

University of Arizona MA Counseling Program Outcomes Report

Date of Report: December 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 2024, there were 67 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 2024-2025 academic year:

- 34 students graduated from the program.
- The graduation rate from our CACREP-accredited program was 96%.
- The licensure/certification rate was 95%.
- 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

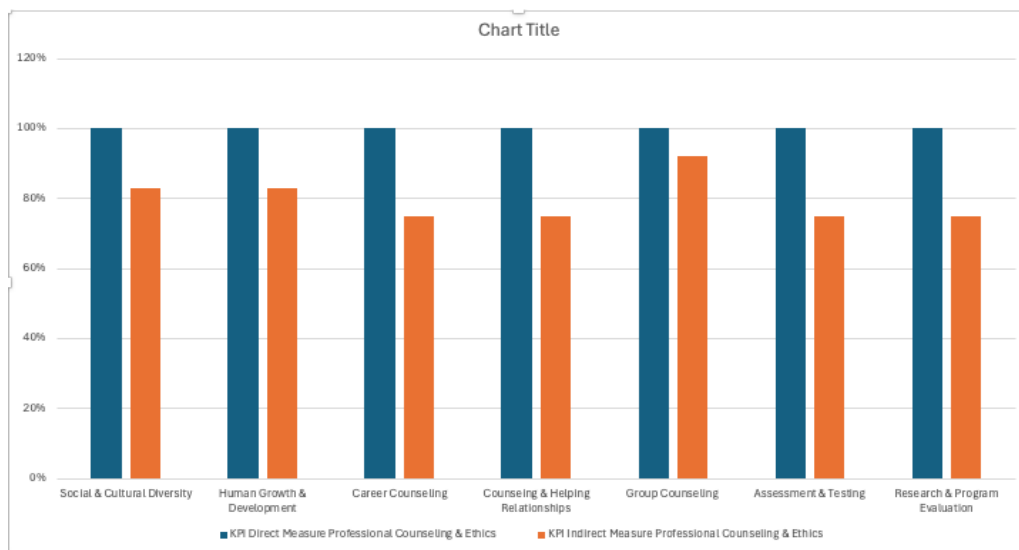
Objective 1: Mastery of CACREP Core and Specialty Standards

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

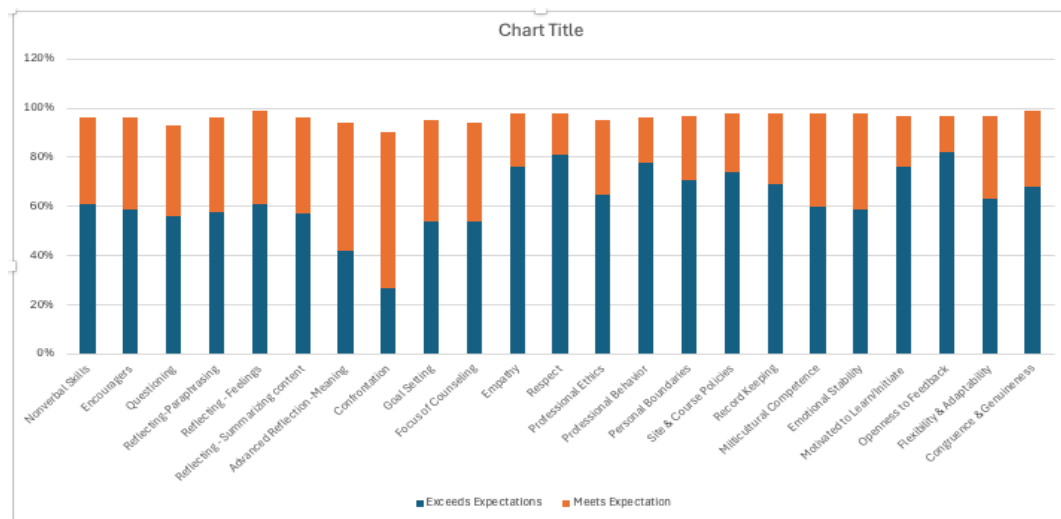
- **Key Performance Indicators (KPIs):** Evaluating student knowledge and skills through direct (e.g., exams, case studies) and indirect (e.g., exit surveys, employer feedback) measures.
- **Counselor Competency Scale-Revised (CCS-R):** Measuring counseling competencies. Data indicate that most students 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%) in the direct measures. All our students meet our target for indirect measures set at 70%. Some of our students exceed our desired target for indirect measures set at 80% (e.g., Social & Cultural Diversity, Human Development and Growth, Group Counseling).



- **CCS-R** data shows the data collected over the two semesters. All our students are meeting (4) and exceeding (5) expectations on CCS-R (set at 80% minimum).



- **Annual Disposition Review** indicates only two student performance issues were reported in 2024-2025; 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 93.4% 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 4.51 which is higher than the last's year (i.e., 4.35)

Site Supervisor Survey 2025		
Variable	Count	Average
Usefulness of the Site Supervisor's Handbook	30	4.23
Usefulness of forms and other documentation	30	4.47
Communication with university personnel	30	4.50
Clear understanding of the role of the university faculty	30	4.47
Initial contact with you regarding potential student	30	4.57
Clear understanding of expectations for the student	30	4.63
Clear understanding of your role as site supervisor	30	4.73
Average		4.51
Very Dissatisfied	0	0.0%
Dissatisfied	1	0.5%
Neutral	15	7.1%
Satisfied	69	32.9%
Very Satisfied	125	59.5%
Total		100.0%
How prepared are the University of Arizona Counselors		
More prepared	11	36.7%
As prepared	17	56.7%
Less prepared	0	0.0%
No basis to judge	2	6.6%
Total		100%

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 significant improvement in the CPCE and NCE/CRC passing scores, (e.g., 95% of students passed the CPCE) as compared to the last year (82%).
 - Such results may be due to faculty's efforts to review core content curriculum with students more frequently, providing professional development opportunities for students to better prepare for the CPCE (NCE), aligning materials taught in course to those on the CPCE/NCE exams.
 - For the upcoming year, the Counseling Program already purchased review materials for the CPCE/NCE, as well as the CPCE Self-Assessment for each student.

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 at 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 Islander	1	0	1
Unknown/Other	1	1	2
White	22	5	27 (41%)
Total	58	9	67

- 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 recent statistics, men constitute about 20-24% 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 counseling. Our male representation is at 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

- The program underwent a successful CACREP reaccreditation process for its three specialty areas and is approved until 2032.
- The program continues to use the Experiential Learning Cloud (Tevera) software for programmatic data collection, clinical hours documentation and evaluations. Such reporting strengthens our data collection and reporting.
- The program enhanced student's assessment, especially post-graduation (e.g., student exist survey) and Employers & Site Supervisors Survey.
- The program faculty reviewed core content curriculum with students more frequently, providing professional development opportunities for students to better prepare for the CPCE (NCE), aligning materials taught in course to those on the CPCE/NCE exams which led to improved CPCE/NCE passing scores.

Planned Actions for 2025-2026

- Further strengthen CPCE preparation to improve passing rates by purchasing review materials for the CPCE/NCE, as well as the CPCE Self-Assessment for each student.
- Hire additional career-track and tenure-track faculty.
- Initiate the Site Supervisor Orientation at the beginning of the academic to improve school & community collaboration
- Continue aligning the key performance indicators with CACREP standards and improve assessment tools with corresponding rubrics for the University and CACREP reporting.
- Pursue Trauma Certification for the counseling program.

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.