Southern New Hampshire University

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

22TW1 to 23TW5: August 22, 2022 – September 10, 2023

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 August 22, 2022 through September 10, 2023. 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 22TW1 through 23TW5. 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 22TW1 was the graduate academic term that fell in the year 2022 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
22TW1	August 22, 2022	October 30, 2022
22TW2	November 7, 2022	January 22, 2023
23TW3	January 30, 2023	April 9, 2023
23TW4	April 17, 2023	June 25, 2023
23TW5	July 3, 2023	September 10, 2023

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)

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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 purposes of measuring our KPIs, specific signature assessments were selected by the program 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	22TW1	147	92.2%
	22TW2	132	89.1%
	23TW3	146	93.0%
	23TW4	143	95.9%
	23TW5	140	94.6%

Academic Year Avg = 93.0%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 520 Diversity in Counseling: 10-1: Discussion: Advocacy for Different Cultures	22TW1	132	91.4%
	22TW2	113	91.6%
	23TW3	120	91.6%
	23TW4	113	87.7%
	23TW5	106	91.0%

Academic Year Avg = 90.7%

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	22TW1	136	91.8%
	22TW2	113	89.6%
	23TW3	120	91.9%
	23TW4	114	90.8%
	23TW5	106	93.0%

Academic Year Avg = 91.4%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: Video Discussion: Spiritual and Cultural Considerations	22TW1	90	92.4%
	22TW2	100	95.3%
	23TW3	108	92.5%
	23TW4	91	95.9%
	23TW5	113	93.5%

Academic Year Avg = 93.9%

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	22TW1	133	91.9%
	22TW2	133	92.3%
	23TW3	133	93.4%
	23TW4	132	94.4%
	23TW5	158	95.6%

Academic Year Avg = 93.5%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 530 Theories of Counseling: 9-1 Final Project I	22TW1	131	94.7%
	22TW2	111	94.5%
	23TW3	115	95.6%
	23TW4	121	93.8%
	23TW5	103	95.2%

Academic Year Avg = 94.8%

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	22TW1	108	94.6%
	22TW2	111	94.9%
	23TW3	119	92.3%
	23TW4	112	92.7%
	23TW5	118	93.2%

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	22TW1	106	96.4%
	22TW2	110	93.3%
	23TW3	117	95.6%
	23TW4	112	92.5%
	23TW5	117	96.7%

Academic Year Avg = 94.9%

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	22TW1	131	95.9%
	22TW2	111	98.2%
	23TW3	115	97.3%
	23TW4	121	95.6%
	23TW5	103	96.4%

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	22TW1	84	96.6%
	22TW2	72	95.2%
	23TW3	110	97.2%
	23TW4	101	96.4%
	23TW5	83	96.3%

Academic Year Avg = 96.3%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: 9-2 Final Project Two: Case Conceptualization	22TW1	88	90.7%
	22TW2	98	93.8%
	23TW3	107	94.2%
	23TW4	90	92.2%
	23TW5	110	94.6%

Academic Year Avg = 93.1%

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	22TW1	84	95.0%
	22TW2	72	92.3%
	23TW3	110	91.9%
	23TW4	101	93.8%
	23TW5	83	96.3%

Academic Year Avg = 93.9%

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	22TW1	59	97.5%
	22TW2	77	96.4%
	23TW3	64	93.7%
	23TW4	97	92.8%
	23TW5	102	97.9%

Academic Year Avg = 95.7%

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	22TW1	132	88.6%
	22TW2	136	86.2%
	23TW3	113	90.3%
	23TW4	125	87.8%
	23TW5	114	86.3%

Academic Year Avg = 87.8%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 610 Assessment and Evaluation in Counseling: 9-1 Final Project I Submission: Comprehensive Case Conceptualization	22TW1	124	95.7%
	22TW2	123	90.8%
	23TW3	122	93.5%
	23TW4	107	95.7%
	23TW5	111	93.6%

Academic Year Avg = 93.9%

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	22TW1	133	88.0%
	22TW2	137	87.3%
	23TW3	115	88.8%
	23TW4	126	88.2%
	23TW5	115	86.9%

Academic Year Avg = 87.8%

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	22TW1	89	88.1%
	22TW2	100	91.0%
	23TW3	107	91.8%
	23TW4	91	89.7%
	23TW5	112	93.3%

Academic Year Avg = 90.8%

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	22TW1	89	94.4%
	22TW2	103	95.1%
	23TW3	97	95.9%
	23TW4	92	95.6%
	23TW5	110	98.6%

Academic Year Avg = 95.9%

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	22TW1	83	93.9%
	22TW2	84	95.9%
	23TW3	100	96.0%
	23TW4	106	96.0%
	23TW5	80	96.5%

Academic Year Avg = 95.7%

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 690 CMHC Advanced Internship: 8-5 Advanced Internship Comprehensive Performance	22TW1	30	100%
	22TW2	38	100%
	23TW3	55	96.4%
	23TW4	47	99.5%
	23TW5	77	99.5%

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%.

An analysis of KPI signature assignments was completed in collaboration with current and former faculty course leads and subject matter experts (SMEs) in the fall of 2023. 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 our section 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 faculty 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 faculty in the future.

The one program outcome that did reflect slight declines on both key performance assignments was PO7 (Assess the needs of counseling clients validly and reliably through the application of basic testing principles, key statistical concepts, and industry-appropriate procedures). While individual term and overall term averages remained well above benchmark, this is an important area for us to continue to monitor 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 22TW1 to 23TW5. 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.

In the previous academic year, 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. The revised version was launched in the first term of the 2022-2023 academic year (22TW1) with students in their first skills course (COU 540) and will continue to be used for those students and all students to follow. There are six terms between COU 540 and the next skills course (COU 690), which means students who started with the new CDCS in COU 540 would not have progressed far enough to be assessed with this tool in subsequent courses.

To ensure the integrity of our student-level assessment process, we continued to use the original CDCS for all students who had already been assessed with that version in COU 540. As a result, the COU 540 course data is addressed in a separate section below and reflects the new version of the CDCS, while all other courses (COU 690, MHC 670, MHC 680, and MHC 690) using the original version of the CDCS are in a separate section.

Revised CDCS: Skills Performance Indicators for COU 540

Performance on the skills sections of the CDCS in COU 540 were scored as 0 (Did not demonstrate), 1 (Deficient), 2 (Approaching), 3 (Developing), 4 (Attaining), or 5 (Excelling). In the COU 540 course students were evaluated at the end of the term by their faculty member, with the associated score below set as the minimum required final score to pass each skill of the assessment:

Course/Experience	Total # of Students in Course 22TW1-23TW5)	CDCS Skills Section(s) Evaluated	Minimum Required Passing Score
COU 540 Helping Skills and Techniques: Residency I (Term 2)*	565	Microskills	2

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

Original CDCS: Skills Performance Indicators for COU 690, MHC 670, MHC 680, and MHC 690

Performance on the skills sections of the CDCS in all other courses were scored as 0 (did not demonstrate), 1 (ineffective), 2 (somewhat effective), 3 (mostly effective), or 4 (always effective). In the COU 690 residency course 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 22TW1-23TW5)	CDCS Skills Section(s) Evaluated	Minimum Required Passing Score
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)*	332	Microskills	2
		Mesoskills	2
		Group Skills	2
MHC 670 CMHC Practicum (Term 10)*	330	Microskills	3
		Mesoskills	2
MHC 680 CMHC Internship (Term 11)*	258	Microskills	3
		Mesoskills	3
MHC 690 CMHC Advanced Internship (Term 12)*	224	Microskills	3
		Mesoskills Group	3
		Skills	3

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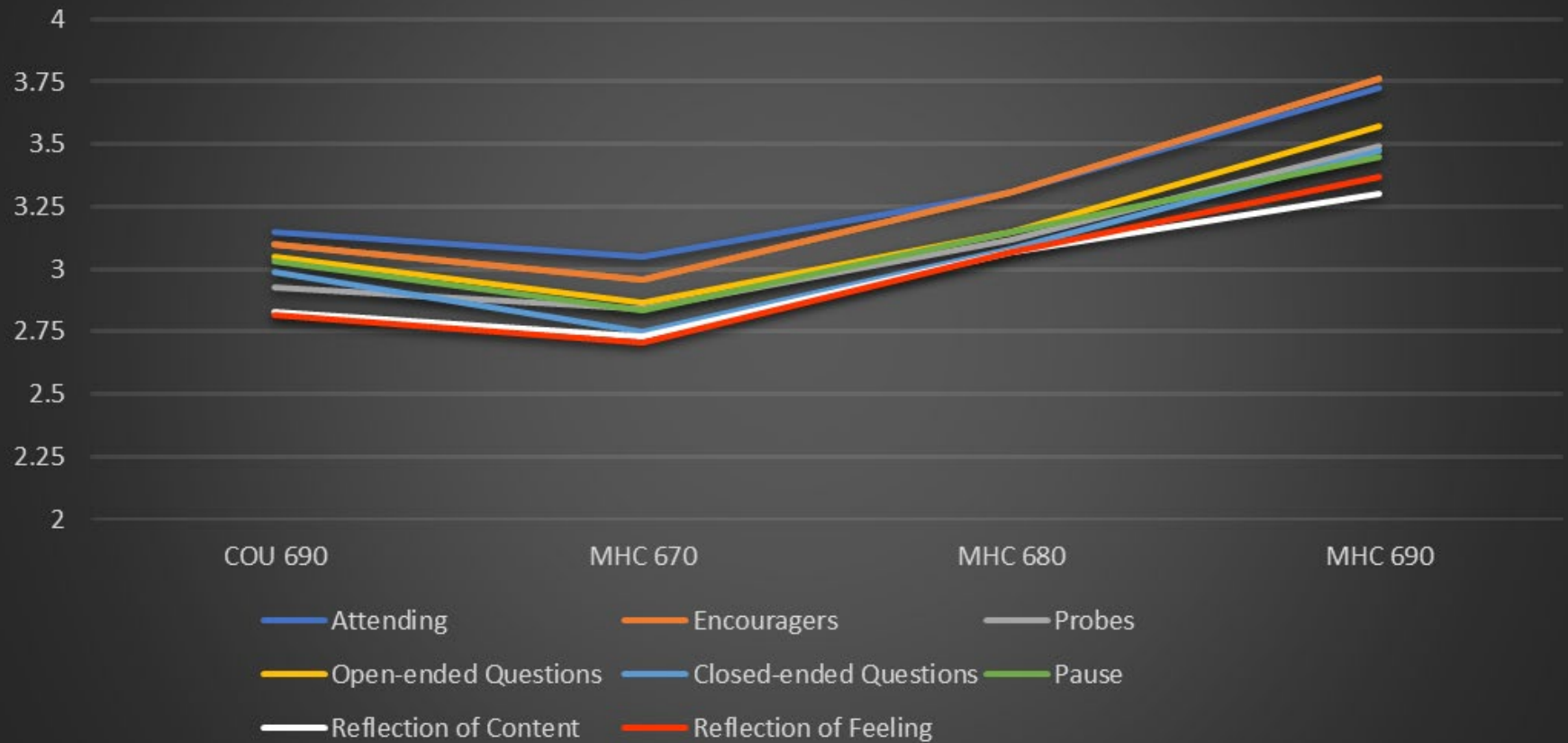
CDCS Microskills Scores by Course

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 original 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 = 565)	2.81	2.75	2.55	2.50	2.52	2.51	2.64	2.58	2.39	2.61

Course	Assessor	Nonverbal Skills/Active Listening/Attending	Encouragers	Questions	Paraphrasing	Reflecting Feeling	Summarizing	Silence	Reflecting Meaning
COU 690	Faculty Member Avg (N = 332)	3.15	3.1	2.93	3.05	2.99	3.03	2.83	2.82
MHC 670	Site Supervisor Avg (N = 327)	3.27	3.26	3.06	3.10	3.11	3.11	2.97	3.04
MHC 670	Faculty Member Avg (N = 330)	3.05	2.96	2.84	2.87	2.75	2.84	2.73	2.71

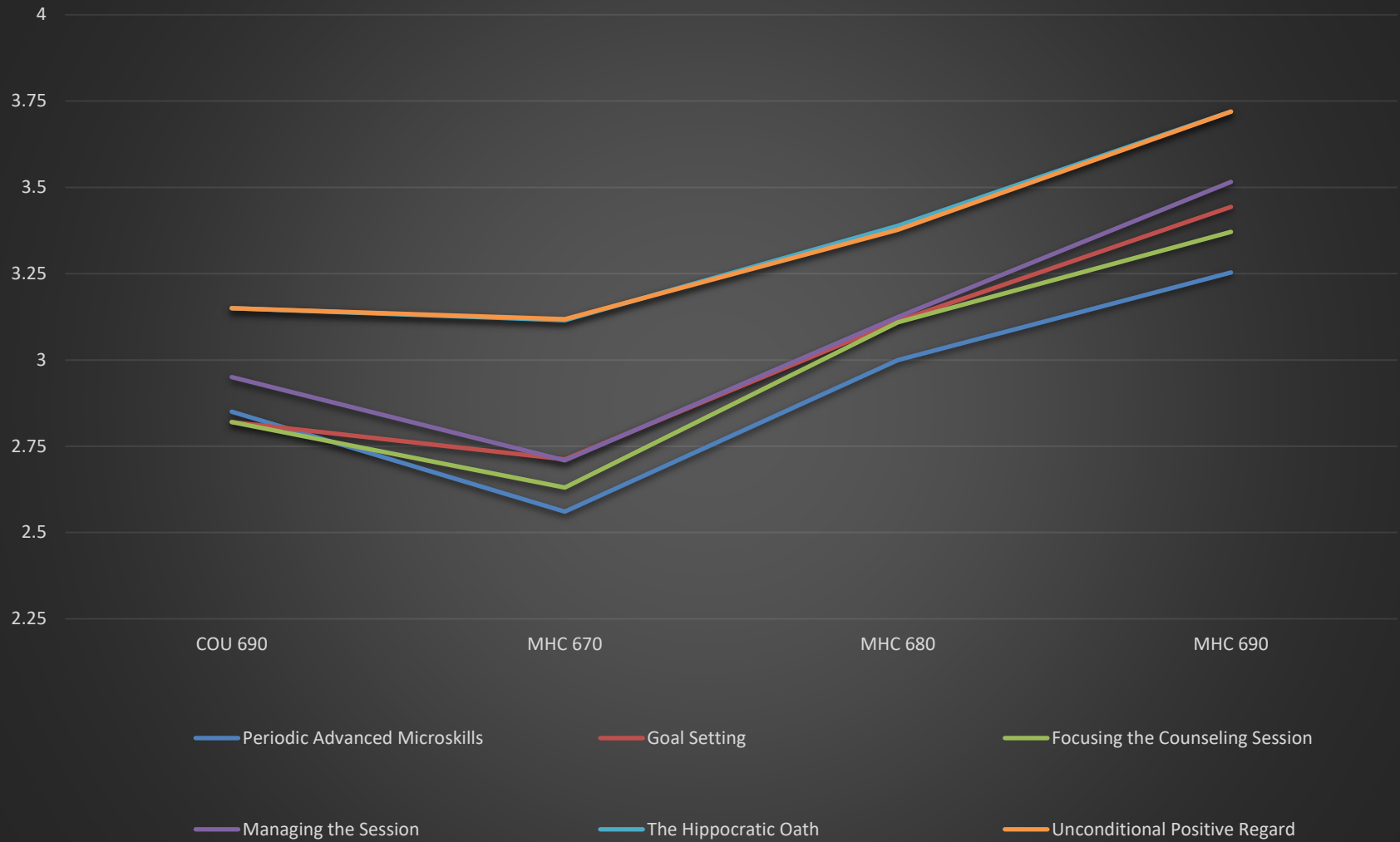|								
MHC 680	Site Supervisor Avg (N = 260)	3.51	3.51	3.38	3.44	3.41	3.40	3.28	3.33
	Faculty Member Avg (N = 258)	3.31	3.31	3.12	3.15	3.08	3.15	3.07	3.07
MHC 690	Site Supervisor Avg (N = 224)	3.77	3.82	3.65	3.69	3.67	3.68	3.49	3.60
	Faculty Member Avg (N = 222)	3.72	3.76	3.49	3.57	3.48	3.45	3.30	3.37

Microskills Scores by Course

*Note: Data reflects faculty member final scores by course.

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	Periodic Advanced Mesoskills	Goal Setting	Focusing the Counseling Session	Managing the Session	The Hippocratic Oath	Unconditional Positive Regard
COU 690	Faculty Member Avg (N = 332)	2.85	2.82	2.82	2.95	3.15	3.15
MHC 670	Site Supervisor Avg (N = 327)	2.85	3.01	2.93	3.02	3.57	3.47
	Faculty Member Avg (N = 330)	2.56	2.71	2.63	2.71	3.12	3.12
MHC 680	Site Supervisor Avg (N = 260)	3.24	3.33	3.32	3.38	3.76	3.70
	Faculty Member Avg (N =258)	3.00	3.11	3.11	3.12	3.39	3.38
MHC 690	Site Supervisor Avg (N = 224)	3.55	3.67	3.64	3.67	3.91	3.88
	Faculty Member Avg (N = 222)	3.25	3.44	3.37	3.52	3.72	3.72

Mesoskills Scores by Course

Legend:
- Periodic Advanced Microskills
- Goal Setting
- Focusing the Counseling Session
- Managing the Session
- The Hippocratic Oath
- Unconditional Positive Regard

X-axis: COU 690, MHC 670, MHC 680, MHC 690

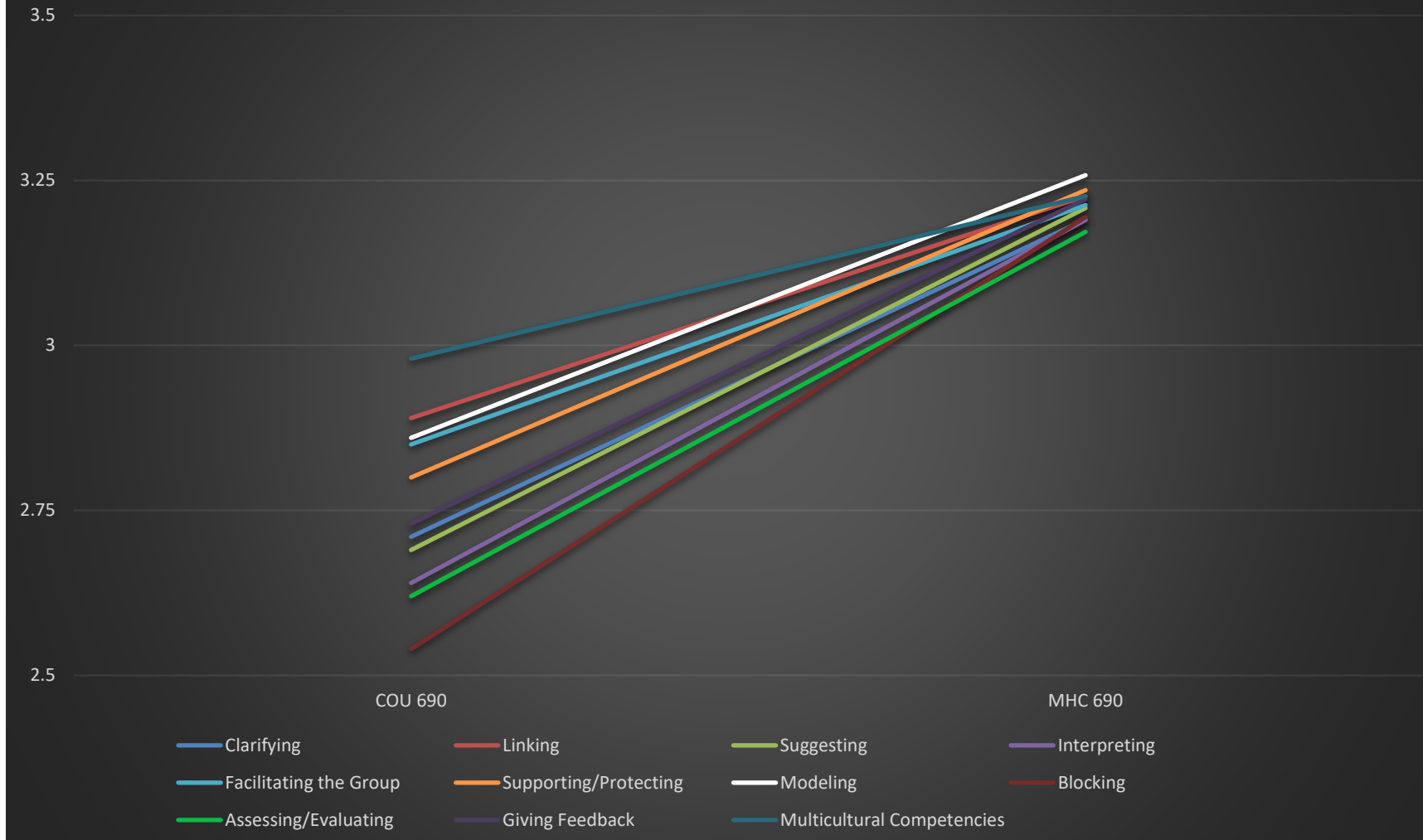Y-axis: 2.25, 2.5, 2.75, 3, 3.25, 3.5, 3.75, 4

*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	Clarifying	Linking	Suggesting	Interpreting	Facilitating the Group	Supporting/Protecting	Modeling	Blocking	Assessing/Evaluating	Giving Feedback	Multicultural Competencies
COU 690	Faculty Member Avg (N = 332)	2.71	2.89	2.69	2.64	2.85	2.8	2.86	2.54	2.62	2.73	2.98
MHC 690	Site Supervisor Avg (N = 224)	3.41	3.39	3.43	3.44	3.47	3.54	3.51	3.38	3.38	3.49	3.53
	Faculty Member Avg (N = 222)	3.19	3.23	3.21	3.19	3.21	3.24	3.26	3.19	3.17	3.22	3.23

Group Skills Scores by Course

Legend:
- Clarifying
- Linking
- Suggesting
- Interpreting
- Facilitating the Group
- Supporting/Protecting
- Modeling
- Blocking
- Assessing/Evaluating
- Giving Feedback
- Multicultural Competencies

X-axis: COU 690, MHC 690
Y-axis: 2.5, 2.75, 3, 3.25, 3.5

*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. The two exceptions are specific to skills within the microskills domain: [COU 690 (Questions, Reflecting Feeling, Silence, and Reflecting Meaning) and MHC 670 (all but Nonverbal Skills/Active Listening/Attending](#)). These findings fit a consistent pattern we have seen in our skills data for MHC 670 over the past several years, where student scores tend to fall just below the 3.0 threshold and dip in movement from COU 690 to MHC 670.

We believe this pattern reflects the limitations in the scoring expectations of the original CDCS which do not fully account for the natural and developmental dip in performance that coincides moving from classroom skills practice to working with clients for the first time. This particular issue was one of the primary areas of focus in our reworking of the CDCS assessment tool in academic year, 2021-2022. The updated version of the CDCS launched for COU 690 in 24TW3 and in subsequent field experience courses in the following three terms. As we begin phasing out the original version, we will continue to watch for trends and monitor performance on the lower scoring skills in each category so that we offer additional assistance and training where needed.

Scores on the COU 690 skills, coupled with faculty reports of students needing review on previously learned skills, highlighted a continued need to build in additional refreshers and remediation on microskills in conjunction with COU 690. To address this we increased the skills support offerings through our [skills lab](#).

An additional pattern we see in the skills data 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 in MHC 670, where aggregate site supervisor scores were higher, differences between the two assessors do not impact whether students are meeting the threshold. With the original CDCS and evaluation process, the field experience faculty member scores ultimately determine whether or not a student passes the course. As part of the revisions to the CDCS, site supervisor scores will 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 22TW1 to 23TW5. 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.

In the previous academic year, the CMHC assessment committee worked to revise and update the CDCS to address gaps in the dispositions, scales, and descriptors of the original version. While the primary structure, developmental format, and dispositions largely remained the same, we believe these changes were important to improving our overall student learning and assessment processes. The revised version was launched in the first term of this academic year (22TW1) with students in their first skills course (COU 540) and will continue to be used for all other cohorts that follow.

To ensure the integrity of our student-level assessment process, we decided to use the original CDCS for all students who had already been assessed with that version in COU 540. As a result, the COU 540 course data is addressed in a separate section below and reflects the new version of the CDCS, while all other courses (COU 690, MHC 670, MHC 680, and MHC 690) using the original version of the CDCS are in a separate section.

Revised CDCS: Disposition Performance Indicators for COU 540

Performance on the disposition section of the COU 540 CDCS was scored as 1 (Deficient), 2 (Approaching Expectations), and 3 (Meeting Expectations). In the COU 540 course students were evaluated at the end of the term by their faculty member, with the associated score below set as the minimum required final score to pass each skill of the assessment:

Course/Experience	Total # of Students in Course 22TW1-23TW5)	Minimum Required Passing Score
COU 540 Helping Skills and Techniques: Residency I (Term 2)*	556	2

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

Original CDCS: Disposition Performance Indicators for COU 690, MHC 670, MHC 680, and MHC 690

Performance on the disposition section of the CDCS for all other courses was scored as 1 (rarely displays), 2 (mostly displays), and 3 (always displays). In the COU 690 course students were evaluated at the middle and end of the term by their faculty member (end of term scores are used in determining final grades and are reported below). In the field experience courses (MHC 670, MHC 680, and MHC 690), students were 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 the dispositions section of the assessment in that course:

Course/Experience	Total # of Students in Course 22TW1-23TW5)	Minimum Required Passing Score
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)	332	2
MHC 670 CMHC Practicum (Term 10)	330	Majority of 3s**
MHC 680 CMHC Internship (Term 11)	260	3
MHC 690 CMHC Advanced Internship (Term 12)	224	3

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

**Note: Majority of 3s = over 50% of individual dispositions received a 3 or above for the individually assessed student; when looking across groups of students, aggregate scores for each disposition should be 2.51 or above
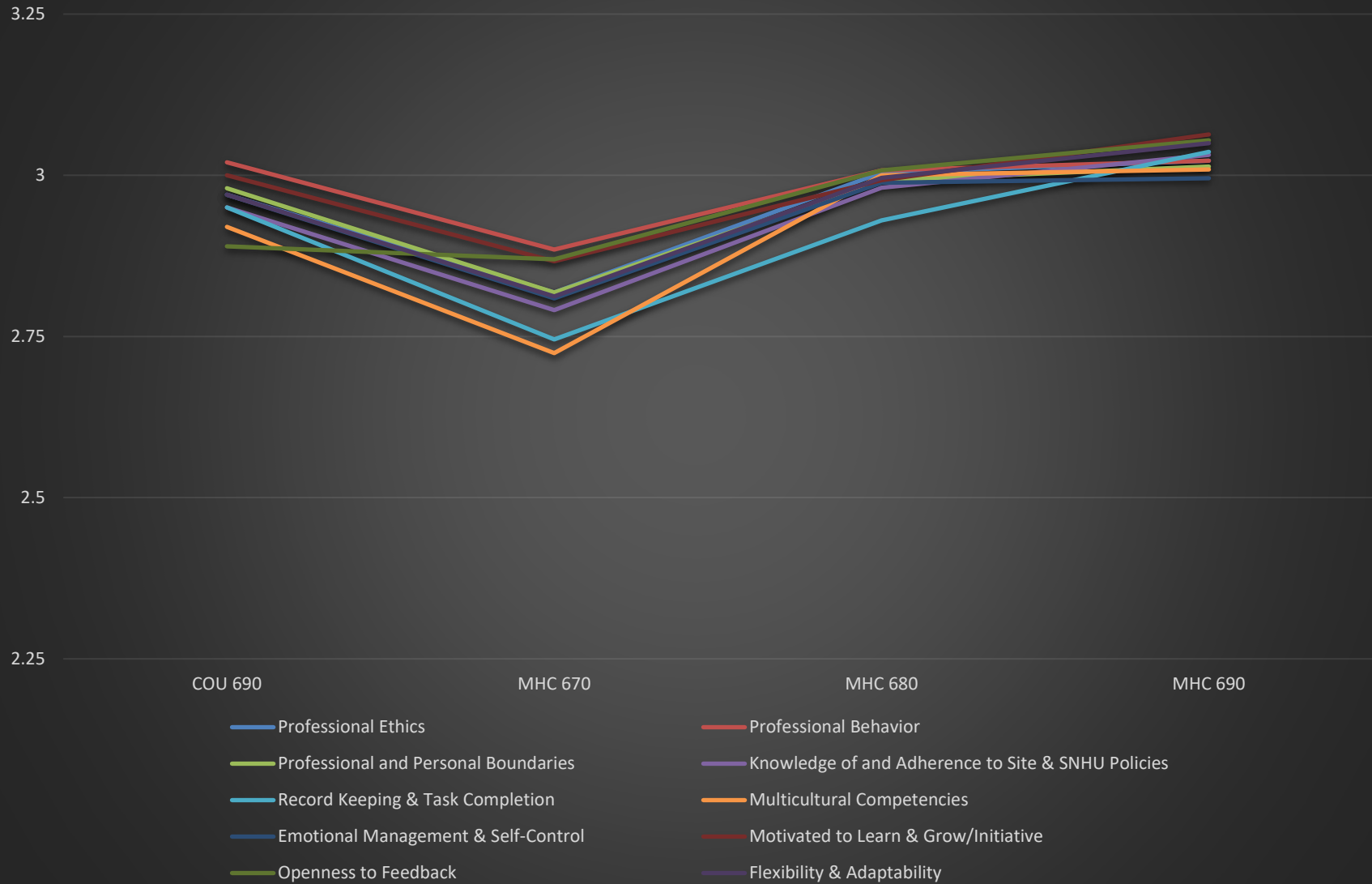
CDCS Disposition Scores by Course

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 = 565)	2.77	2.79	2.78	2.78	2.78	2.70	2.76	2.77	2.78	2.77

Course	Assessor	Professional Ethics	Professional Behavior	Professional and Personal Boundaries	Knowledge and Adherence to Site and SNHU Policies	Record Keeping and Task Completion	Multicultural Competencies	Emotional Management and Self-Control	Motivated to Learn & Grow/Initiative	Openness to Feedback	Flexibility and Adaptability
COU 690	Faculty Member Avg (N = 332)	2.97	3.02	2.98	2.95	2.95	2.92	2.97	3.00	2.89	2.97
MHC 670	Site Supervisor Avg (N = 327)	3.00	3.05	2.99	2.99	2.86	2.87	2.94	3.00	3.02	2.96
	Faculty Member Avg (N = 330)	2.82	2.88	2.82	2.79	2.75	2.72	2.81	2.87	2.87	2.81
MHC 680	Site Supervisor Avg (N = 260)	3.14	3.13	3.12	3.11	3.05	3.07	3.10	3.15	3.14	3.08

	Faculty Member Avg (N = 258)	3.00	3.01	2.99	2.98	2.93	3.00	2.99	2.99	3.01	3.00
MHC 690	Site Supervisor Avg (N = 224)	3.22	3.21	3.17	3.19	3.13	3.11	3.14	3.18	3.18	3.17
	Faculty Member Avg (N = 222)	3.02	3.02	3.01	3.03	3.04	3.01	3.00	3.06	3.05	3.05

Disposition Scores by Course

Legend:
- Professional Ethics
- Professional Behavior
- Professional and Personal Boundaries
- Knowledge of and Adherence to Site & SNHU Policies
- Record Keeping & Task Completion
- Multicultural Competencies
- Emotional Management & Self-Control
- Motivated to Learn & Grow/Initiative
- Openness to Feedback
- Flexibility & Adaptability

X-axis: COU 690, MHC 670, MHC 680, MHC 690

Y-axis: 2.25, 2.5, 2.75, 3, 3.25

*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 or exceeding performance expectations, there were individual students who did not meet score requirements, resulting in aggregate scores below the scale maximum of 3 in some areas.

The primary observation we note with disposition demonstrations across the observation periods is the slight dip in scores from COU 690 (the second skills course) into MHC 670 (the first field experience course) which was consistent across all dispositional scores. This slight decrease mimics what we see in the skills scores, which we believe reflects the movement from class-based experiences to working with clients in the field.

We also believe this may be tied into the scale descriptors used in the original CDCS where the focus is on how frequently a disposition is demonstrated. This particular issue was one of the primary areas of focus in our reworking of the CDCS assessment tool in the AY 2021-2022. The updated version of the CDCS launched for COU 690 in 24TW3 and subsequent field experience courses in the following three terms. As we begin phasing out the original version, we will continue to watch for trends and monitor performance on the lower scoring dispositions in each category so that we offer additional assistance and training where needed. In the interim, we were grateful to see this year's scores rebound as students gained more experience and moved from their first field experience course into their subsequent and final courses.

The data analysis also demonstrated an issue with the final scores in the field experience courses. 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 0-4 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. The new version of the CDCS will use drop-down scores to prevent this issue from occurring. As we launch the new CDCS for COU 690, MHC 670, MHC 680, and MHC 690 in the upcoming year, 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; formerly Student Advancement, Dispositions, and Support Committee). Using our *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 22TW1-23TW5 reporting period, 192 students were referred to SSC for support. Forty-one students were referred for disposition concerns. The remaining 151 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	21	125
Still Active	0	0
Referred to Professional Standards	10	0
Inactive	8	17
Withdrew from Program	1	0
Academically Dismissed from the Program	0	9
Student Successfully Appealed Decision	1	0
Total	41	151

Outcomes of Professional Standards Referrals

Of the 10 students referred to professional standards, 6 were dismissed from the program, 2 were referred back to the SSC to complete additional plans (which were completed), and 2 were suspended from the program for a period of 1 year or less.

Skills Support

During this academic year we continued, and further expanded, our skills lab offerings for those students needing additional support in residency. As part of this process students could elect to self-refer to skills lab for additional practice opportunities or were referred directly by their residency course instructor. Students needing additional skills support in the field experience courses had the opportunity to participate in the advanced skills lab offering as well. 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 2022-August 2023), regardless of whether they were eventually accepted to the program. During this period, there were a total of 2,797 applicants. It is important to note that demographic data for applicants is far more limited than the data we have on enrolled students. Applicants are not required to share demographic information as part of the application process. Where data exists, it is captured below.
- **Enrolled Students:** students who had an "active" status during one or more terms in the 2022-2023 academic year. During this period, there were a total of 1,920 active students.
- **Graduates:** students who graduated from the program during the terms of the 2022-2023 academic year. During this period, there were a total of 239 graduates.

Ethnicity

Ethnicity	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
White	319	11.4%	1229	64.0%	156	65.3%
Black or African American	37	1.9%	232	12.1%	33	13.8%
Hispanic	44	1.7%	184	9.6%	25	10.5%
Two or More Races	19	0.5%	72	3.8%	5	2.1%
Asian	13	0.5%	37	1.9%	2	0.8%
American Indian	0	0.0%	9	0.5%	1	0.4%
Hawaiian/Pacific Islander	1	0.0%	1	0.1%	0	0.0%
Unknown	21	3.1%	156	8.1%	17	7.1%
Blank	2343	80.1%	0	0.0%	0	0.0%
Total	2797	100.0%	1920	100.0%	239	100%

Age

Age	Applicants*		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
<20	0	0.0%	2	0.1%	0	0.0%

29

Age	Count	%	Count	%	Count	%
20-25	79	2.8%	411	21.4%	74	31.0%
26-30	117	4.2%	489	25.5%	73	30.5%
31-35	80	2.9%	351	18.3%	24	10.0%
36-40	51	1.8%	236	12.3%	32	13.4%
41-45	46	1.6%	183	9.5%	18	7.5%
46-50	81	2.9%	115	6.0%	10	4.2%
51-55	*	*	72	3.8%	5	2.1%
56-60	*	*	40	2.1%	3	1.3%
61+	*	*	21	1.1%	0	0.0%
Blank	2343	83.8%	0	0.0%	0	0.0%
Total	2797	100.0%	1920	100.0%	239	100.0%

*Note: Applicant age is captured differently than enrolled students or graduates: <25, 25-29, 30-34, 35-39, 40- 44, 45+. For comparison purposes, applicant data was categorized in the chart above with closest alignment to the enrolled students and graduate categories.

Gender

Gender	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
Female	358	12.8%	1555	81.0%	200	83.7%
Male	91	3.3%	291	15.1%	32	13.4%
Genderqueer/Gender non-conforming/Non-binary	1	0.04%	1	0.1%	*	*
I don't identify with any one of these	*	*	1	0.1%	*	*
Unknown	2347	83.9%	72	3.8%	7	2.9%
Total	2797	100.0%	1920	100.0%	239	100.0%

 * Note: Not an available option

Marital Status

Marital Status	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
Companion	1	0.04%	2	0.1%	1	0.4%
Married	1	0.04%	123	6.4%	25	10.5%
Divorced	0	0.0%	29	1.5%	3	1.3%
Single	16	0.6%	255	13.3%	47	19.7%
Other	0	0.0%	8	0.4%	2	0.8%
Blank	2779	99.4%	1503	78.3%	161	67.4%
Total	2797	100%	1920	100.0%	239	100.0%

Military Association

Applicant military association is solely captured as "military" or "non-military/unknown". Because this does align with the categories for enrolled students and graduates, it is included separately:

Military Affiliation	Applicants	
	Count	%
Military	51	1.8%
Non-Military/Unknown	2746	98.2%
Total	2797	100%

Military Association	Enrolled Students		Graduates	
	Count	%	Count	%
Active Duty	26	1.4%	1	0.4%
Nat'l Guard or Reservist	19	1.0%	2	0.8%
Veteran	62	3.2%	9	3.8%
Spouse Active Duty	71	3.7%	11	4.6%
Spouse of Active/Retiree	1	0.1%	0	0.0%
Spouse of Non-Active Duty	3	0.2%	1	0.4%
Spouse of Veteran	12	0.6%	1	0.4%

Dependent	30	1.6%	5	2.1%
None	1670	87.0%	208	87.0%
Unknown	26	1.4%	1	0.4%
Total	1920	100%	239	100.0%

Geographic Area

State	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
AE*	1	0.04%	1	0.1%	0	0.0%
AK	5	0.2%	8	0.4%	1	0.4%
AL	4	0.1%	12	0.6%	2	0.8%
AP*	0	0.0%	2	0.1%	0	0.0%
AR	1	0.04%	1	0.1%	0	0.0%
AZ	7	0.3%	16	0.8%	2	0.8%
CA	15	0.5%	79	4.1%	9	3.8%
CO	19	0.7%	46	2.4%	4	1.7%
CT	20	0.7%	57	3.0%	15	6.3%
DC	0	0.0%	4	0.2%	0	0.0%
DE	2	0.1%	5	0.3%	1	0.4%
FL	19	0.7%	101	5.3%	12	5.0%
GA	13	0.5%	54	2.8%	5	2.1%
HI	0	0.1%	4	0.2%	0	0.0%
IA	2	0.1%	7	0.4%	0	0.0%
ID	5	0.2%	11	0.6%	3	1.3%
IL	6	0.2%	18	0.9%	0	0.0%
IN	8	0.3%	26	1.4%	0	0.0%
KY	2	0.1%	11	0.6%	2	0.8%
LA	4	0.1%	18	0.9%	1	0.4%
MA	52	1.9%	232	12.1%	37	15.5%
MD	13	0.5%	46	2.4%	4	1.7%
ME	10	0.4%	46	2.4%	8	3.3%
MI	10	0.4%	30	1.6%	4	1.7%
MN	3	0.1%	14	0.7%	2	0.8%
MO	0	0.0%	0	0.0%	0	0.0%
MS	0	0.0%	5	0.3%	0	0.0%
MT	0	0.0%	5	0.3%	1	0.4%
NC	11	0.4%	70	3.7%	15	6.3%
ND	0	0.0%	3	0.2%	0	0.0%
NE	2	0.1%	4	0.2%	0	0.0%

NH	46	1.6%	210	10.9%	34	14.2%
NJ	13	0.5%	52	2.7%	1	0.4%
NM	3	0.1%	5	0.3%	1	0.4%
NV	2	0.1%	10	0.5%	0	0.0%
NY	46	1.6%	150	7.8%	6	2.5%
OH	6	0.2%	40	2.1%	0	0.0%
OK	2	0.1%	14	0.7%	2	0.8%
OR	7	0.3%	19	1.0%	5	2.1%
PA	11	0.4%	73	3.8%	9	3.8%
PR	0	0.0%	1	0.1%	1	0.4%
RI	11	0.4%	40	2.1%	10	4.2%
SC	11	0.4%	38	2.0%	6	2.5%
SD	0	0.0%	1	0.1%	0	0.0%
TN	7	0.3%	27	1.4%	4	1.7%
TX	21	0.8%	113	5.9%	12	5.0%
UT	5	0.2%	20	1.0%	3	1.3%
VA	7	0.3%	67	3.5%	6	2.5%
VT	8	0.3%	47	2.5%	5	2.1%
WA	9	0.3%	46	2.4%	3	1.3%
WI	1	0.04%	0	0.0%	0	0.0%
WV	2	0.1%	6	0.3%	2	0.8%
WY	2	0.1%	5	0.3%	1	0.4%
Unknown	2343	83.8%	0	0.0%	0	0.0%
Total	2797	100%	1920	100%	239	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	0.58%	0.38%	0.14%	0.11%	0.01%	0.00%
Asian	2.30%	1.52%	0.53%	0.43%	0.03%	0.00%
Black	13.29%	10.28%	2.71%	2.16%	0.16%	0.00%
Hawaiian Native or Pacific Islander	0.11%	0.05%	0.03%	0.00%	0.00%	0.00%
Hispanic	9.12%	7.95%	2.01%	1.79%	0.07%	0.00%
Two or More	2.74%	3.63%	0.66%	0.27%	0.02%	0.00%

Unknown/Other	4.70%	4.71%	1.30%	0.92%	0.19%	0.11%
White	47.32%	55.63%	10.31%	10.06%	0.55%	0.00%
International Student	0.85%	0.00%	0.22%	0.00%	0.02%	0.00%
Total	81.01%	84.15%	17.91%	15.74%	1.05%	0.11%

Note: CACREP n = 60,406 (88% of CACREP-accredited schools reported this data for master's students; source = 2022 CACREP Vital Statistics Report); SNHU n = 1848 (72 enrolled students did not report)

Demographic Findings

Our applicant demographic data is limited in many areas. This is largely due to the fact that applicants are not required to share this information until they are enrolled in the program. While limited, we will continue to review this data and look for trends as it relates to students who ultimately enroll in our program and as an effort to review recruitment efforts.

Comparison of our enrolled student and graduate demographic data shows parallels in the categories of ethnicity and gender. While some variation exists, we are not seeing considerable deviations between the demographics of our graduates versus those who remain in 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 2022 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 or those with alternative identities. When combined with ethnicity, our program has a higher percentage of women identifying as two or more race or 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 22TW1 -23TW5 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 = 330)	0.9%	0.0%	0.6%	8.8%	43.3%	46.4%
MHC 680 (N = 261)	0.4%	0.0%	0.0%	5.7%	37.5%	56.3%
MHC 690 (N = 224)	0.4%	0.0%	0.9%	6.7%	29.9%	62.1%

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 = 330)	0.9%	0.3%	1.2%	9.7%	45.2%	42.7%
MHC 680 (N = 261)	0.4%	0.0%	0.4%	7.3%	41.8%	50.2%
MHC 690 (N = 224)	0.0%	0.4%	0.0%	6.3%	37.1%	56.3%

Future Students

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

Preparation	Blank	No	Yes
MHC 670 (N = 330)	0.9%	5.5%	93.6%
MHC 680 (N = 261)	0.4%	8.4%	91.2%
MHC 690 (N = 224)	0.0%	6.3%	93.8%

35

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 as our students graduate. In an effort to improve our graduate survey process and elicit more meaningful data, we revised our survey process in this past academic year. Rather than sending one survey to all graduates at the same point in time, we now send graduate surveys to our alumni 6-months after their degree conferral. This resulted in two data collection periods (May and September 2023). Of the 146 graduates who reached the six-month post-graduation mark in the academic year, 22 completed at least one section of the graduate survey, resulting in a 15% 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 = 20)
Demonstrates a strong professional counselor identity (Program Outcome 1)	4.38
Advocates on behalf of the profession (Program Outcome 1)	4.75
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)	4.40
Supports and advocates for clients in relation to their career development (Program Outcome 4)	4.60
Utilizes appropriate counseling theories, models, and culturally relevant strategies in client treatment (Program Outcome 5)	4.45
Implements appropriate strategies for effectively forming and facilitating group counseling (Program Outcome 6)	4.55

Validly and reliably assesses the needs of counseling clients through industry- appropriate procedures (Program Outcome 7)	4.15
Incorporates evidence-based, data-driven, approaches into current practice (Program Outcome 8)	4.50
Adheres to the legal and ethical standards of clinical and mental healthcare professionals (Program Outcome 9)	4.65

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 = 19)
Your overall experience in the program	4.68
The quality of the instruction within your program	4.68
The quality of the curriculum in your program	4.42
The quality of your academic residencies	4.42
The quality of your field experience	4.32
The quality of your advising experience (i.e. academic, faculty, career services)	4.58

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 = 19)
Yes	89.5%
No	10.5%

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 22 respondents on the graduate survey, 7 granted permission to send the employer survey to their employer. Of those 7 employers, 2 completed the employer survey.

The data collected from this year's survey is provided below. It is important to note that the response size was small, and though valuable, we recognize the need to continue to monitor employer feedback and look for ways to expand our reach to employers to ensure preparedness of our graduates in the counseling field.

Length of Employment

Respondents indicated the length of employment the graduate had with their organization:

	Percentage (N = 2)
Less than 6 months	0%
6 months to 1 Year	0%
1 to 3 Years	100%
4-5 Years	0%
More than 5 years	0%

Evaluation of Program Outcomes

Using a Likert scale (0 = Not well at all, 1 = Slightly well, 2 = Moderately well, 3 = Very well, 4 = Extremely well) respondents indicated the extent to which they believed their employees performed the following counseling skills and associated program outcomes:

Program Element	Average Rating (N = 2)
Demonstrates a strong professional counselor identity (Program Outcome 1)	4.0
Advocates on behalf of the profession (Program Outcome 1)	3.5

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Promotes client access, equity, and success (Program Outcome 1)	3.5
Demonstrates socially, culturally, and spiritually appropriate practices (Program Outcome 2)	4.0
Promotes social justice to minimize barriers (Program Outcome 2)	4.0
Applies theories and etiology of human growth and development to promote optimum wellness for clients (Program Outcome 3)	4.0
Supports and advocates for clients in relation to their career development (Program Outcome 4)	3.0
Utilizes appropriate counseling theories, models, and culturally relevant strategies in client treatment (Program Outcome 5)	4.0
Implements appropriate strategies for effectively forming and facilitating group counseling (Program Outcome 6)	4.0
Validly and reliably assesses the needs of counseling clients through industry-appropriate procedures (Program Outcome 7)	4.0
Incorporates evidence-based, data-driven, approaches into current practice (Program Outcome 8)	4.0
Adheres to the legal and ethical standards of clinical and mental healthcare professionals (Program Outcome 9)	4.0

Overall Satisfaction

Respondents were asked to rate their overall satisfaction with SNHU CMHC graduates:

	Percentage (N = 2)
Extremely Satisfied	100%
Somewhat Satisfied	0.0%
Neither Satisfied nor Dissatisfied	0.0%
Somewhat Dissatisfied	0.0%
Extremely Unsatisfied	0.0%

Respondents were asked if they would hire another SNHU CMHC graduate:

	Percentage (N = 2)
Yes	100%
No	0%

Subsequent Program Modifications

Admissions Modifications

Using feedback from our admission committee, SSC referrals, and student performance on the CDCS we refined our admissions process in the following ways:

Term Launched	Revisions	Data Source	Goal
22TW1	Increased admissions committee membership and added a "floater" position to assist partner teams, as needed	Student Applications; SSC Referrals	To provide streamlined and timely review of applications when an admissions committee member was on PTO or needed to attend residency
22TW1-23TW5	Integration of Kira Talent (Video Tool) as the Admission Review Platform. This was a multifaceted project which included: • Additional training for committee members around diversity, equity and inclusion. • Question and rubric revision • The development of a question bank	Student Applications; SSC Referrals	To improve assessment of dispositions espoused by the CMHC program.

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
22TW1	Implemented a remote skills lab opportunity for faculty to refer students who needed additional support during the on-ground residencies.	CDCS	To support students demonstrating skills deficits at the on-ground residencies

Term			
23TW3	Due to increased student access/use of the self-referral skills lab group we increased the weekly offerings to 8 sessions from the previous offering of 4	CDCS	To support students demonstrating skills deficits at the on-ground residencies

Enhancements to Student Support Committee (SSC)

Using feedback from faculty, student performance on the CDCS, and referrals stemming from classroom and field experiences, we have made several improvements to our SSC process. These include:

Term	Revisions
23TW2	• Revised the committee name to Student Support Committee (SSC) from Student Advancement, Dispositions and Support Committee (SADS) to better reflect the purpose of the committee and avoid a negative connotation. • Modified and standardized the academic honesty plan process so it would automatically be assigned to applicable students versus going through a voting process. • Added another voting action to include "Professional Standards Referral-pending student documentation." The goal of this action was to account for cultural and/or other circumstantial situations the committee may not initially be aware of that may impact the situation and voting process. • Created a new process of referral specific to Academic Advisors
23TW4	• Removed the recommended course of action field from the referral form in an effort to decrease outside sway/bias in the voting process.
23TW5	• Added Academic Plan III+ to support students who are repeating a 4th (or more) course for a second time. • Two field experience liaisons were added to the SSC team to assist with communication and student support for field experience students that are referred/engaged within the SSC process.

Curricular Modifications

In the summer of 2023, we conducted an audit and review of existing curriculum and course performance metrics to determine alignment to the newly released 2024 CACREP standards and areas in need of improvement in our curriculum. This included a gap analysis between current curriculum and the newly released 2024 CACREP standards and course focus groups to identify strengths, gaps, and goals. This information will be used to support future curriculum changes in the program.

Other Substantial Program Changes

In-Person Residencies

In 23TW5 all in-person residencies were moved from hotel venues to the SNHU Millyard in Manchester, New Hampshire. This change has promoted a more cohesive and collaborative educational experience for our students.

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
23TW3	• 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 amount of field experience students applying to field sites. • The Advanced Skills Lab was converted from a pilot program to a permanent feature for field experience students to serve as a support resource for students enrolled in field experience courses who are identified by faculty or who self-identify as requiring additional practice to address skills deficits.
23TW4	• A pre-practicum orientation was developed to prepare students for field site placements. It is currently being offered as an optional meeting in week 5 of each term, but the goal is to make it a mandatory requirement. • The Site Supervisor Field Experience manual was overhauled to include new guidelines for field experience, updated policies and procedures, and to conform with new branding conventions for SNHU printed materials. • A new Field Experiences Policy and Procedures Manual was created to share with adjunct faculty Academic Partners supporting the program. • An adjunct faculty member from Health Professions was temporarily hired to support the processing of new affiliation agreements for students in field experience.
23TW4 & 23TW5	• The Faculty Field Experience manual was overhauled to include new guidelines for field experience, updated policies and procedures, and to conform with new branding conventions for SNHU printed materials.
23TW5	• Updated in-home counseling trainings for students due to system changes from RingCentral to Zoom. • Secured the Multicare Affiliation agreement which offers 11 new sites in Washington state. • Secured the California Affiliation Agreement which offers 28 additional sites for students in California.

Program Committee Updates/Changes

In response to evolving program needs the following changes and updates were made in our committees across the 2022-2023 academic year (changes to the Admissions Committee were highlighted in the "Admissions Modifications" section above):

Committee	Updates/Changes
Assessment	• Conducted a rubric audit across all courses in the program to identify rubric flaws and gaps in consistency across the program of study. • Initiated the process of rubric redesign to streamline, synthesize, and more accurately assess assignments as part of the anticipated program redevelopment project.
Continuing Education	• Developed calendar outlining upcoming and projected webinar presentations. This allowed topics to be aligned with related awareness months. • Initiated plan of evaluating policies and procedures to ensure compliance with NBCC ACEP requirements.
Course Lead	• Began offering an optional synchronous program-based training for new adjunct faculty. • Offered a "Lunch and Learn" series and once a term virtual gathering between course leads and adjuncts.
Curriculum	• Designated a process and documentation for curriculum change requests. • Conducted a gap analysis between current CACREP course mapping and the new 2024 CACREP standards.
Deferred Start/Student Engagement	• Began monthly, synchronous presentations on a variety of counseling topics (for deferred start students and current students) and some occasional themed meet up nights to increase student to student engagement. • Created YouTube channel to store and share monthly presentations. • 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.
Skills Lab	• Implemented new procedures for faculty referrals to be submitted during week 4 following faculty meetings at the on-ground residency. To assist in skills support and faculty term grading skills lab faculty now meet with students during weeks 5-7.

Staffing Changes

In early September 2023, Executive Director Dr. Gloria Aquino Sosa left the university. Vice President of Academic Programs Dr. Jan Wyatt appointed Associate Vice President Dr. Michelle Hill to serve as interim Executive Director.

Additional Program Updates

Following Dr. Aquino Sosa's departure from the university in early September 2023, Dr. Wyatt announced to the Counseling team that he and Dr. Hill would be working closely to conduct a careful review of the Counseling program to determine how we appropriately move forward. It was also noted that during the review period, all currently in-flight work with this team would continue per normal protocols. As a further follow up, and while outside of the time frame for this annual report, we felt it was important to note that the results of this program review concluded in ceasing admission into the CMHC program, effective May 2024. More details will be provided in the next annual report and the Counseling Academic Team will closely monitor any impacts to our metrics moving forward as a result of this decision.

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 continued program growth. 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.