

ACADEMIC YEAR 2023-2024 PROGRAM EVALUATION OUTCOME REPORT

Introduction

The Clinical Mental Health Counseling program at the University of Oklahoma Online was started in 2021 after many years of successfully operating on campus in the Human Relations department. The online Clinical Mental Health Counseling program is housed in the Human Relations Department, Dodge Family College of Arts and Sciences.

Clinical Mental Health Counseling Program

The program started as a fully online program in 2021 with live sessions built into each course. In 2024, the program received approval to add summer residencies beginning with the Fall 2024 counseling cohort. The Fall 2024 cohort will be the first to attend summer residencies in 2025.

Program description

The 60-hour CMHC program is aligned with the requirements that have been approved by the Oklahoma Board of Counselors and has been approved by the Oklahoma Board of Regents. The University of Oklahoma is regionally accredited by the Higher Learning Commission. The online counseling program was started in 2021 to meet the growing need for counselors in the state of Oklahoma and beyond. The Department of Human Relations has had a counseling program that was offered in evenings and weekends. Dr. George Henderson's passion for human relations resulted in the establishment of the counseling program at the University of Oklahoma. Dr. Wesley Long, Department Chair, has carried on Dr. Henderson's vision by adding an online counseling program to increase access to counselor education training. The online counseling program offers live sessions one hour each week for 8-week courses and every other week for 16-week courses.

Employment Outlook for Mental Health Counselors

The outlook for counselors is projected to increase 19% between 2023 and 2033. The 10-year outlook for counselors is not anticipated to decrease in any specialty area. In 2023, substance abuse counselors and mental health counselors had 449,800 employed and is projected to increase to 534,300 in 2033. The average salary for mental health counselors and substance abuse counselors is \$53,710 per year and 25.82 per hour. According to the Bureau of Labor Statistics (2024), California, New York, Pennsylvania, Florida and Texas have the highest employment of counselors in the country. The highest employment location for mental health counselors are outpatient care centers, individual and family services, and offices of other health practitioners such as psychiatry and wellness centers (U.S. Bureau of Labor Statistics, 2024). Industries outside of traditional mental health practice location are childcare services and insurance carriers followed by other business, professional, political and corporate locations.

Faculty 2023-2024

Chris Hennington, Ph.D., LPC-S, NCC, LPC, CSC
Program Coordinator

Matthew Gonzales, Ph.D., ALC, NCC
Clinical Coordinator
CACREP Self-Study

Katie Braeuer, Ph.D., LPC-S, LCDC, NCC
CACREP Liaison

Katey Baruth, Ph.D., LPC, LMHC, LCAC, HSPP, NCC, LCAC
Student Organization Chair
CACREP Self Study

David Bright, Ph.D., LMHC, NCC, LPC
Admissions Committee

Kirsten Kram, Ph.D., LPC, RPT, CCCPT-S, CCPRT-S
Admissions Committee

Jordan Rogers, Ph.D., LPC
Student Organization Co-Chair

Jane E. Rheineck, Ph.D., LPC, NCC, ACS
CACREP Self-Study

Shawn Parmanand, Ph.D., LCPC, NCC, CS
Admissions Committee

Beth Hennington, Ed.D., LPC, CSC, BC-TMH
CACREP Self Study

Jen Dohlman, Ed.D., LPC-S, NC, ACS
CACREP Self-Study

OU ONLINE CMHC PROGRAM AND STUDENT FACULTY DATA

The first graduating class completed their degree in May 2024. The structure of the online CMHC program was completed in May 2024 with the core faculty and leadership positions solidified. The Co-Program Coordinator stepped down and then resigned, requiring Dr. Chris Hennington to take on the role of CACREP Liaison and Program coordinator, due to the faculty being new to the university. A full analysis of the 2024 CACREP standards and the program's alignment was conducted with a crosswalk and scope and sequence of Key Performance Indicators, program objectives and program mission.

CMHC Program and Student Faculty Data					
FTE Data Report					
Data	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Total
Total CMHC Core Faculty	6	8	8	12	34
Total CMHC Courses Taught by Core Faculty	16	21	25	30	92
CMHC Core Faculty Overloads counted as Affiliate Courses	2	4	0	4	10
CMHC Core Faculty Course Release Time Granted*	2	1	2	3	8
CMHC Courses Taught by Core Faculty plus Release Time plus Overload	20	26	27	37	110
CMHC Core Faculty	6	8	8	12	34
CMHC Courses Taught by Affiliate Faculty (x .33)	7/2.31	18/5.94	13/4.29	17/5.61	55/18.15
CMHC Courses taught by Core Faculty (%)	72%	55%	68%	66%	65%
Faculty FTE (3 Courses/ Semester)	27	44	40	54	165
CMHC Students Withdrawals/Graduates	-3/0	-4/-10	-3/-24	0/19*	10/53
Total CMHC Students Enrolled (Minus Withdrawals)	155	161	155	171	642
Student FTE Courses (3 Courses/ Semester)	465	483	465	513	1926
Ratio (FTE Student/ FTE Faculty)	17.22	10.98	11.63	9.5	11.67
* Projected					

VITAL STATISTICS

CACREP Vital Statistics: Enrollment and Retention						
Academic Year	Total Enrolled Student	CMHC Enrolled Students	CMHC Avg Graduation Rate Per Sem.	CMHC NCE Pass Rate	CMHC Percent Employed	CMHC Attrition Avg. Per Year
2023-2024	30,523	175	93%	100%	100%	2%

Demographics 2023-2024

Demographic data for the Fall 2023-2024 academic year was obtained from the office of enrollment management. The program is made up of 175 total students with 156 female and 19 males. This data was obtained after enrollment in the CMHC program.

Gender Statistics		
	N	%
Female	156	89.1%
Male	19	10.9%

Ethnicity Statistics: Integrated Postsecondary Education Data System Data (IPEDS)		
	N	%
American Indian or Alaska Native	7	4.0%
Asian	3	1.7%
Black or African American	12	6.9%
Do Not Wish To Report	4	2.3%
Hispanic	20	11.4%
Multi Race	17	9.7%
White	112	64.0%

Specific tribal affiliation is obtained due to the University of Oklahoma partnership with neighboring tribes and the desire to serve the various nations that make up the State of Oklahoma.

Indian Tribe Statistics		
	N	%
Cherokee Nation	5	2.9%
Chickasaw Nation	5	2.9%
Choctaw Nation	6	3.4%
Comanche	1	0.6%
Osage	1	0.6%
Ponca	1	0.6%
Seminole Nation	1	0.6%
Seneca-Cayuga	1	0.6%

The state of residence for online students is of particular interest when evaluating our student body and determining possible areas for recruiting. The largest demographic is Oklahoma residents, followed by Texas, Pennsylvania and Florida.

State		
	N	%
State		
AK	1	0.6%
AR	2	1.1%
AZ	1	0.6%

CA	2	1.1%
CO	2	1.1%
CT	1	0.6%
FL	4	2.3%
GA	3	1.7%
HI	1	0.6%
ID	1	0.6%
IN	1	0.6%
MO	1	0.6%
MS	1	0.6%
NC	2	1.1%
NJ	1	0.6%
OH	1	0.6%
OK	123	70.3%
OR	1	0.6%
PA	5	2.9%
TN	1	0.6%
TX	14	8.0%
UT	1	0.6%
VA	3	1.7%
WI	1	0.6%

CLINICAL MENTAL HEALTH PROGRAM LEARNING OUTCOMES

The CMHC faculty have identified the Program Learning Outcomes that align with the mission of the program and the overall mission of the Human Relations Department. The faculty believe that students time in the program will foster a comprehensive professional identity as a counselor, practice ethically, pursue counseling excellence, utilize empirical foundations and strong theoretical foundations for treatment and excel in professional practice.

OU Online CMHC Program Objectives
<p>A. Comprehensive Professional Identity: Help students establish and enhance a professional identity as a clinical mental health counselor assisting diverse communities in clinical, administrative, advocacy, and leadership roles. <i>Mission Component(s): Counseling Knowledge & Skills, Ethical Disposition</i></p>
<p>B. Ethical Practice: Ensure students adhere to the ethical scope of practice for professional counselors, including knowledge, skills, and disposition, consistent with the Oklahoma State Board of Behavioral Health rules and regulations and the 2014 ACA Code of Ethics to support clinical outcomes and maintain a reflective professional practice. <i>Mission Component(s): Ethical Disposition</i></p>

<p>C. Counseling Excellence: Equip students with effective counseling knowledge, skills, and disposition across the lifespan including case conceptualization, assessment, diagnosis, treatment planning, planning, and measuring outcomes, and documentation within individual, group, and career counseling paradigms. <i>Mission Component(s): Counseling Knowledge & Skills</i></p>
<p>D. Empirical Foundations: Train students to be responsible consumers of research to inform practice, including program evaluation, evidence-based practices, and theory-based interventions appropriate to their designated counseling setting and professional theoretical orientation. <i>Mission Component(s): Counseling Knowledge & Skills</i></p>
<p>E. Theoretical Foundations: Teach students to incorporate theories of human behavior and mental health through integration with individual, group, and career counseling to help the mental health and wellness of diverse populations. <i>Mission Component(s): Counseling Knowledge & Skills</i></p>
<p>F. Professional Practice: Equip students with the knowledge and skills to enter the counseling profession and practice within a variety of settings. <i>Mission Component(s): Counseling Knowledge & Skills</i></p>

COURSE-LEVEL KEY PERFORMANCE INDICATORS (KPI) EVALUATION DATA

The Key Performance Indicators for the CMHC program Objectives Alignment of Program Educational Objectives with 2024 CACREP Standards and Key Performance Indicators.

Key Performance Indicators (KPIs) for Program Learning Outcomes

Knowledge, Skills, and Professional Dispositions

Program Outcomes

1. Comprehensive Professional Identity: Help students establish and enhance a professional identity as a clinical mental health counselor assisting diverse communities in clinical, administrative, advocacy, and leadership roles.

Data Collection Course (s): KPIs

- *HR 5593 Multicultural Counseling:* Student Scores on Cultural Immersion Paper
- *HR 5533 Counseling Theories:* Assignment

2023-2024 KPI Results: PLO1				
Course	Fall 2023	Spring 2024	Summer 2024	Fall 2024
HR 5593 Multicultural Counseling: Student Scores on Cultural Immersion Paper	991-19/22	Not offered	991-12/12 992-07/09 993-12/13 994-08/08	991-09/09 992-09/09
HR 5533 Counseling Theories: Assignment	991-21/22 992-21/25	991-18/18	Not offered	991-06 992-10 993-09

				994-09 In Progress
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2. Ethical Practice: Ensure students adhere to the ethical scope of practice for professional counselors, including knowledge, skills, and disposition, consistent with the Oklahoma State Board of Behavioral Health rules and regulations and the 2014 ACA Code of Ethics to support clinical outcomes and maintain a reflective professional practice.

Data Collection Course: KPIs

- *HR 5453 Ethical Issues in Human Relations:* Student Scores on Final Paper & Presentation

2023-2024 KPI Results: PLO2				
Course	Fall 2023	Spring 2024	Summer 2024	Fall 2024
HR 5453 Ethical Issues in Human Relations: Student Scores on Final Paper & Presentation	991-18/18	991-11/11 992-11/11 993-09/10 994-12/13	Not Offered	991-08/08 992-08/08

3. Counseling Excellence: Equip students with effective counseling knowledge, skills, and disposition across the lifespan including case conceptualization, assessment, diagnosis, treatment planning, planning, and measuring outcomes, and documentation within individual, group, and career counseling paradigms

Data Collection Course (s): KPIs

HR 5923 Human Growth & Development: Student Scores on Development Theory Paper

HR 5613 Assessment and Evaluation in Counseling: Assignment in Student Scores on Final Diagnostic Report

HR 5563 Career Counseling: Career Assessment Case Study

2023-2024 KPI Results: PLO3				
Course	Fall 2023	Spring 2024	Summer 2024	Fall 2024
HR 5923 Human Growth & Development: Student Scores on Development Theory Paper	991-21/21 992-25/25	991-07/07 992-10/10	Not offered	991-09 992-09 993-08 994-08 In Progress
HR 5613 Assessment and Evaluation in Counseling: Assignment in Student Scores on Final Diagnostic Report	991-15/16	991-16/17 992-20/20	991-07/10 992-08/09	991-08 992-12 In Progress
HR 5563 Career Counseling: Career Assessment Case Study	991-11/12	991-15/15 992-16/16	991-06/06 992-08/08	991-08 992-07 993-06 994-07

4. Empirical Foundations: Train students to be responsible consumers of research to inform practice, including program evaluation, evidence-based practices, and theory-based interventions appropriate to their designated counseling setting and professional theoretical orientation.

Data Collection Course (s): KPIs

HR 5633 Advanced Counseling Skills: Student Scores on Skillsetter Demonstrations

HR 5613 Assessment and Evaluation in Counseling: Counseling Diagnostic Report Presentation

HR 5503 Research in Counseling: Student Scores on Research proposal

2023-2024 KPI Results: PLO4				
Course	Fall 2023	Spring 2024	Summer 2024	Fall 2024
HR 5633 Advanced Counseling Skills: Student Scores on Skillsetter Demonstrations	991-29/30	991-09/09 992-07/07	991-08/08 992-08/08 993-05/07 994-07/07	991-08/09 992-09/09
HR 5613 Assessment and Evaluation in Counseling: Counseling Diagnostic Report Presentation	991-14/16	991-14/17 992-18/20	991-07/10 992-07/09	991-08/08 992-12/12
HR 5503 Research in Counseling: Student Scores on Research proposal	Not offered	Not offered	990-10/12 991-08/08 992-12/13 993-09/09 994-09/09 998-09/09	Not offered

5. Theoretical Foundations: Teach students to incorporate theories of human behavior and mental health through integration with individual, group, and career counseling to help the mental health and wellness of diverse populations

Data Collection Course (s): KPIs

HR 5533 Counseling Theories: Student Scores on Guided Theory Paper

HR 5433 Group Counseling in Human Relations: Student Scores on Group Proposal Parts A & B

HR 5613 Assessment and Evaluation in Counseling: Counseling Diagnostic Report Presentation

2023-2024 KPI Results: PLO5				
Course	Fall 2023	Spring 2024	Summer 2024	Fall 2024
HR 5533 Counseling Theories: Student Scores on Guided Theory Paper	991-21/21 992-21/25	991-18/18	Not offered	991-06 992-10 993-09 994-09 In Progress

HR 5433 Group Counseling in Human Relations: Student Scores on Group Counseling Proposal Parts A & B	991-14/14 992-36/36	991-06/07 992-05/06 993-05/06	Not offered	991-11 992-09 993-12 994-13 In Progress
HR 5613 Assessment and Evaluation in Counseling: Counseling Diagnostic Report Presentation	991-14/16	991-14/17 992-18/20	991-07/10 992-07/09	991-08/08 992-12/12

6. Professional Practice: Equip students with the knowledge and skills to enter the counseling profession and practice within a variety of settings.

Data Collection Course: KPIs

Program Wide: Participating in Professional Organizations & Activities

Cumulative Disposition Evaluations

HR 5903/5913 Internship I and II: Student Scores on Clinical Evaluations

HR 5913 Internship II: Average Student Scores on Clinical Evaluations = 2.4

2023-2024 KPI Results: PLO6				
Course	Fall 2023	Spring 2024	Summer 2024	Fall 2024
Program Wide: Participating in Professional Organizations & Activities				In Progress
Cumulative Disposition Evaluations				In Progress
HR 5903 Internship I: Student Scores on Final Clinical Evaluation	991-05/06 992-05/06	991-04/05 992-08/08 993-06/07 994-07/08	991-07/07 992-07/08	991-05 992-07 993-09 994-07 In Progress
HR 5913 Internship II: Student Scores on Final Clinical Evaluation	Not offered	991-06/06 992-04/05	991-09/11 992-10/10 993-06/06	991-06 992-09 In Progress

CPCE STUDENT ASSESSMENT DATA

The Comprehensive Professional Counseling Exam (CPCE) is used to assess content knowledge that should have been mastered after completion of the CMHC program. The exam was first given in Fall 2023 N = 10 students taking the exam and achieving an overall score of 85.33. The second administration, N = 28 showed a slight decrease overall with a slight increase for the Summer 2024 administration with N = 14 and a mean score of 84.78. After the program was completely developed and some revision in coursework, the Fall 2024 exam with N = 28 resulted in a mean score of 94.

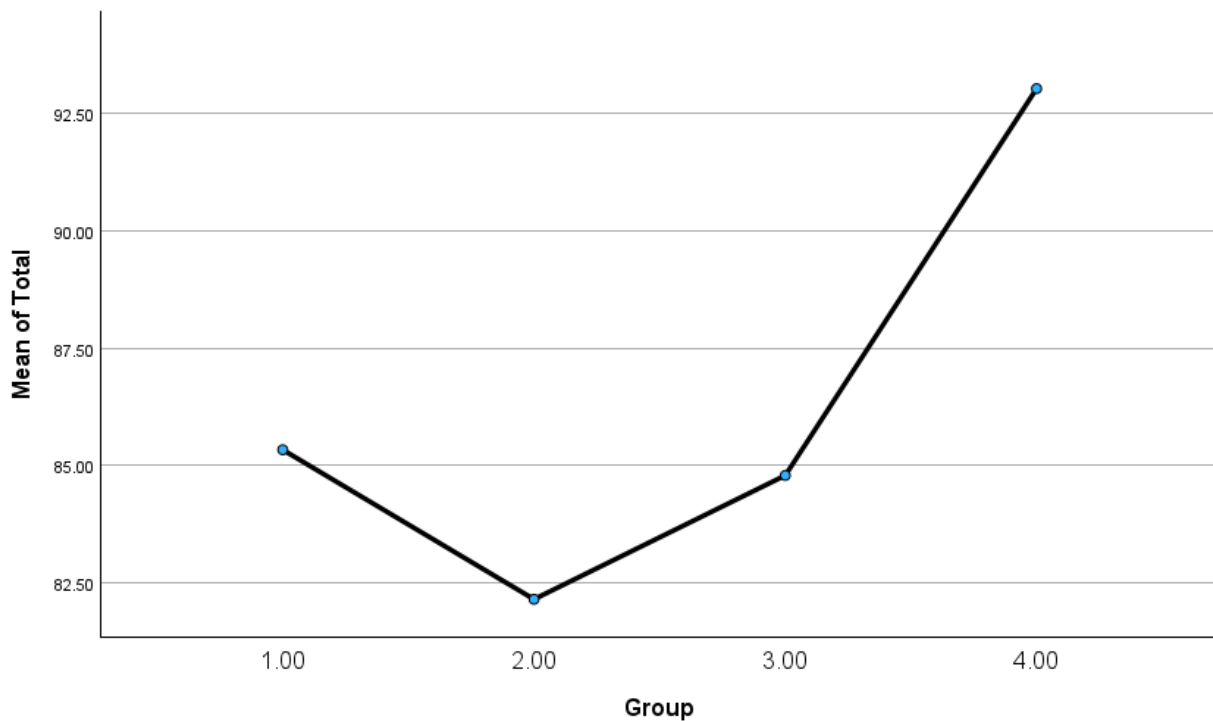
CPCE Aggregate Student Assessment Data								
Competency	OU Student Average Fall 2023 N = 10	National Average	OU Student Average Spring 2024 N = 28	National Average	OU Student Average Summer 2024 N = 14	National Average	OU Student Average Fall 2024 N = 28	National Average
C1 Professional Counseling Orientation and Ethical Practice	10.7	10.12	10.39	10.82	11.42	12.40	11.35	12.3
C2 Social and Cultural Diversity	10.6	9.50	10.14	10.23	9.7	10.70	10.67	10.7
C3 Human Growth and Development	11.7	10.66	10.39	11.27	9.85	11.8	10.82	11.8
C4 Career Development	10.6	9.37	9.79	11.01	10.36	12.82	12.82	12.9
C5 Counseling and Helping Relationships	9.44	8.77	10.25	10.85	10.78	11.35	11.14	11.2
C6 Group Counseling and Group Work	11.77	10.37	9.78	10.25	11.28	12.97	12.89	12.8
C7 Assessment and Testing	8.88	8.37	10.39	10.75	10.28	11.94	11.89	11.8
C8 Research and Program Evaluation	10.55	9.27	11.00	12.08	11.07	12.52	11.96	12.5
Total	85.33		82.14		84.78		93	

OU Online CMHC CPCE Student Pass Rate

The pass rate for the Fall 2023 administration was 90% with 1 out of 10 students scoring below 70. The pass rate for Spring 2024 was 82%, Summer 2024 pass rate was 75% and Fall 2024 pass rate was 96%.

Testing Term	Percent Passing
Fall 2023	90%
Spring 2024	82%
Summer 2024	75%
Fall 2024	96%

The CPCE was administered to students in the Fall 2023, Spring 2024, Summer 2024 and Fall 2024 semesters. The first testing group was relatively small, N = 10 compared to the second testing group, N = 28. For Summer, N = 14 and Fall, N = 28. A one-way ANOVA was used to determine the level of change from each administration. The most significant change was in Career Counseling, Assessment in Counseling and Group counseling, which showed a significant increase from the initial administration to the current testing term.



NCE LICENSURE TEST DATA

A total of 18 students reported NCE scores after graduation. There were 18 out of 32 graduates that took the NCE and passed leading to the LPC Associate or equivalent license in their state. Continued efforts will be made to collect NCE data.

AY 2023-2024 NCE Results				
	Testing	# Pass/Reported	# Fail	Pass Rate
Total 2023-2024	32	18/50%	0	100%

NON-ACADEMIC PROGRAM OUTCOMES: CMHC PROGRAM STUDENT DISPOSITION EVALUATION

Student disposition is assessed during the student’s first semester of enrollment and again during the first skills course. The skills course falls at the 18-month mark and allows for students to be evaluated consistently at two intervals. However, students can be evaluated as needs arise if a need is identified by a faculty member.

Skill/Disposition Description Fall 2024	Average
Demonstrates awareness, appreciation, & respect of cultural differences (e.g., ethnicity, spirituality, sexual orientation, SES, etc.). Engages in broaching when appropriate.	3.0
Attends all class meetings & supervision sessions in their entirety, is prompt, & is engaged in the learning process.	2.92
Practitioner is dressed professionally and groomed appropriately for class and sessions.	3
Adheres to the ethical guidelines of the ACA, ASCA, & AAMFT. Demonstrates consistent ethical behavior & judgment.	3
Maintains appropriate boundaries with supervisors, peers, & clients.	3
Demonstrates emotional stability and self-control in relationships with supervisors, peers, & clients.	2.92
Demonstrates appropriate levels of self-assurance and trust in own ability.	3
Completes all required records (e.g., session notes, Tx plan, etc.), client documentation, and assignments in a timely & comprehensive fashion.	2.84
Demonstrates adherence to all classroom, clinic, and site policies & procedures.	3
Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.	3
Takes initiative to seek consultation, supervision, outside resources, and professional development opportunities to get personal learning needs met and improve counseling skills.	3
Responds non-defensively & changes behavior in accordance with supervisory feedback.	3
Demonstrates enthusiasm for professional and personal growth & development.	3

OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

The University of Oklahoma CMHC program has been approved by the National Board for Certified Counselors (NBCC) to provide CEUs for site supervisors and other professionals interested in learning from the faculty. Topics include Ethics, Ethical Issues in Supervision. Multicultural Counseling Current Trends, etc.

SITE SUPERVISOR SURVEY RESULTS

Site supervisors were surveyed to gauge the strengths and weaknesses of the program with evidence from student performance. A 10% return rate resulted in 9 surveys that were completed. Overall, the results of the survey were positive, with one indication that more training in diagnosis is needed. Another weakness was the lack of ability to balance work and life, and a seeming inability to effectively manage multiple commitments.

Program Strengths	Areas for Improvement
Professionalism and collaboration with staff on client's growth.	Keep up the great work!
Intern was prepared to see clients from the first day	None at this time
knowledge of counseling techniques	better training in diagnosis
Interns are observed to have compassion toward meeting client's where they are.... welcoming attitude in creating a warm environment for clients, ability to listen to client's needs, developing appropriate treatment plan/goals/objectives; sensitivity to client's problems/goals;	We thoroughly enjoy our Interns at Restore, they are dedicated in their desire to meet client's needs, establish collaborative rapport, creation of warm and welcoming environment to enhance client care;
Consistent, Professional, Honest	To know more about the Ethics or Law exams per each state that potential candidates need to complete and pass.
Student is hard working, reflective in her work and eager to learn.	No recommendations at this time.
Building therapeutic rapport, being self-starters, group counseling	I would suggest not allowing students to enter practicum unless they have the confidence and skills necessary to begin preliminary work with clients.
Based on the intern I worked with she appears to be great with engaging with clients and bringing processing tools in the room.	Professional development. Intern struggled with true expectations of the role of an intern within the agency, balance internship requirements with course work and home life, and calculating appropriate internships hours/requirements at the agency. She

	focused more on direct hours, when indirect hours are just as important with professional development.
They consistently demonstrate exemplary professional behavior. They come well-prepared, show a genuine openness to learning, and actively seek and embrace feedback. Their dependability is commendable, and they are dedicated to enhancing their direct practice skills. This commitment not only reflects their personal growth but also contributes positively to your program's success.	At this time, I do not have feedback for this area. I have been pleased with this individual's preparedness.
Organizational skills, reception to feedback, and balancing work/life/school challenges for our full-time employees attending graduate school	Please continue to promote the importance and need for professional engagement, especially at the state level.
Career Counseling was well understood by the student.	Application of techniques in crisis work.
Intern is well versed in many modalities and loves working with her clients.	Unsure at this time.

The next survey of site supervisors is scheduled for February 2025, See Appendix A for data collection schedule.

ALUMNI PROGRAM SURVEY RESULTS

The sample size for the alumni survey was relatively small and is reflected in the return rate of alumni surveys during this administration. Most returned surveys indicated an overall satisfactory experience with the knowledge gained and the preparation for entering the field of counseling. Respondents from the first cohort rated their experience lower and their level of confidence less than later cohorts. This is likely due to the program being developed and encountering growing pains during the establishment of policies and procedures.

Gender		N	%
	Biological Female	3	60
	Biological Male	1	20
	Non-Binary	1	20
Ethnicity			
	American Indian/Alaska Native	1	20
	Hispanic, Latino or Spanish Origin	1	20
	White	3	60
Graduation			

	August 2024		60
	May 2024		40
Licensure			
	I am scheduled for the tests needed to get the provisional license for my state.	2	40
	I have received my provisional license. This means you are working on the hours required in your state before obtaining full licensure.	3	60
Currently			
	Employed as a case manager in a mental health organization	1	20
	Employed as a counselor in a group practice	1	20
	Employed as a counselor in an organization (i.e. hospital, business, university)	2	40
	Employed in a non-counseling related job	1	20
Starting Salary			
	40,000-60,000	3	60%
	Less than 40,000	2	40%
Current Salary			
	100,000-120,000	1	20%
	40,000-60,000	2	40%
	Less than 40,000	2	40%

Students report feeling well prepared for Human Growth and Development, Counseling Theory, Techniques, Group Practice, Diagnosis, Ethical Issues, Legal Issues, and Treatment Planning. Areas where respondents felt less prepared are Assessment and Evaluation, Research, Couples and Family, Crisis, Counseling Individuals with Special Needs, working with children and adolescents, professional credentialing, maintaining professional membership, Peer Consulting and Program Evaluation.

Please your level of preparedness for each content area:

		N	%
Human Growth and Development			
	1 Completely unprepared.	1	20
	2 Not prepared. Missing big pieces.	0	

	3 Minimally Prepared	1	20
	4 Well-prepared	3	60
	5 Outstanding	0	
Counseling Theory			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	0	
	4 Well-prepared	5	100
	5 Outstanding	0	
Counseling Techniques			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared	0	
	4 Well-prepared	3	60
	5 Outstanding	1	20
Group Practice			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	1	20
	4 Well-prepared	3	60
	5 Outstanding	1	20
Assessment and Evaluations			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	3	60
	4 Well-prepared	1	20
	5 Outstanding	1	20
Research			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	3	60
	4 Well-prepared	2	40
	5 Outstanding	0	
Diagnosis			

	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	1	20
	4 Well-prepared	3	60
	5 Outstanding	1	20
<i>Marriage and Family Counseling</i>			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	2	40
	4 Well-prepared	2	40
	5 Outstanding	1	20
<i>Ethical Issues</i>			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	0	
	4 Well-prepared	4	80
	5 Outstanding	1	20
<i>Legal Issues</i>			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	2	40
	4 Well-prepared	3	60
	5 Outstanding	0	
<i>Crisis Counseling</i>			
	1 Completely unprepared.	1	20
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared	2	40
	4 Well-prepared	1	20
	5 Outstanding	0	
<i>Counseling Individuals with Special Needs</i>			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	2	40
	3 Minimally Prepared	2	40

	4 Well-prepared	1	20
	5 Outstanding	0	
Working with Children and Adolescents			
	1 Completely unprepared.	1	20
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared	1	20
	4 Well-prepared	2	40
	5 Outstanding	0	
Treatment Planning			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	0	
	3 Minimally Prepared	1	20
	4 Well-prepared	4	80
	5 Outstanding	0	
Professional Credentialing			
	1 Completely unprepared.	1	
	2 Not prepared. Missing big pieces.	2	
	3 Minimally Prepared	0	
	4 Well-prepared	2	
	5 Outstanding	0	
Maintaining Professional Membership			
	1 Completely unprepared.	1	20
	2 Not prepared. Missing big pieces.	2	40
	3 Minimally Prepared	1	20
	4 Well-prepared	1	20
	5 Outstanding	0	
Peer Consulting			
	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	2	40
	3 Minimally Prepared	1	20
	4 Well-prepared	2	40
	5 Outstanding		
Program Evaluation			

	1 Completely unprepared.	0	
	2 Not prepared. Missing big pieces.	2	40
	3 Minimally Prepared	1	20
	4 Well-prepared	2	40
	5 Outstanding	0	

Respondents' confidence in their ability to practice was like their perceived level of preparedness. Overall, graduates felt well-prepared to practice with the training they received in Human Growth and Development, Theories, Techniques, Group Counseling, Diagnosis, Ethical Issues, Legal Issues, and Treatment Planning. Graduates' confidence in their ability as a counselor was somewhat confident to very confident. Graduates are confident in their ability to do well on credentialing exams, very confident in their professional/ethical behavior, very confident in their ability to respond to feedback. Graduates reported being very confident in their multicultural sensitivity, relationships with other employees, general work attitude, conscientiousness, pursuing professional development and gender sensitivity.

Please rate your confidence in your ability to practice using the following:

		N	%
<i>Human Growth and Development</i>			
	1 Completely unprepared.	1	20
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared	1	20
	4 Well-prepared	3	60
	5 Outstanding		
<i>Counseling Theory</i>			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared	1	20
	4 Well-prepared	4	80
	5 Outstanding		
<i>Counseling Techniques</i>			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared	1	20
	4 Well-prepared	3	60

	5 Outstanding	1	20
	1 Completely unprepared.		
Group Practice			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared	2	40
	4 Well-prepared	3	60
	5 Outstanding		
Assessment and Evaluations			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared	3	60
	4 Well-prepared	2	40
	5 Outstanding		
Research			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared	3	60
	4 Well-prepared	2	40
	5 Outstanding		
Diagnosis			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared		
	4 Well-prepared	4	80
	5 Outstanding	1	20
	1 Completely unprepared.		
Marriage and Family Counseling			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared	2	40
	4 Well-prepared	1	20

	5 Outstanding	1	20
<i>Ethical Issues</i>			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared		
	4 Well-prepared	3	60
	5 Outstanding	1	20
<i>Legal Issues</i>			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared	1	20
	4 Well-prepared	3	60
	5 Outstanding		
<i>Crisis Counseling</i>			
	1 Completely unprepared.	1	20
	2 Not prepared. Missing big pieces.	2	40
	3 Minimally Prepared	1	20
	4 Well-prepared	1	20
	5 Outstanding		
	1 Completely unprepared.		
<i>Counseling Individuals with Special Needs</i>			
	1 Completely unprepared.	1	20
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared	2	40
	4 Well-prepared	1	20
	5 Outstanding		
<i>Working with Children and Adolescents</i>			
	1 Completely unprepared.	1	20
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared	1	20
	4 Well-prepared	2	40
	5 Outstanding		
<i>Treatment Planning</i>			

	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared	2	40
	4 Well-prepared	3	60
	5 Outstanding		
Professional Credentialing			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.	1	20
	3 Minimally Prepared	2	40
	4 Well-prepared	2	40
	5 Outstanding		
	1 Completely unprepared.		
Maintaining Professional Membership			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.	2	40
	3 Minimally Prepared	1	20
	4 Well-prepared	2	40
	5 Outstanding		
Peer Consulting			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.		
	3 Minimally Prepared	3	60
	4 Well-prepared	2	40
	5 Outstanding		
Program Evaluation			
	1 Completely unprepared.		
	2 Not prepared. Missing big pieces.	2	40
	3 Minimally Prepared	1	20
	4 Well-prepared	2	40
	5 Outstanding		
Confidence in my ability as a counselor			
	1 Not confident		

	2 Minimally Confident	2	40
	3 Somewhat Confident	1	20
	4 Very Confident	2	40
	5 Extremely Confident		
Confidence in taking the exams needed for certification.			
	1 Not confident		
	2 Minimally Confident		
	3 Somewhat Confident	1	20
	4 Very Confident	4	80
	5 Extremely Confident		
Professional/Ethical/Legal Behavior			
	1 Not confident		
	2 Minimally Confident		
	3 Somewhat Confident		
	4 Very Confident	4	80
	5 Extremely Confident	1	20
Responsiveness to Supervision, feedback, and/or suggestions			
	1 Not confident		
	2 Minimally Confident		
	3 Somewhat Confident		
	4 Very Confident	4	80
	5 Extremely Confident	1	20

		N	%
Professional attitudes			
	1 Not confident		
	2 Minimally Confident	2	40
	3 Somewhat Confident	1	20
	4 Very Confident	2	40
	5 Extremely Confident		
Multicultural sensitivity			
	1 Not confident		

	2 Minimally Confident		
	3 Somewhat Confident	1	20
	4 Very Confident	4	80
	5 Extremely Confident		
<i>Relationships with other employees</i>			
	1 Not confident		
	2 Minimally Confident		
	3 Somewhat Confident		
	4 Very Confident	4	80
	5 Extremely Confident	1	20
<i>General Work Attitude</i>			
	1 Not confident		
	2 Minimally Confident		
	3 Somewhat Confident		
	4 Very Confident	4	80
	5 Extremely Confident	1	20
<i>Conscientiousness</i>			
	1 Not confident		
	2 Minimally Confident		
	3 Somewhat Confident		
	4 Very Confident	4	80
	5 Extremely Confident	1	20
<i>Pursuing Professional Development</i>			
	1 Not confident		
	2 Minimally Confident		
	3 Somewhat Confident		
	4 Very Confident	4	80
	5 Extremely Confident	1	20
<i>Gender Sensitivity</i>			
	1 Not confident		
	2 Minimally Confident		
	3 Somewhat Confident		
	4 Very Confident	3	60

	5 Extremely Confident	2	40
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Based on your observations and experiences, what are the major professional strengths demonstrated in your CMHC program at OU? Let us know what you appreciated.		
	N	%
Feedback was huge! I appreciated learning more and professors being open and empathetic to us learning about this new career industry. Mostly communication was pretty good, but really appreciated feedback on assignments and Video assignments.	1	20.0%
Genuine feedback on assignments and direction on how to improve. Paying for skillsetter was not great but the practice was very helpful.	1	20.0%
I enjoyed the live sessions with my classmates if they were largely discussion/interaction based as opposed to only lecture.	1	20.0%
I think ethics, legal considerations, and theories were adequate for the profession. I appreciated some of the individual faculty and how they offered help outside of classes.	1	20.0%
The courses covered along with the grace given by professors when finding external course expectations.	1	20.0%

Students were asked to give qualitative feedback and the following are their results:

Based on your observations and experiences, what specific ways would you recommend the professional preparation for counselors be improved in the CMHC program at OU?

Canvas specifically needs to be gone over with specifics to detail. There were consistent issues where resources and assignments are not adequately described which frequently left students feeling like they had no idea what the expectations were. Just simple things like putting Intern II on the E-portfolio instead of an obviously copy/pasted page from Intern I. Details like this made me feel that the department did not care how they presented themselves. I think the way 8-week courses are planned are not well thought out. I think there should be more of an emphasis to give students more breaks like the regular campus takes.		
Have an optional seminar that explains licensing. I realize you can't do all states but as the school is in Oklahoma, at least that should be done. Allowing professors to create their own courses. The "I don't know, I didn't create this course" answer by professors became redundant and irritating.		
I would probably say just a little bit more preparation on when we are about to graduate. It was really confusing trying to figure out exactly how to apply for exams and so forth. I think having a class or at least a Section towards the end of the last semester prepping to identify what is needing to be completed after graduation. Supplying more information.		

Based on your observations and experiences, what specific ways would you recommend the professional preparation for counselors be improved in the CMHC program at OU?

Professors that work at the campus giving the online cohort the same equality/equity that their campus students receive. Also, keeping testing based on the materials and syllabus instead of making up one that is not covered in the material.		
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Wish we would have gotten more guidance on the licensing process. It kind of felt like we graduated and were expected to know how to do that already. I think ensuring that the Canvas website for courses accurately reflects the assignments, due dates, etc. (that was a continued issue) would help so students know how to meet expectations. Additional help with the practicum/internship process is hugely needed. The P/I portion of the program was very disorganized for my cohort (#2).		
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If you have suggestions on a new technique to implement in our program let us know. We value any input you have.

Another recommendation would possibly be a section on learning to counsel with special populations. Being prepared to council individuals within that community.		
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Commitment to transparency about CACREP and the department in general would have made a significant difference. You all should have at least a once-a-semester meeting about what is going on with the program just to give more of an indication that the faculty cares about our experience. New students were being signed up that were being given the same misinformation about CACREP that my cohort was being given in 2021. That is unacceptable. The department could communicate more clearly like other departments behave at most universities. Also, you can't slap up a handbook, never refer to it, and change the rules without having a meeting. Nobody in my cohort knew about the telehealth expectations, or the requirement to participate in group therapy. Both practicum and internship faculty did not mention these requirements. There was also conflicting information about multiple supervisors and how often you had to check in with them depending on who your faculty member was. It's obvious that you don't have intentions to communicate with students or that online faculty talk to each other. I would never pick this program if I had to do it over because of how much misinformation was given constantly. I also felt that students who were way behind in knowledge/skills were being passed when they have no business being counselors.		
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n/a		
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Read above.		
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The importance of community mental health. The topic was briefly discussed in one course. Private practice was predominant with experiences and procedures.		
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Graduation Survey Data

Alumni will be surveyed 6 months after graduation and every two years to determine the long-term progress of graduates. Employment trends, doctoral program enrollment and additional training will be the focus of the two-year evaluation.

CHANGES AND UPDATES DURING AY 2023-2024

Other Program Changes/Events (based on student, faculty and site supervisor feedback, program evaluation data, etc.)

Beginning in Summer 2025, the online CMHC program will require a one week in person residency in each summer of enrollment. The courses that will have a residency component and an asynchronous component will be Counseling Skills, Group Counseling, Assessment in Counseling and Counseling Children and Adolescents. The Counseling Children and Adolescents course will be replacing

Psychopharmacology. Pertinent material related to psychopharmacology will be infused into Psychopathology.

Based on feedback from the Advisory Board, the clinical coordinator will schedule an open slot each week for site supervisors to join via Zoom and ask questions, voice concerns and address any issues that may exist at the site.

Quizzes will be added to every course that aligns with the CPCE and NCE format for testing.

A Pre-practicum course will be added to better prepare students for the practicum

The faculty have made significant updates to the Research in Counseling course which involved a new textbook and adding specific assignments related to program evaluation and statistics. Performance on the research section of the CPCE has remained relatively high compared to the national average. The assessment course has been updated with weekly quizzes being added. The crisis course was also revised

This evaluation data is ongoing. Updates and changes are made based on needs of the students and stakeholders of the program.