



Clinical Mental Health Counseling Annual Report 2024-2025

Master of Science in Education (M.S.Ed)

Buena Vista University (BVU)

Prepared by the Clinical Mental Health Counseling Program Faculty at BVU in the Fall of 2025. Please contact the CACREP liaison, Jennifer R. Werries, Ph.D., with any questions or comments at werries@bvu.edu.

Overview of the Clinical Mental Health Counseling Program

The Master of Science in Education- Clinical Mental Health Counseling (CMHC) Program offers a 24-month, Council for Accreditation of Counseling and Related Education Programs (CACREP) accredited, digitally delivered (online) curriculum that requires two four-day clinical residencies on BVU's campus.

Counseling Program Mission

The BVU Clinical Mental Health Counseling program provides innovative, accessible, and student-centered education rooted in best practice and nationally recognized counselor education standards, as outlined by the Council for Accreditation of Counseling and Related Education Programs (CACREP). We prepare students to become licensed professional counselors who are engaged practitioners, leaders, and social change agents.

Counseling Program Vision

The BVU Counseling Program prepares a community of ethically and culturally competent, trauma-informed practitioners who promote wellbeing by empowering individuals and families across the lifespan, challenging inequities, and contributing to the counseling profession and society in meaningful ways.

Counseling Program Objectives

- The educational experiences of Buena Vista University's Counselor Education program are grounded in evidence-based theories, wellness, and development.
- The educational experiences of Buena Vista University's Counselor Education program cultivate culturally reflective practitioners through social advocacy and diverse learning experiences.
- The educational experiences of Buena Vista University's Counselor Education program focus on the core elements of an effective helping relationship and counselor identity.
- The educational experiences of Buena Vista University's Counselor Education program model lifelong professional development, self-awareness, and experiential learning.

Counseling Program Online Information

- Website: <https://www.bvu.edu/programs/graduate/education/master-science-mental-health-counseling>
- Facebook: <https://www.facebook.com/BVUGrad/>

Annual Report

This annual report aims to inform all M.A. in Counseling Program stakeholders, including students, faculty, administration, alumni, and site-supervisors, about program evaluation results, program modifications based on these results, and other significant program changes.

Review Period

The data reported in this report reflects data collected from the 2024-2025 academic year (AY). An AY consists of six 7.5-week terms. The AY for the 2024-2025 school year began with term six 2024 and ended with term five 2025.

Admissions, Enrollment, and Faculty

Admissions

The CMHC program admits students once per year for the summer term. For the admission cycle during the 2024-2025 AY, 105 prospective students submitted applications for admission, an 81% increase since the previous AY. It is noted that while it is a substantial increase in the number of prospective students, the actual enrollment is only 16.7% higher.

Enrolled Students

Of the 105 prospective students, 44 students were accepted and enrolled into the program for the 2024-2025AY; however, two withdrew prior to the term start, making 42 new students for the start of Term 6. This is a 16.7% increase from the previous year. As of the first term of 2024-2025AY, a total of 62 students were enrolled in the program in their first and second years.

Action Items:

- Add additional program entrance opportunities to allow student flexibility (e.g. Term 1, 3, 5), retention, and increase overall enrollment.
- Add year-round student interviews to accommodate new start dates
- Allow a licensure-only enrollment as class size permits
- The CMHC program was categorized as an on-campus program on the CACREP website for the past several years. This error was noted and corrected in Term 6, 2025.
- Increase BVU program visibility via CACREP's program spotlight opportunity

Faculty

During 2025-2026AY, four core faculty in the CMHC program had full-time academic appointments. The program also employed seven adjunct faculty members across the 2024-2025AY. This year also involved planning for leadership transition as the current program director wished to return to a non-administrative core faculty role.

FTE Ratio**Faculty to Student**

CACREP requires accredited counseling programs to maintain a 12-to-1 faculty-to-student Full-Time Equivalency (FTE) ratio. This ratio includes counts of both full-and part-time students and core and adjunct faculty. For the 2024-2025AY, the FTE ratio was less than 8 students to 1 faculty (7.7).

Core Faculty to Adjunct Faculty

CACREP requires that core faculty teach the majority of credit hours (at least 51%) for students enrolled in the program. For the 2024-2025AY, the full-time Core FTE to Adjunct FTE was that 61.5% of the credit hours were taught by core faculty.

Faculty and Staff Observations: Faculty

- It was decided that additional adjunct faculty were necessary due to natural attrition of non-core faculty and to fulfill the increased need for residency faculty. Five additional adjunct faculty were hired in preparation for the upcoming AY.
 - New adjuncts received onboarding documents and met with the clinical director/incoming program director for mentoring and course review prior to starting their first term.
- Adjunct faculty were invited to monthly curriculum meetings to offer their insights, feedback, and expertise.
- Files were developed to aid in guidance for Skillsetter and Tevera (**now called Experiential Learning Cloud; ELC**).
- Course Leads developed instructor guides, which were placed in the instructor resources.
- Faculty roles and responsibilities were reviewed and redistributed among the four core faculty.

Action Items for the 2024-2025 AY:

- Develop a CMHC faculty-specific guidebook.
- Course Leads will provide mentorship for new adjuncts teaching a course for the first time with BVU.

Yearly Student Outcomes

Vital statistics are gathered each year and reported to CACREP in December. Detailed outcomes reports are posted on the BVU website and include data from the CMHC Program. Only 7 graduates completed the survey. An overview of these statistics can be found in **Table 1** below:

Table 1: Graduation Rates, Completion Rates, Exam Pass Rates, and Job Placement Rates: 2024-2025

Program	Number of Students who Graduated in 2024-2025	On-time Completion Rates	Licensure Exam Pass Rates	Job Placement Rates
CMHC	28*	77%	80%	85%**

*One graduate was from an earlier cohort and not included in the on-time completion rate

**One graduate was not seeking employment

Graduates and Completion Rates

- In the 2024-25 AY, twenty-seven full-time students graduated from the CMHC program within 24 months.
- The degree completion rate is based on students who enrolled full-time in the CMHC program in term six, 2023, and completed the program within the 2024-2025 AY. Thirty-five students were enrolled in term six, 2023. Twenty-seven of the thirty-five students enrolled in 2023 graduated in June 2025.

Licensure

- The response rate was low. Of the seven graduates responding, 6 passed the licensure exam on the first attempt.

Job Placement

- Seven graduates responded to the survey question regarding employment. Six respondents reported being employed in the mental health field. One responded that they were not seeking employment.

Faculty and Staff Observations: Graduation Rates, Completion Rates, Exam Pass Rates, and Job Placement Rates

- Faculty recognize that students who have life events impacting matriculation have little flexibility with the current fixed program of study, which may impact completion rates and retention.
- The faculty provided additional information about the NBCC, benefits of membership, and testing for students enrolled in their second year of the program via the CMHC page and related announcements.

- Students indicated that the CPCE prepared them for the licensure exam
- Students indicated that it would be helpful to have a required meeting regarding the licensure and exam process.

Action Items for the 2024-2025 AY: Graduation Rates, Completion Rates, Exam Pass Rates, and Job Placement Rates

- As the CSI chapter has been reactivated, the faculty would like to explore how the chapter could offer peer support around the licensure examination and processes.
- Faculty will work to provide clearer guidance on licensure and the exam process.
- Faculty are examining the possibility of additional program start dates to allow greater programming flexibility.
- Faculty will consider synchronous courses to increase faculty/student engagement and support.

CSI

- Faculty reactivated CSI Chapter (Beta Epsilon Upsilon). Currently, the chapter includes seven students and four students serving in leadership roles. Since reactivating the chapter, the faculty have organized an online initiation ceremony to induct new members.
- A virtual initiation ceremony was held in March 2025, and an in-person initiation ceremony will be held at the residency in July 2025.

Action Items

- The CSI chapter plans to organize an annual leadership meeting to develop some committees/programs to start in the chapter.
- Conduct annual initiation ceremony, including election of new officers.
- Review annual plan for service ideas.

NBCC

- The CMHC program has not offered any NBCC CEUs due to challenges with platform delivery, cost collection, and certificates.
- The clinical director for the 2024-2025 AY offered a live webinar to provide a one-hour Basic Tele mental Health Training at no cost for students and supervisors. Certificates of completion were offered. Previously, students were required to take an outside training at their own expense before beginning practicum. The survey feedback regarding this training was overwhelmingly positive.

Action Items

- The program is currently working with our BVU partners to offer CEUs through an online platform. The program plans to have this available in 2026.
- The tele mental health webinar offering will be piloted in this platform.

Student Learning Outcomes Program Data as it Relates to Program Objectives

Key Performance Indicators (KPI)

As CACREP standards require, BVU's CMHC program collects data in alignment with its Comprehensive Assessment Plan (CAP) to measure and evaluate *Program Student Learning Outcomes (PSLOs)*. PSLOs are measured using direct assessments (i.e., key assignments, disposition assessments, skills assessments) and indirect assessments (i.e., admissions data, enrollment data, surveys of key stakeholders). The CMHC program regularly monitors students' performance for objectives. It engages in remediation for objectives for which students' performance, on average, does not meet expectations or falls below a standard deviation of national means. We engage in continual monitoring and collaborative evaluation with our community partners, stakeholders, and practicum and internship sites, to better identify areas for improvement in their counseling skills through regular surveys. We are also involved in evaluating course materials and course offerings. For each PSLO in **Table 5** below, at least two assessments across two points in the program are identified to evaluate student progress. These measures encompass a combination of knowledge, skill, and dispositional artifacts.

Key Assignments

Key assignments are identified in most courses to help assess students' knowledge acquisition for each PSLO. Key assignments typically account for the highest points in each class and represent a culminating activity that meets the course's relevant *Course Learning Outcomes (CLOs)*. Every course syllabus identifies CLOs, relevant activities, and the signature assignment for the course. Individual faculty members grade these assignments and determine if students have met the appropriate benchmarks to meet the PSLOs. Students are required to earn 80% or better on any Key assignment and a passing cumulative score to complete the course.

Skills

The CMHC program continues to utilize Tevera (now known as **ELC**). Students began using ELC to track their clinical hours during practicum and internship, starting in Term 6 of 2024. The CMHC program utilized the Counselor Competencies Scale-Revised (CCS-R), available through ELC, to assess students' skills for all students beginning in Term 6, 2024. Using an adapted version of the Counselor Competencies Scale- Revised (CCS-R), course instructors and site supervisors were asked to rate student clinical performance and disposition on a 5-point Likert scale (1=Very Ineffective, 2=Below Average, 3=Adequate, 4=Above average, 5=Very Effective, 0= did not perform this activity/ not able to determine, N.A.). **See Table 2** for Categories assessed by the CCS-R. **See Table 3, outlined below, which shows the average results for each question in CCS-R sections 1 & 2.**

Table 2: CCS-R Areas of Evaluation

1A	1B	1C	1D	1E	1F	1G	1H	1i	1J	1K	1L
Nonverbal Skills Include Body Position, Eye Contact, Posture, Distance from the Client, Voice Tone, Rate of Speech, and Use of silence, among others.	Encouragers Includes Minimal Encouragers & Door Openers	Questions: Use of Appropriate Open & Closed Questioning	Reflecting A: Paraphrasing Basic Reflection of Content	Reflecting B: Reflection of Feelings	Reflecting C: Summarizing content, feelings, behaviors, & future plans	Advanced Reflection (Meaning): Advanced Reflection of Meaning, including Values and Core Beliefs	Confrontation Counselor challenges clients to recognize & evaluate inconsistencies	Goal Setting Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals	Focus of Counseling Counselor focuses (or refocuses) clients on their therapeutic goals	Facilitate Therapeutic Environment A: Empathy & Caring Expresses accurate empathy & care; Counselor is “present” and open to clients	Facilitate Therapeutic Environment B: Respect & Compassion Counselor expresses appropriate respect & compassion for clients

2A	2B	2C	2D	2E	2F	2G	2H	2i	2J	2K
Professional Ethics: Adheres to the ethical guidelines of the ACA, & NBCC; including practices within competencies	Professional Behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Professional & Personal Boundaries: Maintains appropriate boundaries with supervisors, peers, & clients	Knowledge & Adherence to Site and Course Policies: Demonstrates an understanding for all counseling site and course policies & procedures	Record Keeping & Task Completion Completes all weekly record keeping & tasks correctly & promptly	Multicultural Competence in Counseling Relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Emotional Stability & Self-control: Demonstrates self-awareness and emotional stability	Motivated to Learn & Grow / Initiative: Demonstrates engagement in learning & development of his or her counseling competencies	Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	Flexibility & Adaptability Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations	Congruence & Genuineness Demonstrates ability to be present and “be true to oneself”

Table 3: CCSR Faculty Evaluation of Students during GMHC 546 Methods and Procedures (Skills) & GMHC 548 Group Counseling-Average Score Across All Sections

Section 1 CCS-R	1A	1B	1C	1D	1E	1F	1G	1H	1i	1J	1K	1L
GMHC 546-Term 6 2024 1 st year and 1 st term of the program- Expected Score =3.0/4.0	3.11	3.20	3.03	3.06	3.11	3.15	3.03	2.88	2.21	3.11	3.63	3.69
GMHC 548-Term 6 2024 2 nd year of the program=Score out of 5	4.35	4.12	4.15	4.42	4.23	4.89	4.78	4.0	4.36	4.35	4.35	4.58
Section 2 CCS-R	2A	2B	2C	2D	2E	2F	2G	2H	2i	2J	2K	
GMHC 546-Term 6 2024 1 st term of the program-Expected Score=3.0/4.0	2.93	3.56	3.64	3.23	2.88	2.96	3.44	3.60	3.63	3.50	3.60	
GMHC 548-Term 6 2024 2 nd year of the program =Score out of 5	4.23	4.38	4.58	4.46	4.35	4.19	4.5	4.38	4.4	4.23	4.38	

Site Supervisor Evaluations

The CMHC program asks site supervisors to complete CCS-R student evaluations four times during the practicum and internship experience (GMHC 580, 581, GMHC 591, and GMHC 597). Using an adapted version of the Counselor Competencies Scale- Revised (CCS-R), site supervisors were asked to rate student clinical performance and disposition on a 5-point Likert scale (1=Very Ineffective, 2=Below Average, 3=Adequate, 4=Above average, 5=Very Effective, 0= did not perform this activity/ not able to determine, N.A.). Refer to Table 2 above for the areas of evaluation.

See **Table 4, outlined below, which shows the average results for each question in CCS-R sections 1 & 2.** The table reflects a general increase in averages as the students progressed through the program. It is worth noting that one student failed to pass the CCS-R portion of Practicum and was dismissed from the site. This student was placed on a remediation plan that included repeating Practicum.

Table 4: CCS-R Supervisor Evaluation of Students in Practicum and Internship

	1A	1B	1C	1D	1E	1F	1G	1H	1i	1J	1K	1L
T6 2024 Practicum I	4.08	3.79	3.83	3.86	3.86	3.91	3.64	3.70	3.89	3.81	4.21	4.25
T1 2024 Practicum II	4.22	4.04	3.79	3.91	4.04	4.13	3.77	3.67	4	3.95	4.26	4.38
T3 2025 Internship II	4.56	4.48	4.44	4.36	4.36	4.32	4.16	4.04	4.48	4.28	4.52	4.64
T5 2025 Internship IV	4.64	4.68	4.56	4.67	4.64	4.72	4.46	4.38	4.60	4.52	4.72	4.88
	2A	2B	2C	2D	2E	2F	2G	2H	2i	2J	2K	
T6 2024 Practicum I	4.15	4.42	4.31	4.35	4.27	4.08	4.38	4.27	4.35	4.19	4.27	
T1 2024 Practicum II	4.2	4.37	4.33	4.25	4.14	3.95	4.25	4.33	4.37	4.16	4.33	
T3 2025 Internship II	4.64	4.64	4.64	4.56	4.40	4.36	4.64	4.56	4.64	4.56	4.67	
T5 2025 Internship IV	4.60	4.80	4.68	4.80	4.40	4.56	4.64	4.76	4.80	4.55	4.80	

CPCE Exam, Key Assignments, and Related CCS-R Evaluations

Students enrolled in the CMHC program are required to successfully complete the CPCE exam around the first term of their second year. **Table 5** offers a breakdown of the averages across the terms in which the CPCE exam was completed. The table below outlines the PSLOs for the CMHC Program, including the CMHC Specialty Area.

Table 5: Program Data as it Relates to Program Objectives, Key Assignments, and Relevant CCS-R areas.

NA=National Average; N/A=Not applicable

Objective 1: The educational experiences of Buena Vista University's Counselor Education program are grounded in evidence-based theories, wellness, and development.				
Core Area	2024 CACREP Standards	Measures	Year/Term(s)	Average
Human Growth & Development	Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan. (CACREP Standards 3.C.10, 3.C.11, 3.C.12).	GMHC 529 Human Development and Learning: <i>Key Assignment</i>	25T3	93%.
		GMHC 558: Trauma: Client Application Trauma Treatment Paper	24T1	88%
		CPCE	September 2024	BVU=11.2; NA=11.6

			November 2024	BVU=10.9; NA= 11.6
		Alumni Survey/ Employer Survey	25T3	4.4/5.0
Assessment & Testing	Graduates will have acquired, refined, and demonstrated an appropriate ability to assess client issues for diagnosis and treatment planning. (CACREP Standards 3.G.5, 3.G.6, 3.G.7)	GMHC 510 Assessment & Appraisal Techniques in Counseling: <i>Key Assignment</i>	25T4	91%.
		GMHC 597 Case Conceptualization Paper	25T5	96%
		CPCE Exam	September 2024 November 2024	BVU=11.1; NA=11.9 BVU=10.1 NA=11.7
		Alumni Survey/ Employer Survey	T325	4.4/5.0
Research & Program Evaluation	Graduates will have demonstrated the ability to critique research to incorporate evidence-based counseling practices in various settings. (CACREP Standards 3.H.1., 3.H.2)	GMHC 525 Research Methods in Counseling: Key Assignment	24T2	94%
		GMHC 558 Trauma: Trauma Treatment Paper	24T2	90%
		CPCE Exam	September 2024 November 2024	BVU=11.8; NA=12.3 BVU=11.5; NA=12.3
		Graduate Evaluation of Program Outcomes Q2:	25T5	4.62/5.0
		Alumni Survey/ Employer Survey	25T3	4.5/5.0
Objective 2: The educational experiences of Buena Vista University's Counselor Education program cultivate culturally reflective practitioners through social advocacy and diverse learning experiences.				
Core Area	2024 CACREP Standards	Measures	Year/Term(s)	Average
Social And Cultural Diversity	Graduates will have developed an understanding of various cultures and the implications of diversity for social justice and advocacy. Graduates will have demonstrated insights into the social and psychological implications of socioeconomic position and how	GMHC544: Social and Cultural Foundations Key Assignment Part 1/Part 2	25T5	Part 1: 93% Part 2: 94%
		CCS-R Supervisor Evaluation 2. F (Practicum 1 & 2	24 T6, T1	4.01 / 5.00
		CCS-R Supervisor Evaluation 2.F (Internship 2&4)	25 T3, T5	4.46/5.00

	power, privilege, and oppression can affect an individual's mental health and recovery. (CACREP Standards 3.B.2, 3.B.3, 3B.5, 3B.9.)	CPCE	September 2024 November 2024	BVU=10.4; NA= 10.7 BVU=10.1; NA= 10.6
		Alumni Survey/ Employer Survey	25T3	4.6/5.0
Objective 3: The educational experiences of Buena Vista University's Counselor Education program focus on the core elements of an effective helping relationship and counselor identity.				
Core Area	2024 CACREP Standards	Measures	Year/Term(s)	Average
Professional Orientation & Ethical Practice	Graduates will have developed a professional identity as a counselor in alignment with ethical and legal standards of practice and the dispositions related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence. (CACREP Standards 3.A.7, 3.A.10, 3.A.11).	GMHC 519 Professional & Ethical Orientation to Counseling: Key Assignment	24T6	91%
		CCS-R Supervisor Evaluation 2.A (Practicum 1 & 2)	25 T3, T5	4.18/5.00
		CCS-R Supervisor Evaluation 2. F (Internship 2&4)	25 T3, T5	4.62/5.00
		CPCE	September 2024 November 2024	BVU=11.6; NA=12.3 BVU=10.9; NA= 12.3
		Alumni Survey/ Employer Survey	25T3	4.93/5.0
Counseling & Helping Relationships	Graduates will have applied theories and models of counseling through essential interviewing, counseling, and case conceptualization skills. They will have utilized counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships and the change process. They will have integrated a systems approach to conceptualizing client development, presenting issues, and counseling strategies and approaches.	GMHC 546 Methods & Procedures in Counseling: Key Assignment	24T6	87%
		GMHC 530 Theories in Counseling: Key Assignment	24T1	94%.
		GMHC 580: Supervised Practicum I in Mental Health: Theoretical Orientation Application Paper	24T6	96%
		CCS-R Supervisor Evaluation 1.J 1.K 1.L (Practicum 1 & 2)	24 T6, T1	3.89/5.00 4.23/5.00 4.32/5.00
		CCS-R Supervisor Evaluation 1. J 1. K	25 T3, T5	4.35/5.00 4.61/5.00

	(CACREP Standards 3.E.1, 3.E.2, 3.E.3, 3.E.8, 3.E.10).	1. L (Internship 2&4)		4.78/5.00
		CPCE	September 2024 November 2024	BVU=10.5; NA=11.3, BVU=10.3; NA=11.0
		Alumni Survey/ Employer Survey	25T3	4.86/5.0
Outcome 4: The educational experiences of Buena Vista University’s Counselor Education program models lifelong professional development, self-awareness, and experiential learning				
Core Area	2024 CACREP Standards	Measures	Year/Term(s)	Average
Career Development	Graduates will have demonstrated the ability to advocate for clients’ diverse career needs and educational development using theories and models of career development. They will have developed approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors. (CACREP Standards 3.D.1, 3.D.2, 3.D.4).	GMHC 549 Career Development & Assessment: Key Assignment	24T2	94%
		GMHC 597 Case Conceptualization	25T5	96%
		CPCE	September 2024 November 2024	BVU=11.9, NA=12.8, BVU=12.0, NA=12.7
		Alumni Survey/ Employer Survey	25T3	4.3
Group & Counseling Work	Graduates will have incorporated theoretical foundations of group work to become a group process facilitator and a positive force in achieving high levels of participation, cooperation, and cohesion in group counseling settings. (CACREP Standards 3.F.1, 3.F.2, 3.F.3, 3.F.4)	GMHC 548 Group Counseling: Key Assignment	24T6	90%
		CPCE	September 2024 November 2024	BVU=12.7; NA=12.9, BVU=11.3; NA=12.6
		Alumni Survey/ Employer Survey	25T3	4.0/5.0
Specialty Area	2024 CACREP Standard	Measures	Year/Term(s)	Average

Clinical Mental Health Counseling Track	Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in various settings. (CACREP Standards 5.C.1, 5.C.2, 5.C.4)	GMHC 560 Diagnosis and Assessment in Counseling: <i>Key Assignment</i>	25T4	90%
		GMHC 560 Diagnosis and Assessment in Counseling: <i>Final Exam</i>	25T4	88%
		GMHC 580 Practicum I Assessment and Treatment Plan paper	24T6	95%
		GMHC 597 Case Conceptualization	25T5	96%
		Alumni Survey/ Employer Survey	25T3	4.5/5.0

Table 6: CPCE Outcome Data

Area	BVU	National	BVU	National
C1: Professional Counseling Orientation and Ethical Practice	11.6	12.3	10.9	12.3
C2: Social and Cultural Diversity	10.4	10.7	10.1	10.6
C3: Human Growth and Development	11.2	11.6	10.9	11.6
C4: Career Development	11.9	12.8	12.0	12.7
C5: Counseling and Helping Relationships	10.5	11.3	10.3	11.0
C6: Group Counseling and Group Work	12.7	12.9	11.3	12.6
C7: Assessment and Testing	11.1	11.9	10.1	11.7
C8: Research and Program Evaluation	11.8	12.3	11.5	12.3
Total	91.1	95.8	87.0	94.8

*Of the 27 students who completed the CPCE exam in term one 2024, eight students were required to retake the exam as they did not meet the cut-off criteria in one or more of the exam areas. Of those eight students, six successfully met passing requirements. The other two students met with their advisors for a remediation plan.

Faculty and Staff Observation- Knowledge and Skills

- Skillsetter has been integrated across most courses in the curriculum. Students and faculty continue to find the addition of Skillsetter assignments across the program to be useful in skill development.
- Students and faculty have found Canvas Studio to be a valuable resource for student learning. The requirement of video responses, in addition to written responses, addresses various learning styles and needs.
- Faculty have integrated the 2024 CACREP standards across the program curriculum, including practicum and internship.
- All courses including practicum and internship courses have been updated to align with the shift to seven and a half week terms.
- Feedback from students regarding the addition of GMHC 531-Counseling and Human Sexuality has been very positive.
- Faculty developed a CPCE prep module for students. The module provides students with information about the exam, enrollment steps, the exam schedule, and practice questions. Checkpoints were added showing completion.
- The DB rubric used throughout a significant portion of the curriculum was revised for clarity and increased consistency in grading. This also included clarifying word count minimums to provide students with clear expectations.
- Disposition assessment in every course outside of P and I—It's already in those.
- Utilizing the CCS-R as an evaluation tool throughout the program
- The instructor is now evaluating P and I students with CCS-R
- Skillsetter course module for those needing more time
- GRED 550—Created for a student who needed more time to complete Internship hours.

Action Items for the 2025-2026 AY:

- Continue the integration of the 2024 CACREP standards in the assessment and evaluation items of the program and students through the ELC platform.
- Faculty will work with ELC to more fully integrate the 2024 CACREP standards into Key Assignments, facilitating reporting as well as streamlining grading.
- Review Skillsetter AI options and integrate into multiple courses.
- Following student feedback, revise GMHC 570 Advanced Counseling to more closely align with opportunities for skill development
- Revise GMHC 570 course title to more closely reflect course content.
- Adopt a new textbook for GMHC530

Table 7: Program Curriculum

Program Curriculum	
Course Number	Course Name
GMHC 546	Methods and Procedures in Counseling
GMHC 519	Professional and Ethical Orientation to Counseling
GMHC 530	Theories in Counseling
GMHC 525	Research Methodology and Program Evaluation in Counseling
GMHC 510	Assessment and Appraisal Techniques in Counseling
GMHC 593	Overview of Substance Abuse and Addictive Disorders
GMHC 560	Diagnosis, Psychopharmacology, and Treatment Planning in Counseling
GMHC 549	Career Development and Assessment
GMHC 548	Group Counseling
GMHC 544	Social and Cultural Foundations of Counseling
GMHC 529	Human Development and Learning Through the Lifespan
GMHC 531	Counseling and Human Sexuality
GMHC 580	Supervised Practicum I in Mental Health Counseling
GMHC 581	Supervised Practicum II in Mental Health Counseling
GMHC 590	Internship I in Mental Health Counseling
GMHC 552	Counseling Children and Adolescents
GMHC 591	Internship II in Mental Health Counseling
GMHC 570	Advanced Counseling Practices and Interventions
GMHC 520	Counseling Couples and Families
GMHC 592	Internship III in Mental Health Counseling
GMHC 558	Concepts in Trauma-Informed Counseling and Crisis Interventions
GMHC 594	Internship IV in Mental Health Counseling

Student Remediation, Disposition, and Retention

Faculty use the CCS-R to evaluate counseling skills and disposition for identified PSLOs across the program. Student disposition evaluation is scored on a 5-point Likert Scale (1=Very Ineffective, 2=Below Average, 3=Adequate, 4=Above average, 5=Very Effective, 0= did not perform this activity/ not able to determine, N.A.). Students are required to earn a minimum of three on the evaluation. Students who do not earn a grade of three or higher are placed on remedial plans. Student disposition evaluations are completed in the two residency courses (GMHC 546 and GMHC 548) and the field experience courses (GMHC 581, GMHC 591, and GMHC 597). Additionally, site check-in forms were sent in the off terms for courses GMHC 580, GMHC 590, and GMHC 592. CMHC faculty and staff can refer students to additional support or remediation services. Students are also encouraged to self-refer. Most concerns are typically referred to by the student's assigned faculty advisor, who will review the concern and determine an action plan.

Table 8: CCS-R Comparison

Course/Field Experience	Term	Outcome
GMHC 546	Six 2024	All but 2 students met the minimum score of 3 in all areas. Those two students dropped from the program.
GMHC 548	Six 2024	All but 2 students met the minimum score of 3 in all areas. Both students are required to repeat the course.
GMHC 581	Two 2024	All students meet the minimum of a 3 in two areas.
GMHC 597	Five 2025	All students met the minimum of a 3 in all areas

Faculty and Staff Observation- Remediation, Disposition, and Retention

- CMHC faculty and staff continue to explore ways to provide graduate writing and research support. Requiring students to meet with the librarian in GMHC 519 has resulted in an increase in scholarly writing and APA alignment.
- Program faculty developed a Canvas module specifically for students preparing to complete the CPCE. The module includes updated testing information and practice tests. Student feedback indicates this was helpful in their exam preparation.
- The faculty noted a continued low number of remedial and/or dispositional occurrences. Most concerns were of an academic nature, involving student writing, the use of research, and following directions.
- Faculty note that students struggle with the academic load in addition to clinical courses
- Internship student was successful with the remediation plan and graduated from the program.
- Practicum student was successful with the skills remediation plan and was allowed to retake Practicum 25T6.
- Instructor Outlines were created in each course to provide consistency and guidance.

- **Key Assignments:**
 - One student did not initially pass part one of the Key Assignment with an 80% and was assigned to resubmit. The second submission was a passing score.
 - GMHC 544 (one student), GMHC 525 (two students), 548 (one student), 510 (one student) did not meet the requirements of an 80% or better and were assigned to resubmit. The second submission was a passing score.
- **CPCE**
 - Eight of the twenty-six students did not earn a passing score in one or more of the CPCE sections, for a 69% pass rate. These students met with advisors to determine remedial steps.
 - 6 students passed on the second attempt, two students did not pass on the second attempt, and they met with their advisor for remediation.
 - All students successfully completed their remediation plans.
 - Overall pass rate = 92%
- **CCS-R evaluation**
 - One student failed clinical practicum and was placed on a remediation plan that will run through the 2025-2026 academic year.

Student Retention

- 2024 cohort-36 students were enrolled in Term 6; 28 students successfully completed their first year.
 - 6 students withdrew during their initial term. All indicated personal reasons for withdrawing.
 - During the remainder of their first academic year:
 - 2 students dropped due to academic performance
 - 2 students dropped due to personal reasons
- 2023 cohort- 26 students who were enrolled in term six 2024- 26 graduated.
 - One additional student graduated successfully, completing their remediation plan.
 - *Previous enrollment of 30-* 2023 cohort-Reasons for the change:
 - 1 student had to repeat Practicum and skills remediation. This student will repeat Practicum in the 2025-2026 AY.
 - 2 students exited the program due to failed academic remediation
 - 1 student exited the program due to personal reasons.

Actions Items for the 2025-2026 AY:

- The program continues to address student writing and research through collaborative efforts with the university library. Faculty are making regular efforts to connect with adjunct faculty to fully integrate student review and support. The faculty plans to explore whether improvements could be made to catch and resolve student issues more effectively.

- Mentor newer adjuncts and meet twice per term to ensure high-quality feedback, rubric usage, and alignment with program goals/objectives.
- Continued use of the early warning system
- Use regular faculty meetings to report on and review concerns
- Revise rubrics and assignment instructions as needed for clarity
- Focus on ensuring rubric use to increase grading alignment
- CCS-R dispositions in each non-clinical course
- Residency as a gatekeeping as well as community building/retention
 - PD to work with students needing support
 - Go over CCS-R via a Canvas Studio video and put it in a Canvas module
 - Provide videos of skills demonstrated-add to Skills remediation course shell
 - Skill enhancement shell for students needing more time/development

Counseling

Employee and Family Resources (EFR). This service will provide BVU students attending online programs or graduate programs with access to free, confidential virtual counseling services. These services are intended to provide short-term assistance so up to six free sessions are provided. If long-term care is needed or desired, EFR staff will also assist students with referrals. The EFR 24/7 Helpline is staffed by master's-level trained clinicians, who will assist with urgent needs or issues and help book a virtual appointment. Here's the contact information for reaching out to EFR.

- **Easy Access to Help:**
- Call EFR's 24/7 helpline at **800-327-4692 for immediate support**, any time of day or night to talk with a counselor. Staff will also assist with scheduling virtual counseling sessions.
- Connect with EFR through the [web chat at efr.org](https://www.evr.edu/webchat) from 8 am to 5 pm, Monday through Friday.
- Reach out through the ['Contact' web form](#) on EFR's website.

Professional Engagement

The program actively fosters students' identification with the counseling profession by encouraging participation in professional counseling organizations, as well as involvement in seminars, workshops, and other activities that contribute to both personal and professional growth. Students are surveyed regarding their professional engagement across the AY. The results of the 24-25

professional engagement survey are outlined below. The Student Professional Engagement Survey, disbursed in February 2025, received 16 responses from students enrolled primarily in 2023 and 2024. The most frequently reported activity was

- **Professional Membership** (14 respondents, 87.5%), followed by
- **Workshops or Seminars** (3 respondents, 18.8%),
- **Research for Study or Publication** (3 respondents, 18.8%), and
- **Conference Attendance** (1 respondent, 6.3%). Several students participated in multiple activities.

Communication of Leadership and Advocacy Opportunities

Common methods of learning about opportunities included:

- **in-class announcements** (10 respondents, 62.5%),
- **email communications from CMHC faculty** (9 respondents, 56.3%), and
- **emails from professional associations** (8 respondents, 50%).
- Additional comments highlighted the value of research requirements in expanding knowledge, the encouragement of faculty, and intentions to increase engagement after graduation. Some students noted time constraints as a barrier to further participation

Faculty and Staff Observation-Leadership and Advocacy Opportunities:

- The BVU CSI chapter was reactivated this year and provides a new avenue for professional engagement.
- BVU as an NBCC provider is being explored.
- Students are introduced to the Iowa Mental Health Counseling Association during the on-campus residency

Actions Items for the 2025-2026 AY:

- The program faculty will continue to disseminate yearly surveys.
 - Continue to explore ways to increase responses rates including use of ELC
- The CMHC faculty are exploring offering NBCC CEU opportunities that may be offered to students, alumni, and other professionals in the field.
- Faculty will develop a formal advisory panel beyond discussions with supervisors and follow up surveys.
- The CSI will hold an open initiation ceremony at the July 2026 residency
- Provide mentorship and professional opportunities via the CMHC Canvas Shell/Announcements, and course supplemental materials.
- Provide Training opportunities via the CMHC Canvas Shell/Announcements

Systematic Follow-Up Studies

The CMHC program deploys several surveys, including graduate exit, alum, employer, and supervisor surveys. In addition to the surveys reported earlier in this report, the results of the follow-up studies are reported below. Site check-ins were sent to all 27 site supervisors in the practicum and internship courses (GMHC 580, GMHC 590, and GMHC 592) that the CCS-R does not assess. The site check-in also intends to schedule virtual site visits via Teams and assess any concerns. The site supervisor check-in survey was sent out during the Practicum I, Internship II, and Internship IV terms in 2024/2025. On a scale that consisted of (N/O) not observed, (1) Poor, (2) Unsatisfactory, (3) Developing, (4) Meets Expectations, and (5) Excellent. The supervisors rated their students in 8 categories. M=Mean. **Table 9** below shows the results of these survey responses.

Table 9: Site Check-in Survey: Supervisor Evaluation

Course	Internship III (n=9)				Internship I (n=12)				Practicum I (n= 8)				
Scores used out of 5	5	4	M	N/O	4	3	M	N/ O	4	3	2	M	N/O
Q1: Is open to supervision feedback	6	2	4.75	1	12		4		6	2		3.75	
Q2: Displays professional behavior on site and with clients	3	5	4.38	1	11	1	3.91		5	3		3.63	
Q3: Demonstrates cultural awareness and sensitivity	1	7	4.13	1	11	1	3.91		4	4		3.5	
Q4: Attends supervision and is prepared	4	4	4.5	1	12		4		5	2	1	3.5	
Q5: Clinical documentation is completed in a timely manner	3	5	4.38	1	10	1	3.9	1	6	1		3.86	1
Q6: Shows reliability in keeping client and site schedule	3	5	4.38	1	11	1	3.91		5	3		3.63	
Q7: Communicates clearly and effectively	4	5	4.44		11	1	3.91		5	3		3.63	
Q8: Utilizes basic and advanced counseling skills effectively	2	6	3.78	1	9	3	3.75		4	4		3.5	

Site Supervisor Survey

Table 10 below presents average scores for each question from the **Site Supervisor Program Evaluation Survey** administered in June **2025**. A total of **27 responses** were received from supervisors of internship students from the BVU Clinical Mental Health Counseling Program.

Responses were recorded using a four-point Likert scale (4 = Yes, help was appropriate and sufficient, 3 = For the most part, could have used a little more, 2 = Somewhat, but way too little, 1 = Not at all, 0 = Not Applicable). Question 11 has a different set of definitions for the Likert scale (4 = very well prepared, 3 = well prepared, 2 = for the most part, 1 = questionable)

For any questions with numeric value, the corresponding Likert description is listed in the table. Higher scores indicate stronger agreement or satisfaction in that competency area. The average score is denoted as the Mean, while any zero answers are denoted as N/A.

Table 10: Site Supervisor Program Evaluation Survey

Survey	Site Supervisor Program Evaluation Term 5 (N = 27)					
Scores used out of 5	4	3	2	1	M	N/A
Q1:	18	4	3	0	3.60	2
Q2:	15	3	4	3	3.23	2
Q3:	14	10	1	0	3.52	2
Q4:	10	10	2	4	3.00	1
Q5:	18	6	0	0	3.75	3
Q6:	10	10	0	2	3.27	5
Q7:	11	4	0	1	3.56	11
Q8:	10	4	0	0	3.71	13
Q9:	12	6	0	0	3.67	9
Q10:	16	5	0	0	3.76	6
Q11:	17	8	2	0	3.56	0

The following are the corresponding questions in the *Site Supervisor Program Evaluation*:

- Q1: Were the policies and procedures of our interns explained?
- Q2: To what extent did we provide adequate information, support, and assistance in matching students with agencies?
- Q3: To what extent did we provide adequate orientation and training to help you understand your role?
- Q4: To what extent did we provide adequate information on curriculum and course content so that you could help students integrate previous learning with practice experiences?
- Q5: Did we meet with you a sufficient number of times to help you and the student establish a good working relationship and to identify and achieve the goals of the learning contract?
- Q6: To what extent did we provide guidance in how to help students integrate course learning and field experience?
- Q7: Was there on-site problem-solving support if and when problems arose?
- Q8: Did our program provide adequate on-site problem-solving support if and when problems arose?
- Q9: Did we provide assistance, as needed, in evaluating the student's progress, performance, and achievements?
- Q10: Were you able to reach someone in a reasonable length of time when help was needed?
- Q11: To what extent do you believe your student has the basic knowledge, values, and skills for practice?

Supervisor and Employer Survey

Table 11 below presents average scores for each question from the **Supervisor and Employer Survey** administered in **February 2025**. A total of **16 responses** were received from supervisors, employers, or both, who evaluated either current students (supervisees) or graduates (employees/contractors) from the BVU Clinical Mental Health Counseling Program.

Of the 16 survey responses, 11 (68.8%) were for current students (supervisees), 4 (25%) were for graduates (employees/contractors), and 1 (6.2%) respondent rated both a current student and a graduate. Among the graduate ratings, reported graduation years included 2022 (3 respondents), 2023 (1 respondent), and 2024 (1 respondent)

Responses were recorded using a five-point Likert scale (Strongly Agree = 5, Agree = 4, Neutral/Unable to assess = 3, Disagree = 2, Strongly Disagree = 1). For any questions without a numeric value, the corresponding Likert description is listed in the table. Higher scores indicate stronger agreement or satisfaction in that competency area.

Table 11: Supervisor and Employer Survey

Question	Average Score
Identifies as a professional counselor in interactions with clients, students, public, peers, and other professionals	4.6
Applies ethical standards of professional counseling in practice	4.7
Demonstrates knowledge of individual and cultural differences	4.6
Demonstrates awareness of how their own cultural background and life experiences shape their views of others	4.5
Applies knowledge of the biological, psychological, social, and cultural factors affecting human development	4.4
Applies career development theory in counseling practice	4.3
Demonstrates essential interviewing and counseling skills	4.5
Demonstrates knowledge of case conceptualizations and treatment planning	4.4
Articulates knowledge of when a group counseling strategy would be effective, how to select participants and strategies	4.3
Demonstrates ability to critically assess and evaluate data and use it to inform counseling practice	4.4
Demonstrates knowledge of legislation and government policy	4.3
Demonstrates knowledge of crisis management and risk assessment	4.4
Demonstrates knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental/emotional disorders	4.4
Displays knowledge of the diagnostic process including use of differential diagnosis and classification systems	4.4
Ability to conduct an intake interview, relevant history, and assessment for treatment planning	4.4
Professionalism (ethics, behaviors, boundaries)	4.4
Knowledge & Adherence to Site Policies	4.5
Self-Awareness and Emotional Stability	4.3
Motivation to Learn & Grow / Initiative	4.5
Openness and Acceptance of Feedback	4.5
Flexibility & Adaptability	4.6
Congruence and Genuineness	4.5
Multicultural Competence in Counseling Relationship	4.5

Alumni Survey

The alumni survey was disseminated in the spring of 2025. Unfortunately, the program saw poor response rates.

The alumni demographic data includes 27 respondents. Graduation years ranged from 2019 to 2024, with the majority graduating in 2023. Most respondents identified as female (21), with 6 male participants. Ages varied, with the largest group falling within the 25–34 range, followed by those in the 45–54 range, and smaller numbers in the 35–44, 55–64, and 18–24 categories.

Of the **27 alumni** who responded,

- **26** (96%) reported currently working as mental health counselors in a variety of professional settings, while
- **1** (4%) indicated they were not currently working in the field.

The most common workplaces were:

- Community Mental Health Centers (14 respondents, 52%) and
- Private/Group Practices (11 respondents, 41%), with others employed in
- K–12 school environments (2 respondents, 7%),
- Intensive outpatient programs (IOP) (1 respondent, 4%), and
- Federally qualified health centers (1 respondent, 4%). One respondent also reported an additional role as a
- Bereavement coordinator in hospice care.

Populations served were diverse, most frequently including:

- children and adolescents (23 respondents, 85%),
- adults (22 respondents, 81%),
- couples (19 respondents, 70%), and
- families (18 respondents, 67%), with many also providing services for
- addiction/co-occurring disorders (13 respondents, 48%) and
- chronic mental illness (12 respondents, 44%).
- A few respondents noted a more specific focus, such as family counseling, adult-only services, or grant-based school programs.

Of the respondents, 27 alumni provided information on additional licenses, certifications, or specialized training beyond their state licensure. The most frequently reported credential were:

- EMDR (8 respondents, 30%), followed by

- Addiction Specialist (tCAD/CADC) (5 respondents, 19%),
- Nationally Certified Counselor (NCC) (3 respondents, 11%), and
- Registered Play Therapist (RPT/RPT-S) (2 respondents, 7%).
- Other specialized trainings mentioned by 1–2 respondents each included
 - Brain Spotting, Accelerated Resolution Therapy (ART),
 - Parent Child Interactive Therapy (PCIT),
 - Theraplay,
 - Animal Assisted Therapy,
 - Sandtray Therapy,
 - Certified Trauma Professional,
 - Approved Clinical Supervisor (ACS),
 - School Counseling License,
 - and in-progress credentials such as RPT and DBT certification.

In terms of additional professional counseling activities,

- Chi Sigma Iota (CSI) membership was reported by 8 respondents (30%),
- association membership by 5 respondents (19%), and
- presenter roles by 5 respondents (19%).

Several respondents (approximately 6, 22%) indicated “Other” professional activities, while 4 respondents (15%) reported no additional involvement beyond their primary employment.

Among the 27 respondents, the majority (22 respondents, 81%) reported holding licensure in Iowa. The remaining respondents reported licensure in

- Missouri (1 respondent, 4%),
- Montana (1 respondent, 4%),
- Minnesota (1 respondent, 4%), and
- North Carolina (1 respondent, 4%).
- One respondent (4%) listed Iowa as their licensure state but marked “N/A” for additional state information.

This indicates that the program’s graduates are primarily licensed in Iowa, with a small representation in other states.

Table 12 below presents the average scores for each survey question based on responses to the **Alumni Survey – Program Experience and Outcomes**, which was disbursed in January 2025. The survey used a five-point Likert scale, and each response was converted to a numeric value for analysis (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1; Very Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Very Dissatisfied = 1).

Table 12: Alumni Survey – Program Experience and Outcomes

Question	Average Score
Embrace and demonstrate a strong counseling identity.	4.6
Incorporates evidence-based, data-driven approaches into current practice.	4.5
Utilizes appropriate counseling theories, models, and culturally relevant strategies in client treatment	4.5
Advocate for the profession.	4.4
Advocate for social justice, equality, and access.	4.5
Adheres to the legal and ethical standards of clinical and mental healthcare professionals.	4.4
Implements appropriate strategies for effectively forming and facilitating group counseling.	4.5
Conduct assessment of clients' needs using valid and reliable tools and procedures.	4.4
Apply theories and etiology of human growth and development to promote optimum wellness for clients.	4.4
Supports and advocates for clients in relation to their career development.	4.4

Graduate Survey

The **Graduate Survey – Program Experience and Outcomes** was disbursed in June 2025 and received responses from 8 graduates.

Evaluation of Program Outcomes (See Table 13)-

Each item used a 5-point agreement scale that was converted to numeric values for analysis as follows: Strongly Agree = 5, Agree = 4, Disagree = 2, Strongly Disagree = 1, and Unable to rate at this time = 0 (excluded from averages but counted in response totals).

These numeric values were applied to calculate per-question averages and ratios (average ÷ 5), providing a clear summary of overall endorsement levels for each program area.

Table 13:
Evaluation of Program Outcomes 1

Question	Average Score
Embrace and demonstrate a strong counseling identity. (3)	4.5
Incorporates evidence-based, data-driven approaches into current practice. (1)	4.62
Utilizes appropriate counseling theories, models, and culturally relevant strategies in client treatment (2)	4.62
Advocate for the profession. (2)	4.25
Advocate for social justice, equality, and access. (2)	4.25
Adheres to the legal and ethical standards of clinical and mental healthcare professionals. (3)	4.62
Implements appropriate strategies for effectively forming and facilitating group counseling. (4)	4.62
Conduct assessment of clients' needs using a valid and reliable tools and procedures (1)	4.5
I apply theories and etiology of human growth and development to promote optimum wellness for clients. (1)	4.5
Supports and advocates for clients in relation to their career development. (4)	4.38

Program Evaluation (See Table 14): items used a five-point Likert scale. For analysis, responses were assigned the following numeric values: Very satisfied = 5, Somewhat satisfied = 4, Neither satisfied nor dissatisfied = 3, Somewhat dissatisfied = 2, and Very dissatisfied = 1.

Table 14: Program Evaluation

Question	
How satisfied are you with the overall experience in the CMHC program.?	3.25
How satisfied are you with the program curriculum?	3.88
How satisfied are you with instruction?	3
How satisfied are you with academic advisement?	3.25
How satisfied are you with the clinical residencies?	4.12
How satisfied are you with the supervised field experiences (e.g., internship)	4.38

Buena Vista University (BVU) Experience

The *BVU Experience* (Table 15) section used a five-point Likert scale, with the following numeric assignments: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1. Each response was converted to its corresponding numeric value, and the mean score for each question was calculated.

Table 15 Buena Vista University (BVU) Experience

Question	Average Score
How likely are you to recommend BVU to others?	3.7
I believe I have learned as much from BVU as others in my field who earned degrees elsewhere.	4.0
My BVU degree enhanced my professional performance.	4.2
BVU faculty created an inclusive environment for all students.	3.8
BVU faculty were respectful of perspectives different from their own.	4.0
BVU faculty demonstrated competence.	4.0
BVU faculty were accessible and available when needed.	3.7

Questions	
What were the major strengths of the Clinical Mental Health Counseling Program?	<p>Graduates highlighted several key strengths:</p> <ul style="list-style-type: none"> • In-person residencies were highly valued for fostering collaboration, networking, and a sense of community within a primarily virtual program. • Academic preparation was strong, with courses building effectively on prior knowledge, equipping students with theoretical understanding, intervention skills, and practical readiness for practicum. • Faculty support was noted as a positive, with professors seen as approachable, helpful, and invested in student success. • Peer relationships played a crucial role in persistence and program engagement. • Flexible online format allowed students to pursue their degree while balancing work and family responsibilities.

<p>In what ways could the Clinical Mental Health Counseling Program been improved?</p>	<p>Respondents identified several areas for improvement:</p> <ul style="list-style-type: none"> • Workload management & scheduling: Concerns about heavy weekly workloads for concurrent courses, lack of advance notice for schedule changes, and shifts in due dates without consultation. Students noted that these changes negatively impacted their work-life balance, particularly for working professionals and parents. • Practicum/internship guidance: Requests for more structured assistance in finding placement sites, especially in competitive locations. • Course materials & technology: Recommendations to ensure required texts are available and current, offer online formats when possible, and address technical limitations for assignment upload • Grading & content focus: Calls for consistency in grading standards, alignment of assignments with meaningful learning outcomes, and less emphasis on formatting requirements that the platform cannot support. • Residency structure: Criticism of excessive and irrelevant assignments during residency weeks, with a request to focus on collaborative and applied learning experiences instead.
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Faculty and Staff Observations- Systematic Follow-Up Studies:

- The CMHC incoming program director met with administration to consider ways to support students better, increase enrollment, and best utilize faculty resources.
- Adjunct faculty were not highlighted on the program page. Adjuncts interested in having their picture and bio are now highlighted on the program page.
- The Facebook page continues to be utilized to highlight CMHC program and student achievement and professional engagement.
- Faculty recognizes that ELC may offer support in connecting with site supervisors and alumni.

- There was discussion, and due to transitions in both departments, there will be a meeting discussing collaboration possibilities on future outreach surveys.

Actions Items for the 2025-2026 AY:

- Faculty will explore ways that ELC or the Grad office may assist in the dissemination and obtainment of surveys.
- Faculty will review survey feedback to consider any changes needed.

Program Faculty Faculty Professional Activities

The BVU CMHC faculty remain active in the counseling profession through leadership, research, advocacy, and service activities. The following highlights professional activities during the past AY.

Publications

Tyler, J., **Delgado, H.**, Dennis, B., LaPolla, M., Elmer, J. (2024). Suicide intervention training for counselors: A quasi-experimental study on self-efficacy. *Journal of Professional Counseling: Practice, Theory & Research*, 51(2), 125–139.

<https://doi.org/10.1080/15566382.2024.2368677>

Presentations

Cook, J (2024, September 23). *Adventure Therapy as an Expanded Counseling Technique* [Visiting Lecturer]. Urshan University.

Cook, J (2025, March 21). *Bringing Couple's Together Through Experience* [Retreat Presentation]. Fire Wife Life St. Louis Couple's Retreat, Lake Saint Louis, MO.

Flint, S., & **Delgado, H.** (2025, June 23-25). *Cultivating Empathy and Perspective-Taking through Creative Teaching Methods*. International Perspectives on University Teaching and Learning Symposium, Orlando, FL.

Delgado, H. (2025, April 8). *Photovoice Methodology and Clinical Practice* (Guest Lecturer) University of North Carolina at Greensboro.

Ruscitto, K. (2024, October 28-30). *Cultivating Collaboration to Fostering Healthcare Equity* [Discussion panelist]. Walden University's Real-World Solutions to Real-World Problems conference, Virtual.

Werries, J. (May 29, 2025). *Telemental Health Basic Training*. BVU students and Site Supervisors. Live Webinar.

Service and Leadership

Dr. Delgado served as a member of the ACES Grant Taskforce Committee.

Dr. Delgado serves on the editorial board for *Counseling and Values* and *Counseling Outcomes Research and Evaluation*

Dr. Ruscitto served as a reviewer for Springer and Cognella.

Dr. Werries, National Board of Certified Counselors (NBCC):

Dr. Werries serves as a

- Serves on the NCMHCE/NCE Work Analysis Task Force for 2024-2026.
- Subject Matter Expert for the NBCC, NCMHCE, and CPCE.

Dr. Werries serves on the editorial board for the *Journal of Technology in Counselor Education and Supervision (WACES)*.