



**Department of Psychology and Counseling**  
**Clinical Mental Health Counseling**  
**Program Evaluation Report (2024-2025)**

The program evaluation report is located on the CMHC program's webpage. Stakeholders were emailed and directed to the webpage to locate this report.



## APPENDICES

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The following report is written in accordance with CACREP Standard I.AA. which states that: “Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met.”

### **Section 1 – CACREP Standard I.AA: Evaluation**

#### **1. Review by Program Faculty of Programs, Curricular Offerings, and Characteristics of Program Applicants**

##### **Curricular Offerings – Clinical Mental Health Counseling (CMHC) Program**

The Clinical Mental Health Counseling (CMHC) program continues its systematic review of curricular offerings three times annually. The program director collaborates with faculty and university scheduling to ensure appropriate sequencing and availability of required courses, with the goal of supporting students’ ability to complete the program within three years of full-time study.

During the 2024–2025 academic year, the program maintained its established core course rotation. However, based on feedback from students (via course evaluations and informal conversations), faculty voted to replace the current Human Development (GEN 501) course with a counseling-specific version (COUN 605), beginning in 2025–2026. This change reflects our continued effort to tailor instruction more closely to the developmental needs of counseling students.

Enrollment thresholds remain in place to ensure instructional quality and financial sustainability. In cases where course enrollment falls below the minimum, courses may be canceled and rescheduled for the following term. The program continues to offer 1-credit elective courses aligned with faculty expertise and student interest. These include timely topics such as TeleMental Health, Working with LGBTQ+ Clients, and Trauma-Informed Care.

##### **Characteristics of Program Applicants (CACREP Standards I.K and 4.B)**

The CMHC program upholds a rigorous and personalized admissions process. Applicants are reviewed each semester in collaboration with the Graduate Admissions Office. After completing an application, students are scheduled for a one-on-one interview with a faculty member. Faculty rotate weekly availability for these interviews, maintaining consistent engagement throughout the admissions cycle.

During the 2024–2025 academic year, faculty discussed a continued need to diversify the applicant pool and enrolled student body. While the program draws from a broad geographic region and serves a strong cohort of students, demographic data reflects a majority-identifying White population. To address this, the program will implement intentional strategies to market to a broader audience, particularly leveraging faculty connections, alumni networks, and professional associations.

A full report of 2024–2025 student demographic data can be found in Appendix A.

##### **CMHC Enrollment and Graduation (Through Summer 2025)**

The CMHC program continues to demonstrate strong retention and graduation outcomes.

- **New Student Enrollment**
  - *Fall 2024*: 24 new students
  - *Spring 2025*: 6 new students
  - *Summer 2025*: 4 new students
- **Total Graduates (Through Summer 2025):**
  - *28 graduates*
- **Retention Rates:**
  - *Fall 2024 Cohort*: 87%

- *Fall 2023 Cohort*: 81%
- *Summer 2023 Cohort*: 80%
- *Spring 2023–Summer 2024 Cohorts*: 100% retention and positive outcome rates
- Comprehensive Exam Pass Rate (2024–2025): 100%
- Estimated Graduation Rate (Based on 5-Year Completion Window): 85%

Academic Year	New Applications	Average Enrollment	Graduated
2024–2025 (F23–S24)	96	108	28
2023–2024 (F22–S23)	88	100	35
2022–2023 (F21–S22)	86	98	37
2021–2022 (F20–S21)	90	107.5	33
2020–2021 (F19–S20)	69	128	32
2019–2020 (F18–S19)	71	127	24
2018–2019 (F17–S18)	47	149.5	36
2017–2018 (F16–S17)	39	141.5	25

Complete retention and graduation tables can be found in Appendix B

## 2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

The Office of Institutional Research and Effectiveness (IRE) administered the Clinical Mental Health Counseling (CMHC) One-Year Alumni Survey in Fall 2025 to graduates from the 2024–2025 academic year (Summer 2024, Fall 2024, and Spring 2025). The survey was designed to assess alumni perceptions of the program’s effectiveness in preparing graduates for professional counseling practice and to identify areas of strength and opportunities for improvement.

A total of 34 alumni were invited to participate, with 11 respondents completing the survey, resulting in a response rate of 32.4%.

### Employment Outcomes

Survey results indicate strong employment outcomes for recent graduates. Among respondents who reported employment status ( $n = 10$ ), 90% were currently employed in the counseling field, while one respondent was not seeking employment due to health reasons. When excluding this individual, 100% of respondents were employed in the counseling profession. Of those employed, 78% reported working in mental health settings, with the remaining respondents employed across multiple or specialized settings, including private practice and school-based mental health roles.

### Satisfaction with the Program

Alumni reported favorable satisfaction across multiple dimensions of the CMHC program experience. Mean satisfaction ratings across ten program areas ranged from 3.82 to 4.27 on a 5-point scale, indicating generally “Very Good” perceptions of program quality. The highest-rated areas included:

- College of Graduate Studies support ( $M = 4.27$ )
- Appropriateness of course content ( $M = 4.18$ )
- Instruction by course professors ( $M = 4.09$ )

Ratings related to availability of courses ( $M = 4.09$ ) and advising support ( $M = 4.00$ ) remained positive, though qualitative comments suggested opportunities for clearer communication and proactive advising structures.

### **Clinical Skills and Knowledge Development**

Graduates reported moderate to high confidence in core counseling skills and knowledge areas. Highest-rated skill domains included:

- Intake interviews (M = 4.36)
- Foundations of clinical mental health counseling (M = 4.27)
- Development of counseling skills (M = 4.27)

Knowledge areas receiving the strongest ratings included helping relationships (M = 4.55), professional identity (M = 4.45), and group work (M = 4.27). While ratings for diagnosis and treatment (M = 3.36) and assessment-related competencies were slightly lower, the majority of respondents still rated themselves as “Good” or “Very Good” in these areas.

### **Alumni Feedback and Suggested Improvements**

Qualitative feedback highlighted faculty expertise, support, and professionalism as key program strengths. Alumni consistently cited strong relationships with professors and the application of real-world examples in coursework as particularly valuable.

Areas identified for continued improvement included clearer communication regarding program expectations, enhanced support for practicum and internship placement, increased training in clinical documentation (e.g., treatment planning and progress notes), and expanded guidance related to licensure processes and career pathways following graduation.

### **Summary**

Results from the Fall 2025 CMHC One-Year Alumni Survey demonstrate that graduates continue to experience strong employment outcomes and report high levels of satisfaction with faculty instruction, course content, and clinical skill development. Alumni feedback provides actionable guidance for ongoing program improvement, particularly in the areas of advising communication, practicum and internship support, documentation training, and career preparation. These findings are used to inform continuous program review and curriculum planning in alignment with CACREP accreditation standards.

## **3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.**

### ***Site Supervisor Survey***

As part of CACREP accreditation requirements, the Office of Institutional Research and Effectiveness (IRE) and Dr. David Martinson (Field Site Coordinator) administered the Clinical Mental Health Counseling (CMHC) Site Supervisor Survey during Summer 2025. The survey was distributed to site supervisors overseeing practicum and internship students enrolled in the Master of Arts in Clinical Mental Health Counseling program at Immaculata University. The purpose of the survey was to gather supervisors’ perceptions of student preparedness for professional practice and to identify areas of program strength and growth.

A total of 27 site supervisors were invited to participate, with 12 supervisors completing the survey, resulting in a response rate of 44.4%.

### **Key Findings:**

#### **Overall Preparedness**

Site supervisors reported moderate to high satisfaction with students' overall preparation for mental health counseling practice. On a 5-point scale (5 = Extremely Well Prepared), the mean overall preparedness rating was 3.82, consistent with the 2024 survey results and reflective of generally positive perceptions of program effectiveness. While this rating represents a decline from 2023 (4.25), IRE cautions that year-to-year fluctuations should be interpreted carefully due to small sample sizes.

### **Knowledge and Application of Counseling Competencies**

Supervisors evaluated student preparation across nine knowledge and application areas. Ratings ranged from 3.08 to 3.92, indicating that students were generally viewed as “Adequately Prepared” to “Well Prepared.” The highest-rated areas included:

- Knowledge and application of counseling skills (M = 3.92)
- Knowledge of diverse populations and competent application to clients (M = 3.67)
- Knowledge and application of counseling theories (M = 3.67)

The lowest-rated area was knowledge and application of career counseling to clients (M = 3.08), reflecting a continued area for program improvement and alignment with alumni feedback regarding career-related preparation.

### **Receptivity, Ethical Practice, and Coping Skills**

Supervisors rated students favorably in professional dispositions and supervisory readiness. Ratings across these areas ranged from 3.83 to 4.17, with the highest score again assigned to students being “Open and receptive to supervision and feedback” (M = 4.17). This area has been the highest-rated domain for eight consecutive years, highlighting a consistent program strength. Ethical knowledge, reflective capacity, and coping skills were also rated positively.

### **Hiring of CMHC Graduates**

Eighteen percent (18.2%) of responding site supervisors reported hiring recent CMHC graduates since Summer 2024. Among supervisors who did not hire graduates, many cited the absence of available positions or the ineligibility of students who were still completing practicum or internship requirements. Several supervisors noted that they would have hired CMHC graduates if positions had been available, suggesting that employment outcomes may be influenced by market conditions rather than graduate preparedness.

### **Supervisor Comments**

Qualitative feedback from supervisors reinforced strengths in professionalism, openness to feedback, and clinical documentation skills. Supervisors described students as well-prepared, professional, and capable within their roles. Suggestions for improvement included clarifying expectations around practicum requirements, exploring alternatives to video-recorded sessions in certain settings, and increasing faculty visibility during field experiences.

### **Summary**

Findings from the Summer 2025 Site Supervisor Survey indicate that CMHC practicum and internship students are viewed as adequately to well prepared for professional counseling practice, with particular strengths in receptivity to supervision, ethical awareness, and foundational counseling skills. Areas identified for continued program development include career counseling preparation and enhanced support structures during practicum and internship experiences. These results are used in conjunction with alumni feedback to guide continuous program improvement and ensure alignment with CACREP standards.

### ***Employer Satisfaction Survey (Initial Administration)***

In response to CACREP feedback identifying the need for systematic collection of employer satisfaction data, the Clinical Mental Health Counseling (CMHC) program implemented its first Employer Satisfaction Survey

during Fall 2025. The purpose of this survey was to gather employer perspectives regarding CMHC graduates' preparedness for professional practice, identify areas of strength and growth, and establish a sustainable mechanism for ongoing employer feedback as part of the program's evaluation plan.

The Fall 2025 administration represents the initial implementation of this survey. The Office of Institutional Research and Effectiveness (IRE) collaborated with the CMHC program to design, administer, and analyze the survey.

### **Methodology and Response Rate**

Employer contact information was collected using two methods: (1) outreach to site supervisors of recent CMHC interns and (2) voluntary submission of supervisor contact information by alumni through the Fall 2025 CMHC Alumni Survey. Using these methods, contact information for 10 employers was obtained; however, two email addresses were invalid. Of the eight employers who received the survey invitation, three completed the survey, resulting in a response rate of 37.5%. Although the number of respondents was small, IRE noted that the response rate was within the expected range for employer satisfaction surveys. The CMHC program recognizes that the limited sample size constrains interpretation and has identified systematic improvements to strengthen future data collection efforts.

### **Employer Perceptions of Graduate Preparedness**

Employers rated CMHC graduates across seven competency areas using a 5-point scale (5 = Extremely Well Prepared). Mean ratings ranged from 3.67 to 4.00, indicating that graduates were generally perceived as adequately to well prepared for professional counseling practice.

The highest-rated competency was:

- Use of supervision and openness to feedback (M = 4.00)

Additional competencies receiving favorable ratings (M = 3.67) included:

- Ability to form effective counseling relationships
- Communication and collaboration with other professionals
- Cultural responsiveness and awareness
- Ethical and legal decision-making
- Knowledge of clinical mental health counseling practices
- Skills in assessment, diagnosis, and treatment planning

These findings align with strengths identified in both alumni and site supervisor survey results, particularly in the areas of professionalism, supervision receptivity, and foundational counseling skills.

### **Qualitative Feedback**

Qualitative comments from employers highlighted strengths in ethics, self-awareness, emotional regulation, and clinical growth over time. Employers noted observable improvement in clinical skills across the semester and described graduates as receptive to supervision and feedback.

Areas for growth included clearer communication regarding the licensure process (e.g., LAPC/LPC requirements and supervision hour calculations) and increased exposure to a broader range of counseling modalities and trauma-informed practice.

### **Overall Satisfaction and Hiring Interest**

Employers rated overall graduate preparedness at a mean of 3.67, reflecting general satisfaction with CMHC graduate readiness for employment in their settings. Notably, **100% of employer respondents indicated interest in hiring additional CMHC graduates in the future**, independent of current job availability.

**Program Response and Continuous Improvement**

The CMHC program views the Fall 2025 Employer Satisfaction Survey as a foundational step in addressing CACREP requirements related to employer feedback. To strengthen this component of the program evaluation plan, the program has implemented the following actions:

- Beginning Spring 2026, graduating practicum and internship students will be asked (with consent) to provide employer contact information as part of standard program exit documentation.
- Employer survey administration will occur annually and be aligned with alumni and site supervisor data to allow for triangulation of findings.
- Feedback related to licensure processes and trauma-informed practice will be reviewed alongside alumni and supervisor data to inform curriculum review and professional preparation supports.

**Summary**

The initial administration of the CMHC Employer Satisfaction Survey demonstrates meaningful progress in addressing CACREP expectations for employer feedback. Despite a limited sample size, findings suggest that CMHC graduates are viewed as adequately to well prepared, particularly in areas of ethical practice, supervision receptivity, and clinical relationship-building. The program has established a clear plan to expand employer data collection and integrate these findings into ongoing program evaluation and improvement efforts.

**4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.**

**Professional Identity Standards (Section II):  
Section B:**

*National Counselor Examination*

Below are the results of the NCE for Immaculata University, which are compared to the national data. To help provide resources to our NCE test takers, the program’s CMHC Hub in Moodle offers links to study guides and additional preparation resources. In addition, Dr. Ryan Bowers has offered an annual NCE Boot Camp facilitated by Beta Mu. Dr. Shayna Finn also hosted a discussion based exam preparation group in the Fall 2024. Finally, there are additional plans underway to incorporate NCE specific preparation in a new course that would replace the current requirement of GEN 503 Interpersonal Relations.

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
No. Tested	19	19	5	11	7	14
No. Passed	15	15	5	11	6	10
IU Pass Rate	79%	79%	100%	100%	85%	71%
National Pass Rate	79%	81%	91%	92%	84%	87%



*Individual and Program Evaluation*

The CHMC faculty met in the Spring of 2025 to review the outcomes via the Individual and Program Assessment introduced in the fall of 2021. Beginning in Fall of 2024, course grades were no longer used for KPI assessment, and were replaced by specific assignments that more clearly reflect the student's skills and knowledge. Specific assignments were chosen by core CMHC faculty as replacement KPIs. Student outcomes with respect to those assignments are summarized on the following pages.

# KPI Summary

K = Knowledge; S = Skills

## Program Objective 1: Professional Orientation and Ethical Practice

Students demonstrate understanding of and apply ethical and legal standards within the context of professional counselor roles, responsibilities, and identity.

**KPI 1:** 90% of students score 80% or higher on the Case Analysis and Ethical Decision-Making Paper.

**KPI 2:** 90% of students receive a rating of 3 or higher on Site Supervisor Evaluations in Internship I for ethical practice and professional orientation.

Course And Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 618: Professional Orientation and Ethical Issues	Case Analysis and Ethical Decision Making Paper - 80% or higher (K)	39	37	94%												
2nd Observation: COUN 692: Internship I	Site Supervisor Evaluation (Ethics Section) (K & S)	45	43	95%												

## Program Objective 2: Social And Cultural Diversity

Students demonstrate awareness, knowledge, and skills to implement the multicultural and social justice counseling competencies within a counseling context.

**KPI 1:** 90% of students achieve a grade of 80% or higher on the Cultural Immersion Plunge Project in COUN 640.

**KPI 2:** 90% of students receive a rating of 3 or higher on section V of Site Supervisor Evaluations in Internship I.

Course And Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 640: Diversity Counseling	Cultural Immersion Plunge Project - 80% or higher (K)	28	28	100%												
2nd Observation: COUN 692: Internship I	Site Supervisor Evaluations - 3 of 4 or better on section V (S) (K & S)	45	43	95%												

**Program Objective 3: Human Growth and Development** Students demonstrate understanding and application of human development across the lifespan and its significance for counseling relationships and strategies.

**KPI 1:** 90% of students achieve a grade of 80% or higher on the Final Summary Paper and Presentation in GEN 501: Human Development.

**KPI 2:** 90% of students pass the Comprehensive Examination in COUN 599.

Course and Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 605: Human Development	Final Summary Paper and Presentation - 80% or higher (K)	34	34	100%												
2nd Observation: COUN 599: Comprehensive Examination	Course grade - Pass (K & S)	28	28	100%												

**Program Objective 4: Career Development**  
Students demonstrate understanding of career development and the interrelationships among related life factors including work, well-being, mental health, relationships, and other life roles through the use of theories, assessment, and career resources.

**KPI 1:** 90% of students achieve a grade of 80% or higher on the Career Interview Project in COUN 609.

**KPI 2:** 90% of students pass the Comprehensive Examination in COUN 599, demonstrating proficiency in career development theories and applications.

Course and Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 609: Career and Vocational Counseling	Career Interview Project - 80% or higher (K)	40	40	100%												
2nd Observation: COUN 599: Comprehensive Examination	Course grade - Pass (K & S)	28	28	100%												

**Program Objective 5: Counseling and Helping Relationships** Students demonstrate counselor characteristics, behaviors, interviewing, techniques and counseling skills that influence the helping relationship.

**KPI 1:** 90% of students achieve a grade of 80% or higher on the Skills Tape II in COUN 601.

**KPI 2:** 90% of students pass the Case Presentation evaluation in COUN 692: Internship I.

Course and Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 601: Counseling Skills and Techniques	Skills Tape II - 80% or higher (S)	31	30	96%												

2nd Observation: COUN 692: Internship I	Case Presentation - Pass (K & S)	28	28	100%													
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**Program Objective 6: Group Counseling and Group Work**  
Students demonstrate understanding of the dynamics, strategies, and conditions associated with group work effectiveness.

**KPI 1:** 90% of students achieve a grade of 80% or higher on the Group Proposal and Manual in COUN 604.  
**KPI 2:** 90% of students receive a rating of 3 or higher on group-related dimensions in Site Supervisor Evaluations during Internship II.

Course And Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 604: Group Process	Group Proposal and Manual - 80% or higher (S)	24	22	92%												
2nd Observation: COUN 693: Internship II	Site Supervisor Evaluations - 3 of 4 or better on group related dimensions (K & S)	45	41	91%												

**Program Objective 7: Assessment and Testing** Students demonstrate competent use of assessment relevant to diagnosis of mental and emotional disorders and conditions, academic/education, career, personal, and social development.

**KPI 1:** 90% of students achieve a grade of 80% or higher on the Intake and Risk Assessment in COUN 601.  
**KPI 2:** 90% of students achieve a grade of 80% or higher on the Clinical Assessment and Report in COUN 641.

Course And Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 601: Counseling Skills and Techniques	Intake and Risk Assessment - 80% or higher (K)	31	31	100%												
2nd Observation: COUN 641: Assessment in Counseling	Clinical Assessment and Report - 80% or higher (S) (K)	42	41	97%												

**Program Objective 8: Research and Program Evaluation**  
Students understand how to critique research to inform counseling practice and demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession.

**KPI 1:** 90% of students achieve a grade of B or higher on the Research Project Proposal in COUN 600.  
**KPI 2:** 90% of students pass the Comprehensive Examination in COUN 599.

Course Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 600: Research and Program Evaluation	Research Project Proposal - 80% or higher (K)	50	50	100%												
2nd Observation: COUN 599: Comprehensive Examination	Course grade - Pass(K & S)	29	28	96%												

### Professional Practice (Section III):

Program evaluation data from the 2024–2025 cycle indicate that the Clinical Mental Health Counseling (CMHC) program is effectively preparing students for professional counseling practice in alignment with CACREP 2016 Section III standards related to practicum, internship, supervision, and applied clinical skill development.

Alumni outcome data demonstrate strong preparation for entry into professional practice. Among survey respondents reporting employment status, 90% were employed in counseling settings, and 100% when excluding those not seeking employment for health reasons. Alumni satisfaction ratings across core program components ranged from 3.82 to 4.27 (5-point scale), with highest ratings in course content, faculty instruction, and overall academic support. Graduates reported high confidence in applied counseling competencies, particularly helping relationships, intake interviewing, professional identity, and group work, supporting evidence of effective clinical training and supervised practice experiences.

Site Supervisor Survey results confirm that practicum and internship students demonstrate appropriate levels of applied competence and professional disposition. Supervisors rated overall student preparedness at 3.82 (5-point scale), with strongest ratings in counseling skill application, ethical practice, multicultural responsiveness, and openness to supervision and feedback. Receptivity to supervision remained the highest-rated professional characteristic. These findings support that supervised field experiences are producing students who meet expected performance standards in real-world clinical settings.

Initial Employer Satisfaction Survey results further support graduate readiness for professional roles. Employer ratings of graduate preparedness ranged from 3.67 to 4.00 across evaluated competencies, including counseling relationships, ethical decision-making, collaboration, assessment and treatment planning, and effective use of supervision. All responding employers indicated willingness to hire additional CMHC graduates. Employer feedback identified documentation practices, trauma-informed modalities, and licensure-process knowledge as areas for continued program emphasis.

Across alumni, supervisor, and employer data sources, results show consistent evidence that students develop the applied skills, supervision responsiveness, ethical grounding, and professional behaviors required for clinical mental health counseling practice. Identified growth areas are being addressed through ongoing curriculum review, field experience support improvements, and targeted professional preparation resources.

### Specialty Area (Clinical Mental Health Counseling standards):

**Program Objective 9: Specialty Area: Clinical Mental Health Counseling**

Students will demonstrate comprehensive knowledge and practical competencies in Clinical Mental Health Counseling. This includes mastery in foundational theoretical knowledge, contextual dimensions, and practical application of counseling techniques, case conceptualization, and assessment and diagnosis, within diverse settings.

**KPI 1:** 90% of students receive a rating of 3 or higher on all dimensions in Site Supervisor Evaluations during Internship I and II.

**KPI 2:** 90% of students pass the Comprehensive Examination in COUN 599.

Course And Observation #	Individual Student Assessment	2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
		# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
1st Observation: COUN 693: Internship 1 and II	Site Supervisor Evaluations -Avg of 3 of 4 or better on all dimensions (S)	45	40	89%												
2nd Observation: COUN 599: Comprehensive Examination	Grade - Pass (K + S)	29	28	96%												

Student learning in the Clinical Mental Health Counseling specialty area (CACREP Section 5.C) is assessed annually using multiple measures of applied clinical performance and integrated knowledge. The program evaluates specialty competence through (1) Site Supervisor Evaluations completed during Internship I and II, which assess applied counseling skills and professional practice across clinical domains, and (2) the Comprehensive Examination (COUN 599), which measures foundational knowledge and applied case-based reasoning across core and specialty standards.

For the 2024–2025 assessment cycle, 89% of students met or exceeded the established benchmark on Site Supervisor Evaluations, earning ratings of 3 or higher across all evaluated dimensions of clinical performance. Comprehensive Examination results showed a 96% pass rate, exceeding the program benchmark and indicating strong mastery of specialty knowledge and applied clinical reasoning. Together, these measures indicate that students demonstrate expected levels of specialty-area competence in clinical mental health counseling, including case conceptualization, assessment and diagnosis, intervention planning, and professional practice in diverse settings. Results are reviewed annually by program faculty and used to guide ongoing specialty curriculum and field training refinements.

**5. Evidence of the use of findings to inform program modifications.**

Program faculty engage in ongoing, systematic review of program data to inform continuous improvement. Faculty meet weekly throughout the academic year to review student progress, discuss program operations, and address emerging needs. In addition, each mid-to-late spring term, faculty conduct a focused annual program evaluation review using compiled KPI results, licensure exam outcomes, alumni survey data, site supervisor feedback, employer survey findings, and enrollment and retention metrics. These annual review discussions include evaluation of prior program changes and determination of needed revisions.

During the Spring 2025 annual review cycle, faculty identified two data-informed priorities for program revision. First, although Comprehensive Examination pass rates remained consistently high across multiple years, faculty determined that the exam format, unchanged since 2013, functioned as a limited sensitivity measure of student differentiation and applied readiness. Second, NCE pass rate data for 2024–2025 showed a decline relative to prior years and national averages, indicating a need for more structured and program-embedded exam preparation support.

Based on these findings, faculty reached unanimous agreement, documented in program meeting minutes, to redesign the comprehensive assessment structure and strengthen professional exam preparation. The program developed a new COUN-designated course, COUN 690: Advanced Helping Relationships: Professional Integration, Practice, and Career Development, to replace the non-CACREP-aligned GEN Interpersonal Relations course. This new course is designed as a practicum-concurrent professional integration experience that includes a portfolio-based comprehensive assessment model, structured NCE preparation modules, advanced documentation and case conceptualization training, licensure pathway planning, and professional identity development.

The portfolio-based comprehensive assessment expands measurement across multiple artifacts, including clinical documentation samples, applied skills evidence, research-informed writing, and professional development planning. This revision increases alignment between comprehensive assessment and specialty-area competencies while also addressing alumni and employer feedback requesting additional preparation in clinical documentation, licensure processes, and applied practice readiness.

Due to the program revision cycle and syllabus development timeline, the new course will be implemented beginning Fall 2026. During the transition period, the existing comprehensive exam and the new portfolio-based model will run in parallel, allowing students who previously completed the GEN Interpersonal Relations course to progress without disruption while new cohorts enter the revised structure. KPI mapping has been updated so that COUN 690 artifacts will serve as program assessment measures for specialty and research/program evaluation objectives.

Faculty will review outcome data from the new course structure, portfolio assessments, and NCE results as part of subsequent annual reports to evaluate effectiveness and guide further refinement.

**6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.”**

The program evaluation report will be added as a link to the CMHC program, and made public to institutional administrators, current and potential students, and personnel in field sites affiliated with the program. Additionally, institutional administrators were emailed a copy of this report on 2/18/26, in addition to each CMHC program faculty member.



## **APPENDICES**

## Appendix A

### Summary of Student Gender and Ethnicity in CMHC Program 2024-2025

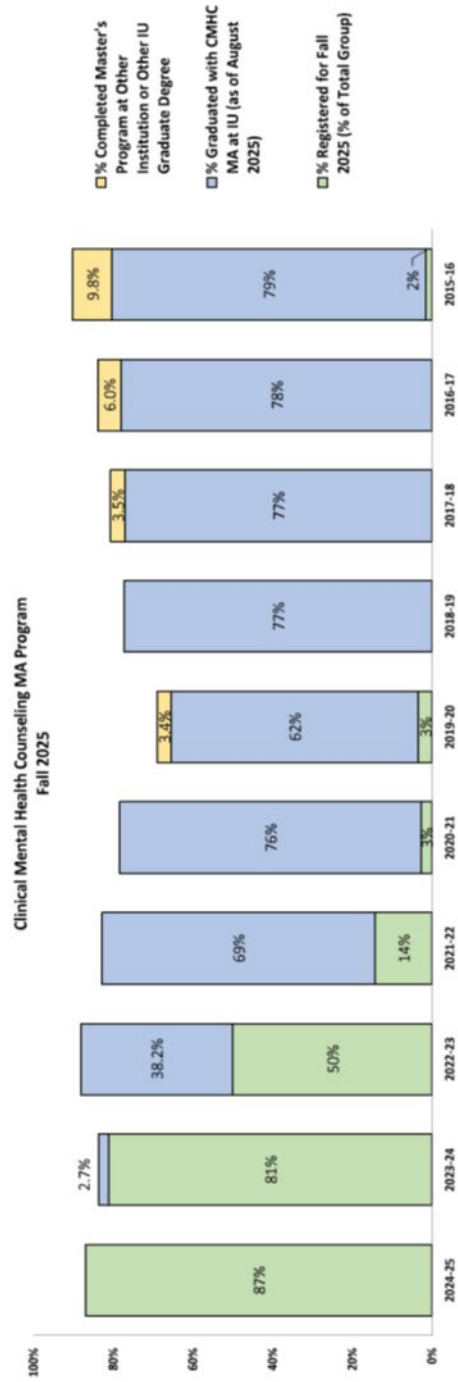
Variable	Category	Count
Ethnicity	Non-Hispanic	128
Ethnicity	Hispanic	7
Ethnicity	Not Answered	2
Gender	Female	98
Gender	Male	27
Gender	Not Answered	12
Race	White	112
Race	Black	16
Race	Asian	2
Race	American Indian	2
Race	White & Asian	1
Race	White & Black	2
Race	Not Answered	2
Combined	Female, Non-Hispanic, White	74
Combined	Female, Non-Hispanic, Black	11
Combined	Female, Non-Hispanic, Asian	2
Combined	Female, Non-Hispanic, American Indian	1
Combined	Female, Non-Hispanic, White & Asian	1
Combined	Female, Non-Hispanic, White & Black	2
Combined	Female, Hispanic, White	3
Combined	Female, Hispanic, Black	1
Combined	Female, Hispanic, American Indian	1
Combined	Male, Non-Hispanic, White	21
Combined	Male, Non-Hispanic, Black	4
Combined	Male, Hispanic, White	2
Combined	Gender Not Identified, Non-Hispanic, White	12
Combined	Female, Ethnicity/Race Not Identified	2

**Appendix B  
Summary of Enrollment, Graduation and Retention in CMHC Program**

**Summary of Clinical Mental Health Counseling MA Program  
Fall 2025 (as of October 10, 2025)**

Starting Academic Year (Fall, Spring, Summer)	Number of New Students Enrolled in CMHC MA Program for Year	# Registered Fall 2025 (Oct 10, 2025)	# Students Withdrawn or Dismissed and Have not Transferred Elsewhere	Transferred (Changed IU Major or Started Studies at Another Institution after IU)	% Registered for Fall 2025 (% of Total Group)	% Registered (% of Non- Graduates in Group)	# Graduated with Master's Degree at Other Institution	# Graduated with IU Master's Degree in Another Major	IU CMHC MA Graduates as of August 2025	% Graduated with CMHC MA at IU (as of August 2025)
2025-26 (Fall only)	26	26			100%	100%				
2024-25	46	40	2	2	87%	87%			1	2.7%
2023-24	37	30	6		81%	81%			13	36.2%
2022-23	34	17	2	2	50%	81%			24	69%
2021-22	35	5	5	1	14%	45%			28	76%
2020-21	37	1	4	2	3%	11%			18	62%
2019-20	29	1	6	2	3%	9%			34	77%
2018-19	44		8	2	0%	0%			44	77%
2017-18	57		5	6	0%	0%			39	78%
2016-17	50		6	2	0%	0%			48	79%
2015-16	61		4	1	2%	8%			249	
<b>10-Yr Program Totals</b>	<b>456</b>	<b>121</b>	<b>48</b>	<b>18</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>7</b>		

Fall to Fall Retention (One Year)			Fall to Spring Retention (One Term)			Summer to Fall Retention (One Term)		
Fall 2022 EOT to Fall 2023 EOT	91.7%	94.9%	Fall 2023 EOT to Spring 2024 EOT	93.4%	Summer 2024 EOT to Fall 2024 EOT	98.9%	Summer 2025 EOT to Fall 2025 (Oct 10)	98.9%
Fall 2023 EOT to Fall 2024 EOT	85.9%	95.8%	Fall 2024 EOT to Spring 2025 EOT	TBD	Fall 2025 EOT to Spring 2026			
Fall 2024 EOT to Fall 2025 (Oct 10)	92.4%							



The Clinical Mental Health Counseling MA program began in Summer 2014. The Academic Year grouping for students in this table was determined by the first term the student was enrolled as a degree-seeking student in the Clinical Mental Health Counseling MA program. The Academic Year is defined as the fall term, spring term, and summer term for a particular year (e.g., Fall 2021, Spring 2022, Summer 2022). Transfer status evaluated using information collected from the National Student Clearinghouse.