



Clinical Mental Health Counseling 2024-2025 Annual Report

Programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are required to publicly report vital statistics and program evaluation information annually. This 2024-2025 evaluation report for the Clinical Mental Health Counseling (CMHC) Program at The University of Texas at Tyler includes essential program statistics—such as demographics, enrollment, graduation rates, credentialing exam performance, and job placement—along with a summary of evaluation results, program modifications based on those results, and other significant program changes.

Substantial Program Changes

- Dr. Ross Spears joined the CMHC Core Faculty in Fall 2024.
- We submitted the one-year progress report for CACREP in Spring 2025.
- The Department of Counseling and Psychology has appointed a new chair. Beginning Fall 2025, Dr. Dennis Combs will serve as Chair of the Department of Counseling and Psychology.

2024-2025 CMHC Vital Statistics

In accordance with CACREP 2016 Standards, the following information outlines (4.B.2) the demographics and other characteristics of students, graduates, and applicants, as well as (4.E.1) the number of graduates for the past academic year, (4.E.2) pass rates on credentialing examinations, (4.E.3) completion rates, and (4.E.4) job placement rates.

Table 1: Enrolled Student Demographics

Semester	Gender	Ethnicity	Age Mean and Range
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Fall 2024 N=108	Female: 81 (76%) Male: 27 (24.4%)	White: 67 (62%) Black: 11 (10%) Hispanic: 6 (5.6%) Asian or Pacific Islander: 6 (5.6%) Multiracial: 17 (15.74%) Not Reported: 1 (0.93%)	27.72 20 to 56
Spring 2025 N=113	Female: 86 (76%) Male: 27 (24.4%)	White: 71 (62.8%) Black: 12 (10.6%) Hispanic: 6 (5.3%) Asian or Pacific Islander: 6 (5.3%) Multiracial: 17 (15%) Not Reported: 1 (0.88%)	27.77 20 to 56
Summer 2025 N=82	Female: 65 (79.2%) Male: 17 (20.7%)	White: 48 (58.5%) Black: 9 (11%) Hispanic: 6 (7.3%) Asian or Pacific Islander: 6 (7.3%) Multiracial: 12 (14.6%) Not Reported: 1 (1.2%)	27.9 20 to 56

Table 2: Graduating Student Demographics and Other Characteristics

Semester	Gender	Ethnicity	Age Mean and Range	During Last Semester in the Program*
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				Licensure Exam Pass Rate*	Job Placement Rate*
Fall 2024 N=10	Female: 8 (80%) Male: 2 (20%)	White: 6 (60%) Black: 1 (10%) Hispanic: 1 (10%) Multiracial: 2 (20%)	26.7 23 to 38	CPCE: 100% NCE: 100%	55.55%
Spring 2025 N=9	Female: 5 (56%) Male: 4 (44%)	White: 4 (44%) Black: 2 (22%) Multiracial: 3 (33%)	28 23 to 40	CPCE: 90.91% NCE: 100%	33.33%
Summer 2025 N=10	Female: 7 (70%) Male: 3 (30%)	White: 5 (50%) Black: 3 (30%) Multiracial: 1 (10%) Not Reported: 1 (10%)	28 24 to 56	CPCE: 100% NCE: 100%	30%

* The data is derived from the CMHC Exit Survey, which is completed by students during the semester in which they graduate from the program, with a response rate of 96.55%. Exam pass rates are indicative of all the respondents who have taken the mentioned exam. When comparing data to other CMHC program please be aware of the data collection timeline, as it might vary between programs.

Table 3: Applicant Demographics

Semester	Gender	Ethnicity	Age Mean and Range
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Fall 2024 N=40 Applied Fall 2024 to be admitted in Spring 2025	Female: 32 (80%) Male: 8 (20%)	White: 23 (57.5%) Black: 4 (10%) Hispanic: 5 (12.5%) Not Reported: 6 (15%)	28 21 to 56
Spring 2025 N= 85 Applied Spring 2025 to be admitted in Fall 2025	Female: 63 (74.1%) Male: 22 (26%)	White: 26 (31%) Black: 5 (6%) Hispanic: 9 (10.6%) Asian: 2 (2.4%) Multiracial: 5 (6%) Not Reported: 38 (44.7%)	26 20 to 49

Table 4: CMHC Completion Rates

Load	Numerator*	Denominator**	Completion Rate
Full Time	305	382	79.84%
Part Time	3	10	30%
Total	308	392	78.57%

*Numerator includes full-time students who completed within three years and part-time students who completed within four years.

** Denominator includes all students entering the program since inception Summer 2015 through Summer 2022.

2024-2025 CMHC Program Evaluation Results

In accordance with CACREP 2016 Standards, the following is the summary of the 2024-2025 CMHC program evaluation results capturing (4.B.1) aggregate student assessment data related to student knowledge, skills, and professional dispositions and (4.B.3) the systematic follow-up studies of graduates, site supervisors, and employers of program graduates. In the annual CMHC Program Assessment Committee meeting, the program evaluation data is reviewed and analyzed in order to make the curricular and programmatic improvements, as needed. The final program evaluation data is posted on the program website.

Student Knowledge, Skills, and Dispositions Aggregate Data

CACREP requires that, within core and specialty areas, Key Performance Indicators (KPIs) are identified. KPIs are capstone assignments that measure teaching and learning. Faculty assess the measure (e.g., assignment) with a rubric. The student knowledge and skills data is collected every semester that data is available.

CACREP requires professional disposition data to be collected and used to evaluate program outcomes. The CMHC disposition data is collected using the Assessment of Professional Counseling Dispositions Scale (APCD; Mullen, 2013) and the Counselor Competencies Scale- Revised (CCS-R; Lambie et al., 2015) over multiple points in time: 1) Candidacy Interviews (after completing three identified foundational courses: COUN 5312, COUN 5328, and COUN 5391); 2) Annual Student Review Meetings; 3) Final Practicum Evaluations.

Please see Table 5 below for the summary of 2024-2025 Student Knowledge, Skills, and Dispositions data.

Table 5: Aggregate Student Assessment Data Related to Student Knowledge and Skills

KPI	Data	Success Threshold Criterion	Results Status (Met/Not Met)
KPI 1 Professional Counseling Orientation and Ethical Practice: Students will apply appropriate ethical decision-making through analyzing ethical cases and applying ethical codes.	Four types of data are collected for KPI 1: 1) Formative knowledge data is collected from COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling using the Ethics Case Study Assignment.	90% of students will earn a score of 80% or above on the Ethics Case Study Assignment in COUN 5328.	<u>Criteria Not Met</u> 2024-25 Results: A total of 41 students were assessed in COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling: 35 (85.37%) identified as female and 6 (14.63%) as male; 3 (7.32%) identified as Asian, 5 (12.20%) as Black, 7 (17.07%) as Hispanic, and 26 (63.41%) as White. 30/41 (83%) scored 80% (96) or higher. 120 points were possible, and

			<p>scores ranged from 36 to 120. The mean score was 102 and the mode score was 114.</p> <p>Fall 2024: 17/21 (81%) scored 80% or higher. Scores ranged from 36 to 119 with a mean score of 100 and a mode score of 114.</p> <p>Spring 2025: 17/20 (85%) scored 80% or higher. Scores ranged from 36 to 119 with a mean score of 104 and a mode score of 114.</p>
	<p>2) Summative knowledge data is collected from the CPCE scores for the Professional Counseling Orientation and Ethical Practice subscale.</p>	<p>90% of students will score at or above 1 S.D. below the national mean on the Professional Counseling Orientation and Ethical Practice Subscale of the CPCE exam.</p>	<p><u>Criteria Not Met</u></p> <p>2024-25 Results: In aggregate, 34 students were assessed in AY 2024-25. 23 (65.71%) identified as female and 12 (34.29%) as male; 5 (14.29%) identified as Black, 7 (20.00%) as Hispanic, 2 (5.71%) as Two or More Races, 1 (2.86%) as Unknown, and 20 (57.14%) as White.</p> <p>82% of all assessed students for AY 2024-25 met the target of scoring within 1 SD below the national mean. This falls short of the target for this measurement by 8%.</p> <p>In Fall 2024, the national mean was 12.3, and the target score was 10.572 (1 SD below the national mean). 8 students were assessed, and 7 (88%) met or surpassed the target score.</p> <p>In Spring 2025, the national mean was</p>

			11.9, and the target score was 10.190 (1 SD below the national mean). 11 students were assessed, and 8 (73%) met or surpassed the target score. In Summer 2025, the national mean was 11.8, and the target score was 10.056 (1 SD below the national mean). 15 students were assessed (14 first-time test takers), and 13 (87%) met or surpassed the target score.
	3) Formative skills data is collected from COUN 5393 Practicum using faculty and site supervisor evaluations from the CCS-R, item 1.G.	90% of students will earn an average score of 3.5 or better on item 1.G. in COUN 5393 Final CCS-R Evaluations.	<u>Criterion Met</u>
	4) Summative skills data is collected from COUN 5397 Internship II using faculty and site supervisor evaluations from the CCS-R, item 1.G.	90% of students will earn an average score of 4 or better on item 1.G. in COUN 5397 CCS-R Final Evals.	<u>Criterion Met</u>
	5) Disposition data is collected through the Candidacy Interviews (students reviewed by CMHC faculty at the end of their first semester in the program). Student dispositions are assessed using the Assessment of Professional Counseling Dispositions (APCD) Scale.	90 percent will score 2 or higher on 12 out of 15 scale dimensions.	<u>Criterion Met</u>
KPI 2 Social and Cultural Diversity:	Four types of data are collected for KPI 2:	90% of students will earn a score of 80% or above on the Cultural	<u>Criterion Met</u>

Students will be able to evaluate the impact of diversity on mental health and help seeking behaviors and will apply multicultural competencies to conceptualize and work with clients in counseling settings.	1) Formative knowledge data is collected from COUN 5324 using the Cultural Diversity and Advocacy Essay Assignment.	Diversity and Advocacy Essay Assignment in COUN 5324.	
	2) Summative knowledge data is collected from the CPCE scores for the Social and Cultural Diversity subscale.	90% of students will score at or above 1 S.D. below the national mean on the Social and Cultural Diversity Subscale of the CPCE exam.	<p><u>Criterion Not Met</u></p> <p>2024-25 Results:</p> <p>28/34 (82.35%) of all assessed students for AY 2024-25 met the target of scoring within 1 SD below the national mean. This falls short of the target for this measurement by 7.35%.</p> <p>In Fall 2024, the national mean was 10.7, and the target score was 8.593 (1 SD below the national mean). 8 students were assessed, and 5 (63%) met or surpassed the target score.</p> <p>In Spring 2025, the national mean was 10.3, and the target score was 8.715 (1 SD below the national mean). 11 students were assessed, and 10 (91%) met or surpassed the target score.</p> <p>In Summer 2025, the national mean was 10.2, and the target score was 8.56 (1 SD below the national mean). 15 students were assessed (14 first-time test takers), and 13 (87%) met or surpassed the target score.</p>
	3) Formative skills data is collected from COUN 5393 Practicum using faculty and site supervisor	90% of students will earn an average score of 3.5 or better on	<u>Criterion Met</u>

	evaluations from the CCS-R, item 2.F.	item 2.F in COUN 5393 Final CCS-S Evaluations.	
	4) Summative skills data is collected from COUN 5397 Internship II using faculty and site supervisor evaluations from the CCS-R, item 2.F.	90% of students will earn an average score of 4 or better on item 2.F in OCUN 5397 CCS-R Final Evals.	<u>Criterion Met</u>
KPI 3 Human Growth and Development: Students will analyze clinical issues from a developmental perspective and plan appropriate care based on developmental needs.	Two types of data are collected for KPI 3: 1) Formative knowledge data is collected from PSYC 5320 Advanced Human Growth and Development using the Human Growth and Development Application Presentation.	90% of students will earn a score of 80% or above on the Human Growth and Development Application Presentation in PSYC 5320: Advanced Human Growth and Development.	<u>Criteria Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Human Growth and Development subscale.	90% of students will score at or above 1 S.D. below the national mean on the Human Growth and Development Subscale of the CPCE exam.	<u>Criteria Met</u>
KPI 4 Career Development: Students will apply knowledge of career counseling to formulate counseling plans that are congruent with clients' goals.	Three types of data are collected for KPI 4: 1) Formative knowledge data is collected from COUN 5335 Career Counseling using the cumulative Final Exam.	90% of students will earn a score of 80% or above on the Final Exam in COUN 5335.	<u>Criterion Not Met</u> 2024-25 Results: A total of 32 students were enrolled in in COUN 5335 in the 2024-25 AY.11/32 (34.38%) earned a score of 80% (120) or higher on the Final Exam. 150 points were possible, and scores ranged from 78.75 (low) to 131.25 (high). The median score was 116, and the mode score was 113.

			<p>Spring 2025: 4/15 (26.67%) scored 80% or higher. Score range was 97.5 (low) to 123.75 (high); median and mode scores were 113.</p> <p>Summer 2025: 7/16 (43.75%) scored 80% or higher. Score range was 78.75 (low) to 131.25 (high); the median score was 116, and the mode score was 128.</p>
	2) Summative knowledge data is collected from the CPCE scores for the Career Development subscale.	90% of students will score at or above 1 S.D. below the national mean on the Career Development Subscale of the CPCE exam.	<u>Criterion Met</u>
	3) Formative skills data is collected from COUN 5335 Career Counseling using the Career Counseling Sessions and Reflections Assignment.	90% of students will earn a score of 80% or above on the Career Counseling Sessions and Reflections Assignment in COUN 5335.	<u>Criterion Met</u>
KPI 5 Counseling Helping Relationship Skills: Students will combine a variety of counseling skills to benefit the counseling process.	Four types of data are collected for KPI 5: 1) Formative knowledge data is collected from COUN 5391 Basic Counseling Skills using the Final Skills Tape Assignment.	90% of students will earn a score of 80% or above on the Tape #4: Final Examination in COUN 5391.	<u>Criteria Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Counseling and Helping Relationships subscale.	90% of students will score at or above 1 S.D. below the national mean on the Counseling Helping Relationship Skills Subscale of the CPCE exam.	<u>Criterion Met:</u>

	3) Formative Skills data is collected from COUN 5392 Helping Relationships and Clinical Interviewing using the Final Skills Tape Assignment.	90% of students will earn a score of 80% or above on RP3 in COUN 5392 Helping Relationships and Clinical Interviewing class.	<u>Criterion Met</u>
	4) Summative Skills data is collected from COUN 5397 Internship II using faculty and site supervisors evaluations from the CCS-R, items 1.A., 1.B., 1.C., 1.D., 1.E., 1.F., 1.G., 1.H., 1.I., AND 1.J.	90% of students will earn an average score of 4 (Meets Expectations) or better on items 1.A. - 1.J. in COUN 5397 CCS-R Final Evals.	<u>Criterion Met</u>
KPI 6 Group Counseling and Group Work: Students will construct group counseling experiences with effective, ethical, and culturally relevant skills.	Three types of data are collected for KPI 6: 1) Formative knowledge data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment.	90% of students will earn a score of 80% or above on the Group Proposal Assignment in COUN 5345.	<u>Criterion Not Met</u> 2024-25 Results: 33 students were enrolled in COUN 5345. 29/33 (88%) scored 20 (80%) or higher on the Group Proposal assignment. 25 points were possible, and the range of scores was 16.2 (low) to 25 (high). The mean and median scores were 22, and the mode score was 23. Fall 2024: 14/18 (78%) scored 20 (80%) or higher. The mean score was 22, the median was 22.25, and the mode score was 24. Spring 2025: 15/15 (100%) scored 20 (80%) or higher. The mean score was 22, the median score was 21.5, and the mode score was 23.

	2) Summative knowledge data is collected from the CPCE scores for the Group Counseling and Group Work subscale.	90% of students will score at or above 1 S.D. below the national mean on the Group Counseling and Group Work Subscale of the CPCE exam.	<p><u>Criterion Not Met</u></p> <p>2024-25 Results:</p> <p>In aggregate, 34 students were assessed in AY 2024-25. 85% of all assessed students met the target of scoring within 1 SD below the national mean. This falls 5% short of the target for this measurement.</p> <p>In Fall 2024, the national mean was 12.8, and the target score was 11.086 (1 SD below the national mean). 8 students were assessed, and 6 (75%) met or surpassed the target score.</p> <p>In Spring 2025, the national mean was 12.6, and the target score was 11.063 (1 SD below the national mean). 11 students were assessed, and 8 (73%) met or surpassed the target score.</p> <p>In Summer 2025, the national mean was 12.4, and the target score was 10.900 (1 SD below the national mean). 15 students were assessed (14 first-time test takers), and 15 (100%) met or surpassed the target score.</p>
	3) Formative skills data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment.	90% of students will earn a score of 80% or above on the Group Proposal Assignment in COUN 5345.	<p><u>Criterion Not Met</u></p> <p>2024-25 Results: 33 students were enrolled in COUN 5345. 29/33 (88%) scored 20 (80%) or higher on the Group Proposal assignment. 25 points</p>

			<p>were possible, and the range of scores was 16.2 (low) to 25 (high). The mean and median scores were 22, and the mode score was 23.</p> <p>Fall 2024: 14/18 (78%) scored 20 (80%) or higher. The mean score was 22, the median was 22.25, and the mode score was 24.</p> <p>Spring 2025: 15/15 (100%) scored 20 (80%) or higher. The mean score was 22, the median score was 21.5, and the mode score was 23.</p>
KPI 7 Assessment and Testing: Students will combine assessment and clinical skills to render appropriate client diagnosis and treatment.	Two types of data are collected for KPI 7: 1) Formative knowledge data is collected from COUN 5368 Assessment Techniques in Counseling using the Comprehensive Assessment Report.	90% of students will score an 80% or above on the Comprehensive Assessment Report in COUN 5368.	<u>Criterion Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Assessment and Testing subscale.	90% of students will score at or above 1 S.D. below the national mean on the Assessment and Testing Subscale of the CPCE exam.	<u>Criterion Not Met</u> 2024-25 Results: In aggregate, 34 students were assessed in AY 2024-25. 82.35% of all assessed students for AY 2024-25 met the target of scoring within 1 SD below the national mean. This falls 7.65% short of the target for this measurement.

			<p>In Fall 2024, the national mean was 11.8, and the target score was 10.808 (1 SD below the national mean). 8 students were assessed, and 8 (100%) met or surpassed the target score.</p> <p>In Spring 2025, the national mean was 10.2, and the target score was 8.225 (1 SD below the national mean). 11 students were assessed, and 8 (73%) met or surpassed the target score.</p> <p>In Summer 2025, the national mean was 10.0, and the target score was 8.018 (1 SD below the national mean). 15 students were assessed (14 first-time test takers), and 12 (80%) met or surpassed the target score.</p>
KPI 8 Research and Program Evaluation: Students will utilize research skills to critically assess counseling research and client care.	Two types of data are collected for KPI 8: 1) Formative knowledge data is collected from COUN 5340 Research and Program Evaluation using the Final Article Critique Assignment.	90% of students will earn a score of 80% or above on the Final Article Critique Assignment in COUN 5340.	<u>Criterion Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Assessment and Testing subscale.	90% of students will score at or above 1 S.D. below the national mean on the Research and Program Evaluation Subscale of the CPCE exam.	<u>Criterion Met</u>
KPI CMHC: Students will utilize the theories and models of clinical	Two types of data are collected for KPI CMHC: 1) Formative skills data is collected	90% of students will earn a score of 3.5 or better on items 2.D. and 2.E.	<u>Criteria Met</u>

mental health counseling and effectively use client case conceptualizations to assess, diagnose, identify, and apply appropriate treatment modalities to a wide range of client situations.	from COUN 5393 Practicum using faculty and site supervisor evaluations from the CCS-R, items 2.D. and 2.E.	in COUN 5393 Final CCS-S Evaluations.	
	2) Summative skills data is collected from COUN 5397 Internship II using faculty and site supervisor evaluations from the CCS-R, items 2.D. and 2.E.	90% of students will earn a score of 4 (Meets Expectations) or better on items 2.D. and 2.E. in COUN 5397 CCS-R Final Evals.	<u>Criterion Met</u>
	3) Annual student review meetings (students reviewed by program and adjunct faculty). Student dispositions are assessed using the Assessment of Professional Counseling Dispositions (APCD) Scale.	90 percent will score 2 or higher on each scale dimension	<u>Criterion Met</u>
	4) COUN 5393: Practicum by faculty and site supervisors final CCSR Evaluation. Student dispositions are assessed using the Counseling Disposition & Behaviors section of the CCS-R (2.A. Through 2.K.)-	90% of students earn a score of 4 (Meets Expectations) or better on items 2.A.-2.K. of the Counseling Disposition & Behaviors section of the CCS-R.	<u>Criterion Met</u>

Program Modifications Based on Aggregated Student Assessment Data on Knowledge, Skills, and Disposition

1) KPI 1 Professional Counseling Orientation and Ethical Practice:

- a. Per 2024-2025 aggregate assessment results for COUN 5328, 83% (34/41) of students scored 80% or better, which falls short of the success criterion threshold. Specifically, during Fall 2024, 17 of 21 students (81%) met the success criterion. Of the four students who did not meet the criterion, all were provided remediation and the opportunity to improve their scores. Two of the four students were successful in meeting the success criterion threshold after remediation. Reasons for not meeting the criterion varied among the four students. Two students struggled with the critical thinking skills required for complex ethical dilemmas, one failed to identify the highest priority ethical concern,

and the final student did not follow the assignment instructions. Based on Fall 2024 scoring, faculty moved the due date of the MOA to later in the semester for Spring 2025, with the intention to provide more instruction for students who are challenged by the expectations of ethical decision-making. Per Spring 2025 data, there was a slight improvement as 85% (17/20) of students scored 80% or better. However, Spring 2025 still fell short of the success criterion threshold. Of the three students who did not meet the criterion, one student was provided remediation and the opportunity to improve their score. However, they still fell short of the success criterion. Reasons for not meeting the criterion varied among the three students. The student who received remediation failed to follow the assignment instructions, including the use of an unrelated ethical decision-making model, and thus was unable to meet the scoring rubric's expectations. Another student turned in their assignment late. The final student failed to follow the expectations of the rubric, leaving out significant portions of the assignment. Although both semesters fell short of the success criterion threshold, the mean and mode for both semesters indicate that students are generally mastering ethics-related concepts. Action Plan: Based on this analysis, faculty will implement an action plan that facilitates improved student performance. The action plan includes: (1) Continue with later due date for MOA to provide additional instruction, (2) Emphasize importance of following assignment instructions and rubric, (3) Specifically name and require the Forester-Miller & Davis (2016) ethical decision-making model in the assignment instructions to avoid potential confusion, and (4) continue to reinforce timely submission of assignments.

- b. There was a decrease in scores from 88% (n-2024) to 82% of students (2024-2025) who scored at or above 1 S.D. below the national mean on the Professional Counseling Orientation and Ethical Practice Subscale of the CPCE exam. Based on these results, the faculty will (1) Continue to follow the CPCE exam policies, (2) faculty implemented a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396), (3) faculty will be intentional about integrating content that aligns with CPCE subject area, (4) as part of COUN 5395 class there will be a test preparation for CPCE, and (5) starting 2025-2026, to ensure alignment between the Professional Counseling Orientation & Ethics course and increase the CPCE results in this areas, the core faculty overseeing the Professional Counseling Orientation & Ethics will review this outcome.
- 2) **KPI 2 Social and Cultural Diversity:** There was an increase in scores from 79% (2023-2024) to 82% of students (2024-2025) who scored at or above 1 S.D. below the national mean on the Cultural Diversity Subscale of the CPCE exam. Based on these results, the faculty will (1) continue to follow the CPCE exam policies, (2) implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396), (3) faculty will be intentional about integrating content that aligns with CPCE subject area, (4) as part of COUN 5395 class there will be a test preparation for CPCE, and (5) starting 2025-2026, to ensure alignment between the Social and Cultural Diversity course and increase the CPCE results in this areas, the core faculty overseeing the Social and Cultural Diversity will review this outcome.

- 3) **KPI 4 Career Development:** Analysis of 2024-2025 formative knowledge results indicates that 11/32 of students assessed (34.38%) scored 80% or higher on the Career Counseling Final Exam. Based on these results in the spring 2025, the faculty plan to: (1) provide additional weight to the final exam, (2) continue providing resources for students to develop broader knowledge in the areas of career counseling, (3) provide additional review of the material to enhance exam preparation effectiveness, (4) update exam content to better assess student understanding, and (5) provide opportunities for students to ask questions and receive clarification.
- 4) **KPI 6 Group Counseling and Group Work:**
- a. In COUN 5345, the success threshold was set at 90% of students scoring 80% or higher on the Group Proposal Assignment. Across both semesters, 29 out of 33 students (88%) met this threshold. Although overall performance was strong, the target was narrowly missed by 2 percentage points. A closer review by semester shows that Spring 2025 students achieved 100% success, while Fall 2024 students fell short with only 78% meeting the threshold. This suggests that instructional and/or contextual factors varied between semesters. The mean and median scores for the full academic year were both 22, with a mode of 23, indicating generally strong student mastery of group counseling concepts. However, the lower Fall 2024 performance highlights the need for more consistent support and reinforcement of expectations across semesters. Action Plan (2025–26): Faculty will continue to emphasize strategies that supported the strong Spring 2025 performance while addressing areas for improvement noted in Fall 2024. Planned actions include: (1) incorporate targeted check-ins and feedback opportunities earlier in the semester to support students who may struggle with proposal development; (2) continue detailed reviews of the grading rubric, with added emphasis on aligning weekly activities and deliverables directly with rubric criteria to reinforce expectation; (3) faculty will compare instructional practices between semesters to identify specific strategies that contributed to the Spring 2025 success and ensure those are consistently applied in future course offerings.
 - b. There was a decrease in scores from 100% (2023-2024) to 85% of students (2024-2025) who scored at or above 1 S.D. below the national mean on the Group Counseling and Group Work Subscale of the CPCE exam. Based on these results, the faculty will (1) continue to follow the CPCE exam policies, (2) implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396), (3) be intentional about integrating content that aligns with CPCE subject area, (4) as part of COUN 5395 class there will be a test preparation for CPCE, and (5) starting 2025-2026, to ensure alignment between the Group Counseling course and increase the CPCE results in this areas, the core faculty overseeing the Social and Group Counseling and Group work will review this outcome. Due to the larger than expected decrease in student scores on this subscale, faculty will more closely monitor these results in AY 2025-26.
- 5) **KPI 7 Assessment and Testing:** There was a decrease in scores from 96% (2023-2024) to 82% of students (2024-2025) who scored at or above 1 S.D. below the national mean on the Assessment and Testing Subscale of the CPCE exam. Based on these

results, the faculty will (1) continue to follow the CPCE exam policies, (2) implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396), (3) be intentional about integrating content that aligns with CPCE subject area, (4) as part of COUN 5395 class there will be a test preparation for CPCE, and (5) starting 2025-2026, to ensure alignment between the Assessment course and increase the CPCE results in this areas, the core faculty overseeing the Assessment and Testing will review this outcome. Due to the larger than expected decrease in student scores on this subscale, faculty will more closely monitor these results in AY 2025-26.

- 6) **KPI CMHC.** While the criteria are met for all four KPI CMHC MOAs, discussions of disposition data within the CMHC Assessment Committee highlighted the need for expanded opportunities for site supervisors to provide feedback on professionalism (e.g., timeliness and attendance). In response, we will continue to emphasize professionalism components within student evaluations during the Annual Site Supervisor Meeting, with the goal of empowering supervisors to offer more detailed and nuanced feedback.

Systematic Stakeholders Follow-Up Studies on Program Objectives

In compliance with CACREP Standard 4.B.3., the CMHC program completes Follow-Up Studies with graduates/alumni, employers of graduates, and site supervisors. Please see Table 7 below for the summary of 2024-2025 Follow-Up Study data.

Table 7: Systematic Stakeholders Follow-Up Studies on Program Objectives

Stakeholders	Data	Success Threshold Criterion	Results Status (Met/Not Met)
Graduating Students	Two types of data are collected from the graduates: 1) CMHC Exit Survey	90% of survey responders will indicate "Satisfied or Higher" with the Clinical Mental Health Counseling Program Experience.	<u>Criterion Met</u>
	2) UT Tyler Graduation Exit Survey	90% of survey responders will indicate "Met or	<u>Criterion Met</u>

		Exceeded Expectations" on each selected item and "Satisfied or Higher" with Entire Educational Experience.	
Alumni	Alumni Survey: Alumni are asked to report the following: if they are currently working as a counselor/mental health professional, their current counseling licensure status, their perception of competency for each of the eight program KPIs, and their employer's information.	90% of responding alumni will indicate a 3 or higher on each KPI item.	<u>Criterion Met</u>
Employer	Employer Survey: Employers are asked to report the following: the employee's overall educational preparation, the employee's ability to think critically and solve problems, and their perception of the employee's level of competency for each of the program KPIs.	90% of responding employers will indicate a 3 or higher on each KPI item.	<u>Criterion Met</u>
Site Supervisor	Site Supervisor Survey: Site supervisors are asked to	90% of responding site supervisors will	<u>Criterion Met</u>

	report the following: supervisees' overall educational preparation, supervisees' ability to think critically and solve problems, and their perception of supervisees' level of competency for each of the program KPIs. Students are rated for each KPI.	indicate a 3 or higher on each KPI item.	
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Program Modifications Based on Stakeholder Follow-Up Regarding Program Objectives

1. Analysis of 2024-2025 results from the site supervisors and employers shows that--when corrected to exclude "No Basis to Rate" responses--the program successfully met its established goal. However, a number of areas had an increase in "No Basis to Rate" responses, which indicates that the employer feels they did not have a chance to evaluate the specific area. Upon discussion during the CMHC Assessment Committee Meeting, we agreed that including a "No basis to rate" option is misleading employers; thus, in order to increase the use value of the collected data, faculty will revise the Alumni Survey in Qualtrics, removing the "No basis to rate" option and requiring a response to all 9 KPIs. To further strengthen these results, the program will continue to stress delivering quality instruction, fostering experiential learning opportunities, and targeted professional development. To enhance response rates and maintain robust data collection, the program will continue strategic measures such as embedding survey reminders.