



## **New Mexico Highlands University Counseling Department Annual Fall Report on Academic Year 2021-2022**

New Mexico Highlands University's Counseling Department Annual Report is completed yearly to ensure that the program is frequently evaluated, enhanced, and maintained. The annual report utilizes research and assessments to evaluate the skills, theories, and comprehensive counseling knowledge that the students gain to embody in their practice as counselors. This report contains data which includes number and demographics of current students, number of graduates during the past academic year, pass rates on licensure/credential exams, program completion rates, and job placement rates.

This report includes information from institutional and programmatic data which is part of the counseling program's comprehensive evaluation plan. Data for this report has been compiled from different sources over the academic year. Information in this report will include:

- Overview
- Demographics and Vital Statistics
- Current Student Annual Survey
- Recent Graduate Survey
- Counseling Alumni Survey
- Employer Survey
- National & State Data
- Program Modifications

The counseling department utilizes the data reported here to improve the counseling program.

### **Program Overview**

The Counseling Department at New Mexico Highlands University offers several concentrations for the Master of Arts Counseling degrees. The program offers three concentrations that require 60 credit hours: clinical mental health counseling, clinical rehabilitation counseling, and school counseling. The rehabilitation counseling concentration requires 48 credit hours and the rehabilitation counseling with vocational evaluation specialization requires 54 credit hours. The counseling program utilizes CACREP and state licensing guidelines as the foundation of the program. The counseling program also offers certifications for those who already possess a master's in counseling. Offered certifications include Professional Counseling Certificate (for LMHC), Rehabilitation Counseling Certificate (for CRC, PED K-12) and a School Counseling Certificate Program (PED K-12).

## **Program Objectives**

“The Highlands’ Counselor Education Program is designed to prepare students to be effective, proactive professionals who can develop, organize, and implement outstanding and comprehensive counseling services and programs. The program prepares students who:

1. demonstrate the ethical practice of counseling aligned with a professional counseling orientation in accordance with the standards and credentials of the counseling profession;
2. understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally while developing strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination;
3. demonstrate knowledge of factors associated with human growth and development across the lifespan;
4. understand career development theories and strategies for personal growth and vocational opportunities in a global economy;
5. utilize theoretical foundations of individual counseling, and skills in essential interviewing, counseling, and case conceptualization to promote client understanding of and access to a variety of community-based resources;
6. utilize theoretical foundations of group counseling and group work to plan ethical and culturally relevant strategies for designing and facilitating groups;
7. utilize methods of effective assessment relevant to academic, educational, career, personal, and social development;
8. understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice; and,
9. exhibit a capacity for self-reflection and an openness to feedback to
10. evaluate and improve personal and organizational practices.”

## **Program Mission and Vision Statements**

Vision: “To be a premier counselor education program that prepares counselors as agents of social change who transform the lives of individuals and communities they serve.”

Mission: “The mission of the Highlands’ Counselor Education Program is to train entry-level counselors who are prepared for positions in the community service agencies as mental health counselors, in school systems as school counselors, and in rehabilitation settings as rehabilitation counselors. We are committed to continuous improvement of quality and excellence that fosters critical reflection, integrates theory and practice, and promotes advocacy through a culturally responsive and inclusive approach.”

## **Graduate Faculty and Staff**

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## Counseling Program Accreditation, Demographic, Academic, and Outcome Measures Summary

### Counseling Program Accreditation

The NMHU Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council of Higher Education Accreditation (CHEA). CACREP has granted accreditation to all four programs in the Department of Counseling at New Mexico Highland University through March 31, 2023: Clinical Mental Health Counseling (MA), 60 hours; School Counseling (MA), 60 hours; Rehabilitation Counseling (MA), 48 hours; and Clinical Rehabilitation Counseling (MA), 60 hours.

### Counseling Program Enrollment and Demographic Data

Enrollment has remained steady across all four counseling concentrations and the certificate programs from the 2020-21 to the 2021-22 academic year. Overall, there was a slight increase in total student enrollment in 2021-22, with an increase of 6 students.

### **Applications Counseling Department 2021-2022**

	<b>Applicants</b>	<b>Admitted</b>
<b>2021 FA</b>	53	40
CMHC	30	22
ClinREHAB	4	3
REHAB	2	1
SCHOOL	15	12
CERT School	2	2
<b>2022 SP</b>	31	25
CMHC	19	14
ClinREHAB	1	1
REHAB	2	2
SCHOOL	8	7
CERT Profess	1	1
<b>2022 SU</b>	17	13
CMHC	3	3
ClinREHAB	2	1
REHAB	0	0
SCHOOL	8	7

CERT Profess	2	1
CERT School	2	1

**Current Student Enrollment and Demographics-Fall 2022**

**Fall 2022 Enrollment  
(206 Students-CMHC, CRC, RC, SC, and Certificates)**

<b>Clinical Mental Health Counseling</b> Total: 121 students	<b>Clinical Rehabilitation Counseling</b> Total: 12 students	<b>Rehabilitation Counseling</b> Total: 14 students	<b>School Counseling</b> Total: 55 students
Female: 111 (91.7%)	Female: 8 (63.6%)	Female: 11 (78.6%)	Female: 48 (87%)
Male: 10 (8.3%)	Male: 4 (36.4%)	Male: 3 (21.4%)	Male: 7 (13%)
<b>Ethnicity:</b> American Indian: 13 (10.7%) Hispanic: 37 (30.6%) White: 52 (43%) Non-Resident Alien: 2 (1.7%) Asian: 0 Hawaiian: 0 Unknown: 12 (9.9%) Two or More: 3 (2.5%) African American: 2 (1.7%) International: 0	<b>Ethnicity:</b> American Indian: 1 (9.1%) Hispanic: 3 (27.3%) White: 5 (45.5%) Non-Resident Alien: 0 Asian: 0 Hawaiian: 1 (9.1%) Unknown: 1 (9.1%) Two or More: 0 African American: 0 International: 1 (9.1%)	<b>Ethnicity:</b> American Indian: 2 (14.3%) Hispanic: 7 (50%) White: 3 (21.4%) Non-Resident Alien: 1 (7.1%) Asian: 1 (7.1%) Hawaiian: 0 Unknown: 0 Two or More: 0 African American: 0 International: 0	<b>Ethnicity:</b> American Indian: 9 (17%) Hispanic: 26 (48.1%) White: 14 (25.9%) Non-Resident Alien: 2 (3.7%) Asian: 0 Hawaiian: 0 Unknown: 1 (1.9%) Two or More: 2 (3.7%) African American: 0 International: 1 (1.9%)

**Certificate Program Enrollment and Demographics-Fall 2022  
(Total Enrollment-4 Students)**

<b>Professional Counseling</b> Total: 2	<b>School Counseling</b> Total: 2
Female: 1 (50%) Male: 1 (50%)	Female: 2 (100%)
<b>Ethnicity:</b> Hispanic: 1 (50%) White: 1 (50%)	<b>Ethnicity:</b> Hispanic: 1 (50%) White: 1 (50%)

## **Current Student Enrollment and Demographics-Comparing Fall 2021 to Fall 2022**

### **Demographics**

	2021	2022
Female	174 (87%)	181(88%)
Male	26 (13%)	25 (12%)
American Indian or Native Alaskan	13%	12%
Asian	1%	<1%
African American	3%	1%
Hawaiian Native or Pacific Islander	<1%	<1%
Hispanic	37%	36%
Two or More –	4%	3%
Unknown/Other	5%	9%
White	36%	37%
International	1%	1%

### **Student Learning Outcomes, and CACREP Vital Statistics 2021-2022**

The number of graduates decreased across all concentrations; however, program completion rates have remained steady. Pass rates of clinical licensure exam and certifications have increased since prior years. Job placement rates have also increased across all four concentrations. The use of evaluations and assessments provide information on student learning outcomes and CACREP vital statistics key performance indicators (KPIs). Disposition evaluations provided by practicum and internship site supervisors indicate that students from all four counseling concentrations are meeting or exceeding dispositional expectations. Additionally, students highly rate their clinical experiences.

**Clinical Mental Health 60 hours**

<b>Year</b>	<b>Fall Enrollment</b>	<b># Of Graduates</b>	<b>Completion Rate</b>	<b>Pass Rate</b>	<b>Job Placement Rate</b>
2020-2021	110	27	65%	69%	78%
2021-2022	121	20	80%	80%	90%

**Clinical Rehabilitation Counseling 60 hours**

<b>Year</b>	<b>Fall Enrollment</b>	<b># Of Graduates</b>	<b>Completion Rate</b>	<b>Pass Rate</b>	<b>Job Placement Rate</b>
2020-2021	10	4	80%	79%	85%
2021-2022	12	0	80%	80%	91%

**Rehabilitation Counseling 48 hours**

<b>Year</b>	<b>Fall Enrollment</b>	<b># Of Graduates</b>	<b>Completion Rate</b>	<b>Pass Rate (CRC)</b>	<b>Job Placement Rate</b>
2020-2021	17	5	78%	75%	85%
2021-2022	14	5	75%	85%	90%

**School Counseling 60 hours**

<b>Year</b>	<b>Fall Enrollment</b>	<b># Of Graduates</b>	<b>Completion Rate</b>	<b>Pass Rate (NES/PRAXIS)</b>	<b>Job Placement Rate</b>
2020-2021	54	9	76%	85%	90%
2021-2022	55	7	75%	87%	95%

**Site Supervisor Evaluations of Practicum/Internship Students' Counselor Dispositions**

The following chart displays the ratings site supervisors gave their practicum/internship students at the end of their placements during the 2021-22 academic year. The following scale was used: 1-Does Not Meet Expectations, 2-Approaching Expectations, 3- Meets Expectations, 4-Exceeds Expectations

(112 forms sent, 78 completed)

	Percent of Scores of 3 & 4	SD	Average Value	n
Empathy	98.7	0.6	3.6	78
Genuineness	97.4	0.5	3.6	78
Open-Mindedness	96.2	0.6	3.5	78
Cognitive Complexity	98.7	0.5	3.4	78
Psychological Adjustment	98.7	0.5	3.5	78
Competence	94.9	0.6	3.5	78
Sensitive to Issues of Diversity	100.0	0.5	3.6	78
Acceptance	93.6	0.5	3.6	78

### **Clinical Placement and Related Evaluations**

#### **Students' Evaluations of their Clinical Sites**

Practicum and Internship students, across all four concentrations for the 2021-22 academic year were asked to rate their sites and site experiences. The following scale was used: Strong Disagree-1, Disagree-2, Neutral-3, Agree-4, and Strongly Agree-5 (207 forms sent, 85 completed)

	Percent of Scores of 4 & 5	SD	Average Value	n
I was properly orientated to the agency, staff and/or clinicians.	95.3	0.6	4.5	85
The staff, or agency in general, was well qualified and supportive of Total Percent of students.	96.5	0.6	4.7	85
My role(s), responsibilities and/or duties as a practicum/internship Total Percent of student were clearly defined.	90.6	0.7	4.4	85
The role(s), responsibilities and/or duties that were defined were Total Percent of appropriate for	94.1	0.7	4.4	85



practicum/internship students.				
Office policies, procedures, and supervisorial expectations were Total Percent of clearly explained.	92.9	0.7	4.5	85
I was provided a manageable workload.	95.3	0.6	4.6	85
I was able to have adequate weekly supervision meetings.	94.7	0.6	4.6	85
My supervisor was available if needed.	95.3	0.6	4.6	85
I was able to find support if needed.	93.0	0.7	4.6	85
This site placement really took an interest in seeing me develop as a professional counselor.	94.1	0.6	4.6	85
I was assigned appropriate, meaningful tasks that contributed to my skill set, development, or knowledge base.	94.1	0.6	4.5	85
Assignments and/or projects given to me enhanced my growth.	93.0	0.7	4.5	85
This site placement helped me improve my understanding of my strengths and areas of needed improvement.	95.3	0.6	4.6	85
This site placement provided opportunities for obtaining required hours.	93.0	0.7	4.6	85
This site placement was more focused on growth, healing, and quality therapy rather than money or profit.	90.5	0.7	4.5	85
This site placement highly regarded and abided by the ACA, CRCC, or ASCA's code of ethics.	95.3	0.6	4.6	85

Overall, I found this practicum/internship experience to be meaningful Total Percent of and enjoyable.	95.3	0.6	4.6	85
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### **Annual Fall Surveys**

Each fall semester, surveys are sent to current students, recent graduates, alumni, and employers. These surveys provide the counseling program valuable insights that are used to inform programmatic changes, as well as reinforce current practices. The results of these surveys are part of regular faculty discussions about program and curriculum development and needs. The Student Survey responses provide feedback on key elements of the counseling curriculum (ex. class modalities and course content, offerings, and scheduling. The Graduate Survey responses provide information on graduate employment preparation, strengths/needs of curriculum and instruction, and faculty advisement. The Alumni Survey results provide similar content as the Recent Graduate Survey, but from the seasoned perspective of those practicing in the field for a longer period. The Employer Survey gives employers an opportunity to share their perspectives on the level of preparedness of graduates entering the profession. The survey questions focus on curriculum content areas and counselor dispositions.

### **Current Student Survey**

Data for the annual report on current students was retrieved from the Office of Institutional Effectiveness and Research (OIER) and survey responses. The Current Student Counseling Program Survey for Fall 2022 received a 42% response rate with 85 out of 202 currently enrolled students having responded. Below are some of the responses.

Of the 85 current students who responded to the survey, most respondents identified as female, 76.5%. 17.6% male, 3.5% non-binary, 1.2% ungendered, and 1.2% preferred not to answer.

Students reported their ethnicity as White or Caucasian (45.9%), others responded their ethnicity as Hispanic or Latino (20%), American Indian or Alaskan Native (15.3%), Mixed ethnicity (8.2%), Black or African American (3.5%), or preferred not to say (5.9%).

Based on student responses, 30.6%, reported they began the counseling program in 2022, 30.6% began in 2021, 22.4% in 2020, 4.7% in 2019, 7.1% in 2018, and 4.7% had the start year 2017 and before (or between 2017 and 2015).

The majority of students, 38.8%, reported their home site in Rio Rancho, followed by 14.1% in ABQ, 17.6% in Farmington, 11.8% in Las Vegas, 10.6% in Santa Fe, and 8.2% online

Students' counseling concentrations: Clinical mental health 54.1%, clinical rehab counseling 11.8%, rehab counseling 7.1%, school counseling 27.1%.

The vast majority of students reported their academic advisor to be easily accessible ( Yes-96.5%; No-3.5%).

Has a professor or instructor discussed the importance of professional development and/or provided information on professional development opportunities in your classes?

-Yes 76.5%

-No 23.5%

<b>Selected Current Student Survey Questions/Reponses</b>			
Variable	Level	Counts	Total-85
How long will it take you to complete your counseling degree?	2 years	6	
	2.5 years	16	
	3 years	24	
	3.5 years	17	
	4 years	11	
	4.5 years	1	
	5 years or more	6	
	unsure	4	
Which exit exam will you be taking?	CPCE	61	
	CRCE	9	
	I don't know.	15	
Were you able to get into the classes you needed for Fall semester 2022?	No	8	
	Yes	77	
If classes were not available to you, what was the reason. (choose all that apply)	Class was full.	7	8
	Day option didn't work.	3	8
	Not offered.	3	8
	Time didn't work-too early.	2	8
	Time didn't work-too late.	2	8
On average, how many classes do you take a semester.	1	1	
	2	33	
	3	50	
	4	1	

Do you take summer classes?	Every summer.	63	
	Never	2	
	Occasionally	20	
Do you prefer to take semesters with a combination of 16 and 8-week courses?	No	18	
	Unsure	18	
	Yes	49	
Would you take a weekend intensive course? 4 Saturdays (6 hours) plus some asynchronous class activities?	Maybe	22	
	No	30	
	Yes	33	
How many classes do you plan to take while enrolled in 3 credit (20 hours/week) internship?	0	13	
	1	24	
	2	35	
	>2	13	
Do you plan to work in addition to your internship?	Maybe	16	
	No	18	
	Yes	51	
Have you completed a program of study?	I have not contacted my advisor to create one.	3	
	No	4	
	Yes	78	
Do you follow your program of study?	No	2	
	Yes, always.	18	
	Yes, with adjustments, depending on class availability.	65	
Do you receive scholarship funding?	No	62	
	Yes	23	
Would you apply for scholarship funding?	No	9	
	Yes	76	
Do you know how to look for scholarship funding?	No	46	
		39	
How many hours a week do you work?	Full-time	42	
	I don't work.	15	
	>40 hours	7	
	Part-time	21	
Are you currently a member of a professional organization?	No	50	

	Yes	35	
Has a professor/instructor discussed the importance of professional development and/or shared professional development opportunities in a course you have taken?	Yes	65	
	No	20	
Are you aware of any of the following professional counseling organization? (select all that apply)	American Counseling Association	80	
	American School Counseling Assn.	46	
	American Mental Health Counseling Assn.	36	
	Assn. of Play Therapy	13	
	National Board of Certified Counselors	45	
	New Mexico Counseling Association	56	
	The National Council on Rehab Counseling	15	
	Other	5	
Which professional counseling organization are you a member of? (Select all that apply)	ACA	24	
	ASCA	6	
	AMHCA	1	
	Association of Play Therapy	0	
	NMCA	6	
	NCRE	0	
	Other	10	
How many professional development opportunities have you participated in during the past academic year (fall 2021-summer 2022)?	0	55	
	1-3	25	
	4-6	3	
	7 or more	2	

Do you feel your classes adequately reflect current knowledge and projected needs concerning counseling practice in diverse, multicultural, and global society with currently and historically marginalized populations?	yes	78	
	no	7	
Do you think your classes adequately address the topic of self-care for counselors and counselors-in-training?	Yes	57	
	No	14	
	Other	14	
What are your future plans? (select all that apply)			
	Apply to doctoral program.	25	
	Certifications	30	
	Licensure	74	
	Work in the field of your counseling concentration.	67	
	Other	6	

### **Recent Graduate Survey**

Data for the annual report on recent graduates of NMHU were retrieved from various sources, including survey responses. The survey was sent to those who graduated during the last two academic years.

<b>Recent Graduate Survey</b>						
	Min	Max	Mean	SD	var	N
Preparation you received for your position or intended position within your field.	2	5	4.20	0.95	0.91	20
Preparation you received for your comprehensive exam (CPCE)	1	5	3.7	1.17	1.38	20
The coverage of counseling theories	3	5	4.4	0.82	0.67	20
The clarity of course objectives	3	5	4.5	0.69	0.47	20

The comprehensiveness of courses	2	5	4.45	0.83	0.68	20
The integration of multicultural perspectives throughout the curriculum	1	5	4.4	1.05	1.06	20
Learned effective strategies for application in the field	1	5	4.1	1.23	1.63	20
Ease of communication with the main campus office (ex. financial aid, registrar's office)	1	5	4.0	1.34	1.79	20

### **Alumni Survey**

Alumni provide a valuable resource for counseling program development by sharing their perspectives on the quality of the education they received and how well it prepared them to enter their chosen profession.

### **Alumni Survey Responses**

Alumni were asked to use the following scale to rate their level of satisfaction regarding elements of the counseling program and coursework: 1 star-very poor, 2 stars-poor, 3 stars-adequate, 4 stars-good, 5 stars-excellent. The following table summarizes the scores on the Alumni Survey.

	Min	Max	Mean	SD	var	n
Professionalism (i.e Ethics, Laws, Practice Standards)	2	5	4.36	0.85	0.72	22
Research Foundations	3	5	4.23	0.87	0.76	22
Counseling Individuals	3	5	4.59	0.59	0.35	22
Counseling Groups	3	5	4.73	0.55	0.30	22
Knowledge of Vocation and Career Development	2	5	4.09	0.97	0.94	22
Planning, Case Conceptualization	1	5	4.32	1.00	0.99	22

and Case Management						
History, Philosophy and Structure of Counseling	3	5	4.32	0.72	0.51	22
Knowledge about Utilization of ASCA (School Counseling students only)	3	5	4.43	0.76	0.57	14
Program Development and Consultation Skills	2	5	4.05	1.09	1.19	22
Identification and Utilization of Assessment Information	2	5	4.05	0.90	0.81	22
Counseling Families	2	5	4.27	0.83	0.68	22
Addressing Trauma	3	5	4.36	0.79	0.62	22
Practicum/Internship	4	5	4.60	0.50	0.25	22
Info provided about the specific steps in obtain license(s) and/or certification(s)	1	5	4.05	1.17	1.38	22
Adequacy of academic advisement provided by NMHU Counseling faculty	3	5	4.46	0.67	0.45	22
Availability of NMHU Counseling faculty	3	5	4.50	0.60	0.36	22
Overall quality of teaching by NMHU Counseling faculty	3	5	4.46	0.67	0.36	22
Relevance of the counseling courses in your specific concentration	3	5	4.50	0.60	0.36	22



## **Employer Survey**

As part of our continuing efforts to improve the Counseling Program at NMHU, employer feedback is critical. Employers were sent a 12-question survey in Fall 2022. Employers were asked to rate the preparation of our graduates in their employment setting. The following scale was used for Questions 1-9:

- 1 star-beginner
- 2 stars-advanced beginner
- 3 stars-competent
- 4 stars-advanced
- 5 stars-expert

The following table summarizes the scores on the Employer Survey for Questions 1-9.

### **Employer Survey Responses**

	Min	Max	Mean	SD	var	n
1. Applies ethical principles and standards in counseling.	3	5	4.67	0.71	0.50	9
2. Applies counseling theories.	3	5	4.33	0.87	0.75	9
3. Applies administrative policies and procedures.	2	5	4.33	1.12	1.25	9
4. Sensitive to cultural factors in counseling.	3	5	4.67	0.71	0.50	9
5. Understands testing and assessment.	3	5	4.33	0.87	0.75	9
6. Implements interpersonal relationships with colleagues and clients.	3	5	4.56	0.73	0.53	9
7. Aware of community resources.	2	5	4.11	1.05	1.11	9
8. Advocates for others.	3	5	4.67	0.71	0.50	9
9. Implements positive interpersonal relationship with colleagues and clients.	4	5	4.78	0.44	0.19	9

10. Do you feel that the NMHU program adequately prepared the individual to be an entry level counselor?

Yes 9

No 0

11. What else can the NMHU program do to prepare its counseling graduates for the profession? (9 responses)

## Individual Responses

Yes, I absolutely do. We have many NMHU graduates working in our district and they are, for the most part, highly competent and continuing to learn and embraces new challenges.

Offer liability insurance during the "gap" periods between semesters to allow for continuity to care.

Incorporation of Training on EHR systems such as Therapy Notes so student have training on up to date documentation (assessments, progress notes, treatment plans, ext.)

Caseload management and paperwork management

I don't have feedback on this question. I am very impressed with our NMHU

prepare to understand all licensure steps including required supervision, testing, applications etc. I also believe all counseling programs should encompass the NCE within the program so students graduate ready to be employed.

Make sure all facilities the interns are going to allows them to sit in as much as they can before venturing out on their own.

Potentially more clinical exposure while on campus

For you to talk about working for the State of New Mexico as I have 3 positions open right now.

### 12. Graduate Degree of employee (choose all that apply) (9 responses)

Degree	Responses
School Counseling	2
CMHC	6
SC, CMHC, RC, and Clinical Rehab Counseling	1

### **National & State Counselor Employment Data**

The demand for licensed counselors continues to grow in the U.S. According to O\*NET Online, there is a “Bright Outlook” for Mental Health Counselors. This designation, according to the website means “occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations”. For those in Rehabilitation Counseling and School Counseling, these fields are classified as having a “Bright Outlook”, meaning “occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations”.

### **Wage Statistics for Counseling Fields**

<b>Location</b>	<b>Mental Health Counselors</b>	<b>Rehabilitation Counselors</b>	<b>School Counselors</b>
U. S. Average	\$58,520/year	\$38,560/year*	\$60,510/year
Albuquerque, NM Average	\$59,070/year	\$38,280/year*	\$60,080/year
New Mexico Average	\$56,750/year	\$38,500/year*	\$60,510/year
		*This data includes those with bachelor’s and master’s degrees. Positions that require a master’s and CRCC certification tend to pay more.	

### **NMHU Counseling Program Modifications**

Section 4 of the CACREP standards require that accredited programs evaluate and disseminate information related to evaluation to all its constituents. This evaluation process consists of institutional data, data from current and former students, supervisors and employers, and data that documents students’ professional dispositions and growth. This report outlines some of the program modifications that came out of this evaluation process.

With the continued growth of our program along with the ongoing demands of meeting CACREP requirements, in Fall 2022 Dr. Heather Smith has assumed the lead on collecting and presenting student and program outcome data for faculty discussion and program improvement.

She has implemented a plan to help the program/faculty more easily document, track, and assess student progress regarding Key Performance Indicators (KPIs). Reports indicate that students are meeting or exceeding expectations on KPIs as well as passing their exit exams (CPCE or CRCE).

Feedback from the Current Student Survey, Recent Graduate Survey, Alumni Survey, and the Employer Survey, reinforce curriculum, faculty, and advising strengths as well as areas of need and growth. One such area of need, which evolved from feedback from current students over the past few years, is online course offerings. The transition to offering online courses began prior to the COVID Pandemic, and student demand is increasing. On ground, in person courses, have not been able to make due to the low demand and enrollment. Most students surveyed expressed ongoing preference for online course offerings over in person, on ground offerings.

### **References**

National Center for O\*NET Development. *O\*NET OnLine*. Retrieved December 11, 2022, from <https://www.onetonline.org/>