

**Department of Counseling
Clinical Mental Health Counseling**

**2024-2025 PROGRAM MODIFICATIONS &
EVALUATION REPORT SUMMARY**

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**SUMMARY OF PROGRAM IMPROVEMENTS &
DATA-DRIVEN PROGRAM MODIFICATIONS IN 2024-2025**

The Department CMHC Curriculum Committee mapped the M.S. in Counseling, CMHC curriculum to the 2024 CACREP Standards and led the faculty initiative to update the 20-course CMHC curriculum, including course descriptions and course learning objectives in 2023-2024. This was followed in 2024-2025 by the Curriculum Committee leading the faculty initiative to update the course content that covers CACREP accreditation curriculum standards in all 20 courses as well as the KPI assignments and signature assignments in the majority of courses. The revised curriculum included feedback and data points from students, alumni, core and non-core faculty, and the CMHC advisory board comprised of practicum and internship supervisors and employers. The updated CMHC curriculum was implemented in the Fall 2025 semester.

The 2023-2024 program evaluation report showed that program learning outcomes were rated above benchmark with a few exceptions. In each of the areas that were below benchmark, curriculum changes were considered for improvement as well as to align with the CACREP 2024 Standards. Data was also reviewed with faculty who teach these courses at the respective campuses, and some changes in faculty teaching assignments were implemented by the department chair.

More specifically from the 2023-2024 report, Alumni from the Fort Lauderdale/Davie campus rated learning outcomes (LOs) in the following areas below benchmark: Ethics, Social and Cultural, Human Growth and Development, Career, Group Work, Assessment, and Research. These findings were in context of a small sample size (n=13) and low response rate. Current students at the Fort Lauderdale/Davie campus rated the LO in Social and Cultural below benchmark. From the Orlando campus, current students rated the LO in Research below benchmark and Alumni rated Social and Cultural below benchmark. Alumni from the Tampa campus rated LOs below benchmark in Human Growth and Development. Finally, in the online format, Alumni rated Assessment below benchmark.

The following curriculum improvements were made in these areas:

- PYCL 0570 (Ethics) includes a new KPI assignment in which students are required to apply an ethical decision-making model to a client case. In addition, based on course evaluations changes were made in regard to teaching assignments specific to this course on the main campus.
- Updates to PYCL 0632 (Social) included revisions to the KPI and signature assignments embedded in this course. In addition, the textbook list was revised to remove outdated materials. Finally, the department chair routinely reviews student teaching evaluations at the end of each term and she has connected with faculty who routinely teach PYCL 0632 at these campuses to provide feedback and make adjustments as appropriate.

- The PYCL 0512 (Human Growth) KPI assignment was revised for enhanced clarity and consistency to address the material embedded in this course. In addition, the textbook list was revised to remove outdated materials.
- The two KPI assignments embedded in PYCL 0631 (Career) were revised.
- The PYCL 0608 (Assessment) KPI assignment was revised for enhanced clarity and consistency to address the material embedded in this course. In addition, the required materials were revised to remove outdated materials.
- The PYCL 0507 (Research) KPI was updated and the signature assignment removed from the course.
- In addition to the course-specific modifications noted above, across the curriculum, updated content is specified in each course to cover the required CACREP 2024 curriculum standards. The content is clearly delineated in the accreditation table in the course syllabi, and includes a variety of course materials, including chapters from the approved textbooks, published peer-reviewed articles, professional resources, videos, or recorded lectures. The material listed in this table is required to be covered in all sections of the course in order to meet the corresponding accreditation standards across all section and delivery formats of the course.

In addition to formal curriculum changes, the department chair routinely reviews student teaching evaluations at the end of each term, and she has connected with faculty to discuss student feedback and assist with making adjustments as appropriate, especially considering many of the low ratings may be a result of a specific instructor's delivery of the material.

SUMMARY OF 2024 - 2025 PROGRAM EVALUATION REPORT FINDINGS

Measures & Benchmarks

The 2024- 2025 program evaluation findings were based on the five following measures and corresponding benchmarks for the 11 CMHC Program Objectives:

Measure	Benchmark
1) Course grade in content area course	80% of students earn a final course grade of a B- or better
2) Pass rate on KPI assignment evaluating related competency	80% of students passed the KPI assignment
3) Supervisor/Employer ratings of student/graduate competence in content area	80% of Supervisors/Employers rated students' competence in the content area subscale as 3 (neither competent nor incompetent) or better (somewhat competent, extremely competent) on the Supervisors/Employers Survey
4) Current Student Anonymous Survey	80% of current students rated the content area subscale as met moderately well, very well, or extremely well met in the CMHC program
5) Alumni Anonymous Survey.	80% of alumni rated the content area subscale as met moderately well, very well, or extremely well met

Data Collection

Data was collected from the 2024-2025 academic year, including Fall 2024, Winter 2025, and Summer 2025 semesters for course grades, dispositions, and KPI assignments for all campuses and delivery formats. Anonymous surveys were issued to Supervisors/Employers, current students, and recent alumni in the Fall 2025 semester.

Report Findings

Findings included that **all five benchmarks were met for each campus and format** for the following Learning Outcomes:

- **#1 Ethical Practice**
- **CMHC #1 Professional Identity**
- **CMHC #2 Legislative & Policy Issues**
- **CMHC #3 Competent CMHC Practice**

The **first three benchmarks (course grades, KPI assignments, and Supervisor/Employer Surveys)** were met across all remaining LOs. Benchmarks #4 and 5 were not met as noted in the table below with an “X” indicating where the benchmark was met and a % is noted for campuses that fell below benchmark:

Program Learning Outcome	Benchmarks	Campuses				
		Fort Lauderdale.	Miami	Orlando	Tampa	Online
#2 Social & Cultural	Current Student	X	X	X	76%	X
	Alumni	71%	67%	X	X	X
#3 Human Growth & Development	Current Student	76%	77%	70%	X	X
	Alumni	71%	67%	X	50%	75%
#4 Career Development	Current Student	70%	X	X	X	X
	Alumni	57%	67%	X	X	61%
LO #5 Helping Relationships	Current Student	X	X	75%	77%	X
	Alumni	71%	X	X	X	75%
LO #6 Group Work	Current Student	74%	X	75%	X	X
	Alumni	79%	67%	X	X	71%
LO #7 Assessment	Current Student	72%	X	70%	X	72%
	Alumni	79%	X	X	X	64%
LO #8 Research	Current Student	X	69%	70%	X	72%
	Alumni	79%	X	X	75%	57%

The Department of Counseling Assessment Committee, Curriculum Committee, and lead faculty of specific courses are working with program administration to address the areas that fell below benchmark during the 2025-2026 year.