unknown	20	2.3%	0	0.0%	0	0.0%
Total	873	100.0%	2036	100.0%	395	100.0%

Gender

Gender	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
Female	657	75.3%	1615	79.3%	312	79.0%
Male	176	20.2%	321	15.8%	55	13.9%
Other	9	1.0%	1	0.0%	0	0.0%
Blank	31	3.6%	99	4.9%	28	7.1%
Total	873	100.0%	2036	100.0%	395	100.0%

Marital Status

Marital Status	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
Companion	0	0.0%	0	0.0%	0	0.0%
Married	2	0.2%	99	4.9%	25	6.3%
Divorced	0	0.0%	27	1.3%	9	2.3%
Single	3	0.3%	231	11.3%	49	12.4%
Other	0	0.0%	0	0.0%	0	0.0%
Blank	868	99.4%	1679	82.5%	312	79.0%
Total	873	100%	2036	100.0%	395	100.0%

Military Association

Applicant military association is solely captured as "military" or "non-military/unknown." Because this does not align with the categories for enrolled students and graduates, it is included separately:

Military Affiliation	Applicants	
	Count	%
Military	72	8.2%
Non-Military/Unknown	801	91.8%
Total	873	100%

Military Association	Enrolled Students		Graduates	
	Count	%	Count	%
Active Duty	25	1.2%	6	1.5%
Nat'l Guard or Reservist	19	0.9%	3	0.8%
Veteran	64	3.1%	16	4.1%
Spouse Active Duty	70	3.4%	18	4.6%
Spouse of Active/Retiree	0	0.0%	0	0.0%
Spouse of Non-Active Duty	0	0.0%	0	0.0%
Spouse of Veteran	14	0.7%	0	0.0%
Dependent	29	1.4%	2	0.5%
None	1815	89.1%	350	88.6%
Unknown	0	0.0%	0	0.0%
Total	2036	100%	395	100.0%

Geographic Area

State	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
AE*	1	0.1%	1	0.05%	0	0.0%
AK	6	0.7%	10	0.49%	2	0.5%
AL	4	0.5%	13	0.64%	4	1.0%
AP*	0	0.0%	1	0.05%	0	0.0%
AR	1	0.1%	1	0.05%	1	0.3%
AZ	14	1.6%	21	1.03%	3	0.8%
CA	40	4.6%	79	3.88%	15	3.8%
CO	22	2.5%	54	2.65%	7	1.8%
CT	21	2.4%	54	2.65%	11	2.8%
DC	1	0.1%	4	0.20%	1	0.3%
DE	4	0.5%	6	0.29%	0	0.0%
FL	55	6.3%	108	5.30%	27	6.8%
GA	38	4.4%	65	3.19%	6	1.5%
HI	2	0.2%	4	0.20%	0	0.0%
IA	11	1.3%	6	0.29%	1	0.3%
ID	2	0.2%	15	0.74%	1	0.3%
IL	21	2.4%	32	1.57%	3	0.8%
IN	16	1.8%	29	1.42%	5	1.3%
KS	1	0.1%	0	0.0%	0	0.0%
KY	11	1.3%	11	0.54%	1	0.3%
LA	9	1.0%	16	0.79%	5	1.3%
MA	48	5.5%	220	10.81%	53	13.4%
MD	16	1.8%	51	2.50%	4	1.0%
ME	18	2.1%	40	1.96%	11	2.8%
MI	13	1.5%	30	1.47%	6	1.5%
MN	3	0.3%	14	0.69%	1	0.3%
MO	4	0.5%	3	0.15%	0	0.0%
MS	3	0.3%	4	0.20%	1	0.3%
MT	2	0.2%	11	0.54%	0	0.0%
NC	41	4.7%	71	3.49%	13	3.3%
ND	3	0.3%	3	0.15%	0	0.0%
NE	4	0.5%	4	0.20%	0	0.0%
NH	49	5.6%	211	10.36%	50	12.7%
NJ	19	2.2%	63	3.09%	8	2.0%
NM	4	0.5%	7	0.34%	0	0.0%
NV	6	0.7%	12	0.59%	3	0.8%
NY	64	7.3%	165	8.10%	29	7.3%

OH	23	2.6%	54	2.65%	8	2.0%
OK	11	1.3%	16	0.79%	5	1.3%
OR	11	1.3%	26	1.28%	5	1.3%
PA	29	3.3%	68	3.34%	25	6.3%
PR	0	0.0%	0	0.0%	0	0.0%
RI	11	1.3%	48	2.36%	9	2.3%
SC	23	2.6%	34	1.67%	3	0.8%
SD	1	0.1%	1	0.05%	0	0.0%
TN	25	2.9%	34	1.67%	9	2.3%
TX	59	6.8%	121	5.94%	20	5.0%
UT	20	2.3%	27	1.33%	8	2.0%
VA	26	3.0%	57	2.80%	13	3.3%
VT	18	2.1%	46	2.26%	5	1.3%
WA	33	3.8%	50	2.46%	9	2.3%
WI	2	0.2%	2	0.10%	0	0.0%
WV	1	0.1%	7	0.34%	3	0.8%
WY	2	0.2%	6	0.29%	1	0.3%
Unknown	1	0.1%	0	0.0%	0	0.0%
Total	873	100%	2036	100%	395	100.0%

*Note: *AE = Armed Forces Europe, AP = Armed Forces Pacific

SNHU Clinical Mental Health Counseling Program Compared to CACREP

	CACREP Female	SNHU Female	CACREP Male	SNHU Male	CACREP Alternative Identity	SNHU Alternative Identity
American Indian or Alaska Native	0.74%	0.36%	0.19%	0.05%	0.00%	0.00%
Asian	2.52%	1.96%	0.55%	0.62%	0.04%	0.00%
Black	11.28%	9.50%	2.9%	1.86%	0.26%	0.00%
Hawaiian Native or Pacific Islander	0.12%	0.05%	0.13%	0.00%	0.00%	0.00%
Hispanic	9.72%	7.28%	1.88%	2.01%	0.12%	0.00%
Two or More	2.64%	0.00%	0.66%	0.00%	0.06%	0.00%
Unknown/Other	4.26%	7.54%	1.27%	1.19%	0.23%	0.00%
White	47%	56.69%	11.31%	10.85%	0.84%	0.00%
International Student	1%	0.00%	0.25%	0.00%	0.01%	0.00%
Total	79.28%	83.38%	19.14%	16.57%	1.56%	0.00%

Note: CACREP n=63,890 (88.2% of CACREP-accredited schools reported this data for master's students; source= 2023 CACREP Vital Statistics Report); SNHU n=1937 (99 enrolled students did not report gender)

Demographic Findings

Comparison of our enrolled student and graduate demographic data shows parallels in the categories of age, ethnicity, gender, military affiliation, and geographic area. While some variation exists, we are not seeing considerable deviations between the demographics of our graduates versus those who are enrolled our program. We will continue to monitor this in relation to student support and persistence initiatives.

In comparison to aggregate demographic data reflected in CACREP's 2023 Vital Statistics report, our active student ethnicity and gender demographics largely parallel what is seen among all CACREP-accredited programs. The primary difference is in gender, where we have more women than men. When combined with ethnicity, our program has a higher percentage of women identifying as white than those represented in the aggregate of CACREP master's programs. The percentage of students in the program who identify as being in other race and gender categories is slightly lower than those represented in the CACREP aggregate.

Also of note is that we were limited to the gender categories of "male" and "female" in our some of our data collection; however, we recognize the significant limitation of these binary categories and the ways in which they do not effectively capture or can otherwise marginalize non-binary and genderqueer individuals. We continue to advocate for more inclusive and representative gender data collection categories in the future.

Feedback from Site Supervisors, Graduates, and Employers

In addition to assignment and demographic data, the Counseling program also collects feedback from site supervisors, graduates, and employers, regarding key aspects of the program, and uses it to inform continuous improvement efforts. Results from these surveys are included below.

Site Supervisor Feedback

We gather site supervisor feedback on program performance through our end-of-term student evaluations in each field experience course. We use this data, coupled with information from other sources, to support improved training of our students and enhanced program delivery.

Site supervisor data was pulled to align with our academic year which included the 23TW1-24TW5 terms, and responses reflect end-of-term feedback for those terms. Areas of focus included student preparation for field experience, support of site supervisors through the field experience process, and overall satisfaction rates. We use this data to help guide decisions on training, student preparation, and facilitation of the field experience process for our site supervisors. See Field Experience Updates section below.

Student Preparation

How would you rate our program at preparing your field experience student for placement at your site?

	Blank	Very Poor	Poor	Acceptable	Good	Very Good
MHC 670 (N = 467)	0.0%	0.0%	0.4%	9.2%	46.9%	43.3%
MHC 680 (N = 345)	1.5%	0.0%	0.3%	7.8%	40.6%	50.1%
MHC 690 (N = 340)	0.0%	0.0%	0.0%	6.7%	31.9%	60.0%

Program Facilitation of Field Experience
How would you rate our program at facilitating the field experience process this term?

	Blank	Very Poor	Poor	Acceptable	Good	Very Good
MHC 670 (N = 467)	0.0%	0.0%	2.4%	13.5%	48.6%	35.3%
MHC 680 (N = 345)	1.5%	0.0%	0.9%	11.6%	39.4%	46.7%
MHC 690 (N = 340)	0.0%	0.0%	1.2%	9.3%	36.5%	51.6%

Future Students
Would you be willing to accept another SNHU student in the future?

	Blank	No	Yes
MHC 670 (N = 467)	0.9%	5.6%	94%
MHC 680 (N = 345)	1.5%	8.1%	90.4%
MHC 690 (N = 340)	0.3%	12.4%	87.6%

Graduate Survey Feedback

We use a graduate survey to capture key metrics on elements of our program and to evaluate the impact of our degree on various aspects of post-graduate employment. We send graduate surveys to our alumni 6-months after their degree conferral. This resulted in two data collection periods (April and September 2024). Of the 116 graduates who reached the six-month post-graduation mark in the academic year, 16 completed at least one section of the graduate survey, resulting in a 14% response rate.

Data collected from this year's survey is provided below. Because we are interested in hearing from the maximum number of graduates possible, we continue to look for ways to expand our response rates and engage our graduates in program improvement beyond their enrollment at SNHU.

Evaluation of Program Outcomes

Using a Likert scale (1 = To no extent, 2 = To a small extent, 3 = To a moderate extent, 4 = to a great extent, 5 = To a very great extent) respondents were asked "to what extent have you been able to apply what you learned in your SNHU studies to your job?":

Program Element	Average Rating (N = 16)
Demonstrates a strong professional counselor identity (Program Outcome 1)	4.59
Advocates on behalf of the profession (Program Outcome 1)	4.54
Promotes client access, equity, and success (Program Outcome 1)	4.80
Demonstrates socially, culturally, and spiritually appropriate practices (Program Outcome 2)	4.70
Promotes social justice to minimize barriers (Program Outcome 2)	4.65
Applies theories and etiology of human growth and development to promote optimum wellness for clients (Program Outcome 3)	4.30
Supports and advocates for clients in relation to their career development (Program Outcome 4)	4.41
Utilizes appropriate counseling theories, models, and culturally relevant strategies in client treatment (Program Outcome 5)	4.28
Implements appropriate strategies for effectively forming and facilitating group counseling (Program Outcome 6)	4.28
Validly and reliably assesses the needs of counseling clients through industry- appropriate procedures (Program Outcome 7)	4.35
Incorporates evidence-based, data-driven, approaches into current practice (Program Outcome 8)	4.28
Adheres to the legal and ethical standards of clinical and mental healthcare professionals (Program Outcome 9)	4.67

Assessment of Program Experiences

Using a Likert scale (1 = Extremely dissatisfied, 2 = Somewhat dissatisfied, 3 = Neither satisfied nor dissatisfied, 4 = Somewhat satisfied, 5 = Extremely satisfied) respondents were asked to "rate the following program experiences":

Experiences	Average Rating (N = 16)
Your overall experience in the program	4.48
The quality of the instruction within your program	4.43
The quality of the curriculum in your program	4.42
The quality of your academic residencies	4.63
The quality of your field experience	4.75
The quality of your advising experience (i.e., academic, faculty, career services)	4.73

Overall Satisfaction

Respondents were asked if they would select the MA in Clinical Mental Health Counseling program at SNHU if they were to start their studies again:

	Percentage (N = 16)
Yes	93.8%
No	6.3%

Employer Survey Feedback

We aim to provide a strong training program that prepares students for post-graduate work in the clinical mental health field. In order to assess for this and to gather additional feedback that can be used to support the training of our students, we send out an annual employer survey to employers of our program graduates.

We request permission from graduates to survey their employers through our graduate survey. When a graduate grants permission, we send a separate survey to the employer with questions designed to help us further assess our program efficacy. Of the 16 respondents on the graduate survey, 2 granted permission to send the employer survey to their employer. Of those 2 employers, none completed the employer survey.

We recognize the need to continue to monitor employer feedback and are looking for ways to expand our reach to employers to ensure preparedness of our graduates in the counseling field.

Subsequent Program Modifications

Enhancements to Skills Development: Skills Lab

Using feedback from clinical and field experience faculty, student performance on the CDCS, and referrals stemming from the residency courses, we have made improvements to our Skills lab. These include:

Term Launched	Revisions	Data Source	Goal
24TW1	Implemented additional remote skills lab opportunity for faculty to refer students who needed additional support in COU 530 and COU 660 courses.	CDCS	To support students continued development of skills outside of residency courses.

Field Experience Updates

In the previous academic year, the following changes were made to improve support of our students in the field work portion of our program:

Term Launched	Updates/Changes
23TW1	• Trained all faculty teaching field experience courses to review field experience applications and site supervisor change forms. This was driven by the increase in the number of field experience students applying to field sites. • Extended offerings for field advising appointments. Began practice of providing students in COU 600 and 610 list of field sites in their area to support field site placement.
24TW3	• The Advanced Skills Lab pilot program was discontinued due to students not utilizing the self-referral process. • An Endorsement Process was implemented to replace the advanced skill lab and support student skill assessment and growth. During the endorsement process, field faculty work with students to assess student's ability to adequately execute counseling skills.

Program Committee Updates/Changes

In response to evolving program needs the following changes and updates were made in our committees across the 2023-2024 academic year:

Committee	Updates/Changes
Continuing Education	• Developed calendar outlining upcoming and projected webinar presentations. This allowed topics to be aligned with related awareness months. • Created link for SNHU leadership to access all CE material to ensure compliance with licensure and NBCC requirements.
Deferred Start/Student Engagement	• Shifted committee's focus to student engagement. • Added an emphasis on professionalism to the New Student Orientation stemming from challenges on ground at residency, within the classroom space, and as noted within SSC referrals.
Legal and Compliance	• Completed an annual audit in conjunction with the office of General Counsel and Compliance to ensure current program offerings remain in compliance with state educational requirements. • SNHU implemented "Bookmark," a program acquired through the Office of General Counsel and Compliance, to automatically track regulatory changes,

	improving efficiency and accuracy.
	• In response to Department of Education updates to field requirements effective July 1, the committee provided input to the Office of General Counsel and Compliance as they develop institutional policies to address these changes.
	• With assistance from the Office of General Counsel and Compliance identified and implemented a separate acknowledgment form for readmitted students. This form clarifies their responsibilities and the process for graduating before the teach-out period concludes.

Staffing Changes

Following the announcement of the program teach out, a new leadership configuration was implemented in the counseling program. The Counseling Team is led by an administrative team consisting of a senior director, four directors, and an assistant director, all of whom are solely dedicated to the program. Together, they are collectively responsible for developing, implementing, managing, and coordinating all elements of the program, ensuring the consistent application of adult learning theory and that best practices are applied within courses and throughout the program of study. They are also responsible for analyzing student success by focusing on data for student proficiency, outcomes, and persistence. The directors hire and supervise the core faculty (also known as clinical faculty) and the non-core faculty (known as adjuncts). The director team is listed below.

- Eric Jett- Senior Director, Counseling Program
- Shanice Armstrong- Director, Counseling Program (Technology and Student Services)
- Trinaa Copeland- Director, Counseling Program (Scheduling)
- David Olges- Director, Counseling Program (Curriculum, Legal and Compliance)
- Rodney Pennamon – Director, Counseling Program (Field Experience)
- Meg Straughn- Assistant Director, Counseling Program

Additional Program Updates

In December of 2023, SNHU decided to no longer admit students into the CMHC program due to a decision to teach-out the program. The program had two terms of students who were accepted into the program but were on a waitlist to begin the program. SNHU made the decision to honor its commitment to those already admitted students by having two starts after the teach-out decision, only for the waitlist students. May 2024 saw the last cohort of accepted students on the waitlist begin the program. New enrollments in the program have ceased and no future cohorts past the May 2024 cohort will be created. In terms of resources and operations, the program continues to have dedicated staff and faculty; learning resources; financial resources and academic leadership to oversee the teach-out. The program continues to function and run as normal in order to provide all students a positive experience and pathway towards degree completion.

Conclusion

Over the past academic year, there have been continual efforts to track data, understand where gaps or changes are needed, and work to modify processes and course development accordingly. Many of the outcomes noted above were expected as part of our program's evolution. However, many reflected new information or further solidified anecdotal information we were receiving from other sources. As a program, we are grateful for opportunities to look at data points that help direct and guide our decision-making process, and we will continue to use our comprehensive assessment plan to support program and student needs in a data-driven manner.