

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

Annual Evaluation

2022-2023

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 statues.			

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

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
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- 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

2022-2023 VITAL STATISTICS

Counseling Program Overview Data		
	CMHC	MFCC
No. Credit Hours (Semester) Required	60	60
No. Students Currently Enrolled	49	11
No. Graduates	15	5
Student Completion Rate	91%	91%
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.

2022-2023 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	30
No. Applications for Marriage, Family & Child Counseling Program	10
No. Applications for Non-Clinical Professional Studies	0
No. Total Applications for Program(s) Received	40

PROGRAM DEMOGRAPHICS FOR 2022-2023

Student Demographics		
	Male	Female
American Indian/Native Alaskan	0	0
Asian	3	1
Black	0	4
Hawaiian Native/Pacific Islander	0	0
Hispanic	2	3
Two or More	0	0
Unknow/Other	0	0
White	11	49
International Student	0	0
Active-Duty Military	0	0
Veteran	3	10
With a Disability	0	1

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	2	0

Accepted Applicant Demographic Data				
	Gender Ratio (M/F)	Average Age	Average GPA	Military
CMHC	5:24	28	341	6
MFCC	2:7	28.3	3.39	1
NPCS	0:0	0	0	0
Total	7:31	28.1	3.42	7

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

2022-2023 Academic Year Teaching Loads							
Term	N=Courses Core	% Core	N=Courses Non-Core	% Non- Core	N=Courses Adjunct	% Adjunct	Total N=Courses
Fall	17	80.95%	2	9.52%	2	9.52%	21
Spring	15	78.97%	2	10.52%	2	10.52%	19
Summer	7	77.77%	2	22.22%	0	0%	9

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 2023

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.

2023 Clinical Mental Health Counseling Comprehensive Exam Results

The Spring 2023 graduating cohort consisted of 15 students taking the Counselor Preparation Comprehensive Examination (CPCE). The national average score for all 8 sections of the CPCE was 85.5. Our students' average score was 88.5, above the national average. The students scored above the national average on 4 out of the 8 exam sections, with an additional two exam sections being on par with the national average. Students scored .4 point less than the national average score in the Professional Counseling Orientation and Ethical Practice section. Students also scored .1 point less than the national average in the Human Growth and Development section.

C1: Professional Counseling Orientation and Ethical Practice	
Mean	10.8
Standard Deviation	1.7
The scores suggest a generally strong understanding of professional counseling orientation and ethical practice among the participants. The standard deviation of 1.7 indicates that the scores are somewhat dispersed, with some participants performing notably better or worse than the mean. The minimum score of 8 and the maximum score of 13 demonstrate a relatively narrow range, indicating a consistent performance among the majority of the participants.	
C2: Social and Cultural Diversity	
Mean	10.9
Standard Deviation	2.8
The scores suggest a solid understanding of social and cultural diversity, although there is a wider variation in performance among the participants, as indicated by the higher standard deviation. The minimum score of 6 and the maximum score of 16 highlight a significant range in the participants' performance, with some excelling and others needing improvement in this area.	
C3: Human Growth and Development	
Mean	10.5

Standard Deviation	2.6
The scores suggest a moderate understanding of human growth and development among the participants, with a noticeable spread in the performance, as indicated by the standard deviation. The minimum score of 5 and the maximum score of 15 show a relatively broad range, suggesting varied levels of knowledge in this domain.	
C4: Career Development	
Mean	11.1
Standard Deviation	2.3
The scores indicate a relatively high level of understanding in career development among the participants. The minimum score of 7 and the maximum score of 15 demonstrate a considerable range, suggesting diverse levels of competency in this area.	
C5: Counseling and Helping Relationships	
Mean	11
Standard Deviation	1.8
The scores indicate a strong understanding of counseling and helping relationships among the participants. The minimum score of 7 and the maximum score of 13 reflect a narrower range, indicating a more consistent performance among the participants in this domain.	
C6: Group Counseling and Group Work	
Mean	11.7
Standard Deviation	2.2
The scores indicate a high level of understanding in group counseling and group work among the participants. The minimum score of 9 and the maximum score of 15 demonstrate a narrower range, indicating a consistent performance among the majority of the participants in this area.	
C7: Assessment and Testing	
Mean	10.7
Standard Deviation	2
The scores suggest a solid understanding of assessment and testing among the participants, although there is some variability in the performance. The standard deviation of 2 indicates that there is a noticeable spread in the participants' scores, with some performing notably better or worse than the mean. The minimum score of 7 and the maximum score of 15 highlight a larger range, suggesting diverse levels of competency in this domain.	
C8: Research and Program Evaluation	
Mean	11.7
Standard Deviation	2.4
The scores suggest a strong understanding of research and program evaluation among the participants. The minimum score of 8 and the maximum score of 16 demonstrate a moderate range, indicating a relatively consistent performance among the majority of the participants in this area.	

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	15	10.8	1.7	8	13	2,148	11.2	2.2	0	16
C2: Social and Cultural Diversity	17	15	10.9	2.8	6	16	2,148	10	2.5	0	17
C3: Human Growth and Development	17	15	10.5	2.6	5	15	2,148	10.6	2.4	0	17
C4: Career Development	17	15	11.1	2.3	7	15	2,148	10.3	2.4	0	16
C5: Counseling and Helping Relationships	17	15	11	1.8	7	13	2,148	9.8	2.6	0	17
C6: Group Counseling and Group Work	17	15	11.7	2.2	9	15	2,148	11.7	2.6	0	17
C7: Assessment and Testing	17	15	10.7	2	7	15	2,148	10.1	2.5	0	17
C8: Research and Program Evaluation	17	15	11.7	2.4	8	16	2,148	11.7	2.8	0	17
Total	All	15	88.5	13.1	69	112	2,148	85.5	14.9	0	124

The Spring 2023 graduated cohort passing score was lower by 1.8 points, both still above the national average. While 6 out of 8 domains show a decline in overall scores ranging from 0.3-1.6, Social and Cultural Diversity and Assessment and Testing sections showed 2 points increase. The two-point increase in Assessment and Testing may be indicative of the changes made to the Assessment course. However, continued tracking with further assess this hypothesis. While traditionally our students tend to score higher in some of the domains, like Professional Counseling Orientation and Ethical Practice, this cohort appeared to have a different approach to preparing for the CPCE.

General Info		University of Mary Hardin-Baylor 2023			University of Mary Hardin-Baylor 2022			
Section	Items	n	Mean	SD	Items	n	Mean	SD
C1: Professional Counseling Orientation and Ethical Practice	17	15	10.8	1.7	17	16	12.8	2.0
C2: Social and Cultural Diversity	17	15	10.9	2.8	17	16	8.9	3.1
C3: Human Growth and Development	17	15	10.5	2.6	17	16	11.7	1.9
C4: Career Development	17	15	11.1	2.3	17	16	11.6	2.2
C5: Counseling and Helping Relationships	17	15	11	1.8	17	16	12.6	1.9
C6: Group Counseling and Group Work	17	15	11.7	2.2	17	16	12.0	2.2
C7: Assessment and Testing	17	15	10.7	2	17	16	8.7	2.6
C8: Research and Program Evaluation	17	15	11.7	2.4	17	16	12.0	2.0
Total	All	15	88.5	13.1	All	16	90.3	12.5

The faculty met and decided to collect next years CPCE comprehensive exam scores to perform a three-year analysis and comparison for any possible trends across time. This analysis and comparison were suggested due to the variability in scores between 2022 and 2023.

2023 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), Doman 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 2023 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%
2023	64	60	75	58	83	76	69	Passing = 67.5%

The Marriage, Family, and Child Counseling (MFCC) program is a smaller program compared to the Clinical Mental Health Counseling (CMHC) program. Among the five graduates in 2023, two students passed the comprehensive exam with good scores, and three students failed the exam

with a few points short from passing. Oral comprehensive exam was provided to the failed students to prove that they possess sufficient knowledge to receive the degree.

The 2023 graduate-cohort entered their training at the Fall semester of year 2020 when the global pandemic disturbed the regular education process. Due to lacking appropriate in-person relationship during the pandemic, this cohort demonstrated a high group anxiety that manifested as an overall distrusting and argumentative attitude. This group dynamic negatively impacted the cohort's learning experience and outcome.

When reviewing each students' exam score based on the evaluation domains, the two students who performed well in their exam showed higher scores than their peers on: Domain 1 (The Practice of Systemic Therapy), Domain 5 (Managing Crisis Situations) and Domain 6 (Maintaining Ethical, Legal, and Professional Standards). This indicates that the students were able to consider systemic factors in stressful events and making ethical choices for their actions. Their strengths in these areas might also be the reasons that the negative Cohort dynamic has less impact on them.

Based on these observations, the professional counseling faculty will develop strategies to facilitate positive cohort dynamic and students' internal-locus-of-control.

STUDENTS' CLINICAL AND PROFESSIONAL DISPOSITIONS ASSESSMENT 2022-2023

2022-23 Counseling Competency Scale

Assessing students' clinical competency is an essential aspect of the Counseling Program. The Counseling Competency Scale-Revised (CCS-R-R) is a standardized rubric utilized in CNSL 6395 Practicum, CNSL 6397 Internship I, and CNSL 6398 Internship II to evaluate counselor competencies. The assessment tool consists of two parts, with Part 1 evaluating Primary Counseling Skills and Therapeutic Conditions, and Part 2 assessing Professional Dispositions and Professional Behaviors. Students receive CCS-R evaluations at midterm and final for all practicum and internship courses, and aggregate data is collected annually to identify trends in scores. The faculty then collaborates to enhance program and curriculum improvements based on the data.

The Counseling Program leadership team recently collected 20 students' CCS-R-R scores from their Practicum, Internship I, and Internship II courses during the 2022-23 academic year. The mean scores for each part of CCS-R were analyzed to evaluate students' overall performance in their clinical courses. The table below illustrates the mean scores for each part of CCS-R, allowing for a comparison of students' performance in 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	4.0	4.6
Internship II	5.0	4.7

n=20

According to the CCS-R Evaluation Guidelines, a counseling student who scores 5 exceeds the expectations of a beginning professional counselor in specified counseling skills and professional dispositions. A score of 4 reflects consistent and proficient knowledge, skills, and dispositions in the specified counseling skills and professional dispositions. A score of 3 indicates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skills, ability to facilitate therapeutic conditions, and professional dispositions and behaviors.

Normally, a beginning professional counselor should achieve this level after their Practicum and/or Internship.

Between 2022 and 20223, students' CCS-R scores showed overall growth and improvement in their performances from Practicum, Internship I, and Internship II. Focusing on the CCS-R Part I – Primary Counseling Skills and Therapeutic Conditions area, we can see an average improvement of 1.0 from Internship I to Internship II. This improvement demonstrates that our clinical setting and supervision process offer 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 improvement of 0.3 from Practicum to Internship and 0.1 from Internship I to Internship II. The average score of 4.3 in the Practicum stage indicates that students generally meet the clinical expectation in this area during the Practicum semester, which is the students' first time working 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 offered effective gate-keeping and adequate support for students' learning in this area. The average score of 4.3 in the Practicum stage also suggests that students performed well and maintained a positive professional disposition throughout the first internship experience.

The 2022-2023 CCS-R student evaluation data confirmed the Counseling Program's curriculum designs. The clinical skill-building courses adequately prepared students for their Practicum and internship process. The Candidacy evaluation process offered a gate-keeping opportunity to shape students' professional dispositions. And, the Practicum/Internship sequence effectively supported students in developing 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) 2022-2023 Candidacy

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

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

The following table shows the overall students' candidacy evaluation result from the year 2022 to 2023. 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	20.1	24.8	24.8	28.7	16.8	20.2	29.2	28
2 nd Candidacy	21.5	26.4	27.1	30.3	18.16	21.9	31	38.4

N=19

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

(2) Candidacy evaluation pairs by Categories

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

Correlations								
* Correlation is significant at the 0.05 level (2-tailed).								
** Correlation is significant at the 0.01 level (2-tailed).								
	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
A Communication Skills	1							
B Professional Orientation	0.506611553	1						
C Interpersonal Competence	0.73473802	0.669481731	1					
D Personal Responsibility	0.455803023	0.424745913	0.417964007	1				
E Personal Integrity	0.470938	0.585769231	0.499867988	0.556400106	1			
F Respect for Others and Diversity	0.789264871	0.589084909	0.756884124	0.30258017	0.527585437	1		
G Self-Reflection and Self-Care	0.434379412	0.480790395	0.390631536	0.746306571	0.560144149	0.249609166	1	
H Clinical Skills	0.817040696	0.698570107	0.690443727	0.443383773	0.50278062	0.792858212	0.501983122	1

Communication Skills (A) exhibit a range of correlations with other dimensions: it is moderately positively correlated with Professional Orientation (B) and strongly positively correlated with Interpersonal Competence (C), Respect for Others and Diversity (F), and Clinical Skills (H). Conversely, Communication Skills (A) show relatively weaker positive correlations with Personal Responsibility (D) and Personal Integrity (E). These findings suggest that students with strong communication skills tend to not only express and demonstrate their professional disposition but also positively establish their clinical orientation.

Professional orientation (B) exhibits a moderate to strong positive correlation with several dimensions. It is strongly positively correlated to interpersonal competence (C) and clinical skills(H), but moderately positively corrected with Personal responsibility (D), Personal integrity (E), Respect for others and diversity (F), and Self-Reflection-and-Self-Care (G). This result indicates that when a student understands and establishes his or her professional orientation, the student demonstrates a positive ability to work with others and demonstrates appropriate personal and professional boundaries.

Interpersonal Competence(C) is strongly positively correlated with Respect for Others and Diversity(F) and Clinical Skills(H), but it shows a weaker positive correlation with Self-Reflection and Self-Care(G). This suggests that students with higher Interpersonal Competence tend to demonstrate respect for others, effectively manage personal assets, understand their own personal values and beliefs, and comprehend how personal values affect interpersonal relationships.

Personal Responsibility (D) is strongly positively correlated with Self-Reflection and Self-Care (G), moderately positively correlated with Personal Integrity (E), and Clinical Skills (H). This suggests that students with strong personal responsibility tend to work diligently to improve self-respect, address personal issues and

limitations, and demonstrate proficiency in primary counseling skills.

Personal Integrity (E) is significantly correlated with Respect for Others and Diversity (F), Self-Reflection and Self-Care (G), and Clinical Skills (H). This suggests that students with strong personal integrity exhibit honest and ethical behavior when working with others. Furthermore, students who demonstrate respect for others and diversity tend to be aware of their personal strengths and limitations. Additionally, these students show a desire to improve and grow as individuals.

Respect for Others and Diversity (F) exhibit a strong positive correlation with Communication Skills (A) and Interpersonal Competence (C), and moderate positive correlation with Professional orientation (B) and Personal Integrity (E). It implies that students who show respect for others and diversity tend to have better communication skills, interpersonal competence, professional orientation, and personal integrity. The strength of these relationships varies, with some being stronger (A and C) and others being moderately strong (B and E), all in a positive direction, meaning that when one attribute is high, the others are likely to be higher as well.

Self-Reflection and Self-Care (G) exhibit a strong positive correlation with Clinical Skills (H). This finding suggests that as a student's self-reflection and self-care skills improve, their clinical skills tend to be enhanced as well.

Clinical-skills(H) is highly and strongly positively correlated to Communication Skills (A) and Respect for Others and Diversity (F). This result indicated that students' clinical skills will develop and build regarding to their ability how to effectively communicated with others, respect and understand others.

In conclusion, the analysis of correlations among various dimensions reveals important insights into the development of skills and abilities in students.

Communication Skills (A) play a pivotal role, with strong positive correlations to Interpersonal Competence (C), Respect for Others and Diversity (F), and Clinical Skills (H). This suggests that students with strong communication skills not only express professionalism but also exhibit a positive orientation towards clinical practice.

Professional Orientation (B) shows a moderate to strong positive correlation with multiple dimensions, especially Interpersonal Competence (C) and Clinical Skills (H), reflecting how understanding and establishing professional orientation positively influence a student's ability to work with others while maintaining appropriate boundaries.

Interpersonal Competence (C) is strongly correlated with Respect for Others and Diversity (F) and Clinical Skills (H), indicating that students with higher interpersonal competence are more likely to show respect for others, manage personal assets effectively, and understand the impact of personal values on interpersonal relationships.

Personal Responsibility (D) is positively correlated with Self-Reflection and Self-Care (G) and Clinical Skills (H), underlining the diligence of students with strong personal responsibility in improving self-respect, addressing personal issues, and demonstrating proficiency in primary counseling skills.

Personal Integrity (E) is significantly correlated with Respect for Others and Diversity (F), Self-Reflection and Self-Care (G), and Clinical Skills (H), emphasizing the importance of honest and ethical behavior in students with strong personal integrity.

Self-Reflection and Self-Care (G) exhibit a strong positive correlation with Clinical Skills (H), suggesting that as students enhance their self-reflection and self-care skills, their clinical skills tend to improve as well.

Lastly, Clinical Skills (H) are highly and strongly positively correlated with Communication Skills (A) and Respect for Others and Diversity (F), highlighting how students' clinical skills are enhanced through effective communication, respect, and understanding.

Overall, these correlations provide valuable insights into the interconnectedness of these dimensions and how they collectively contribute to the development of well-rounded and competent students in various aspects of their education and professional growth.

SURVEYS

Surveys are distributed in an alternating pattern every three years.

2023 ALUMNI SURVEY RESULTS

QUESTION 1:

In what year did you graduate from the Counseling Program at UMHB?	
2020 and prior	28
2021	6
2022	4
2023	7
Total	45

In what year did you graduate from the Counseling Program at UMHB?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
2	5	3	1	1	45

QUESTION 2:

What was your academic track?	
Clinical Mental Health Counseling (CMHC)	27
Marriage, Family and Child Counseling (MFCC)	15
Non-Clinical Professional Study	3
Total	45

What was your academic track?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	4	2	1	1	45

QUESTION 3:

What is your gender?	
Female	35
Male	8
Total	43

What is your gender?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	2	1	0	0	43

QUESTION 4:

How old are you?	
20-29	11
30-39	19
40-49	9
50-59	5
60+	0
Total	44

How old are you?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	4	2	1	1	44

QUESTION 5:

How do you describe yourself (please select all that apply?)	
African American/Black	5
Asian/Asian American	3
Pacific Islander/Native Hawaiian	1
Hispanic/Latino	7
Native American/American Indian	2
White/Caucasian	21
Other	5
Total	44

What was your academic track?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	7	5	2	4	44

QUESTION 6:

Since completing this degree, please describe your professional status:				
	Licensed Professional Counselor (LPC)	Licensed Marriage and Family Therapist (LMFT)	Other Counseling License	Total
Supervisor Status	5	1	0	6
Fully Licensed	17	4	1	22
Associate/Intern Status	13	7	0	20

Scheduled to take the licensure exam	1	0	0	1
Did not pass the exam	0	1	0	1
Did not need the exam	1	0	2	3
Other Counseling License	0	0	0	0

QUESTIONS 7:

How many times did you take the Licensure exam before you passed it?	
1	35
2	4
3	0
More than 3	2
Not applicable	5
Total	45

How many times did you take the Licensure exam before you passed it?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	2	1	2	45

QUESTION 8:

In what year did you your Licensure exam?	
2023	7
2022	5
2021	9
2020	4
Prior 2020	14
Total	39

In what year did you graduate from the Counseling Program at UMHB?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	3	2	2	39

QUESTION 9:

How long did it take to fulfill your 3000 post-graduate LMFT internship?	
2 years or less	1
3 years or less	0

4 years or less	0
5 years or less	0
More than 5 years	0
Total	1

In what year did you graduate from the Counseling Program at UMHB?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	1	1	0	0	1

QUESTION 10:

Do you have plans to go on to pursue a doctorate degree?	
Yes – not enrolled in a doctoral program yet	17
No – not in my plan	22
I am currently in a doctoral program	4
I have received my doctoral degree in the year of:	1
Total	44

QUESTION 11:

What is your currently employment situation (check all that apply)?			
	Full-time	Part-time	Total
I have a counseling degree	29	8	37
I work at a non-counseling related job	4	5	9
I am actively searching for a counseling related job	3	1	4
I am unemployed and not searching for a job	0	0	0
Other (please explain)	3	0	3

What is your currently employment situation (check all that apply)?						
	Min	Max	Mean	Stand. Dev.	Variance	Responses
I have a counseling degree	1	2	1	0	0	37
I work at a non-counseling related job	1	2	2	0	0	9
I am actively searching for a counseling related job	1	2	1	0	0	4
I am unemployed and not searching for a job	0	0	0	0	0	0
Other (please explain)	1	1	1	0	0	3

QUESTION 12:

How much difficulty has COVID-19 impacted your job search and/or job retainment process?						
	Min	Max	Mean	Stand. Dev.	Variance	Responses
Difficulty in finding a job	0	100	35	32	1019	26
Difficulty in retaining a job	0	100	21	30	889	23

QUESTION 13:

On average, how many hours a week did you work (both in paid and volunteer positions) while you were attending school?	
0-10 hours	7
10-20 hours	10
20-30 hours	3
30-40 hours	14
More than 30 hours	7
Total	41

On average, how many hours a week did you work (both in paid and volunteer positions) while you were attending school?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	3	1	2	41

QUESTION 14:

On average, how many hours a week do you work (both in paid and volunteer positions) now?	
0-10 hours	4
10-20 hours	7
20-30 hours	5
30-40 hours	12
More than 30 hours	13
Total	41

On average, how many hours a week do you work (both in paid and volunteer positions) now?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	4	1	2	41

QUESTION 15:

Which of the following best described your living situation when you attended UMHB?	
I lived on campus	0
I lived in Belton	7
I lived less than 10 miles from campus	13
I lived 11-20 miles from campus	10
I lived 21-30 miles from campus	2
I lived 31-50 miles away from campus	8
I lived more than 50 miles from campus	2
Total	42

Which of the following best described your living situation when you attended UMHB?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
2	7	4	1	2	42

QUESTION 16:

On average, how many graduate courses did you take each semester?	
One	0
Two	4
Three	37
Total	41

On average, how many graduate courses did you take each semester?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
2	3	3	0	0	41

QUESTION 17:

Please indicate the PRIMARY source(s) of financial support you received while you were in graduate school at UMHB.	
University funded graduate assistantship	2
University funded work-study program	1
Full or partial tuition scholarships or waivers	7
Personal funds	20
Personal loans	24

Other	7
Total	61

QUESTIONS 18:

Please indicated the total estimated debt you'll have to repay now that you've completed your graduate degree at UMHB.	
\$0-10,000	12
\$10,000-\$20,000	1
\$20,000-\$30,000	1
\$30,000-\$40,000	1
\$40,000-\$50,000	1
\$50,000-\$60,000	7
More than \$60,000	18
Total	41

Please indicated the total estimated debt you'll have to repay now that you've completed your graduate degree at UMHB.					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	7	5	3	7	41

QUESTION 19:

Faculty members in the Graduate Counseling Program were genuinely interested in students' academic problems.	
Strongly disagree	0
Somewhat disagree	0
Neutral	1
Somewhat agree	6
Strongly agree	32
Total	39

Faculty members in the Graduate Counseling Program were genuinely interested in students' academic problems.					
Min	Max	Mean	Stand. Dev.	Variance	Responses
3	5	5	0	0	39

QUESTION 20:

Faculty members in the Graduate Counseling Program were accessible and helpful.	
Strongly disagree	0
Somewhat disagree	1
Neutral	1
Somewhat agree	4
Strongly agree	33
Total	39

Faculty members in the Graduate Counseling Program were accessible and helpful.					
Min	Max	Mean	Stand. Dev.	Variance	Responses
2	5	5	1	0	39

QUESTION 21:

Faculty members in the Graduate Counseling Program were well prepared and sufficiently experience in their instructional areas.	
Strongly disagree	0
Somewhat disagree	0
Neutral	1
Somewhat agree	3
Strongly agree	35
Total	39

Faculty members in the Graduate Counseling Program were well prepared and sufficiently experience in their instructional areas.					
Min	Max	Mean	Stand. Dev.	Variance	Responses
3	5	5	0	0	39

QUESTION 22:

Faculty members in the Graduate Counseling Program were fair and unbiased in their treatment of individual students.	
Strongly disagree	1
Somewhat disagree	3
Neutral	6
Somewhat agree	9

Strongly agree	20
Total	39

Faculty members in the Graduate Counseling Program were fair and unbiased in their treatment of individual students.					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	4	1	1	39

QUESTION 23:

Overall, how satisfied were you with the faculty in your graduate program?	
Strongly disagree	0
Somewhat disagree	0
Neutral	2
Somewhat agree	6
Strongly agree	31
Total	39

Overall, how satisfied were you with the faculty in your graduate program?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
3	5	5	1	0	39

QUESTION 24:

How satisfied were you with the amount of work that this graduate program required?	
Less than I originally expected	3
About the same as originally expected	25
More than I originally expected	8
Unsure	3
Total	39

How satisfied were you with the amount of work that this graduate program required?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	4	2	1	1	39

QUESTION 25:

There was a supportive community in my program.

Strongly disagree	1
Somewhat disagree	1
Neutral	5
Somewhat agree	11
Strongly agree	21
Total	39

There was a supportive community in my program.					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	4	1	1	39

QUESTION 26:

The Graduate Counseling Program practices/policies were clearly stated and supported my academic goals at UMHB	
Strongly disagree	0
Somewhat disagree	1
Neutral	3
Somewhat agree	5
Strongly agree	30
Total	39

Overall, how satisfied were you with the faculty in your graduate program?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
2	5	5	1	1	39

QUESTION 27:

My graduate program adequately prepared me in each of the following areas:						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Ethics & Professional Orientation	2	1	1	8	25	37
Human Growth & Family Development	2	0	0	14	21	37
Diversity Issues	2	4	3	8	20	37
Understand Theories	2	0	0	10	25	37
Assessment	2	1	4	13	17	37
Treatment Planning	2	3	2	11	19	37
General Clinical Skills	2	0	1	7	27	37

Relational Counseling Skills	2	0	2	8	25	37
Research	2	1	6	12	16	37

My graduate program adequately prepared me in each of the following areas:						
	Min	Max	Mean	Stand. Dev.	Variance	Responses
Ethics & Professional Orientation	1	5	4	1	1	37
Human Growth & Family Development	1	5	4	1	1	37
Diversity Issues	1	5	4	1	2	37
Understand Theories	1	5	5	1	1	37
Assessment	1	5	4	1	1	37
Treatment Planning	1	5	4	1	1	37
General Clinical Skills	1	5	5	1	1	37
Relational Counseling Skills	1	5	4	1	1	37
Research	1	5	4	1	1	37

QUESTION 28:

Do you feel the program supported your professional and career goals?	
Yes	35
No	2
Total	37

Do you feel the program supported your professional and career goals?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	2	1	0	0	37

QUESTION 29:

Do you feel your practicum and/or internship experiences prepared you for employment post-graduation?	
Yes	33
No	7
Total	37

Do you feel the program supported your professional and career goals?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	2	1	0	0	37

QUESTION 30:

Did the program structure encourage student collaboration or teamwork?	
Yes	37
No	0
Total	37

Did the program structure encourage student collaboration or teamwork?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	1	1	0	0	37

QUESTION 31:

How satisfied were you with the average class size of clinical courses (skills, assessment, practicum, and internship)?	
Very dissatisfied	1
Somewhat dissatisfied	1
Neutral	2
Somewhat satisfied	2
Very satisfied	31
Total	37

How satisfied were you with the average class size of clinical courses (skills, assessment, practicum, and internship)?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	5	1	1	37

QUESTION 32:

How satisfied were you with the average class size of lecture courses?	
Very dissatisfied	1
Somewhat dissatisfied	0
Neutral	2
Somewhat satisfied	2

Very satisfied	32
Total	37

How satisfied were you with the average class size of courses?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	5	1	1	37

QUESTION 33:

How satisfied are you with the training experience at the Community Life Center (CLC)?	
Very dissatisfied	2
Somewhat dissatisfied	1
Neutral	2
Somewhat satisfied	8
Very satisfied	24
Total	37

How satisfied were you with the training experience at the Community Life Center (CLC)?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	4	1	1	37

QUESTION 34:

Overall, how satisfied are you with your graduate program?	
Very dissatisfied	1
Somewhat dissatisfied	0
Neutral	0
Somewhat satisfied	6
Very satisfied	30
Total	37

Overall, how satisfied are you with your graduate program?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
1	5	5	1	1	37

QUESTION 35:

Overall, how satisfied are you with the University of Mary Hardin-Baylor?	
Very dissatisfied	0
Somewhat dissatisfied	0
Neutral	4
Somewhat satisfied	10
Very satisfied	23
Total	37

How satisfied were you with the average class size of clinical courses (skills, assessment, practicum, and internship)?					
Min	Max	Mean	Stand. Dev.	Variance	Responses
3	5	5	1	0	37

Additional Comments
<p>Thank you for checking in!</p> <p>Be safe, be well.</p> <p>Sending all the good vibes!!!</p> <p>Very respectfully,</p> <p>Deb (DSW)</p>
<p>I understand that multicultural competence was added to the standards after I graduated- but I felt sorely unprepared for this domain when I started my doctoral program compared to my cohort members who had recently graduated with a Master's. Overall, though, the education I received at UMHB far surpasses other universities that I have seen. I am very grateful for the care and dedication to the group of faculty that were there for me.</p>
<p>The one thing that was missing was virtual counseling components. I graduated in 2020 when the pandemic was happening. It wasn't until I got out into the field that I had to learn about virtual counseling</p>
<p>I was too prideful and was kicked from several internship courses. I wish I had been told you must be incredibly humble and earn your right in the field.</p>
<p>I think scholarships should be offered for students who receive student loans or struggle financially to make the program more inclusive. Also, more needs to be covered with clinical mental health students on working with children and couples and covering custody. Many students and associates do not know what to look for and do not learn in the program. Better discussions on working with diverse communities in all classes. Perhaps consider establishing an alumni mentor program that could connect students who plan to stay in the area or move with other alumni who could support their development.</p>

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	Aggregate	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 Professional Orientation & Ethics	Objective Final Exam	80% of students will earn a score of 85% or higher on the final exam	98% of students (n=19) earned a score of 85% or higher on the final exam	100% (n=8) of students earned a score of 85% or higher on the final exam	99% of students earned a score of 85% or higher on the final exam	
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 Professional Orientation & Ethics	Case Study Final	90% of students will earn a score of 90% or higher on the final exam	87% of students (n = 19) earned a score of 90% or higher on the final exam.	95% of students (n = 8) earned a score of 90% or higher on the final exam.	91% of students (n = 8) earned a score of 90% or higher on the final exam.	To improve ethical knowledge in case study scenario, students will be assigned into class groups to review completed Practice case study assignments, which were originally just turned in for grades.
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 Issues in Clinical Mental Health Counseling	Case Scenarios	In the Spring of 2022, 100% (n = 15) of students earned a score of 80 points or higher.	In the Spring of 2022, there were no MFCC students enrolled	80% of the students will earn a score of 80 points or higher on the Rubric.	100% of students in CNSL 6370 scored 80 or higher on the Case Scenarios.	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 Group Leader Self-reflection Form.	In the Spring of 2023, 94% (n = 19) of students completed the Group Leader Self-reflection Form.	In the Spring of 2023, 87.5% (n = 8) of students completed the Group Leader Self-reflection Form.	93% (N=27) of students in CNSL 6312 completed the Group Leader Self-reflection Form.	No modification 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)	100% of the students will review their session and complete the Self-Critique Rubric as part of completing their clinical package.	100% of the students have reviewed their session and complete the Self-Critique Rubric as part of completing their clinical package.	100% of the students have reviewed their session and complete the Self-Critique Rubric as part of completing their clinical package.	Indicator met	To improve self-evaluation accuracy, the course instructor will review the self-rated rubric with each student individually twice a semester in the year 2023.
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice	CNSL 6394 PrePracticum	Recorded Counseling session assignment with rubric	100% of the students complete weekly self-evaluation form after each practice counseling session	100% of the students completed weekly self-evaluation form after each practice counseling session	100% of the students completed weekly self-evaluation form after each practice counseling session	Indicator met	no modification needed
2.F.2.c. multicultural counseling competencies	CNSL 6351 Diversity Issues	Cultural Presentations	In the Summer of 2022, 100% (n = 15) of students earned a score of 80 points or higher.	In the Summer of 2022, 100% (n = 4) MFCC students earn a score of 80 points or higher.	80% of the students will earn a score of 80 points or higher on the Intercultural Knowledge and Competence Value Rubric & Presentation Rubric.	100% of students in CNSL 6370 scored 80 or higher on the Rubric.	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	In the Summer of 2022, 100% (n = 15) of students earned a score of 80 points or higher.	In the Summer of 2022, 100% (n = 4) MFCC students earn a score of 80 points or higher.	80% of the students will earn a score of 60 points or higher on the Intercultural Knowledge and Competence Value Rubric & Presentation Rubric.	100% of students in CNSL 6370 scored 80 or higher on the Rubric.	No modification needed

HUMAN GROWTH AND DEVELOPMENT							
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 students met the benchmark	Case Conceptualization through the Lens of Developmental Theory	Case Conceptualization through the Lens of Developmental Theory	No modification needed
2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	CNSL 6315 Abnormal Human Behavior	Mental Disorder Diagnose Article Reviews	80% of the students will complete two Mental Disorder Diagnose Article Reviews.	In the Fall of 2022, 89% (n = 19) of students completed two Mental Disorder Diagnose Article Reviews.	In the Fall of 2022, 100% (n = 7) of students completed two Mental Disorder Diagnose Article Reviews.	92% (N=26) of students in CNSL 6312 completed two Mental Disorder Diagnose Article Reviews.	This assignment was added as a new KPI assessment this year to measure a comprehensive understanding of client concern(s) including precipitating factors, duration of concerns, history of occurrence, circumstances, and how problems relate (if applicable).
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 the students will earn a score of 80 points or higher on Diagnostic Vignette.	In the Fall of 2022, 89% (n = 19) of students earned a score of 80 points or higher	In the Fall of 2022, 100% (n = 7) of students earned a score of 80 points or higher	92% (N=26) of students in CNSL 6312 earned a score of 80 points or higher on Diagnostic Vignette.	No modifications needed. This assignment was designed to assess a comprehensive understanding of diagnosis including DSM-5TR and/or ICD diagnostic codes, appropriate descriptions of diagnosed conditions (including specifiers if applicable), and appropriate differential diagnosis for presenting concern(s).
2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	CNSL 6315 Abnormal Human Behavior	Group Case Study	80% of the students will earn a score of 80 points or higher on Diagnostic Vignette.	In the Fall of 2022, 89% (n = 19) of students earned a score of 80 points or higher	In the Fall of 2022, 100% (n = 7) of students earned a score of 80 points or higher	92% (N=26) of students in CNSL 6312 earned a score of 80 points or higher on Diagnostic Vignette.	This assignment was added as a new KPI assessment this year to measure a comprehensive understanding of client concern(s) including precipitating factors, duration of concerns, history of occurrence, circumstances, and how problems relate (if applicable).
CAREER DEVELOPMENT							
2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	CNSL 6392 Working with Family Issues	Employment Lecture and Readings Discussion Paper	80% of the students will earn a score of 80 points or higher on the Employment Lecture & Readings Paper rubric	N/A	In Summer 2023, all MFCC students (n=6) successfully earned 80 points or higher on the Employment Lecture & Readings Paper rubric	In Summer 2023, all students (n=6) successfully earned 80 points or higher on the Employment Lecture & Readings Paper rubric	No modification needed
2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	CNSL 6302 Career Development & Information Sources	Soci-Cultural Career Artifact Presentation	80% of the students will score 80 points or higher on the Soci-Cultural Artifact Presentation	Spring 2023 (11): 100	Spring 2023 (9): 100	Spring 2023 (20): 100	This standard is met in the course CNSL 6302 with completion of presentation of a soci-cultural artifact (student's choice) and how it relates to career
2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	CNSL 6302 Career Development & Information Sources	Career Assessments/Reflection Paper	80% of the students will score 80 points or higher on the Career Assessments/Reflection Paper	Spring 2023(11): 90	Spring 2023 (9): 100	Spring 2023 (20): 95	This standard is met in the course CNSL 6302 with completion of career assessments and reflection paper discussing the application to working with clients

COUNSELING AND HELPING RELATIONSHIPS							
5.c.1.b. theories and models related to clinical mental health counseling	CNSL 6320 Theories of Counseling	Case Conceptualization	In the Fall of 2022, 100% (n = 18) of students will earn a score of 80% points or higher.	In the Fall of 2022, 100% (n = 6) MFCC students will earn a score of 80% or higher.	80% of the students will earn a score of 80% or higher	100% of students in CNSL 6370 scored 80 or higher on the Rubric.	No modification needed
5.c.1.b. theories and models related to clinical mental health counseling	CNSL 6320 Theories of Counseling	Theory Review Assignment with Rubric	In the Fall of 2022, 100% (n = 18) of students will earn a score of 80% points or higher.	In the Fall of 2022, 100% (n = 6) MFCC students will earn a score of 80% or higher.	80% of the students will earn a score of 80% or higher	100% of students in CNSL 6370 scored 80 or higher on the Rubric.	No modification needed
5.c.1.b. theories and models related to clinical mental health counseling	CNSL 6320 Theories of Counseling	Final Exam	In the Fall of 2022, 100% (n = 18) of students will earn a score of 80% points or higher.	In the Fall of 2022, 100% (n = 6) MFCC students will earn a score of 80% or higher.	80% of the students will earn a score of 80% or higher	100% of students in CNSL 6370 scored 80 or higher on the exam.	No modification needed
2.F.5.1 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% (n=11) of the students earned a score of 80 points or higher on the Clinical Package rubric.	100% (n=4) of the students earned a score of 80 points or higher on the Clinical Package rubric.	100% (n=15) of the students earned a score of 80 points or higher on the Clinical Package rubric.	no modification needed
2.F.5.1 suicide prevention models and strategies	CNSL 6394 PrePracticum	Final Clinical Package-Rubric	80% of the students earned a score of 80 points or higher on the Clinical Package rubric.	100% (n=11) of the students will earn a score of 80 points or higher on the Clinical Package rubric.	100% (n=4) of the students will earn a score of 80 points or higher on the Clinical Package rubric.	100% (n=15) of the students will earn a score of 80 points or higher on the Clinical Package rubric.	no modification needed
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 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.	In Fall 2022, all CMHC students (n=4) successfully completed the assignment with the beginning of a personal philosophy of counseling	In Fall 2022, all MFCC students (n=1) successfully completed the assignment with the beginning of a personal philosophy of counseling	In Fall 2022, all students (n=5) successfully completed the assignment with the beginning of a personal philosophy of counseling	No modification needed
GROUP COUNSELING AND GROUP WORK							
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.	In the Spring of 2023, 94% (n = 19) of students completed the Peer Observation Form.	In the Spring of 2023, 87.5% (n = 8) of students completed the Peer Observation Form.	93% (N=27) of students in CNSL 6312 completed the Peer Observation Form.	No modification 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	Journal reflections	80% of the students will complete weekly journal reflections of the group process and dynamics.	In the Spring of 2023, 94% (n = 19) of students completed the Journal reflections.	In the Spring of 2023, 87.5% (n = 8) of students completed the Journal reflections.	93% (N=27) of students in CNSL 6312 completed the Journal reflections.	No modification 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	Group Feedbacks form by Faculty	80% of the students will earn a score of 80 points or higher on Group Feedbacks form by faculty.	In the Spring of 2023, 94% (n = 19) of students earned a score of 80 points or higher the Feedbacks form by Faculty.	In the Spring of 2023, 87.5% (n = 8) of students earned a score of 80 points or higher the Feedbacks form by Faculty.	93% (N=27) of students in CNSL 6312 earned a score of 80 points or higher the Feedbacks form by Faculty.	No modification 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	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.	All CMHC students (n=4) participated as group members in small group supervision over the course of the semester	All MFCC students (n=1) participated as group members in small group supervision over the course of the semester	All students (n=5) participated as group members in small group supervision over the course of the semester	No modification needed
ASSESSMENT AND TESTING							
2.F.7. h. reliability and validity in the use of assessments	CNSL 6327 Marriage and Family Assessment	Validity & Reliability Exam questions	80% of the student will score 90 or above on their Validity & Reliability Exam questions	100% (n=11) of the student scored 90 or above on their Validity & Reliability Exam questions	100% (n=4) of the student scored 90 or above on their Validity & Reliability Exam questions	100% (n=15) of the student scored 90 or above on their Validity & Reliability Exam questions	No modification needed.
2.F.7. h. reliability and validity in the use of assessments	CNSL 6327 Marriage and Family Assessment	Validity & Reliability Exam questions	80% of the student will score 90 or above on their Validity & Reliability Exam questions	100% (n=11) of the student scored 90 or above on their Validity & Reliability Exam questions	100% (n=4) of the student scored 90 or above on their Validity & Reliability Exam questions	100% (n=15) of the student scored 90 or above on their Validity & Reliability Exam questions	No modification needed.
2.F.7..h. reliability and validity in the use of assessments	CNSL 6345 Research Methods & Statistics	Validity & Reliability Worksheets	In the Spring of 2022, 100% (n = 15) of students earned a score of 80 points or higher.	In the Spring of 2022, 100% (n = 4) MFCC students earn a score of 80 points or higher.	80% of these students will complete each of the worksheets.	100% of students in CNSL 6370 scored 80 or higher on the Worksheets.	No modification needed

RESEARCH AND PROGRAM EVALUATION							
2.F.8.h. statistical methods used in conducting research and program evaluation	CNSL 6326 Psychological Assessment	Validity & Reliability Exam questions	80% of the student will score 90 or above on their Validity & Reliability Exam questions	100% (n=11) of the student scored 90 or above on their Validity & Reliability Exam questions	100% (n=4) of the student scored 90 or above on their Validity & Reliability Exam questions	100% (n=15) of the student scored 90 or above on their Validity & Reliability Exam questions	No modification needed.
2.F.8.h. statistical methods used in conducting research and program evaluation	CNSL 6327 Marriage and Family Assessment	Validity & Reliability Exam questions	80% of the student will score 90 or above on their Validity & Reliability Exam questions	100% (n=11) of the student scored 90 or above on their Validity & Reliability Exam questions	100% (n=4) of the student scored 90 or above on their Validity & Reliability Exam questions	100% (n=15) of the student scored 90 or above on their Validity & Reliability Exam questions	No modification needed.
2.F.8. h. statistical methods used in conducting research and program evaluation	CNSL 6345 Research Methods & Statistics	Research Proposal	In the Spring of 2022, 100% (n = 15) of students earned a score of 80 points or higher.	In the Spring of 2022, 100% (n = 4) MFCC students earn a score of 80 points or higher.	80% of the students will earn a score of 80 points or higher on the Proposal Rubric.	100% of students in CNSL 6370 scored 80 or higher on the Rubric.	No modification needed
2.F.8.i. analysis and use of data in counseling	CNSL 6345 Research Methods & Statistics	Research Proposal	In the Spring of 2022, 100% (n = 15) of students earned a score of 80 points or higher.	In the Spring of 2022, 100% (n = 4) MFCC students earn a score of 80 points or higher.	80% of the students will earn a score of 80 points or higher on the Proposal Rubric.	100% of students in CNSL 6370 scored 80 or higher on the Rubric.	No modification needed
2.F.8.i. analysis and use of data in counseling	CNSL 6327 Marriage and Family Assessment	Assessment inventories presentation and Treatment Plan	80% of the student will score 90 or above on their assessment presentation and treatment plan	100% (n=11) of the student scored 90 or above on their assessment presentation and treatment plan	100% (n=4) of the student scored 90 or above on their assessment presentation and treatment plan	100% (n=15) of the student scored 90 or above on their assessment presentation and treatment plan	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	Case Conceptualization Assignment-Rubric	80% of the students will earn a score of 80 points or higher on the case conceptualization	100% (n=11)of the students will earn a score of 80 points or higher on the case conceptualization	100% (n=4)of the students will earn a score of 80 points or higher on the case conceptualization	100% of the students meet the bench mark.	No modification needed.
5.C.1.e. psychological tests and assessments specific to clinical mental health counseling	CNSL 6315 Abnormal Human Behavior	Group Case Study	80% of the students will earn a score of 80 points or higher on Diagnostic Vignette.	In the Fall of 2022, 89% (n = 19) of students earned a score of 80 points or higher	In the Fall of 2022, 100% (n = 7) of students earned a score of 80 points or higher	92% (N=26) of students in CNSL 6312 earned a score of 80 points or higher on Diagnostic Vignette.	This assignment was added as a new KPI assessment this year to measure a comprehensive understanding of client concern(s) including precipitating factors, duration of concerns, history of occurrence, circumstances, and how problems relate (if applicable).
CONTEXTUAL DIMENSIONS							
5.c.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CNSL 6355 Advanced Psychopathology and Treatment Planning	Site Treatment Plan Presentation	80% of students will earn 60 points or higher on section 2. presentation of treatment plan on the site treatment plan presentation rubric	Fall 2022 (14): 100	Fall 2022 (1): 100	Fall 2022 (15): 100	Assignment site treatment plan presentation was added to the course
PRACTICE							
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment	CNSL 6326 Psychological Assessment	Final assessment report	80% of the student will score 90 or above on their final assessment report	100% (n=11) of the student scored 90 or above on their final assessment report	100% (n=4) of the student scored 90 or above on their final assessment report	100% (n=15) of the student scored 90 or above on their final assessment report	No modification needed.
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CNSL 6355 Advanced Psychopathology and Treatment Planning	Psychopathology Vignette	80% of students will earn 80 points or higher on the psychopathology vignette	Fall 2022 (14): 100	Fall 2022 (1): 100	Fall 2022 (15): 100	Standard is better assessed and met in course CNSL 6355 Advanced Psychopathology and Treatment Planning with psychopathology vignette assignment
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 students will earn a score of 80 points or higher on the Final Clinical Package	100% of students (n=18) earned a score of 80 points or higher on the Final Clinical Package	100% of students (n=8) earned a score of 80 points or higher on the Final Clinical Package	100% of students earned a score of 80 points or higher on the Final Clinical Package	no modification needed
5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	CNSL 6394 PrePracticum	Final Clinical Package-Rubric	80% of the students will earn a score of 80 points or higher on the final Clinical Package.	100% (n=11) of the students meet the bench mark.	100% (n=4) 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 6355 Advanced Psychopathology and Treatment Planning	Theoretically Based Treatment Plan	80% of students will earn 11 points or higher on section 2b tasks, goals, and interventions completed for initial, working, and closing phases on the theoretically based treatment plan rubric	Fall 2022 (14): 100	Fall 2022 (1): 100	Fall 2022 (15): 100	Assignment in course was restructured, criteria on rubric assessing this standard was changed

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	80% of the students earned a score of 80 points or higher on the exams	90% (N=19) of the students earned a score of 80 points or higher on the exams	100% (N=6) of the students earned a score of 80 points or higher on the exams	95% 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	Case Conceptualization	80% of the students will earn a score of 80 points or higher on their case conceptualization	100% (N=6) of the students will earn a score of 80 points or higher on their case conceptualization	90% (N=19) of the students will earn a score of 80 points or higher on their case conceptualization	95% 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 6327 Marriage and Family Assessment	Final assessment report	80% of the student will score 90 or above on their final assessment report	100% (n=11) of the student scored 90 or above on their final assessment report	100% (n=4) of the student scored 90 or above on their final assessment report	100% (n=15) of the student scored 90 or above on their final assessment report	No modification needed.
5.F.1.e. principles and models of assessment and case conceptualization from a systems perspective	CNSL 6304 Couples Counseling	Topic-Specific Quiz	80% of the students will earn a score of 80 points or higher on the given quiz.	N/A	In Fall 2022, all MFCC students (n=6) successfully earned 80 points on the given quiz	In Fall 2022, all students (n=6) successfully earned 80 points on the given quiz	No modification needed
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	Interview Paper	80% of the students will earn a score of 80 points or higher on the Interview Paper.	N/A	In Fall 2022, all MFCC students (n=6) successfully earned 80 points on the given quiz	In Fall 2022, all students (n=6) successfully earned 80 points on the given quiz	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 6327 Marriage and Family Assessment	Assessment inventories presentation, and Treatment Plan	80% of the student will score 90 or above on their assessment presentation and treatment plan	100% (n=11) of the student scored 90 or above on their assessment presentation and treatment plan	100% (n=4) of the student scored 90 or above on their assessment presentation and treatment plan	100% (n=15) of the student scored 90 or above on their assessment presentation and treatment plan	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	Topic-Specific Quiz	80% of the students will earn a score of 80 points or higher on the given quiz.	N/A	In Fall 2022, all MFCC students (n=6) successfully earned 80 points on the given quiz	In Fall 2022, all students (n=6) successfully earned 80 points on the given quiz	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	CNSL 6393	Case Conceptualization and Treatment Plans	80% of the students will earn a score of 80 points or higher on the Case Conceptualization & Treatment Plan rubrics	N/A	In Fall 2022, all MFCC students (n=5) successfully earned 80 points on the both the Case Conceptualization and Treatment Planning assignments	In Fall 2022, all students (n=5) successfully earned 80 points on the both the Case Conceptualization and Treatment Planning assignments	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 6327 Marriage and Family Assessment	Mini-assessment report	80% of the student will score 90 or above on their mini-assessment report in the systems perspective	100% (n=11) of the student scored 90 or above on their mini-assessment report in the systems perspective	100% (n=4) of the student scored 90 or above on their mini-assessment report in the systems perspective	100% (n=15) of the student scored 90 or above on their mini-assessment report in the systems perspective	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	Case Conceptualization and Treatment Plans	80% of the students will earn a score of 80 points or higher on the Case Conceptualization & Treatment Plan rubrics	N/A	In Fall 2022, all MFCC students (n=5) successfully earned 80 points on the both the Case Conceptualization and Treatment Planning assignments	In Fall 2022, all students (n=5) successfully earned 80 points on the both the Case Conceptualization and Treatment Planning assignments	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	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 rubrics	N/A	In Fall 2022, all MFCC students (n=5) successfully earned 80 points on the both the Case Conceptualization and Treatment Planning assignments	In Fall 2022, all students (n=5) successfully earned 80 points on the both the Case Conceptualization and Treatment Planning assignments	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.