



University of  
**Pittsburgh**®

**Department of Counseling  
and Behavioral Health**  
School of Health and  
Rehabilitation Sciences

# **Clinical Rehabilitation and Mental Health Counseling Program (2014-2023)**

## **Clinical Mental Health Counseling Program (2023)**

### **Annual Report 2022-2023**

## **Mission and Vision**

The Clinical Mental Health Counseling program strives to be a world class educational program, delivering a personalized educational experience for future professional counselors. We prepare our students to address the complex challenges faced by clients of diverse backgrounds, including individuals across cultures, across the lifespan, and those with disabilities and mental and behavioral health challenges. Our program emphasizes experiential training in evidence-based practices while advancing the field through clinical research. We are committed to community engagement, advocacy, and promoting diversity, inclusion, and cultural humility.

## **Changes to the Program**

Since 2014, the counseling program at the University of Pittsburgh has been recognized as a CACREP dually accredited Clinical Rehabilitation and Clinical Mental Health Counseling program. Starting with the Fall 2023 cohort, all students matriculated into the Clinical Mental Health Counseling program. This annual report will serve as the last report for the Clinical Rehabilitation and Mental Health Counseling Program.

## **Objective of the Annual Report**

This report reflects a summary of program outcomes of the Clinical Rehabilitation and Mental Health Counseling Program (now, the Clinical Mental Health Counseling Program) within the School of Health and Rehabilitation Sciences, Department of Counseling and Behavioral Health, for the academic year spanning September 1, 2022 to August 31, 2023. Portions of this report are required by our accrediting body, the *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*. These sections provide details on applications, enrollment, evaluation of student performance, graduation rates, certification and licensure status of graduates, and employment outcomes.

## **Counseling Faculty**

Counseling Faculty Members (CACREP core faculty)

- Michelle Schein, PhD, CRC, LPC
- Jamie Kulzer, PhD, CRC, LPC

- Quiana Golphin, PhD, LPC, NCC
- Michael Pramuka, PhD, CRC
- Chandra Carey, PhD, CRC (Joined September, 2023)

Counseling Faculty Members (Non CACREP core)

- Eric Meyer, PhD
- Roger Little, MS
- Laura Dietz, PhD
- Molly Gorzelsky
- Michelle Colaruso

### Applications and Enrollment

Application and enrollment data for the past three years are presented in **Table 1**. These data reflect the continued growth of the program. The number of applicants we have attracted has steadily increased over the past three years.

**Table 1. Application and enrollment data: 2021-2023**

	2021	2022	2023
Total size of incoming class	20	31	30
Total applications received	85	137	168
Completed and valid applications received by the March 1 deadline	78	110	122
Offered regular admission	53 (62%)	67 (61%)	71 (58%)
Initially accepted offer of admission	26 (49%)	36 (53%)	38 (54%)
Offered wait-list admission	11 (13%)	27 (25%)	21 (17%)
Offered admission from waitlist		0	10 (48%)
Deferred/withdrew admission	9 (11%)	5 (5%)	8 (10%)*
Enrolled from number of complete/valid applications	18 (24%)	29 (26%)	30 (25%)
Enrolled from total number offered admission*	18 (30%)	29 (43%)	30 (33%)
Admitted following prior deferral	2	2	0
Part-time students enrolled	0	0	0
Left the program before completing	0	1**	0

\* Includes wait-list admission offers

\*\*1 student currently on leave of absence

## Student Characteristics

**Table 2. Self-reported demographic data for 2023 cohort**

	<b>Matriculated (n=30)</b>
White	25
Hispanic or Latinx	1
Black or African American	3
Asian	5
American Indian	0
Native Hawaiian or other Pacific Islander	0
Unknown	0
International Student	1
Veteran	1
With a Disability	4

\*Students were able to identify with multiple categories.

## Program Outcomes

**Table 3. Graduation, employment, and certification data for those who entered the program full-time from 2019-2021**

	<b>2019</b>	<b>2020</b>	<b>2021</b>
Entered the Program	17	25	20
Graduated	16 (94%)	19 April 2022 1 August 2022 (76% <sup>d</sup> )	20
Pursuing advanced doctoral or clinical studies	1	1	0
Job placement rate <sup>b</sup>	14 (94%)	16 (80%)	20 (100%)
Survey response rate <sup>c</sup>	53%	84%	71%
Employed in counseling field	13	17	20
Certification			
CRC	0	2	1
NCC	15	14	16
Employment Setting	• 1 Hospital System	• 10 Community Mental/Behavioral Health	• 9 Private practice

	<ul style="list-style-type: none"> <li>• 7 Community Mental/Behavioral Health</li> <li>• 3 Private Practice</li> <li>• 2 post-secondary 1 residential treatment</li> <li>• 1 unknown</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Private practice</li> <li>• 2 University counseling centers</li> </ul>	<ul style="list-style-type: none"> <li>• 8 Community Mental/Behavioral Health</li> <li>• 2 University Counseling Centers</li> <li>• 1 Secondary School</li> <li>• Public Vocational Rehabilitation</li> </ul>
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<sup>a</sup> Updated from 2021 report due to COVID delays; 1 graduate died just before completing the program and is included as a graduate

<sup>b</sup> Job Placement Rate is defined as the percentage of graduates reporting that they had obtained employment in a recognized or comparable counseling occupation within 180 days of receiving the Master’s degree; or were enrolled in additional formal studies. Data are combined across responses to the to our alumni survey, direct communication with graduates, and web searches for those for did not respond to the survey. Thus, the actual job placement rates could actually be higher.

<sup>c</sup> response rate for full-time students graduating in April 2022

<sup>d</sup> The 2020 cohort had an unusually high “drop out” rate, mostly due to personal issues and the COVID-19 pandemic.

**Table 4. Graduation, employment, and certification data for those who entered the program part-time from 2019 to 2020**

	2018	2019	2020
Entered the Program	2	3	0
Graduated	2	2	0
Still enrolled in program		1	0
Pursuing doctoral studies	NA	NA	NA
Job placement rate <sup>a</sup>	100%	100%	NA
Employed in counseling field	1	2	NA
Certification CRC NCC	2	2	NA
Employment Setting	<ul style="list-style-type: none"> <li>• Private practice</li> <li>• University</li> </ul>	<ul style="list-style-type: none"> <li>• Community MH/BH</li> <li>• Private Practice</li> </ul>	NA

<sup>a</sup>Job Placement Rate is defined as the percentage of graduates reporting that they had obtained employment in a recognized or comparable counseling occupation within 180 days of receiving the Master’s degree. Data are combined across responses to the to our alumni survey, direct communication with graduates, and web searches for those for did not respond to the survey. Thus, the actual job placement rates could actually be higher.

## Evaluations of Student Performance

Fifty-five students were enrolled in the counseling program during the 2022-2023 academic year.

**Table 5. Clinical Capstone Examination Performance**

<b>Capstone Outcome</b>	<b>N = 23</b>
Fail	0
Pass with Revisions	19 (83%)
Pass, unconditional	4 (17%)

**Table 6. Key Performance Indicators: 2022-2023**

**Pitt Counseling Program Benchmark: 85% of students will meet or exceed expectations for each assessment.**

<b>1. PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE</b>					
<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>First Assessment</b>	<b>Second Assessment</b>	<b>Results (Academic Year 2021-2022)</b>	<b>Reflection and Action Steps</b>
KPI 1: Students will demonstrate competency related to professional counseling orientation and professional practice.	2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	<p><b>COUN 2730 FOUNDATIONS IN COUNSELING</b> (Knowledge)</p> <p><i>What is Counseling?</i> Students will conduct a 5-10-minute introductory session with a simulated 'new' client explaining counseling while incorporating a creative approach.</p>	<p><b>COUN 2751 CAPSTONE</b></p> <p>(Knowledge and Skills) Students Capstone Paper and Oral Presentation will be evaluated using the Capstone grading rubric, which includes a section on Ethics.</p>	<p><b>COUN 2730 FOUNDATIONS</b> (n=31): Exceed Expectations: 45% Meets Expectations: 45% Near Expectations: 10%</p> <p><b>COUN 2751 Capstone Examination Ethics</b> (n=20): Exceed Expectations: 15% Meets Expectations: 75% Near Expectations: 10%</p>	
<b>2. SOCIAL AND CULTURAL DIVERSITY</b>					
<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>First Assessment</b>	<b>Second Assessment</b>	<b>Results</b>	<b>Reflection and Action Steps</b>
KPI 2: Students will demonstrate competency	2.F.2.b theories and models of multicultural counseling, cultural identity development,	<p><b>COUN 2730 CULTURE</b> (Knowledge)</p> <p><i>Cultural Autobiography</i></p>	<b>COUN 2751 CAPSTONE</b> (Knowledge and Skills)	<b>COUN 2731 CULTURE</b> (n=31): Exceed Expectations: 74%	The CMHC program recently began a culture and diversity curriculum audit.

related to social and cultural diversity.	and social justice and advocacy	Students will engage in thoughtful self-examination of how they have been socialized into their own culture as well as an analysis about their own knowledge and beliefs about multicultural issues and topics.	Students Capstone Paper and Oral Presentation will be evaluated using the Capstone grading rubric, which includes a section on Cultural Humility.	Meets Expectations: 23% Below Expectations: 3%  <b>COUN 2751 Capstone Examination Culture:</b> Exceed Expectations: 40% Meets Expectations: 60%	While all students met or exceeded expectations on the KPI second assessment, the program is exploring how diversity ideas are infused throughout the entire program.
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**3. HUMAN GROWTH AND DEVELOPMENT**

<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>First Assessment</b>	<b>Second Assessment</b>	<b>Results</b>	<b>Reflection and Action Steps</b>
KPI 3: Students will demonstrate competency related to human growth and development.	2.F.3.a. theories of individual and family development across the lifespan  2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	<b>COUN 2732 Human Development (2.F.3.f)</b> (Knowledge)  <i>Reflection Timeline Paper</i> Students will identify significant events they believe have impacted their development. Of these events, at least two events must have occurred during childhood, two during adolescence, and two during adulthood.	<b>COUN 2743 Family and Couples (2.F.3.a)</b> (Knowledge)  <i>Response Paper 4</i> Students will conceptualize a couple's problem(s), describing the issues that contribute to or sustain the problem (including family development), and initial treatment goals	<b>COUN 2732 HUMAN DEVELOPMENT</b> (n=50) Exceed Expectations: 90% Meets Expectations: 8% Near Expectations: 2%  <b>COUN 2743 FAMILY AND COUPLES</b> (n=20) Exceed Expectations: 60% Meets Expectations: 40%	



4. CAREER DEVELOPMENT					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 4: Students will demonstrate competency related to career development.	2.F.4.a. theories and models of career development, counseling, and decision making  2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	<b>COUN 2724 Career Counseling and Vocational Issues</b> (2.F.4.a) (Knowledge)  <i>Career Autobiography/Self-Assessment</i> Students will synthesize their personal understanding of career development and experiences learned throughout the semester. The assignment should be completed to demonstrate the insight gained while applying the course content which has been learned.	<b>COUN 2724 Career Counseling and Vocational Issues</b> (2.F.4.i) (Skills)  <i>Career Counseling Interview and Analysis</i> Students will complete an intake interview with a volunteer “client”. The single-session intake interview that will last approximately 1 hour.	<b>COUN 2724 CAREER Assessment 1</b> (n=20): Exceed Expectations: 70% Meets Expectations: 30%  <b>COUN 2724 CAREER Assessment 2</b> (n=20): Exceed Expectations: 95% Meets Expectations: 5%	
5. COUNSELING AND HELPING RELATIONSHIPS					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 5: Students will demonstrate competency related to counseling and helping relationships.	2.F.5.g. essential interviewing, counseling, and case conceptualization skills	<b>COUN 2733 SKILLS</b> (Skills)  <i>Counseling Session with Actor</i> Students will conduct an initial counseling session	<b>COUN 2747 CASE CONCEPTUALIZATION, TREATMENT PLANNING, AND CASE MANAGEMENT</b> (Knowledge)  <i>Final Exam</i> Students will complete a case study using relevant Case	<b>COUN 2733 SKILLS</b> (n=31): Exceed Expectations: 16% Meets Expectations: 68% Near Expectations: 16%	Response: This KPI for assessment one was right at our pre-determined benchmark of 85% meeting or exceeding expectations. We will carefully monitor this KPI going forward to

		with a paid actor, write a progress note, review the video and complete the assigned self-review topics/questions. After feedback from the instructor students will meet in person or via Zoom with the instructor for brief discussion of session strengths and opportunities for development.	Conceptualization forms that emphasizes goal setting and treatment planning.	<b>COUN 2747 Final</b> (n=20) Exceed Expectations: 20% Meets Expectations: 80%	evaluate whether any modifications are warranted.  For assessment two, this is a significant improvement in student performance on the case conceptualization final from the previous academic year.
<b>6. GROUP COUNSELING AND GROUP WORK</b>					
<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>First Assessment</b>	<b>Second Assessment</b>	<b>Results</b>	<b>Reflection and Action Steps</b>
KPI 6: Students will demonstrate competency related to group counseling and group work.	2.F.6.d. characteristics and functions of effective group leaders  2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members	<b>COUN 2739 Group Counseling</b> (2.F.6.e) (Knowledge)  <i>Group Proposal</i> Students will write a group proposal that includes the following sections: cover page, rationale, objectives, practical considerations (including recruiting, screening, and selecting	<b>COUN 2739 Group Counseling</b> (2.F.6.d) (Skills)  <i>Final Oral Exam</i> Students will be presented with four scenarios, one each from the initial, transition, working, and final stage of the group. Students will describe the characteristics and functions of effective group leaders of each stage prior to engaging in a short role play demonstrating skills at each stage.	<b>COUN 2739 GROUP Assessment 1</b> (n=30): Exceed Expectations: 20% Meets Expectations: 73% Near Expectations: 7%  <b>COUN 2739 GROUP</b>	

		members), procedures, evaluation, and references.		<b>Assessment 2</b> (n=30): Exceed Expectations: 93% Meets Expectations: 7%	
7. ASSESSMENT AND TESTING					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 7: Students will demonstrate competency related to assessment and testing.	2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments  2.F.7.i. use of assessment results to diagnose developmental, behavioral, and mental disorders	<b>COUN 2738 Diagnosis and Treatment (2.F.7.1)</b> (Skills)  <i>Structured Clinical Interview for DSM-5 Administration</i> Students will demonstrate their clinical interviewing skills during a 30-minute videotaped interview.	<b>COUN 2737 Assessment (2.F.7.f)</b> (Knowledge)  <i>Exam 1</i> Students will complete an examination related to basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments.	<b>COUN 2738 DIAGNOSIS Interview</b> (n=31) Exceed Expectations: 29% Meets Expectations: 68% Near Expectations: 3  <b>COUN 2737 ASSESSMENT</b> (n=30) Meets Expectations: 57% Near Expectations: 30% Below Expectations: 13%	
8. RESEARCH AND PROGRAM EVALUATION					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps

KPI 8: Students will demonstrate competency related to research and program evaluation.	2.F.8.b. Identification of evidence-based counseling practices	<p><b>COUN 2748 EBP AND RESEARCH METHODS</b> (Knowledge)</p> <p><i>Writing Assignment</i> Students will conduct an article analysis and evidence synthesis. Students identify three articles describing counseling practices, summarize the findings and critique the methods, compare and contrast the interventions and findings in order to draw conclusions regarding counseling practice, and deliver an in-class presentation on their conclusions.</p>	<p><b>COUN 2751 CAPSTONE</b> (Skills)</p> <p>Students Capstone Paper and Oral Presentation will be evaluated using the Capstone grading rubric, which includes a section on EBP.</p>	<p><b>COUN 2748 EBP Writing Assignment</b> *To be collected Fall 2023. Last collected Spring 2022.</p> <p><b>COUN 2751 Capstone Examination EBP</b> (n=20): Exceed Expectations: 35% Meets Expectations: 55% Near Expectations: 10%</p>	During the 2022-2023 academic year, further standardization for the Capstone Cases increased the percentage of students who met or exceeded expectations on this KPI.
<b>CLINICAL MENTAL HEALTH COUNSELING</b>					
<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>First Assessment</b>	<b>Second Assessment</b>		
KPI 9: Students will demonstrate competency related to clinical mental health counseling.	5.C.1.b theories and models related to clinical mental health counseling	<p><b>COUN 2734 COUNSELING THEORIES</b> (5.C.1.b) (Knowledge)</p> <p><i>Examinations</i> Students will complete a Final Exam focusing on counseling theories.</p>	<p><b>COUN 2740 CLINICAL APPLICATIONS</b> (Skills)</p> <p><i>CBT Session</i> Students will conduct a 45-minute CBT session with a Standardized/Simulated Patient (SP).</p>	<p><b>COUN 2734 FINAL</b> (n=30) Meets Expectations: 50% Near Expectations: 37% Below Expectations: 13%</p> <p><b>COUN 2740 CLINICAL APPLICATIONS</b> (n=20):</p>	

				Exceed Expectations: 5%	
				Meets Expectations: 95	

**For full-time students who matriculated in 2021 (n=20):**

- 55% (n=11) met or exceeded all KPI assignments.
- 30% (n=6) met or exceeded all KPI assignments, except one assignment on which they were evaluated as being near expectations.
- 5% (n=1) met or exceeded all KPI assignments, except one assignment on which they were evaluated as being below expectations.
- 10% (n=2) had 2 or more near or below expectations ratings on KPI assignments.

**Table 7. Evaluation of Student Professional Dispositions, Second Year and Continuing Part-time Students**

	<b>Fall 2022 (n=25)</b>	<b>Spring 2023 (n=24)</b>	<b>Summer 2023 (n=4)</b>
	<b>Exceeds/Meets Expectations</b>	<b>Exceeds/Meets Expectations</b>	<b>Exceeds/Meets Expectations</b>
Attendance	100%	100%	100%
Time management/ organization/ preparedness	100%	100%	100%
Communication	100%	100%	100%
Openness to Feedback	100%	100%	100%
Self-confidence	100%	100%	100%
Boundaries (with faculty and peers)	100%	100%	100%
Maturity and decorum	100%	100%	100%
Emotional stability and self-control	100%	100%	100%
Self-motivation/ initiation	100%	100%	100%
Respect/ cooperation	100%	100%	100%
Values Professional and Personal Growth*	100%	100%	100%

\*Added starting Spring 2022

Average scores across faculty ratings of individual professional dispositions (Ranked on Likert scale from 1-4)

Below Expectations: <1.5

Near Expectations: 1.5 to <2.5

Meets Expectations: 2.5 to <3.5

Exceeds Expectations: ≥3.5

**Table 8. Evaluation of Student Professional Dispositions, First Year Students**

	Fall (n=31)		Spring (n=30)		Summer (n=30)	
	Exceeds/Meets Expectations	Near/Below Expectations	Exceeds/Meets Expectations	Near/Below Expectations	Exceeds/Meets Expectations	Near/Below Expectations
Attendance	93.6% (29)	6.4% (2)	93.7% (28)	6.6% (2)	100%	
Time management/ organization/ preparedness	93.6% (29)	6.4% (2)	96.7 (29)	3.3% (1)	96.7 (29)	3.3% (1)
Communication	93.6% (29)	6.4% (2)	100%		100%	
Openness to Feedback	93.6% (29)	6.4% (2)	100%		96.7 (29)	3.3% (1)
Self-confidence	100%		100%		100%	
Boundaries (with faculty and peers)	96.8% (30)	3.2% (1)	100%		100%	
Maturity and decorum	93.6% (29)	6.4% (2)	96.7 (29)	3.3% (1)	100%	
Emotional stability and self-control	96.8% (30)	3.2% (1)	100%		100%	
Self-motivation/ initiation	96.8% (30)	3.2% (1)	100%		100%	
Respect/ cooperation	93.6% (29)	6.4% (2)	100%		100%	
Values Professional and Personal Growth*	93.6% (29)	6.4% (2)	100%		100%	

\*Added starting 2022

Average scores across faculty ratings of individual professional dispositions (Ranked on Likert scale from 1-4)

Below Expectations: <1.5

Near Expectations: 1.5 to <2.5

Meets Expectations: 2.5 to <3.5

Exceeds Expectations: ≥3.5

## Student Awards and Scholarships

**Oyler Awards.** Four students (Janaya Carlisle, Christina Murzynski, Gerret George, Kelisa Hysenbegasi) received the Nancy L. Oyler Student Award in Counseling. This award is designed to support and encourage graduate level training and clinical excellence in Rehabilitation. These awards support a portion of awardees' tuition.

**CRESTS Scholarships.** Three students (Victoria Huston, Katherine Soller, and Carlee Stelter) continued with the Certified Rehabilitation Counselors and Educators Supporting Transition Success; (CRESTS) scholarships. These scholarships are made possible through a U.S. Department of Education training grant and fully fund the awardees' graduate training. They are designed to promote inter-disciplinary training in supporting those who are blind or visually impaired in achieving improved career outcomes and quality of life.

**Pennsylvania Rehabilitation Association.** Victoria Huston was awarded the Pennsylvania Rehabilitation Association Graduate Student Award for Direct Service in February 2023.

## Evaluations of the Program

**Student Exit Survey Results.** We conducted an exit survey in 2023 with the full-time cohort who entered our program in 2021, as well as part-time students who graduated in April, June, or August 2023. This was the final cohort who graduated from the Clinical Rehabilitation and Mental Health Counseling program. Twenty one of 22 students (95%) responded. These data are presented in **Table 9**. All students responded to a prompt to describe our program's greatest strengths. These strengths included: numerous positive comments about the faculty as a whole being the program's greatest strength as well as strengths of specific faculty members, counseling skills evaluations through role plays, simulated clients, and skills recordings, strong emphasis on diversity, equity, and inclusion, hands-on guidance in practicum and internship searching/application process

As part of this survey, students were asked to identify areas for improvement. These are listed in **Table 10**, along with the program's response and efforts to address these areas. Our faculty work collaboratively on developing responses to these suggestions for improvement.



**Table 9. 2023 Exit survey results (n=21)**

	Strongly Agree	Agree/Slightly Agree	Disagree/Slightly Disagree
<b>The Pitt Counseling Faculty:</b>	<b>% (n)</b>	<b>% (n)</b>	<b>% (n)</b>
Were effective teachers and able to successfully convey counseling and mental health knowledge	95.2% (20)	4.8% (1)	
Were effective in teaching clinical skills (counseling, case conceptualization, interviewing, etc.)	95.2% (20)	4.8% (1)	
Treated students with respect	85.7% (18)	14.3% (3)	
Had an open-door policy & were accessible & sensitive to different needs, learning styles, and diversity	76.2% (16)	23.8% (5)	
<b>Diversity and Equity</b>	<b>Strongly Agree</b>	<b>Agree/Slightly Agree</b>	<b>Disagree/Slightly Disagree</b>
The curriculum content is inclusive.	47.6% (10)	52.4% (11)	
Racially and culturally diverse issues or content are discussed in ways that feel safe and inclusive during class.	57.1% (12)	42.9% (9)	
The professors seemed comfortable leading open and respectful discussions of racially and culturally diverse issues.	52.4% (11)	47.6% (10)	
<b>The program helped me develop my competency in the following areas:</b>	<b>Strongly Prepared % (n)</b>	<b>Adequately Prepared % (n)</b>	<b>Poorly Prepared % (n)</b>
Professional counseling orientation and professional practice	81% (17)	19% (4)	
Social and cultural diversity	90.5% (19)	9.5% (2)	
Human growth and development	76.2% (16)	23.8% (5)	
Career development	33.3% (7)	61.9% (13)	7.8% (1)
Counseling and helping relationships	90.5% (19)	9.5% (2)	
Group counseling and group work	52.4% (11)	42.9% (9)	7.8% (1)
Assessment and testing	66.7% (14)	29.6% (6)	7.8% (1)
Research and program eval	47.6% (10)	42.9% (9)	9.5% (2)
Clinical mental health counseling	95.2% (20)	7.8% (1)	
<b>Clinical Placements</b>	<b>Strongly Agree</b>	<b>Agree/Slightly Agree</b>	<b>Strongly Disagree</b>
I am satisfied with the clinical placement process	42.9% (9)	52.4% (11)	4.8% (1)
I completed my placements at one of my preferred sites for practicum/internship.	81% (17)	14.3% (3)	4.8% (1)
Beyond accruing the required hours, my practicum/internship training made a valuable contribution to my development as a counselor	81% (17)	14.3% (3)	4.8% (1)

Overall Program Assessment	Strongly Agree	Agree/Slightly Agree	Disagree/Slightly Disagree
The exams, activities, and clinical evaluations were a good measure of my knowledge & skills	47.6% (10)	52.4% (11)	
At the time of graduation, I feel that I am well prepared for entry-level into the field	66.7% (14)	33.3% (7)	
The Pitt Counseling Program helped me develop an identity as a counselor	57.1% (12)	42.9% (9)	
At the time of graduation, I am satisfied with my overall experience in the Pitt Counseling Program	57.1% (12)	42.9% (9)	

**Table 10. Areas for Improvement Identified by Students During Exit Survey and Program Response**

Student Identified Suggestions and Areas for Improvement	Program Response
Upfront costs incurred each semester. The program is expensive (n=3)	Starting in Fall 2023, we created a cost sheet to provide a good faith estimate of the total cost of the program. Additionally, beginning in Fall 2024, the program was approved under a flat rate tuition model, providing additional clarity on costs/term.
Practicum/Internship process (n=2)	We strive to make this a student-centered process and provide considerable support and resources throughout the matching process. All students were matched to a placement, though inevitably not all students are matched to their top choice. We understand that this can lead to dissatisfaction with the matching process.
More transparency on career paths, including time commitments of a career as a counselor	While this content is covered in the Foundations course, we plan to invite recent alumni as guest speakers to discuss career process immediately upon graduation. Additionally, we will share salary results from the most recent exit survey during the second-year mentorship course.
Inflexible schedule	We acknowledge that our program is a cohort model and has previously not had summer course offerings. Starting in Fall 2023, the program has added summer courses. While it does not change the schedule and courses are only offered 1x/academic year, the number of courses required each term for full-time students will decrease with the move to summer courses.
Adjunct professors – not always aware of program processes and at times seemed disconnected from cultural expectations of the program.	The program is currently creating a more structured orientation process for adjunct instructors. This will include an explicit section related to DEI-related expectations.

Improving supervision class to allow student to more openly express challenges or cases.	We need to do a better job of presenting rationale for supervision (1 primary case presentation). Faculty to place greater emphasis for reserved open discussion on other weeks.
Suggest having a universal attendance policy to increase clarity of expectations.	Coming out of the pandemic, we deemed it prudent to institute a standard attendance policy.
Electives	We recently added the opportunity for students to take elective courses beginning in the 2023/2023 academic year

**Alumni Survey.** Fourteen of 21 graduates (67%) responded to this survey, the results of which are presented in **Table 11.**

**Table 11. 2023 Alumni survey**

	<b>2023 (n=14)</b>
	<b>% (n)</b>
<b>Program prepared you to function effectively as an entry-level professional</b>	
Strongly agree	64% (9)
Agree	36% (5)
Neither agree nor disagree	
Disagree	
<b>NCC</b>	
Yes	93% (13)
Applied, haven't taken yet	7% (10)
No, still considering	
No, not currently considering	
<b>Licensed</b>	
Currently pursuing	71% (10)
Plan to start in the future	29% (4)
No, not currently considering or pursuing	
<b>CRC</b>	
Yes	0
No	14
<b>Current Salary</b>	
Less than \$40,000	8% (1)
\$40,000 – 45,000	8% (1)
\$45,000 – 50,000	38% (5)
\$50,000 – 55,000	31% (4)
\$55,000 – 60,000	15% (2)
No Answer	8% (1)