

University of Arizona MA Counseling Program Outcomes Report

Date of Report: February 2025

Program Evaluation Overview

The University of Arizona's Counseling Program is evaluated annually to assess its effectiveness in meeting program objectives, track student enrollment, and identify necessary improvements to align with the program's mission, goals, and objectives.

In Fall 2023, there were 68 students enrolled in the M.A. in Counseling program across three specialty tracks:

- Clinical Mental Health Counseling (CMHC)
- Clinical Rehabilitation Counseling (CLRC)
- School Counseling (SC)

Graduation and Employment Outcomes

During the 2023-2024 academic year:

- 24 students graduated from the program.
- The graduation rate from our CACREP-accredited program was 98%.
- The licensure/certification rate was 82%.
- Based on students' self-reports at graduation, the job placement rate was 100%.

The high employment rate of our graduates reflects both the strength of our curriculum and the growing demand for mental health counselors, rehabilitation counselors, and school counselors in Arizona.

Accomplishments of M.A. Program Objectives

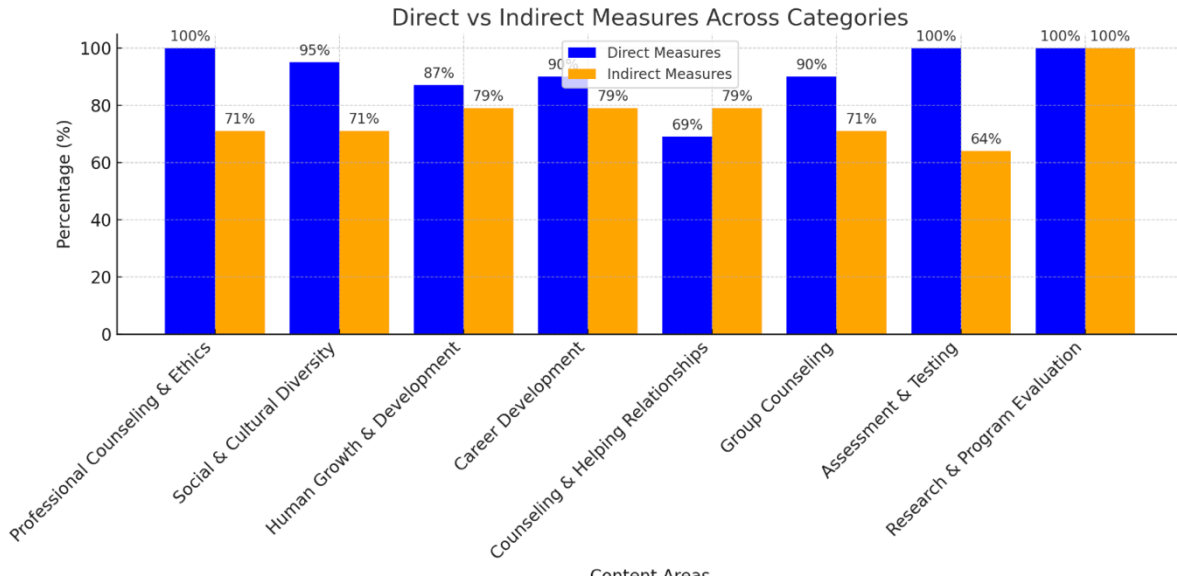
Objective 1: Mastery of CACREP Core and Specialty Standards

Faculty continuously monitor student performance through coursework assessments, annual reviews, and key evaluation tools, including:

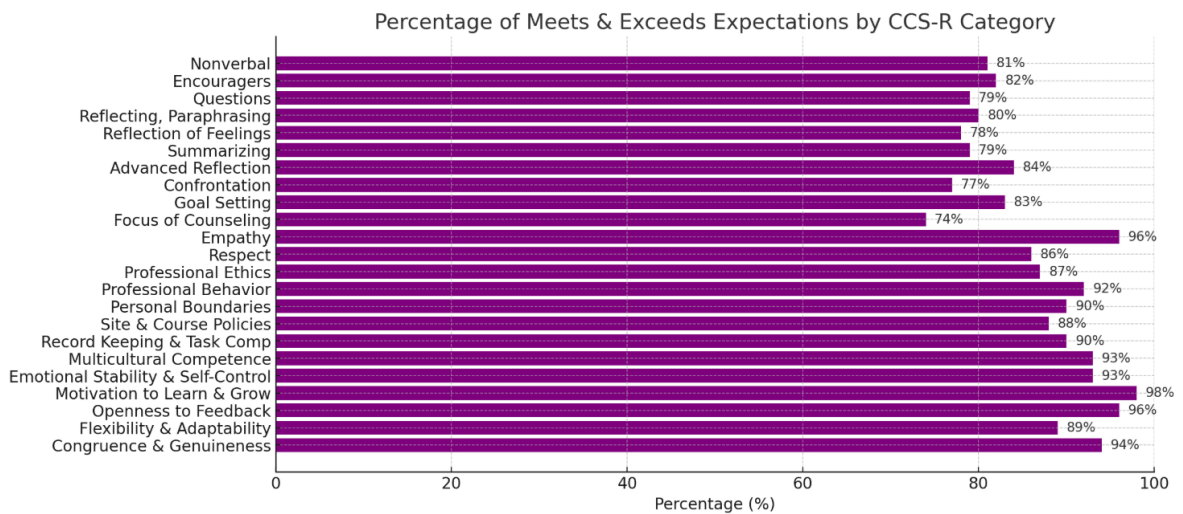
- **Key Performance Indicators (KPIs):** Evaluating student knowledge and skills through direct (e.g., exams, case studies) and indirect (e.g., exit surveys, employer feedback) measures.
- **Counselor Competency Scale-Revised (CCS-R):** Measuring counseling competencies. Data indicate that most students are meeting or exceeding expectations.
- **Annual Disposition Evaluations:** Faculty review students' professional development and provide feedback to ensure readiness for clinical practice.
- **Employer & site Supervisor Surveys:** Evaluation of our counseling students preparedness and program and field placement collaboration.

Key Findings:

- **KPIs** direct measure outcomes show that almost all students meet or exceed standards (e.g., scoring about 80%), with Counseling & Helping Relationships scoring lower (69%) in direct measures but meeting indirect measure standards.



- **CCS-R** data shows the data collected over the two semesters. Majority of our students are meeting (4) and exceeding (5) expectations on CCS-R.



- **Annual Disposition Review** indicates only two student performance issues were reported in 2023-2024; both students were supported through growth plans to develop necessary clinical skills

- **Employer & site Supervisor Surveys:** Site supervisor surveys are collected at the end of each academic year to evaluate how well our students are prepared for the counseling field, as well as to assess supervisor satisfaction with our program and collaboration between the program and field placement sites. Nearly 82% of site supervisors rate our students as equally or more prepared than non-UA students. Additionally, almost 100% of our students receive ratings of 'acceptable' or 'very good/superior' in key clinical competencies, including ethical and legal issues, counseling theory, assessment and evaluation, career and lifestyle counseling, human growth, advocacy, and professionalism. Expectations, collaboration, and communication are assessed on a 5-point Likert scale, with 5 representing 'excellent.' We are proud to report an average score of 4.35.

Site Supervisor Survey 2024		
Variable	Count	Average
Usefulness of the Site Supervisor's Handbook	33	4.45
Usefulness of forms and other documentation	33	4.33
Communication with university personnel	33	4.48
Clear understanding of the role of the university faculty supervisor	33	4.33
Initial contact with you regarding potential student placement	33	4.33
Clear understanding of expectations for the student for practicum a	33	4.36
Clear understanding of your role as site supervisor	33	4.15
Average		4.35

Objective 2: Certification and Licensure Readiness

The program prepares graduates for certification and licensure as professional counselors across various clinical settings.

Key Findings:

- Recent trends show a decline in CPCE and NCE/CRC scores, (e.g., 82% of students passed the CPCE), potentially linked to faculty departures and budget cuts.
- To address this, additional preparation resources will be provided to improve student performance on certification exams.

Objective 3: Recruitment and Retention of a Diverse Student Body

The program aims to reflect the diversity of the communities' students will serve.

Key Findings:

- Current demographic data show:
 - Male representation is slightly below the national average of 24%.
 - 6% of students identify as non-binary.
 - Hispanic student representation exceeds national averages, aligning with the University of Arizona's Hispanic-Serving Institution (HSI) status.

Race/Ethnicity	Female	Male	Total
Asian	4	0	4
African American	1	0	1
American Indian	3	1	4
Hispanic	26	2	28
Pacific Islader	1	0	1
Unknown/Other	1	1	2
White	23	5	28 (41%)
Total	59	9	68

- The demographics of our students suggest a fair amount of diversity and reflect somewhat closely the national demographic representation of our profession. According to the Census Bureau (2018), men represent approximately 26% of all professional counselors. However, more recent data shows a decline, with men constituting about 24% of U.S. therapists in 2020 and only 20% of clinical psychologists as of 2023. Among psychologists under 30, just 5% are male, reflecting a significant gender imbalance in the field. Similar trends are observed in psychology. Our male representation is slightly below the national average; however, national data do not provide statistics on those counselors who do not ascribe to a binary gender, and our counselors report 6% as non-binary. Our female representation very closely resembles national data. Further, the Census Bureau (2018) reports that 61% of counselors are White, 11% Black, and 10% Hispanic. Our Hispanic student body is significantly overrepresented, which is our goal and pride, as The University of Arizona has been designated as a Hispanic Serving Institution (HSI). We continue to recruit a pool of well-qualified students from diverse backgrounds to ensure a diverse demographic representation of counselors that can meet the population's needs.

Student Progress and Achievements

- All current students are progressing satisfactorily in meeting benchmarks, academic performance, and professional dispositions.
- Faculty and students actively engage in professional development through conferences and leadership roles.
- The program maintains an institutional affiliation with the Arizona Counselors Association (AzCA), providing students with advocacy and leadership opportunities.
- Faculty continue to contribute to research, manuscript writing, and national service roles.

Program Enhancements and Future Plans

Program Accreditation and Technological Advancements

- In 2023-2024, the program underwent a successful CACREP reaccreditation process for its three specialty areas.

- Implementation of Tavera software for programmatic data collection and reporting strengthens our data collection and reporting.

Planned Actions for 2024-2025

- Enhance student assessment methods pre- and post-graduation, including employer satisfaction surveys.
- Strengthen CPCE preparation to improve passing rates.
- Hire additional career-track and tenure-track faculty.
- Continue aligning systemic student performance assessments with CACREP standards.

The University of Arizona Counseling Program remains committed to providing high-quality education, fostering student success, and meeting the evolving needs of the counseling profession.