

Comprehensive Assessment Annual Report
2024-2025

Texas A&M University – Central Texas
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING & PSYCHOLOGY
Clinical Mental Health Counseling

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Comprehensive Assessment Plan and Report

The Clinical Mental Health Counseling Program at Texas A&M University–Central Texas maintains a comprehensive, systematic, and data-informed program evaluation process designed to ensure continuous program quality improvement and alignment with current CACREP (2024) standards. This evaluation system reflects an ongoing, cyclical process in which program faculty collect, analyze, and use multiple data sources to assess student learning, professional dispositions, and program effectiveness.

The program’s evaluation framework is grounded in Key Performance Indicators (KPIs) directly aligned with CACREP core curricular area, the Clinical Mental Health Counseling specialization. KPIs are assessed using multiple measures across multiple points in time, including formative and summative assessments embedded within coursework and clinical field experiences. At least one KPI is evaluated during practicum and internship to ensure that student learning is assessed in applied clinical contexts. Each KPI includes clearly defined minimum performance expectations, allowing faculty to evaluate whether students are meeting established benchmarks for professional competence.

In addition to student learning outcomes, the program systematically evaluates professional dispositions, graduate outcomes, and program-level effectiveness indicators. Dispositions are assessed at multiple points throughout the program and inform decisions on student progression, remediation, and retention. Graduate outcomes include completion rates, licensure examination performance, and job placement. The program also monitors field placement success, including students’ ability to secure practicum and internship sites that meet program requirements.

Program evaluation incorporates aggregate academic quality indicators, including (a) student learning outcome data across all KPIs, (b) professional disposition data, (c) graduate outcomes (e.g., completion rates, licensure pass rates, and employment), and (d)

fieldwork placement rates. These data are reviewed systematically by program faculty on a semester basis and more comprehensively during the annual faculty retreat, where trends are analyzed and programmatic decisions are made.

The program further integrates feedback from community stakeholders, including site supervisors, alumni, employers of graduates, and the program advisory council. This feedback is used to inform curriculum modifications, strengthen clinical training experiences, and ensure responsiveness to the needs of the communities served.

Findings from program evaluation are used to support a continuous improvement cycle in which data are translated into actionable program modifications, implemented systematically, and reassessed in subsequent evaluation cycles. A summary of program evaluation findings, including academic quality indicators and resulting program changes, is compiled annually and made publicly available in accordance with CACREP (2024) expectations.

Program Data Collection Schedule & Procedures

Consistent with CACREP (2024) standards, the Clinical Mental Health Counseling Program uses a comprehensive assessment plan that draws on multiple data sources to evaluate student learning, professional dispositions, graduate outcomes, and overall program effectiveness.

Each KPI is assessed using multiple measures across multiple points in time, including both formative and summative assessments. These measures are embedded in coursework and clinical field experiences, enabling evaluation of student learning in both academic and applied settings. At least one KPI is assessed during practicum and/or internship to ensure that student competencies are evaluated within real-world counseling contexts.

Student performance on each KPI is evaluated against established minimum performance expectations, typically defined as achieving a rating of “Proficient” or higher on program-specific rubrics. Aggregate KPI data are analyzed to determine the extent to which students are meeting program benchmarks and to identify trends across cohorts and time points.

KPI data serve as a primary component of the program’s broader comprehensive assessment plan and are used to inform curriculum development, instructional practices, and program-level decision-making. When minimum thresholds are not met, faculty implement targeted course-level and program-level revisions, which are subsequently evaluated in future assessment cycles to determine their effectiveness.

The following tables present the program’s Key Performance Indicators, their alignment with CACREP curricular standards, associated courses and signature assignments, and aggregate student learning outcomes across the current evaluation period.

Program Data Collection Schedule & Procedures

Each data source includes established minimum performance expectations (e.g., $\geq 85\%$ proficiency on KPI assessments, $\geq 95\%$ competence on dispositions, CPCE mean at or above national average), which are used to evaluate program effectiveness and trigger programmatic action when not met.

PROGRAM EVALUATION TIMELINE: DATA COLLECTION, ANALYSIS, AND UTILIZATION
(CACREP Standards 2.B., 2.C., 2.D., 2.E., and 2.F.)

Data Source	Data Collection Frequency	Procedure For Collecting Data	Responsible Party For Collecting Data	Data Analysis Frequency	Implementation (if needed) Indicated by Data
Aggregate student assessment data of key performance indicators (KPIs) of student knowledge and skills aligned with program-level student learning outcomes (PSLOs).	Every semester	Qualtrics is used to collect data	All program faculty	Ongoing review at the end of each semester	For course updates / program changes. These are implemented the semester following the comprehensive assessment report.
Aggregate student professional dispositions data.	Every semester	CMHC faculty complete Fitness to Practice (FTP) documents in all prerequisites to Practicum and	All program faculty	Ongoing review at the end of each semester	Ongoing assessment data is used for student support and development and (if necessary) Performance Fitness Evaluation referrals

		AMHCC in Practicum and Internship			
Student demographics: <ul style="list-style-type: none"> • Number of applicants • Student GPAs • Number of accepted students • Number of matriculated students • Applicant and student ethnicity data • Applicant and student gender data • Completion rates 	Once a year	Information request to the Office of Institutional Research	Assessment Coordinator	Ongoing review once a year	
Graduate placement rates	Once a year	Email to recent graduates for placement information	Assessment Coordinator	Ongoing review once a year	
Field Placement Rates (Practicum & Internship)	Every semester	Tracked through field placement records and internship coordination logs	Field Experience Coordinator	Reviewed At the end of each semester	Used to expand site partnerships, address placement barriers, and ensure adequate clinical opportunities
Licensure rates	Once a year	Email to students and recent graduates for licensure information	Assessment Coordinator	Ongoing review once a year	

Data for systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Surveys sent every three years to program alumni, site supervisors, and employers of program graduates	Qualtrics is used as online survey tool	Field Experience Coordinator	Ongoing review once every 3 years	
Evaluation of courses	Every semester	Information request to the Office of Institutional Research	Program Coordinator	implemented in the subsequent semester and evaluated in the following assessment cycle	For course updates / program changes. These are implemented the semester following the comprehensive assessment report.
Site supervisors' evaluations of field experience students	Every semester	Site supervisors complete evaluations of field experience students using the ACMHCC.	Program Faculty	implemented in the subsequent semester and evaluated in the following assessment cycle	Ongoing assessment data is used for Performance Fitness Evaluation referrals
Students' evaluations of site supervisors	Every semester	Field experience students complete evaluations of their site supervisors.	Assessment Coordinator	implemented in the subsequent semester and evaluated in the following assessment cycle	For course updates / program changes. These are implemented the semester following the comprehensive assessment report.

Faculty supervisor site visits	Every semester	Faculty supervisors teaching the internship courses will complete a mid-semester site visit.	Field Experience Coordinator	Ongoing review of the end of each semester	For course updates / program changes. These are implemented the semester following the comprehensive assessment report.
Students' professional activities: <ul style="list-style-type: none"> • Publications • Presentations • Professional leadership position • Professional activities and involvement 	Once a year	E-mail request sent to students for updated information	CACREP Liaison	Ongoing review once a year	
TAMUCT CMHC Advisory Council feedback	Every year	Feedback from advisory council members is collected during annual meeting	Assessment Coordinator	Ongoing review once a year	For course updates / program changes. These are implemented the semester following meeting.
CPCE results	Every semester	Receive results from Center for Credentialing and Education	Program Coordinator	implemented in the subsequent semester and evaluated in the following assessment cycle	For course updates / program changes. These are implemented the semester following the comprehensive assessment report.
NCE results	Once a year	Receive results from the National Board for Certified Counselors	Program Coordinator	implemented in the subsequent semester and evaluated in the following	For course updates / program changes. These are implemented the semester following

				assessment cycle	the comprehensive assessment report.
Core Faculty Evaluations	Once a year in the Spring semester	Annual Evaluation Form and Teaching Observation Form	Counseling and Psychology Department Chair	Ongoing review once a year	
Practicum and Internship Placement Process Evaluation	Every Semester	Qualtrics is used to collect data	Field Experience Coordinator	implemented in the subsequent semester and evaluated in the following assessment cycle	For course updates / program changes. These are implemented the semester following meeting.
Academic Advisor Evaluation	Every Semester	Qualtrics is used to collect data	Program Coordinator	implemented in the subsequent semester and evaluated in the following assessment cycle	For program changes. These are implemented the semester following meeting.
Comprehensive Assessment Report				Once a year in the Spring semester	Published to the <u>TAMUCT CMHC Website</u>

SECTION I: Assessment of Student Learning

Program Objectives, Key Performance Indicators, Courses Measured With Signature Assignments By Core Standard

(Aligned with CACREP 2024 Standards Section 2 and Section 4)

***Each Knowledge and Skill is assessed twice – formatively and summatively**

Key Performance Indicators (KPIs) identified by the A&M University – Central Texas Clinical Mental Health Counseling program faculty are assessed using multiple measures and over multiple points of time. Each KPI is assessed for both Knowledge and Skill. Each Knowledge KPI and Skill KPI is assessed at least twice (formatively and summatively). The table below includes program objectives, KPIs, CACREP standards, required courses that are measured, and signature assignments (*assessment measures*).

At least one KPI is assessed during clinical fieldwork to ensure evaluation of student competencies in applied settings.

Program Objectives, Key Performance Indicators, Courses Measured with Signature Assignments by Core Standard

Fall 2024 through Summer 2025

PROGRAM OBJECTIVES, KPIs, AND STUDENT LEARNING ASSESSMENT BY CORE STANDARD

Program Outcome	Key Performance Indicator(s)	CACREP Standard	Courses	Assignments	Benchmark: Minimum Grades and / or Scores

<p>PSLO 1: develop strong professional identities as counselors</p>	<p><u>10.1 Knowledge:</u> Students will demonstrate understanding roles and settings of clinical mental health counselors.</p> <p><u>10.2 Skill:</u> Students will demonstrate understanding professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.</p>	<p>3.A.2. the multiple professional roles and functions of counselors across specialized practice areas</p> <p>3.A.6. professional counseling organizations, including membership benefits, activities, services to members, and current issues</p>	<p>COUN 5350 Foundations of Counseling</p>	<p>10.1: <i>Counseling Professional Interview</i></p> <p>10.2: <i>Professional Identity Assignment</i></p>	<p>85% proficient or greater</p>
<p>PSLO 2: establish helping relationships with diverse clients</p>	<p><u>KPI 2.1. Knowledge:</u> Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population.</p> <p><u>KPI 2.2. Skill:</u> Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy</p>	<p>3.B.1 theories and models of multicultural counseling, social justice, and advocacy</p>	<p>COUN 5311 Multicultural Counseling</p>	<p>2.1: <i>Cultural Self-Assessment</i></p> <p>2.2: <i>Cultural Immersion Service-Learning Project Presentation</i></p>	<p>85% proficient or greater</p>

	to their work with clients/students.				
PSLO 3: demonstrate understanding of individual and family development and transition across the life span including ways to promote optimal human development.	<p><u>KPI 3.1. Knowledge:</u> Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.</p> <p><u>KPI 3.2. Skill:</u> Students will demonstrate understanding by applying developmental theories to their work with clients/students.</p>	3.C.1 theories of individual and family development across the lifespan	COUN 5304 Human Development	<p>3.1: <i>Developmental Reading Reflection Papers</i></p> <p>3.2: <i>Internship Evaluations (ACMHCC)</i></p>	<p>3.1: 85% proficient or greater</p> <p>3.2: Minimum rating of Meets Expectations on the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC)</p>
PSLO 4: demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental well-being.	<p><u>KPI 4.1. Knowledge:</u> Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow-up, and evaluation within the counseling profession.</p> <p><u>KPI 4.2. Skill:</u> Students will</p>	3.D.1 theories and models of career development, counseling, and decision making	COUN 5351 Career Counseling	<p>4.1: <i>Career Dev & Counseling Theory Video Presentation</i></p> <p>4.2: <i>Career Development Program Proposal</i></p>	85% proficient or greater

	demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.				
PSLO 5: demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.	<p><u>KPI 6.1. Knowledge:</u> Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.</p> <p><u>KPI 6.2. Skill:</u> Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies.</p>	<p>3.F.7 types of groups, settings, and other considerations that affect conducting groups</p> <p>3.F.8 culturally sustaining and developmentally responsive strategies for designing and facilitating groups</p> <p>3.F.9 ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities</p>	<p>6.1: COUN 5354 Group Procedures for Counselors</p> <p>6.2: COUN 5393 Clinical Mental Health Practicum</p>	<p>6.1: <i>Group Proposal</i></p> <p>6.2: <i>Students are evaluated using the ACMHCC.</i></p>	<p>6.1: 85% proficient or greater</p> <p>6.2: Minimum rating of Meets Expectations on the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC).</p>

<p>PSLO 6: use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.</p>	<p><u>KPI 7.1. Knowledge:</u> Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing.</p> <p><u>KPI 7.2. Skill:</u> Students will demonstrate understanding of treatment options and techniques for behavioral change.</p>	<p>3.G.5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications</p> <p>3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices</p> <p>3.H.8 program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy</p>	<p>7.1: COUN 5381 Assessment and Evaluation Fundamentals</p> <p>7.2: COUN 5307 Abnormal Behavior</p> <p>8.1: COUN 5302 Intro to Research</p> <p>8.2: COUN 5381 Assessment and Evaluation Fundamentals</p>	<p>7.1: <i>Assessment Instrument Evaluation</i></p> <p>7.2: <i>Abnormal Behavior Report</i></p> <p>8.1: <i>Literature Review</i></p> <p>8.2: <i>Survey Questionnaire Development</i></p>	<p>85% proficient or greater</p>
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	<p><u>KPI 8.1. Knowledge:</u> Students will understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs interventions and programs.</p> <p><u>KPI 8.2. Skill:</u> Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes.</p>				
PSLO 7: abide by relevant ethics, laws, and standards of professional practice.	<p><u>KPI 1.1. Knowledge:</u> Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations.</p> <p><u>KPI 1.2. Skill:</u> Students will demonstrate the ability</p>	3.A.10.ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service	<p>1.1: COUN 5365 Ethical Foundations of Counseling</p> <p>1.2: COUN 5393 Clinical Mental Health Practicum</p>	<p>1.1: <i>Ethics in the Discipline Presentation</i></p> <p>1.2: <i>Students are evaluated using the ACMHCC which includes a section on ethical practice.</i></p>	<p>1.1: 85% proficient or greater</p> <p>1.2: Minimum rating of Meets Expectations on the Assessment of Clinical Mental Health</p>

	<p>to apply and adhere to ethical and legal standards.</p> <p><u>KPI 9.1. Knowledge:</u> Students will demonstrate understanding of treatment options and techniques for behavioral change.</p> <p><u>KPI 9.2. Skill:</u> Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients.</p>	<p>delivery modalities and specialized practice areas</p> <p>5-C.4 intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<p>9.1: COUN 5307 Abnormal Behavior</p> <p>9.2: COUN 5386 Clinical Mental Health Internship</p>	<p>9.1: <i>Abnormal Behavior Report</i></p> <p>9.2: <i>Case Conceptualization Presentation</i></p>	<p>Counseling Competencies (ACMHCC); No substantiated ethical violations.</p> <p>9.1: 85% proficient or greater</p> <p>9.2: 85% proficient or greater</p>
<p>PSLO 8: use theories and models to guide their professional practice.</p>	<p><u>KPI 5.1. Knowledge:</u> Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.</p> <p><u>KPI 5.2. Skill:</u> Students will</p>	<p>3.E.8 counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships</p> <p>3.E.9 interviewing, attending, and listening skills in the counseling process</p>	<p>5.1: COUN 5357 Methods and Practices in Counseling</p> <p>5.2: COUN 5393 Clinical Mental Health Practicum</p>	<p>5.1: Counseling Tapescripts</p> <p>5.2: Students are evaluated using the ACMHCC which includes sections on therapeutic skills.</p>	<p>5.1: 85% proficient or greater</p> <p>5.2: Minimum rating of Meets Expectations on the Assessment of Clinical Competencies (ACMHCC)</p>

	demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students	3.E.10 counseling strategies and techniques used to facilitate the client change process			Mental Health Counseling
PSLO 9: Students will pass required comprehensive examinations			COUN 5090 Comprehensive Exam	Counselor Preparation Comprehensive Exam (CPCE)	75 % of students score at or above the national mean for CPCE

Assessment of Program Objectives Based on Student Learning Data

The table below shows the program learning outcome assessment as measured by Key Performance Indicators (KPIs) of student learning at both assessment time points.

Fall 2024 – Summer 2025 KPI Assessment of Student Learning Data by Program Objective

Fall 2024 through Summer 2025 PROGRAM LEARNING OUTCOMES, KPIs, STUDENT LEARNING DATA, AND RESULTS
MASTER’S STANDARDS & KPIs

PROGRAM OBJECTIVE	PROFESSIONAL ORIENTATON AND ETHICAL PRACTICE CORE STANDARD 2.F.1.i.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice	Key Performance Indicator 1.1 • <u>KPI 1.1.</u> <u>Knowledge:</u> Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations. (3.A.10.)	COUN 5365: Ethical Foundations in Counseling <i>Ethics in the Discipline Presentation</i>	Fall 2024 Spring 2025 N=34	0 =Unsatisfactory 0= Emerging 13 = Proficient 21 = Distinguished	0=Unsatisfactory 0 = Emerging 20=Proficient 14= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met

Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice	Key Performance Indicator 1.2 Skill: Students will demonstrate the ability to apply and adhere to ethical and legal standards. (3.A.10.)	COUN 5393: Practicum <i>Practicum Evaluations</i>	Fall 2024 Spring 2025 Summer 2025 N=44	0= Unsatisfactory 38= Emerging 6= Proficient 0 = Distinguished	0=Unsatisfactory 4= Emerging 40=Proficient 0= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 91% Target Met
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PROGRAM OBJECTIVE	SOCIAL AND CULTURAL DIVERSITY CORE STANDARD 2.F.2.b.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
<p>Program Objective #2 Establish helping relationships with diverse clients.</p>	<p>Key Performance Indicator 2.1 <u>Knowledge</u>: Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. (3.B.1.)</p>	<p>COUN 5311: Multicultural Counseling <i>Cultural Self-Assessment</i></p>	<p>Summer 2025 N= 14</p>	<p>0=Unsatisfactory 0= Emerging 2= Proficient 12=Distinguished</p>	<p>0=Unsatisfactory 0= Emerging 0=Proficient 14=Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>
<p>Program Objective #2 Establish helping relationships with diverse clients.</p>	<p>Key Performance Indicator 2.2 <u>Skill</u>: Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their</p>	<p>COUN 5393: Practicum <i>Practicum Evaluations</i></p>	<p>Fall 2024 Spring 2025 Summer 2025 N= 68</p>	<p>1=Unsatisfactory 20= Emerging 16= Proficient 31= Distinguished</p>	<p>0=Unsatisfactory 0= Emerging 24=Proficient 44= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>
	<p>work with clients/students (3.B.1.)</p>					

PROGRAM OBJECTIVE	HUMAN GROWTH AND DEVELOPMENT CORE STANDARD 2.F.3.a.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
Program Objective #3 Understand individual and family development and transition across the life span including ways to promote optimal human development.	Key Performance Indicator 3.1 <u>Knowledge:</u> Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development. (3.C.1.)	COUN 5304: Human Development <i>Developmental Reading Reflection</i>	Summer 2025 N=12	0=Unsatisfactory 0= Emerging 3= Proficient 5=Distinguished	2=Unsatisfactory 0 = Emerging 8=Proficient 2= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 83% Target Not Met
Program Objective #3 Understand individual and family development and transition across the life span including ways to promote optimal human development.	Key Performance Indicator 3.2 <u>Skill:</u> Students will demonstrate understanding by applying developmental theories to their work with clients/students. (3.C.1.)	COUN 5393: Practicum <i>Practicum Evaluations</i>	Fall 2024 Spring 2025 Summer 2025 N=22	0=Unsatisfactory 21= Emerging 1= Proficient 0= Distinguished	0=Unsatisfactory 0= Emerging 21=Proficient 1= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met

PROGRAM OBJECTIVE	CAREER DEVELOPMENT CORE STANDARD 2.F.4.j.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
<p>Program Objective #4 Demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental wellbeing</p>	<p>Key Performance Indicator 4.1 <u>Knowledge:</u> Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow up, and evaluation within the counseling profession (3.D.1.)</p>	<p>COUN 5351: Career Counseling <i>Career Development and Counseling Theory Video Presentation</i></p>	Fall 2024	<p>0=Unsatisfactory 0= Emerging 16= Proficient 40=Distinguished</p>	<p>0= Unsatisfactory 2= Emerging 31=Proficient 23= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 97% Target Met</p>
			Spring 2025			
<p>Program Objective #4 Demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental wellbeing</p>	<p>Key Performance Indicator 4.2 <u>Skill:</u> Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. (3.D.1.)</p>	<p>COUN 5351: Career Counseling <i>Career Development Program Proposal</i></p>	Fall 2024	<p>0=Unsatisfactory 2= Emerging 20= Proficient 35=Distinguished</p>	<p>0=Unsatisfactory 1= Emerging 34 =Proficient 22= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 98% Target Met</p>
			Spring 2025			

PROGRAM OBJECTIVE	COUNSELING AND HELPING RELATIONSHIPS CORE STANDARD 2.F.5.g.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
<p>Program Objective #8 Use theories and models to guide their professional practice</p>	<p>Key Performance Indicator 5.1 <u>Knowledge:</u> Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients. (3.E.8, 3.E.9, 3.E.10.)</p>	<p>COUN 5357: Methods in Counseling <i>Counseling Tapescripts</i></p>	<p>Fall 2024 Summer 2025 N=28</p>	<p>0=Unsatisfactory 0= Emerging 22 = Proficient 6 =Distinguished</p>	<p>0=Unsatisfactory 0 = Emerging 15 =Proficient 13= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>
<p>Program Objective #1 Develop strong professional identity as counselors.</p>	<p>Key Performance Indicator 5.2 <u>Skill:</u> Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students. (3.E.8, 3.E.9, 3.E.10.)</p>	<p>COUN 5393: Practicum <i>Practicum Evaluations</i></p>	<p>Fall 2024 Spring 2025 Summer 2025 N= 20</p>	<p>0=Unsatisfactory 18= Emerging 2= Proficient 0 =Distinguished</p>	<p>0=Unsatisfactory 0 = Emerging 18=Proficient 2= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>

PROGRAM OBJECTIVE	GROUP COUNSELING AND GROUP WORK CORE STANDARD 2.F.6.g.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
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<p>Program Objective #5 Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work</p>	<p>Key Performance Indicator 6.1 <u>Knowledge:</u> Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness. (3.F.7, 3.F.8, 3.F.9.)</p>	<p>COUN 5354: Group Counseling <i>Group Proposal</i></p>	Fall 2024	<p>0=Unsatisfactory 14= Emerging 22= Proficient 0=Distinguished</p>	<p>0= Unsatisfactory 1 = Emerging 32 =Proficient 3= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 97% Target Met</p>	
			Summer 2025				N=36
<p>Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice</p>	<p>Key Performance Indicator 6.2 <u>Skill:</u> Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. (3.F.7, 3.F.8, 3.F.9.)</p>	<p>COUN 5393: Practicum <i>Practicum Evaluations</i></p>	Fall 2024	<p>0=Unsatisfactory 13= Emerging 14= Proficient 0=Distinguished</p>	<p>0=Unsatisfactory 0 = Emerging 24=Proficient 3= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>	
			Spring 2025				N=27
			Summer 2025				

PROGRAM OBJECTIVE	ASSESSMENT AND TESTING	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
	CORE STANDARD 2.F.7.m.	SIGNATURE ASSIGNMENT				

<p>Program Objective #6 Use research in the field and employ evidencebased practices in counseling interventions, assessments, and program evaluations</p>	<p>Key Performance Indicator 7.1 <u>Knowledge:</u> Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing. (3.G.5.)</p>	<p>COUN 5381: Assessment and Evaluation <i>Assessment Instrument Evaluation</i></p>	<p>Spring 2025</p> <p>N=34</p>	<p>0=Unsatisfactory 0= Emerging 0= Proficient 34=Distinguished</p>	<p>0= Unsatisfactory 0= Emerging 9 =Proficient 25= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment</p> <p>Actual: 100%</p> <p>Target Met</p>
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<p>Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice</p>	<p>Key Performance Indicator 7.2 <u>Skill</u>: Students will demonstrate understanding of treatment options and techniques for behavioral change. (3.G.5.)</p>	<p>COUN 5307 Abnormal Behavior <i>Abnormal Behavior Report</i></p>	<p>Spring 2025 Summer 2025 N=19</p>	<p>0=Unsatisfactory 0= Emerging 8= Proficient 11=Distinguished</p>	<p>0=Unsatisfactory 0= Emerging 14=Proficient 5= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>
<p>PROGRAM OBJECTIVE</p>	<p>RESEARCH AND PROGRAM EVALUATION Core Standard 2.F.8.e.</p>	<p>COURSE SIGNATURE ASSIGNMENT</p>	<p>SEMESTER</p>	<p>1ST ASSESSMENT</p>	<p>2ND ASSESSMENT</p>	<p>TARGET</p>
<p>Program Objective #6 Use research in the field and employ evidence based practices in counseling interventions, assessments, and program evaluations</p>	<p>Key Performance Indicator 8.1 <u>Knowledge</u>: To understand how to apply research methodology to the practice of evidence based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs and interventions. (3.H.2, 3.H.8.)</p>	<p>COUN 5302: Intro to Research <i>Literature Review</i></p>	<p>Fall 2024 Spring 2025 N=66</p>	<p>1=Unsatisfactory 0 Emerging 23= Proficient 42 =Distinguished</p>	<p>3=Unsatisfactory 5= Emerging 44=Proficient 14= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 87.8% Target Met</p>

<p>Program Objective #6 Use research in the field and employ evidencebased practices in counseling interventions, assessments, and program evaluations</p>	<p>Key Performance Indicator 8.2 Skill: Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes. (3.H.2, 3.H.8.)</p>	<p>COUN 5381 Assessment & Evaluation <i>Survey Questionnaire Development</i></p>	<p>Fall 2024 N=22</p>	<p>0=Unsatisfactory 3=Emerging 4 = Proficient 15 =Distinguished</p>	<p>0= Unsatisfactory 1 = Emerging 8=Proficient 13= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 95% Target Met</p>
<p>PROGRAM OBJECTIVE</p>	<p>CLINICAL MENTAL HEALTH COUNSELING STANDARD CMHC Standard 5-C.1.c.</p>	<p>COURSE SIGNATURE ASSIGNMENT</p>	<p>SEMESTER</p>	<p>1ST ASSESSMENT</p>	<p>2ND ASSESSMENT</p>	<p>TARGET</p>
<p>Program Objective #6 Use research in the field and employ evidencebased practices in counseling interventions, assessments, and program evaluations</p>	<p>Key Performance Indicator 9.1 Knowledge: Students will demonstrate understanding of treatment options and techniques for behavioral change. (5-C.4.)</p>	<p>COUN 5307: Abnormal Behavior <i>Abnormal Behavior Report</i></p>	<p>Spring 2025 Summer 2025 N=19</p>	<p>0=Unsatisfactory 0= Emerging 7= Proficient 12=Distinguished</p>	<p>0= Unsatisfactory 0 = Emerging 15=Proficient 4= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>

<p>Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations</p>	<p>Key Performance Indicator 9.2 Skill: Students will demonstrate understanding of principles, models, and documentation formats of case conceptualization & treatment planning in their work with clients. (5-C.4)</p>	<p>COUN 5386: Internship <i>Case Conceptualization Presentation</i></p>	<p>Fall 2024 Spring 2025 Summer 2025 N=52</p>	<p>5=Unsatisfactory 1= Emerging 22= Proficient 24=Distinguished</p>	<p>0= Unsatisfactory 0 = Emerging 20 =Proficient 32= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>
<p>Program Objective #1 Develop strong professional identity as counselors.</p>	<p>Key Performance Indicator 10.1 Knowledge: Students will demonstrate understanding roles and settings of clinical mental health counselors (3.A.2., 3.A.6.)</p>	<p>COUN 5350: Foundations of Counseling <i>Counseling Professional Interview</i></p>	<p>Fall 2024 Spring 2025 N=14</p>	<p>0=Unsatisfactory 3= Emerging 8= Proficient 3 =Distinguished</p>	<p>0= Unsatisfactory 0= Emerging 4 =Proficient 10= Distinguished</p>	<p>Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met</p>

Program Objective #1 Develop strong professional identity as counselors.	Key Performance Indicator 10.2 <u>Skill</u> : Students will demonstrate understanding professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (3.A.2., 3.A.6.)	COUN 5350: Foundations of Counseling <i>Professional Identity Assignment</i>	Fall 2024 Spring 2025 N= 13	0=Unsatisfactory 0= Emerging 0 = Proficient 13=Distinguished	0=Unsatisfactory 0= Emerging 3 =Proficient 10= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% Target Met
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Strengths: Aggregate student learning outcome data indicate that CMHC students are meeting or exceeding established benchmarks across the majority of assessed Key Performance Indicators (KPIs). During the current assessment cycle, students met the target of 85% Proficient or higher on the second assessment in 16 of 19 evaluated KPI areas. Performance was particularly strong in ethical practice (KPI 1.1 and 1.2), multicultural competence (KPI 2.1 and 2.2), counseling skills and case conceptualization (KPI 5.1 and 5.2), group facilitation (KPI 6.1 and 6.2), assessment and testing (KPI 7.1), and clinical mental health counseling competencies (KPI 9.1 and 9.2), with many areas reaching 97–100% proficiency on summative measures.

Practicum and internship evaluations using the AMHCC further support these findings, as students demonstrated growth from Emerging to Proficient/Distinguished levels between formative and summative assessments. Additionally, Fitness to Practice data show that over 95% of students consistently meet dispositional benchmarks, indicating strong professional identity development and readiness for clinical training. Collectively, these data suggest that the program’s curriculum, instructional methods, and clinical supervision model are effectively supporting student mastery of CACREP-aligned competencies.

Identified Areas for Improvement: Although overall performance was strong, one KPI area did not fully meet established benchmarks during this evaluation cycle. Specifically:

- **KPI 3.1 (Human Growth and Development – Knowledge)** fell slightly below target (83% Proficient or higher).

These areas will be addressed through course-level revisions, increased curricular integration of professional identity content, expanded internship development efforts, and ongoing monitoring during the next assessment cycle.

Recommendations: Revise the Developmental Reflection assignment in COUN 5304 to include:

- Applied case vignettes requiring developmental conceptualization
- Integration of lifespan theory into treatment considerations
- Rubric alignment with practicum application expectations

Assessment of Professional Skills and Dispositions

Students’ professional dispositions are measured on the Fitness to Practice evaluation recorded for students in specific courses that are prerequisites for our clinical fieldwork courses. This data is listed in the table below. The Fitness to Practice evaluation may also be used at any time during the program when a student’s behavior needs remediation as outlined in the Clinical Mental Health Counseling Program Handbook. Professional dispositions are assessed systematically across the program at multiple points in time and are used to inform decisions regarding student progression, remediation, and retention.

**Fitness to Practice Evaluation Data (Professional Skills and Dispositions) Data
Collected Spring 2025 in COUN 5350, 5353, 5356, and 5365**

Question	Competence Achieved	No Competence Achieved	No Opportunity to Observe	Percentage of Students Who Achieved Competence	Target 95% of Students Achieve Competence
Follows Ethical and Legal Considerations	59	1	0	98%	Target Met
Displays Multicultural Competence	60	0	0	100%	Target Met

Open to New Ideas	60	0	0	100%	Target Met
Aware of Impact on Others	58	2	0	97%	Target Met
Responsive, adaptable, and cooperative	59	1	0	98%	Target Met
Receptive to and Uses Feedback	58	2	0	97%	Target Met
Responds to conflict appropriately	60	0	0	100%	Target Met
Accepts personal responsibility	58	2	0	97%	Target Met
Expresses Feelings Effectively and Appropriately	60	0	0	100%	Target Met
Dependable in Meeting Obligations	60	0	0	100%	Target Met

During the current evaluation period, more than one student did not achieve competence across multiple evaluation areas. These students were identified through the program’s systematic disposition assessment process and were provided with targeted remediation in accordance with program policy.

During COUN 5393 and 5386 (Practicum and Internships) students are assessed using the AMHCC measure by faculty and site supervisors. AMHCC average scores by semester are detailed in the table below. Students who do not meet specific criteria within these evaluations may be placed on a remediation plan by faculty before they are allowed to progress to the next clinical fieldwork step.

Counseling Competencies Evaluations

During the 2023–2024 academic year, the Clinical Mental Health Counseling (CMHC) Program transitioned from the Counseling Competencies Scale–Revised (CCS-R) to an updated clinical evaluation instrument, the Assessment of Mental Health Counseling Competencies (AMHCC). This transition reflects the program’s ongoing commitment to continuous improvement and alignment with evolving CACREP standards and best practices in clinical competency assessment. The transition to the AMHCC was undertaken to strengthen alignment with CACREP (2024) standards related to the systematic evaluation of student learning, professional dispositions, and clinical competencies during field experiences. The expanded four-domain structure more clearly operationalizes CACREP core curricular areas within clinical performance assessment.

The CCS-R previously utilized by the program consisted of two primary domains: (1) Counseling Skills and Therapeutic Conditions and (2) Counseling Dispositions and Professional Behaviors. While the CCS-R provided valuable data for evaluating student development during practicum and internship, faculty determined that an expanded and more granular instrument would better capture the multidimensional competencies expected of clinical mental health counselors.

The AMHCC includes four distinct domains, enabling a more comprehensive evaluation of student performance in clinical skills, case conceptualization, professional disposition, and documentation/procedural competence. This expanded structure enhances faculty and site supervisors' ability to assess student growth across core clinical areas, provide targeted feedback, and identify specific strengths or areas requiring remediation. The four-part format also increases clarity for students by delineating competency domains more explicitly and aligning evaluation categories more directly with program KPIs and CACREP standards.

To ensure continuity in program evaluation, the faculty conducted calibration meetings prior to full implementation of the AMHCC. During these meetings, faculty reviewed scoring anchors, discussed performance expectations, and examined alignment with previously used CCS-R benchmarks. While the instrument's structure has expanded from two domains to four, minimum performance expectations remain consistent: students must meet established competency thresholds in each domain to progress in clinical training. Any student scoring below the benchmark criteria is subject to the program's formal remediation process. Because this academic year represents the initial implementation period of the AMHCC, aggregate data from this cycle will serve as baseline data for future longitudinal comparison. Faculty will review AMHCC data annually to ensure continued alignment with student learning outcomes, clinical training expectations, and CACREP standards.

This transition represents a program-level enhancement designed to strengthen the rigor, specificity, and developmental utility of clinical evaluation within practicum and internship experiences.

Semester	Total Students	Average Score Part 1	Average Score Part 2	Average Score Part 3	Average Score Part 4	Percentage of students meeting target on Part 1	Percentage of students meeting target on Part 2	Percentage of students meeting target on Part 3	Percentage of students meeting target on Part 4	Percentage of students meeting target
Fall 2023	2	75%	75%	75%	77%	100%	100%	100%	100%	100%
Spring 2024	15	75%	75%	75%	86%	100%	100%	100%	100%	100%
Summer 2024	11	75%	72%	69%	82%	100%	100%	100%	100%	100%
Fall 2024	11	75%	72%	72%	86%	100%	91%	91%	100%	91%
Spring 2025	10	83%	72%	72%	89%	100%	100%	100%	100%	100%
Summer 2025	11	79%	72%	72%	89%	100%	100%	100%	100%	100%

Competency data are reported as the percentage of students meeting or exceeding the minimum performance benchmark. Columns show students average score for each of the 4 sections on the evaluation and the percentage of students who met the benchmark for this evaluation.

SECTION II: Entrance and Admission

Applicant Data, Student and Faculty Vital Statistics

Consistent with CACREP (2024) standards for entry-level admissions.: Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

Consistent with CACREP Standards, the A&M-Central Texas CMHC program accepts applicants year-round, with specific due dates for each of the 3 terms. The selection committee is comprised of 3 Clinical Mental Health Counseling (CMHC) faculty members

who meet once per term to review admission materials, discuss applicants, and make admission decisions. Admission decisions are based on the following criteria.

1. Relevance of Career Goals - All applicants write a letter of application to the A&M-Central Texas CMHC Program. CMHC faculty score students' work using our admission rubric.
2. Aptitude for Graduate-level Study - Along with the letter of application, aptitude for graduate-level work is determined by the Candidate's Cumulative Grade Point Average (GPA).
3. Potential success in forming effective counseling relationships and respect for cultural differences are assessed in multiple ways, including the Statement of Cultural Awareness and Responsiveness. Faculty use rubrics to score materials and essays/letters.

Data on the number of applications received, the number of students offered admission, the number enrolled at TAMUCT, and the average GPA are shown in the table below. The reported GPA is cumulative and may include undergraduate and graduate GPAs.

Number of Applicants, Admission Offers, Enrollments, and Mean Grade Point Average by Year

YEAR	APPLICANTS	ADMISSION OFFERS	ENROLLED AT TAMUCT	ADMITTED STUDENT GPA*
2017-2018	17	17	12	3.37
2018 -2019	23	23	16	3.22
2019-2020	19	19	16	3.38
2020-2021	33	33	29	3.19
2021-2022	38	38	37	3.24

2022-2023	36	36	34	3.17
2023-2024	181	80	47	3.21
2024-2025	104	42	42	3.13

*average of students enrolled

The CMCH program has reached a point where our prospective student numbers have grown significantly. We are unable to admit all qualified applicants without increasing our faculty numbers to keep our ratios within accreditation guidelines. CMHC faculty, with the support of our department chair and dean, will begin working to add new faculty lines starting in the 2024-2025 school year.

Vital Statistics of Students in CMHC Program

Program	Male/Female		White	Hispanic	Black/African American	Other	Full-Time	Part Time	Cum Total Students
	M	F							
CMHC	M	F							
2016-2017	15	68	34	14	25	10	49	34	83
2017-2018	20	66	39	14	25	8	46	40	86
2018-2019	19	64	41	17	19	6	53	30	83
2019-2020	23	69	44	17	24	7	62	30	92

2020-2021	17	49	26	19	14	7	46	20	66
2021-2022	16	52	24	17	16	11	47	21	68
2022-2023	25	72	31	24	25	2	67	30	97
2023-2024	13	95	42	18	35	7	74	34	108
2024-2025	13	96	42	18	35	7	80	29	109

Vital Statistics of CMHC Faculty in 2024-2025

Faculty	Other		Black/African American		Hispanic		White		Unknown		TOTALS
	M	F	M	F	M	F	M	F	M	F	
Full-time						1	2	2			5

Overall, applications to the program and subsequent enrollment are increasing, and applicants continue to demonstrate aptitude for graduate-level study as indicated by their mean GPAs. Students in the program predominantly identify as female (87.96%) and represent a variety of racial/ethnic groups (38.88% White, 16.66% Hispanic, 32.40% Black/African American, 6.48% Other). Approximately one-third of the students are enrolled part-time.

SECTION III: Exit/Graduation and Follow Up
CPCE Scores, Licensing Exam Pass Rates, Completion Rates, Job Placement

To assess students’ knowledge, in addition to monitoring grades in specific courses, CMHC students complete the Counselor Preparation Comprehensive Examination (CPCE; “Comps”) to demonstrate comprehensive knowledge acquired in their program of study toward completion (typically in the last semester of the program).

The number of students taking the exam and the mean of their scores on the CPCE each semester are presented in the table below, benchmarked against the national average for the semester completed. These outcomes represent key indicators of academic quality used in program evaluation.

CPCE Scores Aggregated by Student Groups by Semester vs. National Average

Term	Number TAMUCT Student Exams	TAMUCT CPCE Average	CPCE National Average (CPCE “Exit Scores” used)	Target (TAMUCT Student average at or above the national mean)
Summer 2017	9	85.66	87.33	Target Not Met
Fall 2017	11	84.09	87.33	Target Not Met
Spring 2018	7	86.57	87.33	Target Not Met
Summer 2018	5	87.8	87.33	Target Met
Fall 2018	5	85.5	87.33	Target Not Met

Spring 2019	9	78.2	84.66	Target Not Met
Summer 2019	7	83.0	84.66	Target Not Met
Fall 2019	9	81.44	82.09	Target Not Met
Spring 2020	5	90.40	84.39	Target Met
Summer 2020	5	89.00	84.39	Target Met
Fall 2020	5	75.80	82.42	Target Not Met
Spring 2021	8	81.10	84.10	Target Not Met
Summer 2021	2	92.00	78.86	Target Met
Fall 2021	7	85.40	80.50	Target Met
Spring 2022	8	86.80	86.50	Target Met
Summer 2022	4	71.75	80.56	Target Not Met
Fall 2022	6	78,17	80.56	Target Not Met
Spring 2023	3	92.33	85.7	Target Met
Summer 2023	10	89.6	76.45	Target Met
Fall 2023	7	72.43	76.45	Target Not Met

Spring 2024	7	80.65	87.09	Target Not Met
Summer 2024	10	83.2	93.8	Target Not Met
Fall 2024	10	93.8	95.8	Target Not Met
Spring 2025	15	87.5	86.3	Target Met
Summer 2025	10	82.8	87.2	Target Not Met

The Counselor Preparation Comprehensive Examination (CPCE) data from Summer 2017 through Summer 2025 reflect variability in student performance relative to the established benchmark of maintaining a program average at or above the national exit score mean. During the earlier reporting period (2017–2019), program averages frequently fell below the national mean, with only one term (Summer 2018) meeting the identified target. The largest gap during this period occurred in Spring 2019, when the program mean (78.20) fell notably below the national mean (84.66). These early data points suggested a need for closer monitoring of content mastery and examination readiness.

Beginning in 2020, performance patterns became more mixed but demonstrated improvement in several terms. Spring and Summer 2020 both exceeded the national mean, as did Summer and Fall 2021 and Spring 2022. These terms indicate that students could perform competitively at or above national levels, suggesting that programmatic adjustments and curricular refinements during that period may have positively influenced examination preparation.

However, variability reemerged in subsequent years. Summer and Fall 2022 fell below the national mean, followed by strong performance in Spring and Summer 2023, where averages substantially exceeded national benchmarks. In Fall 2023 and Spring 2024, performance again declined relative to the national mean. Notably, Summer and Fall 2024 reflected particularly high national exit means (93.8 and 95.8 respectively), which exceeded historical national averages and contributed to the program not meeting its target despite relatively strong raw scores. Spring 2025 again met the benchmark, with the program average slightly exceeding the national mean, before Summer 2025 fell below target.

Across the entire reporting period, the data reveal a cyclical pattern rather than a sustained upward or downward trend. The program has demonstrated the capacity to exceed national performance standards in multiple terms; however, consistency across

cohorts remains an area for continued monitoring. Variability in test group size, ranging from as few as two students to as many as fifteen in a term, may partially account for fluctuations in mean scores, as smaller test groups can produce greater statistical variability.

Overall, while the benchmark has not been met consistently across all terms, the data demonstrate periods of strong performance and suggest that the program’s curriculum adequately prepares students to meet national standards. Continued analysis of subscale performance, curricular alignment with CPCE content areas, and structured exam preparation supports may assist in improving consistency across future cohorts.

To improve consistency in CPCE performance, the program is recommended to strengthen structured examination preparation processes across the curriculum. This may include integrating cumulative content reviews within core courses, embedding CPCE-style questions in course assessments, and providing formalized exam preparation workshops prior to testing. Greater attention to subscale analysis would enable faculty to identify recurring content domains in which students underperform relative to national averages and to make targeted curricular adjustments accordingly.

Additionally, implementing early identification processes for students at risk of academic difficulties could improve outcomes. Using internal assessment data, course performance trends, and faculty advising checkpoints may allow for earlier intervention before students reach the comprehensive examination stage. Reinforcing connections between course learning objectives and CPCE domains throughout the program may also enhance knowledge retention and integrative understanding.

Ongoing longitudinal monitoring of CPCE data, including trend analysis across rolling three-year periods, is recommended to determine whether implemented changes improve consistency. Continued evaluation of test group characteristics and preparation strategies will support data-informed decision-making and promote sustained alignment with national performance benchmarks.

Program Graduates Per Fiscal Year

Program	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
CMHC	17	18	21	10	14	18	18

After successful completion of the program, students are eligible to schedule a licensure exam, the first step after completing their degree in the path to licensure. Graduating students may review the Canvas community for information on scheduling their licensure test and the remaining steps towards attaining their associate status license. Information on the number of graduates who responded to our query regarding completion of the licensure exam is provided below.

Licensure Exam Pass Rates

Program	Number of Respondents	% Passed 2024-2025
Clinical Mental Health Counseling	13	100%

Table represents students’ self-reported licensure exam passing rates when taken.

Job Placement Rates of Graduates by Year

Program	Number of Respondents	% Placed* 2024-2025
Clinical Mental Health Counseling	13	84.6%

*Placement indicates job acquisition in counseling or related field based on student self-reports.

Job placement rates in this evaluation period may be impacted by students’ continuing education preferences. Specifically, 2 of the 13 respondents indicated they were starting PhD programs. As such, these graduates may not be seeking employment. CMHC

faculty are continuing efforts to reach out to employers in our surrounding communities via our annual survey as well as during our interactions with clinicians who are part of our stakeholders to prepare our students to be strong candidates in their respective fields.

SECTION IV: Program Evaluation Data

Student Survey, Site Supervisor Survey, Employers Survey, Alumni Survey, Stakeholders Feedback, Course and Program Modification/Recommendations

Stakeholders, including students currently in the program, program faculty, institutional administrators, Advisory Council members (every year), and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process and their feedback is used to inform curriculum modification and program improvement. Below are results from surveys that were sent to program alumni, site supervisors, and employers of program graduates.

Current Student Evaluations of Site Supervisors

The following table represents aggregate data from site supervisor evaluations completed by students.

#	Question	5	% per question	4	% per question	3	% per question	2	% per question	1	% per question	N/A	% per question	Total
1	Performs supervisory functions as teacher, counselor, or consultant as appropriate.	27	75%	6	17%	1	3%	2	6%	0	0%	0	0%	36
2	Challenges, questions, and encourages the supervisee to explore alternatives in	26	72%	7	19%	1	3%	0	0%	2	6%	0	0%	36

	responding to clients and movement through the counseling process.													
3	Establishes good rapport with supervisee.	30	83%	4	11%	1	3%	0	0%	1	3%	0	0%	36
4	Supports supervisee's professional development.	26	72%	8	22%	0	0%	2	6%	0	0%	0	0%	36
5	Provides clear and useful suggestions.	24	67%	10	28%	0	0%	2	6%	0	0%	0	0%	36
6	Demonstrates flexibility and is sensitive to individual differences in the supervisory relationship.	27	75%	7	19%	1	3%	0	0%	1	3%	0	0%	36
7	Assists supervisee in conceptualizing cases.	19	53%	15	42%	0	0%	2	6%	0	0%	0	0%	36
8	Gives appropriate feedback to the supervisee.	27	75%	7	19%	0	0%	1	3%	1	3%	0	0%	36
9	Confronts supervisee when appropriate.	24	67%	8	22%	2	6%	0	0%	1	3%	1	3%	36
10	Helps supervisee assess own strengths and areas of improvement	27	75%	6	17%	1	3%	1	3%	1	3%	0	0%	36
11	Has knowledge of supervisee's professional and personal strengths and areas of growth.	29	81%	5	14%	1	3%	1	3%	0	0%	0	0%	36
12	Collaborates with supervisee in treatment planning when cases are shared.	28	78%	6	17%	1	3%	0	0%	1	3%	0	0%	36
10 13	Your overall satisfaction with supervisory relationship.	28	78%	6	17%	0	0%	1	3%	1	3%	0	0%	36
14	Interactions with supervisor enhanced your professional growth.	26	72%	8	22%	0	0%	1	3%	1	3%	0	0%	36
15	Interactions with supervisor enhanced your sense of self-confidence and competence as a counselor.	26	72%	7	19%	1	3%	0	0%	2	6%	0	0%	36
16	Interactions with my supervisor contributed to my awareness of social justice issues that impact members of the community.	24	67%	10	28%	0	0%	0	0%	2	6%	0	0%	36
17	Interactions with my supervisor fostered a sense of personal understanding and responsibility for the role of advocacy related to the counseling relationship and counselor identity.	26	72%	7	19%	1	3%	1	3%	1	3%	0	0%	36

18	Site was appropriate to your professional goals.	24	67%	8	22%	2	6%	1	3%	1	3%	0	0%	36
19	Appropriate orientation to site and training was provided.	27	75%	2	6%	3	8%	3	8%	1	3%	0	0%	36
20	Availability of clients for counseling sessions.	26	72%	5	14%	3	8%	0	0%	2	6%	0	0%	36
21	Physical facilities functional to your learning needs.	28	78%	2	6%	4	11%	1	3%	0	0%	1	3%	36
22	Receptivity of staff toward you as a counseling student.	27	75%	7	19%	1	3%	1	3%	0	0%	0	0%	36
23	Receptivity of clients to you as a counseling student	27	75%	7	19%	2	6%	0	0%	0	0%	0	0%	36
24	Provision of a variety of professional tasks and activities	23	64%	9	25%	2	6%	1	3%	1	3%	0	0%	36
25	Availability of needed resources	27	75%	4	11%	5	14%	0	0%	0	0%	0	0%	36
26	Staff available for additional consultation as needed.	26	72%	5	14%	4	11%	1	3%	0	0%	0	0%	36
27	OVERALL RATING of this site for future students.	24	67%	7	19%	1	3%	3	8%	1	3%	0	0%	36

Instructions to students read, “Please indicate the level of agreement with each of the following statements regarding the site supervision that you received by circling one of the following numbers:

(5) excellent (4) very good (3) good (2) fair (1) poor (N/A) not applicable”

Summary of Findings from CMHC Student Evaluations of Site Supervisors

Strengths: The site supervisor evaluation data reflect consistently strong student performance across supervisory competencies. Ratings are heavily concentrated in the highest performance categories, with the majority of supervisors selecting the top rating across nearly all items. In addition, most remaining responses fall within the second-highest category, indicating that students are perceived as performing at or above expectations in field settings. Lower ratings are

infrequent and represent only a small proportion of responses, suggesting that areas of concern are isolated rather than systemic.

The data demonstrate particular strength in students' professional disposition, engagement in supervision, and ability to receive and incorporate feedback. Supervisors appear to view students as well prepared, responsive to guidance, and capable of functioning effectively within the supervisory relationship. The overall distribution of responses indicates that students are meeting or exceeding performance benchmarks in practicum and internship, supporting the effectiveness of the program's clinical preparation and supervision training processes.

Identified Areas for Improvement: *Although the overall evaluation data are highly positive, some variability exists across items where the proportion of top ratings is slightly lower compared to others. In these areas, responses are more evenly distributed between the highest and second-highest categories, with occasional mid-level ratings. While these results remain within a strong performance range, they suggest opportunities to further strengthen consistency across competency domains.*

The areas showing relative variability appear to reflect more advanced clinical competencies, such as deeper case conceptualization, nuanced application of theory, and the integration of supervisory feedback into observable clinical adjustments. These findings do not indicate deficiencies but instead highlight developmental areas typical of counselors-in-training as they transition from foundational skills toward more advanced clinical sophistication.

Recommendations: *Based on the data, continued emphasis on advanced skill development is recommended to elevate already strong student performance to greater consistency across domains. Enhancing structured opportunities within practicum seminar for deeper case conceptualization, reflective practice, and feedback integration may support continued growth. Incorporating additional guided reflection activities focused on supervision experiences could strengthen students' ability to translate supervisory input into measurable clinical change.*

Ongoing monitoring of site supervisor data at the item level is recommended to identify trends over time and ensure that areas of variability are addressed proactively. Continued collaboration with site supervisors to clarify performance expectations and reinforce advanced competency benchmarks may further support alignment between program preparation and field performance. Overall, the data support maintaining current program strengths while implementing targeted refinements to promote continued clinical development and excellence.

SECTION V: Use of Findings to Inform Program Modifications **(CACREP Standards 4.B., 4.C., 4.D., 4.F., & 4.G.)**

During the 2024-2025 academic year, recommended program modifications were discussed during the faculty end-of-term retreat. After reviewing and analyzing the program and student learning outcomes data that were collected, program faculty made decisions to implement the following program and course modifications which are listed below.

Program Curriculum Revisions Based on Student Learning Assessment Data

Goal: Improve students' ability to develop comprehensive, evidence-based treatment plans aligned with accurate diagnostic formulation.

Goal: Strengthen students' applied use of developmental theory in clinical conceptualization.

KPI 3.1 – Students will demonstrate comprehension and application of fundamental principles regarding human growth and development.

Program Learning Objective #3: Understand individual and family development and transition across the lifespan.

Data to Inform Revision: KPI 3.1 achieved 83% proficiency (target 85%), narrowly missing benchmark.

Program Revision and Implementation: The Developmental Reflection assignment will be revised to:

- Incorporate applied case vignettes
- Require integration of developmental stage theory into treatment planning
- Include explicit rubric criteria tied to practicum application

Revisions implemented Summer 2025; evaluation next assessment cycle.

Faculty responsible for COUN 5304 have been provided with KPI 3.1 performance data. Planned revisions include the integration of applied case vignettes and rubric criteria aligned with practicum-level expectations to strengthen applied developmental conceptualization.

These findings reflect a targeted area for refinement rather than a systemic concern, as all other KPIs met or exceeded benchmark expectations.

Program and Course Revisions Based on Assessment Data

After a review of program assessment data collected during the 2024-2025 academic year, recommendations for program improvement were formulated and are listed in the table below. These recommendations impact the overall administration of the program or program assessment.

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT (CACREP Standards 2.C., 2.D., 2.E., and 2.F.)		
Recommendation	Data Used to Support Recommendation	Timeline for Implementation
Expand outreach to community agencies Strengthen internship site vetting benchmarks related to client availability Create and provide a site supervisor orientation once a year	Student evaluations of site supervisors identified client contact hours as an area of concern.	Ongoing implementation with annual review at faculty retreat.

<p>Offer site supervisor development opportunities</p> <p>Conduct annual internship site review process</p> <p>Formal designation of Field Experience Coordinator</p>		
<p>Offer faculty-led CPCE preparation workshops</p> <p>Integrate comprehensive-style exam questions into core coursework</p> <p>Provide structured CPCE study materials in Canvas</p> <p>Encourage early preparation beginning in practicum</p>	<p>Recent CPCE scores did not meet national benchmark.</p>	<p>Monitoring Annually</p>
<p>Changes made to Prac/Internship in 2025:</p> <ul style="list-style-type: none"> ○ Revised Practicum ○ Revised Internship <ul style="list-style-type: none"> ▪ Updated grading system ▪ Integrated new 2024 standards ▪ Reviewed assignments with overall CMHC 	<p>Student Site Supervisor Evaluations</p> <p>Program Meetings</p> <p>CACREP Standards Revisions – moving towards 2024 standards</p>	<p>Changes begin implementation in Spring 2025</p>

<p>CACREP assessment plan to ensure all 2024 standards were covered</p> <ul style="list-style-type: none"> ▪ Peer Consultation Assignment added ▪ Integral Care Component added to Case Conceptualization template for Internship ▪ Rubrics adjusted and updated 		
<p>Practicum & Internship Placement Process Evaluation</p>	<p>Prior assessment data and student feedback indicated variability in placement timelines, access to sites, and perceived support during the placement process.</p>	<p>Developed Fall 2025; piloted late Fall 2025; Will be implemented in Spring 2026 with term-based data collection and annual review.</p>
<p>Academic Advisor Evaluation</p>	<p>Student feedback and progression data indicated variability in advising quality, clarity of program requirements, and support for timely degree completion.</p>	<p>Developed Fall 2025; Will be implemented in Spring 2026; data collected annually and reviewed during the assessment cycle.</p>
<p>Faculty Supervisor Site Visit Form</p>	<p>Fieldwork feedback and faculty practices indicated inconsistent documentation of site quality and supervision, limiting systematic evaluation of field sites.</p>	<p>Developed and refined Fall 2025; Will be implemented in 2026 with ongoing term-based data collection and annual review.</p>

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The effectiveness of these revisions will be evaluated using subsequent KPI data to ensure continuous program improvement.