



COMMONWEALTH UNIVERSITY

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

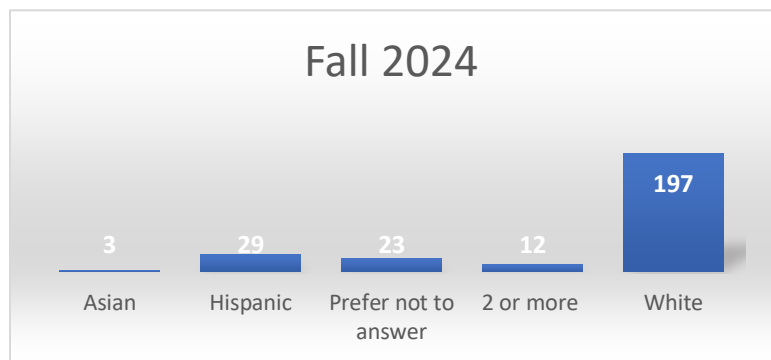
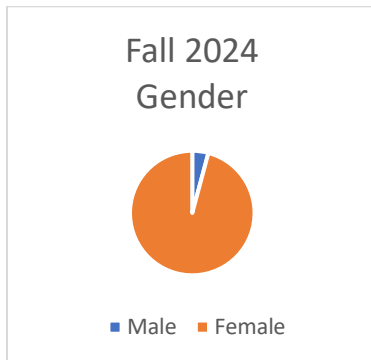
The purpose of this annual report is to inform all stakeholders of the M.S. in Clinical Mental Health Counseling Program, including students, faculty, administration, alumni and site-supervisors about program evaluation results, program modifications based on these results, and other significant program changes.

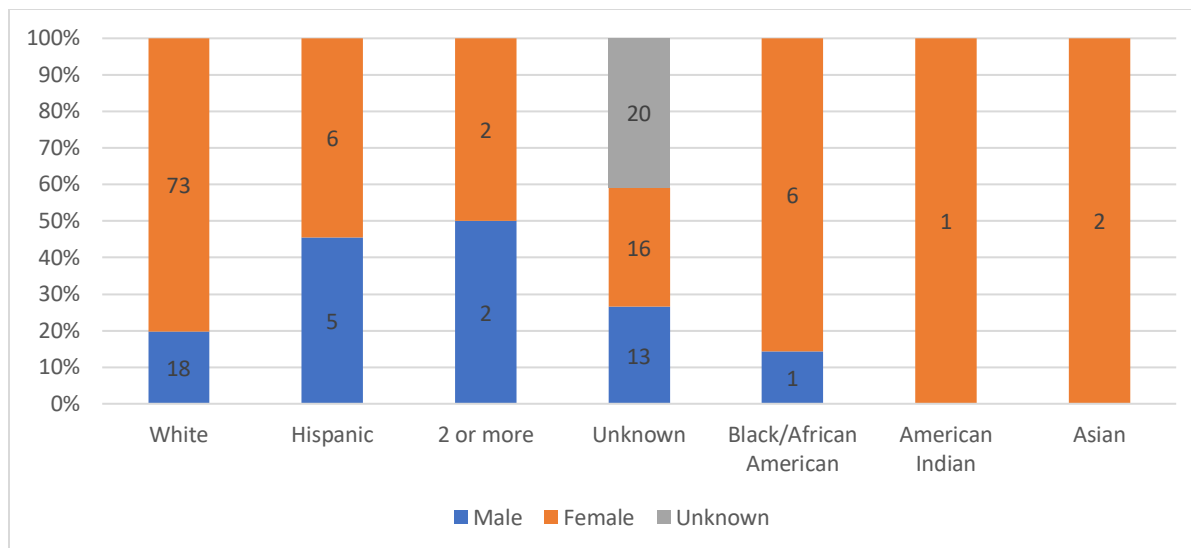
1. Admissions Data, Enrollment Data and Faculty Data

Admissions

The MS in CMHC currently admits graduate students three times per year for the Fall, Spring, and Summer semesters. For all admissions cycles, **202** prospective students submitted applications for admissions in 2024-2025 Academic Year. Of that number, **104** were accepted and **67** students matriculated into the program. Below are the demographics for all 202 applicants.

Table 1: Applicant Demographics





Faculty Observations

Faculty continue to be aware that the program applicants are predominantly white females; therefore, the program continues to expand its opportunity and strives to employ strategies to recruit diverse students. Additionally, after noticing that the total number of applications decreased from the previous academic year, the program director worked with university graduate admissions to analyze and understand this trend. Many individuals who applied either did not complete it or withdrew their application, which was based on how the program was conducting admission interviews. During the 24-25 AY, the program would conduct a combination of individual and group interviews on 2-3 days per semester to capture all completed applications. However, once the interviews were scheduled, some of the individuals who had completed their application would not schedule an interview because they had already been accepted at another university/program.

Action Steps:

- Continue to offer digital informational recordings for program applicants on the CMHC program website.
- Eliminate applicant group interviews via Zoom in addition to having weekly offerings for applicants to schedule an interview once their application has been completed. This will begin in AY 25-26 for the Spring 2026 cohort.
- Create an interview schedule that allows interviews to be scheduled by the applicant once they complete their program application rather than waiting until there are enough completed applications to schedule a large interview event. This allows the applicant to be interviewed and notified of the admission decision quickly, so they do not elect to shift to a different program at another institution.
- Within the PASSHE confines, continue to advocate for more closely aligned in-state and out-of-state tuition cost.
- Work with university admissions to recruit applicants from across the nation, which can increase the diversity of the pool of applicants.

- Work with university admissions to create on-demand CMHC program videos that answer some of the frequently asked questions (FAQs) of applicants to help answer their questions about the CMHC program in a timely manner.
- Work with university leadership to offer additional financial support for CMHGC program applicants with diverse needs, such as identifying and solidifying additional graduate assistant (GA) positions.

Enrollment

There are currently 253 students in the CMHC program. Of the currently enrolled students, 55% are female which is a decrease from 85% in AY 23-24. This decrease in enrolled female students highlights that the CMHC program's efforts to recruit more males has shown progress, with this demographic group (males) making up approximately 45% of the CMHC student population. Below is current CMHC program enrollment demographics:

Race-Ethnicity			2023								2024								2025							
New College	New Department	Major_Degree	2 or more African American	Asian	Hispanic	International	Unknown	White	2 or more African American	Asian	Hispanic	International	Unknown	White	2 or more African American	Asian	Hispanic	International	Unknown	White						
College of Arts, Humanities, Education and Social Sciences	Counseling & Educational Leadership	Cert: Fnd Trauma Infrmd Care (CEP..															1			5						
		Cert: Mil Res & Trauma Couns (CEP..																	1	3						
		Cert: Mil Res & Trauma Couns (CER..											1	4						3						
		Cert: Telemental Health (CEPB)														2		3		25						
		Cert: Telemental Health (CERT)							3		3	1	5	29						4						
		Cert:Trauma-Infrmd Couns (CEPB)																2		2	14					
		Clinical Mental Health Counseling ..	7	10	1	11	2	17	166	1	12	1	11	3	10	155	5	11	4	12	2	9	157			
		Counseling (MS)								1	3		6		45		2	3		1		65				

The chart below shows our program enrollment trends since the program began in 2012.

Table 1. Overall Enrollment

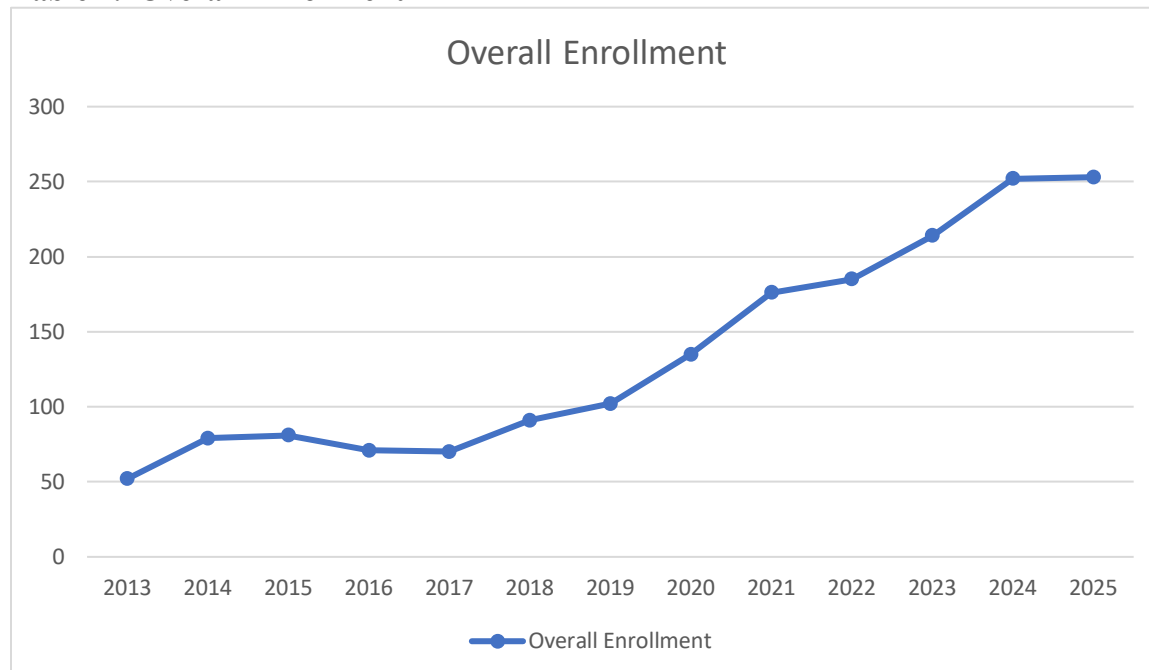


Table 2. Demographic Trends

	Overall Enrollment	African American	Hispanic	Native American	White	2 or more	Unknown	Asian	Pacific Islander	International
2012	21									
2013	52									
2014	79									
2015	81									
2016	71	5	3	0	62	0	1	0	0	0
2017	70	6	1	1	62	0	0	0	0	0
2018	91	6	4	1	77	2	0	0	0	0
2019	102	9	3	1	86	2	1	0	0	0
2020	135	12	8	2	107	4	1	1	0	0
2021	176	14	10	1	144	4	1	1	1	0
2022	185	13	9	0	154	4	1	1	1	2
2023	214	10	11	0	166	7	17	1	0	2
2024	252	15	14	0	199	1	18	1	0	4
2025	253	15	19	0	222	5	10	4	0	2

Faculty Observations

Demographic data in the CMHC program were not collected until 2016 to show demographic trends. CMHC program faculty continue to be aware that the overall program enrollment is predominantly white females, although data from AY 24-25 highlight program efforts are successful in marketing and recruiting male applicants. The faculty continue to strengthen mentorship, retention of diverse students, and are working to identify strategic admissions strategies to increase CMHC program student diversity. The faculty are also aware that the university system currently only has male/female gender choices for identity classifications for students; therefore, at present, we cannot gain demographic information, specifically for individuals who identify as non-binary.

Action Steps:

- Faculty began and formalized a Culture Collective in Spring 2023 to strengthen the focus on and importance of diversity. This initiative is gaining strength and momentum and will continue.
- Faculty continue to offer a mentoring program to students that is more intentional in connecting students to current students, resources, and faculty based on their needs and wishes.
- Faculty will continue to offer a CMHC Club that allows program students to connect with one another and to cultivate relationships across the program. Students report valuing this program feature.
- Faculty will assess the needs of students in relation to course modality and synchronous class offerings/instruction in the hope of being more flexible and nubile to meet the diverse needs of program students.
- Continue to advocate with the university for a gender identity choice of non-binary identity for system reporting at admission.

Faculty

During the 2024-2025 Academic Year, the CMHC program employs 10 full-time faculty. The demographics of the CMHC program faculty include:

Demographics	Male	Female
Hispanic	0	1
Kenyan Tribe	1	0
White	3	6
Military Spouse	0	2
LGBTQI+	0	1
PA Resident	1	4
Non-PA Resident (CO, NM, VA, NY)	2	4
Bi-Lingual	1 (Kenyan & English)	1 (Spanish & English)
Tenured/Tenure Track	1	5
Temporary	1	3

FTE Ratio: CACREP requires that accredited counseling programs ensure that they maintain a 12-student to 1-faculty member Full Time Equivalency (FTE) ratio. This ratio includes both full- and part-time CMHC program students as well as CMHC program core and adjunct faculty (10). For Fall 2024, FTE was 11.5: 1 and for Spring 2024, FTE was 11.1:1.

Faculty Observations:

Faculty are aware of the need to continue to diversify the faculty complement, specifically to include more gender representation, cultural diversity, and clinical expertise. Faculty wish to continue to work with administration to solidify full-time temporary lines into tenure-track lines to sustain stability and continuity for the CMHC program and students and given the program's enrollment growth in recent years.

Action Steps:

- As faculty positions become available, faculty searches should focus on lenses including representation from any of the aforementioned areas.
- Faculty lines will continue to be remote to allow more diversity in faculty compliment.
- Work within and initiate outreach to university structures, committees, and offices to offer mentorship and connection for diverse faculty to build networks and community.
- Continue to advocate for additional tenure track faculty lines to promote stability and continuity, given the program's enrollment growth.

2. Number of Graduates, Program Completion, Certification/Licensure Exam Pass Rate, and Job Placement Rate

Vital statistics are gathered each year and reported to CACREP in December. Outcomes reports are posted on the CMHC website. An overview of these statistics follows.

Program	Number of Students who Graduated 2024-2025	On-time Completion Rate	Licensure Exam Pass Rate*	Job Placement Rate**
MS in CMHC	72	67.9%	91.5% - NCE	65%

* Based on data received from NBCC for students who took the NCE

** Based on the number of graduates who were looking for employment upon graduating

Demographics of Graduates

Below is a demographic chart of our 2024-2025 graduates.

Gender	
Female	47
Male	8
Non-Binary	1
Age	
24 - 29	28
30 - 39	20
40 – 54	5
55+	1
Race / Ethnicity	
Black/African American	5
Asian / Asian American	2
Hispanic / Latinx	2
White	45
Bi-racial	2
Received Disability Services	3
Military Status	
Spouse	0
Veteran	3
Physical Location	
Pennsylvania	41
Montana	1
Oklahoma	1
South Carolina	1
Washington	1
Indiana	1
North Carolina	2

New York	3
Colorado	1
International	1

*out of the 72 graduates, only 56 graduates completed the survey

3. Program/Student Learning Outcomes (PLSOs) Assessment

As required by CACREP standards, the MS in Clinical Mental Health Counseling (CMHC) Program collects data to measure and evaluate PSLO's. A 5-point scale is used for program evaluation with students being rated at unsatisfactory, below expectations, near expectations, meets expectations, and exceeds expectations in each key performance indicator at program stages – or specify more here. Program expectations are that a minimum of 80% of the students score at the “Meets Expectations” in all KPIs.

Program Objective 1: Professional identity and ethical practice.

KPI: Graduates will identify with the mental health counseling profession by understanding the roles and responsibilities of mental health counselors' professional functioning as well as demonstrating ethical and legal practice and dispositions related to effective practice to include self-care, flexibility, insight, empathy, and integrity (CACREP, 2016, 2.F.1.b., 2.F.1.i., 2.F.1.l.). This will be measured with a success rate of 80% over three different points in time.

Program Objective 2: Diversity and advocacy.

KPI: Graduates will identify and apply cultural considerations relevant to counseling clients (CACREP, 2016, 2.F.2.a, 2.F.2.c.). This will be measured with a success rate of 80% over three different points in time.

Program Objective 3: Human growth and development.

KPI: Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan (CACREP, 2016, 2.F.3.a., 2.F.3.i.). This will be measured with a success rate of 80% over three different points in time.

Program Objective 4: Career Development.

KPI: Graduates will demonstrate the ability to assess the implications of a client's work environment on their life experiences as well as use theories, models, and strategies to support a client's career development (CACREP, 2016, 2.F.4.a., 2.F.b., 2.F.4.d.). This will be measured with a success rate of 80% over two different points in time.

Program Objective 5: Counseling and clinical practice.

KPI: Graduates will apply theories and models of counseling through interviewing, counseling, and case conceptualization skills to develop effective treatment plans (CACREP, 2016, 2.F.a., 2.F.5.g., 2.F.5.h.). This will be measured with a success rate of 80% over three different points in time.

Program Objective 6: Group counseling and effective leadership.

KPI: Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling (CACREP, 2016, 2.F.6.a., 2.F.6.c., 2.F.6.d.). This will be measured with a success rate of 80% over three different points in time.

Program Objective 7: Assessment and testing.

KPI: Graduates will demonstrate the ability to assess client issues for diagnosis and treatment planning (CACREP, 2016, 2.F.7.b., 2.F.7.e.). This will be measured with a success rate of 80% over three different points in time.
Program Objective 8: Research and program evaluation. KPI: Graduates will demonstrate the ability to evaluate research in order to inform practice (CACREP, 2016, 2.F.8.a., 2.F.8.b.). This will be measured with a success rate of 80% over three different points in time.
Program Objective 9: Clinical mental health counseling practice. KPI: Graduates will demonstrate the knowledge, skills, and dispositions to effectively conceptualize, assess, diagnose, and treat clients in various settings. (CACREP, 2016, 5.C.1.c., 5.C.1.e., 5.C.2.d., 5.C.3.b.). This will be measured with a success rate of 80% over three different points in time.

Knowledge

Signature Assignments (SA's) are identified in key courses to help assess student knowledge acquisition for each PSLO. These assessments are identified by CMHC program faculty in each course syllabus and are evaluated by the faculty teaching the course. Commonwealth  Tevera/ELC as the CMHC program's assessment system for evaluating the PSLOs; The university underwent an integration (PASSHE) in Summer 2021 which has had various impacts on the program. The program was required to change course numbers, which required us to rename rubrics in Tevera. These were modified in the 2022-2023 academic year, which resulted in not capturing all of the data due to system attribute transitions for the academic year 2022-2023. Since then, the program has been able to gather data within the confines of the ELC system.

Skills

In addition to specific assessments listed in the charts below, the Counselor Competency Skills Rating (CCS-R) assessment is used to measure counseling skills across the program in Basic Skills, Advanced Skills, Group Counseling Skills, Practicum, and Internship.

Data for each of the program objectives and assessments are included in charts below.

Program Objective 1. PROFESSIONAL IDENTITY AND ETHICAL PRACTICE					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2024-2025 Data
Graduates will identify with the mental health counseling	2.F.1.b. – counselor roles 2.F.1.i - ethical and	CMHC505 Professional Orientation in Mental Health Counseling	CMHC585 Ethical, Legal and Professional Issues in Counseling	CMHC591 & CMHC592 Internship (Skills)	Assessment 1: 99% met competency Assessment 2:

profession by understanding the roles and responsibilities of mental health counselors' professional functioning as well as demonstrating ethical and legal practice and dispositions related to effective practice to include self-care, flexibility, insight, empathy, and integrity. This will be measured with a minimum success rate of 80% for each assessment.	legal considerations 2.F.1.1 - self-care strategies	(Knowledge) <i>Professional Journey Paper</i> - Students will identify key roles and responsibilities of mental health counselors and identify self-care strategies to implement throughout their professional journey.	(Skills) <i>Movie Reflection</i> - Given a case scenario, students will identify multiple ethical, legal and/or professional issues and apply an ethical decision-making model to one of those issues.	<i>Final Site Supervisor Evaluations</i> (Section 2.A.) – Students will be evaluated on their ability to adhere to ethical and legal standards during internship and professional dispositions.	100% met competency Assessment 3: 99% met competency
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Program Objective 2. SOCIAL AND CULTURAL DIVERSITY					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2024-2025 Data
Graduates will identify and apply cultural considerations relevant to	2.F.2.a – multicultural and pluralistic characteristics	CMHC535 Multicultural Counseling (Knowledge)	CMHC550 Psychopathology & Differential Diagnosis (Skills)	CMHC591 & CMHC592 Internship (Skills)	Assessment 1: 100% met competency
	2.F.2.c - multicultural	<i>Cultural Exploration</i>		<i>Final Site Supervisor</i>	Assessment 2: 99% met competency

counseling clients. This will be measured with a minimum success rate of 80% for each assessment.	counseling competencies	<i>& Advocacy Plan</i> - Students will identify cultural relevant considerations for themselves and others.	<i>Case Study</i> – Given a case study, students will identify cultural characteristics and considerations for the client. These will be used to determine appropriate treatment interventions.	<i>Evaluation (2.F.)</i> - Students will be evaluated on their ability to meet client’s multicultural needs during internship.	Assessment 3: 97% met competency
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Program Objective 3. HUMAN GROWTH AND DEVELOPMENT					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2024-2025 Data
Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan. This will be measured with a minimum success rate of 80% for each assessment.	2.F.3.a - theories of individual development 2.F.3.f – systemic and environmental factors 2.F.3.i - promoting resilience and optimum development and wellness 2.F.5.i- Development of measurable outcomes for clients	CMHC520 Lifespan Development (Knowledge) <i>Final Project Presentation</i> – Given a case, students will identify a theory as well as considerations relevant to human development and resiliency across the lifespan.	CMHC555 Advanced Skills in Mental Health Counseling (Skills) <i>Treatment Plan</i> – Students will demonstrate their ability to conceptualize a volunteer client’s needs and identify considerations, apply theories, and create goals for wellness.	CMHC591 & CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation (2.J.)</i> - Students will be evaluated on their ability to use different counseling modalities to match their client’s needs.	Assessment 1: 100% met competency Assessment 2: 100% met competency Assessment 3: 99% met competency

Program Objective 4. CAREER DEVELOPMENT					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2024-2025 Data
Graduates will demonstrate the ability to assess the implications of a client's work environment on their life experiences as well as use theories, models, and strategies to support a client's career development. This will be measured with a minimum success rate of 80% for each assessment.	2.F.4.a – theories & models 2.F.4.b – interrelationships of work and well-being 2.F.4.d – assessing the conditions of the work environment on clients' life Experiences	CMHC540 Career Development (Knowledge) <i>Case Study</i> – Given a case study, students conceptualize the impacts of work environment on the client. Students identify relevant assessments, theories, and models of career development to work with the client.	CMHC591 & CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation (2.J.)</i> - Students will be evaluated on their ability to use different counseling modalities to match their client's needs.		Assessment 1: 100% met competency Assessment 2: 99% met competency

Program Objective 5. COUNSELING AND CLINICAL PRACTICE					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2024-2025 Data
Graduates will apply theories, case conceptualization skills,	2.F.5.a – theories and models of counseling 2.F.5.g - interviewing,	CMHC510 Counseling Theories (Knowledge)	CMHC525 Basic Skills in Mental Health Counseling (Skills)	CMHC591 & CMHC592 Internship (Skills)	Assessment 1: 100% met competency Assessment 2:

interviewing, and evidence-based techniques when working with clients. This will be measured with a minimum success rate of 80% for each assessment.	counseling, and case conceptualization skills 2.F.5.j – evidence-based techniques	<i>Theoretical Integration</i> – Students identify a counseling theory to use.	<i>Final Skills Tape</i> (using the CCS-R) – Students will be assessed on their ability to use basic counseling skills.	<i>Final Site Supervisor Evaluation</i> (Section 1) – Students will be evaluated on their counseling skills.	99% met competency Assessment 3: 100% met competency
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Program Objective 6. GROUP COUNSELING AND EFFECTIVE LEADERSHIP					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2024-2025 Data
Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling. This will be measured with a minimum success rate of 80% for each assessment.	2.F.6.a – theoretical foundations 2.F.6.c – therapeutic factors 2.F.6.d - characteristics and functions of effective group leaders	CMHC565 Group Skills in Mental Health Counseling (Knowledge) <i>Group Development Plan</i> – Students will identify therapeutic factors, an applicable theoretical approach, and leadership considerations that may be applicable to a potential group.	CMHC565 Group Skills in Mental Health Counseling (Skills) <i>Group Skills Summary Assessment</i> – Students will gain experience co-leading a psychoeducation session.	CMHC590 Practicum in MHC; CMHC591/592 Internship (Skills) <i>Final Site Supervisor Evaluation</i> (Section 1) – Students will be evaluated on their counseling skills. Students are required to complete group hours in either practicum or internship.	Assessment 1: 9% met competency Assessment 2: 100% met competency Assessment 3: 98% met competency

Program Objective 7. ASSESSMENT AND TESTING
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KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2024-2025 Data
Graduates will demonstrate the ability to assess client issues for diagnosis and treatment planning. This will be measured with a minimum success rate of 80% for each assessment.	2.F.7.b – conducting assessments 2.F.7.e – use of assessments for diagnosis & treatment planning	CMHC515 Assessment in Mental Health Counseling (Skills) <i>Biopsychosocial and Mental Status Exam Demonstration</i> - Students complete a video demonstration of them performing a biopsychosocial and mental status exam with a pseudo client. Students then submit a written assignment documenting the information gathered from the biopsychosocial and mental status exam that may inform diagnosis and treatment.	CMHC550 Psychopathology & Differential Diagnosis (Skills) <i>Case Study</i> – Students will identify applicable assessments and intervention strategies based on the case.	CMHC591 or CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation (2.E.)</i> - Students will be evaluated on their ability to use appropriate assessments and score them appropriately.	Assessment 1: 98% met competency Assessment 2: 100% met competency Assessment 3: 99% met competency

Program Objective 8. RESEARCH AND PROGRAM EVALUATION					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2025-2025 Data

Graduates will demonstrate the ability to evaluate research in order to inform practice. This will be measured with a minimum success rate of 80% for each assessment.	2.F.8.a – critique of research 2.F.8.b – counseling practices	CMHC530 Research and Program Evaluation (Knowledge) <i>Article critique</i> – Students critically analyze research to inform their counseling practice.	CMHC555 Advanced Skills in Mental Health Counseling (Skills) <i>Treatment Plan</i> – Students will conceptualize a volunteer client’s presenting concerns and use research to identify evidence-based interventions that will meet the client's needs.	CMHC591 & CMHC592 Internship (Skills) <i>Site Supervisor Final Evaluation</i> (2.H) – Students are evaluated on their ability to thoroughly complete case notes and treatment plans as well as engage in reading journal articles to support their practice.	Assessment 1: • 98% met competency Assessment 2: • 100% met competency Assessment 3: • 98% met competency
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Program Objective 9: CLINICAL MENTAL HEALTH COUNSELING					
KPI	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	2024-2025 Results
Graduates will demonstrate the knowledge, skills, and dispositions to effectively conceptualize, assess, diagnose, and treat clients in various settings. This will be measured	5.C.1.c – case conceptualization & treatment planning 5.C.1.e – assessments 5.C.2.d – diagnostic process 5.C.3.b. – techniques &	CMHC550 Psychopathology & Differential Diagnosis (Skills) <i>Case Study</i> – Students will identify applicable assessments based on the case. Then students will identify a provisional diagnosis and evidence-	CMHC555 Advanced Skills in Mental Health Counseling (Skills) <i>Treatment Plan</i> – Students will identify and use assessments to conceptualize a volunteer client’s needs and create a treatment plan to meet those needs.	CMHC591 & CMHC592 Internship (Skills) <i>Final Site Supervisor Evaluation</i> (Section 1 & 2) – Students will be evaluated on all areas related to providing counseling to include skills, multicultural considerations, treatment plans,	Assessment 1: • 100% met competency Assessment 2: • 100% met competency Assessment 3: • 95% met competency

with a minimum success rate of 80% for each assessment.	interventions	based treatment interventions.		and ethical and legal practice.	
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Faculty Observations:

The KPI assignments for all core courses were all re-aligned by program faculty with the new PSLOs implemented in Fall 2023. Thus, there are now two years of data. These current data are more robust due to having the entire academic year [AY 24-25] to collect, analyze, and report data. Some rubrics in the Experiential Learning Cloud (ELC) do not align with the table and standards being assessed; and, thus, the CMHC program director will modify these when other curriculum changes [for example updating to 2024 standards] are made [by the end of Spring 2026 for implementation in AY 26-27].

Action Steps:

- Revise CMHC program rubrics in Tevera to assess only the specific standards for each course assessment or add a NA option for each standard that is not being assessed with the given course assignment.
- The CMHC Final Site Supervisor Evaluation is utilized as an assessment in several of the PSLOs. This may provide inaccurate results given that not all students who had an assessment completed on their performance are in their final semester of Internship. The CMHC PD will need to modify how forms are labeled in ELC to ensure accurate data are being consistently and accurately recorded.

Dispositions

The CCS-R measures CMHC program students' professional dispositions across the program curriculum. If there are concerns, students are referred to the CMHC Student Review Committee. Students are informed about the required program dispositions in the CMHC Handbook. The first-time students are assessed in CMHC525 Basic Skills in Mental Health Counseling. Students are again evaluated in the CMHC555 Advanced Skills course, which occurs in either a student's second or third year of the program of study, dependent on whether the student is in the part-time or full-time cohort. Students are assessed again in CMHC565 Group Skills which is in the semester prior to entering practicum. Finally, students are assessed in the program's practicum and internship courses. Below are the CMHC program's expectations.

CCS-R Expectations

- **CMHC525 = YEAR 1**
 - **Skills & Dispositions:** Competency is that students are developing (3's) but at least 50% of the skills and dispositions are meeting standards (4's).

- More than 50% of skills or dispositions that need developed and/or 3 or more below expectations (2) or any harmful (1) = Remediation Plan, which may need completed prior to moving forward in the program, and may require the student to retake the course
- **CMHC555 = YEAR 2/3**
 - **Skills & Dispositions:** Competency is that students are meeting at least 75% of skill and disposition standards (4's).
 - More than 25% of skills and/or dispositions that need further developed or anything below expectations (2) or harmful (1) = Remediation Plan, which may need completed prior to moving forward in the program and/or may require the student to retake the course.
- **CMHC565 = YEAR 2/3**
 - **Skills & Dispositions:** This is the final course before practicum; therefore, the competency is that students are meeting all skill and disposition standards (4's) to work with clients
 - If more than 10% of the skills still need developed (3) or anything is below expectations (2) or harmful (1), a remediation plan may need completed prior to moving forward in the program
 - If any dispositions are not meeting competency, this may result in a remediation plan, which may need completed prior to moving forward in the program.
- **Practicum and Internship = YEAR 3/4**
 - **Skills & Dispositions:** Competency is that 100% of skills and dispositions are meeting standard. For any skill or disposition less than that, the faculty, student, and site supervisor meet to create a plan to address the concerns.
 - If concerns continue, then there's a potential for the student to be removed from the site and a remediation plan is created.
 - If a student demonstrates egregious behaviors (i.e., breaking confidentiality, failure to follow the ACA *Code of Ethics*, sleeping with a client, felony charges, academic dishonesty, etc.), the student may be removed from the site and dismissed from the program immediately.

Student Review Committee: When students do not meet competency standards for skills or dispositions, they are referred to the CMHC Student Review Committee by the faculty who noted the concern. During the 2024-2025 Academic Year, two students were referred by program faculty to the committee. A remediation plan was created and enacted between the Student Review Committee. Both students have successfully completed the steps of their remediation plan and are on track to successfully complete their program

Faculty Observations – Dispositions:

With 253 students currently enrolled in the CMHC program, an increase in the number of students being referred to the Student Review Committee can occur; however, CMHC program

faculty believe that continued efforts to identify students early in systematically using mid-term evaluations on both skills and dispositions, allows faculty and students to engage in early reporting of concerns and remedial or intervention efforts. This in turn allows students to strengthen professional dispositions before needing to be referred to Student Review Committee at the end of the course. Additionally, changing the name of the committee to Student Support Committee, which is the CMHC program faculty's plan, will help students view this committee and a referral to it as another avenue for support rather than a punitive measure. Although periodically the referral requires a remediation or intervention plan, a referral does not always mean the student needs to face consequences at a serious level.

Action Steps:

- Continue flagging CMHC program students for knowledge, skills, and dispositions throughout each semester in order to remediate concerns early and provide interventions or supports.
- The CMHC program director developed written steps regarding the escalation of a student's first being identified with concerns through them being referred to the Student Review Committee to ensure program students are being referred at a constructive, appropriate time.
- The CMHC Student Review Committee's name will be changed [when?] to the Student Support Committee to offer a more supportive tone to students rather than to serve as a punitive measure, while being clear in its intent and purpose following program standards and expectations for proficient student performance.

4. Additional Feedback

The CMHC Program employs several systematic surveys to gain additional feedback from alumni, students, and stakeholders about the program and its quality. CMHC program alumni complete the graduate exit survey in which they report on their competency in the field as professionals aligned with each PSLO. The CMHC program revised their PSLOs in Fall 2023 to include one [what?] for each CACREP CORE area as well as one [what?] for the CMHC Standards.

Alumni Survey

During the 2024-2025 academic year, CMHC program alumni reported that they felt confident in their ability to demonstrate the 9 program objectives in their current employment setting:

Outcome 1: Professional identity and ethical practice. Graduates will identify with the mental health counseling profession by understanding the roles and responsibilities of mental health counselors' professional functioning as well as demonstrating ethical and legal practice and dispositions related to effective practice to include self-care, flexibility, insight, empathy, and integrity.

○ Results:

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
64.37%	28.5%	7.14%	0	0

- 2. Outcome 2: Diversity and advocacy.** Graduates will identify and apply cultural considerations relevant to counseling clients

Extremely confident	Very Confident	Confident	Somewhat confident	Not confident at all
62.5%	30.3%	7.13%	0	0

- 3. Outcome 3: Human growth and development.** Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
53.5%	33.9%	1.07%	1.8%	0

- 4. Outcome 4: Career Development.** Graduates will demonstrate the ability to assess the implications of a client's work environment on their life experiences as well as use theories, models, and strategies to support a client's career development.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
42.8%	25%	25%	3.57%	1.78%

- 5. Outcome 5: Counseling and clinical practice.** Graduates will apply theories and models of counseling through interviewing, counseling, and case conceptualization skills to develop effective treatment plans.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
55.35%	30.35%	14.2%	1.78%	0

- 6. Outcome 6: Group counseling and effective leadership.** Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
55.35%	30.3%	12.5%	3.5%	0

- 7. Outcome 7: Assessment and testing.** Graduates will demonstrate the ability to assess client issues for diagnosis and treatment planning.

Extremely confident	Very Confident	Confident	Somewhat confident	Not Confident At All
32.14%	42.8%	%	3.5%	1.78%

- 8. Outcome 8: Research and program evaluation.** Graduates will demonstrate the ability to evaluate research in order to inform practice.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
33.9%	26.7%	33.9%	5.3%	0

- 9. Outcome 9: Clinical mental health counseling.** Graduates will demonstrate the knowledge, skills, and dispositions to effectively conceptualize, assess, diagnose, and treat clients in various settings.

Extremely Confident	Very Confident	Confident	Somewhat Confident	Not Confident At All
60.7%	21.4%	16%	3.56%	0

Employer Survey:

Given feedback provided by the CACREP site team and executive board's decision during Commonwealth University's CMHC site visit, the CMHC program has attempted to increase the response rate of employers for graduates of the program after the student has graduated, rather than surveying site supervisors as was employed in previous years. The CMHC program director and graduate assistant disseminated requests to CMHC program alumni requesting their permission to contact their employers to gather data regarding how employers feel the CMHC alumni are meeting the 9 program objectives within their work. The survey gathers basic demographic information as sought permission from the alumni to contact their employer with a request to complete the survey.

The CMHC program alumni survey was disseminated to 68 alumni who provided contact information after graduation. Out of 68 alumni, 27 responded for a 39.7% response rate. Additionally, 3/27 alumni noted they are not currently working in the mental health field; thus, no supervisor could be identified. Of the remaining 24 alumni, 8 did not provide consent to the CMHC program to reach out to their supervisor, and 6 provided consent; however, these did not provide contact information for their employer to be surveyed. This left a remainder of 10 alumni who provided consent for their employer to be contacted. Of the 10 employers that were sent a survey, 6 responded for a 60% response rate. Alumni employers were asked how well they perceived the CMHC program prepared alumni for the mental health field in the following 9 objectives. Given the list provided by the alumni office to the CMHC program, the list is compiled of alumni that spans the last decade, which could explain the low response if alumni have changed their personal email addresses or are not interested in maintaining a relationship with the program.

Outcome 1: Professional identity and ethical practice. Graduates will identify with the mental health counseling profession by understanding the roles and responsibilities of mental health counselors' professional functioning as well as demonstrating ethical and legal practice and dispositions related to effective practice to include self-care, flexibility, insight, empathy, and integrity.

○ Results:

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
66.6%	33.3%	0	0	0

10. Outcome 2: Diversity and advocacy. Graduates will identify and apply cultural considerations relevant to counseling clients

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
50%	50%	0	0	0

11. Outcome 3: Human growth and development. Graduates will identify and apply considerations for human development to promote resilience and wellness across the lifespan.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
50%	50%	0	0	0

12. Outcome 4: Career Development. Graduates will demonstrate the ability to assess the implications of a client's work environment on their life experiences as well as use theories, models, and strategies to support a client's career development.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
33.3%	50%%	0	0	0

*1 responded it was not applicable to their organization

13. Outcome 5: Counseling and clinical practice. Graduates will apply theories and models of counseling through interviewing, counseling, and case conceptualization skills to develop effective treatment plans.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
66.6%	33.3%	0	0	0

- 14. Outcome 6: Group counseling and effective leadership.** Graduates will incorporate theoretical frameworks and factors to become effective group leaders and facilitate group counseling.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
33.3%	50%	5%	0	0

***1 responded it was not applicable to their organization**

- 15. Outcome 7: Assessment and testing.** Graduates will demonstrate the ability to assess client issues for diagnosis and treatment planning.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
83.3%	16.7%	1%	0	0

- 16. Outcome 8: Research and program evaluation.** Graduates will demonstrate the ability to evaluate research in order to inform practice.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
50%	33.3%	16.7%	0	0

- 17. Outcome 9: Clinical mental health counseling.** Graduates will demonstrate the knowledge, skills, and dispositions to effectively conceptualize, assess, diagnose, and treat clients in various settings.

Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful
50%	50%	0	0	0

Furthermore, a large portion of CMHC graduates is hired by their sites; therefore, the CMHC program decided to survey site supervisors at the completion of the interns' experience with them [whom – the employer?]. For the 2024-2025 Academic Year, out of the 72 CMHC program graduates, 22 site supervisors completed the survey. However, 17 CMHC program graduates were hired by their sites, 2 were not, and 3 sites stated they did not have any open positions Below are the results of the CACAREP Outcomes Survey:

Hired	Not Hired	No Position	No Answer
77%	9.4%	13.6%	0%

Faculty Observations:

AY 24-25 is the first year in several years that the CMHC program has attempted to strategically seek and review data from employers of CMHC program alumni, rather than surveying site supervisors who hire CMHC students. Thus, the CMHC program's response rate was lower than ideal; however, the CMHC program director has identified and communicated action items and steps to a commitment of increasing the survey's response rate [beginning when?].

Action Steps:

- Survey CMHC program alumni 3-, 6-, and 12-months post-graduation to capture data at various points for use in program quality assurance and continuous improvement
- The increase in surveying CMHC program alumni will hopefully increase the possibility of the CMHC program director receiving employer contact information to gain up to date information and accurate, more thorough data for analyses and review.
- Continue the method of surveying CMHC site supervisors at the conclusion of an intern's experience (as the student prepares to graduate) to capture data of whether CMHC students are prepared and getting hired in the field.
- The CMHC program director is working with the CMHC program graduate assistant (GA) to identify and capture potential alumni databases to better manage contact information and have consistent communication with the alumni outside of the university's alumni office.

5. CACREP Accreditation

Commonwealth University's CMHC program sought reaccreditation under the 2016 CACREP Standards. In March 2024, the CMHC program had their CACREP site visit. In August 2024, the CACREP board provided a letter stating the program was granted accreditation for another 8-year accreditation cycle pending a progress report, which was due May 15, 2025. The program director submitted the progress report on April 30, 2025, and the Board of Directors sent an additional letter on August 6, 2025, stating they approved continued accreditation as the decision to continue accreditation reflects a determination that the program has demonstrated compliance with all previously cited standards and/or policies. The program's accreditation cycle ends on October 31, 2032.

18. Program Changes and Modifications

After reviewing all CMHC program evaluation data, CMHC program faculty, with the support of leadership of the CMHC department chair and program director, have made the following program modifications:

Implemented Changes

- CMHC program rubrics in ELC needed to be updated to reflect the 2024 CACREP standards and ensure rubrics are capturing and assessing correct data points to reflect CMHC students' proficiency in meeting program standards.
- Successful faculty position searches, with approved lines by university administration, were conducted for 2 faculty tenure-track lines and were conducted in Fall 2024 both Spring 2025.

Other CMHC program actions steps were identified and described in specific sections of the program's annual report and will continue to be in progress for the 2025-2026 academic year with leadership and assurance of the CMHC program director and program faculty, with the support of the department chair and college's dean's office as well as university central administration.