

The University of Mary Hardin-Baylor
Professional Counseling Program Evaluation
2016-2019

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 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 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.

2018-2019 Annual Vital Statistics Report

- (1) The number of graduates for the past academic year: 21
- (2) Pass rates on credentialing examinations: 100%
- (3) Completion rates: 88%
- (4) Job placement rates: 100%
- (5) Program Assessment and subsequent modification
- (6) Other substantial program changes

Three years Program Report Summary

- (1) Demographic Information
 - a. Enrollment Data
 - b. Gender
 - c. Ethnicity
- (2) Survey results
 - a. Alumni Survey
 - b. Employer Survey
 - c. Current student Survey
- (3) Students' clinical assessment

- (4) Students' comprehensive exam results
- (5) Overall Program Assessment mapping

2019-2020 ANNUAL REPORT

- (1) The number of new enrollments and graduates:

	Applications		Interview		Accepted		New Enrolled		Total Enrollment	Graduates
	Int'l	Grad	Int'l	Grad	Int'l	Grad	Grad	Int'l		
2018 Fall Semester										
MFCC	0	36	0	25	0	27	0	23	71	10
MFCC	0	13	0	9	0	11	0	9	21	0
2019 Spring Semester										
CMHC	0	1	1	0	0	0	0	0	71	11
MFCC	0	0	0	0	0	0	0	0	21	0

- (2) Pass rates on credentialing examinations

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 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.

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

One-Sample Statistics for Fall 2018 Cohort

	N	Mean	Std. Deviation	Std. Error Mean
Sum	3	89.67	16.743	9.667

Descriptive Statistics for Fall 2018 Cohort

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	3	80	109	89.67	16.743
Valid N (listwise)	3				

One-Sample Test for Fall 2018 with CPCE National Average CPCE Score - No Diff

Test Value = 87.13 SD = 16.79 (Benchmark: .5 SD = 8.395)

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sum	.262	2	.818	2.537	-39.06	44.13

2019 Spring CMHC graduate Cohort average exam score was above the National average score.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Sum	10	84.40	7.806	2.468

Descriptive Statistics for Spring 2019 Cohort

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	10	70	95	84.40	7.806
Valid N (listwise)	10				

One-Sample Test for Spring 2019 with CPCE National Average Score - No Diff

Test Value = 84.66 SD = 11.39 (Benchmark: .5 SD = 5.695)

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sum	-.105	9	.918	-.260	-5.84	5.32

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:

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
2018	0	N/A							66
2019	5	61.8	81	83.6	70.8	80	80	75.6	66

To gain clarification on MFCC student's learning in each domain, the MFCC students who planned to graduate in 2019 participated in an informal in-class survey to identify their confidence level with each licensure required knowledge domains. These students' weak areas were identified in treating Trauma and Addiction related family issues, which potentially could influence students' clinical knowledge application in all domains.

The Professional Counseling Program had several departmental meetings and in-depth discussion on how to strengthen MFCC students learning in these areas. As the result, a new course, "Family Issues and treatment", is proposed to be added into the MFCC curriculum to enhance the educational content in the program. This course will be implemented in the academic year 2020-2021.

(3) Job placement

Based on the Alumni Survey conducted at 2018-2019 academic year, 87.5% (n=27) of our alumni are working in a counseling-related position; majority of these counselors (n=24) are working as full-time employees.

#	Answer	%	Count
1	I work full-time in a counseling-related position.	77.42%	24
2	I work part-time in a counseling-related position.	6.45%	2
4	I am applying for employment in a counseling-related position.	0.00%	0
3	I am not working in a counseling-related position.	6.45%	2
6	I volunteer in a counseling-related position.	3.23%	1
5	Other	6.45%	2
	Total	100%	31

(4) Program Assessment and subsequent program modification

The Counseling Competency Scale, Candidacy I and II evaluations, Comprehensive Exams, and Key Performance Indicators are used as aggregate student assessment data that address student knowledge,

skills, and professional dispositions (Please see the Three Years Assessment summary report for detailed data report). Based on the continuing systemic program assessment from the past years, the counseling program has made following modification in the last calendar year:

1. A new course “Marriage and Family Assessment” was designed and offered to the students.
2. The Counseling program continue to reinforce students’ development in servant-leadership characteristic. Students are evaluated in the CCS Part-II Professional Disposition criteria. Student-of-the-month award at CLC were developed to encourage the positive characteristics. “University Mission” award is given at the graduating Pinning ceremony to encourage the servant leadership characteristics.
3. Professional collaboration activities were established with the Nursing program and the Physical therapy program to facilitate students’ professional skills in inter-discipline collaboration and treatment conceptualization.

THREE YEAR PROGRAM REPORT SUMMARY

Demographic Information

Enrollment Data

The following table shows the Professional Counseling Program's admission data from 2016 to 2019. During this period of time, 513 people made inquiries regarding the Professional Counseling Program through the university website, 236 people submitted application to the counseling program, 145 applicants attended group interview, and 112 applicants enrolled in the program. Once applicants completed the application package and attended the interview process, 77% of the applicants were accepted and enrolled into the counseling program.

	Inquiry		Applications		Interview		Accepted		Deferred to Next Semester		Enrolled		Waitlisted		Rej
	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad	Int'l	Grad
2016 Fall															
CMHC	106	0	33	1	17	0	23	0	1	0	14	0	0	0	1
MFCC	9	0	13	0	6	0	10	0	1	0	5	0	0	0	1
2017 Spring															
CMHC	22	0	11	1	8	0	7	1		0	7	0		0	0
MFCC	2	0	6	0	3	0	5	0	0	0	4	0	0	0	0
2017 Fall															
CMHC	88	0	38	0	24	0	23	0	0	0	20	0	0	0	0
MFCC	1	0	16	0	13	0	11	0	3	0	8	0	0	0	0
2018 Spring															
CMHC	39	0	7	0	5	0	4	0	1	0	3	0	0	0	1
MFCC	1	0	2	0	2	0	3	0	0	0	1	0	0	0	0
2018 Fall															
CMHC	96	0	36	0	25	0	27	0	2	0	23	0	0	0	0
MFCC	3	0	13	0	9	0	11	0	0	0	9	0	0	0	0
2019 Spring															
CMHC	33	0	1	1	0	0	0	0	0	0	2	0	0	0	0
MFCC	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019 Fall															
CMCH	109	0	39	2	25	1	21	1	0	0	10	0	0	0	0
MFCC	3	0	16	0	8	0	8	0	0	0	6	0	0	0	0

Gender

From 2015 to 2018, there are a total 98 female students and 26 male students enrolled in the counseling program, which indicates 80% of the counseling students in the program are female, and 20% of the students are male. This number is consistent with the overall gender distribution in the Counseling profession.

Count of IDNumber	Column				
Row Labels	2015	2016	2017	2018	Grand Total
[-] Clinical Mental Health Counseling (M.A.)	23	14	26	25	88
F	18	10	21	22	71
M	5	4	5	3	17
[-] Marriage Family & Child Counseling (M.A.)	4	4	10	10	28
F	4	3	8	7	22
M		1	2	3	6
[-] Non-Clinical Professional Studies Program	1	5	2		8
F		3	2		5
M	1	2			3
Grand Total	28	23	38	35	124

Ethnicity

From 2015 to 2018, there are a total 65 students identified themselves as “White”, 27 students identified themselves as “Black or African American”, 28 students identified themselves as “Hispanics of any race”, and 4 students identified themselves as “Two or more races” enrolled in the counseling program. 52.5% of the counseling students in the program are “White”, 22% of the students are

“Black or African American”, 22% of the students are “Hispanics of any race”, and 3% students are “Two or More races”. This information indicates that the counseling student population at UMHB presents a higher diversity cultural background than the general population in Texas. Based on the 2018 US census result, Texas population has 79% white, 13% Black or African American, 40% Hispanic, and 2% two or more races. The counseling program at UMHB has attracted culturally diverse applicants and retaining students throughout the entire graduate degree process.

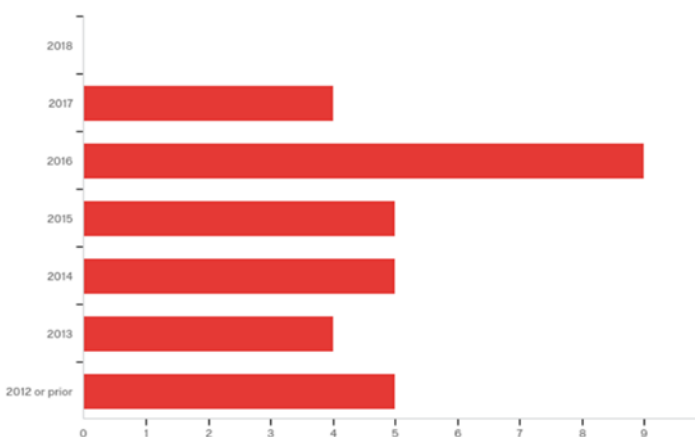
Count of IDNumber	Column				
Row Labels	2015	2016	2017	2018	Grand Total
[-] Clinical Mental Health Counseling (M.A.)	23	14	26	25	88
[-] F	18	10	21	22	71
Black or African American	4	3	8	2	17
Hispanics of any race	1	2	5	10	18
Two or more races				1	1
White	13	5	8	9	35
[-] M	5	4	5	3	17
Black or African American		1	1	1	3
Hispanics of any race	1		3		4
Two or more races	1				1
White	3	3	1	2	9
[-] Marriage Family & Child Counseling (M.A.)	4	4	10	10	28
[-] F	4	3	8	7	22
Black or African American	3	1	1	1	6
Hispanics of any race		1			1
Two or more races			2		2
White	1	1	5	6	13
[-] M		1	2	3	6
Black or African American			1		1
Hispanics of any race		1			1
White			1	3	4
[-] Non-Clinical Professional Studies Program	1	5	2		8
[-] F		3	2		5
Hispanics of any race		1	1		2
White		2	1		3
[-] M	1	2			3
Hispanics of any race	1	1			2
White		1			1
Grand Total	28	23	38	35	124

Alumni, Employer, and current student Survey results

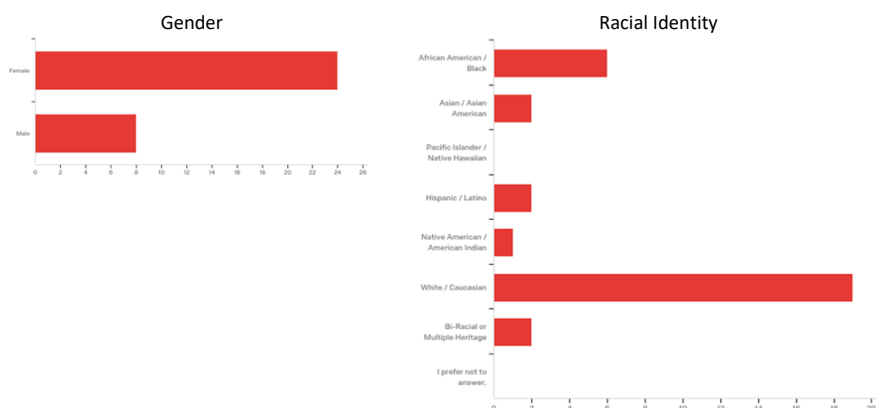
Alumni Survey

Alumni Survey Alumni survey is conducted every three years to assess graduate perceptions and evaluations of major aspects of the program. Four 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: 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. The survey results are reviewed by both CMHC and MFCC program coordinators, and reported to the program

director and faculty members in a faculty meeting. The Professional Counseling Program's last Alumni survey was conducted at the end of 2018. Through social media announcement on the Counseling program Facebook page, alumni are invited to complete the online survey. 32 alumni responded. Among these 32 respondents, 28 of them completed all the survey questions, which can influence the interpretation in some of the survey questions. The following table presented the survey respondents' graduating years. 85% (n=27) of the survey respondents graduated from the program after 2013, which provided us relevant data for our program's recent performance.



The majority, 75% (n=24) of the Alumni Survey respondents were female, which reflected the gender ratio in the Professional Counseling Program. The respondents' ethnicity ratio was: White 62.50%, Black/African American 12.50%, Hispanic 4.17%, Bi iRacial or Multiple Heritage 4.17%.



Almost 90% (n=28) of our alumni reside in Texas. Alumni who live in other states, which include Iowa, Indiana, South Dakota, and Florida. 90% (n=28) of our alumni have obtained state licensure status, which include the following category of licenses Licensed Professional Counselor, Licensed Marriage and Family Therapist, and Licensed Chemical Dependency Counselor. 10% (n=3) of the survey respondents are in the process of preparing for the licensure exam. One survey respondent is enrolled in a counseling doctoral degree program. This survey information confirmed that graduates from the program are well prepared to obtain the state licensure status. The majority of our alumni choose to practice counseling in Texas. In addition their education from this program has prepared them to obtain license and career advancement in other States.

#	Answer	%	Count
1	I am licensed as a Licensed Professional Counselor and Supervisor (LPC-S) or equivalent in my state.	0.00%	0
2	I am licensed as a Licensed Professional Counselor (LPC) or equivalent in my state.	40.63%	13
3	I am licensed as a Licensed Professional Counselor-Intern or equivalent in my state.	40.63%	13
8	I have taken but not yet passed the licensure exam.	0.00%	0
5	I have not yet taken the licensure exam.	9.38%	3
7	Other	9.38%	3
	Total	100%	32

Other - Text

Ph.D. student

I am a Licensed Chemical Dependency Counselor and a Licensed DWI Instructor

LMFT

Since the mission of the Professional Counseling Program is to “seek to prepare students from diverse backgrounds and cultural experiences as master’s level clinicians for the mental health fields”, and the goal of both CMHC and MFCC Program is to train ethical professional counselors to meet the increasing demand for counseling services in a complex society with a diverse population, it was important to know if graduates have become employed in the counseling field. Table (number) below, shows employment status of program graduates. 87.5% (n=27) of our alumni are working in a counseling-related position, and majority of these counselors (n=24) are working as full-time employees.

#	Answer	%	Count
1	I work full-time in a counseling-related position.	77.42%	24
2	I work part-time in a counseling-related position.	6.45%	2
4	I am applying for employment in a counseling-related position.	0.00%	0
3	I am not working in a counseling-related position.	6.45%	2
6	I volunteer in a counseling-related position.	3.23%	1
5	Other	6.45%	2
	Total	100%	31

When asked about their interests in counseling doctoral program, 42% (n=13) of the respondents expressed no interest in pursuing a higher academic degree, 15% (n=5) of the respondents has been enrolled or completed a doctoral program training, and 43% of the respondents expressed potential interests. 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; at the same time, many of them choose to remain focused on their clinical work and providing service to counseling clients. This reinforces our current decision to stay focused on developing competent master’s level practitioners.

#	Answer	%	Count
5	I enrolled and completed a doctoral program.	9.68%	3
1	I am currently enrolled in a doctoral program.	6.45%	2
2	I am applying to enter a doctoral program(s).	6.45%	2
3	I am interested but have not yet applied to a doctoral program(s).	35.48%	11
4	I am not interested in a doctoral program.	41.94%	13
	Total	100%	31

When invited to reflect on their coursework and instructional experience in the counseling program, the majority of the respondents (89%) agree or strongly agree that the course instructions were clear, the amount of work expected of students was reasonable, the class sizes were reasonable, and they were prepared for licensure and post graduate process. 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		Total
1	The expectations of students were clearly communicated in courses.	3.45%	1	0.00%	0	0.00%	0	31.03%	9	65.52%	19	29
2	The amount of work expected of students in the program was reasonable.	0.00%	0	3.45%	1	0.00%	0	34.48%	10	62.07%	18	29
3	The class sizes were reasonable for graduate courses.	3.45%	1	0.00%	0	0.00%	0	24.14%	7	72.41%	21	29
4	The coursework adequately prepared students for employment in a counseling position following graduation.	0.00%	0	6.90%	2	0.00%	0	27.59%	8	65.52%	19	29
5	The coursework adequately prepared students for state licensure exams.	3.45%	1	0.00%	0	6.90%	2	27.59%	8	62.07%	18	29

When invited to reflect on their clinical training experience in the counseling program, majority of the respondents (92+%) 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 nor Disagree		Agree		Strongly Agree		Total
1	The individual/triadic supervision with faculty instructors in clinical courses (e.g. practicum and internship) was valuable to students.	3.45%	1	0.00%	0	3.45%	1	20.69%	6	72.41%	21	29
2	The group supervision in clinical courses (e.g. practicum and internships) was valuable to students.	0.00%	0	3.45%	1	3.45%	1	24.14%	7	68.97%	20	29
3	The experience at the Community Life Center was valuable to students.	3.45%	1	0.00%	0	3.45%	1	20.69%	6	72.41%	21	29
4	The clinical experiences in the program prepared students for employment in a counseling position following graduation.	3.45%	1	3.45%	1	0.00%	0	31.03%	9	62.07%	18	29

When invited to reflect on their learning experience with the faculty members in the counseling program, the majority (90%) of the survey respondents agree or strongly agree that faculty members are accessible and help facilitate personal growth. Although 80% of the survey respondents agree or strongly agree that faculty members treat students in a fair and unbiased manner, one fifth (20%) of the respondents did not agree on this item; which indicated our counseling program can put effort in improving faculty-student relationship to enhance students' learning experience.

#	Question	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Total
1	The faculty were accessible to students.	3.45%	1	0.00%	0	6.90%	2	27.59%	8	62.07%	18	29
2	The faculty were interested in the success of students in the program.	3.45%	1	3.45%	1	0.00%	0	34.48%	10	58.62%	17	29
3	The faculty provided students feedback on their areas of strength.	3.45%	1	3.45%	1	0.00%	0	34.48%	10	58.62%	17	29
4	The faculty provided students feedback on their areas of growth.	3.45%	1	0.00%	0	3.45%	1	34.48%	10	58.62%	17	29
5	The faculty treated students in a fair and unbiased manner.	6.90%	2	10.34%	3	3.45%	1	27.59%	8	51.72%	15	29
6	The faculty helped facilitate the personal growth of students.	3.45%	1	3.45%	1	3.45%	1	24.14%	7	65.52%	19	29
7	The faculty helped facilitate the professional growth of students.	3.45%	1	3.45%	1	0.00%	0	34.48%	10	58.62%	17	29

When asked about their overall satisfaction related to their learning experience at the University of Mary Hardin Baylor, 90% 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; 85% of the respondents agree or strongly agree that they are satisfied with the resources available to the

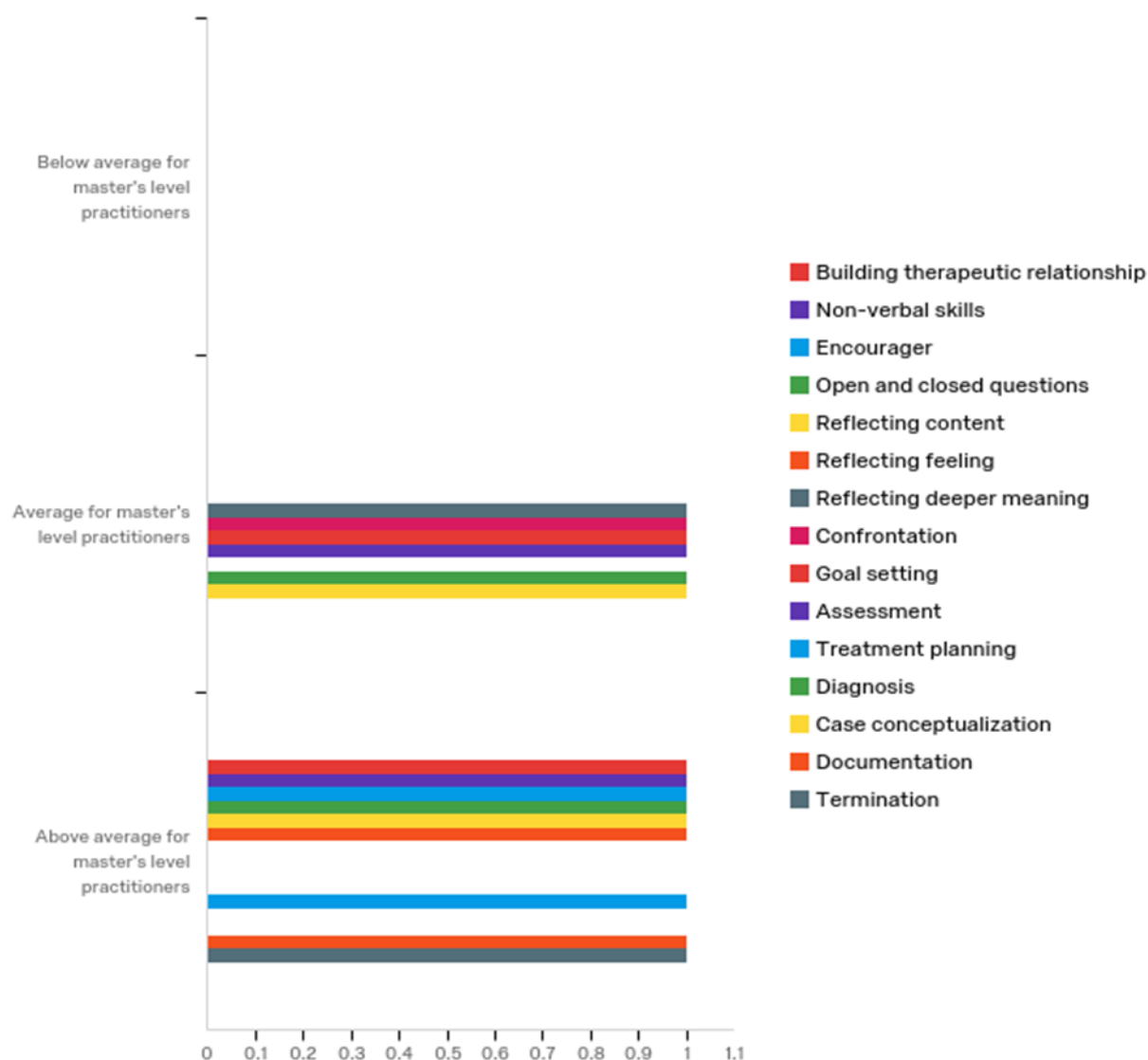
counseling program. This survey information affirmed the overall quality of the counseling program and the university.

#	Question	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Total
1	I am satisfied with the resources available to graduate counseling students at UMHB.	3.57%	1	3.57%	1	7.14%	2	32.14%	9	53.57%	15	28
2	I am satisfied with my experience as a graduate counseling student at UMHB.	3.57%	1	3.57%	1	3.57%	1	21.43%	6	67.86%	19	28
3	I would recommend UMHB to others who are considering a graduate degree in counseling.	3.57%	1	0.00%	0	7.14%	2	25.00%	7	64.29%	18	28

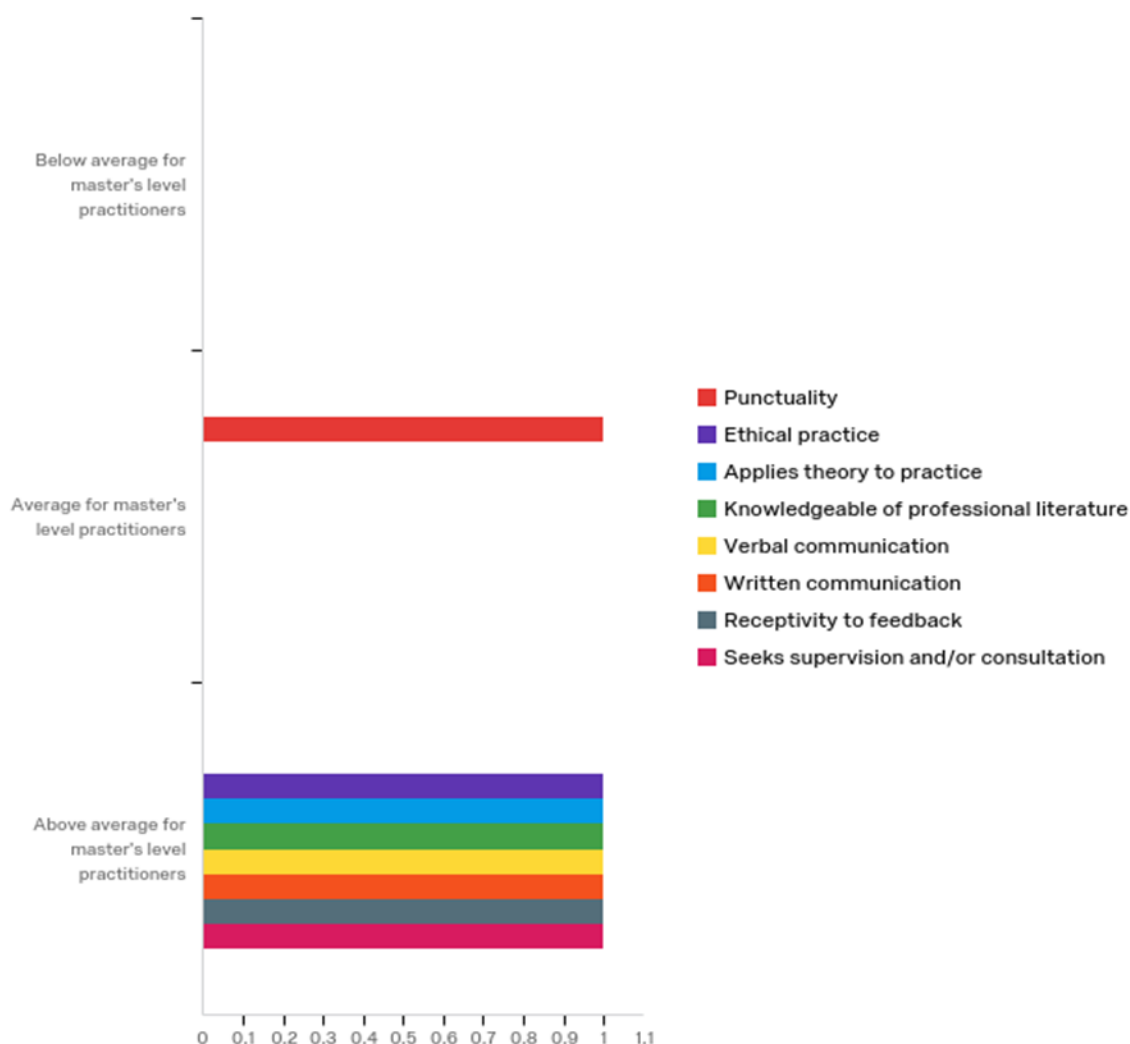
Employer Survey

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. 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.

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. 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
1	Clinical Mental Health Counseling (CMHC) for licensure as an LPC	75.00%	15
2	Marriage, Family, and Child Counseling (MFCC) for licensure as an MFT	25.00%	5
3	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
1	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
2	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
3	The class sizes are reasonable for graduate courses.	0.00%	0	5.56%	1	0.00%	0	27.78%	5	66.67%	12	18
4	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
5	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 nor Disagree		Agree		Strongly Agree		I have not had this experience yet.		Total
1	The individual supervision with faculty instructors in clinical courses (e.g.	0.00%	0	0.00%	0	0.00%	0	11.11%	2	38.89%	7	50.00%	9	18

	practicum and internship) is valuable to students.													
2	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
3	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
4	The clinical experiences in the program is 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 nor Disagree		Agree		Strongly Agree		Total
1	The faculty are accessible to students.	0.00%	0	5.88%	1	5.88%	1	41.18%	7	47.06%	8	17
2	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
3	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
4	The faculty provide students feedback on their areas of growth.	0.00%	0	0.00%	0	5.88%	1	41.18%	7	52.94%	9	17
5	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
6	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
7	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 nor Disagree		Agree		Strongly Agree		Total
1	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
2	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
3	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

Student Assessment

Counseling Competency Scale (CCS)

The Counseling Competency Scale (CCS) is a standardized rubric that is used in CNSL 6395 Practicum, CNSL 6397 Internship I, and CNSL 6398 Internship II. The Counseling Competency Scale is an assessment tool, which assesses practicum and internship students' skills and professional dispositions. The CCS is separated into three parts, which include Part 1- Primary Counseling Skills, Part 2- Professional Dispositions, and Part 3 Professional Behaviors. Students are provided with a CCS assessment 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. Students' CCS scores from their Practicum, Internship I, and Internship II were collected from 2017 to 2019. An analysis of variance (ANOVA) is conducted to evaluate the overall students' performance at the CCS scores. The following table shows the significant statistical differences (highlighted in yellow) when comparing students' scores among CCS Part 1- Primary Counseling Skills, CCS Part 2- Professional Dispositions, and CCS Part 3- Professional Behaviors. This information indicates that a student may receive a high score in CCS Part 1, but the student may not receive a high score on CCS Part 2 or Part 3. These three evaluation sections are independent and equally important competency areas. Clinical instructors and supervisors should attend to students' development in all three areas.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
CCS Part 1	Between Groups	5259.982	2	2629.991	10.782	0.000
	Within Groups	22441.902	92	243.934		
	Total	27701.884	94			
CCS Part 2	Between Groups	3620.095	2	1810.048	8.009	0.001
	Within Groups	20792.688	92	226.007		
	Total	24412.783	94			
CCS Part 3	Between Groups	2953.687	2	1476.844	7.303	0.001
	Within Groups	18603.902	92	202.216		
	Total	21557.589	94			
						= sig, p<.05

The following table shows the comparison of the scores in the three parts of CCS throughout Practicum, Internship, and Internship II. When focused on the CCS Part 1 (Primary Counseling skills) and scores, significant differences (highlighted in yellow) from Practicum score to the Internship I and Internship II scores.

However, there is less significant differences when comparing Internship I score to Internship II scores in Part 1. This information indicates that our students made significant growth in their primary counseling skills during the Practicum experience. Students growth in the primary counseling skill area continues from Internship I to internship II, but the growth rate in this area is less intense. This data confirms the clinical instructors' observation during the practicum experience. Students typically make significant improvement in their primary counseling skills when they started to provide counseling service to real clients in Practicum. When focused on the CCS Part 2 (Professional Dispositions) scores, there are similar significant differences (highlighted in yellow) from Practicum score to the Internship I and Internship II scores.

However, there is less score differences when comparing Internship I score to Internship II score in Part 2. This information indicates that students also made significant growth in their professional dispositions during the practicum experience. Their growth in the Professional Dispositions area continues from Internship I to internship II, but the growth rate in this area is less intense. This data further confirms our clinical instructors' observation during the practicum experience. Students typically make significant improvement in their Professional Dispositions when they started to provide counseling service to real clients in Practicum. When focused on the CCS Part 3 (Professional Behaviors) scores, there are significant differences (highlighted in yellow) when comparing Practicum score to Internship 2 scores. However, there is less score differences when comparing practicum score to Internship I scores in Part 3. This information indicates that our students made significant growth in their professional behaviors when they reach Internship II stages. Students' growth in Professional Behaviors has showed throughout practicum and internship I, at the same time, much learning efforts was directed toward the Primary Counseling skills and the Professional Dispositions in the earlier stages, the result of professional

behaviors growth becomes clearly observable at Internship II, our students' last semester in the program. This information indicates that the Professional Counseling Program students were able to receive clinical training and experience that help them grow in all the three counselor competency areas before they graduate from the Professional Counseling Program.

Multiple Comparisons							
LSD Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
CCS Part 1	Practicum	Internship1	-11.4910 [*]	4.2167	0.008	-19.866	-3.116
		Internship2	-16.9350 [*]	3.6870	0.000	-24.258	-9.612
	Internship1	Practicum	11.4910 [*]	4.2167	0.008	3.116	19.866
		Internship2	-5.4439	4.1262	0.190	-13.639	2.751
	Internship2	Practicum	16.9350 [*]	3.6870	0.000	9.612	24.258
		Internship1	5.4439	4.1262	0.190	-2.751	13.639
CCS Part 2	Practicum	Internship1	-8.8424 [*]	4.0588	0.032	-16.903	-0.781
		Internship2	-14.1382 [*]	3.5489	0.000	-21.187	-7.090
	Internship1	Practicum	8.8424 [*]	4.0588	0.032	0.781	16.903
		Internship2	-5.2958	3.9716	0.186	-13.184	2.592
	Internship2	Practicum	14.1382 [*]	3.5489	0.000	7.090	21.187
		Internship1	5.2958	3.9716	0.186	-2.592	13.184
CCS Part 3	Practicum	Internship1	-7.4757	3.8392	0.055	-15.101	0.149
		Internship2	-12.8104 [*]	3.3569	0.000	-19.478	-6.143
	Internship1	Practicum	7.4757	3.8392	0.055	-0.149	15.101
		Internship2	-5.3347	3.7568	0.159	-12.796	2.127
	Internship2	Practicum	12.8104 [*]	3.3569	0.000	6.143	19.478
		Internship1	5.3347	3.7568	0.159	-2.127	12.796

Candidacy Review

Candidacy I and Candidacy II are formal evaluation of graduate student professional skills and dispositions. Students with a GPA of 3.00 or better must complete a Candidacy I the semester before they are enrolled in CNSL 6395 Practicum. The faculty the assess the student in Candidacy II in between CNSL 6397 Internship I and CNSL 6398 Internship II. The departmental faculty evaluates each student on the student's overall performance in courses completed to determine if the student is qualified to be a candidate to receive the Master of Arts degree. Eight areas evaluated by the faculty include (1) communication skills, (2) professional orientation, (3) interpersonal competence, (4) personal responsibility, (5) personal integrity, (6) respect for others and diversity, (7) self-reflection and self-care, and (8) clinical skills. Acceptance for candidacy will be made by a majority affirmative vote of the departmental graduate faculty. Students will be notified in writing ("candidacy letter") of the response to their application for candidacy and of any recommendations or requirements for improvement. Once a year, aggregate data is collected for all Candidacy I and II evaluations

The following table shows the overall students' candidacy evaluation result from year 2017 to 2019. A total of 48 students' improvement in each area were evaluated by comparing each individual's

Candidacy I score to the Candidacy II scores. The yellow highlights indicate the areas that our students had made significant improvements in their performance between Candidacy I and Candidacy II. Based on the data, students in counseling program made significant improvement in the areas of: (1) communication skills, (2) professional orientation, (3) interpersonal competence, (5) personal integrity, (6) respect for others and diversity, and (8) clinical skills. There is no significant improvement on the areas of: (4) Personal responsibility, and (7) self-reflection and self-care. The importance of the self-reflection skills and self-care awareness is emphasized in each counseling course.

Self-care (area 7) is a challenging area for many graduate counseling students who try to balance full time work, family obligations, and schoolwork. Nevertheless, our students typically perform well in “Self-Reflection and Self-care” (area 7) in the candidacy I evaluation (Mean=30 out of maximum 35 points). When students begin the Internship process, their counseling workload is also increased significantly. It takes conscious effort to maintain their performance in self-reflection and self-care. Although this area does not show significant improvement, students maintain high scores in this area on Candidacy II review.

Regarding “Personal Responsibility” (area 4), students were evaluated on their ability to take ownership of success, take ownership of failures, demonstrates an internal locus of control, accepts feedback from others in a non-defensive manner, practice self-discipline, and effectively manages personal assets, such as knowledge, skills, energy, health, and time. Many counseling students in the Professional Counseling Program were ready to take responsibility for failures, but hesitated to take responsibility of successes, which lowered their score in this area. To help student strengthen their performance in this area, faculty members will demonstrate additional efforts in giving both positive feedback and constructive criticism to students, and encourage students to practice identifying strengths in their own clinical work.

In the academic year 2020-2021, an on-line anonymous survey: “Clinical learning Experience – Student evaluation to faculty” will be created and used to collect student evaluation on Faculty’s ability to give both positive feedbacks and constructive criticism to facilitate students’ growth. In addition, when students form working groups for course assignments (e.g. CNSL6345 Research Project assignment and CNSL6351 Diversity Cultural assignment), the course instructors will update the grading rubric to evaluate students’ self-evaluation on their personal contribution to the group assignment. This rubric update will be implemented into courses in the academic year 2020-2021.

Candidacy Pairs by areas: (1) communication skills, (2) professional orientation, (3) interpersonal competence, (4) Personal responsibility, (5) personal integrity, (6) respect for others and diversity, (7) self-reflection and self-care and (8) clinical skills.

Paired Samples Statistics - ALL Data						Paired Samples Test - ALL Data									
		Mean	N	Std. Deviation	Std. Error Mean			Paired Differences							
								Mean	Std. Deviation	Std. Error Mean	Interval of the				
											Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	FirstA	22.229	48	2.2573	0.3258										
	SumA	23.271	48	2.0158	0.2910										
Pair 2	FirstB	22.229	48	2.4602	0.3551	Pair 1	FirstA - SumA	-1.0417	2.0443	0.2951	-1.6353	-0.4481	-3.530	47	0.001
	SumB	23.490	48	1.9799	0.2858	Pair 2	FirstB - SumB	-1.2604	1.6979	0.2451	-1.7534	-0.7674	-5.143	47	0.000
Pair 3	FirstC	22.744	56	8.906	1.190	Pair 3	FirstC - SumC	-1.3693	2.0721	0.2769	-1.9242	-0.8144	-4.945	55	0.000
	SumC	24.113	56	9.319	1.245	Pair 4	FirstD - SumD	0.3646	3.6782	0.5309	-0.7035	1.4326	0.687	47	0.496
Pair 4	FirstD	26.094	48	2.722	0.393	Pair 5	FirstE - SumE	-0.5729	1.3605	0.1964	-0.9680	-0.1779	-2.918	47	0.005
	SumD	25.729	48	2.9517	0.4260	Pair 6	FirstF - SumF	-0.7396	1.5608	0.2253	-1.1928	-0.2864	-3.283	47	0.002
Pair 5	FirstE	18.927	48	1.4731	0.2126	Pair 7	FirstG - SumG	0.6458	3.9612	0.5717	-0.5044	1.7960	1.130	47	0.264
	SumE	19.500	48	1.1805	0.1704	Pair 8	FirstH - SumH	-1.6146	2.4565	0.3546	-2.3279	-0.9013	-4.554	47	0.000
Pair 6	FirstF	23.365	48	2.2378	0.3230										
	SumF	24.104	48	2.0679	0.2985										
Pair 7	FirstG	30.677	48	3.2412	0.4678										
	SumG	30.031	48	3.2443	0.4683										
Pair 8	FirstH	25.635	48	1.9806	0.2859										
	SumH	27.250	48	2.3633	0.3411										

Student 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 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. The CMHC students' comprehensive exam score is compared to the National CPCE mean score. The counseling program used a one sample T-Test to evaluate our student's average comprehensive exam score against the national average score. In both 2017 spring semester and 2018 Spring semester, students' average scores were significantly higher than the national mean score on the CPCE exam. In the other four semesters, out students' average scores were all above the national mean score on the CPCE exam. This information confirmed that the program offered a high quality of academic training, and our students were prepared to take the licensure exam. The following is the detailed result report for each semesters CPCE results:

Our 2017 spring CMHC graduate Cohort average exam score was significantly higher than the National average score.

One-Sample Statistics for Spring 2017 Cohort

	N	Mean	Std. Deviation	Std. Error Mean
Sum	15	97.40	10.796	2.787

Descriptive Statistics for Spring 2017 Cohort

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	15	74	115	97.40	10.796
Valid N (listwise)	15				

One Sample T-Test Spring 2017 with National CPCE Average Score - Sig Diff

Test Value (National Average Score) = 85.67 SD = 16.84 (Benchmark: .5 SD = 8.42)

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sum	4.208	14	.001	11.730	5.75	17.71

Our 2017 Fall CMHC graduate Cohort average exam score was above the National average score.

One-Sample Statistics for Fall 2017 Cohort

	N	Mean	Std. Deviation	Std. Error Mean
Sum	4	92.25	6.652	3.326

Descriptive Statistics for Fall 2017 Cohort

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	4	84	100	92.25	6.652
Valid N (listwise)	4				

One-Sample Test for Fall 2017 with National Average CPCE Score - No Diff

Test Value = 87.13 SD = 16.79 (Benchmark: .5 SD = 8.395)

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sum	1.539	3	.221	5.120	-5.46	15.70

Our 2018 spring CMHC graduate Cohort average exam score was significantly higher than the National average score.

One-Sample Statistics for Spring 2018 Cohort

	N	Mean	Std. Deviation	Std. Error Mean
Sum	15	99.53	12.305	3.177

Descriptive Statistics for Spring 2018 Cohort

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	15	74	121	99.53	12.305
Valid N (listwise)	15				

One-Sample Test for Spring 2018 with CPCE National Average Score - Sig Diff

Test Value = 87.13 SD = 16.79 (Benchmark: .5 SD = 8.395)

				95% Confidence Interval of the Difference		
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Sum	3.904	14	.002	12.403	5.59	19.22

Our 2018 Summer CMHC graduate Cohort average exam score was above the National average score.

One-Sample Statistics for Summer 2018 Cohort

	N	Mean	Std. Deviation	Std. Error Mean
Sum	2	93.50	2.121	1.500

Descriptive Statistics for Summer 2018 Cohort

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	2	92	95	93.50	2.121
Valid N (listwise)	2				

One-Sample Test for Summer 2018 with National CPCE Average Score - No Diff

Test Value = 87.13 SD = 16.79 (Benchmark: .5 SD = 8.395)

				95% Confidence Interval of the Difference		
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Sum	4.247	1	.147	6.370	-12.69	25.43

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

One-Sample Statistics for Fall 2018 Cohort

	N	Mean	Std. Deviation	Std. Error Mean
Sum	3	89.67	16.743	9.667

Descriptive Statistics for Fall 2018 Cohort

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	3	80	109	89.67	16.743
Valid N (listwise)	3				

One-Sample Test for Fall 2018 with CPCE National Average CPCE Score - No Diff

Test Value = 87.13 SD = 16.79 (Benchmark: .5 SD = 8.395)

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sum	.262	2	.818	2.537	-39.06	44.13

2019 Spring CMHC graduate Cohort average exam score was above the National average score.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Sum	10	84.40	7.806	2.468

Descriptive Statistics for Spring 2019 Cohort

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	10	70	95	84.40	7.806
Valid N (listwise)	10				

One-Sample Test for Spring 2019 with CPCE National Average Score - No Diff

Test Value = 84.66 SD = 11.39 (Benchmark: .5 SD = 5.695)

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sum	-.105	9	.918	-.260	-5.84	5.32

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 recent years 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
2016	5	62.6	71.6	65.2	80.4	73.3	74.8	69.8	66
2017	5	73.8	65.2	67.8	72	80	58.4	67.8	66
2018	0	N/A							

The Marriage, Family, and Child Counseling (MFCC) program is a smaller program compared to the Clinical Mental Health Counseling (CMHC) program. There were no students taking the comprehensive exams or graduating from the MFCC program in 2018. However, there will be six students taking the comprehensive exam and graduating in 2019. Based on the recent years' comprehensive exam score from 2016 to 2017, our MFCC students were prepared to pass the national licensure exam; however, the two years' exam scores fluctuated among the testing domains, except domain 3: Designing and conducting Treatment.

To gain more understanding on MFCC student's learning in each domain, the six MFCC students who planned to graduate in 2019 participated in an informal in-class survey to identify their confidence level with each licensure required knowledge domains. These students' perceived weak areas were identified in treating Trauma and Addiction related family issues, which potentially could influence students' clinical knowledge application in all domains.

The Professional Counseling Program had several departmental meetings and in-depth discussion on how to strengthen MFCC students learning in these areas. As the result, a new course, "Family Issues and treatment", is proposed to be added into the MFCC curriculum to enhance the educational content in the program. This course will be implemented in the academic year 2020-2021.