

The University of Mary Hardin-Baylor Master of Arts in Counseling Program

Annual Evaluation

2021-2022

The mission of the Master of Arts in Counseling Program (MACP) 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.

Master of Arts in Counseling Programs plan to systematically evaluate the programs goals and objectives:

The Master of Arts in Counseling Program at UMHB has an empirically based plan for systematically evaluating the program objectives, including student learning. The plan includes: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Master of Arts in Counseling, 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 Master of Arts in 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 SECTION 2.F.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 Master of Arts in 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 SECTION 2.F.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 Master of Arts in 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 SECTION 2.F.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 Master of Arts in Counseling Program seeks to develop and train counselors in how to develop and provide group counseling based on effective therapeutic factors and characteristics. (CACREP SECTION 2 F.6)	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 5. The Master of Arts in Counseling Program seeks to develop counselors who understand concepts essential to understanding and administering assessments. (CACREP SECTION 2.F.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 Master of Arts in 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 SECTION 2.F. 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 Master of Arts in 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 SECTION 2.F. 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 Counsel 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 Master of Arts in 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 SECTION 2.F 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
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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. Surveys are distributed in an alternating pattern every three years. This year the program distributed the Practicum & Internship Evaluation of Faculty Supervisors and Site-Supervisor Evaluation of the Program surveys

Report's Sections

- I. Vital Statistics
- II. Program Demographics
- III. Faculty Teaching Loads
- IV. Comprehensive Exam Reports
 - a. Clinical Mental Health Counseling Scores
 - b. Marriage, Family, and Child Counseling Scores
- V. Students' Clinical and Professional Dispositions Assessment CCS
- VI. Candidacy Review
- VII. Surveys
 - a. Practicum & Internship Evaluation of Faculty Supervisors
 - b. Site-Supervisor Evaluation of the Program
- VIII. Key Performance Indicators

2021-2022 VITAL STATISTICS

Counseling Program Overview Data		
	CMHC	MFCC
No. Credit Hours (Semester) Required	60	60
No. Students Currently Enrolled	48	12
No. Graduates	16	8
Student Completion Rate	90%	100%
Licensure/Certification Exam Pass Rate	100%	100%
Graduate Job Placement Rate	100%	100%

The program saw a significant increase in the completion rate for students in the counseling program for the 2021-2022 academic year. The job placement rate and overall licensure pass rate for both academic tracks in the program continues to be excellent.

2021-2022 Application Data (Application numbers reflect applications that were complete and met pre-requirements for the programs interview)	
No. Applications for Clinical Mental Health Counseling Program	25
No. Applications for Marriage, Family & Child Counseling Program	4
No. Applications for Non-Clinical Professional Studies	2
No. Total Applications for Program(s) Received	31

PROGRAM DEMOGRAPHICS FOR 2021-2022

Student Demographics		
	Male	Female
American Indian/Native Alaskan	0	0
Asian	0	1
Black	1	5
Hawaiian Native/Pacific Islander	0	0
Hispanic	1	7
Two or More	1	0
Unknow/Other	0	1
White	9	35
International Student	0	0
Active Duty Military	0	0
Veteran	3	6
With a Disability	1	0

Faculty Demographics		
	Male	Female
American Indian/Native Alaskan	0	0
Asian	0	2
Black	1	0
Hawaiian Native/Pacific Islander	0	0
Hispanic	0	1
Two or More	0	0
Unknow/Other		0
White	0	0
International Student	2	0
Veteran	0	0
With a Disability	0	0

Accepted Applicant Demographic Data				
	Gender Ratio (M/F)	Average Age	Average GPA	Military
CMHC	3:14	26.3	3.5	3
MFCC	1:1	27.5	3.41	0
NPCS	1:0	51	3.80	0
Total	5:20	28.9	3.50	3

Evaluation of student demographics

The faculty met and discussed the students' demographics and discussed the changes in overall diversity of students in the program. It was noted that the drop in military veterans' applications and enrollment had affected the overall diversity of students in the program. The faculty decided to make recruiting trips to Universities with traditionally diverse populations. In addition, the faculty will schedule visits to meet with student organizations with diverse populations to discuss the profession of counseling and our program.

Teaching Loads

2021-2022 Academic Year							
Term	N=Courses Core	% Core	N=Courses Non-Core	% Non- Core	N=Courses Adjunct	% Adjunct	Total N=Courses
Fall	15	75%	2	10%	3	15%	20
Spring	15	71.43%	2	9.52%	4	19.05%	21
Summer	7	70%	2	20%	1	10%	10

Evaluation of teaching loads

The program was able to reduce overloads for all core faculty significantly while maintaining a majority of courses being taught by core faculty. This balanced was achieved via completing the transition of the entire student population to a Fall only cohort.

Comprehensive Exam Scores 2022

The Master of Arts in 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 half 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.

2022 Clinical Mental Health Counseling Comprehensive Exam Results

The spring 2022 graduating cohort consisted of 16 students taking the Counselor Preparation Comprehensive Examination (CPCE). The national average score for all 8 sections of the CPCE was 89. Our students' average score was 90.3, above the national average. The students scored above the national average on 6 out of the 8 exam sections. Students scored .5 point less than the national average score in the Assessment and Testing section. Students also scored 1.4 points less than the national average in the Social and Cultural Diversity section.

General Info		University of Mary Hardin-Baylor					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	16	12.8	2.0	10	15	1,531	12.3	2.1	2	17
C2: Social and Cultural Diversity	17	16	8.9	3.1	2	14	1,531	10.3	2.5	1	17
C3: Human Growth and Development	17	16	11.7	1.9	8	15	1,531	10.4	2.5	0	16
C4: Career Development	17	16	11.6	2.2	6	15	1,531	11.3	2.6	1	17
C5: Counseling and Helping Relationships	17	16	12.6	1.9	9	16	1,531	12.0	2.8	0	17
C6: Group Counseling and Group Work	17	16	12.0	2.2	8	15	1,531	11.9	2.5	0	17
C7: Assessment and Testing	17	16	8.7	2.6	6	14	1,531	9.2	2.5	0	16
C8: Research and Program Evaluation	17	16	12.0	2.0	9	16	1,531	11.6	2.7	0	17
Total	All	16	90.3	12.5	65	111	1,531	89.0	15.0	4	125

2022 Marriage Family and Child Counseling Comprehensive Exam Result

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 students in the program. The AMFTRB is also the organization that provides MFT National Examination to assist state licensing boards in evaluating the knowledge and experience of applicants 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 examination 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 questions for the examination are obtained from individuals with expertise in marital and family therapy and are reviewed for construction, accuracy, and appropriateness by the AMFTRB. A passing score (66%) in this preparation exam was established by a panel of expert judges on an “anchor examination.” Each panel member estimates for each item on the test if a qualified therapist would get the item correct. Their responses are examined and analyzed by psychometric experts and minor adjustments can be made by the Examination Advisory Council. The anchor examination becomes the standard of knowledge to which all future forms of an examination are compared. As a result, the required standard of knowledge for passing the examination remains consistent from test form to test form.

The following table shows the MFCC students’ comprehensive Exam average scores in each Domain:

	Domain - The Practice of Systems Therapy (%)	Domain - Assessing, Hypothesizing, and Diagnosing (%)	Domain - Designing and Conduction treatment (%)	Domain - evaluating ongoing process & terminating treatment (%)	Domain - managing crisis situations (%)	Domain - Maintaining ethical, legal, and Professional standards (%)	Total	
Average	64.9	70.7	73.1	65.0	74.9	73.2	69.6	Passing = 66%
2017	73.8	65.2	67.8	72.0	80.0	58.4	67.8	Passing = 66%
2019	60.0	78.7	77.6	73.7	75.7	74.7	73.0	Passing = 66%
2020	67.0	69.8	79.0	58.4	70.0	81.4	71.2	Passing = 66%
2021	60.0	70.0	70.6	64.6	77.6	81.4	69.4	Passing = 66%
2022	63.9	69.6	70.3	56.3	71.1	70.0	66.6	Passing = 66%

Seven MFCC students took the comprehensive test in the spring of 2022. The comprehensive exam average score was adversely impacted by one outlier in the exam group, particularly in the "evaluating continuing procedure and ending therapy" category. Three students failed to score the necessary 66% on the written comprehensive exam. These three students were required to take additional oral comprehensive exam to show that they had mastered the material before they could graduate from the program. All three students passed the oral comprehensive exam and received additional academic advising prior to graduation. All seven MFCC students successfully passed their State LMFT Licensure exam in the year 2022.

The Counseling Program 's faculty has consented to keep enhancing students' clinical abilities in assessing clients' progress. CNSL6326 Counseling Assessment for Individual and Family course have implement course content to strengthening students’ assessment skills in the “evaluating ongoing process and terminating treatment” domain. CNSL6397 and 6398 Internship instructors will monitor students’ ability to track clients’ progress and plan for termination.

Students' Clinical and Professional Dispositions Assessment

2021-22 Counseling Competency Scale

The Counseling Competency Scale- Revised (CCS-R-R) is a standardized rubric in CNSL 6395 Practicum, CNSL 6397 Internship I, and CNSL 6398 Internship II. The Counseling Competency Scale-Revised is an assessment tool, which evaluates two parts of counselor competencies, Part 1 assesses Primary Counseling Skills and Therapeutic Conditions, and Part 2 assesses Professional Dispositions and Professional Behaviors. Students receive CCS-R-R 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-R 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 Counseling Program leadership team collects 23 students' CCS-R-R scores from their Practicum, Internship I, and Internship II from 2021 to 2022. The mean scores of the three parts of CCS-R 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-R Part 1-Primary Counseling Skills and Therapeutic Conditions, and Part 2-Professional Dispositions and Professional Behaviors

	CCS-R Part 1 Clinical Skills & Therapeutic Conditions	CCS-R Part 2 Professional Disposition & Professional Behaviors
Practicum	4.0	4.3
Internship I	4.4	4.7
Internship II	4.5	4.5

n=23

The CCS-R Evaluation Guidelines indicate that a score of 5 represents the counseling student exceeding the expectations of a beginning professional counselor in the specified counseling skills and professional dispositions. A score of 4 means the counseling student demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skills and professional dispositions. Additionally, A score of 3 means the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skills, ability to facilitate therapeutic conditions, and professional dispositions and behaviors.

A beginning professional counselor should be at this level after his or her Practicum and/or Internship.

Students' CCS-R scores from 2021 to 2022 presented an overall growth and improvement in students' performances from Practicum, Internship I, and Internship II. When focused on the CCS-R Part I – Primary Counseling Skills and Therapeutic Conditions area, we see an average score of 0.4 improvements from Practicum to Internship I and an average score of 0.1 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-R Part 2 – Professional Dispositions and Professional Behaviors area, we see an average score of 0.4 improvements from Practicum to Internship I. The average score of 4.3 in the Practicum stage indicated 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. Counseling Program faculty supervisors had offered an effective gate-keeping and adequate support for the students' learning in this area. The average score of 4.3 in the Practicum stage also indicated that students performed well and maintain a positive professional disposition throughout the 1st internship experience.

Even though the average score of Professional Dispositions and Professional Behaviors area had 0.2 decreased from Internship II, all 23 students were generally meeting the clinical expectation in this area. 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. However, students who had internship I and II during the COVID pandemic demonstrated lower average score of Professional Dispositions and Professional Behaviors area due to lack of gaining more experience in their internship sites, and having limited opportunities to face challenging situations in their 1st and 2nd Internship semesters.

The 2020-2021 CCS-R student's evaluation data affirmed the 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 dispositions and behaviors. After reviewing the CCS-R evaluation data, the program's leadership team agreed to maintain the current curriculum design.

CANDIDACY REVIEW

(1) 2021-2022 Candidacy

Candidacy I and Candidacy II are formal evaluations of graduate student professional skills and dispositions. The Master of Arts in 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 Master of Arts in 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 2021 to 2022. 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	20.6	25.25	25.2	29	18.4	22.1	30.5	29.5
2 nd Candidacy	22	26.2	26.5	30.54	18.8	23.1	31.3	38.4

N=24

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 Master of Arts in Counseling Program faculty will maintain the Candidacy process for the students in the program.

(2) Candidacy evaluation pairs by Categories

The Master of Arts in 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	.720**	.638**	.603**	.369**	.265	.388**	.215
	Sig. (2-tailed)		.000	.000	.000	.010	.069	.006	.142
	N	48	48	48	48	48	48	48	48
B	Pearson Correlation	.720**	1	.766**	.838**	.382**	.331*	.581**	.287*
	Sig. (2-tailed)	.000		.000	.000	.007	.022	.000	.048
	N	48	48	48	48	48	48	48	48
C	Pearson Correlation	.638**	.766**	1	.763**	.278	.411**	.545**	.193
	Sig. (2-tailed)	.000	.000		.000	.056	.004	.000	.189
	N	48	48	48	48	48	48	48	48
D	Pearson Correlation	.603**	.838**	.763**	1	.270	.264	.658**	.214
	Sig. (2-tailed)	.000	.000	.000		.064	.070	.000	.145
	N	48	48	48	48	48	48	48	48
E	Pearson Correlation	.369**	.382**	.278	.270	1	.306*	.161	.215
	Sig. (2-tailed)	.010	.007	.056	.064		.034	.274	.143
	N	48	48	48	48	48	48	48	48
F	Pearson Correlation	.265	.331*	.411**	.264	.306*	1	.427**	.387**
	Sig. (2-tailed)	.069	.022	.004	.070	.034		.002	.007
	N	48	48	48	48	48	48	48	48
G	Pearson Correlation	.388**	.581**	.545**	.658**	.161	.427**	1	.169
	Sig. (2-tailed)	.006	.000	.000	.000	.274	.002		.252
	N	48	48	48	48	48	48	48	48
H	Pearson Correlation	.215	.287*	.193	.214	.215	.387**	.169	1
	Sig. (2-tailed)	.142	.048	.189	.145	.143	.007	.252	
	N	48	48	48	48	48	48	48	48

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

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

The (A) Communication-Skills is highly correlated to (B) Professional orientation, (C) Interpersonal competence, (D) Personal responsibility, (E) Personal integrity, and (G) Self-reflection and self-care. 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 Interpersonal-Competence, Personal-Responsibility, (E) Personal integrity and (G) Self-Reflection-and-Self-Care.

The (B) Professional orientation is highly correlated to (C) Interpersonal competence and (D) Personal responsibility, (E) Personal integrity and (G) Self-Reflection-and-Self-Care. Additionally, the (B) professional orientation is positively correlated to (F) Respect for others and diversity and (H) Clinical skills. This result indicates that when a student understands and establishes his or her professional orientation, the student demonstrates positive ability to work with other and demonstrates appropriate personal and professional boundaries.

The (C) Interpersonal-Competence is highly correlated to (D) Personal-Responsibility, (F) Respect for others and diversity, and (G) Self-Reflection-and-Self-Care. This result indicates that students demonstrates respect for other, effectively manages personal assets, understands own personal values and beliefs, and understand how personal values affect to the interpersonal relationships when a student has higher Interpersonal-Competence.

The (D) Personal responsibility is highly correlated to (G) Self-Reflection-and-Self-Care. This result indicates that when a student has a strong Personal responsibility, he/she would also work hard to improve and grow as a person.

The (E) Personal integrity is only significantly correlated to (F) Respect for others and diversity. This result indicates that when a student has a strong personal integrity, he/she would also work hard to improve respect for others and diversity, addresses personal issues and limitations, and demonstrates adequate primary counseling skills.

The (F) Respect for others and diversity significant correlated to (G) Self-Reflection-and-Self-Care and (H) Clinical skills. This result indicates that students who demonstrate respect for others and diversity would aware of their personal strengths and limitations. Additionally, the students demonstrated a desire to improve and grow as a person. This result also indicated that the students who work hard to improve respect others and focus on to improve personal issues demonstrated adequate primary counseling skills.

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 positively correlated to (B) Professional-Orientation and (F) Respect for others and diversity. This result indicated that students' clinical skills will develop and build regarding to their ability how to establishes his or her professional orientation, the student demonstrates positive ability to work with other and demonstrates appropriate personal and professional boundaries and exhibits honest and ethical behavior toward to working with others.

The Master of Arts in Counseling Program Faculty team see all evaluation categories are equally essential competency areas for students and agree to continue supporting students' growth in each area.

Surveys

Surveys are distributed in an alternating pattern every three years. This year the program distributed the Practicum & Internship Evaluation of Faculty Supervisors and Site-Supervisor Evaluation of the Program surveys. Our counseling program collect students' evaluations and feedbacks regarding their learning experience with faculty supervisor and off-campus site supervisor during the practicum and internship process. Prior to the final week of each clinical semester, students complete both the Evaluation of Faculty supervisor (see attachment) and the Evaluation of Internship Site Supervisor (see attachment).

There are twelve items in the Student Evolution of Off-campus Site supervisor form to assess students' learning experience with the site supervisor. It is based on a Likert-type scale with one indicating strongly disagree and six indicating strongly agree. The twelve items include:

PRACTICUM & INTERNSHIP EVALUATION OF FACULTY SUPERVISORS 2022

QUESTION 1: Please indicate your most recent clinical course completed or about to complete.		
COURSE	RESPONSE %	No. RESPONSES
Practicum	0.00%	0
Internship I	66.67%	4
Internship II	33.33%	2
Total Responses		6

QUESTION 2: Please indicate your level of agreement with the following statements regarding your coursework and instruction experiences in this clinical course.		
Clinical Track of Study	Response %	No. Responses
CMHC	83.33%	5
MFCC	16.67%	1
Total Responses		6

STATEMENT RESPONSES TO QUESTION 2						
Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The expectations of students were clearly communicated in this course.	1	0	0	0	5	6
The amount of work expected of students in the program was reasonable.	1	0	0	0	5	6
The class sizes were reasonable for graduate courses.	1	0	0	0	5	6
The coursework adequately prepared	1	0	0	0	5	6

students for employment in a counseling position following graduation.						
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QUESTION 3: Please indicate your level of agreement with the following statements regarding your overall clinical experiences.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The individual supervision with faculty instructors in this clinical course was valuable to students.	1	0	0	0	5	6
The group supervision in this clinical course was valuable to students.	1	0	0	1	4	6
The experience at the Community Life Center was valuable to students.	1	0	0	0	5	6
The clinical experiences in the program prepared students for employment in a counseling position following graduation.	1	0	0	0	5	6

QUESTION 4: Please indicate your level of agreement with the following statements regarding your relational experience with your faculty supervisor.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The faculty were accessible to students.	1	0	0	0	5	6
The faculty were interested in the success of students.	1	0	0	0	5	6
The faculty provided students feedback on their areas of strength.	1	0	0	0	5	6
The faculty provided students feedback on their areas of weakness.	1	0	0	0	5	6
The faculty treated students in a fair and unbiased manner.	1	0	0	0	5	6
The faculty helped facilitate the personal growth of students.	1	0	0	0	5	6
The faculty helped facilitate the professional growth of students.	1	0	0	0	5	6

Question 5: Please indicated your level of agreement with the following statement regarding your clinical learning experiences with your faculty supervisor.						
Statements	Min.	Max.	Mean	Std. Dev.	Var.	Total
My faculty supervisor reviewed my recorded counseling sessions with me.	1.00	5.00	4.33	1.49	2.22	6
My faculty supervisor gave undivided time and energy to my learning needs in supervision.	1.00	5.00	4.33	1.49	2.22	6
My faculty supervisor recognizes and encourages further development of my strengths and capabilities.	1.00	5.00	4.33	1.49	2.22	6
My faculty supervisor gives me useful feedback when I do something well.	1.00	5.00	4.33	1.49	2.22	6
My faculty supervisor provides me the freedom to develop flexible and effective counseling styles.	1.00	5.00	4.33	1.49	2.22	6
My faculty supervisor provides suggestions for developing my counseling skills.	1.00	5.00	4.17	1.46	2.14	6
My faculty supervisor helps me understand the implications and dynamics of the counseling approaches I use.	1.00	5.00	4.17	1.46	2.14	6
My faculty supervisor encourages me to use new and different techniques when appropriate.	1.00	5.00	4.33	1.49	2.22	6
My faculty supervisor is spontaneous and flexible in the supervisory sessions.	1.00	5.00	4.33	1.49	2.22	6
My faculty supervisor helps me define and achieve specific concrete goals for myself during the practicum/internship experience.	1.00	5.00	4.00	1.53	2.33	6
My faculty supervisor gives me useful feedback when I do something wrong.	1.00	5.00	4.33	1.49	2.22	6
My faculty supervisor allows me to discuss problems I encounter in my practicum/internship setting.	1.00	5.00	4.33	1.49	2.22	6

STATEMENT RESPONSES TO QUESTION 5						
Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
My faculty supervisor reviewed my recorded counseling sessions with me.	1	0	0	0	5	6
My faculty supervisor gave undivided time and energy to my learning needs in supervision.	1	0	0	0	5	6
My faculty supervisor recognizes and encourages	1	0	0	0	5	6

further development of my strengths and capabilities.						
My faculty supervisor gives me useful feedback when I do something well.	1	0	0	0	5	6
My faculty supervisor provides me the freedom to develop flexible and effective counseling styles.	1	0	0	0	5	6
My faculty supervisor provides suggestions for developing my counseling skills.	1	0	0	1	4	6
My faculty supervisor helps me understand the implications and dynamics of the counseling approaches I use.	1	0	0	1	4	6
My faculty supervisor encourages me to use new and different techniques when appropriate.	1	0	0	0	5	6
My faculty supervisor is spontaneous and flexible in the supervisory sessions.	1	0	0	0	5	6
My faculty supervisor helps me define and achieve specific concrete goals for myself during the practicum/internship experience.	1	0	1	0	4	6
My faculty supervisor gives me useful feedback when I do something wrong.	1	0	0	0	5	6
My faculty supervisor allows me to discuss problems I encounter in my practicum/internship setting.	1	0	0	0	5	6

QUESTION 6: DID YOUR FACULTY SUPERVISOR VISIT YOUR PRACTICUM/INTERNSHIP SITE?		
RESPONSE	RESPONSE %	NO. RESPONSES
Yes.	100%	6
No.	0%	0
I don't know.	0%	0
I did not have an external site this semester.	0%	0
Total		6

Evaluation of survey results

The faculty met and discussed the feedback provided by the students in the surveys. It was noted that the overall responses to the survey were lower than desired, because of the voluntary nature of the survey. The faculty met and discussed potential methods for increasing the response rate. It was suggested providing time during group supervision for students to complete the survey. The faculty observed that the overall feedback regarding supervisor's support and guidance was positive, with the exception of one outlier. The following areas were noted as worth observing: My faculty supervisor provides suggestions for developing my counseling skills; My faculty supervisor helps me understand the implications and dynamics of the counseling approaches I use; and My faculty supervisor helps me define and achieve specific concrete goals for myself during the practicum/internship experience. It was agreed that these three areas

relate to skills and theory development. The faculty decided to set a faculty meeting in January to develop ideas how to increase student's awareness and focus on theoretical case conceptualization in both group and individual supervision.

Site-Supervisor Evaluation of the Program

Class	Was contact made by a faculty supervisor prior to the actual placement?	yes	no
Internship I		13	1
Internship II		19	1
Total		32	2
Action Required	Overall, it was found that contact made by a faculty supervisor prior to the actual placement. The site where this happen was identified, and a visit occurred during the course of internship I. The answer of no was filled out twice, due to the student attending the site for Internship I and II.		

Class	Did the student intern contact you for an interview or meeting prior to the finalization of the internship?	yes	no
Internship I		14	0
Internship II		20	0
Total		34	0
Action Required	No action required.		

Class	Was there a follow-up contact made by a faculty member within the first few weeks of the semester?	yes	no
Internship I		13	1
Internship II		19	1
Total		32	2
Action Required	Clinical Internship Coordinator will follow up with the site and faculty supervisor to discuss reason for the missed follow-up communication.		

Class	Was a copy of the Clinical Placement Manual	yes	no
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	provided to you, if it was not already available?		
Internship I		13	1
Internship II		20	0
Total		33	1
Action Required	Clinical Internship Coordinator will follow up with the site and faculty supervisor to provide a copy of the Clinical Placement Manual and review it with the site-supervisor..		

Class	Was a learning agreement for the student presented and completed at the beginning of placement?	yes	no
Internship I		14	0
Internship II		20	0
Total		34	0
Action Required	No action required.		

Class	Did you receive an orientation and/or training sessions for site supervisors during the semester?	yes	no
Internship I		13	1
Internship II		20	0
Total		33	1
Action Required	Clinical Internship Coordinator will follow up with the site and faculty supervisor to discuss reason for the missed orientation and/or training sessions for the site supervisor		

Class	Was an adequate number of visits made to the site by a faculty member?	yes	no
Internship I		14	0
Internship II		19	1
Total		33	1
Action Required	Clinical Internship Coordinator will follow up with the site and faculty supervisor to discuss reason for the lack of site visits made by the faculty supervisor.		

Class	Were program faculty available by phone or email between site visits?	yes	no
Internship I		14	0
Internship II		20	0
Total		34	0
Action Required	No action required		

Class	Was the faculty and/or the Clinical Coordinator adequately knowledgeable about the internship program and its requirements?	yes	no
Internship I		14	0
Internship II		20	0
Total		34	0
Action Required	No action required.		

Class	Were problems with the internship (student, policy, etc.) handled in a timely and appropriate manner?	yes	no
Internship I		13	1
Internship II		20	0
Total		33	1
Action Required	Clinical Internship Coordinator will follow up with the site and faculty supervisor to discuss the site supervisors need for support.		

Average Score for how academically prepared the student was for Internship was 6.68	1. On a scale from 1 to 7, how academically prepared was the student for the Internship? 1=Not prepared, 4=Somewhat prepared, 7=Fully prepared
Site#1	6
Site#2	7

Site#3	7
Site#4	6
Site#5	7
Site#6	5
Site#7	6
Site#8	7
Site#9	7
Site#10	5
Site#11	7
Site#12	7
Site#13	6
Site#14	5
Site#15	7
Site#16	7
Site#17	7
Site#18	6
Site#19	7
Site#20	6
Site#21	7
Site#22	6
Site#23	6
Site#24	7
Site#25	7
Site#26	7
Site#27	6
Site#28	6
Site#29	7
Site#30	5
Site#31	6
Site#32	7
Site#33	7
Site#34	7

Please provide comments on any other area that needs our attention. On the back of this paper, please identify and list, from your perspective, the strengths and/or weakness of the clinical program and any other suggestion you may have for improving our program.
I think the strengths of the program are that the students come out with experience and a clinical orientation that they have been using for at least a semester. Additional strengths student seemed to be aware of new and changing techniques, ideas and policies that are currently being discussed or implemented in practice.
This is the 2nd year that I have had an intern from UMHB and continue to be impressed with the level of professionalism that I see coming from the students.
Strengths: Developing clinical orientation of students, Ethical practices, composing a supervisor team that holistically supports the student counselor. Weaknesses: I didn't have any experiences that exposed weaknesses of the clinical program therefore I can't identify specific weaknesses.
Intern was great in many areas, and i feel strongly that he is learning every step of the way.
Dana was very well prepared to counsel people from the beginning of her internship. I appreciate UMHB's role in preparing her.
Sandra was well prepared for clinical work, but was lacking confidence initially in working with small children
I have spoken with Dr. Austin some aspects of improvement. It can be hard to ascertain the exact things needed, because I am looking from individual to individual.
Nothing to add
It's been relatively easy to have our interns here. Love working with all of them!
Bailee has been a wonderful addition to our team. Her strengths are easily the warmth and morale she brings to our office. She can continue to grow in her confidence in dealing with client parents.
It has been a great partnership between ACC Career Counseling Services and UMHB - Professional Counseling Program in terms of Rose's internship placement and her professional practice in career counseling. We are very pleased with Rose work and her contribution to our team/ services provided to our student. We look forward to another semester of having her internship with us.
The student intern did a great job. The connection with the school was supportive and adequate
Additional Trauma-focused training (sexual assault/early childhood trauma) and preventions. In-depth training in suicidal ideation. Training in how to handle CPS cases/custody paperwork.
I recommend an occasional visit in person by UMHB faculty.
UMHB does a great job of preparing students to serve as professional counselors.
Strengths: Communication, Supervisor feedback shared and discussed with student, how prepared the interns are when they are released to an agency or private practice. Weakness: N/A I love the program and how UMHB is preparing future mental health therapist
The only suggestions I would have are to provide more clarity regarding some of the administrative aspects of operating the private practice side of the internship. As the supervisor, I did not feel it would be my responsibility to ensure that the client received a steady flow of counseling referrals. The intern was assigned (name of site redacted) so perhaps more definition as to the roles each person played (i.e. Counseling Center Director, Supervisor, Intern, etc.).
Based on what is expected for first-semester interns, the program prepares students well for internship. I appreciate the faculty

Supervisor's professional guidance and support for interns.
Generally, UMHB's counseling students are very well prepared for community site practice.
Outstanding program! Keep up the excellent work! By far the BEST in the NATION! What a talented group of professionals!
As possible it would be helpful to include more Theological Integration into the curriculum.
No comments.
Your program's focus and curriculum design definitely made the student a great and well-prepared intern - from her initial internship inquiry/interview with us/ACC, orientation training, to her actual intern's work performance and participation in various events/projects, I am very impressed by Rose's both academic and clinical knowledge/skills - counseling theories, techniques, and hand-on practice/experiences.
Student was a wonderful addition to our team. She is professional, self-motivated, and a hard worker. I enjoyed having her on my team.
Student has shown tremendous growth in her time as a graduate student level intern. I am excited to see continued growth as she becomes a licensed intern.
Student has done well at being flexible and adapting to several changes throughout his time with Site. He takes feedback in stride and contributes to the team.
I feel that this program is strong and we are thrilled to get to partner with the Counseling program at UMHB.
It was a pleasure to partner with the Master of Counseling program and utilize some of their students.
I recommend visiting the site at least once during the internship.
With the most recent student that I had, there were many circumstances outside of their control that made finding traction within our clinics difficult. We have discussed this already and the only thing we might do on our end in the future is consider how flexible the future students can be prior to signing them on.
Strengths: Students that come to our site are academically prepared, hardworking, and empathetic.
Weakness: Students could improve emotional intelligence, work/life balance, and taking initiative. Encourage them to know their limitations and their strengths and be willing to grow in personal and professional awareness.
Great
UMHB is doing a great job preparing students and supporting students through the internship.

Evaluation of survey results

The Faculty met and discussed the result of the survey and addressed the few concerns addressed in the survey, which appeared to be exceptions due to extraneous circumstances, rather than a pattern of concern. The faculty observed that the feedback from site-supervisors was positive and the faculty were encouraged to maintain current practices as they seemed effective.

Key Performance Indicators

The Master of Arts in Counseling Program has identified major assignments related to KPIs that assess student knowledge and skills associated with the eight core and two entry-level specialty areas of the program. The table below provide the major assignments that offer students' performance data for modifications.

CACREP Standard	Course	Key Performance Indicators	Benchmark	CMHC	MFCC	Program Modification
SECTION 2: PROFESSIONAL COUNSELING IDENTITY						
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE						
2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNSL 6308 Problems and Issues in Counseling	Objective Midterm Exam	80% of the students will earn a score of 80 points or higher on the midterm exam.	80% of the students earned a score of 80 points or higher on the midterm exam.	80% of the students earned a score of 80 points or higher on the midterm exam.	No modification needed.
2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNSL 6370 Legal and Ethics	Case Scenarios	80% of students earned a score of 80 points or higher.	In the Spring of 2021, there were no MFCC students enrolled.	80% of the students will earn a score of 80 points or higher on the Rubric.	No modification needed
2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNSL 6308 Problems and Issues in Counseling	Objective Final Exam	80% of the students will earn a score of 80 points or higher on the final exam.	80% of the students earned a score of 80 points or higher on the final exam.	80% of the students earned a score of 80 points or higher on the final exam.	No modification needed.
2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNSL 6308 Problems and Issues in Counseling	Case Study Final Exam	80% of the students will earn a score of 80 points or higher on the case study rubric.	80% of the students earned a score of 80 points or higher on the case study rubric	80% of the students earned a score of 80 points or higher on the case study rubric	No modification needed

2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNSL 6393 Advanced Marriage and Family Techniques	Licensure package	80% of the students will earn a score of 80 points or higher on the case study rubric.	no CMHC students enrolled in 2022 spring	80% of the students earned a score of 80 points or higher on the case study rubric	No modification needed
2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNSL 6393 Advanced Marriage and Family Techniques	Ethical case study	80% of the students will earn a score of 80 points or higher on the case study rubric.	no CMHC students enrolled in 2022 spring	80% of the students earned a score of 80 points or higher on the case study rubric	No modification needed.
2.F.1.k. Strategies for personal and professional self-evaluation and implications for practice	CNSL 6312 Group Processes	Group Leader Self-reflection Form	80% of the students will complete the self-reflection form.	Spring 2022(14):100	Spring 2022 (3): 100	No modifications needed
2.f.1.k. Strategies for personal and professional self-evaluation and implications for practice	CNSL 6394 PrePracticum	Clinical Packages-rubrics (Self-Critique Rubric)	80% of the students will review their session and complete the Self-Critique Rubric as part of completing their clinical package.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
2.f.1.k. Strategies for personal and professional self-evaluation and implications for practice	CNSL 6394 PrePracticum	Recorded Counseling session assignment with rubric	80% of the students complete weekly self-evaluation form after each practice counseling session	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	CNSL 6370 Legal and Ethics	Case Scenarios	80% of students earned a score of 80 points or higher.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
2.f.2.c. Multicultural counseling competencies	CNSL 6351 Diversity Issues	Cultural Presentations	80% of students earned a score of 60 points or higher.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed
2.f.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	CNSL 6351 Diversity Issues	Cultural Presentations	80% of students earned a score of 60 points or higher.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed

HUMAN GROWTH AND DEVELOPMENT+A16:H29						
2.F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	CNSL 6310: LIFESPAN DEVELOPMENT	Case Conceptualization through the Lens of Developmental Theory	80% of students will earn a score of 80 points or higher on the Case Conceptualization through the Lens of Developmental Theory .	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
2.F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	CNSL 6310: LIFESPAN DEVELOPMENT	Personal Development Paper	80% of students will earn a score of 80 points or higher on the Personal Development Paper.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
2.F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	CNSL 6315 Abnormal Human Behavior	Diagnostic Vignette	80% of students earned a score of 80 points or higher on the Diagnostic Vignette .	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
CAREER DEVELOPMENT						
2.f.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and	CNSL 6355 Advanced Psychopathology and Treatment Planning	Theoretically-based Treatment Plan	80% of the students will earn a score of 80 points or higher on the treatment plan rubric.	Fall 2021 (17)100% of the students meet the bench mark	100% of the students meet the bench mark.	No modifications needed
2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	CNSL 6302 career counseling	Final Exam	80% of the students will earn a score of 80 points or higher on the final exam.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications nedded
COUNSELING AND HELPING RELATIONSHIPS						
5.c.1.b. Theories and models related to clinical mental health counseling	CNSL 6320 Theories of Counseling	<i>Theory Review</i>	80% of the students will earn a score of 80 points or higher on the theory review	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
5.c.1.b. Theories and models related to clinical mental health counseling	CNSL 6320 Theories of Counseling	<i>Final Exam</i> Theory Review Assignment with Rubric	80% of the students will earn a score of 80 points or higher on the final exam. 80% of the students will earn a score of 80 points or higher on the case scenario rubric (3 or higher).	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed
2.f.5. l. Suicide prevention models and strategies	CNSL 6394 PrePracticum	Final Clinical Package- Rubric	80% of the students will earn a score of 80 points or higher on the Clinical Package rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification nedded.
2.F.5.a. Theories and models of counseling	CNSL 6320 Theories of Counseling	Theory Review Assignment with Rubric	80% of students will earn a score of 80% points or higher.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification nedded
2.f.5.n Processes for aiding students in developing a personal model of counseling	CNSL 6320 Theories of Counseling	Case Conceptualization	80% of students will earn a score of 80% points or higher.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification nedded
2.F.5.n. Processes for aiding students in developing a personal model of counseling	CNSL 6397 Internship I	Personal Philosophy of Counseling Paper	80% of the students will earn a score of 80 points or higher on the Personal Philosophy of Counseling Paper.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed

GROUP COUNSELING AND GROUP WORK+A30:H3A30:H38						
2.f.6.c. Therapeutic factors and how they contribute to group effectiveness	CNSL 6312 Group Processes	Group Counseling Article Reviews	80% of the students will score 90% or better on the Group Counseling Article Reviews.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
2.f.6.c. Therapeutic factors and how they contribute to group effectiveness	CNSL 6312 Group Processes	Peer Observation Form	80% of the students will complete the Peer Observation Form.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
2.F.6.c. Understand therapeutic factors and how they contribute to group effectiveness	CNSL 6312 Group Processes	Group Proposal Paper	80% of students will score 80% or better on their Group Proposal Paper Rubric	100% of the students meet the bench mark.	Benchmark not met	Program leadership met and discussed the use of the overall score for the group paper proposal. The leadership decided to remove the overall score for the group paper proposal as a measure and use specific components of the group paper proposal rubric as a more accurate KPI measure.
2.F.6.c. Understand therapeutic factors and how they contribute to group effectiveness	CNSL 6312 Group Processes	Journal reflections	80% of the students will complete weekly journal reflections of the group process and dynamics.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
2.f.6.h Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	CNSL 6312 Group Processes	CCS and Practicum Logs	80% of the students will participate as group members in small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
2.F.6.h Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	CNSL 6395 Practicum	Journal reflections	80% of the students will complete weekly journal reflections of the group process and dynamics.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
ASSESSMENT AND TESTING						
2.F.7. h. Reliability and validity in the use of assessments	CNSL 6326 Counseling Assessment for Individual and Family	Validity & Reliability Worksheets	80% of students earned a score of 80 points or higher.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification nedded

RESEARCH AND PROGRAM EVALUATION						
2.f.8.h. Statistical methods used in conducting research and program evaluation	CNSL 6326 Counseling Assessment for Individual and Family	Research Proposal	80% of students earned a score of 80 points or higher.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification nedded
2.F.8. h. Statistical methods used in conducting research and program evaluation	CNSL 6345 Research Methods & Statistics	Research Proposal	80% of the students will earn a score of 80 points or higher on the Proposal Rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
2.f.8.i. Analysis and use of data in counseling	CNSL 6345 Research Methods & Statistics	Mini- Assessment report and Final assessment report	80% of the students will earn a score of 80 points or higher on the assessment report Rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
2.F.8.i. Analysis and use of data in counseling	CNSL 6326 Counseling Assessment for Individual and Family	Research Proposal	80% of students will earn a score of 80 points or higher.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.

SECTION 5: CLINICAL MENTAL HEALTH COUNSELING						
FOUNDATIONS						
5.c.1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CNSL 6394 PrePracticum	Mini-Assessment report	80% of students will score 80% or better on the Mini-Assessment Report	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification nedded
5.c.1.e. Psychological tests and assessments specific to clinical mental health counseling	CNSL 6326 Counseling Assessment for Individual and Family	Quiz	80% of students will score 80% or better on Quiz grade	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
5.C.1.e. Psychological tests and assessments specific to clinical mental	CNSL 6315 Abnormal Human Behavior	Final Exam	80% of students will score	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No Modification needed
CONTEXTUAL DIMENSIONS						
5.C.1.b. Theories and models related to clinical mental health counseling	CNSL 6320 Theories of Counseling	Capstone Assignment: Applied Documentation	80% of the students will earn a score of 80 points or higher on the applied documentation rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modifications needed
5.c.1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CNSL 6355 Advanced Psychopathology and Treatment Planning	Case Conceptualization Assignment-Rubric	80% of the students will earn a score of 80 points or higher on the final exam. 80% of student students will earn completion on the assessment battery course assignment.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
PRACTICE						
5.c.3.a. Intake interview, mental status evaluation, biopsychocial history, mental health history, and psychological assessment for treatment	CNSL 6326 Counseling Assessment for Individual and Family	Final Counseling Role-Play Exam	80% of the students will earn a score of 80 points or higher on the role-play rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed
5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	CNSL 6316 Applied Techniques of Counseling	Final Clinical Package-Rubric	80% of the students will earn a score of 80 points or higher on the final Clinical Package.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification nedded.
5.c.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	CNSL 6394 PrePracticum	Capstone Assignment: Applied Documentation	80% of the students will earn a score of 80 points or higher on the applied documentation rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed

SECTION 5: MARRIAGE, COUPLE, AND FAMILY COUNSELING						
FOUNDATIONS						
5.f.1.b. Theories and models of family systems and dynamics	CNSL 6318 Marriage and Family Theory	Exams Case Conceptualization	80% of the students will earn a score of 80 points or higher on the exams and Case Conceptualization rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
5.f.1.c. Theories and models of marriage, couple, and family counseling	CNSL 6318 Marriage and Family Theory	Exams Case Conceptualization	80% of the students will earn a score of 80 points or higher on the exams and Case Conceptualization rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed
5.F.1.e. Principles and models of assessment and case conceptualization from a systems perspective	CNSL 6318 Marriage and Family Theory	Topic-Specific Quiz	80% of the students will earn a score of 80 points or higher on the given quiz.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	The course will make some adjustments to the quiz that better matches the content being taught and evaluated.
CONTEXTUAL DIMENSIONS						
5.F.2.c. Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	CNSL 6304 Couples Counseling	min-assessment and final assessment report	80% of the students will earn a score of 80 points or higher on the assessment report Rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
5.F.2.c. Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	CNSL 6326 Counseling Assessment for Individual and Family	Topic-specific Quiz	80% of the students will earn a score of 80 points or higher on the given quiz.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed
5.F.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	CNSL 6304 Couples Counseling	Chapter Quiz (Zunker-Chapter 1)	80% of the students will earn a score of 80 points or higher on the chapter quiz.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed
PRACTICE						
5.F.3. a. Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	CNSL 6326 Counseling Assessment for Individual and Family	Case Conceptualization and Treatment Plans	80% of the students will earn a score of 80 points or higher on the quizzes and Case Conceptualization& Treatment Plan rubric.	No CMHC students in 2022 Spring	100% of the students meet the bench mark.	No modification needed
5.F.3. a. Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	CNSL 6393 Advanced Marriage and Family Techniques	Quiz/ Case Conceptualization and treatment plan Rubric	80% of the students will earn a score of 80 points or higher on the quizzes and Case Conceptualization& Treatment Plan rubric.	No CMHC students in 2022 Spring	100% of the students meet the bench mark.	No modification needed.
5.f.3.d. Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	CNSL 6393 Advanced Marriage and Family Techniques	Exams Case Conceptualization	80% of the students will earn a score of 80 points or higher on the exams and Case Conceptualization rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
5.f.1.b. Theories and models of family systems and dynamics	CNSL 6318 Marriage and Family Theory	Exams Case Conceptualization	80% of the students will earn a score of 80 points or higher on the exams and Case Conceptualization rubric.	100% of the students meet the bench mark.	100% of the students meet the bench mark.	No modification needed.
5.f.1.c. Theories and models of marriage, couple, and family counseling	CNSL 6318 Marriage and Family Theory	Quiz/ Case Conceptualization and treatment plan Rubric	80% of the students will earn a score of 80 points or higher on the quizzes and Case Conceptualization& Treatment Plan rubric.	No CMHC students in 2022 Spring	100% of the students meet the bench mark.	No modification needed.

Evaluation of KPI Outcomes

The faculty met to discuss the results of the KPI outcomes. It was noted that it was positive that all students were meeting the standards as indicated by their overall results in assignments. It was discussed that the faculty had made significant revisions to their courses over the 20221-2022 year, in order to enhance student learning. However, it was noted that the need for those changes were not reflected in the KPI. The faculty discussed the assignments and measurements used to evaluate the KPIs. The faculty determined that they needed to focus in on measuring specific elements of assignments to more accurately assess needed changes. The faculty will meet in January 2023 to evaluate assignments for each CACREP standard and related assignment and measurement. The faculty will develop more sensitive and accurate measures for each area identified as needing adjustments.