



**Southern
New Hampshire
University**

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

2024 D-4 to 2025 D-3: October 14, 2024 – August 17, 2025

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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 October 14, 2024 through August 17, 2025. 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 2024 D-4 through 2025 D-3 (October 14, 2024-August 17, 2025). 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 term coding (D is 10-week graduate terms), and the numerical term in the sequence. As an example, term 2024 D-4 was the fourth graduate academic term that fell in calendar year 2024 and was the first term of the 2024-2025 academic year. The reporting period and data collected in each period are identified within each section. Term dates for this report are as follows:

Term	Term Start	Term End
2024 D-4	October 14, 2024	December 22, 2024
2025 D-1	January 6, 2025	March 16, 2025
2025 D-2	March 24, 2025	June 1, 2025
2025 D-3	June 9, 2025	August 17, 2025

Program Outcomes

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

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

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

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

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

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

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

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

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

Required Curriculum (Does Not Include Electives)

COU 500: The Counseling Profession: Orientation, Identity, and Ethics

COU 510: Human Development

COU 520: Diversity in Counseling

COU 530: Theories of Counseling

COU 540: Helping Skills and Techniques: Residency I

COU 600: Research Methods and Program Evaluation

COU 610: Assessment and Evaluation in Counseling

COU 630: Career Counseling

COU 640: Substance Use Disorders and Process Addictions

COU 650: Diagnosis of Emotional and Mental Disorders

COU 660: Group Counseling

COU 680: Prevention and Intervention of Crisis and Trauma

COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II

MHC 500: Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling

MHC 610: Treatment Planning in Clinical Mental Health Counseling

MHC 670: Clinical Mental Health Counseling Practicum

MHC 680: Clinical Mental Health Counseling Internship

MHC 690: Advanced Internship in Clinical Mental Health Counseling

Summary of Program Evaluation Results

Curriculum Key Performance Indicators

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

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

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

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 500 The Counseling Profession: Orientation, Identity, and Ethics: 8-1 Final	2024 D-4	2	95.0%
Project Submission: Ethical Case Study Analysis	2025 D-1	0	N/A
	2025 D-2	0	N/A
	2025 D-3	0	N/A

Academic Year Avg = 95.0%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 520 Diversity in Counseling: 10-1: Discussion: Advocacy for Different Cultures	2024 D-4	108	92.9%
	2025 D-1	23	95.7%
	2025 D-2	8	95.7%
	2025 D-3	4	66.7%

Academic Year Avg = 87.7%

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	2024 D-4	108	90.6%
	2025 D-1	23	96.8%
	2025 D-2	8	90.9%
	2025 D-3	4	46.3%

Academic Year Avg = 81.2%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: 3.2 Video Discussion: Spiritual and Cultural Considerations	2024 D-4	105	92.5%
	2025 D-1	105	95.1%
	2025 D-2	137	92.8%
	2025 D-3	119	89.1%

Academic Year Avg = 92.4%

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	2024 D-4	4	83.4%
	2025 D-1	3	99.8%
	2025 D-2	0	N/A
	2025 D-3	0	N/A

Academic Year Avg = 91.6%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 530 Theories of Counseling: 9-1 Final Project I	2024 D-4	108	97.0%
	2025 D-1	24	97.7%
	2025 D-2	11	99.9%
	2025 D-3	5	91.5%

Academic Year Avg = 96.5%

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	2024 D-4	122	94.7%
	2025 D-1	119	95.6%

Resources	2025 D-2	105	94.5%
	2025 D-3	42	91.9%

Academic Year Avg = 94.2%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 630 Career Counseling: 9-2 Final	2024 D-4	122	95.9%
Project I Submission: Career Assessment Report	2025 D-1	119	97.6%
	2025 D-2	105	95.9%
	2025 D-3	42	94.8%

Academic Year Avg = 96.0%

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	2024 D-4	108	95.7%
Final Project II Submission: Applied Client Case Conceptualization	2025 D-1	24	98.7%
	2025 D-2	11	100%
	2025 D-3	5	95.4%

Academic Year Avg = 97.5%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 660 Group Counseling: 9-2 Final	2024 D-4	95	98.2%
Project Two Submission: Justify Group Curriculum	2025 D-1	108	98.3%
	2025 D-2	104	98.3%
	2025 D-3	125	98.0%

Academic Year Avg = 98.2%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: 9-2 Final Project Two: Case Conceptualization	2024 D-4	105	95.9%
	2025 D-1	105	94.5%
	2025 D-2	137	92.3%
	2025 D-3	119	87.8%

Academic Year Avg = 92.6%

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	2024 D-4	95	93.5%
Project One Submission: Group	2025 D-1	108	94.4%

Curriculum	2025 D-2	104	96.8%
	2025 D-3	125	95.3%

Academic Year Avg = 95.0%

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	2024 D-4	89	99.2%
	2025 D-1	88	100.0%
	2025 D-2	94	93.4%
	2025 D-3	101	96.2%

Academic Year Avg = 97.2%

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	2024 D-4	137	88.2%
	2025 D-1	119	90.1%
	2025 D-2	36	87.5%
	2025 D-3	18	72.0%

Academic Year Avg = 84.5%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 610 Assessment and Evaluation in Counseling: 9-1 Final Project I Submission: Comprehensive Case Conceptualization	2024 D-4	131	96.4%
	2025 D-1	102	94.7%
	2025 D-2	46	95.2%
	2025 D-3	23	91.5%

Academic Year Avg = 94.5%

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	2024 D-4	137	85.6%
	2025 D-1	119	91.2%
	2025 D-2	36	89.4%
	2025 D-3	18	64.4%

Academic Year Avg = 82.7%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of	2024 D-4	105	94.9%

Crisis and Trauma: 8-1 Short Paper: Intervention for Working with a Disaster	2025 D-1	105	93.8%
	2025 D-2	137	92.7%
	2025 D-3	119	88.9%

Academic Year Avg = 92.6%

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

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 500 Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling: 9-2 Final Project Two Submission: Case Conceptualization	2024 D-4	109	96.2%
	2025 D-1	110	95.9%
	2025 D-2	128	99.0%
	2025 D-3	115	96.7%

Academic Year Avg = 96.9%

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	2024 D-4	100	96.2%
	2025 D-1	111	96.9%
	2025 D-2	107	97.5%
	2025 D-3	127	96.8%

Academic Year Avg = 96.8%

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 690 CMHC Advanced Internship: 8-5 Advanced Internship Comprehensive Performance	2024 D-4	83	99.8%
	2025 D-1	97	98.9%
	2025 D-2	106	99.9%
	2025 D-3	91	99.6%

Academic Year Avg = 99.5%

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. While the majority of program outcome averages remained well above benchmark expectations, a few isolated term fluctuations were noted. These term-by-term variations reflect smaller section sizes and student engagement, factors that we continue to monitor closely to ensure consistent instructional quality and student support.

In monitoring trends from last year's data report, we largely saw academic term averages remain the same or slightly increase on our KPI assignments. We believe this reflects our continued effort to refine and support faculty through our course lead model, which ultimately translates into increased support and preparation for our students in these areas. Program Outcome 2, COU 520 *Final Project: Multicultural Case Analysis*, reflected a decrease in average performance to 81.2% due to a single low-

enrollment section in 2025 D-3, which impacted the aggregate term average. Similarly, Program Outcome 7 (COU 600 *Program Evaluation*) and Program Outcome 8 (COU 600 *Annotated Bibliography*) reflected slight decreases to 84.5% and 82.7%, respectively, largely attributable to smaller student cohorts in specific terms. These scores, while lower than previous reporting periods, remain above the 80% benchmark and will be monitored for additional support opportunities.

Skill Key Performance Indicators

Student skill performance was evaluated using the *Counselor's Developing Competencies Scale* (CDCS) for the reporting period from 2024 D-4 to 2025 D-3. The CDCS is comprised of four main sections (microskills, dispositions, mesoskills, and group skills) and is used across the program at specific evaluation points. The CDCS is a developmental assessment designed to capture student improvement on the noted skills and dispositions as students progress through the program.

Performance on the skills sections of the CDCS are scored as 0 (did not demonstrate), 1 (deficient), 2 (approaching), 3 (developing), 4 (attaining), or 5 (excelling). In the two residency courses (COU 540 and COU 690), students are evaluated at the end of the term by their faculty member. In the field experience courses (MHC 670, MHC 680, and MHC 690), students are evaluated at the end of the term by their site supervisor as well as their faculty supervisor. Students were evaluated in the following courses, with the associated scores below set as the minimum required final score to pass each section of the assessment in that course:

Course/Experience	Total # of Students in Course (2024 D-4-2025 D-3)	CDCS Skills Section(s) Evaluated	Minimum Required Passing Score
COU 540 Helping Skills and Techniques: Residency I (Term 2)*	25	Microskills	2
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)*	337	Microskills	3
		Mesoskills	2
		Group Skills	2
MHC 670 CMHC Practicum (Term 10)*	378	Microskills	3
		Mesoskills	2
MHC 680 CMHC Internship (Term 11)*	381	Microskills	3
		Mesoskills	3
MHC 690 CMHC Advanced Internship (Term 12)*	380	Microskills	4
		Mesoskills	4
		Group Skills	3

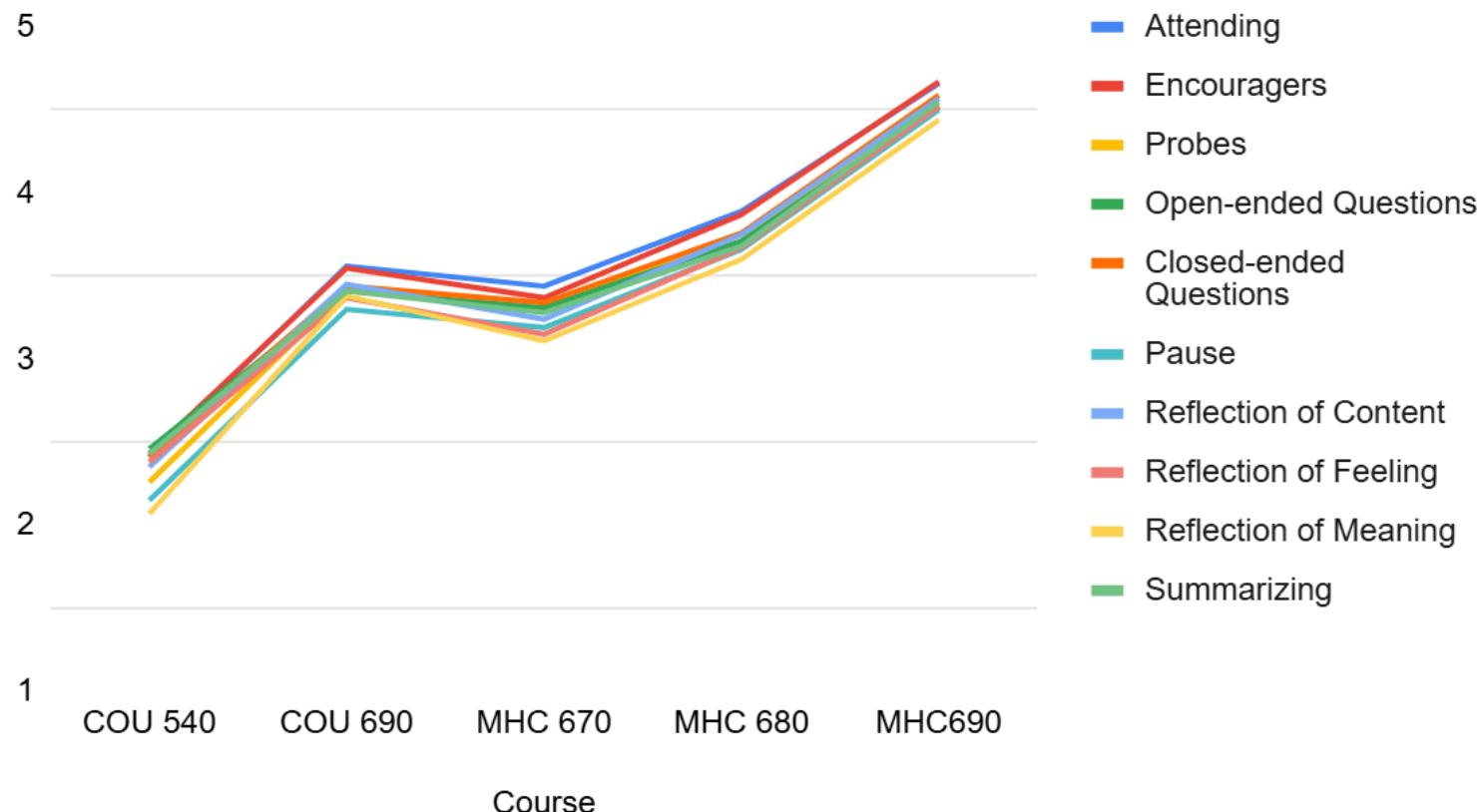
*Note: The term number reflects the term in which a full-time student (two courses/term) would take the course.

CDCS Microskills Scores by Course

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

Course	Assessor	Attending	Encouragers	Probes	Open-ended Questions	Closed-ended Questions	Pause	Reflection of Content	Reflection of Feeling	Reflection of Meaning	Summarizing
COU 540	Faculty Member Avg (N = 25)	2.41	2.43	2.26	2.46	2.41	2.15	2.35	2.38	2.07	2.43
COU 690	Faculty Member Avg (N = 337)	3.56	3.55	3.41	3.41	3.44	3.30	3.45	3.37	3.38	3.41
MHC 670	Site Supervisor Avg (N = 378)	3.92	3.96	3.73	3.77	3.84	3.61	3.76	3.77	3.61	3.76
	Faculty Member Avg (N = 373)	3.44	3.37	3.30	3.31	3.34	3.19	3.24	3.15	3.11	3.28
MHC 680	Site Supervisor Avg (N = 378)	4.35	4.35	4.18	4.23	4.28	4.08	4.24	4.24	4.07	4.20
	Faculty Member Avg (N = 374)	3.89	3.87	3.75	3.71	3.76	3.66	3.75	3.67	3.60	3.68
MHC 690	Site Supervisor Avg (N = 378)	4.80	4.77	4.64	4.71	4.73	4.60	4.79	4.71	4.63	4.72
	Faculty Member Avg (N = 370)	4.66	4.67	4.53	4.52	4.59	4.50	4.57	4.52	4.44	4.55

Microskills by Course



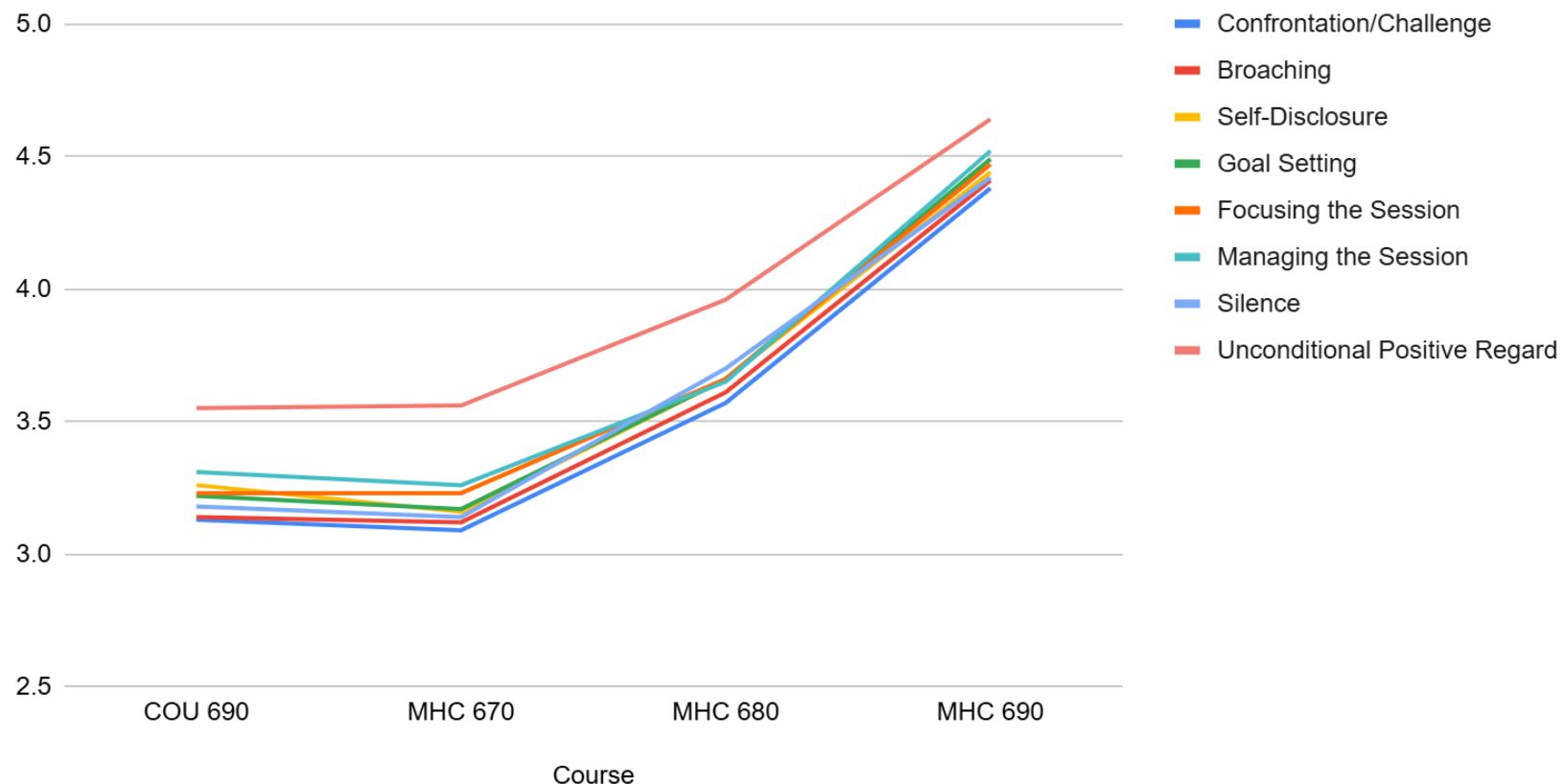
Note: Data reflects faculty member final scores by course.

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	Confrontation/Challenge	Broaching	Self-Disclosure	Goal Setting	Focusing the Session	Managing the Session	Silence	Unconditional Positive Regard
COU 690	Faculty Member Avg (N = 337)	3.13	3.14	3.26	3.22	3.23	3.31	3.18	3.55
MHC 670	Site Supervisor Avg (N = 378)	3.48	3.65	3.64	3.73	3.66	3.70	3.50	4.14
	Faculty Member Avg (N = 373)	3.09	3.12	3.16	3.17	3.23	3.26	3.14	3.56
MHC 680	Site Supervisor Avg (N = 378)	3.94	4.06	4.14	4.14	4.19	4.11	4.12	4.51
	Faculty Member Avg (N = 373)	3.57	3.61	3.66	3.66	3.66	3.65	3.70	3.96
MHC 690	Site Supervisor Avg (N = 378)	4.54	4.64	4.64	4.72	4.66	4.68	4.60	4.84
	Faculty Member Avg (N = 370)	4.38	4.41	4.44	4.49	4.47	4.52	4.42	4.64

Mesoskill Scores by Course



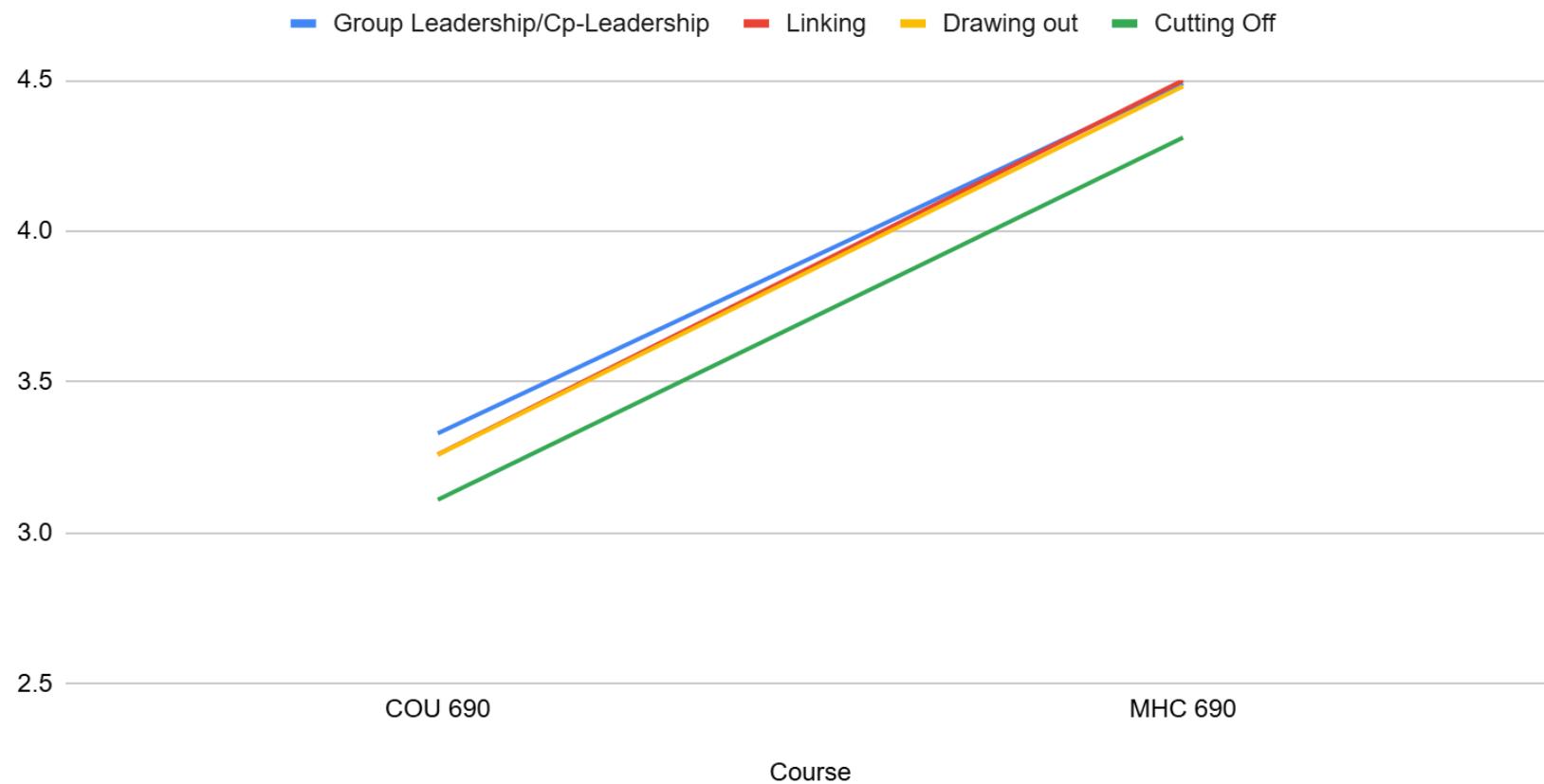
Note: Data reflects faculty member final scores by course

CDCS Group Skills by Course

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

Course	Assessor	Group Leadership/Co-Leadership	Linking	Drawing out	Cutting Off
COU 690	Faculty Member Avg (N = 337)	3.33	3.26	3.26	3.11
MHC 690	Site Supervisor Avg (N = 378)	4.64	4.36	4.38	4.40
	Faculty Member Avg (N = 370)	4.49	4.50	4.48	4.31

Group Skills Scores by Course



Note: Data reflects faculty member final scores by course

Skills Evaluation Findings

An analysis of each CDCS section indicates that students are, in aggregate, meeting or exceeding benchmark scores on required skills by the end of each evaluation point. Course-level faculty ratings in COU 540 remained at or above the minimum passing threshold of 2.0 across all microskills, with averages ranging from approximately 2.07 to 2.46, which is consistent with developmental expectations at this early stage of training. In COU 690, faculty microskills averages clustered between about 3.30 and 3.56, exceeding the 3.0 benchmark across all skills. Field experience scores demonstrated continued growth in MHC 670 and MHC 680 with both site supervisor and faculty ratings meeting or surpassing the 3.0 minimum for microskills, and in MHC 690 both field faculty and site supervisor scores exceeded the 4.0 standard across all microskills. Notably, two skills that were previously identified as areas for attention, COU 690 “Reflection of Feeling” and MHC 690 “Reflection of Meaning”, rose above their respective expected thresholds in the current cycle.

Mesoskills and group skill outcomes were likewise above benchmark. As in prior years, we observed the recurring pattern that site supervisors typically rate students slightly higher than field faculty across domains. Consultation with the Director of Counseling Programs, Professional Practice continues to suggest that this difference reflects the greater frequency and breadth of real-time observation at the field site. These assessor differences did not affect whether students met course thresholds. Faculty and site supervisor scoring remained aligned to the CDCS, which has been fully implemented across courses; the instrument continues to capture the expected developmental dip as students transition from classroom practice to direct client work while still supporting reliable benchmark decisions.

Ongoing faculty development, skills lab enhancements, and continued emphasis on consistent application of the CDCS descriptors will remain priorities. We also continue to revise our auditing processes to ensure CDCS form completion from all assessors. Overall, the current findings reflect a stable and positive skills trajectory across the curriculum, with prior areas of concern improving to at or above benchmark and advanced-level competencies demonstrating strong attainment in practicum and internship.

Dispositions

Student disposition performance was evaluated using the *Counselor's Developing Competencies Scale* (CDCS) for the reporting period from 2024 D-4 to 2025 D-3. The CDCS is comprised of four main sections (microskills, dispositions, mesoskills, and group skills) and is used across the program at specific evaluation points. The CDCS is a developmental assessment designed to capture student improvement on the noted skills and dispositions as students progress through the program.

CDCS: Disposition Performance Indicators

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

Course/Experience	Total # of Students in Course (2024 D-4 - 2025 D-3)	Minimum Required Passing Score
COU 540 Helping Skills and Techniques: Residency I (Term 2)*	25	2
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)*	337	2
MHC 670 CMHC Practicum (Term 10)*	378	3
MHC 680 CMHC Internship (Term 11)*	381	3
MHC 690 CMHC Advanced Internship (Term 12)*	380	3

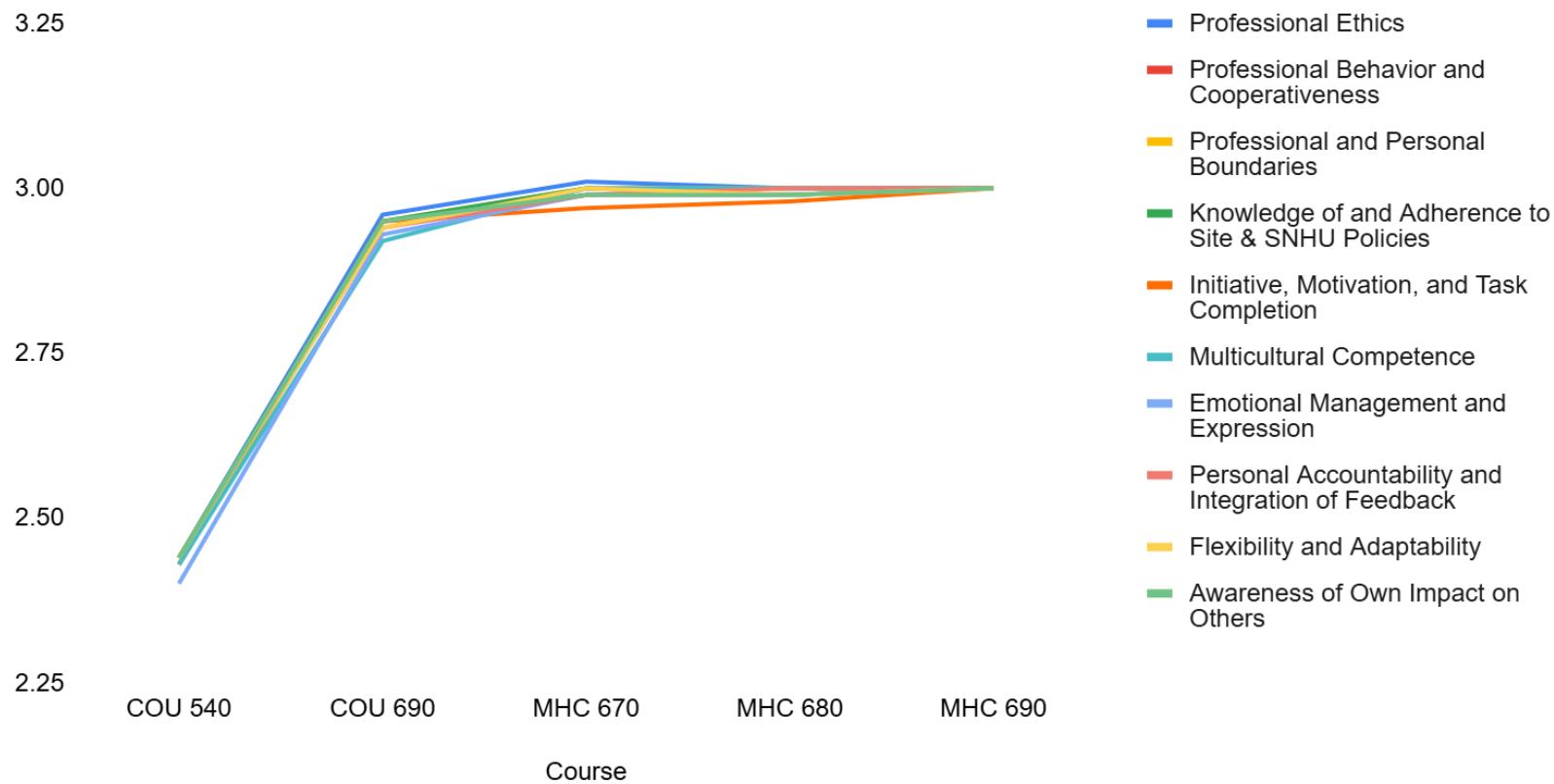
*Note: The term number reflects the term in which a full-time student (two courses/term) would take the course.

CDCS Disposition Scores by Course

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

Course	Assessor	Professional Ethics	Professional Behavior and Cooperativeness	Professional and Personal Boundaries	Knowledge of and Adherence to Site & SNHU Policies	Initiative, Motivation, and Task Completion	Multicultural Competence	Emotional Management and Expression	Personal Accountability and Integration of Feedback	Flexibility and Adaptability	Awareness of Own Impact on Others
COU 540	Faculty Member Avg (N = 25)	2.44	2.44	2.43	2.44	2.43	2.43	2.40	2.44	2.44	2.44
COU 690	Faculty Member Avg (N = 37)	2.96	2.95	2.95	2.95	2.95	2.92	2.93	2.94	2.94	2.95
MHC 670	Site Supervisor Avg (N = 378)	3.02	3.01	3.01	3.00	2.97	2.97	2.98	3.01	3.00	2.97
	Faculty Member Avg (N = 373)	3.01	2.99	3.00	3.00	2.97	3.00	2.99	2.99	3.00	2.99
MHC 680	Site Supervisor Avg (N = 378)	3.02	3.01	3.02	3.01	3.03	3.01	3.01	3.01	3.01	3.00
	Faculty Member Avg (N = 373)	3.00	2.99	3.00	2.99	2.98	3.00	2.99	3.00	2.99	2.99
MHC 690	Site Supervisor Avg (N = 378)	3.02	3.02	3.02	3.02	3.01	3.02	3.01	3.01	3.01	3.01
	Faculty Member Avg (N = 370)	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Disposition Scores by Course



Note: Data reflects faculty member final scores by course

Disposition Evaluation Findings

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

The primary observation we note with disposition demonstrations across the observation periods is that the scores from MHC 670 (the first field experience course) were slightly below the scale requirement of 3 for several dispositional scores. We believe this is due in part to the natural transition from practicing skills in class-based experiences to working with clients in the field, as well as remaining transition challenges from implementing the revised CDCS in 2023-2024.

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

We became aware of this issue in a previous review cycle and worked to address this with clearer instructions and changes to our online evaluation form. Consistent re-education of faculty and supervisors around the skill score and performance expectations resulted in improved awareness of skill descriptors and a flattening of scores across dispositions. We have taken further measures to update the online evaluation form to enforce minimum and maximum score limits to prevent this issue from recurring.

We will continue to watch for trends and monitor performance on the lower scoring dispositions so that we offer additional assistance and training where needed.

Academic and Disposition Support

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

During the 2024 D-4 to 2025 D-3 reporting period, 95 students were referred to SSC for support. Nineteen students were referred for disposition concerns. The remaining 76 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	12	73
Still Active	3	0
Referred to Professional Standards	2	0
Inactive	1	3
Withdrew from Program	0	0
Academically Dismissed from the Program	1	0
Student SuccessfullyAppealed Decision	0	0
Total	19	76

Outcomes of Professional Standards Referrals

Of the 2 students referred to professional standards, 1 was dismissed from the program, and 1 was referred back to the SSC to complete additional plans following a period of suspension.

Skills Support

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

Demographic and Other Characteristics

Demographic Data

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

- Enrolled Students:** students who had an “active” status during one or more terms in the 2024-2025 academic year. During this period, there were a total of 1,352 active students.
- Graduates:** students who graduated from the program during the terms of the 2024-2025 academic year. During this period, there were a total of 462 graduates.

Note: The program is no longer accepting new student applications, and, consequently, there is no applicant data for the reporting year.

Ethnicity

Ethnicity	Enrolled Students		Graduates	
	Count	%	Count	%
White	906	67.0%	309	66.9%
Black or African American	147	10.9%	47	10.2%

Hispanic	132	9.8%	41	8.9%
Asian	38	2.8%	13	2.8%
American Indian	4	0.3%	1	0.2%
Hawaiian/Pacific Islander	1	0.1%	0	0.0%
Other	124	9.2%	51	11.0%
Blank	0	0.0%	0	0.0%
Total	1352	100.0%	462	100%

Age

Age	Enrolled Students		Graduates	
	Count	%	Count	%
<20	0	0.0%	0	0.0%
20-25	319	23.6%	121	26.2%
26-30	327	24.2%	106	22.9%
31-35	250	18.5%	86	18.6%
36-40	171	12.6%	55	11.9%
41-45	121	8.9%	41	8.9%
46-50	90	6.7%	21	4.5%
51-55	38	2.8%	17	3.7%
56-60	26	1.9%	12	2.6%
61+	10	0.7%	3	0.6%
Unknown	0	0.0%	0	0.0%
Total	1352	100.0%	462	100.0%

Gender

Gender	Enrolled Students		Graduates	
	Count	%	Count	%
Female	1075	79.5%	375	81.2%
Male	216	16.0%	63	13.6%
Other	0	0.0%	0	0.0%
Blank	61	4.5%	24	5.2%
Total	1352	100.0%	462	100.0%

Marital Status

Marital Status	Enrolled Students		Graduates	
	Count	%	Count	%
Companion	0	0.0%	0	0.0%
Married	52	3.8%	16	3.5%
Divorced	15	1.1%	7	1.5%

Single	143	10.6%	54	11.7%
Other	0	0.0%	0	0.0%
Blank	1142	84.5%	385	83.3%
Total	1352	100.0%	462	100.0%

Military Association

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

Military Association	Enrolled Students		Graduates	
	Count	%	Count	%
Active Duty	12	0.9%	3	0.7%
Nat'l Guard or Reservist	11	0.8%	3	0.7%
Veteran	44	3.3%	13	2.8%
Spouse Active Duty	49	3.6%	20	4.3%
Spouse of Active/Retiree	0	0.0%	0	0.0%
Spouse of Non-Active Duty	0	0.0%	0	0.0%
Spouse of Veteran	10	0.7%	5	1.1%
Dependent	28	2.1%	11	2.4%
None	1198	88.6%	407	88.1%
Unknown	0	0.0%	0	0.0%
Total	1352	100%	462	100.0%

Geographic Area

State	Enrolled Students		Graduates	
	Count	%	Count	%
AE*	0	0.00%	0	0.0%
AK	6	0.44%	2	0.43%
AL	9	0.67%	3	0.65%
AP*	1	0.07%	1	0.22%
AR	0	0.00%	0	0.00%
AZ	15	1.11%	3	0.65%
CA	54	3.99%	17	3.68%
CO	40	2.96%	14	3.03%
CT	44	3.25%	9	1.95%
DC	2	0.15%	2	0.43%
DE	4	0.30%	1	0.22%
FL	67	4.96%	27	5.84%
GA	38	2.81%	9	1.95%
HI	2	0.15%	0	0.00%
IA	6	0.44%	1	0.22%
ID	9	0.67%	1	0.22%
IL	20	1.48%	4	0.87%
IN	21	1.55%	4	0.87%
KS	0	0.00%	0	0.00%
KY	9	0.67%	2	0.43%
LA	10	0.74%	7	1.52%
MA	149	11.02%	56	12.12%
MD	36	2.66%	17	3.68%
ME	29	2.14%	10	2.16%
MI	21	1.55%	4	0.87%
MN	9	0.67%	5	1.08%
MO	3	0.22%	0	0.00%
MS	3	0.22%	0	0.00%
MT	7	0.52%	2	0.43%
NC	48	3.55%	14	3.03%
ND	3	0.22%	2	0.43%
NE	4	0.30%	2	0.43%
NH	132	9.76%	48	10.39%
NJ	46	3.40%	12	2.60%
NM	6	0.44%	3	0.65%
NV	7	0.52%	3	0.65%
NY	109	8.06%	40	8.66%

OH	30	2.22%	16	3.46%
OK	6	0.44%	2	0.43%
OR	16	1.18%	6	1.30%
PA	33	2.44%	17	3.68%
PR	0	0.00%	0	0.00%
RI	35	2.59%	6	1.30%
SC	27	2.00%	9	1.95%
SD	1	0.07%	0	0.00%
TN	25	1.85%	3	0.65%
TX	81	5.99%	24	5.19%
UT	14	1.04%	7	1.52%
VA	39	2.88%	12	2.60%
VT	32	2.37%	18	3.90%
WA	32	2.37%	13	2.81%
WI	4	0.30%	0	0.00%
WV	3	0.22%	1	0.22%
WY	5	0.37%	3	0.65%
Unknown	0	0.0%	0	0.00%
Total	1352	100%	462	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	0.59%	0.22%	0.18%	0.07%	0.01%	0.00%
Asian	2.49%	1.85%	0.56%	0.89%	0.04%	0.00%
Black	12.25%	8.73%	2.77%	2.00%	0.07%	0.00%
Hawaiian Native or Pacific Islander	0.12%	0.07%	0.03%	0.00%	0.00%	0.00%
Hispanic	10.23%	7.40%	2.15%	2.14%	0.06%	0.00%
Two or More	2.66%	0.00%	0.68%	0.00%	0.04%	0.00%
Unknown/Other	5.12%	6.80%	1.31%	1.04%	0.08%	0.00%
White	45.94%	54.44%	10.90%	9.84%	0.49%	0.00%
International Student	0.93%	0.00%	0.29%	0.00%	0.03%	0.00%
Total	80.03%	79.51%	18.87%	15.98%	0.82%	0.00%

Note: CACREP n=66,104 (94.09% of CACREP-accredited schools reported this data for master's students; source= 2024 CACREP Vital Statistics Report); SNHU n=1352 (61 enrolled students did not report gender)

Demographic Findings

Comparison of our enrolled student and graduate demographic data shows parallels in the categories of age, ethnicity, gender, military affiliation, and geographic area. While some variation exists, we are not seeing considerable deviations between the demographics of our graduates versus those who are enrolled 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 2024 Vital Statistics report, our active student ethnicity and gender demographics largely parallel what is seen among all CACREP-accredited programs. The primary difference is in gender, where we have more women than men. When combined with ethnicity, our program has a higher percentage of women identifying as white or "Other/Unknown" 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 2024 D-4–2025 D-3 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.

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 = 378)	0.0%	0.0%	0.5%	11.9%	47.1%	40.2%
MHC 680 (N = 381)	1.3%	0.3%	0.8%	8.1%	40.2%	49.1%
MHC 690 (N = 380)	0.5%	0.3%	0.5%	7.1%	34.2%	57.1%

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 = 378)	0.0%	0.3%	2.1%	16.4%	44.7%	36.2%
MHC 680 (N = 381)	1.3%	0.2%	1.3%	13.1%	41.2%	42.3%
MHC 690 (N = 380)	0.5%	0.5%	1.3%	12.4%	34.5%	50.5%

Future Students

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

	Blank	No	Yes
MHC 670 (N = 378)	0.3%	6.6%	93.1%
MHC 680 (N = 381)	1.6%	9.2%	89.2%
MHC 690 (N = 380)	0.5%	11.3%	87.9%

Graduate Survey Feedback

We use a graduate survey to capture key metrics on elements of our program and to evaluate the impact of our degree on various aspects of post-graduate employment. We send graduate surveys to our alumni 6-months after their degree conferral. Of the 246 graduates who reached the six-month post-graduation mark in the academic year, 10 completed at least one section of the graduate survey, resulting in a 4% response rate.

Data collected from this year's survey is provided below. Note that one student responding to the overall survey did not complete the relevant questions 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 = 9)
Demonstrates a strong professional counselor identity (Program Outcome 1)	4.20
Advocates on behalf of the profession (Program Outcome 1)	4.33
Promotes client access, equity, and success (Program Outcome 1)	4.22
Demonstrates socially, culturally, and spiritually appropriate practices (Program Outcome 2)	4.33
Promotes social justice to minimize barriers (Program Outcome 2)	4.11
Applies theories and etiology of human growth and development to promote optimum wellness for clients (Program Outcome 3)	3.89
Supports and advocates for clients in relation to their career development (Program Outcome 4)	3.89
Utilizes appropriate counseling theories, models, and culturally relevant strategies in client treatment (Program Outcome 5)	3.78
Implements appropriate strategies for effectively forming and facilitating group counseling (Program Outcome 6)	3.89
Validly and reliably assesses the needs of counseling clients through industry- appropriate procedures (Program Outcome 7)	4.00
Incorporates evidence-based, data-driven, approaches into current practice (Program Outcome 8)	4.33
Adheres to the legal and ethical standards of clinical and mental healthcare professionals (Program Outcome 9)	4.89

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 = 9)
Your overall experience in the program	4.44
The quality of the instruction within your program	3.67
The quality of the curriculum in your program	4.11

The quality of your academic residencies	4.33
The quality of your field experience	4.11
The quality of your advising experience (i.e., academic, faculty, career services)	4.22

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 = 9)
Yes	88.9%
No	11.1%

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 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 10 respondents on the graduate survey, 4 granted permission to send the employer survey to their employer. Of those 4 employers, none completed the employer survey.

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

Subsequent Program Modifications

Enhancements to Skills Development: Skills Lab

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

Term Launched	Revisions	Data Source	Goal
2024 D-4	Increased support to fieldwork courses offering remote skills development opportunities for more advanced students in Residency II, COU 660, and MHC 670, MHC 680, and MHC 690.	CDCS	To support students' continued development of skills outside of residency courses.

Program Committee Updates/Changes

In response to evolving program needs, the following changes and updates were made in our committees across the 2024-2025 academic year:

Committee	Updates/Changes
Deferred Start/Student Engagement	<ul style="list-style-type: none">Added monthly office hours to provide ongoing access to faculty for professional development, support, and stability throughout the teach out process.
Legal and Compliance	<ul style="list-style-type: none">Changed name to “Counseling Compliance Committee” to more accurately describe the functions of the committee.

Conclusion

Despite being in teach out and no longer accepting new students, this program continues to have a dedicated staff and faculty; learning resources; financial resources; and academic leadership to ensure existing students have a positive experience and pathway to degree completion. Over the past academic year, there have been continual efforts to track data, understand where gaps or changes are needed, and work to modify processes and course development accordingly. Many of the outcomes noted above were expected as part of our program's evolution. However, many reflected new information or further solidified anecdotal information we were receiving from other sources. As a program, we are grateful for opportunities to look at data points that help direct and guide our decision-making process, and we will continue to use our comprehensive assessment plan to support program and student needs in a data-driven manner.