

The University of Mary Hardin-Baylor

Professional Counseling Program Annual Evaluation 2019-2020

The mission of the Professional Counseling Program (PCP) is to prepare students from diverse backgrounds and cultural experiences as master's level clinicians for the clinical mental health and marriage and family counseling field. The programs also equip students with skills needed to later continue their academic training at the doctoral level if they choose. Our programs give students opportunities to develop knowledge and competence in counseling skills, theory, assessment, empirically based research and personal growth so that they may deliver professional mental health services in a variety of work settings. Our mission embodies the values of UMHB as a Christian-based institution and the ethical principles of the mental health professions: autonomy, beneficence, non-maleficence, justice, fidelity, and veracity. The programs are designed to meet the standards of the Council for Accreditation of Counseling and Related Educational programs (CACREP) and educational requirements for Texas licensure and certification by the Texas state Board of Examiners for Licensed Professional Counselors, the Texas State Board of Examiners for Marriage and Family Therapists.

Professional Counseling Programs plan to systematically evaluate the programs goals and objectives:

Professional Counseling Program (PCP) Goals, Objectives and Assessment Mapping

Program Objectives	Student Assessment Plan	Faculty Assessment Plan	Program Assessment Plan
PCP Goal 1: Prepare professional counselors to meet the needs of an increasingly diverse and changing society.			
Objective 1. The Professional Counseling Program seeks to develop counselors firmly grounded in the practice of Multicultural Counseling Competencies with an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individuals' views of others. (CACREP Common Core Area 2)	Counseling Competency Scale (CCS) Candidacy I Candidacy II Key Performance Indicators	IDEA course evaluation Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Applicants' Demographic/ characteristic information Current Students' Demographic/ characteristic information Employer Survey Alumni Survey Counseling Program Advisory Council feedback
Objective 2. The Professional Counseling Program seeks to develop counselors with a broad knowledge of the internal and external factors that affect clients' human development, functioning, and behavior, and an ability to utilize this knowledge to competently serve clients. (CACREP Common Core Area 3)	Comprehensive Exams Key Performance Indicators	Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Employer Survey Alumni Survey Counseling Program Advisory Council feedback
PCP Goal 2: Prepare qualified professional counselors who are proficient in written and verbal communications			
Prepare qualified professional counselors who are proficient in written and verbal communications.	Candidacy I Candidacy II	Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Employer Survey Counseling Program Advisory Committee feedbacks
PCP Goal 3: Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.			
Objective 3. The Professional Counseling Program seeks to develop and train counselors who develop a base to grow a personal model of counseling based in sound theory and practice, and with the ability to assess and addresses crisis, especially suicide (CACREP Common Core Area 5)	Counseling Competency Scale (CCS) Candidacy I Candidacy II Key Performance Indicators	Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Employer Survey Alumni Survey Counseling Program Advisory Committee feedbacks
Objective 4. The Professional Counseling Program seeks to develop and train counselors in how to develop and provide group counseling based on effective therapeutic factors and	Counseling Competency Scale (CCS) Candidacy I Candidacy II Key Performance Indicators	Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Employer Survey Alumni Survey Counseling Program Advisory Committee feedbacks

characteristics. (CACREP Common Core Area 6)			
Objective 5. The Professional Counseling Program seeks to develop counselors who understand concepts essential to understanding and administering assessments. (CACREP Common Core Area 7)	Counseling Competency Scale (CCS) Comprehensive Exams Key Performance Indicators	Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Employer Survey Alumni Survey Counseling Program Advisory Committee feedbacks
Objective 6. The Professional Counseling Program seeks to develop and train counselors who understand statistics and research methods used in counseling research, and how to use that data to more effectively serve clients. (CACREP Common Core Area 8)	Comprehensive Exams Key Performance Indicators	Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Employer Survey Alumni Survey Counseling Program Advisory Committee feedbacks
PCP Goal 4: Promote the development of counselor professional identity and an understanding of professional ethical standards and the appropriate legal statutes.			
Objective 7. The Professional Counseling Program seeks to develop and train counselors who understand the ethics of our professional counseling organizations and credentialing bodies, and they understand how to self-evaluate their own performance in relation to these ethical standards. (CACREP Common Core Area 1)	Counseling Competency Scale (CCS) Candidacy I Candidacy II Comprehensive Exams Key Performance Indicators	Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Employer Survey Alumni Survey Counseling Program Advisory Council feedback
PCP Goal 5: Provide counseling program students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure requirements of the State of Texas's Board of Examiners of Professional Counselors.			
Objective 8. The Professional Counseling Program seeks to develop and train counseling students who have a holistic understanding of career development and the multifaceted factors that affect the development of self and career. (CACREP Common Core Area 4)	Counseling Competency Scale (CCS) Candidacy I Candidacy II Comprehensive Exams Key Performance Indicators	IDEA course evaluation Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Applicants' Demographic/ characteristic information Current Students' Demographic/ characteristic information Employer Survey Alumni Survey Counseling Program Advisory Council feedback

The purpose of this annual report is to inform students, the public, and important community stakeholders about key findings, decisions, and modifications of the program in line with our program mission statement and objectives.

(1) 2019-2020 Graduation Completion Rate, Exam Pass Rate, and Job Placement:

Number of Graduates	
Clinical Mental Health Counseling (M.A.)	20
2019	7
Aug	6
Dec	1
2020	13
May	13
Marriage Family & Child Counseling (M.A.)	9
2019	5
Aug	5
2020	4
May	4
Non-Clinical Professional Studies Program	3
2019	2
Aug	1

Dec	1
2020	1
May	1
Total	32

(2) Pass rates on credentialing examinations:

- CMHC: 94% first time pass rate on the NCE, 100% on second attempt pass rate.
- MFCC: 100% first time pass rate on the AAMBTRCCAITILMNOP

(3) Completion rates:

	Did not Graduate	Graduated	Grand Total
Clinical Mental Health Counseling (M.A.)	26.92%	73.08%	100.00%
GR Fall 2017 Cohort	31.58%	68.42%	100.00%
GR Spring 2017 Cohort	0.00%	100.00%	100.00%
GR Spring 2018 Cohort	50.00%	50.00%	100.00%
Marriage Family & Child Counseling (M.A.)	33.33%	66.67%	100.00%
GR Fall 2017 Cohort	57.14%	42.86%	100.00%
GR Spring 2017 Cohort	0.00%	100.00%	100.00%
GR Spring 2018 Cohort	0.00%	100.00%	100.00%
Non-Clinical Professional Studies Program	0.00%	100.00%	100.00%
GR Fall 2017 Cohort	0.00%	100.00%	100.00%
GR Spring 2017 Cohort	0.00%	100.00%	100.00%
GR Spring 2018 Cohort	0.00%	100.00%	100.00%
GR Summer I 2018 Cohort	0.00%	100.00%	100.00%
Total	25.58%	74.42%	100.00%

(4) Job placement rates for graduates actively seeking employment:

- CMHC: 100%
- MFCC: 100%

Discussion of Results and Program Changes:

The Professional Counseling Program Director, MFCC and CMHC Coordinators, the Clinical Placement Coordinator and the entire faculty met to discuss the results of the vital statistics survey. The overall completion rate for the 2016 cohort, which graduated in the Fall of 2019 and the spring of 2020 had a lower than normal completion rate.

It was noted that the 2016 cohort was one of the largest cohorts admitted, with a higher percentage of conditional acceptance. The PCP attempts to provide as much one-on-one faculty support, tutoring and mentoring as possible. The 2020 Fall cohort is smaller in relation to the number of faculty, and there is a smaller percentage of conditional acceptance. In addition, the program and Chi Sigma Iota has bolstered and supported a mentoring program to assist in student support. The departmental leadership team will continue to monitor this issue.

The Clinical Mental Health Counseling track has typically had a very high first time pass rate on the National Counselor Exam. The program has taken steps in the past to help students who have failed the NCE. The Director or Coordinator works with students to make a remedial plan, which usually includes a recommendation to NCE study courses. Students who have failed in the past have found a particular study course, which has a workshop as most helpful. The Clinical Mental Health Counseling Program has decided to recommend this workshop to students who are identified as high risk to not passing either the CPCE or the NCE. The MFCC is already recommending a particular preparation course, which has significantly improved their pass rate. The MFCC had a significant improvement the past year in their pass rate on their both their national exam and national practice exam.

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- (1) Demographic Information
 - a. Enrollment Data
 - b. Gender
 - c. Ethnicity
 - d. Teaching Loads
- (2) Survey results
 - a. Alumni Survey
 - b. Employer Survey
 - c. Current Student Survey
 - d. Site Supervisor Survey
- (3) Students' clinical assessment
- (4) Students' comprehensive exam results
- (5) Overall Program Assessment mapping

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(1) Demographic Information:

a. Enrollment Data

Fall 2019

	Inquiry		Applications		Interview		Accepted		Deferred From Prior Semester		Deferred To Next Semester		Enrolled	
	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l
MAP/C	109	0	0	0	0	0	0	0	0	0	0	0	0	0
MFCC	4	0	14	1	10	0	12	0	0	0	0	0	10	0
CMHC	15	0	40	2	29	1	29	2	2	0	1	1	19	0

Spring 2020

	Inquiry		Applications		Interview		Accepted		Deferred From Prior Semester		Deferred To Next Semester		Enrolled	
	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l
MAP/C	29	0	0	0	0	0	0	0	0	0	0	0	0	0
MFCC	3	0	0	0	0	0	0	0	0	0	0	0	0	0
CMHC	2	0	1	0	0	0	1	1	0	1	0	0	1	0

Summer 2020

	Inquiry		Applications		Interview		Accepted		Deferred From Prior Semester		Deferred To Next Semester		Enrolled	
	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l
MAP/C	10	0	1	0	0	0	0	0	0	0	0	0	0	0
CMHC	1	0	0	0	0	0	0	0	0	0	0	0	0	0

It is significant to note that most of the applications for the graduate program occurred in the Fall of 2020. However, most applications were either completed or did not make it to the interview stage until the spring semester.

b. Gender

Gender			
	CMHS	MFCC	Total
Male	12	6	18
Female	41	19	60
Total			78

c. Ethnicity

Ethnicity/Race Student			
	CMHS	MFCC	Total
American Indian or Alaska Native	1	0	1
Asian	0	2	2
Black or African American	13	2	15
Hispanic or Latinx	7	5	12
Native Hawaiian or Other Pacific Islander	0	0	0
White	31	16	47
Multiracial	0	0	0
Other/Undisclosed	1	0	1
Nonresident Alien	0	0	0
Active Duty Military	0	0	0
Veteran	12	3	15

Ethnicity/Race Faculty			
	Male	Female	Total
American Indian or Alaska Native	0	0	0
Asian	0	2	2
Black or African American	1	0	1
Hispanic or Latinx	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	2	0	2
Multiracial	0	0	0
Other/Undisclosed	0	0	0
Nonresident Alien	0	0	0
Active Duty Military	0	0	0
Veteran	0	0	0

d. Teaching Loads

2019-2020 Academic Year				
Term	%Core	%Non-Core	%Adjunct	Total
Fall	73.68%	5.26%	21.05%	100%
Spring	75.41%	9.84%	14.75%	100%
Summer	55.56%	11.11%	33.33%	100%

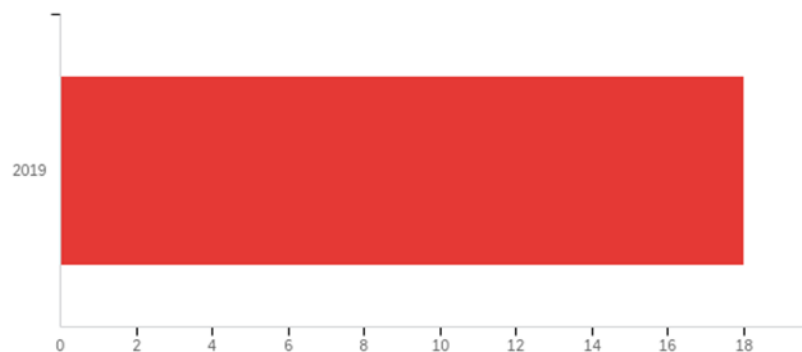
(2) Survey Results

a. Alumni Survey

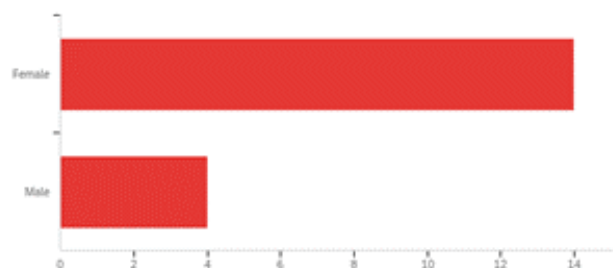
The Alumni Survey is conducted every three years to assess graduate perceptions and evaluation of essential aspects of the program and preparedness for licensure and professional counseling. Five surveys have been completed since our initial accreditation in 2004. This alumni survey collects basic demographic and licensure information, and assess four areas of alumni's experience, which include:

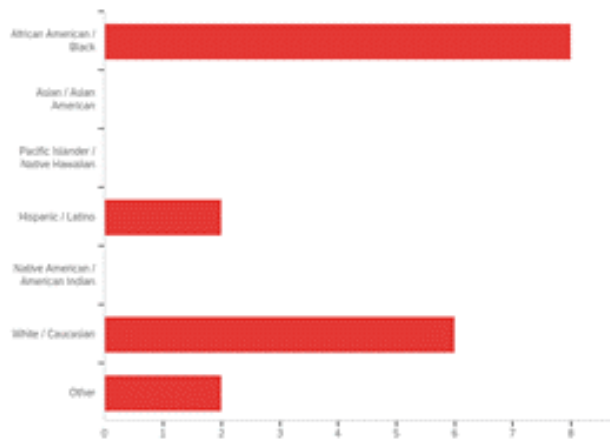
1) coursework experiences, 2) clinical training experiences, 3) experience with faculty members, and 4) overall satisfaction with the program. The survey is based on a Likert-type scale with one indicating strongly disagree and five indicating strongly agree. The survey results are reviewed by both Clinical Mental Health Counseling and Marriage, Family, and Child Counseling program coordinators, and they report to the results to the program director and faculty members.

The Professional Counseling Program's last Alumni survey was conducted at the end of 2020. All alumni are invited to complete the online survey through social media announcement on the Counseling program Facebook page, and 97 alumni responded. The data shows that 18 (18.56%) of the survey respondents graduated from the program in 2019 among these 97 respondents. 17 of the respondents who graduated from the program in 2019 completed all the survey questions, which provided us with relevant data for our program's recent performance. The following tables represents the survey respondents' who graduated in 2019.



The majority of survey respondents graduated from the program in 2019 were identified as female (77.78%) and the program continues to explore more ways to attract males to the program. The data shows that the majority of survey respondents were Black/African American (44.44%), followed by White (33.33%), Hispanic 11.11%, and other 11.11%. The program continues to explore ways to invite more underrepresented potential students. The highest represented age ranges of respondents are from 20 to 29 years (50%) and from 40 to 49 years (33.33%).





Answer	%	Count
Female	77.78%	14
Male	22.22%	4
Total	100%	18

Answer	%	Count
African American/Black	44.44%	8
Asian/Asian American	0.00%	0
Pacific Islander/Native Hawaiian	0.00%	0
Hispanic/Latino	11.11%	2
Native American/American Indian	0.00%	0
White/Caucasian	33.33%	6
Other	11.11%	2
Total	100%	18

Answer	%	Count
20-29	50.00%	9
30-39	16.67%	3
40-49	33.33%	6
50-59	0.00%	0
60+	0.00%	0
Total	100%	18

66.67% (n=15) of the 18 survey respondents were at CMHC track and 33.33% (n=6) of the survey respondents were at MFCC track, which is reflective of the track students' ratio in the Professional Counseling Program.

Answer	%	Count
Clinical Mental Health Counseling (CMHC)	66.67%	12
Marriage, Family, and Child Counseling (MFCC)	33.33%	6
Non-Clinical Professional Study	0.00%	0
Total	100%	18

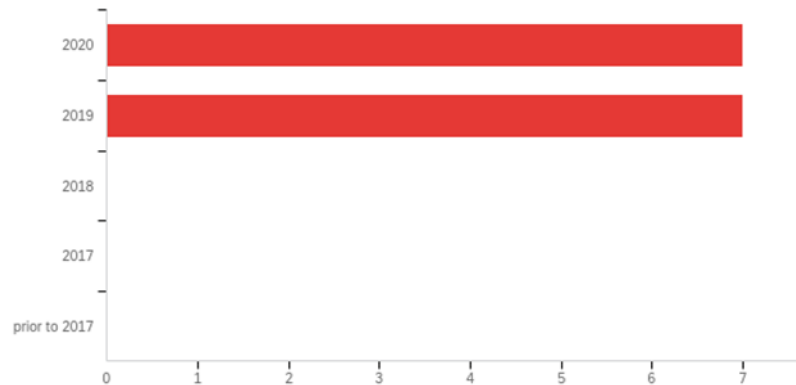
Since completing Professional Counseling Program in 2019, 72.22% (n=13) of the survey respondents have obtained Licensed Professional Counselor Associate status and/or Licensed Marriage and Family Therapist Associate status. In addition, one survey respondent passed state licensure exam but was still waiting to receive his/her license from the state. 11.11% (n=2) of the survey respondents are scheduled to take the licensure exam. However, one respondent did not pass the licensure exam and scheduled to take the licensure exam.

This survey information confirmed that graduates from the program are well prepared to obtain the state licensure status.

Question	Licensed Professional Counselor (LPC)		Licensed Marriage and Family Therapist (LMFT)		Total
Fully Licensed	0.00%	0	0.00%	0	0
Associate/Intern	78.57%	11	21.43%	3	14
Scheduled to Take the Licensure Exam	66.67%	2	33.33%	1	3
Did Not Pass the Exam	100.00%	1	0.00%	0	1
Other	0.00%	0	100.00%	2	2

When asked about the number of times to take the Licensure exam to pass, the professional counseling program had 77.78% first or second time pass rate for first-time examinees taking the licensure exam. Additionally, 72.22% (n=13) of survey respondents passed their licensure exam within the first years of graduation. This data shows that graduates from the professional counseling program had a high passing licensure exam rate for those looking for passing licensure exam within a year.

Answer	%	Count
1	66.67%	12
2	11.11%	2
3	0.00%	0
More than 3	0.00%	0
Not applicable	22.22%	4
Total	100%	18

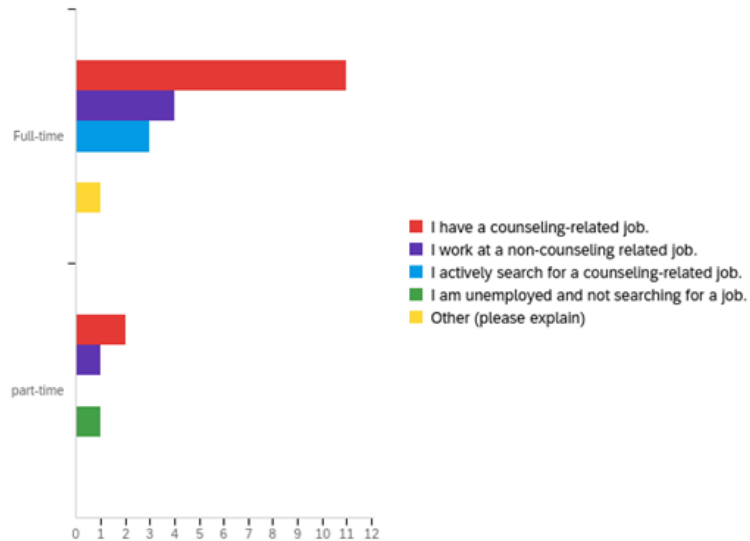


When asked about their interests in counseling doctoral program, 70.59% (n=12) of the respondents expressed potential interest in pursuing a higher academic degree and 29.41% (n=5) respondents expressed no interest in pursuing a higher academic degree. This survey information indicates that many graduates from our program are confident that the training they received in our program has prepared them for higher academic challenge.

Answer	%	Count
Yes – not to enroll in a doctoral program yet	70.59%	12
No – not in my plan	29.41%	5
I am currently in a doctoral program	0.00%	0
I have received my doctoral degree in the year	0.00%	0
Total	100%	17

The goal of both CMHC and MFCC track in the Professional Counseling Program is to train ethical professional counselors to meet the increasing demand for counseling services in a complex society with a diverse population. The program seeks to develop students who are prepared for professional counseling jobs and are attractive applicants for hire. Therefore, it is important to know if graduates have become employed in the counseling field. The table below shows the employment status of program graduates from 2019. 72.22% (n=13) of survey respondents graduated from the program in 2019 are working in a counseling-related position as full or part-time employees. 17.39 (n=3) of survey respondents are working in a non-counseling-related position as full or part-time employees.

The Professional Counseling Program was concerned about the effects of Covid-19 and quarantine and its subsequent impact on student's ability to find employment. During the COVID pandemic, 55.56% (n=10) of survey respondents graduated from the program in Fall of 2019-Spring 2020 experience difficulty in finding a job and 11.27% (n=8) respondents experience difficulty in retaining a job due to Covid-19. In the Fall of 2020 alumni from Fall of 2019-Spring 2020 were contacted in a follow-up to the survey and 100% of students who had been actively seeking employment were employed.



The survey asked: how many working hours including paid and/or volunteer position did students have while attending the program in Fall of 2019-Spring 2020.: The results of list show on the below table.

Answer	%	Count
0-10 hours	11.76%	2
10-20 hours	11.76%	2
20-30 hours	17.65%	3
30-40 hours	35.29%	6
More than 40 hours	23.53%	4
Total	100%	17

The survey also asked: how many working hours including paid and/or volunteer position do after finished the program. The results of list show on the below table.

Answer	%	Count
0-10 hours	0.00%	0
10-20 hours	5.88%	1
20-30 hours	5.88%	1
30-40 hours	52.94%	9
More than 40 hours	35.29%	6
Total	100%	17

Based on the response it appeals the majority of our students are gainfully employed despite the challenges presented by events surrounding COVID.

17 survey respondents graduated from the program in 2019 described their living situation when they were at UMHB: 11.76% lived in Belton, 29.41% lived less than 10 miles from campus, 17.56% lived 11 to 20 miles from

campus, 29.41% lived 21 to 31 miles from campus, 5.88% lived 31-50 miles from campus, and 5.88% lived more than 50 miles from campus.

Answer	%	Count
I live on campus	0.00%	0
I lived in Belton	11.76%	2
I lived less than 10 miles from campus	29.41%	5
I lived less than 11-20 miles from campus	17.65%	3
I lived less than 21-30 miles from campus	29.41%	5
I lived less than 31-50 miles from campus	5.88%	1
I lived more than 50 miles from campus	5.88%	1
Total	100%	17

When invited to reflect on their learning experiences with the faculty members in the counseling program, the majority (94.12%) of the survey respondents agree or agree strongly that faculty members are accessible and help facilitate personal growth. The 17 survey respondents agree strongly (88.24%) or agree (11.76%) that the faculty members are well prepared and sufficiently experienced in their instructional areas. Although two respondents did disagree somewhat that faculty members treat students in a fair and unbiased manner 82.36% of the survey respondents agree or strongly agree on this item. The program is continuing to provide an equitable learning environment. In addition, the program director will be corresponding with students and encourage them to utilize anonymous teaching evaluation to provide constructive feedback for faculty.

Question	Disagree Strongly		Disagree Somewhat		Neutral		Agree Somewhat		Agree Strongly		Total
The faculty were genuinely interested students' academic problem.	0.00%	0	0.00%	0	17.65%	3	11.76%	3	70.59%	12	17
The faculty were accessible and helpful to students.	0.00%	0	0.00%	0	5.88%	1	17.65%	3	76.47%	13	17
The faculty were well prepared and sufficiently experienced in their instructional areas.	0.00%	0	0.00%	0	0.00%	0	11.76%	2	88.24%	15	17
The faculty treated students in a fair and unbiased manner.	0.00%	0	11.76%	2	5.88%	1	17.65%	3	64.71%	11	17

When invited to reflect on their supportive experience in the counseling program, 78.48% respondents agree somewhat or agree strongly that there was a supportive community for students. It was noted that two respondents felt strongly there was not a supportive student community in program. As result, the program has worked to develop a mentor program with CSI. In addition, the program is promoting a number of student's organization focusing on the related to diversity. The majority of respondents (94.11%) agree somewhat or agree strongly that the program practices/policies were clearly support students' academic goals.

Question	Disagree Strongly		Disagree Somewhat		Neutral		Agree Somewhat		Agree Strongly		Total
There was a supportive student community in program.	11.76%	2	0.00%	0	11.76%	2	23.53%	4	52.95%	9	17
The program practices/policies were clearly stated and support to student's academic goal.	0.00%	0	0.00%	0	5.88%	1	11.76%	2	82.35%	12	17

When invited to reflect on their coursework and instructional experience in the counseling program, the majority of the respondents agreed or strongly agreed that the courses were adequately prepared them for licensure in each area: ethics and professional orientation (88.23%), human growth and family development (82.36%), diversity Issues (82.36%), understand theories (82.35%), assessment (76.47%), treatment planning (82.35%), general clinical skills (88.23%), relational counseling skills (88.24%), and research (82.35%). However, two or three respondents strongly disagree or disagree with the courses did not adequately prepared for licensure in each area. This year, the Clinical Mental Health Counseling track had one student that did not pass the licensure exam on the first attempt, but the student passed the exam on their second attempt.

Question	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree		Total
Ethics and professional orientation	11.76%	2	0.00%	0	0.00%	0	5.88%	1	82.35%	14	17
Human growth and family development	11.76%	2	0.00%	0	5.88%	1	17.65%	3	64.71%	11	17
Diversity Issues	11.76%	2	0.00%	0	5.88%	1	17.65%	3	64.71%	11	17
Understand theories	11.76%	2	5.88%	1	0.00%	0	17.65%	3	64.71%	11	17
Assessment	5.88%	1	5.88%	1	11.76%	2	23.53%	4	52.94%	9	17
Treatment planning	11.76%	2	0.00%	0	5.88%	1	11.76%	2	70.59%	12	17
General Clinical Skills	11.76%	2	0.00%	0	0.00%	0	11.76%	2	76.47%	13	17
Relational counseling skills	11.76%	2	0.00%	0	0.00%	0	23.53%	4	64.71%	11	17
Research	11.76%	2	0.00%	0	5.88%	1	52.94%	9	29.41%	5	17

94.12% of respondents reported that the program supports their professional and career goals, 88.24 of respondents reported that clinical experience prepared their employment post-graduation, and 94.12% of respondents reported that the program structure encouraged collaboration or teamwork with others.

Question	Yes		No		Total
The program supported student's professional and career goals.	94.12%	16	5.88%	1	17
The practicum and/ or internship experiences prepared student for employment post-graduation.	88.24	15	11.76%	2	17
The program structure encourages student collaboration or teamwork.	94.12%	16	5.88%	1	17

When asked about the course experience in the program, 88.24% respondents very satisfied with the class sizes of clinical courses and 11.76% respondents somewhat satisfied with the class sizes of clinical courses. 70.59% respondents are very satisfied that the class sizes are reasonable for graduate courses and 29.41% respondents are somewhat satisfied that the class sizes are reasonable for graduate courses.

Question	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Total
The class sizes of clinical courses (skills courses, assessment, practicum, and internship) were reasonable for graduate courses.	0.00%	0	0.00%	0	0.00%	0	11.76%	2	88.24%	15	17
The class sizes of lecture course were reasonable for graduate courses.	0.00%	0	0.00%	0	0.00%	0	29.41%	5	70.59%	12	17
I am satisfied with my training experience as a graduate counseling student at the Community Life Center.	0.00%	0	0.00%	0	0.00%	0	23.53%	4	76.47%	13	17

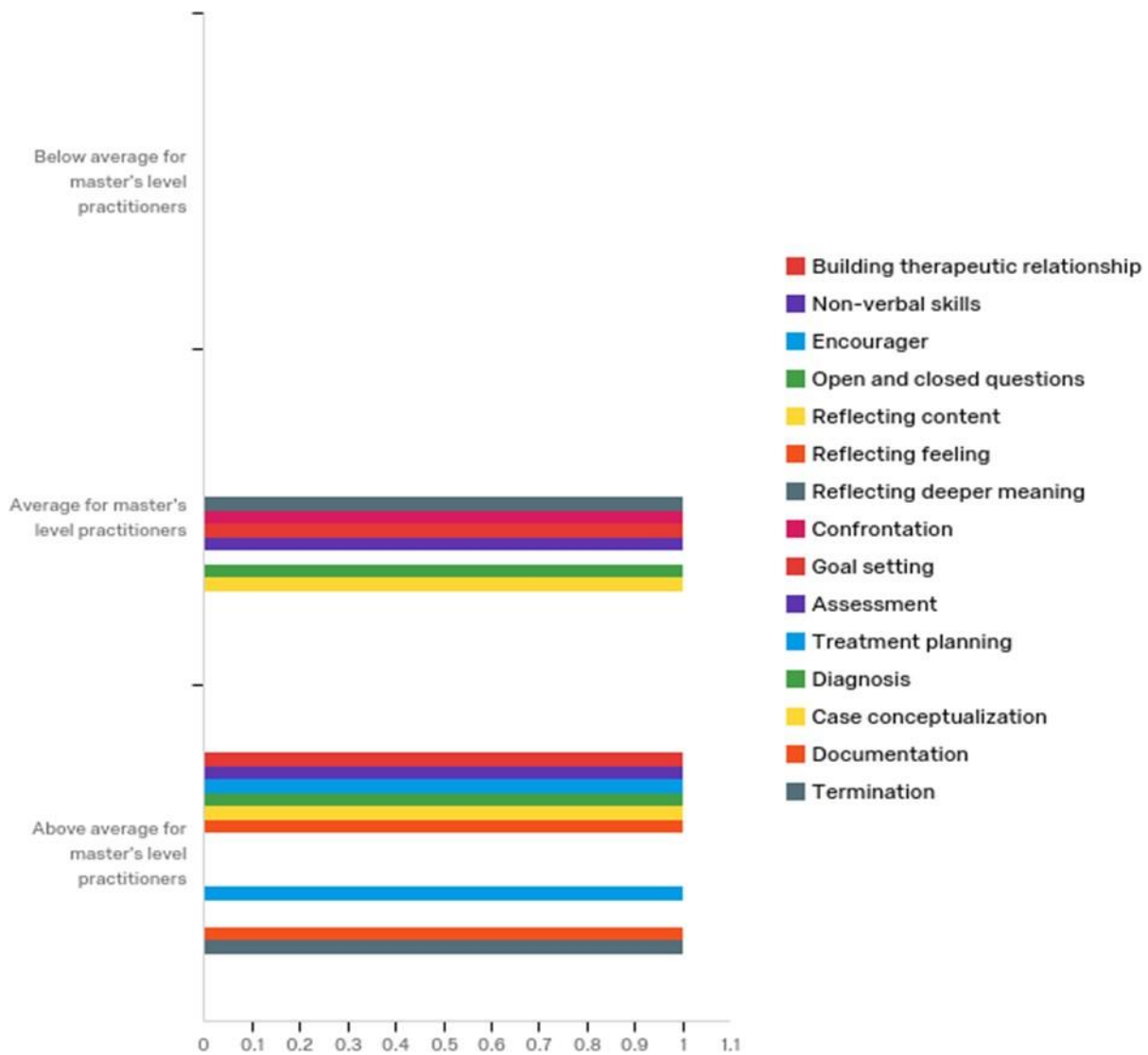
When asked about their overall satisfaction related to their learning experience at the University of Mary Hardin Baylor, the majority (94.11%) of the survey respondents agreed or strongly agreed with overall satisfied with the faculty members. 82.35% of the respondents agreed or strongly agreed that they are satisfied as a graduate counseling student and with their experience in the graduate counseling program, and 94.12% of the respondents agreed or strongly agreed that they are satisfied with their experience with the graduate counseling program. This survey information is consistent with the alumni survey result and affirmed the overall quality of the counseling program and the university.

Question	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree		Total
I am satisfied with the faulty member in the professional counseling program at UMHB.	0.00%	0	5.88%	1	0.00%	0	11.76%	2	82.35%	14	17
I am satisfied with my experience as a graduate counseling student at UMHB.	0.00%	0	0.00%	0	17.65%	3	29.41%	5	52.94%	9	17
I am satisfied with professional counseling program as a graduate student at UMHB.	0.00%	0	5.88%	1	0.00%	0	5.88%	1	88.24%	15	17

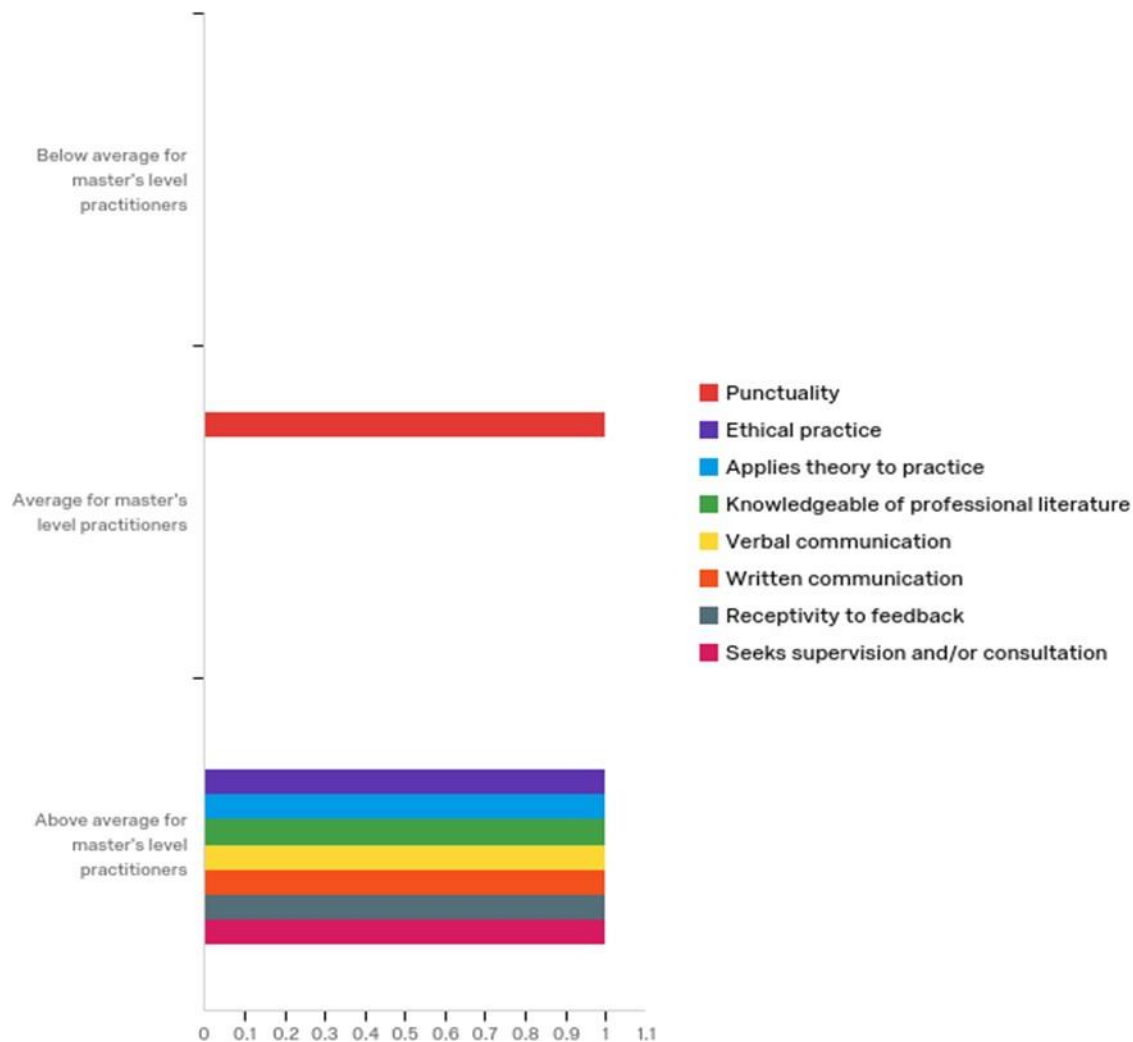
b. Employer Survey

Every three years, an evaluation survey is conducted with counselor employers to assess their perceptions and evaluations regarding goals and objectives of our program graduates. This survey studies two major areas of our graduates' performance: 1) Clinical skills, and 2) professional dispositions. Results are reviewed by both CMHC and MFCC Coordinator and reported to the Program Director. Results were reviewed with faculty members in a departmental meeting. The last employer survey was completed at the end of 2018 and will be performed again in the Fall of 2021. This survey was based on a Likert-type scale with one indicating below average and three indicating above average. Through social media announcement on the Counseling program Facebook page, employers are invited to complete the online survey.

One employer who has hired and worked with more than 11 of our counseling alumni responded to the survey. Although this survey return rate is extremely low, the respondent who has hired more than 11 of our alumni and worked with counselors who graduated from other programs. This employer provided valuable information regarding the Professional Counseling Program's training qualities. In the area related to counselors' clinical skills, our graduates were rated "above average" in: building therapeutic relationship, non-verbal skills, encourager, open and closed questions, reflecting content, reflecting feeling, treatment planning, documentation, and termination skills. They are rated on the "average" level in: reflecting deeper meaning, confrontation, goal setting, assessment, diagnosis, and case conceptualization. Based on the feedback from our advisory board members and our past employer survey, our counseling program has implemented educational efforts in strengthening students' competency regarding clinical treatment planning and documentation skills in the past five years. The Clinical Mental Health Counseling track added a second diagnosing and treatment planning course CNSL 6355 Advanced Psychopathology and Treatment Planning. This recent survey information has affirmed that our students present competencies in these areas.



In the area regarding counselors’ professional disposition, the Professional Counseling Program graduates were rated “above average” in: ethical practice, applied theory to practice, knowledgeable of professional literature, verbal and written communication, receptivity to feedback, and seeking supervision and consultation. They are rated average in “punctuality”.



To prevent low survey response rates in the future, the counseling program will collect local employers’ contact information and send personalized individual survey invitation for the next employer survey, which is scheduled to be conducted in the summer/fall semester of 2021.

c. Current Student Survey

Every three years, an evaluation survey is sent to current students in the program to assess their perceptions and evaluations of significant aspects of the program. This survey evaluates four areas of students' learning experience: 1) the coursework experience, 2) the clinical training experience, 3) experience with faculty members, 4) overall satisfaction with the program. It was based on a Likert-type scale with one indicating strongly disagree and five indicating strongly agree. Results are reviewed by both CMHC and MFCC Coordinator and reported to the Department Chair. Results are reviewed with faculty members in a departmental meeting. Our last current students survey was completed in the Spring semester 2019. All current students (N =87) in the Professional Counseling Program were invited by email to participate in the 2019 Current Student Survey through Qualtrics following the conclusion of the Spring 2019 semester. The survey will be performed again in the Spring of 2022. 20 students began the survey, and of those 17 completed all of the survey questions. To allow for anonymity and increase the possibility of students answering honestly, demographic information was limited to a single question indicating degree plan. 75% (n=15) of the current student survey respondents were at CMHC track, which reflected the track students' ratio in the Professional Counseling Program.

Answer	%	Count
Clinical Mental Health Counseling (CMHC) for licensure as an LPC	75.00%	15
Marriage, Family, and Child Counseling (MFCC) for licensure as an MFT	25.00%	5
General Studies in the Helping Professions (non-licensure track)	0.00%	0
Total	100%	20

When asked about the course experience in the program, majority of the respondents (90+%) agree or strongly agree that the expectations of students are clearly communicated, the amount of work expected of students in the program is reasonable, the class sizes are reasonable for graduate courses, the coursework is adequately preparing students for employment in a counseling position following graduation, and the coursework is adequately preparing students for state licensure exams.

Question	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree		Total
The expectations of students are clearly communicated in courses.	0.00%	0	5.56%	1	0.00%	0	55.56%	10	38.89%	7	18
The amount of work expected of students in the program is reasonable.	0.00%	0	5.56%	1	0.00%	0	38.89%	7	55.56%	10	18
The class sizes are reasonable for graduate courses.	0.00%	0	5.56%	1	0.00%	0	27.78%	5	66.67%	12	18
The coursework is adequately preparing students for employment in a counseling position following graduation.	0.00%	0	0.00%	0	0.00%	0	38.89%	7	61.11%	11	18
The coursework is adequately preparing students for state licensure exams.	0.00%	0	0.00%	0	0.00%	0	44.44%	8	55.56%	10	18

When asked about the clinical training experience in the program, near half of the respondents reported that they have not reached the clinical training stage. Among the one who has received the clinical training, all of them (100%) agree or strongly agree that the individual and group supervision provided by faculty members was valuable, the experience at the Community Life Counseling Center was valuable, and the clinical training experience prepared them for post-graduate counseling employment. There was one survey respondent strongly disagree with the course instruction that was being offered in the program.

Question	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree		I Have Not Had This Experience Yet		Total
The individual supervision with faculty instructors in clinical courses (e.g., practicum and internship) is valuable to students.	0.00%	0	0.00%	0	0.00%	0	11.11%	2	38.89%	7	50.00%	9	18
The group supervision in clinical courses (e.g. practicum and internships) is valuable to students.	0.00%	0	0.00%	0	0.00%	0	16.67%	3	27.78%	5	55.56%	10	18
The experience at the Community Life Center is valuable to students.	0.00%	0	0.00%	0	0.00%	0	11.11%	2	44.44%	8	44.44%	8	18
The clinical experiences in the program are preparing students for employment in a counseling position following graduation.	0.00%	0	0.00%	0	0.00%	0	16.67%	3	44.44%	8	38.89%	7	18

When asked about their learning experience with faculty members, the majority (89+%) of the respondents agree or strongly agree that the faculty members are accessible to students, the faculty are interested in the success of students, the faculty provide students feedbacks on their area of strength and growth, and the faculty help facilitate the personal and professional growth. 17% (n=3) of the respondents did not agree that the faculty treat students in a fair and unbiased manner, which is consistent with the result from the alumni survey. This may indicate our counseling program can put effort in improving faculty-student relationship to enhance students' learning experience.

Question	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree		Total
The faculty are accessible to students.	0.00%	0	5.88%	1	5.88%	1	41.18%	7	47.06%	8	17
The faculty are interested in the success of students in the program.	0.00%	0	0.00%	0	5.88%	1	47.06%	8	47.06%	8	17
The faculty provide students feedback on their areas of strength.	0.00%	0	5.88%	1	5.88%	1	47.06%	8	41.18%	7	17
The faculty provide students feedback on their areas of growth.	0.00%	0	0.00%	0	5.88%	1	41.18%	7	52.9%	9	17
The faculty treat students in a fair and unbiased manner.	0.00%	0	11.76%	2	5.88%	1	29.41%	5	52.94%	9	17
The faculty help facilitate the personal growth of students.	0.00%	0	0.00%	0	5.88%	1	29.41%	5	64.71%	11	17
The faculty help facilitate the professional growth of students.	0.00%	0	0.00%	0	0.00%	0	35.29%	6	64.71%	11	17

When asked about their overall satisfaction related to their learning experience at the University of Mary Hardin-Baylor, 94% of the respondents agree or strongly agree that they are satisfied with their experience with the graduate counseling program and would recommend others to this program; 88% of the respondents agree or strongly agree that they are satisfied with the resources available to the counseling program. This survey information is consistent with the alumni survey result and affirmed the overall quality of the counseling program and the university.

Question	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree		Total
I am satisfied with the resources available to graduate counseling students at UMHB.	0.00%	0	5.88%	1	5.88%	1	58.82%	10	29.41%	5	17
I am satisfied with my experience as a graduate counseling student at UMHB.	0.00%	0	5.88%	1	0.00%	0	47.06%	8	47.06%	8	17
I would recommend UMHB to others who are considering a graduate degree in counseling.	0.00%	0	0.00%	0	5.88%	1	35.29%	6	58.82%	10	17

d. Site Supervisor Survey

Every two years, an evaluation survey is sent to current clinical site supervisors to assess their perceptions and evaluations of significant aspects of our students' clinical preparedness. This survey evaluates site supervisors' perception in the areas of: (1) assessment and/or diagnosis, (2) treatment planning, (3) clinical note writing, (4) primary counseling skills, (5) application of theory to case conceptualization, (6) crisis intervention skills, (7) crisis intervention skills, (8) couples counseling skills, (9) family counseling skills, (10) ethical behaviors, (11) knowledge of addictions, (12) knowledge of lifespan development issues, (13) knowledge of multicultural issues, and (14) group counseling. It was based on a Likert-type scale indicating well prepared to unprepared. Results are reviewed by both CMHC and MFCC Coordinator and reported to the Department Chair. Results are reviewed with faculty members in a departmental meeting. This site supervisor survey was completed at the conclusion of internships. All current site supervisors of the Professional Counseling Program were invited by email to participate in the current site supervisor survey through Qualtrics following the conclusion of internships. The survey was sent to all 13 internship site supervisors. Of those 13 supervisors, 7 site supervisors completed all of the survey questions.

When asked about students' preparedness to perform assessment and/or diagnosis, the majority of site supervisors thought students were somewhat (50%) to well prepared (33.33%). Only 1 supervisor (16.67%) thought the students were unprepared to perform assessment and/or diagnosis.

Answer	%	Count
Well Prepared	33.33%	2
Somewhat Prepared	50.00%	3
I have not observed the supervisee in this area	0.00%	0
Somewhat Unprepared	0.00%	0
Unprepared	16.67%	1
Total	100%	6

We have received qualitative feedback from site supervisors that students have some anxiety regarding assessment and diagnosis. We are working to integrate more practical applications in assessment, diagnosis, and pre-practicum courses. When asked about students' preparedness to develop appropriate treatment plan, majority of the supervisors thought students were somewhat (33.33%) to well prepared (66.67%).

Answer	%	Count
Well Prepared	66.67%	4
Somewhat Prepared	33.33%	2
I have not observed the supervisee in this area	0.00%	0
Somewhat Unprepared	0.00%	0
Unprepared	0.00%	0
Total	100%	6

When asked about students' preparedness to compose clinical notes, majority of the supervisors thought students were somewhat (33.33%) to well prepared (66.67%).

Answer	%	Count
Well Prepared	66.67%	4
Somewhat Prepared	33.33%	2
I have not observed the supervisee in this area	0.00%	0
Somewhat Unprepared	0.00%	0
Unprepared	0.00%	0
Total	100%	6

When asked about students' preparedness to display primary counseling skills, majority of the supervisors thought students were somewhat (16.67%) to well prepared (83.33%).

Answer	%	Count
Well Prepared	83.33%	5
Somewhat Prepared	16.67%	1
I have not observed the supervisee in this area	0.00%	0
Somewhat Unprepared	0.00%	0
Unprepared	0.00%	0
Total	100%	6

When asked about students' preparedness to apply theory to case conceptualization, majority of the supervisors thought students were somewhat (16.67%) to well prepared (83.33%).

Answer	%	Count
Well Prepared	83.33%	5
Somewhat Prepared	16.67%	1
I have not observed the supervisee in this area	0.00%	0
Somewhat Unprepared	0.00%	0
Unprepared	0.00%	0
Total	100%	6

When asked about students' preparedness to perform crisis intervention skills, majority of the supervisors thought students were somewhat prepared (50%). One supervisor (16.67%) thought students were well prepared. Another (16.67%) had not observed the supervisee in this area. Only one supervisor thought students were unprepared (16.67%).

Answer	%	Count
Well Prepared	16.67%	1
Somewhat Prepared	50.00%	3
I have not observed the supervisee in this area	16.67%	1
Somewhat Unprepared	0.00%	0
Unprepared	16.67%	1
Total	100%	6

The professional counseling program met and discussed these results. The faculty are confident in the extensive integration of crisis intervention skills into classes which prepare students for internship. These crisis intervention skills are taught and role-played specifically in Problems and Issues in Counseling, Applied Techniques of Counseling, and Pre-practicum. In addition, students receive further training while they are in Assessment courses throughout Internship. The faculty speculate that site supervisors' observations may be

related to developmentally appropriate performance related to students' anxiety regarding crisis intervention. The faculty discussed ways to prepare site supervisors to be supportive as students manage their anxiety during crisis interventions.

When asked about students' preparedness to display couples counseling skills, majority of the supervisors did not observe the supervisees in this area (50%). Two supervisees thought that students were somewhat prepared (33.33%). Only one supervisor thought students were somewhat unprepared (16.67%).

Answer	%	Count
Well Prepared	0.00%	0
Somewhat Prepared	33.33%	2
I have not observed the supervisee in this area	50.00%	3
Somewhat Unprepared	16.67%	1
Unprepared	0.00%	0
Total	100%	6

When asked about students' preparedness to display family counseling skills, majority of the supervisors did not observe the supervisees in this area (50%). Two supervisees thought that students were somewhat prepared (33.33%). Only one supervisor thought students were somewhat unprepared (16.67%). The Professional Counseling Program will reach out to sites that have couples counseling to receive detailed feedback.

Answer	%	Count
Well Prepared	0.00%	0
Somewhat Prepared	33.33%	2
I have not observed the supervisee in this area	50.00%	3
Somewhat Unprepared	16.67%	1
Unprepared	0.00%	0
Total	100%	6

When asked about students' preparedness to display knowledge of ethics and ethical behaviors, majority of the supervisors thought students were well prepared (83.33%). Only one supervisor thought students were somewhat unprepared (16.67%).

Answer	%	Count
Well Prepared	83.33%	5
Somewhat Prepared	0.00%	0
I have not observed the supervisee in this area	0.00%	0
Somewhat Unprepared	16.67%	1
Unprepared	0.00%	0
Total	100%	6

When asked about students' preparedness in knowledge of addictions, majority of the supervisors thought students were somewhat prepared (66.67%). One supervisor did not observe the supervisee in this area (16.67%). Only one supervisor thought students were unprepared (16.67%). The counseling faculty are aware of an ethical incident that occurred with a student at a site in the past year, and immediately acted to assist the student with remediation.

Answer	%	Count
Well Prepared	0.00%	0
Somewhat Prepared	66.67%	4
I have not observed the supervisee in this area	16.67%	1
Somewhat Unprepared	0.00%	0
Unprepared	16.67%	1
Total	100%	6

When asked about students' preparedness in knowledge of lifespan development issues, majority of the supervisors thought students were somewhat prepared (50%) to well prepared (50%).

Answer	%	Count
Well Prepared	50.00%	3
Somewhat Prepared	50.00%	3
I have not observed the supervisee in this area	0.00%	0
Somewhat Unprepared	0.00%	0
Unprepared	0.00%	0
Total	100%	6

When asked about students' preparedness in knowledge of multicultural issues, majority of the supervisors thought students were well prepared (50%). Two supervisees thought that students were somewhat prepared (33.33%). Only one supervisor thought students were somewhat unprepared (16.67%).

Answer	%	Count
Well Prepared	50.00%	3
Somewhat Prepared	33.33%	2
I have not observed the supervisee in this area	0.00%	0
Somewhat Unprepared	16.67%	1
Unprepared	0.00%	0
Total	100%	6

The faculty discussed this response and have decided to reach out to all internship site supervisors to attempt to receive seek specific feedback, as problematic feedback, in this area, was not received in site supervisor feedback during Internship.

When asked about students' preparedness in group counseling, majority of the supervisors thought students were somewhat prepared (50%) to well prepared (50%).

Answer	%	Count
Well Prepared	50.00%	3
Somewhat Prepared	0.00%	0
I have not observed the supervisee in this area	50.00%	3
Somewhat Unprepared	0.00%	0
Unprepared	0.00%	0
Total	100%	6

It is pertinent to note that not all sites have group counseling opportunities.

When asked about meeting a faculty member or the clinical coordinator prior to the supervisee starting their internship experience, majority of the supervisors said yes (66.67%). Only (33.33%) said no. While all site supervisors were met and the site evaluated for its goodness of fit. Meeting supervisors prior to students' starting was confounded by the COVID-19 pandemic.

Answer	%	Count
Yes	66.67%	4
No	33.33%	2
Total	100%	6

When asked about receiving adequate information for supervising students and the clinical placement manual, majority of supervisors strongly agreed (83.33%). Only 1 supervisor neither agreed nor disagreed (16.67%).

Answer	%	Count
Strongly Agree	83.33%	5
Somewhat Disagree	0.00%	0
Neither Agree or Disagree	16.67%	1
Somewhat Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total	100%	6

The program has developed online site supervisors training support through a series of presentation lectures in Canvas, which supports the in-person training performed by faculty supervisors.

When asked if faculty supervisors were responsive and accessible, all supervisors strongly agreed.

Answer	%	Count
Strongly Agree	100.00%	6
Somewhat Disagree	0.00%	0
Neither Agree or Disagree	0.00%	0
Somewhat Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total	100%	6

The program faculty meet weekly to address all site-supervisors concerns and issues. During these meetings the program discusses solutions and responses, and either assign single faculty, or faculty and leadership response.

(3) Students' clinical assessment

2019-20 Counseling Competency Scale

The Counseling Competency Scale (CCS) is a standardized rubric in CNSL 6395 Practicum, CNSL 6397 Internship I, and CNSL 6398 Internship II. The Counseling Competency Scale is an assessment tool, which evaluates three parts of counselor competencies, Part 1- Primary Counseling Skills, Part 2- Professional Dispositions, and Part 3 Professional Behaviors. Students receive CCS evaluations at the midterm and then the final for all practicum and internship courses. Once a year, aggregate data is collected from the final CCS evaluation in each Practicum and internship course. The faculty assess the data to identify trends in scores, and the faculty then work together to make curriculum and program improvements.

The Professional Counseling Program leadership team collects 23 students' CCS scores from their Practicum, Internship I, and Internship II from 2019 to 2020. The mean scores of the three parts of CCS are analyzed to evaluate the overall students' performance at their clinical courses. The following table shows the mean scores when comparing students' scores among CCS Part 1- Primary Counseling Skills, CCS Part 2- Professional Dispositions, and CCS Part 3- Professional Behaviors.

	CCS Part 1 Clinical Skills	CCS Part 2 Professional Disposition	CCS Part 3 Professional Behaviors
Practicum	6.4	6.8	6.1
Internship I	6.8	6.9	6.3
Internship II	7.3	7.6	7.0

n=23

The CCS Evaluation Guidelines indicate that a score of 8 represents the counseling student exceeding the expectations of a beginning professional counselor in the specified counseling skills and professional dispositions. A score of 6 means the counseling student demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skills and professional dispositions. A beginning professional counselor should be at this level after his or her Practicum and/or Internship.

Students' CCS scores from 2019 to 2020 presented an overall growth and improvement in students' performances from Practicum, Internship I, and Internship II. When focused on the CCS Part I – clinical skill area, we see an average score of 0.4 improvements from Practicum to Internship I and an average score of 0.5 gains from Internship I to Internship II. This steady and consistent improvement confirmed that our clinical setting and supervision process offers positive support for students' clinical skills development.

When focused on the CCS Part 2 – professional disposition area, we see an average score of 0.1 improvements from Practicum to Internship I and an average score of 0.7 gains from Internship I to Internship II. The average score of 6.8 in the Practicum stage indicated that the Counseling Professional Program faculty supervisors had offered an effective gate-keeping and support to the students through Candidacy evaluation before the Practicum semester. Students performed well and maintain a positive professional disposition throughout the 1st internship experience. As the students gain more experience in their internship sites and had more opportunities to face challenging situations in their 2nd Internship semester, they demonstrated higher Professional Disposition qualities, which reflected in the CCS Part 2 scores.

When focused on the CCS Part 3 – professional behaviors area, we see an average score of 0.2 improvements from Practicum to Internship I and an average of 0.7 gains from Internship I to Internship II. The average score of 6.1 in the Practicum stage indicates that students were generally meeting the clinical expectation in this area during the Practicum semester, which was the students' 1st-time work at the on-campus counseling clinic to treat real-life cases. It was a learning curve for many students to become familiar with the case management and professional behavioral expectations. Professional Counseling Program faculty supervisors had offered adequate support for the students' learning in this area, reflected in the Practicum CCS Part 3 scores.

When students moved forward to an off-campus internship site in their Internship 1 semester, they had to adjust their case management routine to the internship site's policy and procedure. It was a learning curve for many students to become familiar with new organizational cultural, and professional behavioral expectations. The average score of 0.1 improvements from Practicum to Internship I shows that the clinical supervisors had offered sufficient support for the students to meet the expectations. When students moved forward to their Internship II semester, they had more practice in their internship site setting. They demonstrated a clear competency in their case management and professional behaviors, reflected in the CCS Part 3 scores.

The 2019-2020 CCS student's evaluation data affirmed the Professional Counseling Program's curriculum designs. The clinical skill-building courses had sufficiently prepared students for their Practicum and internship process. The Candidacy evaluation process had offered a gate-keeping opportunity to shaped students' professional dispositions. And, the Practicum/Internship sequence had effectively supported students to develop their professional behaviors. After reviewing the CCS evaluation data, the program's leadership team agreed to maintain the current curriculum design.

(4) Students' comprehensive exam results

The Professional Counseling Program requires all candidates for the master's degree to register for and successfully complete the Counselor Preparation Comprehensive Examination (CPCE) for the Clinical Mental Health Counseling Program, or the preparation exam created by the Association of Marital and Family Therapy Regulatory Board (AMFTRB) for the Marriage, Family, and Child Counseling Program. The exams are administered during the student's last semester of course work prior to graduation. CMHC students must make a combined score within one standard deviation from the national mean score on the CPCE exam. MFCC

students must score a 66 or higher on the exam. Students not meeting this standard are required to retest, and they may be required to complete additional course work or take other measures to correct deficiencies as extra preparation for the examination and for professional employment. The comprehensive exam may be retaken twice. If the examination is failed the second time, the student may petition to the program director to take the exam a third time. If no petition is made or the student fails the exam a third time, the student will no longer be eligible to receive a Master of Arts Degree in Counseling from the University of Mary Hardin-Baylor.

Our 2018 Fall CMHC graduate Cohort average CPCE exam score was above the national average score.

Section	Section Means Fall 2019	Section National Means Fall 2019
C1: Professional Counseling Orientation and Ethical Practice	16.00	11.58
C2: Social and Cultural Diversity	9.00	10.08
C3: Human Growth and Development	10.00	9.50
C4: Career Development	12.00	11.33
C5: Counseling and Helping Relationships	11.00	10.05
C6: Group Counseling and Group Work	8.00	9.06
C7: Assessment and Testing	14.00	9.62
C8: Research and Program Evaluation	12.00	10.87
Total	92.00	82.00

t-Test: Two-Sample Assuming Unequal Variances

Section	Section Means Fall 2019	Section National Means Fall 2019
Mean	11.5	10.26125
Variance	6.857142857	0.823298214
Observations	8	8
Hypothesized Mean Difference	0	
df	9	
t Stat	1.264257621	
P(T<=t) one-tail	0.118948208	
t Critical one-tail	1.833112933	
P(T<=t) two-tail	0.237896415	
t Critical two-tail	2.262157163	

2020 Spring CMHC graduate Cohort average CPCE exam score was above the national average score.

Section	Section Means Spring 2020	Section National Means Spring 2020
C1: Professional Counseling Orientation and Ethical Practice	13.40	12.30
C2: Social and Cultural Diversity	10.00	10.60
C3: Human Growth and Development	11.50	11.20
C4: Career Development	10.90	10.80
C5: Counseling and Helping Relationships	11.40	11.30
C6: Group Counseling and Group Work	11.70	10.80
C7: Assessment and Testing	11.60	10.40
C8: Research and Program Evaluation	8.90	9.00
Total	89.40	86.40

t-Test: Two-Sample Assuming Unequal Variances

Section	Section Means Spring 2020	Section National Means Spring 2020
Mean	10.8	11.175
Variance	0.871428571	1.742142857
Observations	8	8
Hypothesized Mean Difference	0	
df	13	
t Stat	-0.656083437	
P(T<=t) one-tail	0.261606818	
t Critical one-tail	1.770933396	
P(T<=t) two-tail	0.523213637	
t Critical two-tail	2.160368656	

Discussion of CPCE Scores

In observing the CPCE scores for both the fall and the spring, it is clear regarding the t-Test performed for each group that there is no significant difference between the aggregate UMHB score and the national average score. The two areas in which we underperformed the national means were in the subject areas of social and cultural diversity; however, they do not vary with significance. It is pertinent to note the unusual and disruptive testing conditions our spring students endured in the Spring Semester of 2020. The students in the UMHB Clinical Mental Health Counseling Program were scheduled to take the CPCE the Monday following spring break. The CPCE canceled testing 7 days before the test. The Professional Counseling Program immediately started to investigate alternative tests. Several weeks later the CPCE decided to resume testing, which provided a small window of mental preparation by the students. In addition, they had to change the testing venue and format. The program believes that this resulted in some lower than normal scores on the test, and ultimately, we had one student fail the National Counselor Exam. However, this student passed the NCE on the second attempt.

The Professional Counseling program will continue to be attentive to any continuance of lower scores, in the area of social cultural and/or group content.

2019-20 MFCC Comprehensive Exam Results

The Marriage, Family, and Child Counseling (MFCC) Program adopted the licensure practice exam created by the Association of Marital and Family Therapy Regulatory Board (AMFTRB) as the comprehensive exam for the program's students. The AMFTRB is also the organization that provides MFT National Examination to assist state licensing boards in evaluating applicants' knowledge and experience for licensure.

The MFTRB licensure preparation Exam is a computer-based examination composed of 100 multiple-choice, objective questions with a total testing time of two hours. The content for the exam includes Domain 1 (The Practice of Systemic Therapy), Domain 2 (Assessing, Hypothesizing, and Diagnosing), Domain 3 (Designing and Conducting Treatment), Domain 4 (Evaluating Ongoing Process and Terminating Treatment), Domain 5 (Managing Crisis Situations) and Domain 6 (Maintaining Ethical, Legal, and Professional Standards).

The examination questions are obtained from individuals with expertise in marital and family therapy and are reviewed for construction, accuracy, and appropriateness by the AMFTRB. A panel of expert judges established a passing score (66%) in this preparation exam on an "anchor examination." Each panel member estimates each item on the test if a qualified therapist gets the item correct. Psychometric experts examine their responses, and the Examination Advisory Council make further minor adjustments. The anchor examination becomes the standard of knowledge to which all future forms of an exam are compared. As a result, the required standard of knowledge for passing the examination remains consistent from test form to test format.

The following table shows the 2019 and 2020 MFCC students' comprehensive Exam average scores in each Domain:

Year	Number of Students	Domain 1 The Practice of Systemic Therapy	Domain 2 Assessing, Hypothesizing and Diagnosing	Domain 3 Designing and Conducting Treatment	Domain 4 Evaluating Ongoing Process and Terminating Treatment	Domain 5 Managing Crisis Situations	Domain 6 Maintaining Ethical, Legal, and Professional Standards	Average Exam score	Exam passing score
2019	5	59.83	78.33	76	74.5	75	73.83	72.5	66
2020	5	67	69.8	77.2	58.4	70	81.4	70.2	66

Discussion of MFCC Comprehensive Exam Scores

The Marriage, Family, and Child Counseling (MFCC) program is a smaller program than the Clinical Mental Health Counseling (CMHC) program. Five students took an MFCC comprehensive exam in 2019. One student failed the exam, and four students passed the exam and graduated in 2019. The failed student retook the exam in the year 2020 and passed the exam. There was a total of five students took the comprehensive exam in the year 2020. All students passed the exam and graduated in 2020.

The MFCC comprehensive exam results from 2019 to 2020 affirmed that the Professional Counseling Program adequately prepared the MFCC students to pass the national licensure exam. However, the Cohort 2019 had an average score lower than the passing score in Domain 1 (The practice of System Therapy). The cohort 2020 had

an average score lower than the passing score in domain 4 (Evaluating Ongoing Process and Terminating Treatment).

In 2019, the MFCC program instructors updated the course content in the CNSL6318 Marriage and Family Theory course and the CNSL6394 Advanced Marriage and Family Techniques course to strengthen students' understanding of the practice of System therapy. The students in the 2020 exam cohort showed a clear improvement in their exam scores in Domain 1. The updated course content proved to be fruitful. The MFCC course instructors will continue working on strengthening students' knowledge and skills in this Domain.

In 2020, five students took the MFCC Comprehensive exam, and all five students had an overall score to pass the exam. Three students scored lower than the passing score in domain 4 (Evaluating Ongoing Process and Terminating Treatment). This year's exam scores were compared to the past MFCC Comprehensive exam results when Domain 4 (Evaluating Ongoing Process and Terminating Treatment) was not a concern. The MFCC program instructors concluded that the MFCC students rely heavily on their Internship clinical experiences to strengthen their knowledge and skills in Domain 4. These five students had experienced extraneous circumstances in their internship process, which influence their learning negatively.

In the 2019 Fall semester, one of the major MFCC internship sites went through an organizational restructuring process. The internship site assigned new supervisors and new working procedures to the student-interns. The temporary administrative difficulties had made the students' learning experience difficult. In the year 2020, COVID-19 forced all the counseling internship sites to move into on-line counseling services. Student-counselors and the site supervisors focused their energy more on crisis management and the Telehealth ethically practice with the clinical cases. There was less supervision focus on students' skills in "evaluating the ongoing process and termination," which also negatively influenced student learning.

The unusual circumstances were the significant causes for student's deficiency in Domain 4. However, the MFCC program instructors agreed to update the course content in the CNSL6327 MFT Assessment course and the CNSL6394 Advanced Marriage and Family Techniques courses to strengthen students' understanding of Evaluating Ongoing Process and Terminating Treatment in the academic year 2020-2021.

CANDIDACY REVIEW

(1) 2019-2020 Candidacy

Candidacy I and Candidacy II are formal evaluations of graduate student professional skills and dispositions. Professional Counseling Program faculty complete a Candidacy I evaluation for students with a GPA of 3.00 or better the semester before they enrolled in CNSL 6395 Practicum. The faculty assess the student in Candidacy II in the CNSL 6398 Internship II semester. The departmental faculty evaluates each student's overall performance in courses completed to determine if they are qualified to be a candidate to receive the Master of Arts degree. Eight categories assessed by the faculty include (A) communication skills, (B) professional orientation, (C) interpersonal competence, (D) personal responsibility, (E) personal integrity, (F) respect for others and diversity, (G) self-reflection and self-care, and (H) clinical skills.

An affirmative majority vote of the Professional Counseling Program faculty will grant a student with the Candidate status. Each student will receive a written Candidacy-Letter from the program faculty team, responding to the student's candidacy application and any recommendations or improvement requirements. Once a year, aggregate data is collected from Candidacy I and II evaluations to assess students' performance.

The following table shows the overall students' candidacy evaluation result from the year 2019 to 2020. The program faculty compared the average scores of eleven students in each area between Candidate I and Candidate II. There is a consistent improvement across all categories when compared the average scores between Candidacy I results and Candidacy II results.

	A Communication Skills	B Professional Orientation	C Interpersonal Competence	D Personal Responsibility	E Personal Integrity	F Respect for Others and Diversity	G Self- Reflection and Self-Care	H Clinical Skills
1 st Candidacy	23.26	23.60	27.69	27.12	19.16	23.75	32.30	25.21
2 nd Candidacy	23.44	24.14	28.53	28.51	19.64	24.41	33.39	27.78

N=11

This consistent improvement affirmed that students applied the Candidacy I recommendations or improvement-requirements in their learning process. The written Candidacy-Letters from the program faculty team to each student offered positive support and guidance for students. The Professional Counseling Program faculty will maintain the Candidacy process for the students in the program.

Candidacy evaluation pairs by Categories

The Professional Counseling Program faculty performed a Person Correlation analysis to understand students' performance in each Candidacy category and its relations to other evaluation categories. The list of the evaluation categories includes (A) communication skills, (B) professional orientation, (C) interpersonal competence, (D) Personal responsibility, (E) personal integrity, (F) respect for others and diversity, (G) self-reflection and self-care and (H) clinical skills. The following table shows the correlation result. The yellow-highlight indicates the significant correlation between categories.

		Correlations							
		A	B	C	D	E	F	G	H
A	Pearson Correlation	1	.637*	.687*	.757**	.408	.811**	.587	.407
	Sig. (2-tailed)		.035	.019	.007	.213	.002	.058	.215
	Sum of Squares and Cross-products	51.636	32.386	34.773	44.500	15.955	31.318	30.273	20.795
	Covariance	5.164	3.239	3.477	4.450	1.595	3.132	3.027	2.080
	N	11	11	11	11	11	11	11	11
B	Pearson Correlation	.637*	1	.773**	.600	.783**	.166	.753**	.512
	Sig. (2-tailed)	.035		.005	.051	.004	.626	.007	.108
	Sum of Squares and Cross-products	32.386	50.136	38.523	34.750	30.205	6.318	38.273	25.795
	Covariance	3.239	5.014	3.852	3.475	3.020	.632	3.827	2.580
	N	11	11	11	11	11	11	11	11

C	Pearson Correlation	.687*	.773**	1	.677*	.513	.202	.698*	.122
	Sig. (2-tailed)	.019	.005		.022	.107	.552	.017	.722
	Sum of Squares and Cross-products	34.773	38.523	49.545	39.000	19.659	7.636	35.295	6.091
	Covariance	3.477	3.852	4.955	3.900	1.966	.764	3.530	.609
	N	11	11	11	11	11	11	11	11
D	Pearson Correlation	.757**	.600	.677*	1	.415	.500	.804**	.395
	Sig. (2-tailed)	.007	.051	.022		.205	.117	.003	.230
	Sum of Squares and Cross-products	44.500	34.750	39.000	67.000	18.500	22.000	47.250	23.000
	Covariance	4.450	3.475	3.900	6.700	1.850	2.200	4.725	2.300
	N	11	11	11	11	11	11	11	11
E	Pearson Correlation	.408	.783**	.513	.415	1	.144	.733*	.447
	Sig. (2-tailed)	.213	.004	.107	.205		.672	.010	.169
	Sum of Squares and Cross-products	15.955	30.205	19.659	18.500	29.682	4.227	28.659	17.318
	Covariance	1.595	3.020	1.966	1.850	2.968	.423	2.866	1.732
	N	11	11	11	11	11	11	11	11
F	Pearson Correlation	.811**	.166	.202	.500	.144	1	.263	.347
	Sig. (2-tailed)	.002	.626	.552	.117	.672		.435	.296
	Sum of Squares and Cross-products	31.318	6.318	7.636	22.000	4.227	28.909	10.136	13.273
	Covariance	3.132	.632	.764	2.200	.423	2.891	1.014	1.327
	N	11	11	11	11	11	11	11	11
G	Pearson Correlation	.587	.753**	.698*	.804**	.733*	.263	1	.447
	Sig. (2-tailed)	.058	.007	.017	.003	.010	.435		.168
	Sum of Squares and Cross-products	30.273	38.273	35.295	47.250	28.659	10.136	51.545	22.841
	Covariance	3.027	3.827	3.530	4.725	2.866	1.014	5.155	2.284
	N	11	11	11	11	11	11	11	11
H	Pearson Correlation	.407	.512	.122	.395	.447	.347	.447	1
	Sig. (2-tailed)	.215	.108	.722	.230	.169	.296	.168	
	Sum of Squares and Cross-products	20.795	25.795	6.091	23.000	17.318	13.273	22.841	50.682
	Covariance	2.080	2.580	.609	2.300	1.732	1.327	2.284	5.068
	N	11	11	11	11	11	11	11	11

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The (A) Communication-Skills is positively correlated to (B) Professional-Orientation, (C) Interpersonal-Competence, (D) Personal-Responsibility, and (F) Respect-for-others-and-Diversity. This result indicates that when a student has strong communication skills, they can express and positively demonstrate their professional disposition. As a result, they also tend to receive a higher rating in the categories of Professional-Orientation, Interpersonal-Competence, Personal-Responsibility, and Respect-for-others-and-Diversity.

The (G) Self-Reflection-and-Self-Care is positively correlated to (B) professional orientation, (C) interpersonal competence, (D) Personal responsibility, and (E) personal integrity. This result indicates that when a student's Self-Reflection and Self-care skills enhance their professional disposition in professional orientation, interpersonal competence, Personal responsibility, and personal integrity.

In addition to positively correlate to (A) Communication-Skills and (G) Self-Reflection-and-Self-Care, the (B) Professional-Orientation is positively related to (C) interpersonal competence and (D) Personal responsibility. This result indicates that when a student has a strong Professional-Orientation, he/she would also work hard to improve interpersonal competency and take personal responsibilities.

In addition to positively correlate to (A) Communication-Skills and (G) Self-Reflection-and-Self-Care, (D) Personal responsibility is positively related to (C) interpersonal competence. This result affirms that when a student is willing to take personal responsibilities, he/she also shows a higher level of interpersonal competency.

The (H) clinical-skills is the only category that did not show strong correlations with other categories. This result potentially indicates that a student's professional disposition and professional behaviors may not directly enhance his/her overall Clinical-Skills in a counseling session with the clients. The Professional Counseling Faculty team see all evaluation categories are equally essential competency areas for students and agree to continue supporting students' growth in each area.