

The University of Mary Hardin-Baylor

Master of Arts in Counseling Program Annual Evaluation 2023-2024

The report is published on the program website <https://www.umhb.edu/graduate/counseling/annual-report#1845>, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

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 program's 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 individual's 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 Alumni Survey Counseling Program Advisory Committee feedback
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 feedback
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 feedback
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 feedback

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 feedback
PCP Goal 4: Promote the development of counselor professional identity and an understanding of professional ethical standards and the appropriate legal statutes.			
Objective 7. The Master of Arts in Counseling Program seeks to develop and train counselors who understand the ethics of our professional counseling organizations and credentialing bodies, and they understand how to self- evaluate their own performance in relation to these ethical standards. (CACREP SECTION 2.F. 1)	Counseling Competency Scale (CCS) Candidacy I Candidacy II Comprehensive Exams Key Performance Indicators	Student Evaluation of Faculty Supervisor Student Evaluation of Off-campus Site Supervisor	Employer Survey Alumni Survey Counseling Program Advisory Council feedback
PCP Goal 5: Provide counseling program students with 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.

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Vital Statistics Report Analysis:

Master of Arts in Counseling Program

Program Overview

Accredited Tracks:

- Clinical Mental Health Counseling (CMHC)
- Marriage, Couple, and Family Counseling (MCFC)

Minimum Credit Hours:

- Both programs require 60 credit hours for degree completion.

Enrollment and Graduation Statistics

Track	Enrolled Students	Graduates (2023–24)
Clinical Mental Health Counseling	57	10
Marriage, Couple, and Family Counseling	18	5

Program Demographics

Track Completion Rates

- Clinical Mental Health Counseling: 100%
- Marriage, Couple, and Family Counseling: 100%

Licensure Exam Pass Rates

- Clinical Mental Health Counseling: 91–100%
- Marriage, Couple, and Family Counseling: 91–100%

Employment & Doctoral Admission Rates

- Clinical Mental Health Counseling: 91–100%
- Marriage, Couple, and Family Counseling: 91–100%

Applications Received

Total applications to all master's level CACREP-accredited tracks: 59

Student Demographics (Master's Level)

Total Enrollment by Gender:

- Male: 17
- Female: 58
- Non-Binary: 0

Race/Ethnicity Breakdown (all genders):

- Asian: 3
- Black: 4
- Hispanic: 8
- White: 59
- Two or More: 1
- Other/Unknown: 0
- American Indian, Pacific Islander, International: 0

Other Statuses:

- Veterans: 9
- Active Duty Military: 0
- With a Disability: 0

Faculty Demographics (Full-Time)

Total Faculty by Gender:

- Male: 2
- Female: 4
- Non-Binary: 0

Race/Ethnicity Breakdown:

- White: 2
- Asian: 2
- Black: 1
- Hispanic: 1

-Veterans or Persons with Disabilities: 0

Summary Evaluation

The graduate counseling faculty met and discussed the results of the vital statistical reports. The program shows strong outcomes with a 100% on-time completion rate, 91–100% licensure exam pass rate, and excellent employment rates across both accredited specialties.

Student enrollment indicates a predominantly White and female population, though there is moderate racial and gender diversity. The program developed a bridge program with the undergraduate Psychology program, which will allow psychology majors to apply for the MAC program. If accepted, students can take their first nine credit hours in the MAC program, which will also count as their last nine credit hours in their psychology degree. This provides the MAC program with an opportunity to reach out to a more diverse population of applicants. The MAC faculty will give regular guest lectures in psychology classes to recruit.

Faculty composition reflects a balance across ethnicities and genders, supporting diversity in instruction and mentorship.

Clinical Mental Health Counseling's

Counselor Preparation Comprehensive Examination

(CPCE) Scores and Evaluation

The Spring 2024 graduating cohort consisted of 10 students taking the Counselor Preparation Comprehensive Examination (CPCE). The national average score for all 8 sections of the CPCE was 86.5. Our students' average score was 98, above the national average. The students scored above the national average on all 8 exam sections. There was one student who graduated early in December 2023, that scored more than one standard deviation above the mean that is not included in the following data.

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	10	12	2	10	16	1,756	10.8	2.4	3	17
C2: Social and Cultural Diversity	17	10	11	3	6	15	1,756	10.1	2.4	3	17
C3: Human Growth and Development	17	10	13	1	10	14	1,756	11	2.6	0	17
C4: Career Development	17	10	12	3	8	16	1,756	11.1	2.6	0	17
C5: Counseling and Helping Relationships	17	10	12	2	9	15	1,756	10.7	2.7	1	17
C6: Group Counseling and Group Work	17	10	12	2	10	16	1,756	10.1	2.7	1	17
C7: Assessment and Testing	17	10	12	2	7	15	1,756	10.8	2.7	1	17
C8: Research and Program Evaluation	17	10	14	1	12	16	1,756	12.1	2.3	3	17
Total	All	15	98	9	80	113	1,756	86.5	15.2	37	122

The Spring 2024 graduate cohort was the first cohort to take the new CPCE exam. Their passing score was almost 10 points higher than the national average and the 2023 cohort. All domains show an increase in overall scores ranging from 0.2-2.3, with Research and Program Evaluation being the highest. While all domains showed an increase from the previous cohort, scores in Professional Counseling Orientation and Ethical Practice, Counseling and Helping Relationship, Group Counseling and Group Work appear to more closely align with scores from the 2022 cohort. The two-point increase mentioned in the previous year for Assessment and Testing appears to be consistent. This continued increase appears to be indicative of the changes made to the Assessment course. It is worth noting that this cohort reported utilizing more traditional exam preparation materials which may account for the scores appearing more similar to the 2022 cohort. Based on scores the faculty found no current need for changes

General Info	University of Mary Hardin-Baylor 2024				University of Mary Hardin-Baylor 2023				University of Mary Hardin-Baylor 2022			
Section	Items	n	Mean	SD	Items	n	Mean	SD	Items	n	Mean	SD
C1: Professional Counseling Orientation and Ethical Practice	17	10	12	2	17	15	10.8	1.7	17	16	12.8	2
C2: Social and Cultural Diversity	17	10	11	3	17	15	10.9	2.8	17	16	8.9	3.1
C3: Human Growth and Development	17	10	13	1	17	15	10.5	2.6	17	16	11.7	1.9
C4: Career Development	17	10	12	3	17	15	11.1	2.3	17	16	11.6	2.2
C5: Counseling and Helping Relationships	17	10	12	2	17	15	11	1.8	17	16	12.6	1.9
C6: Group Counseling and Group Work	17	10	12	2	17	15	11.7	2.2	17	16	12	2.2
C7: Assessment and Testing	17	10	12	2	17	15	10.7	2	17	16	8.7	2.6
C8: Research and Program Evaluation	17	10	14	1	17	15	11.7	2.4	17	16	12	2
Total	All	10	98	9	All	15	88.5	13.1	All	16	90.3	12.5

2024 MFCC Comprehensive Scores and Evaluation

The Marriage, Family, and Child Counseling (MFCC) track 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 track. 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 year 2024 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
2024	5	82	75.4	71.2	89.2	83.4	88.2	82.2	66

The Marriage, Family, and Child Counseling (MFCC) track is a smaller track compared to the Clinical Mental Health Counseling (CMHC) track. Among the five graduates in 2024, four students passed the comprehensive exam with excellent scores (above 82), and all five students passed the comprehensive exam. Within the year, all five of them passed the national licensure exam.

When reviewing each students' exam score based on the evaluation domains, three students received above 93 scores in Domain 4 (Evaluating ongoing process & termination) and Domain 6 (Maintaining Ethical, Legal, and Professional Standards). All five students performed well in Domain 1 (Practice of system Therapy) and Domain 5 (Managing crisis situations).

This group of students had an average 82.2 exam score when the passing score was 66. Students' positive performance indicates that the strategies that the professional counseling faculty developed to facilitate positive cohort dynamic, enhance students' internal-locus-of-control, and the MFCC curriculum improvement has provided positive results. No current need for changes were noted.

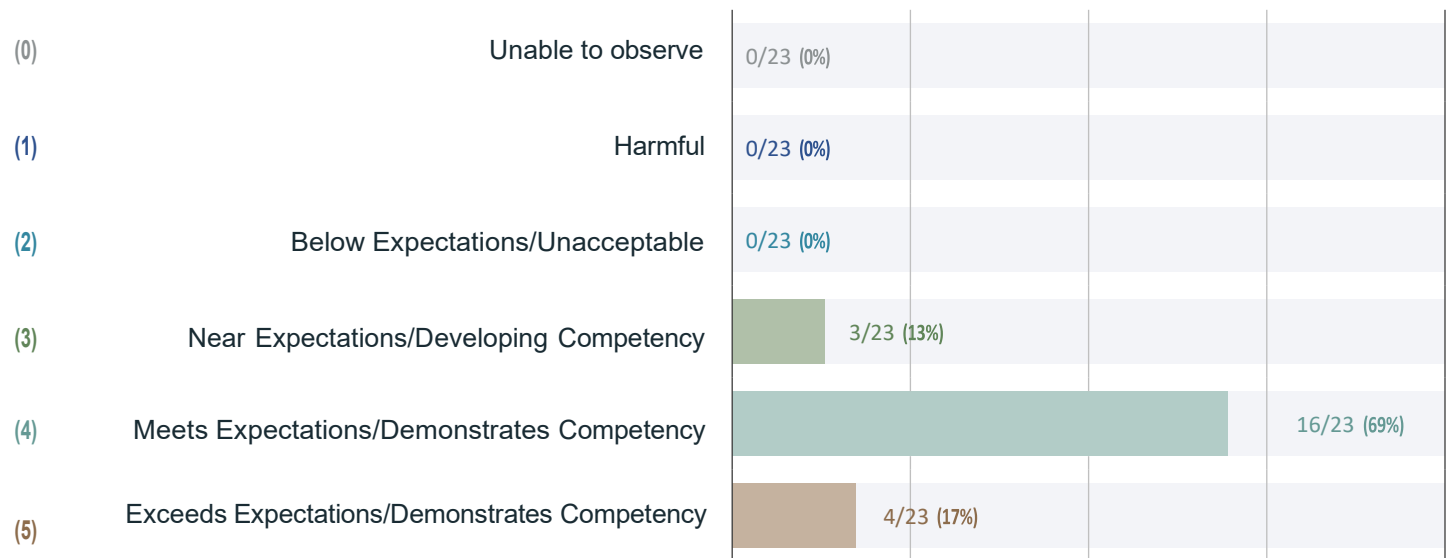
Students' Clinical and Professional Dispositions Assessment

CCS-R Scores

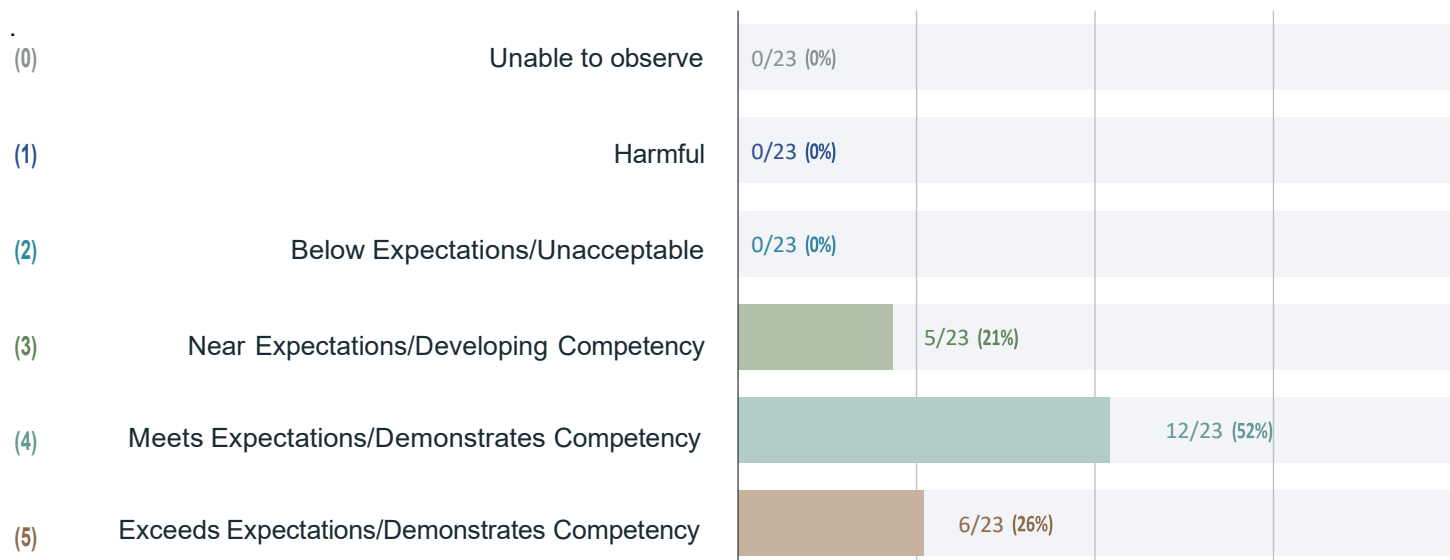
From
8/1/23

To
5/31/24

Nonverbal: Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence, etc. Attuned to the emotional state and cultural norms of the clients



Encouragers: Includes minimal encouragers and door openers such as "Tell me more about", "Hmm"



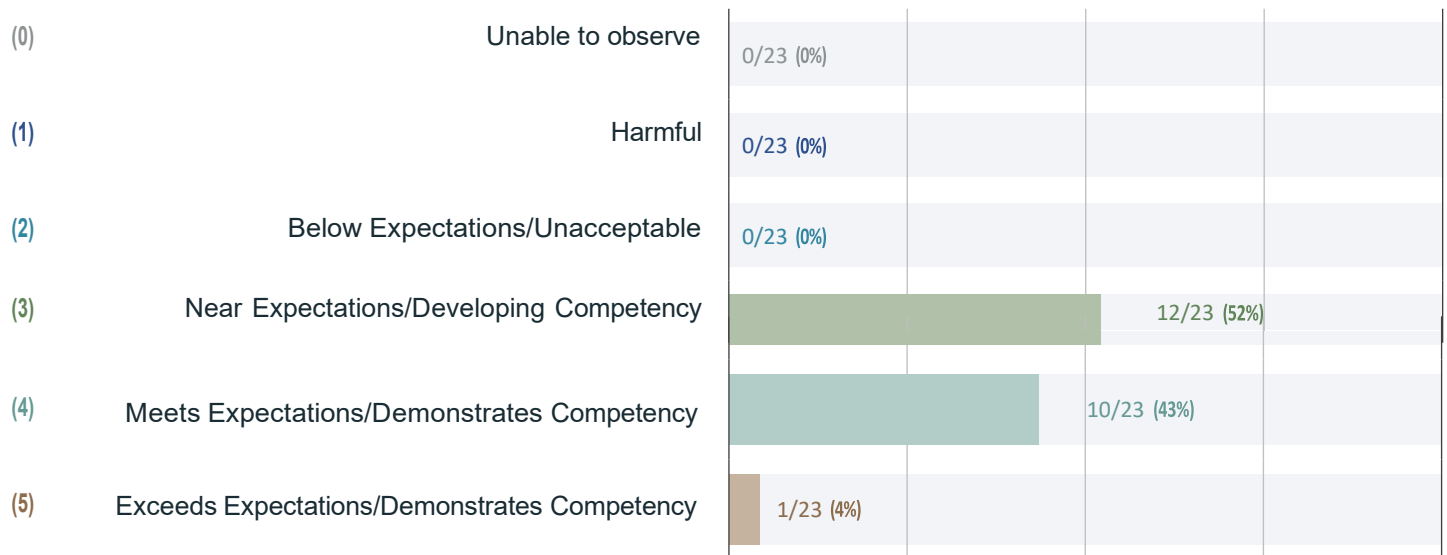
Questions: Use of appropriate open and closed questioning. (e.g., avoidance of double questions)

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency		11/23 (47%)		
(4)	Meets Expectations/Demonstrates Competency		12/23 (52%)		
(5)	Exceeds Expectations/Demonstrates Competency	0/23 (0%)			

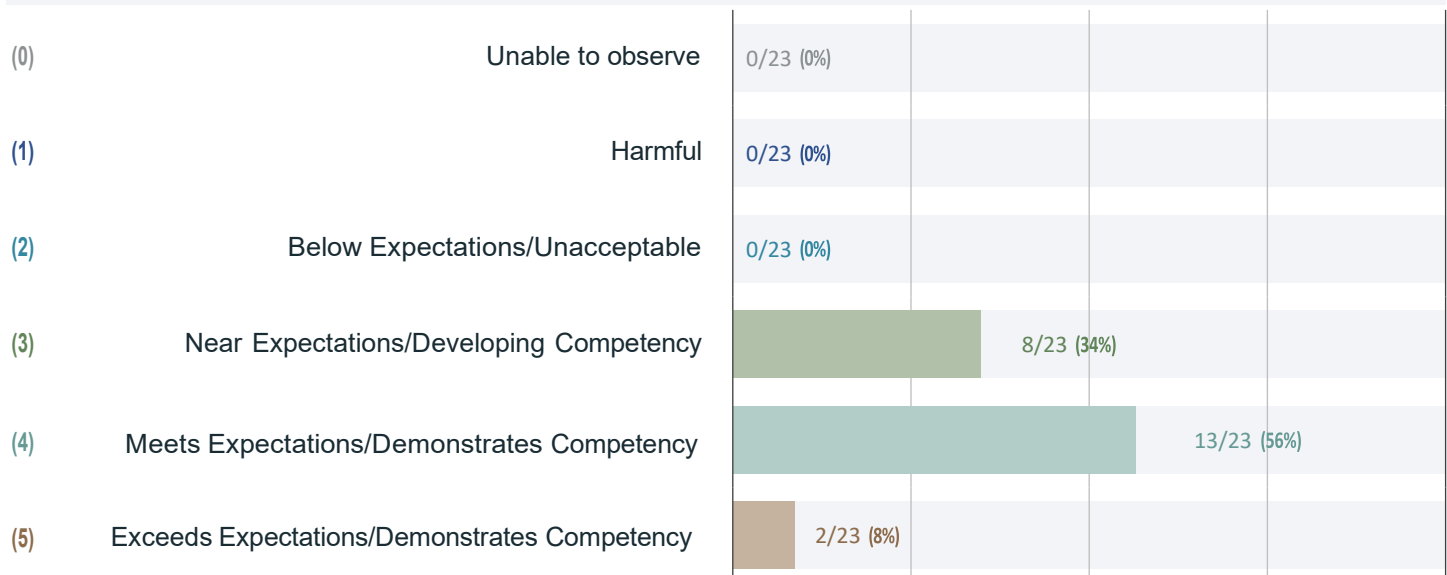
Reflecting, paraphrasing: Basic reflection of content-paraphrasing (with couples and families, paraphrasing the different clients' multiple perspectives)

(6)	Unable to observe	0/23 (0%)			
(7)	Harmful	0/23 (0%)			
(8)	Below Expectations/Unacceptable	0/23 (0%)			
(9)	Near Expectations/Developing Competency		5/23 (21%)		
(10)	Meets Expectations/Demonstrates Competency			17/23 (73%)	
(11)	Exceeds Expectations/Demonstrates Competency	1/23 (4%)			

Reflection, reflection of Feelings: reflection of feelings (with couples and families, reflection each clients' feelings)



Reflecting, summarizing: summarizing content, feelings, behaviors, and future plans (with couples and families, summarizing relational patterns of interaction)



Advanced reflection (meaning): advanced reflection of meaning including values and core beliefs (taking counseling to a deeper level)

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency		11/23 (47%)		
(4)	Meets Expectations/Demonstrates Competency		12/23 (52%)		
(5)	Exceeds Expectations/Demonstrates Competency	0/23 (0%)			

Confrontation: counselor challenges clients to recognize and evaluate inconsistencies

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency		11/23 (47%)		
(4)	Meets Expectations/Demonstrates Competency		11/23 (47%)		
(5)	Exceeds Expectations/Demonstrates Competency	1/23 (4%)			

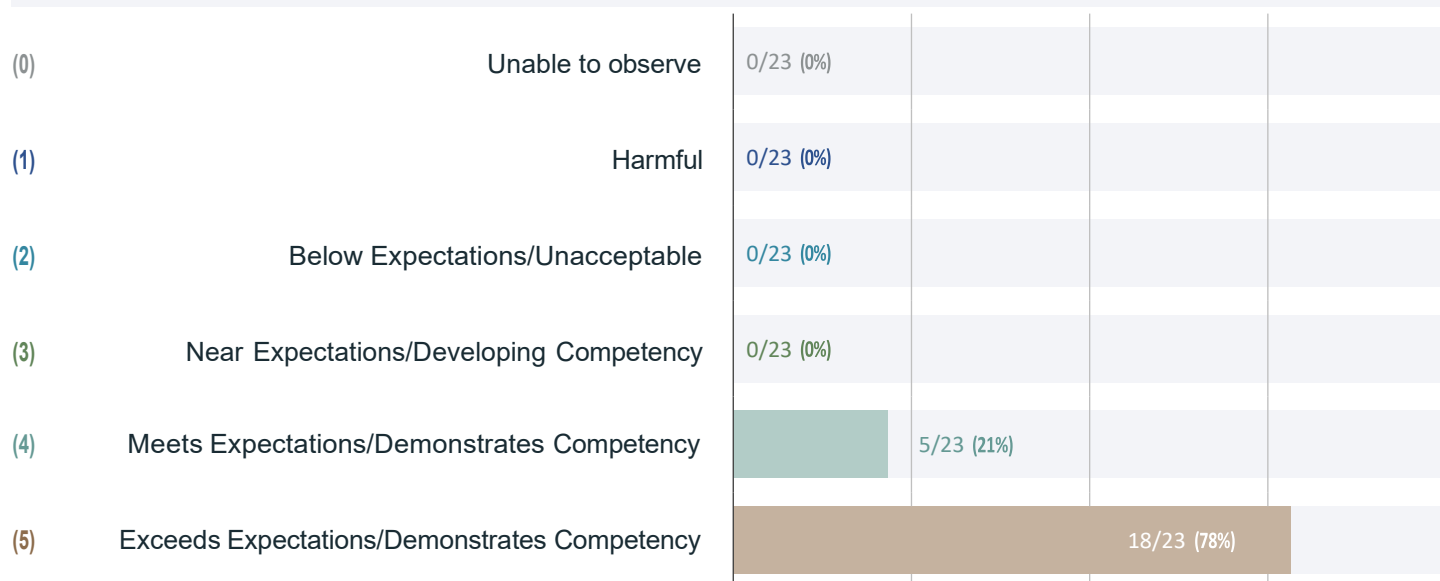
Goal setting: counselor collaborates with clients to establish realistic, appropriate, and attainable therapeutic goals (with couples and families, supports clients in establishing common treatment goals)

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency	13/23 (56%)			
(4)	Meets Expectations/Demonstrates Competency	9/23 (39%)			
(5)	Exceeds Expectations/Demonstrates Competency	1/23 (4%)			

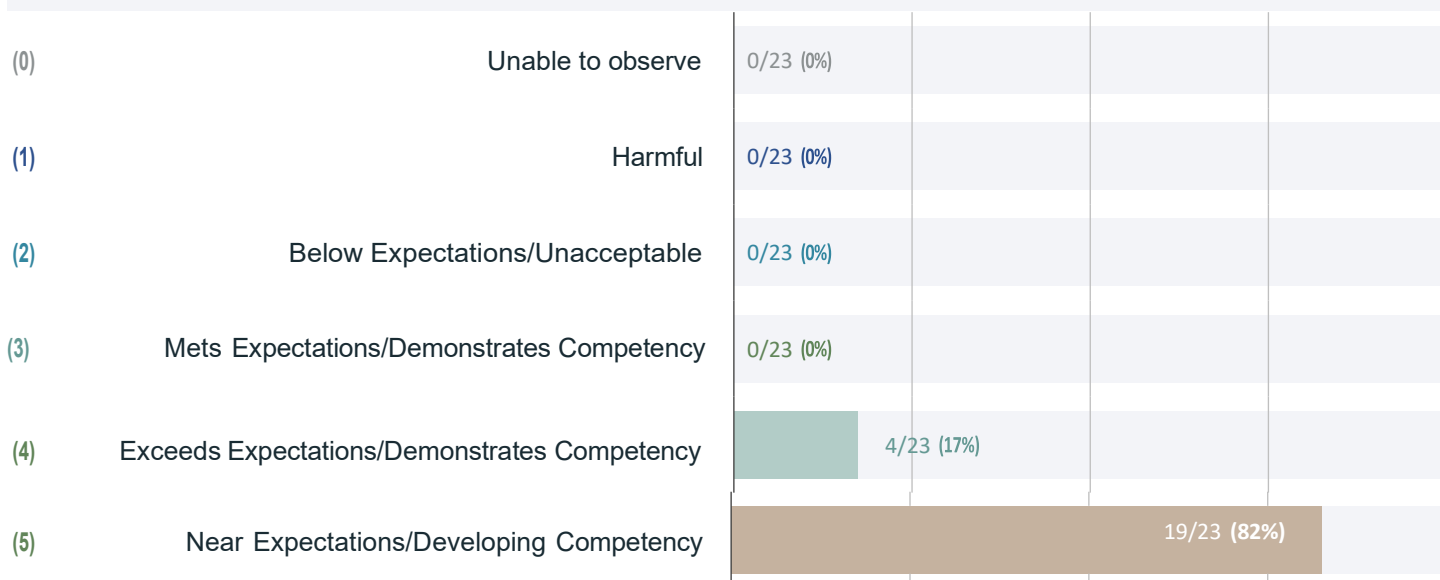
Focus of counseling: counselor focuses (or refocuses) clients on their therapeutic goals (i.e. purposeful counseling)

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency	8/23 (34%)			
(4)	Meets Expectations/Demonstrates Competency	13/23 (56%)			
(5)	Exceeds Expectations/Demonstrates Competency	2/23 (8%)			

Facilitate therapeutic environment, empathy and caring: express accurate empathy and case. Counselor is "present" and open to clients (includes immediacy and concreteness)



Facilitate therapeutic environment, respect and compassion: counselor expresses appropriate respect and compassion for clients



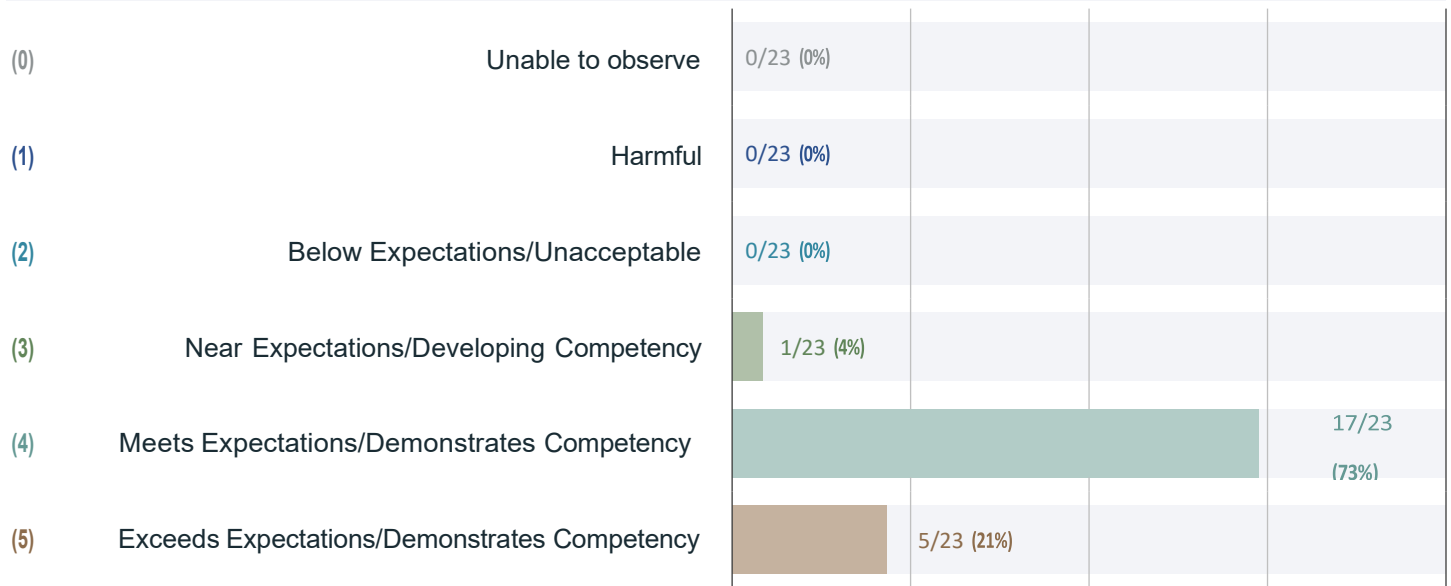
Professional ethics: adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, and NBCC, including practices within competencies

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency	0/23 (0%)			
(4)	Meets Expectations/Demonstrates Competency		12/23 (52%)		
(5)	Exceeds Expectations/Demonstrates Competency		11/23 (47%)		

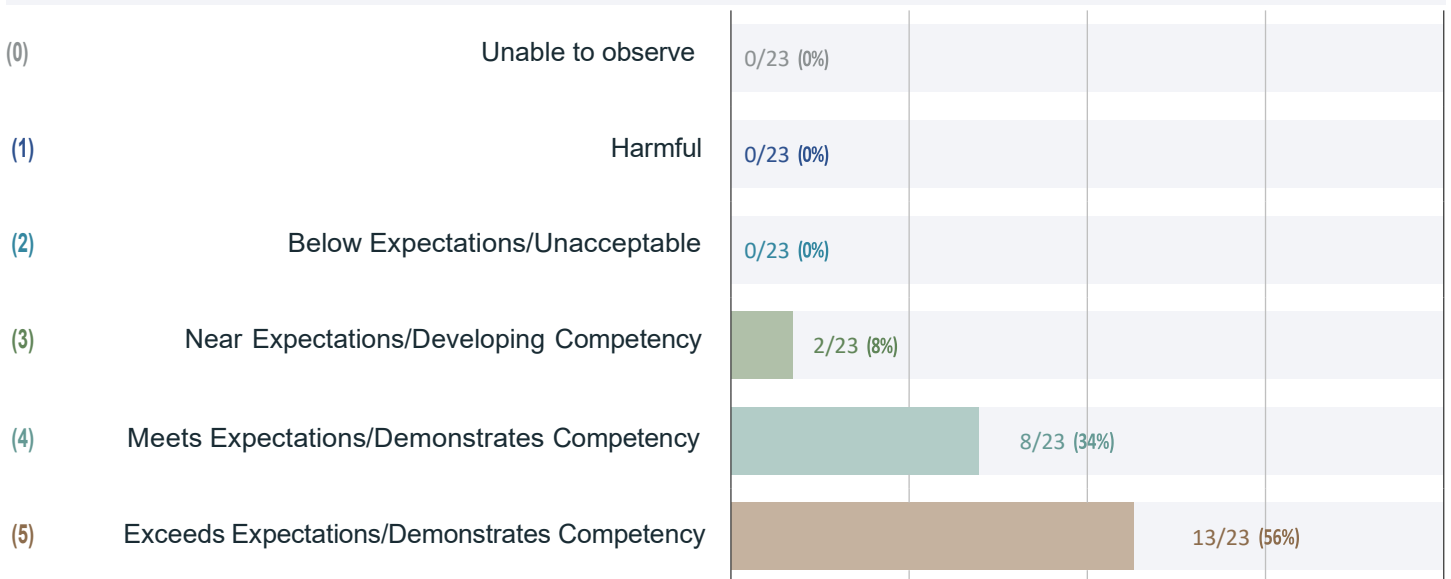
Professional behavior: behaves in a professional manner towards supervisors, peers, and clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency	0/23 (0%)			
(4)	Meets Expectations/Demonstrates Competency		9/23 (39%)		
(5)	Exceeds Expectations/Demonstrates Competency		14/23 (60%)		

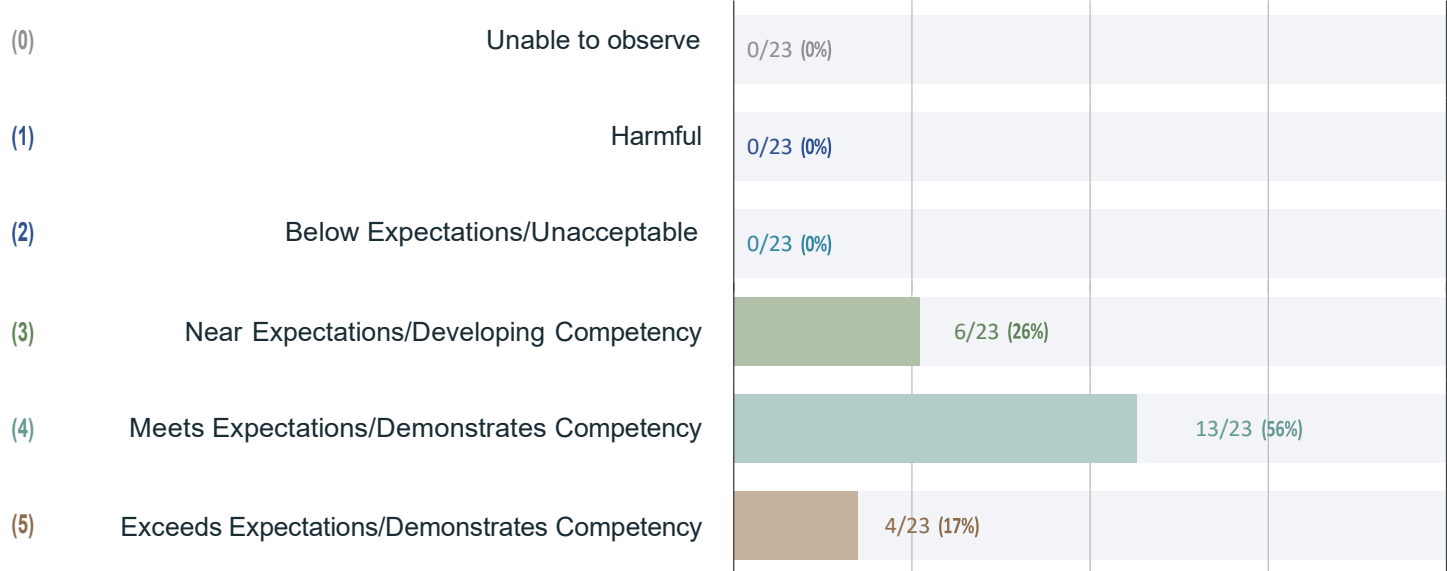
Professional and personal boundaries: maintains appropriate boundaries with supervisors, peers, and clients



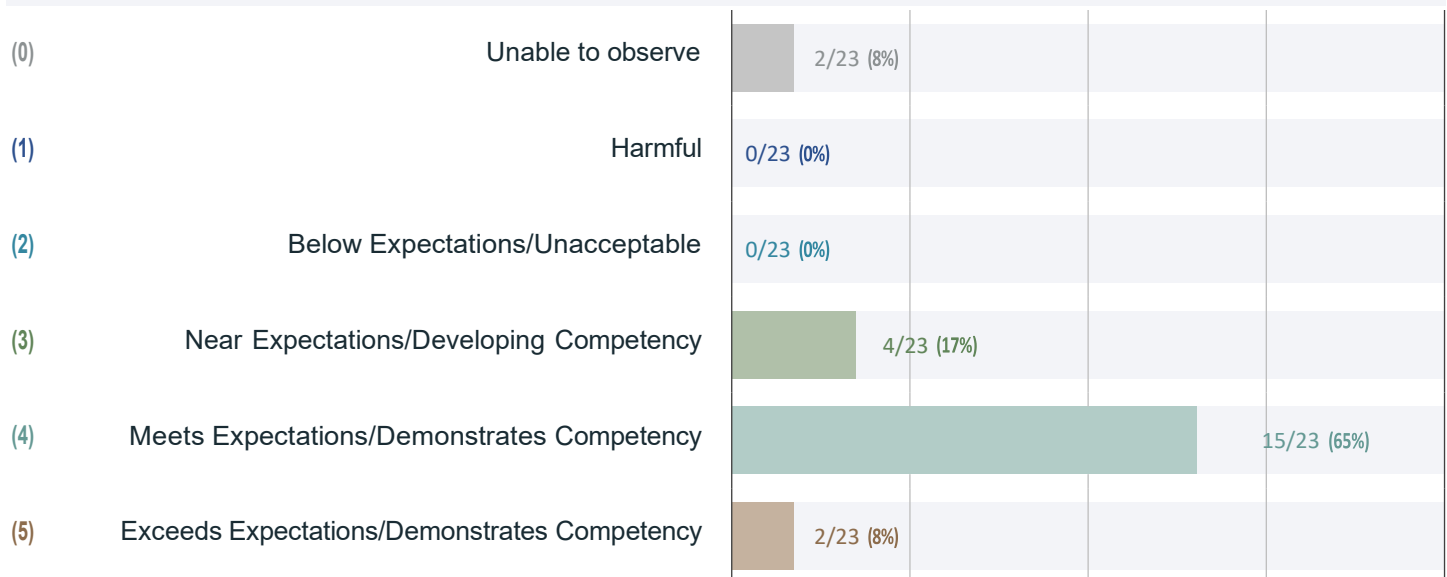
Knowledge and adherence to site and course policies: demonstrates an understanding and appreciation for all counseling site and course policies and procedures



Record keeping and task completion: completes all record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)



Multicultural competence in counseling relationship: demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship



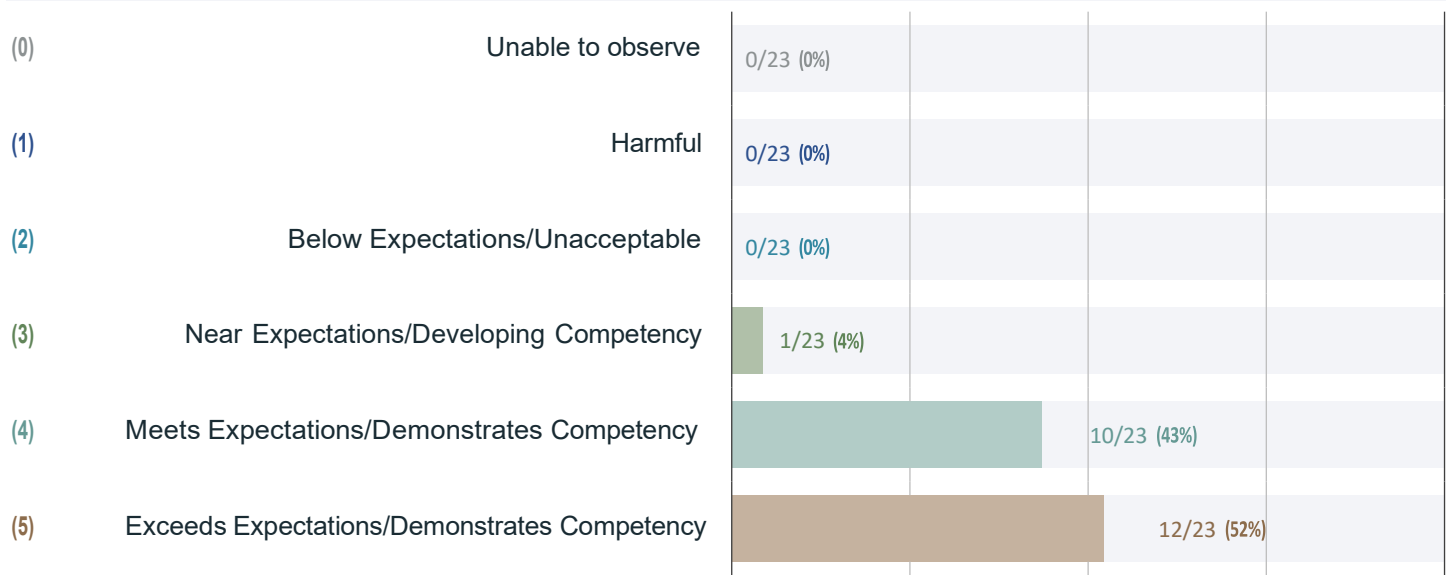
Emotional stability and self-control: demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with clients

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency	2/23 (8%)			
(4)	Meets Expectations/Demonstrates Competency	16/23 (69%)			
(5)	Exceeds Expectations/Demonstrates Competency	5/23 (21%)			

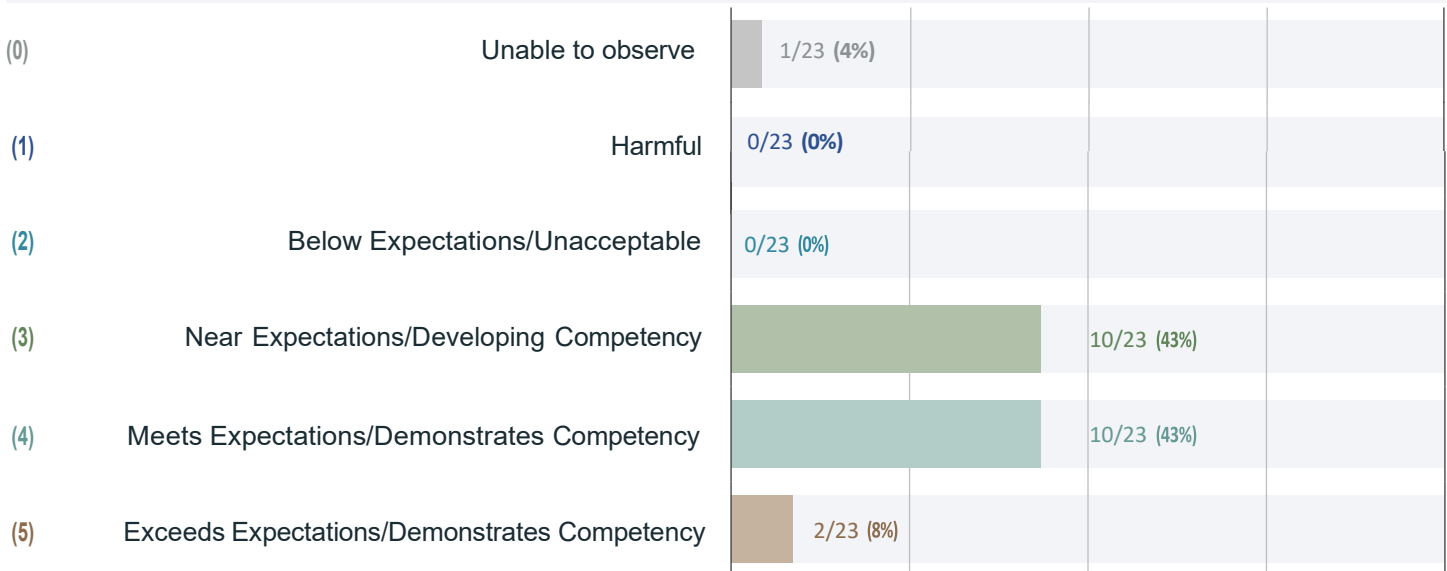
Motivated to learn and grow/initiative: demonstrates engagement in learning and development of his/her counseling competencies

(0)	Unable to observe	0/23 (0%)			
(1)	Harmful	0/23 (0%)			
(2)	Below Expectations/Unacceptable	0/23 (0%)			
(3)	Near Expectations/Developing Competency	0/23 (0%)			
(4)	Meets Expectations/Demonstrates Competency	7/23 (30%)			
(5)	Exceeds Expectations/Demonstrates Competency	16/23 (69%)			

Openness to feedback: responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback



Flexibility and adaptability: demonstrates ability to adapt to changing circumstance, unexpected events, and new situations



Congruence and genuineness: demonstrates ability to be present and "be true to oneself"				
(0)	Unable to observe	0/23 (0%)		
(1)	Harmful	0/23 (0%)		
(2)	Below Expectations/Unacceptable	0/23 (0%)		
(3)	Near Expectations/Developing Competency	0/23 (0%)		
(4)	Meets Expectations/Demonstrates Competency			17/23 (73%)
(5)	Exceeds Expectations/Demonstrates Competency	5/23 (21%)		

I. Executive Summary

The CCS-R results indicate that the majority of students are demonstrating strong foundational counseling competencies, with 0% scoring in “Harmful,” “Below Expectations,” or “Unable to Observe” categories. Most students are meeting or exceeding expectations across interpersonal, ethical, and professional domains. However, a small but notable proportion are still developing in core counseling skills such as reflection of feelings, goal setting, and confrontation. These areas indicate critical points for continued instructional focus.

II. Overall Competency Distribution

Rating Category | Count | Percentage

Exceeds Expectations (5) | Various | High across multiple items (up to 82%)

Meets Expectations (4) | Various | Moderate to High across items

Near Expectations / Developing (3) | Present in most skill areas | Typically 20–56%

Below Expectations / Harmful / Unobserved (0–2) | 0 students (except 1–2 unobserved items) | 0%

III. Detailed Competency Highlights

A. Areas of Strength

Empathy & Therapeutic Presence | 78%

Respect & Compassion | 82%

Ethics & Adherence to Standards | 47%

Professional Behavior | 60%

Boundaries & Emotional Stability | 73%

Motivation to Learn & Grow | 69%

Congruence & Genuineness | 73%

Openness to Feedback | 52%

B. Areas for Development

Reflection of Feelings | 52%

Goal Setting | 56%

Confrontation Skills | 47%

Advanced Reflection of Meaning | 47%

Flexibility & Adaptability | 43%

Focus of Counseling Sessions | 34%

Record Keeping & Task Completion | 26%

IV. Summary of Instructional Implications

The full faculty team met and discussed the findings and their supervision experience in both practicums and internships. There was a census that students, when roleplaying in CNSL 6316 Applied Techniques and CNSL 6395 Prepracticum, were proficient in reflection of feeling and personalized goal setting. However, when reviewing sessions during the first half of the semester. A portion of students had reverted to focusing on content only, without goal setting. Faculty concluded that this could be attributed to anxiety, because when they received feedback at the midterm CCS, they were quickly able to recover to more consistent empathic reflection, and personalized goal setting. The faculty recommended providing a reminder to students at the orientation for the Community Life Center (training clinic) and practicum orientation, regarding the importance of focusing on empathic feeling tracking reflection and personalized goal setting. Interactive activities were also incorporated in the CNSL 6355 Advanced Psychopathology and Treatment planning focusing on personalization, case conceptualization, and note taking. The faculty feel that this adjustment will also improve performance in Advanced Reflection of Meaning, Flexibility and Adaptability, and Focus of Counseling Sessions.

Candidacy Review

Candidacy Scores

Track:

Marriage Family and Child

Counseling, Clinical Mental Health Counseling

Rubric:

Candidacy Evaluation UMHB-1022

Dates:

8/1/23-5/31/24

Total Students Being Assessed: 35

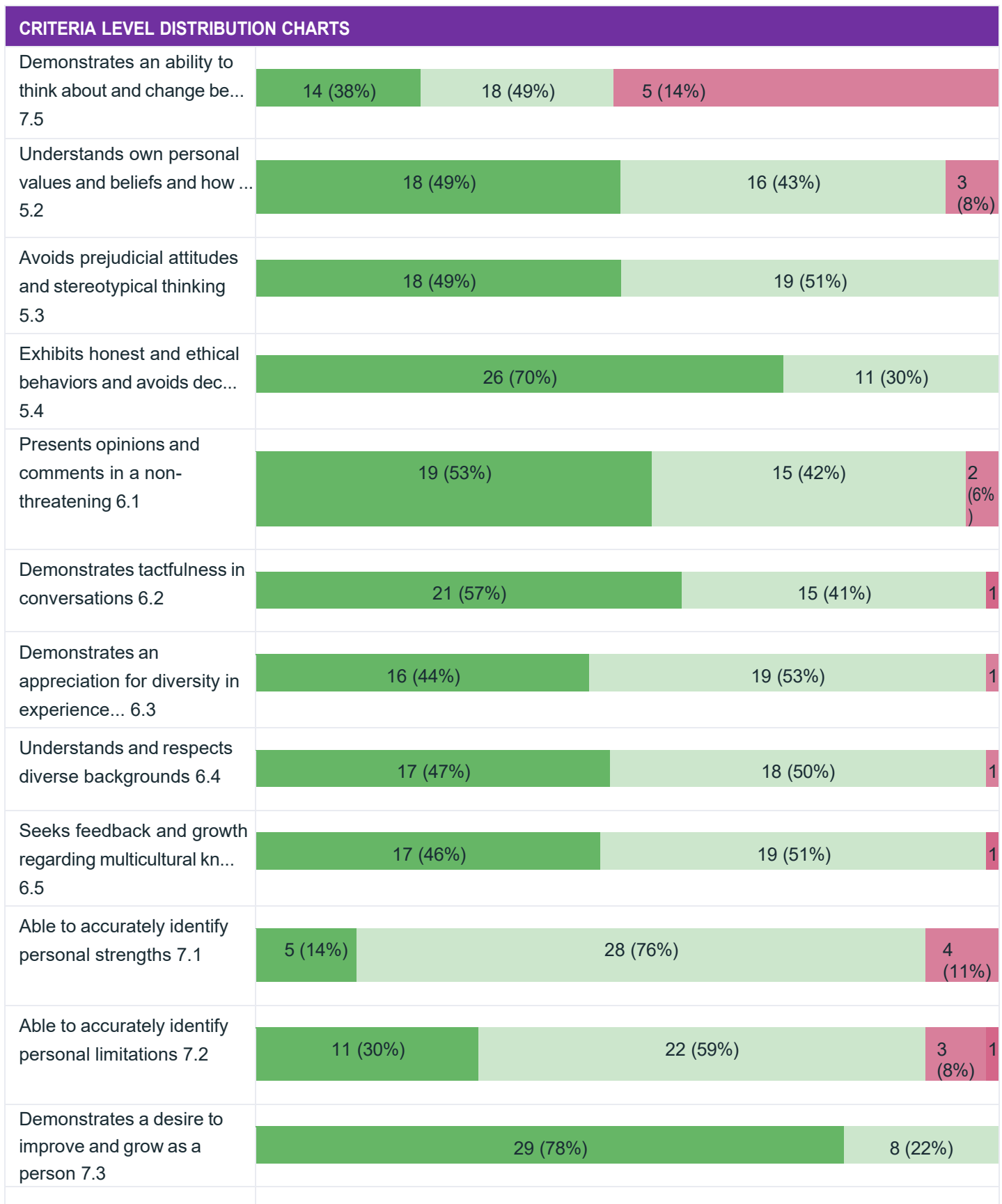
CRITERIA LEVEL COUNTS

Criteria	Excellent	5	Good	4	Fair	3	Insufficient	2	Poor	1	Mean	Mode	Stdev
Demonstrates an ability To think about and change Behaviors 7.5		14		18		5		0		0	4.24	4	0.67
Understands own personal values and beliefs and how ... 5.2		18		16		3		0		0	4.41	5	0.63
Avoids prejudicial attitudes and stereotypical thinking 5.3		18		19		0		0		0	4.49	4	0.50
Exhibits honest and ethical behaviors and avoids deception 5.4		26		11		0		0		0	4.70	5	0.46
Presents opinions and comments in a non-threatening 6.1		19		15		2		0		0	4.47	5	0.60
Demonstrates tactfulness in conversations 6.2		21		15		0		1		0	4.51	5	0.64
Demonstrates an Appreciation for diversity in experiences 6.3		16		19		1		0		0	4.42	4	0.55
Understands and respects diverse backgrounds 6.4		17		18		1		0		0	4.44	4	0.55
Seeks feedback and growth regarding multicultural knowledge 6.5		17		19		0		1		0	4.41	4	0.63
Able to accurately identify personal strengths 7.1		5		28		4		0		0	4.03	4	0.49
Able to accurately identify personal limitations 7.2		11		22		3		1		0	4.16	4	0.68
Demonstrates a desire to improve and grow as a person 7.3		29		8		0		0		0	4.78	5	0.41
Demonstrates a desire to improve and grow as a counselor 7.4		24		12		1		0		0	4.62	5	0.54

CRITERIA LEVEL COUNTS								
Demonstrates honesty, fairness, and respect for others 5.1	26	9	2	0	0	4.65	5	0.58
Addresses personal issues that may affect profession... 7.6	14	20	2	0	0	4.33	4	0.58
Demonstrates desire for wellness and balance in life... 7.7	22	15	0	0	0	4.59	5	0.49
Demonstrates adequate primary counseling skills 8.1	13	22	2	0	0	4.30	4	0.56
Demonstrates sincere interest in the welfare of others 8.2	18	18	1	0	0	4.46	4	0.55
Empathizes and communicates an understanding of the ... 8.3	14	20	3	0	0	4.30	4	0.61
Communicates hope and expresses belief in the client... 8.4	16	19	2	0	0	4.38	4	0.59
Adequately comprehends abstract meaning within the s... 8.5	14	20	3	0	0	4.30	4	0.61
Therapeutically applies theoretical constructs to ge... 8.6	6	8	1	0	0	4.33	4	0.60
Ability to assess and address crisis and suicide 8.7	4	32	1	0	0	4.08	4	0.36
Ability to provide group counseling 8.8	5	30	2	0	0	4.08	4	0.43
Understanding and administering assessment 8.9	2	12	1	0	0	4.07	4	0.44
Interacts with others in a positive, professional ma... 3.2	28	8	1	0	0	4.73	5	0.50
Effective communication - Writing 1.2	12	21	4	0	0	4.22	4	0.62
Effective use of specific and concrete communication 1.3	17	17	3	0	0	4.38	4	0.63

Demonstrates congruency between verbal and non-verba... 1.4	16	20	1	0	0	4.41	4	0.54
Is able to hear and accurately identify both non-ver... 1.5	16	17	3	1	0	4.30	4	0.73
Demonstrates positive work attitude and enthusiasm 2.1	21	11	5	0	0	4.43	5	0.72
Desires to learn material beyond class expectation 2.2	15	18	4	0	0	4.30	4	0.65
Work reflects quality effort 2.3	17	17	3	0	0	4.38	4	0.63
Understands personal & professional strengths and li...2.4	14	17	5	0	0	4.25	4	0.68
Behaves in accordance with professional ethical stan... 2.5	26	10	0	0	0	4.72	5	0.45
Understands professional counseling organizations an...2.6	17	12	7	1	0	4.22	5	0.84
Demonstrates ability to work as an effective team me... 3.1	20	15	2	0	0	4.49	5	0.60
Effective communication - Speaking 1.1	14	20	3	0	0	4.30	4	0.61
Demonstrates active involvement in teamwork 3.3	20	15	1	1	0	4.46	5	0.68
Demonstrates appropriate personal and professional b... 3.4	10	24	2	1	0	4.16	4	0.64
Is able to tolerate stress and frustration with comp... 3.5	11	21	5	0	0	4.16	4	0.64
Interacts with others in an appropriately assertive ... 3.6	10	27	0	0	0	4.27	4	0.44
Takes ownership of successes 4.1	6	31	0	0	0	4.16	4	0.37

Takes ownership of failures 4.2	9	25	2	1	0	4.14	4	0.62
Demonstrates an internal locus of control 4.3	12	22	2	1	0	4.22	4	0.66
Accepts feedback from others in a non-defensive manner 4.4	20	12	5	0	0	4.41	5	0.72
Practices self-discipline 4.5	17	19	1	0	0	4.43	4	0.55
Effectively manages personal assets 4.6	14	20	2	1	0	4.27	4	0.68
Understanding of career development and factors that... 4.7	10	19	7	1	0	4.03	4	0.75



Demonstrates a desire to improve and grow as a counselor 7.4	24 (65%)	12 (32%)	1
Demonstrates honesty, fairness, and respect for others 5.1	26 (70%)	9 (24%)	2 (5%)
Addresses personal issues that may affect profession... 7.6	14 (39%)	20 (56%)	2 (6%)
Demonstrates desire for wellness and balance in life... 7.7	22 (59%)	15 (41%)	
Demonstrates adequate primary counseling skills 8.1	13 (35%)	22 (59%)	2 (5%)
Demonstrates sincere interest in the welfare of others 8.2	18 (49%)	18 (49%)	1
Empathizes and communicates an understanding of the ... 8.3	14 (38%)	20 (54%)	3 (8%)
Communicates hope and expresses belief in the client... 8.4	16 (43%)	19 (51%)	2 (5%)
Adequately comprehends abstract meaning within the s... 8.5	14 (38%)	20 (54%)	3 (8%)
Therapeutically applies theoretical constructs to ge... 8.6	6 (40%)	8 (53%)	1 (7%)
Ability to assess and address crisis and suicide 8.7	4 (11%)	32 (86%)	1

Ability to provide group counseling 8.8	5 (14%)	30 (81%)	2 (5%)
Understanding and administering assessment 8.9	2 (13%)	12 (80%)	1 (7%)
Interacts with others in a positive, professional manner 3.2	28 (76%)	8 (22%)	1
Effective communication - Writing 1.2	12 (32%)	21 (57%)	4 (11%)
Effective use of specific and concrete communication 1.3	17 (46%)	17 (46%)	3 (8%)
Demonstrates congruency between verbal and non-verbal 1.4	16 (43%)	20 (54%)	1
Is able to hear and accurately identify both non-verbal and verbal cues 1.5	16 (43%)	17 (46%)	3 (8%) 1
Demonstrates positive work attitude and enthusiasm 2.1	21 (57%)	11 (30%)	5 (14%)
Desires to learn material beyond class expectation 2.2	15 (41%)	18 (49%)	4 (11%)
Work reflects quality effort 2.3	17 (46%)	17 (46%)	3 (8%)
Understands personal & professional strengths and limitations 2.4	14 (39%)	17 (47%)	5 (14%)
Behaves in accordance with professional ethical standards 2.5	26 (72%)	10 (28%)	

Demonstrates ability to work as an effective team member 3.1	20 (54%)	15 (41%)	2 (5%)	
Effective communication - Speaking 1.1	14 (38%)	20 (54%)	3 (8%)	
Demonstrates active involvement in teamwork 3.3	20 (54%)	15 (41%)	1 (1%)	
Demonstrates appropriate personal and professional boundaries 3.4	10 (27%)	24 (65%)	2 (5%)	1 (1%)
Is able to tolerate stress and frustration with competence 3.5	11 (30%)	21 (57%)	5 (14%)	
Interacts with others in an appropriately assertive manner 3.6	10 (27%)	27 (73%)		
Takes ownership of successes 4.1	6 (16%)	31 (84%)		
Takes ownership of failures 4.2	9 (24%)	25 (68%)	2 (5%)	1 (1%)
Demonstrates an internal locus of control 4.3	12 (32%)	22 (59%)	2 (5%)	1 (1%)
Accepts feedback from others in a non-defensive manner 4.4	20 (54%)	12 (32%)	5 (14%)	
Practices self-discipline 4.5	17 (46%)	19 (51%)		1 (1%)
Effectively manages personal assets 4.6	14 (38%)	20 (54%)	2 (5%)	1 (1%)
Understanding of career development and factors that influence it 4.7	10 (27%)	19 (51%)	7 (19%)	1 (1%)

Summary and Recommendations: Master of Arts in Counseling Program – Candidacy Analysis (N=35)

The full faculty met and decided to conduct a comprehensive candidacy evaluation of 35 counseling students. This assessment analyzed development across professional dispositions, multicultural competence, interpersonal communication, and foundational counseling skills using a multi-criteria rubric. Student performance was measured on a 1–5 scale, with most criteria averaging above 4.0, indicating satisfactory to strong development overall.

Key Strengths

- **Professional Ethics & Integrity:**
 - *Behaves ethically* (Mean = 4.72; Mode = 5; Stdev = 0.45)
 - *Honesty, fairness, and respect* (Mean = 4.65)
 - *Avoids prejudice and stereotyping* (Mean = 4.49)
- **Personal Growth Orientation:**
 - *Desire to grow as a counselor* (Mean = 4.62)
 - *Demonstrates self-awareness* (e.g., identifies strengths and limitations, Mean ≈ 4.2–4.4)
- **Interpersonal Communication:**
 - *Non-defensive feedback reception* (Mean = 4.27)
 - *Respectful, tactful conversation* (Means ≈ 4.4–4.5)
 - *Communicates hope and empathy* (Means ≈ 4.3–4.4)
- **Diversity & Multicultural Awareness:**
 - *Appreciation for diversity and respect for backgrounds* (Means ≈ 4.4–4.5)
- **Counseling Foundations:**
 - *Primary counseling skills* (Mean = 4.30)
 - *Theoretical application and abstract thinking* (Means ≈ 4.30–4.33)
 - *Assessment understanding* (Mean = 4.08)

Areas for Growth

- **Stress Tolerance & Assertiveness:**
 - *Tolerating stress with composure* (Mean = 4.16; Stdev = 0.62)
 - *Assertiveness* (Mean = 4.14; Mode = 4)
- **Ownership & Locus of Control:**
 - *Ownership of failures* (Mean = 4.16)
 - *Internal locus of control* (Mean = 4.22)
 - *Career development understanding* (Mean = 4.03; Mode = 4; Stdev = 0.75)
- **Teamwork & Leadership:**
 - *Effective teamwork* (Mean = 4.30; 20% scoring 3 or below)
 - *Understanding counseling organizations* (Mean = 4.22; Mode = 5 but with higher spread)
- **Practical Counseling Applications:**
 - *Crisis and suicide assessment* (Mean = 4.08; slightly lower performance and variance)
 - *Group counseling* (Mean = 4.08)

Faculty Decisions and Action Steps

The faculty is developing stress tolerance training that will be provided to first year students, along with mentoring relationships with the peer cohort who is year ahead. These mentoring groups will also be able to provide knowledge regarding potential employment and internship sites. Faculty will continue to monitor Students with Below-Threshold Scores: Students scoring '3' (minimally competent) or lower on key indicators and provide individualized remediation plans and early advisement from faculty.

Surveys

Surveys are distributed in an alternating pattern every three years. This year the program distributed the Employer Survey

2024 Employer Survey Results

The 2024 Employer Survey aimed to gather feedback from organizations that have employed graduates of the Professional Counseling Program at the University of Mary Hardin-Baylor (UMHB). The survey assessed employment trends, graduate performance on counseling skills and professional behaviors, and areas for improvement. The responses provide valuable insights into the strengths and developmental needs of UMHB counseling graduates.

Graduate Employment Trends

Survey results indicate that most employers have hired UMHB counseling graduates. Specifically, 10 respondents reported employing 1-3 graduates, while 5 respondents stated they have hired 7 or more graduates.

In terms of experience with UMHB graduates, 6 employers indicated having less than three years of experience employing them, while 4 employers reported between three to six years, and another 4 reported over six years. This distribution highlights that many organizations have an ongoing relationship with UMHB's counseling program.

Performance on Counseling Skills

Employers rated UMHB graduates on various counseling skills. The majority of respondents assessed graduates as performing at or above the expected level for master's-level practitioners. The strongest areas, with the highest "above average" ratings, included building therapeutic relationships (7 out of 9 responses), confrontation (4 out of 9 responses), and case conceptualization (4 out of 9 responses).

Most graduates were rated as "average" in reflecting content, reflecting feelings, assessment, and termination skills. One area requiring improvement was assessment, where one respondent rated it "below average."

Performance on Professional Behaviors

The survey also evaluated graduates on key professional behaviors. The strongest areas, with the highest "above average" ratings, were seeking supervision and consultation (6 out of 9), receptivity to feedback (5 out of 9), and punctuality (5 out of 9).

Areas where most graduates were rated as "average" included ethical practice, application of theory to practice, and written communication. One respondent noted below-average performance in receptivity to feedback, suggesting an area for further development.

Additional Employer Feedback

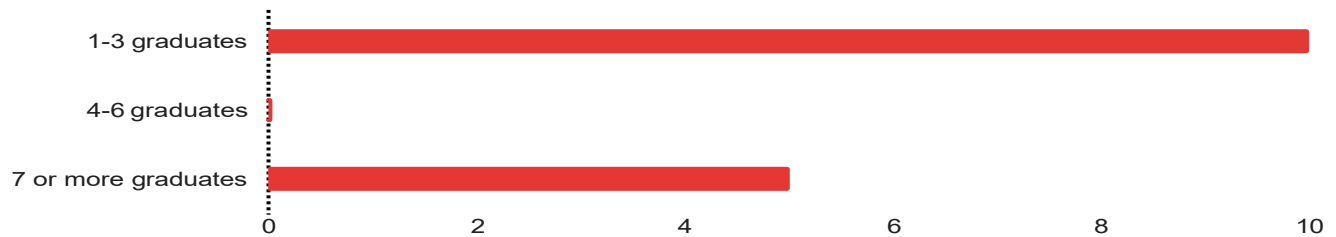
There was high praise for UMHB's graduates, with one respondent remarking, "The best training, the best – couldn't get better than that!" Others described the majority of hires as "exceptional."

Employers provided additional qualitative feedback on areas for improvement. Several emphasized the need for greater flexibility in client scheduling during internships. One employer highlighted that some students struggled to apply Cognitive Behavioral Therapy (CBT) concepts, possibly due to nerves or academic overload. One employer suggested increased focus on cultural diversity and crisis training.

Conclusion and Recommendations

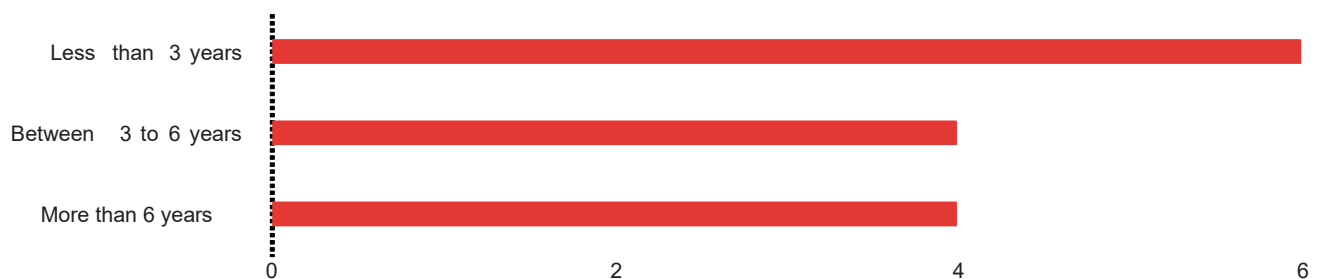
Overall, the survey results indicate that UMHB counseling graduates are well-prepared and competent in their field. Strengths include building therapeutic relationships, confrontation, case conceptualization, and seeking supervision. However, areas for further enhancement include flexibility in scheduling, competency in CBT, cultural awareness, and crisis training.

Q1 - How many graduates from the Professional Counseling Program at University of Mary Hardin-Baylor (UMHB) have been employed at your organization or agency?



Field	Choice Count
1-3 graduates	10
4-6 graduates	0
7 or more graduates	5
Total	15

Q2 - How many years of experience do you have employing graduates from the Professional Counseling Program at UMHB?

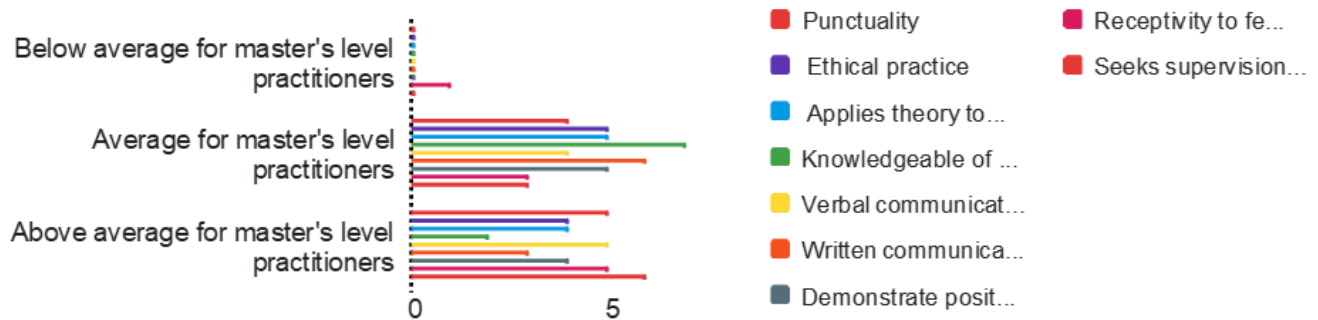


Field	Choice Count
Less than 3 years	6
Between 3 to 6 years	4
More than 6 years	4
Total	14

Q3 - Below is a list of counseling skills. Based on your experience with UMHB graduates, please rate their performance on the following skills.

Field	<div> <div> Below average for master's level practitioners Average for master's level practitioners Above average for master's level practitioners </div> <div> <div>Building therapeutic relationship</div> <div>Non-verbal skills</div> <div>Encourager</div> <div>Open and closed questions</div> <div>Reflecting content</div> <div>Reflecting feeling</div> <div>Reflecting deeper meaning</div> <div>Confrontation</div> <div>Goal setting</div> <div>Assessment</div> <div>Treatment planning</div> <div>Diagnosis</div> <div>Case conceptualization</div> <div>Documentation</div> <div>Termination</div> </div> </div>			Total
	Below average for master's level practitioners	Average for master's level practitioners	Above average for master's level practitioners	
Building therapeutic relationship	0	2	7	9
Non-verbal skills	0	5	4	9
Encourager	0	5	4	9
Open and closed questions	0	3	6	9
Reflecting content	0	7	2	9
Reflecting feeling	0	7	2	9
Reflecting deeper meaning	0	7	2	9
Confrontation	1	4	4	9
Goal setting	0	6	3	9
Assessment	1	8	0	9
Treatment planning	0	6	3	9
Diagnosis	0	7	2	9
Case conceptualization	0	5	4	9
Documentation	0	6	3	9
Termination	0	7	236	9

Q4 - Below is a list of behaviors. Based on your experience with UMHB graduates, please rate their performance on the following behaviors.



Field	Below average for master's level practitioners	Average for master's level practitioners	Above Average for master's level practitioners	Total
Punctuality	0	4	5	9
Ethical Practice	0	5	4	9
Applies theory to practice	0	5	4	9
Knowledgeable of professional literature	0	7	2	9
Verbal communication with peers and supervisor	0	4	5	9
Written communication with peers and supervisor	0	6	3	9
Demonstrate positive collegiality	0	5	4	9
Receptivity to feedback	1	3	5	9
Seeks supervision and/or consultation	0	3	6	9

Q5 - We appreciate any additional feedback you can provide for us:

"We have had several great students from your program. One area of improvement is encouraging them to be flexible with their availability to see clients. This would make it easier for them to have more clients at the beginning of their internship."

"During the last round of internship interviews many students were unfamiliar w/CBT. So, when they were asked to conceptualize a scenario using CBT they were at a loss. This may have been a combination of nerves and normative brain overload for end of semester, but it is of note."

"Hey, the best training the best - couldn't get better than that!!"

"Majority of those hired previous are exceptional. Areas that the university could focus on are cultural and diversity issues as well as increasing training in risk or crisis."

Key Performance Indicators

2023-24 KPI Report

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	90% of students will earn a score of 90% or higher on the final exam	Fall 2023 (20): 90 n=18	Fall 2023 (8): 100% n=8	Fall 2023 (27): 96.43% n=27	No modification needed
2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNSL 6308 Professional Orientation & Ethics	Case Study Final	90% of students will earn a score of 90% or higher on the final exam	Fall 2023 (20): 90 n=18	Fall 2023 (8): 87% n=7	Fall 2023 (28): 89.28% n=25	Based on scores and written feedback in class evaluations 4 additional in-class case studies are being added to improve competency in application of ethics
2.F.1.i. ethical standards of professional counseling organizations and	CNSL 6370 Issues in Clinical Mental Health Counseling	Case Scenarios	In the Spring of 2024, 100% (n = 9) of students earned a score of 80 points or higher.	Spring 2024 (9): 100	Spring 2024 (0):	Spring 2024 (9):100	No modifications needed

credentialing bodies, and applications of ethical and legal considerations in professional counseling.							
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.	100% of students completed the form	100% of students completed the form	100% (N=29) of students in CNSL 6312 completed the Group Leader Self-reflection Form.	No modifications needed
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice	CNSL 6394 Pre Practicum	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.	Fall 2023 (16): 100	Fall 2023 (4): 100	Fall 2023(20):100	Instructor will meet with each student for an hour to review each clinical package including recording.
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice	CNSL 6394 Pre Practicum	Recorded Counseling session assignment with rubric	100% of the students complete weekly self-evaluation form after each practice counseling session	Fall 2023 (16): 100	Fall 2023 (4): 100	Fall 2023 (20):100	No modifications needed
2.f.2.c. multicultural counseling competencies	CNSL 6351 Diversity Issues	Cultural Presentations	In the Spring of 2024, 100% (n = 23) of students earned a score of 80 points or higher.	Spring 2024 (19): 100	Spring 2024 (4):	Spring 2024 (23):100	No modifications needed
2.f.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences	CNSL 6351 Diversity Issues	Cultural Presentations	In the Spring of 2024, 100% (n = 23) of students earned a score of 80 points or higher.	Spring 2024 (19): 100	Spring 2024 (4):	Spring 2024 (23):100	No modifications needed

on an individual's views of others							
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	85% of students will earn a score of 80 points or higher on Case Conceptualization through the Lens of Developmental Theory	Fall 2023 (18): 100	Fall 2023 (10): 100	Fall 2023 (18): 100	No modifications 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 2023, 100% (n = 22) of students completed two Mental Disorder Diagnose Article Reviews.	In the Fall of 2023, 100% (n = 10) of students completed two Mental Disorder Diagnose Article Reviews.	In the Fall of 2023, 100% (n = 32) of students completed two Mental Disorder Diagnose Article Reviews.	No modifications needed
2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	CNSL 6315 Abnormal Human Behavior	Diagnostic Vignette	80% of the students will earn a score of 80 points or higher on Diagnostic Vignette.	In the Fall of 2023, 100% (n = 22) of students earned at least 80 points or higher on Diagnostic Vignette.	In the Fall of 2023, 100% (n = 10) of students earned at least 80 points or higher on Diagnostic Vignette.	In the Fall of 2023, 100% (n = 32) of students earned at least 80 points or higher on Diagnostic Vignette.	No modifications needed

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 2023, 100% (n = 22) of student s complet ed two Mental Disorde r Diagnos e Article Review s.	In the Fall of 2023, 100% (n = 10) of student s comple ted two Mental Disord er Diagno se Article Review s.	In the Fall of 2023, 100% (n = 32) of students completed two Mental Disorder Diagnose Article Reviews.	No modificati ons needed
CAREER DEVELOPMENT							
2.f.4.b. approaches for conceptualizin g the interrelationsh ips 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	Spring 2024: 0	Spring 2024 (4): 100	Spring 2024 (4):100	No modificati ons needed
2.F.4.b. approaches for conceptualizin g the interrelationsh ips among and between work, mental well-being, relationships, and other life roles and factors	CNSL 6302 Career Developmen t & Information Sources	Socio-Cultural Career Artifact Presentation	80% of the students will score 80 points or higher on the Socio-Cultural Artifact Presentation	Spring 2024 (16): 100	Spring 2024 (4): 100	Spring 2024 (20):100	No modificati ons needed
2.F.4.e. strategies for assessing abilities, interests, values, personality, and other	CNSL 6302 Career Developmen t & Information Sources	Career Assessments/Refl ection Paper	80% of the students will score 80 points or higher on the Career Assessments/Refl ection Paper	Spring 2024 (16): 100	Spring 2024 (4): 100	Spring 2024 (20):100	No modificati ons needed

factors that contribute to career development							
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.	Fall 2023 (26): 100	Fall 2023 (3):	Fall 2023 (29):100	No modifications 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.	Fall 2023 (26): 100	Fall 2023 (3):	Fall 2023 (29):100	No modifications 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.	Fall 2023 (26): 100	Fall 2023 (3):	Fall 2023 (29):100	No modifications needed
2.F.5. I. suicide prevention models and strategies	CNSL 6394 Pre Practicum	Final Clinical Package-Rubric	80% of the students will earn a score of 80 points or higher on the Clinical Package rubric.	Spring 2024 (16): 100	Spring 2024 (4): 100	Spring 2024 (20):100	No modifications needed
2.F.5. I. suicide prevention models and strategies	CNSL 6394 Pre Practicum	Final Clinical Package-Rubric	80% of the students earned a score of 80 points or higher on the Clinical Package rubric.	Spring 2024 (16): 100	Spring 2024 (4): 100	Spring 2024 (20):100	No modifications 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.	Fall 2023 (11): 100	Fall 2023 (8): 100	Fall 2023 (19): 100	No modifications 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 2024, 90% (n = 20) students completed the form.	In the Spring of 2024, 89% (n = 8) students completed the form.	In the Fall of 2023, 90% (n = 26) students completed the form.	No modifications needed
2.f.6.h direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	CNSL 6312 Group Processes	Journal reflections	80% of the students will complete weekly journal reflections of the group process and dynamics.	In the Spring of 2024, 80% (n = 16) of students completed weekly group process and dynamic reflections.	In the Spring of 2024, 89% (n = 8) of students completed weekly group process and dynamic reflections.	In the Spring of 2024, 83% (N=24) of students in CNSL 6312 completed weekly group process and dynamics reflections.	No modifications needed
2.f.6.h direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	CNSL 6312 Group Processes	Group Feedback form by Faculty	80% of the students will earn a score of 80 points or higher on Group Feedback form by faculty.	In the Spring of 2024, 90% (n = 18) of students earned at least 80 points or higher on Group Feedback form by faculty.	In the Spring of 2024, 80% (n = 7) of students earned at least 80 points or higher on Group Feedback form by faculty.	In the Spring of 2024, 86% (n = 25) of students earned at least 80 points or higher on Group Feedback form by faculty.	No modifications needed
2.F.6.h direct experiences in which students participate as group	CNSL 6395 Practicum	CCS and Practicum Logs	80% of the students will participate as group members in small group activity, approved	Spring 2024 (11): 100	Spring 2024 (7): 100	Spring 2024 (18)	No modifications needed

members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term			by the program, for a minimum of 10 clock hours over the course of one academic term.				
ASSESSMENT AND TESTING							
2.F.7. h. reliability and validity in the use of assessments	CNSL 6326 Counseling assessment for individual and family	Validity & Reliability of Exam questions	80% of the students will score 90 or above on their Validity & Reliability Exam questions	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modifications needed
2.F.7. h. reliability and validity in the use of assessments	CNSL 6326 Counseling assessment for individual and family	Validity & Reliability of Exam questions	80% of the students will score 90 or above on their Validity & Reliability Exam questions	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modifications needed
2.F.7.h. reliability and validity in the use of assessments	CNSL 6345 Research Methods & Statistics	Validity & Reliability Worksheets	In the Summer 2024, 100% (n = 15) of students earned a score of 80 points or higher.	Summer 2024 (21): 100	Summer 2024 (6):	Summer 2024 (27):100	No Modification needed
RESEARCH AND PROGRAM EVALUATION							
2.F.8.h. statistical methods used in conducting research and program evaluation	CNSL 6326 Counseling assessment for individual and family	Validity & Reliability of Exam questions	80% of the students will score 90 or above on their Validity & Reliability Exam questions	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modifications needed
2.F.8.h. statistical methods used in conducting research and program evaluation	CNSL 6326 Counseling assessment for individual and family	Validity & Reliability of Exam questions	80% of the students will score 90 or above on their Validity & Reliability of Exam questions	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modifications needed
2.F.8. h. statistical methods used in conducting research and program evaluation	CNSL 6345 Research Methods & Statistics	Research Proposal	In the Summer of 2024, 100% (n = 27) of students earned a score of 80 points or higher.	Summer 2024 (24): 100	Summer 2024 (3):	Summer 2024 (27):100	No modifications 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.	Summe r 2024 (21): 100	Summ er 2024 (6): 100	Summer 2024 (27):100	No modificati ons 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 students will score 90 or above on their assessment presentation and treatment plan	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modificati ons needed

SECTION 5: CLINICAL MENTAL HEALTH COUNSELING FOUNDATIONS

5.C.1.c. principles, models, and documentatio n formats of biopsychosoci al case conceptualiza tion and treatment planning	CNSL 6394 Pre Practicum	Case Conceptualization Assignment- Rubric	80% of the students will earn a score of 80 points or higher on the case conceptualization	Spring 2024 (16): 100	Spring 2024 (4): 100	Spring 2024 (20):100	No modificati ons 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 2023, 100% (n = 22) of student s earned at least 80 points or higher on Diagnos tic Vignette .	In the Fall of 2023, 100% (n = 10) of student s earned at least 80 points or higher on Diagno stic Vignett e.	In the Fall of 2023, 100% (n = 32) of students earned at least 80 points or higher on Diagnostic Vignette.	No modificati ons needed

CONTEXTUAL DIMENSIONS

5.c.1.c. principles, models, and documentatio n formats of biopsychosoci al case conceptualiza tion and	CNSL 6355 Advanced Psychopatho logy 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 2023 (11): 100	Fall 2023 (0): 0	Fall 2023 (11): 100	No modificati ons needed
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treatment planning							
PRACTICE							
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment	CNSL 6326 Counseling assessment for individual and family	Final assessment report	80% of the students will score 90 or above on their final assessment report	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modifications 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 2023 (11): 100	Fall 2023 (0): 0	Fall 2023 (11): 100	No modifications needed
5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	CNSL 6316 Applied Techniques of Counseling	Final Clinical Package-Rubric	80% of students will earn a score of 80 points or higher on the Final Clinical Package	Spring 2024 (11): 100	Spring 2024 (19): 100	Spring 2024 (30): 100	No Modification on needed: based on feedback from faculty and students. A basic attending and listening skills for couples added to course.
5.C.3.b. techniques and interventions for prevention and treatment	CNSL 6394 Pre Practicum	Final Clinical Package-Rubric	80% of the students will earn a score of 80 points or higher on the final Clinical Package.	Spring 2024 (16): 100	Spring 2024 (4): 100	Spring 2024 (20):100	No modifications needed

of a broad range of mental health issues							
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 2023 (11): 90	Fall 2023 (0): 0	Fall 2023 (11): 90	No modifications needed
SECTION 5: MARRIAGE, COUPLE, AND FAMILY COUNSELING FOUNDATIONS							
5.F.1.b. theories and models of family systems and dynamics	CNSL 6318 Marriage and Family Theory	Exams	80% of the students earned a score of 80 points or higher on the exams	Spring 2024 (23): 100	Spring 2024 (7): 100	Spring 2024 (30):100	No modifications needed
5.F.1.c. theories and models of marriage, couples, 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	Spring 2024 (23): 100	Spring 2024 (7): 100	Spring 2024 (30):100	No modifications needed
5.F.1.e. principles and models of assessment and case conceptualization from a systems perspective	CNSL 6326 Counseling assessment for individual and family	Final assessment report	80% of the students will score 90 or above on their final assessment report	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modifications 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.	Fall 2024 (0)	Fall 2024 (8): 100	Fall 2024 (8): 100	No modification on needed
CONTEXTUAL DIMENSIONS							
5.F.2.c. family assessments, including	CNSL 6304 Couples Counseling	Interview Paper	80% of the students will earn a score of 80	Fall 2024 (0)	Fall 2024	Fall 2024 (8): 100	No modificati

diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments			points or higher on the Interview Paper.		(8): 100		on needed
5.F.2.c. family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	CNSL 6326 Counseling assessment for individual and family	Assessment inventories presentation, and Treatment Plan	80% of the students will score 90 or above on their assessment presentation and treatment plan	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modifications 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	CNSL 6304 Couples Counseling	Topic-Specific Quiz	80% of the students will earn a score of 80 points or higher on the given quiz.	Fall 2024 (0)	Fall 2024 (8): 100	Fall 2024 (8): 100	No modification on needed

of Diseases (ICD)							
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	Spring 2024 (0)	Spring 2024 (4): 100	Spring 2024 (4):100	No modifications needed
PRACTICE							
5.F.3. a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	CNSL 6326 Counseling assessment for individual and family	Mini-assessment report	80% of the student will score 90 or above on their mini-assessment report in the systems perspective	Spring 2024 (16): 100	Spring 2024 (7): 100	Spring 2024 (23):100	No modifications 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	Spring 2024 (0)	Spring 2024 (4): 100	Spring 2024 (4):100	No modifications needed
5.F.3.d. conceptualizing and implementing treatment,	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	Spring 2024 (0)	Spring 2024 (4): 100	Spring 2024 (4):100	No modifications needed

planning, and intervention strategies in marriage, couple, and family counseling			and Case Conceptualization & Treatment Plan rubrics				
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