



MASTER OF ARTS
CLINICAL MENTAL HEALTH COUNSELING
ANNUAL REPORT
West Palm Beach, FL
January 1, 2024 – December 31, 2024

MISSION STATEMENT

The mission of the Clinical Mental Health Counseling program at South University is to train professional counselors for evidence-based practice to meet the needs of diverse populations.

PROGRAM GOALS

- *Clinical Skills:* Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.
- *Critical Thinking:* Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.
- *Technology:* Prepare graduates for the integration of technology in contemporary counseling practice and critical/analytical thinking regarding concepts and applications in the field.
- *Professional Identity & Ethics:* Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.

PROGRAM STUDENT LEARNING OUTCOMES

- **PSLO1-Professional Identity and Ethics**
Apply aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
- **PSLO2-Social and Cultural Diversity**
Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
- **PSLO3-Human Growth and Development**
Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
- **PSLO4-Lifestyle and Career Development**
Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
- **PSLO5-Counseling and the Helping Relationship**
Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
- **PSLO6-Group Counseling and Group Work**
Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
- **PSLO7-Assessment and Testing**
Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
- **PSLO8-Research and Program Evaluation**
Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.
- **PSLO9-Clinical Mental Health Counseling**
Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.

TERM DATES FOR EVALUATION

Winter 2024	January 13 – March 30, 2024
Spring 2024	April 6 – June 22, 2024
Summer 2024	June 29 – September 14, 2024
Fall 2024	September 28 – December 14, 2024

STUDENT DEMOGRAPHICS

	Applicants	Enrolled Students	Graduates
Age			
≤ 24	5	3	0
25-29	3	4	0
30-39	8	9	1
40-49	3	2	0
50-59	0	0	0
60-69	0	0	0
70+	0	0	0
Gender			
Female	17	16	1
Male	2	2	0
Ethnicity			
Asian	1	1	0
American Indian or Alaska Native	0	0	0
Black/African American	7	7	0
Hispanic	4	3	1
White	3	3	0
Non-Resident Alien	2	1	0
Unknown	2	2	0
Two or more	0	0	0
Total Overall	19	18	1

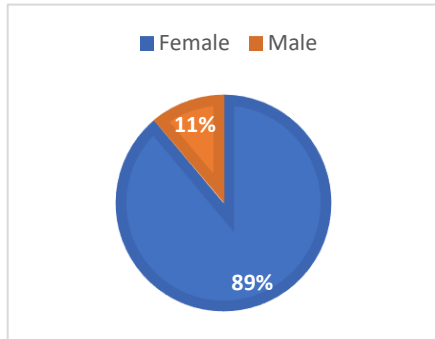
KPI DATA

Program Statistics	
Total Number of Students Enrolled	18
Persistence Rate for students enrolled	83%
Number of Graduates	1
Number of Graduates Currently Employed in Mental Health Field*	1
Number of Withdrawn Students	3
Number of Students Dismissed from Program	0
Number of Students Admitted into Program	12
Practicum/Internship Statistics	
Number of Students in Practicum/Internship	6
Comprehensive Exam Statistics	
Total Number of Students Sitting CNS8202	3
Winter 2024 Pass Rate (1 st attempt)	1/1
Spring 2024 Pass Rate (1 st attempt)	NA
Summer 2024 Pass Rate (1 st attempt)	NA
Fall 2024 Pass Rate (1 st attempt)	2/2

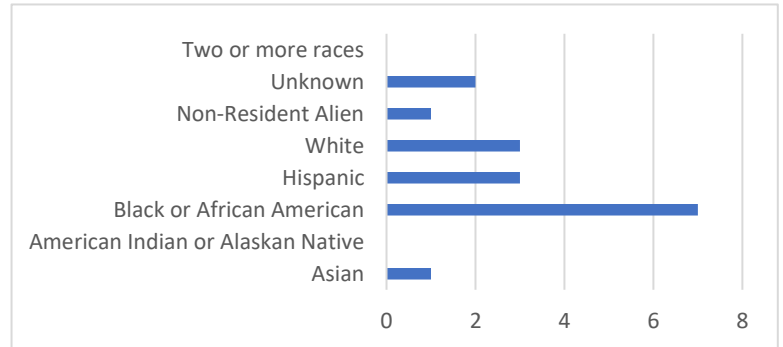
*Data is based of self-reporting alumni survey

KPI DATA BY DEMOGRAPHICS

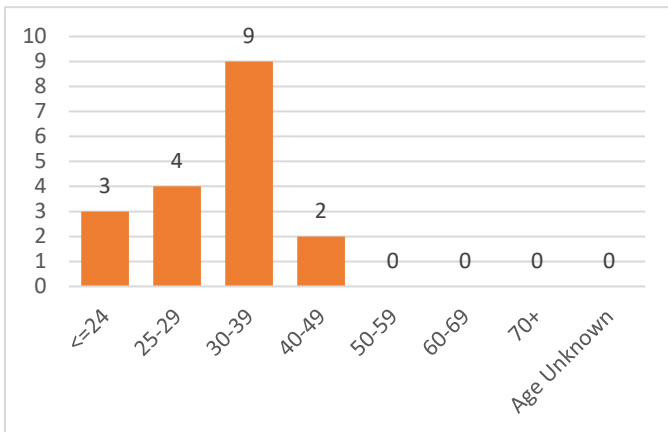
Enrollment by Gender



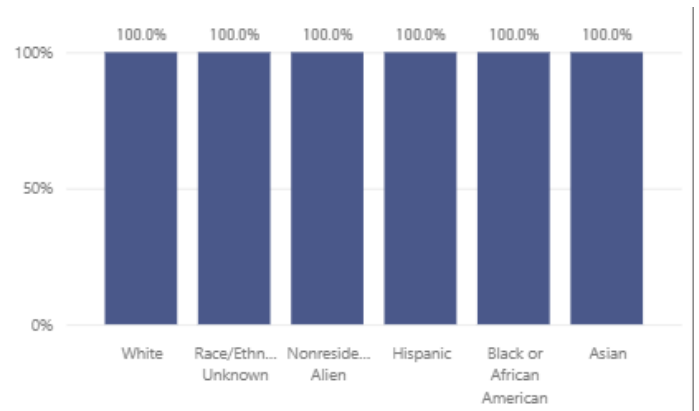
Number Students by Ethnicity



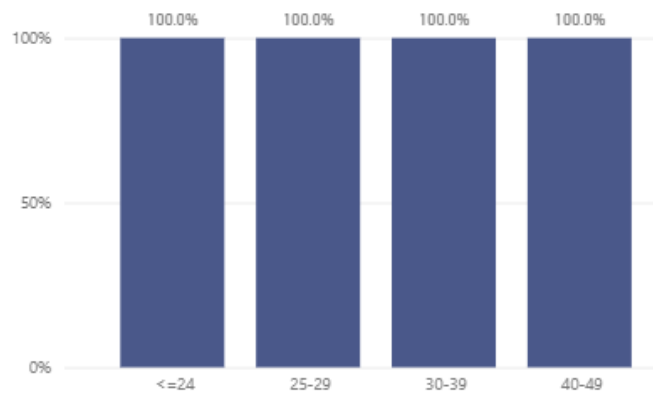
Enrollment by Age



Pass Rates by Ethnicity



Pass Rates by Age



CURRICULUM EVALUATION

PSLO/KPI		Status	Analysis of KPI Assignments
1	Professional Identity and Ethics	Knowledge: Met Skills: Met	Knowledge: Three measures: CNS6775, CNS6313, CNS6425 final exams. Benchmarks met in CNS6425 and CNS6775, not met in CNS6313. Skills: Four PIPEF questions (ethical behavior, professional relationships, case management, overall performance). Benchmarks met for all.
2	Social and Cultural Diversity	Knowledge: Met Skills: Met	Knowledge: One measure: CNS6565 final exam. Benchmark met. Skills: Cultural immersion project and PIPEF questions (interpersonal interactions, overall performance). Benchmarks met. Note: Professional Writing section of Cultural Immersion Project rubric was not met.
3	Human Growth & Development	Knowledge: Met Skills: Met	Knowledge: Five measures: CNS6709, CNS6050, CNS7970, CNS6901, CNS7950 final exams. Benchmarks met on 3/5 exams; small class sizes impacted results. Skills: Two PIPEF questions (interpersonal interactions, overall performance) met. KPI assignment (Developmental Stages PowerPoint) met.
4	Lifestyle and Career Development	Knowledge: Met Skills: Met	Knowledge: One measure: CNS6602 final exam. Benchmark met. Skills: Three measures: career counseling dyads, SOAP notes, assessment report. Benchmarks met for all.
5	Counseling and Helping Relationships	Knowledge: Not Met Skills: Met	Knowledge: Five measures: CNS6002, CNS6051, CNS7950, CNS6018, CNS6161 final exams. Benchmarks met for 4/8 exams; failures mostly due to single student scores. Skills: Eight measures (Theory of Change paper, dyads, SOAP notes, case conceptualization, PIPEF questions). Benchmarks met for all. Note: Professional Writing in Theory of Change paper not met.
6	Group Counseling & Group Work	Knowledge: Met Skills: Met	Knowledge: One measure: CNS6509 final exam. Benchmark met. Skills: Group proposal, leadership, membership met benchmarks. Note: Students struggled with rubric criteria in group proposal; department will review teaching and practice opportunities.
7	Assessment & Testing	Knowledge: Not Met Skills:	Knowledge: CNS6535 final exam (offered twice). Benchmark not met. Skills: Biopsychosocial paper not met; PIPEF scores met but were lower than other standards.

		Not Met	
8	Research and Program Evaluation	Knowledge: Not Met Skills: Met	Knowledge: CNS6529 final exam. Benchmark not met. Skills: CNS6529 research proposal met benchmark.
9	CMHC Specialization	Knowledge: Met Skills: Met	Knowledge: CNS6425, CNS8202 comprehensive exam, CNS6051 final exam. 2/3 exams met benchmark; one exam had 2/3 students meet criteria. Skills: Client conceptualization, case conceptualization, PIPEF met benchmarks. Note: Some practicum students scored 'emerging'; threshold review recommended.

PROGRAM EVALUATION ANALYSIS

The Clinical Mental Health Counseling program at South University, West Palm Beach, continues to uphold its mission of preparing professional counselors for evidence-based practice to meet the needs of diverse populations. The 2024 assessment cycle reflects both significant strengths and areas for targeted improvement, providing a clear roadmap for ongoing program development.

Strengths and Achievements

The program demonstrated strong performance in several key domains. Professional Identity and Ethics emerged as a notable strength, with students consistently meeting benchmarks across multiple measures, including final exams and site supervisor evaluations (PIPEF). Students exhibited ethical behavior, professional relationships, and case management skills, reinforcing the program's commitment to ethical and professional standards. Similarly, Social and Cultural Diversity outcomes were met, with students excelling in multicultural foundations and cultural immersion projects. These results affirm the program's emphasis on cultural competence and advocacy.

Group Counseling and CMHC Specialization also stood out as areas of success. Students met benchmarks in group proposal, leadership, and membership assignments, and demonstrated proficiency in comprehensive exams and clinical conceptualization tasks during practicum and internship. These achievements highlight the program's effectiveness in preparing students for collaborative and specialized clinical work.

ACTION PLAN BASED ON KPI ASSESSMENT DATA

Despite these successes, the evaluation revealed gaps in several domains. Counseling and Helping Relationships showed mixed results; while skills benchmarks were met, knowledge benchmarks fell short in some courses, and professional writing in Theory of Change papers requires improvement. Assessment and Testing presented the most significant challenge, with benchmarks unmet for CNS6535 final exams and Biopsychosocial papers. Although PIPEF scores for assessment skills met minimum standards, they were notably lower than other competencies, signaling a need for enhanced instruction and practice.

Research and Program Evaluation also requires attention, as students did not meet knowledge benchmarks in CNS6529. This suggests the need for curriculum adjustments to strengthen research methodology and program evaluation skills. Additionally, Human Growth and Development outcomes were partially met, with two final exams falling below benchmarks, largely due to small class sizes impacting statistical thresholds.

To address these gaps, the program should consider revising benchmarks for courses with low enrollment to ensure fair representation of performance. Faculty development initiatives focused on teaching rubric criteria and supporting professional writing skills will be critical. Curriculum enhancements in assessment and research courses, coupled with increased opportunities for applied practice, will help close competency gaps. Finally, reinforcing time management and workload balance for KPI assignments may improve student performance in courses with heavy requirements.

Action Area	Recommended Action	Rationale
Benchmark Revision	Revise benchmarks for courses with small enrollment to avoid skewed results.	Small class sizes impacted benchmark achievement, making results statistically unreliable.
Professional Writing Support	Provide targeted writing workshops and integrate writing resources into KPI assignments.	Students struggled with professional writing in Theory of Change and Cultural Immersion projects.
Curriculum Enhancement - Assessment & Research	Review and strengthen CNS6535 and CNS6529 curriculum; add supplemental resources and practice opportunities.	Knowledge benchmarks were not met in assessment and research courses, indicating gaps in understanding.
Practice Opportunities	Increase applied practice for group proposal and clinical documentation skills.	Students struggled with rubric criteria and application in group proposal assignments.

Faculty Development	Conduct training sessions on rubric alignment and KPI expectations.	Ensure consistent teaching and assessment practices across courses.
Time Management Strategies	Reevaluate KPI assignment load and provide time management guidance to students.	Instructor feedback indicated excessive expectations contributed to gaps in Lifestyle and Career Development outcomes.

GRADUATE/ALUMNI SURVEY FEEDBACK

South University Clinical Mental Health Counseling students at the West Palm Beach campus are asked to complete an alumni survey annually in July. In addition, the West Palm Beach Campus Program Director communicates with alumni on a consistent basis to determine whether former students are currently employed. In 2024, the one graduate reported being employed in their field.

Campus	Employed	Not Yet Employed	Grand Total	Percentage
SU WPB	1	0	1	100%

EMPLOYER SURVEY FEEDBACK

South University requested feedback from the employers identified by graduates of the program. 0 responded. The Office of Career Services and the Office of Assessment are currently collaborating on ways to improve the response rate to the employer survey.

STUDENT FEEDBACK

END-OF-COURSE SURVEYS

Watermark surveys are end-of-course evaluations that gather student satisfaction over 8 quantitative questions on a scale of 1-5, where 1 is the lowest and 5 is the highest. All responses are anonymous. Qualitative data is also collected and available upon request.

In 2024, 65/103 (63.11%) responses were collected in CMHC courses at West Palm Beach, with an average score of 4.83.

Question Number	Question	Average Score
1	Instructor(s) effectively communicated course concepts and assignment expectations.	4.84
2	Instructor(s) effectively engaged students through course discussions.	4.85
3	Instructor(s) was approachable and available.	4.90
4	Instructor(s) provided valuable and timely grades and feedback on submissions.	4.71
5	The course content and supplemental materials were relevant, well-structured, and organized.	4.89
6	The assessments (assignments, quizzes, exams) accurately reflect the course content and supplemental materials.	4.85
7	The course workload was reasonable and manageable.	4.75
8	Classroom/Lab resources were sufficient for learning.	4.75

PROGRAM/CURRICULUM MODIFICATIONS

In 2023, CMHC leadership embarked on an overhaul of our assessment plan and practices. At that time, three of our programs (Richmond, Columbia, West Palm Beach), had submitted self-studies to CACREP to seek programmatic reaccreditation. The feedback from CACREP indicated that our assessment plan was inadequate and not meeting accreditation standards. The CACREP feedback necessitated comprehensive changes that could be implemented quickly and easily accessed by faculty and students. The assessment plan was shared with the faculty in 2023 and CMHC became an early adopter of Watermark so that we could begin the process of systematically assessing our students and collecting data that could for programmatic improvements. CMHC-Savannah submitted their CACREP self-study in November 2023 with preliminary data from the new assessment plan with the goal of obtaining a full AY of data by the end of 2024. The final assessment plan was approved by UAC on 04/08/2024.

The changes are summarized below:

Previous Mission	Updated Mission
The mission of the South University Master of Arts degree program in Clinical Mental Health Counseling is to prepare students to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate	The mission of the Clinical Mental Health Counseling program at South University is to train professional counselors for evidence-based practice to meet the needs of diverse populations.

students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.	
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Previous Program Learning Goals/Objectives		Updated Program Learning Goals/Objectives	
1	Comprehensive knowledge of field: Promote the development of broad and comprehensive knowledge of the field of Clinical Mental Health Counseling.	1	Clinical skills: Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.
2	Critical thinking regarding field: Promote critical/analytical thinking regarding concepts and applications in the field.	2	Critical thinking: Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.
3	Understanding of assessment and treatment: Promote a thorough understanding of mental health assessment and treatment.	3	Technology: Prepare graduates for the integration of technology in contemporary counseling practice and critical/analytical thinking regarding concepts and applications in the field.
4	Professionalism and current issues: Raise awareness of professionalism and issues impacting the profession.	4	Professional Identity & Ethics: Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.

Previous PSLOs/KPIs		Updated PSLOs/KPIs	
1	Professional Counseling & Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.	1	Professional Identity and Ethics: Apply aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.	2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
3	Human Growth & Development: Apply research and core theory to the needs of diverse individuals across the lifespan, to	3	Human Growth & Development: Apply research and core theory to the needs of diverse individuals across the lifespan, to

	include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.		include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
4	Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.	4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
5	Counseling and Helping Relationships: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.	5	Counseling and Helping Relationships: Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
6	Group Counseling & Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.	6	Group Counseling & Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
7	Assessment & Testing: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.	7	Assessment & Testing: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.	8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.
		9	Clinical Mental Health Counseling (CMHC) Specialization: Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.

PROGRAM HIGHLIGHTS

The South University West Palm Beach Campus Clinical Mental Health Counseling Program accomplished several notable goals for the 2024 academic year including:

Employment and retention of three full-time qualified Counselor Educators, Dr. Bridget Glass, Program Director, Dr. Julia Lancaster, Clinical Coordinator, and Dr. Julie Vogel, Associate Professor

Completion and submission of required addendums to seek accreditation from the Council for Accreditation of Counseling and Related Educational Program under a blended modality for course instruction.

FACULTY ACTIVITIES

In 2024, faculty members in the CMHC-MA program demonstrated strong engagement in scholarly and professional development activities. Faculty actively participated in scholarly research projects, contributing to advancing knowledge in counseling and mental health. They maintained a visible presence in professional organizations, fostering collaboration and staying current with industry standards and best practices. These efforts not only enriched classroom instruction but also strengthened the program's reputation for academic excellence. A notable achievement includes Dr. Glass receiving the Excellence in Teaching Award from South University, a recognition of her outstanding commitment to student success, innovative teaching strategies, and leadership in the academic community. Collectively, these accomplishments underscore the faculty's dedication to scholarship, professional engagement, and high-quality education.

STUDENT ACTIVITIES

During this reporting period, one of our counseling students was honored with a prestigious scholarship through the Palm Health Foundation in partnership with the George Snow Scholarship Fund. The award, titled the Southeast Florida Behavioral Health Network Scholarship, provides \$4,000 in financial support for qualified educational expenses over a one-year term.

This recognition highlights the student's commitment to academic excellence and professional growth in the field of behavioral health. The scholarship reflects confidence in the student's potential to contribute meaningfully to mental health services within the Southeast Florida region. Such achievements reinforce the program's mission to prepare highly skilled counselors who will advance community well-being.

WORKSHOPS AND SEMINARS

Winter 2024:

- Interprofessional Education, February 7, Topic: *Malpractice vs. Criminal Negligence*
- CMHC South University-WPB, One-Hour Training March 13, Topic: *When the Parent is the Perpetrator: A Clinical Guide to Preventing Violence and Supporting Healing in Families*

Spring 2024:

- Interprofessional Education, June 12, Topic: *Women's Health*

- Glass, B. (2024). *Keep calm and counsel on: Maintaining counselor well-being in the trenches* [Professional development training]. Presented for the Clinical Mental Health Counseling Program at South University, West Palm Beach.

Summer 2024:

- Interprofessional Education, August 7, Topic: *Healthcare & the LGBTQ+ Patient; A crash course in gender & sexual minority health*
- Crisis and Trauma Resource Institute, One-Hour Webinar, Topic: *Gender and Sexual Diversity in Youth*

Fall 2024:

- Interprofessional Education, November 12, Topic: *Bridging Healthcare and Technology: The Future of Telehealth Across Disciplines*
- Crisis and Trauma Resource Institute, One-Hour Webinar, Topic: *Motivational Interviewing*

Giuliana, M. (2024). *Healing in the margins: Addressing minority stress and moral injury in LGBTQIA+ counseling* [Professional training]. Presented for the Clinical Mental Health Counseling Program at South University, West Palm Beach.

Glass, B. (2024). *Keep calm and counsel on: Maintaining counselor well-being in the trenches* [Professional development training]. Presented for the Clinical Mental Health Counseling Program at South University, West Palm Beach.

Vogel, J. (2024). *When the parent is the perpetrator: A clinical guide to preventing violence and supporting healing in families* [Professional development training]. Presented for the Clinical Mental Health Counseling Program at South University, West Palm Beach.

Mantooth Urso, B. (2024). *Suicide prevention in school-based mental health counseling* [Professional development training]. Presented for the Clinical Mental Health Counseling Program at South University, West Palm Beach.