

Mission


The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.


2024-2025 Assessment Academic Year
Clin. Mental Health Counseling (CMHCMA) Learning Outcomes


CACREP Core 1 Professional Counseling Orientation and Ethical Practice

Students will utilize appropriate ethical decision making through analyzing ethical cases and applying ethical codes.

MEASURES	RESULTS	ACTIONS								
<p>Ethics Case Study Assignment: COUN 5328</p> <p>In COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling, student knowledge is assessed using an ethical case study review. Students review an ethical case study, develop an analysis, and compose a formal case review synthesizing the ACA Code of Ethics and other critical components of professional counseling to arrive at a final decision for the ethical case study. Students are assessed using a rubric for the following: Understanding of Ethical Principles, Identification of Ethical Dilemma, Application of Ethical Codes, Ethical Decision-Making Process, and Clarity of Communication and Adherence to APA Style, 7th Edition.</p> <p>Direct - Assignment</p> <p><i>FOUND & ETHICS CLIN MH COUNS: COUN 5328</i></p> <p>Target</p> <p>90% or students will earn a score of 80% or above on the Ethics Case Study Assignment.</p> <p>COUN 5328 Ethics Case Study Guidelines_Spring 2024.docx</p> <p>COUN 5328 Ethics Case Study Rubric_Spring 2024.pdf</p>	<p>NOT MET</p> <p>Ethics Case Study Assignment: COUN 5328</p> <p>■ Met ■ Not Met</p> <table><tr><td>Met:</td><td>73%</td></tr><tr><td>Not Met:</td><td>27%</td></tr><tr><td>Met Total:</td><td>73%</td></tr><tr><td>Not Met Total:</td><td>27%</td></tr></table> <p>Summary</p> <p>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 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>2024-25 COUN 5328 Ethics Case Study Assignment Student Scores.pdf</p> <p>Analysis</p> <p>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.</p>	Met:	73%	Not Met:	27%	Met Total:	73%	Not Met Total:	27%	<p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>Specifically name and require the Forester-Miller & Davis (2016) ethical decision-making model in the assignment instructions to avoid potential confusion.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Maintain Assessment Strategy</p> <p>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, and (3) continue to reinforce timely submission of assignments.</p>
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Not Met:	27%									
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Not Met Total:	27%									

	<p>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.</p>											
<p>Final Supervisor Evaluation: COUN 5393, Advanced Reflection (Meaning), CCS-R 1.G</p> <p>In COUN 5393 Practicum, a faculty and site supervisor evaluation of students' skills in Professional Counseling Orientation and Ethical Practice is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: 1.G. - Advanced Reflection (Meaning).</p> <p>Direct - Field Assessment</p> <p><i>PRACTICUM CLIN MH COUNSELING: COUN 5393</i></p> <p>Target</p>	<p>MET</p> <p>Final Supervisor Evaluation: COUN 5393, Advanced Reflection (Meaning), CCS-R 1.G</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>92%</td></tr><tr><td>Not Met:</td><td>8%</td></tr><tr><td>Met Total:</td><td>92%</td></tr><tr><td>Not Met Total:</td><td>8%</td></tr></table> <p>Summary</p> <p>A total of 38 students were enrolled in COUN 5393. In aggregate, 92.31% scored 3.5 or higher on Item 1.G - Advanced</p>	0%	100%	Met:	92%	Not Met:	8%	Met Total:	92%	Not Met Total:	8%	<p>Maintain Assessment Strategy</p> <p>Faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of advanced reflection, (2) keep reviewing audio from sessions to ensure development of competency, and (3) provide opportunities for students to ask questions and receive clarification.</p>
0%	100%											
Met:	92%											
Not Met:	8%											
Met Total:	92%											
Not Met Total:	8%											


<p>90% of students will earn an average score of 3.5 or better on item 1.G. in COUN 5393 Final CCS-R Evaluations.</p> <p>COUNSE~1.PDF</p>	<p>Reflection (Meaning). 28 (71.80%) identified as female and 11 (28.21%) as male; 2 (5.13%) identified as Asian, 4 (10.26%) as Black, 8 (20.51%) as Hispanic, 1 (2.56%) as Unknown, and 24 (61.54%) as White.</p> <ul style="list-style-type: none"> Faculty Supervisors: 33 students were assessed by Faculty Supervisors in COUN 5393. 32/33 (97%) scored 3.5 or higher on Item 1.G., Advanced Reflection (Meaning). 5 points were possible, and scores ranged from 3 to 5. The median and mode scores were 5. Site Supervisors: 32 students were assessed by Site Supervisors in COUN 5393. 28/32 (88%) scored 3.5 or higher on Item 1.G. - Advanced Reflection (Meaning). 5 points were possible, and scores ranged from 3 to 5. The median and mode scores were 4. <p>2024-25 COUN 5393 Faculty and Site Supervisor Evaluations. CCSR 1G.pdf</p> <p>Analysis</p> <p>Analysis of the 2024-2025 results indicates that 32/33 students assessed (97%) scored a 4 or higher when evaluated by faculty supervisors, and 28/32 (88%) scored 4 or higher when evaluated by site supervisors.</p>	
<p>Final Supervisor Evaluation: COUN 5397 (CCS-R 1.G)</p> <p>In COUN 5397: Internship II, a faculty and site supervisor evaluation of students' skills in "Social and Cultural Diversity" is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: 1.G. - Advanced Reflection (Meaning).</p> <p>Direct - Field Assessment</p> <p><i>INTERNSHIP II: COUN 5397</i></p> <p>Target</p> <p>90% of students will earn an average score of 3.5 or better on item 1.G. in COUN 5397 Final CCS-R Evaluations.</p> <p>COUNSE~1.PDF</p>	<p>MET</p> <p>Final Supervisor Evaluation: COUN 5397 (CCS-R 1.G)</p> <p>■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Summary</p> <p>A total of 28 students were enrolled in COUN 5397. In aggregate, 100% scored 4 or better on Item 1.G - Advanced Reflection (Meaning). 20 (68.97%) identified as female and 9 (31.03%) as male; 6 (20.69%) identified as Black, 5 (17.24%) as Hispanic, 2 (6.90%) as Two or More Races, 1 (3.45%) as Unknown, and 15 (51.72%) as White. (Demographic numbers are approximate, as some students enrolled were not assessed and</p>	<p>Maintain Assessment Strategy</p> <p>Faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of cultural awareness, (2) keep reviewing audio from sessions to ensure development of competency, and (3) provide opportunities for students to ask questions and receive clarification.</p>


	<p>some were assessed by more than one site supervisor.)</p> <p>Faculty Supervisors: 28 students were assessed by Faculty Supervisors in COUN 5397. 28/28 (100%) scored 4 or higher on Item 1.G., Advanced Reflection (Meaning). 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 4, and the mode score was 4.</p> <p>Site Supervisors: 28 students were assessed by Site Supervisors in COUN 5397. 28/28 (100%) scored 4 or higher on Item 1.G., Advanced Reflection (Meaning). 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>2024-25 COUN 5397 Faculty-Site Supervisor Evals CCSR 1G.pdf</p> <p>Analysis</p> <p>Analysis of results indicates that 28/28 students assessed (100%) scored a 4 or higher by both faculty supervisors and site supervisors on the CCS-R item 1.G., Advanced Reflection (Meaning).</p>									
<p>Counselor Preparation Comprehensive Exam (CPCE: Professional Counseling Orientation & Ethics)</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Professional Counseling Orientation and Ethical Practice subscale to report within this core area.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><i>INTERNSHIP I: COUN 5396</i></p> <p>Target</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>2023 CPCE Handbook.pdf</p>	<p>NOT MET</p> <p>Counselor Preparation Comprehensive Exam (CPCE: Professional Counseling Orientation & Ethics)</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>82%</td></tr><tr><td>Not Met:</td><td>18%</td></tr><tr><td>Met Total:</td><td>82%</td></tr><tr><td>Not Met Total:</td><td>18%</td></tr></table> <p>Summary</p> <p>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. 28/34 (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> <ul style="list-style-type: none">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	Met:	82%	Not Met:	18%	Met Total:	82%	Not Met Total:	18%	<p>Maintain Assessment Strategy</p> <p>Faculty will be intentional about integrating content that aligns with CPCE subject area and continue to follow the CPCE exam policies.</p> <p>Modify Policies / Procedures</p> <p>Not Started</p> <p>Implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396).</p> <p>Recommended Due Date: 08/31/2026</p> <p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>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.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p> <p>As part of COUN 5395, there will be a test preparation for CPCE.</p> <p>Recommended Due Date: 08/31/2026</p>
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	<p>(88%) met or surpassed the target score.</p> <ul style="list-style-type: none">• In Spring 2025, the national mean was 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. <p>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>There was a decrease in scores from 88% (2023-2024) 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.</p>	
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CACREP Core 2 Social and Cultural Diversity

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.

MEASURES	RESULTS	ACTIONS
<p>Cultural Diversity and Advocacy Essay Assignment: COUN 5324</p> <p>In COUN 5324: Cultural Diversity and Advocacy, students identify processes of oppression and their impact on the mental health and help-seeking behaviors of diverse clients. Students identify a specific population that is in some way culturally different from their own. The specific population includes clients from differing racial, ethnic, gender, age, socioeconomic, and other diverse backgrounds. Utilizing scholarly literature as support, students write an APA style paper describing the specific population, the processes of oppression they face, and how it impacts their mental health and help-seeking behaviors. Additionally, students conclude their paper by incorporating an advocacy or social justice model they can use to eliminate the barriers the specific population faces.</p> <p>Direct - Assignment</p> <p><i>CULTURAL DIVERSITY & ADVOCACY: COUN 5324</i></p> <p>Target</p>	<p>MET</p> <p>Cultural Diversity and Advocacy Essay Assignment: COUN 5324</p> <div><div></div><div>Met</div></div>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Summary</p> <p>A total of 30 students were enrolled in COUN 5324 Cultural Diversity and Advocacy: 26 (86.67%) identified as female and 4 (12.90%) as male; 6 (19.35%) identified as Asian, 3 (9.68%) as Black, 5 (16.13%) as Hispanic, 1 (3.23%) as Two or More Races, 1 (3.23%) as Unknown, and 14 (46.67%) as White. 30/30 (100%) scored 80% or higher on</p>	<p>Maintain Assessment Strategy</p> <p>Faculty plan to maintain the effective strategies such as (1) continue MOA revised structure that assesses student knowledge in areas related to multicultural counseling and advocacy, (2) continue to utilize rubric for student benefit and evidence of knowledge assessment, (3) continue to adjust content covered within MOA to ensure relevance with the needs of the diverse populations our students serve, and (4) continue to monitor the integration of distinct populations and experiential advocacy activities.</p>

<p>90% of students will earn a score of 80% or above on the Cultural Diversity and Advocacy Essay Assignment.</p> <p>COUN53~1.PDF</p> <p>COUN53~2.PDF</p>	<p>the Cultural Diversity and Advocacy Essay.</p> <ul style="list-style-type: none">Fall 2024: 14/14 scored 100% or higher. 125 points were possible, and scores ranged from 112 to 125. The mean score was 121 and the mode score was 125.Summer 2025: 16/16 (100%) scored 80% or higher. 130 points were possible, and scores ranged from 117 (low) to 130 (high). The mean score was 127 and the mode score was 130. <p>2024-25 COUN 5324 Cultural Diversity Essay Student Scores.pdf</p> <p>Analysis</p> <p>Per 2024-2025 aggregate assessment results for COUN 5324, 30/30 (100%) of students scored 80% or better, which exceeds the success criterion threshold. Additionally, there was a slight improvement in students' mean and mode scores, indicating continued improvement with instruction of knowledge areas related to multicultural counseling and advocacy. The improvement may be related to an instructional change made during Summer 2025, where content knowledge related to distinct populations was directly connected to in-class experiential advocacy activities.</p>									
<p>Final Supervisor Evaluation: COUN 5393, Social and Cultural Diversity (CCS-R 2.F)</p> <p>In COUN 5393: Practicum, a faculty and site supervisor evaluation of students' skills in "Social and Cultural Diversity" is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: 2.F. - Multicultural Competence in Counseling Relationship.</p> <p>Direct - Field Assessment</p> <p><i>PRACTICUM CLIN MH COUNSELING: COUN 5393</i></p> <p>Target</p> <p>90% of students will earn an average score of 3.5 or better on item 2.F.</p> <p>COUNSE~1.PDF</p>	<p>MET</p> <p>Final Supervisor Evaluation: COUN 5393, Social and Cultural Diversity (CCS-R 2.F)</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <table><tr><td>Met:</td><td>99%</td></tr><tr><td>Not Met:</td><td>1%</td></tr><tr><td>Met Total:</td><td>99%</td></tr><tr><td>Not Met Total:</td><td>1%</td></tr></table> <p>Summary</p> <p>A total of 38 students were enrolled in COUN 5393, making for 76 total evaluations. In aggregate, 98.68% scored 3.5 or higher on Item 2.F. - Multicultural Competence in Counseling Relationship. 28 (71.80%) identified as female and 11 (28.21%) as male; 2 (5.13%) identified as Asian, 4 (10.26%) as Black, 8 (20.51%) as Hispanic, 1 (2.56%) as Unknown, and 24 (61.54%) as White.</p>	Met:	99%	Not Met:	1%	Met Total:	99%	Not Met Total:	1%	<p>Maintain Assessment Strategy</p> <p>faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of cultural awareness, (2) keep reviewing audio from sessions to ensure development of competency, and (3) provide opportunities for students to ask questions and receive clarification.</p>
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Not Met:	1%									
Met Total:	99%									
Not Met Total:	1%									


	<ul style="list-style-type: none"> Faculty Supervisors: 38 students were assessed by Faculty Supervisors in COUN 5393. 38/38 (100%) scored 3.5 or higher on Item 2.F. - Multicultural Competence in Counseling Relationship. 5 points were possible, and scores ranged from 3 to 5. The median and mode scores were 4. Site Supervisors: 38 students were assessed by Site Supervisors in COUN 5393. 37/38 (97%) scored 3.5 or higher on Item 2.F. - Multicultural Competence in Counseling Relationship. 5 points were possible, and scores ranged from 3 to 5. The median and mode scores were 4. <p>2024-25 COUN 5393 Faculty and Site Supervisor Evaluations CCSR 2F.pdf</p> <p>Analysis</p> <p>Analysis of results indicates that faculty and site supervisors rated 38/38 students (100%) and site supervisors rated 37/38 students (97%) a 4 or higher on the CCS-R for Multicultural Competence in Counseling Relationship (item 2.F.).</p>	
<p>Final Supervisor Evaluation: COUN 5397, Social and Cultural Diversity (CCS-R 2.F)</p> <p>In COUN 5397: Internship II, a faculty and site supervisor evaluation of students' skills in "Social and Cultural Diversity" is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R).</p> <p>Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: 2.F. - Multicultural Competence in Counseling Relationship.</p> <p>Direct - Field Assessment</p> <p><i>INTERNSHIP II: COUN 5397</i></p> <p>Target</p> <p>90% of students will earn an average score of 4 (Meets Expectations) or better on item 2.F.</p> <p>COUNSE~1.PDF</p>	<p>MET</p> <p>Final Supervisor Evaluation: COUN 5397, Social and Cultural Diversity (CCS-R 2.F)</p> <p>■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Summary</p> <p>A total of 28 students were enrolled in COUN 5397. In aggregate, 100% scored 4 or better on Item 2.F Multicultural Competence in Counseling Relationship. 20 (68.97%) identified as female and 9 (31.03%) as male; 6 (20.69%) identified as Black, 5 (17.24%) as Hispanic, 2 (6.90%) as Two or More Races, 1 (3.45%) as Unknown, and 15 (51.72%) as White. (Demographic numbers are approximate, as some students enrolled were not assessed and some were assessed by more than one site supervisor.)</p> <ul style="list-style-type: none"> Faculty Supervisors: 28 students were assessed by Faculty Supervisors in COUN 5397. 28/28 (100%) scored 4 or higher on Item 2.F. Multicultural Competence in 	<p>Maintain Assessment Strategy</p> <p>Faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of cultural awareness, (2) keep reviewing audio from sessions to ensure development of competency, and (3) provide opportunities for students to ask questions and receive clarification.</p>


	<p>Counseling Relationship. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 4, and the mode score was 4.</p> <ul style="list-style-type: none">Site Supervisors: 28/28 (100%) scored 4 or higher on Item 2.F. Multicultural Competence in Counseling Relationship. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5. <p>2024-25 COUN 5397 Faculty-Site Supervisor Evals CCSR 2F.pdf</p> <p>Analysis</p> <p>Analysis of results indicates that 28/28 students assessed (100%) scored a 4 or higher by both faculty supervisors and site supervisors on the CCS-R for Multicultural Competence in Counseling Relationship (item 2.F.).</p>									
<p>Counselor Preparation Comprehensive Exam (CPCE): Social and Cultural Diversity</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Social and Cultural Diversity subscale to report within this core area.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><i>INTERNSHIP I: COUN 5396</i></p> <p>Target</p> <p>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> <p>2023 CPCE Handbook.pdf</p>	<p>NOT MET</p> <p>Counselor Preparation Comprehensive Exam (CPCE): Social and Cultural Diversity</p> <p>■ Met ■ Not Met</p> <table><tr><td>Met:</td><td>82%</td></tr><tr><td>Not Met:</td><td>18%</td></tr><tr><td>Met Total:</td><td>82%</td></tr><tr><td>Not Met Total:</td><td>18%</td></tr></table> <p>Summary</p> <p>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. 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> <ul style="list-style-type: none">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.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.	Met:	82%	Not Met:	18%	Met Total:	82%	Not Met Total:	18%	<p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>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.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Maintain Assessment Strategy</p> <p>Faculty will be intentional about integrating content that aligns with CPCE subject area and continue to follow the CPCE exam policies.</p> <p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396).</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p> <p>As part of COUN 5395, there will be a test preparation for CPCE.</p> <p>Recommended Due Date: 08/31/2026</p>
Met:	82%									
Not Met:	18%									
Met Total:	82%									
Not Met Total:	18%									

	<ul style="list-style-type: none">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>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>There was a 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.</p>	
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CACREP Core 3 Human Growth and Development

Students will analyze clinical issues from a developmental perspective and plan appropriate care based on developmental needs.


MEASURES	RESULTS	ACTIONS										
<p>Counselor Preparation Comprehensive Exam (CPCE): Human Growth and Development</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Human Growth and Development subscale to report within this core area.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><i>INTERNSHIP I: COUN 5396</i></p> <p>Target</p> <p>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.</p> <p>2023 CPCE Handbook.pdf</p>	<p>MET</p> <p>Counselor Preparation Comprehensive Exam (CPCE): Human Growth and Development</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>91%</td></tr><tr><td>Not Met:</td><td>9%</td></tr><tr><td>Met Total:</td><td>91%</td></tr><tr><td>Not Met Total:</td><td>9%</td></tr></table> <p>Summary</p> <p>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. 31/34 (91.18%) of all assessed students for AY 2024-25 met the target of scoring within 1 SD below the national mean. This meets the target for this measurement, exceeding it by 1.18%.</p> <ul style="list-style-type: none">In Fall 2024, the national mean was 11.8, and the target score was 9.107 (1 SD below the national mean). 8 students were assessed, and 7 (88%) met or surpassed the target score.In Spring 2025, the national mean was 11.6, and the target score was 9.464 (1 SD below the national mean). 11 students were assessed,	0%	100%	Met:	91%	Not Met:	9%	Met Total:	91%	Not Met Total:	9%	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Faculty will implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396).</p> <p>Recommended Due Date: 08/31/2026</p> <p>Maintain Assessment Strategy</p> <p>Faculty will be intentional about integrating content that aligns with CPCE subject area and continue to follow the CPCE exam policies.</p> <p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>Starting 2025-2026, to ensure alignment between the Human Growth and Development course and increase the CPCE results in this areas, the core faculty overseeing the Human Growth and Development will review this outcome.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p> <p>As part of COUN 5395, there will be a test preparation for CPCE.</p> <p>Recommended Due Date: 08/31/2026</p>
0%	100%											
Met:	91%											
Not Met:	9%											
Met Total:	91%											
Not Met Total:	9%											



	<p>and 10 (91%) met or surpassed the target score.</p> <ul style="list-style-type: none"> In Summer 2025, the national mean was 11.5, and the target score was 10.018 (1 SD below the national mean). 15 students were assessed (14 first-time test takers), and 14 (93%) met or surpassed the target score. <p>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>There was a decrease in scores from 92% (2023-2024) to 91% of students (2024-2025) who scored at or above 1 S.D. below the national mean on the Human Growth and Development Subscale of the CPCE exam.</p>	
<p>Human Growth and Development Application Presentation: PSYC 5320</p> <p>Students will be assessed on the Human Growth and Development Application Presentation in PSYC 5320: Advanced Human Growth and Development. Students will prepare a 10-15-minute-long presentation that will be pre-recorded using Studio Tool in Canvas, which will allow the students to teach a mini-lecture on the topic of their choosing regarding special applications for counseling and theory. A discussion board question will also be developed and shared for peer participation. Scores will account for the breadth and depth of the research covered in the presentation, the applicability of the topic to the week's development focus in the course, the quality of visual and oral presentation components and the quality of the discussion board moderation.</p> <p>Direct - Assignment</p> <p><i>ADV. HUMAN GROWTH & DEVELOP: PSYC 5320</i></p> <p>Target</p> <p>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.</p> <p>PSYC 5320 Application Presentation Guidelines and Rubric.pdf</p>	<p>MET</p> <p>Human Growth and Development Application Presentation: PSYC 5320</p> <p>■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Summary</p> <p>A total of 20 CMHC MA students were enrolled in in PSYC 5320 in the 2024-25 AY. 20/20 (100%) earned a score of 80% (80) or higher on the Human Growth and Development Application Presentation. 100 points were possible, and scores ranged from 87 (low) to 98 (high). The median and mode scores were 95.</p> <ul style="list-style-type: none"> Fall 2024: 6/6 (100%) scored 80% or higher. Score range was 90 (low) to 95 (high); median and mode scores were 92. Spring 2025 001: 14/14 (100%) scored 80% or higher. Score range was 87 (low) to 98 (high); the median and mode scores were 98. <p>2024-25 PSYC 5320 Hum Grwth Pres Student Scores.pdf</p> <p>Analysis</p> <p>An analysis of the 2024-2025 results indicates that 20 out of 20 students (100%) scored 80% or higher on the Human Growth and Development Application Presentation. The results</p>	<p>Maintain Assessment Strategy</p> <p>(1) continue conducting in-class reviews of student deliverables, (2) regularly review the grading rubric to ensure clarity of expectations, (3) emphasize the importance of rubric adherence and timely submissions, and (4) provide consistent opportunities for students to ask questions and seek clarification.</p>

	continued to meet the established threshold criterion, thus faculty decided to keep same class structure.	
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CACREP Core 4 Career Development

Students will apply knowledge of career counseling to formulate counseling plans that are congruent with clients' goals.


MEASURES	RESULTS	ACTIONS										
<p>COUN 5335: Career Counseling Sessions and Reflections Assignment (Skills Assessment)</p> <p>In COUN 5335: Career Counseling, students are assessed using the Career Counseling Sessions and Reflections Assignment. Students conduct and record one 50-minute career counseling session with a volunteer client outside of the course. Within the session, students discuss at least one career-related concern, administer and interpret a career assessment, and develop a goal and plan with the client. Students complete a reflection following the session in which they describe the career intervention used and rationale for selection, personal areas of strength in counseling, personal areas of growth in counseling, and action plan to address identified areas of growth. Students are assessed for Length and Professionalism, Utilization of Basic Counseling Skills, Identification of Career-Related Goal, and Use of Assessments, with the most weight given to Length and Professionalism and Use of Assessments.</p> <p>Direct - Assignment</p> <p>CAREER COUNSELING & ASSESSMENT: COUN 5335</p> <p>Target</p> <p>90% of students will earn a score of 80% or above on the Career Counseling Sessions and Reflections Assignment.</p> <p>COUN 5335 Career Counseling Sessions Reflection Guidelines and Rubric 2022-23 AY.pdf</p>	<p>MET</p> <p>COUN 5335: Career Counseling Sessions and Reflections Assignment (Skills Assessment)</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>94%</td></tr><tr><td>Not Met:</td><td>6%</td></tr><tr><td>Met Total:</td><td>94%</td></tr><tr><td>Not Met Total:</td><td>6%</td></tr></table> <p>Summary</p> <p>A total of 31 students were enrolled in COUN 5335: 22 (70.97%) identified as female and 9 (29.03%) as male; 2 (6.45%) identified as Asian, 3 (9.68%) as Black, 5 (16.13%) as Hispanic, and 21 (67.74%) as White. 29/31 (93.55%) earned a score of 80% or higher on the Career Counseling Session and Reflection Assignment. 200 points were possible in the Spring course and 100 in the Summer course; therefore range, median, and mode figures are not available.</p> <ul style="list-style-type: none">• Spring 2025: 14/15 (93.33%) scored 80% or higher. Score range was 150 (low) to 200 (high); median and mode scores were 200.• Summer 2025: 15/16 (93.75%) scored 80% or higher. Score range was 0 (low) to 100 (high); median and mode scores were 100. <p>2024-25 COUN 5335 Career Counseling Session and Reflection Student Scores.pdf</p> <p>Analysis</p> <p>Analysis of 2024-2025 results indicates that 29/31 students assessed (93.55%) scored 80% or higher on the Career Counseling Session and Reflection Assignment.</p>	0%	100%	Met:	94%	Not Met:	6%	Met Total:	94%	Not Met Total:	6%	<p>Maintain Assessment Strategy</p> <p>Faculty will continue providing resources for students to develop broader knowledge in the areas of career counseling, and provide opportunities for students to ask questions and receive clarification.</p> <p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>Faculty will provide additional weight to the final exam and update exam content to better assess student understanding.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p> <p>Faculty will provide additional review of the material to enhance exam preparation effectiveness.</p> <p>Recommended Due Date: 08/31/2026</p>
0%	100%											
Met:	94%											
Not Met:	6%											
Met Total:	94%											
Not Met Total:	6%											


<p>COUN 5335: Final Exam (Knowledge Assessment)</p> <p>In COUN 5335 Career Counseling, students are assessed using a cumulative Final Exam. The final exam contains questions modeled after licensure exams covering Career Counseling and Assessment.</p> <p>Direct - Exam (Course)</p> <p><i>CAREER COUNSELING & ASSESSMENT: COUN 5335</i></p> <p>Target</p> <p>90% of students will earn a score of 80% or above on the Final Exam.</p>	<p>NOT MET</p> <p>COUN 5335: Final Exam (Knowledge Assessment)</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>34%</td></tr><tr><td>Not Met:</td><td>66%</td></tr><tr><td>Met Total:</td><td>34%</td></tr><tr><td>Not Met Total:</td><td>66%</td></tr></table> <p>Summary</p> <p>A total of 32 students were enrolled in in COUN 5335 in the 2024-25 AY: 22 (70.97%) identified as female and 9 (29.03%) as male; 2 (6.45%) identified as Asian, 3 (9.68%) as Black, 5 (16.13%) as Hispanic, and 21 (67.74%) as White. 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> <ul style="list-style-type: none">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.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>2024-25 COUN 5335 Final Exam Student Scores.pdf</p> <p>Analysis</p> <p>Analysis of results indicates that 11/32 of students assessed (34.38%) scored 80% or higher on the Career Counseling Final Exam.</p>	Met:	34%	Not Met:	66%	Met Total:	34%	Not Met Total:	66%	<p>Maintain Assessment Strategy</p> <p>Faculty will continue providing resources for students to develop broader knowledge in the areas of career counseling, and provide opportunities for students to ask questions and receive clarification.</p> <p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>Faculty will provide additional weight to the final exam and update exam content to better assess student understanding.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>Not Started</p> <p>Faculty will provide additional review of the material to enhance exam preparation effectiveness.</p>
Met:	34%									
Not Met:	66%									
Met Total:	34%									
Not Met Total:	66%									
<p>Counselor Preparation Comprehensive Exam (CPCE): Career Development</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Career Development subscale to report within this core area.</p>	<p>MET</p> <p>Counselor Preparation Comprehensive Exam (CPCE): Career Development</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>91%</td></tr><tr><td>Not Met:</td><td>9%</td></tr><tr><td>Met Total:</td><td>91%</td></tr><tr><td>Not Met Total:</td><td>9%</td></tr></table>	Met:	91%	Not Met:	9%	Met Total:	91%	Not Met Total:	9%	<p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>Starting 2025-2026, to ensure alignment between the Career Development course and increase the CPCE results in this areas, the core faculty overseeing the Career Development will review this outcome.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Faculty will implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396).</p>
Met:	91%									
Not Met:	9%									
Met Total:	91%									
Not Met Total:	9%									

<p>Direct - Exam (Certification/ Licensure)</p> <p>INTERNSHIP I: COUN 5396</p> <p>Target</p> <p>90% of students will score at or above 1 S.D. below the national mean on the Career Development Subscale of the CPCE exam.</p> <p>2023 CPCE Handbook.pdf</p>	<p>Summary</p> <p>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>31/34 (91.18%) of all assessed students for AY 2024-25 met the target of scoring within 1 SD below the national mean. This meets the target for this measurement, exceeding it by 1.18%.</p> <ul style="list-style-type: none">• In Fall 2024, the national mean was 12.9, and the target score was 11.364 (1 SD below the national mean). 8 students were assessed, and 7 (88%) met or surpassed the target score.• In Spring 2025, the national mean was 11.1, and the target score was 8.866 (1 SD below the national mean). 11 students were assessed, and 10 (91%) met or surpassed the target score.• In Summer 2025, the national mean was 11, and the target score was 9.673 (1 SD below the national mean). 15 students were assessed (14 first-time test takers), and 14 (93%) met or surpassed the target score. <p>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>There was a decrease in scores from 92% (2023-2024) to 91% of students (2024-2025) who scored at or above 1 S.D. below the national mean on the Career Development Subscale of the CPCE exam.</p>	<p>Recommended Due Date: 08/31/2026</p> <p>Maintain Assessment Strategy</p> <p>Faculty will be intentional about integrating content that aligns with CPCE subject area and continue to follow the CPCE exam policies.</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p> <p>As part of COUN 5395, there will be a test preparation for CPCE.</p> <p>Recommended Due Date: 08/31/2026</p>
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CACREP Core 5 Counseling Helping Relationship Skills

Students will combine a variety of counseling skills to benefit the counseling process.

MEASURES	RESULTS	ACTIONS
<p>Role Play 3 Assignment: COUN 5392</p> <p>In COUN 5392: Counseling and Helping Relationships Skills, students complete the Role Play 3 (RP3) assignment, in which they submit a video recording of a 50-minute counseling session, along with a transcript of the session, a progress note, and a reflection paper. During this session students are expected to demonstrate both basic and advanced counseling skills including the challenging skills.</p> <p>Direct - Assignment</p>	<p>MET</p> <p>Role Play 3 Assignment: COUN 5392</p> <p>■ Met</p>  <p>0% 100%</p> <p><small>Values are not shown when too close to each other. Click or use arrow keys to see details.</small></p> <p>Met: 100%</p>	<p>Maintain Assessment Strategy</p> <p>Faculty plan to maintain the effective strategies such as (1) continue conducting in-class reviews of student deliverables, (2) keep reviewing the grading rubric in detail to ensure clarity in expectations, (3) reinforce the importance of rubric adherence and timely submissions, and (4) provide opportunities for students to ask questions and receive clarification.</p>

<p>HELPING RELATION & CLIN INTERV: COUN 5392</p> <p>Target</p> <p>90% of students will earn a score of 80% or above on RP3 in COUN 5392 Helping Relationships and Clinical Interviewing class.</p> <p>CQ1E87~1.PDF</p> <p>CQ961C~1.PDF</p> <p>CQ9998~1.PDF</p> <p>COE0CA~1.PDF</p>	<p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Summary</p> <p>33 students were assessed in COUN 5392. 28 (87.5%) identified as female and 5 (15.15%) as male; 7 (21.21%) identified as Asian, 4 (12.50%) as Black, 4 (12.50%) as Hispanic, 1 (3.13%) as Two or More Races, and 17 (53.13%) as White. 33/33 (100%) scored 80% or higher on the Role Play 3 Assignment. 100 points were possible, and scores ranged from 82.20 to 100. The mean, median, and mode scores were 92.</p> <ul style="list-style-type: none"> Fall 2024, section 001: 3/3 (100%) scored 80% or higher. Scores ranged from 84.40 to 88.56, with mean and median scores of 86. Mode score is unable to be calculated. Fall 2024, section 002: 9/9 (100%) scored 80% or higher. Scores ranged from 82.20 to 100, with a mean score of 93, and median and mode scores of 95. Spring 2025, section 001: 6/6 (100%) scored 80% or higher. Scores ranged from 87.30 to 92.80, with mean and median scores of 90. Mode score is unable to be calculated. Spring 2025, section 002: 9/9 (100%) scored 80% or higher. Scores ranged from 86.30 to 100, with mean score of 92 and median score of 91. Mode score is unable to be calculated. Spring 2025, section 003: 6/6 (100%) scored 80% or higher. Scores ranged from 92 to 97, with a mean score of 94, and median and mean scores of 93. <p>2024-25 COUN 5392 Challenging Skills Role Play Student Scores.pdf</p> <p>Analysis</p> <p>Analysis of 2024-2025 results indicates that 33/33 students assessed (100%) scored 80% or higher on RP3 Assignment.</p>	
<p>Final Supervisor Evaluations: COUN 5397 (CCS-R 1.A-1.J)</p> <p>In COUN 5397: Internship II, a faculty and site supervisor evaluation of students' skills in "Counseling Helping Relationships Skills" is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: 1.A. Nonverbal Skills,</p>	<p>MET</p> <p>Final Supervisor Evaluations: COUN 5397 (CCS-R 1.A-1.J)</p> <div> <div></div> <div>Met</div> </div>  <p>0% 100%</p> <p><small>Values are not shown when too close to each other. Click or use arrow keys to see details.</small></p>	<p>Maintain Assessment Strategy</p> <p>Faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of clinical skills (2) maintain communication with site supervisors to support student development, and (3) provide opportunities for students to ask questions and receive clarification.</p>

<p>1.B. Encouragers, 1.C. Questions, 1.D. Reflecting - Paraphrasing, 1.E. Reflecting - Reflection of Feelings, 1.F. Reflecting - Summarizing, 1.G. Advanced Reflection (Meaning), 1.H. Confrontation, 1.I. Goal Setting, and 1.J. Focus on Counseling.</p> <p>Direct - Field Assessment</p> <p><i>INTERNSHIP II: COUN 5397</i></p> <p>Target</p> <p>90% of students will earn an average score of 4 (Meets Expectations) or better on items 1.D. - 1.H. and 1.J.</p> <p>COUNSE~1.PDF</p>	<div> <div>Met:100%</div> <div>Met Total:100%</div> <div>Not Met Total:</div> <div>Summary</div> </div> <p>A total of 28 students were enrolled in COUN 5397. In aggregate, 100% scored 4 or better on Items 1.A-1.J. 20 (68.97%) identified as female and 9 (31.03%) as male; 6 (20.69%) identified as Black, 5 (17.24%) as Hispanic, 2 (6.90%) as Two or More Races, 1 (3.45%) as Unknown, and 15 (51.72%) as White. (Demographic numbers are approximate, as some students enrolled were not assessed and some were assessed by more than one site supervisor.)</p> <ul style="list-style-type: none"> Faculty Supervisors: 28 students were assessed by Faculty Supervisors in COUN 5397. 28/28 (100%) scored 4 or higher on each item. Mode scores were 5 on items 1.A. Nonverbal Skills, 1.B. Encouragers, 1.C. Questions, 1.D. Reflecting Paraphrasing, 1.E. Reflection - Reflection of Feelings, and 1.F. Reflecting - Summarizing. Mode scores were 4 on items 1.G. Advanced Reflection (Meaning), 1.H. Confrontation, 1.I. Goal Setting, and 1.J. Focus on Counseling. Site Supervisors: 28 students were assessed by Site Supervisors in COUN 5397. 28/28 (100%) scored 4 or higher on each item. Mode scores were 5 on all items. <p>2024-25 COUN 5397 Faculty-Site Supervisor Evals_CCSR 1A-1J.pdf</p> <p>Analysis</p> <p>Analysis of results indicates that 28/28 students assessed (100%) scored a 4 or higher by both faculty supervisors and site supervisors on the CCS-R items 1.A. Nonverbal Skills, 1.B. Encouragers, 1.C. Questions, 1.D. Reflecting - Paraphrasing, 1.E. Reflecting - Reflection of Feelings, 1.F. Reflecting - Summarizing, 1.G. Advanced Reflection (Meaning), 1.H. Confrontation, 1.I. Goal Setting, and 1.J. Focus on Counseling.</p>	
<p>Counselor Preparation Comprehensive Exam (CPCE): Counseling & Helping Relationships</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty</p>	<div> <div>MET</div> <div>Counselor Preparation Comprehensive Exam (CPCE): Counseling & Helping Relationships</div> <div> <div>Met</div> <div>Not Met</div> </div> <div> <div></div> <div></div> </div> <div> <div>0%</div> <div>100%</div> </div> <div> <div>Met:91%</div> <div>Not Met:9%</div> </div> </div>	<p>Maintain Assessment Strategy</p> <p>Faculty will be intentional about integrating content that aligns with CPCE subject area and continue to follow the CPCE exam policies.</p> <p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Faculty will implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396).</p>


<p>analyze the results following first and subsequent attempts. CMHC faculty selected the Counseling & Helping Relationships subscale to report within this core area.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><i>INTERNSHIP I: COUN 5396</i></p> <p>Target</p> <p>90% of students will score at or above 1 S.D. below the national mean on the Counseling & Helping Relationships Subscale of the CPCE exam.</p> <p>2023 CPCE Handbook.pdf</p>	<p>Met Total: 91%</p> <p>Not Met Total: 9%</p> <p>Summary</p> <p>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>91.8% of all assessed students for AY 2024-25 met the target of scoring within 1 SD below the national mean. This meets the target for this measurement, exceeding it by 1.18%.</p> <ul style="list-style-type: none">• In Fall 2024, the national mean was 11.2, and the target score was 10.232 (1 SD below the national mean). 8 students were assessed, and 7 (88%) met or surpassed the target score.• In Spring 2025, the national mean was 10.8, and the target score was 8.751 (1 SD below the national mean). 11 students were assessed, and 10 (91%) met or surpassed the target score.• In Summer 2025, the national mean was 10.7, and the target score was 8.904 (1 SD below the national mean). 15 students were assessed (14 first-time test takers), and 14 (93%) met or surpassed the target score. <p>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>There was a decrease in scores from 96% (2023-2024) to 91% of students (2024-2025) who scored at or above 1 S.D. below the national mean on the Counseling Helping Relationships Subscale of the CPCE exam.</p>	<p>Recommended Due Date: 08/31/2026</p> <p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>Starting 2025-2026, to ensure alignment between the Counseling Helping Relationship Skills course and increase the CPCE results in this areas, the core faculty overseeing the Counseling Helping Relationship Skills will review this outcome.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p> <p>As part of COUN 5395, there will be a test preparation for CPCE.</p> <p>Recommended Due Date: 08/31/2026</p>
<p>Final Skills Tape Assignment: COUN 5391</p> <p>In COUN 5391: Essential Skills, student knowledge is assessed using the Final Skills Tape Assignment. Students submit a video recording of a 25-minute counseling session via Canvas with a completed "Counseling Skills Evaluation" form. During these taped sessions, students demonstrate all the basic skills discussed in the course but are limited to only asking two questions. Students are assessed using a rubric for Knowledge of Counseling Relationship (Establishing Relationships, Empathy, Unconditional Positive Regard, Congruence) and Knowledge of Essential Skills (Questions, Observation Skills, Encouraging, Paraphrasing, Summarizing, Attending, Ending a Session, and Ability to Structure a Session and</p>	<p>MET</p> <p>Final Skills Tape Assignment: COUN 5391</p> <p>Met</p>  <p>0% 100%</p> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Summary</p>	<p>Maintain Assessment Strategy</p> <p>The faculty will also continue to utilize the same assessment benchmark and affiliated instructions across terms. The faculty will also reassess following review of the collected 2025-2026 data.</p> <p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>After reviewing the missed data from Spring 2025, the program faculty solidified the parameters for the assignment.</p> <p>Recommended Due Date: 08/31/2026</p>


<p>Intentionally Guide a Client Through a Therapeutically Helpful Experience).</p> <p>Direct - Assignment</p> <p><i>ESSENTIAL COUNSELING SKILLS: COUN 5391</i></p> <p>Target</p> <p>90% of students will earn a score of 80% or above on the Tape #4: Final Examination in COUN 5391.</p>	<p>A total of 38 students were enrolled in COUN 5391 in the 2024-25 AY. 32 (84.21%) identified as female and 6 (15.79%) as male; 3 (7.89%) identified as Asian, 4 (10.53%) as Black, 6 (15.79%) as Hispanic, and 25 (65.79%) as White. However, the assignment in the Spring term differed substantially enough that it has not been included in these results. 20/20 (100%) students assessed earned a score of 80% (20) or higher on the Final Tape Assignment. 25 points were possible, and scores ranged from 22 (low) to 25 (high). The median and mode score was 25.</p> <ul style="list-style-type: none">Fall 2024: 20/20 (100%) scored 80% or higher. Score range was 22 (low) to 25 (high); the median and mode score was 25.Spring 2025: Results not included for this Method of Assessment. <p>2024-25 COUN 5391 Final Tape Student Scores.pdf</p> <p>Analysis</p> <p>Analysis of 2024-2025 results relay a slight improvement in scores from 2023-2024 (94%; n = 34) to 2024-2025 (100%, n = 20) for students completing the chosen assessment method. Students scores continue to exceed the set success threshold criteria of 90%, suggesting that the course content and assessment methods effectively support student learning outcomes.</p>	
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CACREP Core 6 Group Counseling and Group Work

Students will construct group counseling experiences with effective, ethical, and culturally relevant skills.

MEASURES	RESULTS	ACTIONS								
<div>Group Proposal Assignment: COUN 5345 (Knowledge Assessment)</div> <div>Formative knowledge data is collected from COUN 5345 Group Counseling – Theory and Practice using the Group Proposal Assignment. The group proposal must address the following points:</div> <div><ul style="list-style-type: none">background and rationale for design,relevant literature to support rationale,objectives for the group,composition of the group,logistics to consider when planning the group,stages of development (ways to attempt to balance process and content in group),examples of how to attend to warm-up, action, and closure phases in group,</div>	<div>NOT MET</div> <div>Group Proposal Assignment: COUN 5345 (Knowledge Assessment)</div> <div><div><div></div>Met<div></div>Not Met</div><div><div></div><div></div></div><div><div>0%</div><div>100%</div></div><table><tr><td>Met:</td><td>88%</td></tr><tr><td>Not Met:</td><td>12%</td></tr><tr><td>Met Total:</td><td>88%</td></tr><tr><td>Not Met Total:</td><td>12%</td></tr></table><div>Summary</div><div>33 students were enrolled in COUN 5345. 25 (75.76%) identified as female and 8</div></div>	Met:	88%	Not Met:	12%	Met Total:	88%	Not Met Total:	12%	<div>Revise Curriculum</div> <div>IN PROGRESS</div> <div>Faculty will incorporate targeted check-ins and feedback opportunities earlier in the semester to support students who may struggle with proposal development.</div> <div>Recommended Due Date: 08/31/2026</div> <div>Gather Additional Data</div> <div>IN PROGRESS</div> <div>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.</div> <div>Recommended Due Date: 08/31/2026</div> <div>Maintain Assessment Strategy</div>
Met:	88%									
Not Met:	12%									
Met Total:	88%									
Not Met Total:	12%									

<ul style="list-style-type: none">• leadership roles and functions,• evaluation,• multicultural sensitivity, and• interpersonal learning. <p>Direct - Assignment</p> <p>GROUP COUNSELING: COUN 5345</p> <p>Target</p> <p>90% of students will earn a score of 80% or above on the Group Proposal Assignment.</p> <p>CO0684~1.PDF</p>	<p>(24.24%) as male; 2 (6.10%) identified as Asian, 3 (9.10%) as Black, 5 (15.15%) as Hispanic, and 23 (69.70%) as White. 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.</p> <ul style="list-style-type: none">• 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. <p>2024-25 COUN 5345 Group Proposal Assignment Student Scores.pdf</p> <p>Analysis</p> <p>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.</p>	<p>Continue detailed reviews of the grading rubric, with added emphasis on aligning weekly activities and deliverables directly with rubric criteria to reinforce expectation.</p>								
<p>Group Proposal Assignment: COUN 5345 (Skills Assessment)</p> <p>Formative skills data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment. The group proposal must address the following points:</p> <ul style="list-style-type: none">• background and rationale for design,• relevant literature to support rationale,• objectives for the group,• composition of the group,• logistics to consider when planning the group,• stages of development (ways to attempt to balance process and content in group),• examples of how to attend to warm-up, action, and closure phases in group,• leadership roles and functions,• evaluation,	<p>NOT MET</p> <p>Group Proposal Assignment: COUN 5345 (Skills Assessment)</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>88%</td></tr><tr><td>Not Met:</td><td>12%</td></tr><tr><td>Met Total:</td><td>88%</td></tr><tr><td>Not Met Total:</td><td>12%</td></tr></table> <p>Summary</p> <p>33 students were enrolled in COUN 5345. 25 (75.76%) identified as female and 8 (24.24%) as male; 2 (6.10%) identified as Asian, 3 (9.10%) as Black, 5 (15.15%) as</p>	Met:	88%	Not Met:	12%	Met Total:	88%	Not Met Total:	12%	<p>Other - [End Assessment Measurement]</p> <p>IN PROGRESS</p> <p>To better align with student learning outcomes, faculty plan to use a different assignment (i.e., Group Leadership) as the measurement. This assignment has been successfully used in this course before, and has a grading rubric.</p> <p>Recommended Due Date: 08/31/2026</p>
Met:	88%									
Not Met:	12%									
Met Total:	88%									
Not Met Total:	12%									


<ul style="list-style-type: none">• multicultural sensitivity, and• interpersonal learning. <p>Direct - Assignment</p> <p>GROUP COUNSELING: COUN 5345</p> <p>Target</p> <p>90% of students will earn a score of 80% or above on the Group Proposal Assignment.</p> <p>CO0684~1.PDF</p>	<p>Hispanic, and 23 (69.70%) as White. 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.</p> <ul style="list-style-type: none">• 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. <p>2024-25 COUN 5345 Group Proposal Assignment Student Scores.pdf</p> <p>Analysis</p> <p>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 faculty identified the need for a more precise measurement to capture development of group counseling skills.</p>									
<p>Counselor Preparation Comprehensive Exam (CPCE): Group Counseling and Group Work</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student’s knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Group Counseling and Group Work subscale to report within this core area.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p>INTERNSHIP I: COUN 5396</p> <p>Target</p> <p>90% of students will score at or above 1 S.D. below the national mean on the Group</p>	<p>NOT MET</p> <p>Counselor Preparation Comprehensive Exam (CPCE): Group Counseling and Group Work</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>85%</td></tr><tr><td>Not Met:</td><td>15%</td></tr><tr><td>Met Total:</td><td>85%</td></tr><tr><td>Not Met Total:</td><td>15%</td></tr></table> <p>Summary</p> <p>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</p>	Met:	85%	Not Met:	15%	Met Total:	85%	Not Met Total:	15%	<p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>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.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p> <p>As part of COUN 5395, there will be a test preparation for CPCE.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Maintain Assessment Strategy</p> <p>Faculty will be intentional about integrating content that aligns with CPCE subject area</p>
Met:	85%									
Not Met:	15%									
Met Total:	85%									
Not Met Total:	15%									

Counseling and Group Work Subscale of the CPCE exam. 2023 CPCE Handbook.pdf	<p>Races, 1 (2.86%) as Unknown, and 20 (57.14%) as White.</p> <p>29/34 (85.29%) 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> <ul style="list-style-type: none">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.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.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>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>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.</p>	and continue to follow the CPCE exam policies. Modify Policies / Procedures IN PROGRESS Faculty will implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396). Recommended Due Date: 08/31/2026
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CACREP Core 7 Assessment and Testing

Students will be able to select, administer, score, and interpret psychological and/or educational assessments.

MEASURES	RESULTS	ACTIONS
<div><div>Comprehensive Assessment Report Assignment: COUN 5368</div><div>In COUN 5368: Assessment Techniques in Counseling, students will be assessed using the Comprehensive Assessment Report. Students will administer two assessments, score, and interpret them and write up an assessment report in APA 7 format. The assessment report should include client background and history, assessment evaluation procedures, behavioral observation, assessments and results, recommendations and references.</div><div>Direct - Assignment</div><div>ASSESSMENT IN COUNSELING: COUN 5368</div><div>Target</div></div>	<div><div>MET</div><div>Comprehensive Assessment Report Assignment: COUN 5368</div><div><div><div><div></div><div>Met</div></div><div><div></div><div>Not Met</div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></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<p>90% of students will score an 80% or above on the Comprehensive Assessment Report.</p> <p>CO87E6~1.PDF</p>	<p>(16.67%) as male; 6 (16.67%) identified as Asian, 5 (13.89%) as Black, 5 (13.89%) as Hispanic, 1 (2.78%) as Two or More Races, and 19 (52.78%) as White. 34/36 (94.44%) earned a score of 80% (20) or higher on the Comprehensive Assessment Report. 25 points were possible, and scores ranged from 18 (low) to 25 (high). The median and mode score was 23.</p> <ul style="list-style-type: none">Fall 2024: 10/11 (90.91%) scored 80% or higher. Score range was 18 (low) to 25 (high); the median and mode score was 23.Spring 2025: 24/25 (96%) scored 80% or higher. Score range was 18 (low) to 25 (high); the median and mode scores were 23. <p>2024-25 COUN 5368 Comprehensive Assessment Report Student Scores.pdf</p> <p>Analysis</p> <p>Analysis of results indicates that student performance continues to exceed the set assigned knowledge assessment method as 94.44% (n = 36) of students scored an 80% or higher on the Comprehensive Assessment Report during the 2024-2025 academic term. Although there is a noted decrease from 2023-2024 (100%) to 2024-2025 (94.44%) in score averages, this might be due to data not being collected during the Fall 2023 term.</p>											
<p>Counselor Preparation Comprehensive Exam (CPCE): Assessment and Testing</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Assessment and Testing subscale to report within this core area.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><i>INTERNSHIP I: COUN 5396</i></p> <p>Target</p> <p>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.</p> <p>2023 CPCE Handbook.pdf</p>	<p>NOT MET</p> <p>Counselor Preparation Comprehensive Exam (CPCE): Assessment and Testing</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>82%</td></tr><tr><td>Not Met:</td><td>18%</td></tr><tr><td>Met Total:</td><td>82%</td></tr><tr><td>Not Met Total:</td><td>18%</td></tr></table> <p>Summary</p> <p>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. 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>	0%	100%	Met:	82%	Not Met:	18%	Met Total:	82%	Not Met Total:	18%	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Faculty will implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396).</p> <p>Recommended Due Date: 08/31/2026</p> <p>Maintain Assessment Strategy</p> <p>Faculty will be intentional about integrating content that aligns with CPCE subject area and continue to follow the CPCE exam policies.</p> <p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>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.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p>
0%	100%											
Met:	82%											
Not Met:	18%											
Met Total:	82%											
Not Met Total:	18%											


	<ul style="list-style-type: none">• 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.• 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.• 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>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>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.</p>	<p>As part of COUN 5395, there will be a test preparation for CPCE.</p> <p>Recommended Due Date: 08/31/2026</p>
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CACREP Core 8 Research and Program Evaluation

Students will utilize research skills to critically assess counseling research and client care.


MEASURES	RESULTS	ACTIONS
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<p>Counselor Preparation Comprehensive Exam (CPCE): Research and Program Evaluation</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Research and Program Evaluation subscale to report within this core area.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><i>INTERNSHIP I: COUN 5396</i></p> <p>Target</p> <p>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.</p> <p>2023 CPCE Handbook.pdf</p>	<p>MET</p> <p>Counselor Preparation Comprehensive Exam (CPCE): Research and Program Evaluation</p> <p>■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Summary</p> <p>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>100% of all assessed students for AY 2024-25 met the target of scoring within 1 SD below the national mean. This meets the target for this measurement, exceeding it by 10%.</p> <ul style="list-style-type: none"> In Fall 2024, the national mean was 12.5, and the target score was 10.516 (1 SD below the national mean). 8 students were assessed, and 8 (100%) met or surpassed the target score. In Spring 2025, the national mean was 9.8, and the target score was 7.986 (1 SD below the national mean). 11 students were assessed, and 11 (100%) met or surpassed the target score. In Summer 2025, the national mean was 9.6, and the target score was 6.733 (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>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>There was an improvement from 88% to 100% of students who scored at or above 1 S.D. below the national mean on the Research and Program Evaluation Subscale of the CPCE exam.</p>	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Faculty will implement a requirement for students to take and pass the CPCE exam during Internship 1 (COUN 5396).</p> <p>Recommended Due Date: 08/31/2026</p> <p>Revise Curriculum</p> <p>IN PROGRESS</p> <p>As part of COUN 5395, there will be a test preparation for CPCE.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>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.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Maintain Assessment Strategy</p> <p>Faculty will be intentional about integrating content that aligns with CPCE subject area and continue to follow the CPCE exam policies.</p>
<p>Final Article Critique Assignment: COUN 5340</p>	<p>MET</p> <p>Final Article Critique Assignment: COUN 5340</p>	<p>Maintain Assessment Strategy</p> <p>Based on this analysis, faculty plan to maintain the effective strategies such as (1) continue conducting in-class reviews of</p>

<p>In COUN 5340: Research and Program Evaluation, students are assessed using the Final Article Critique Assignment. This assignment is designed to assess skill acquisition regarding being able to read, understand, and critique articles from the counseling field. Students will complete an article critique as the final paper. Students are expected to evaluate all sections of the article (introduction/literature review, research design, sampling procedures, and measurement and data collection procedures of the study, results and discussion/conclusion).</p> <p>Direct - Assignment</p> <p>RESEARCH & PROGRAM EVALUATION: COUN 5340</p> <p>Target</p> <p>90% of students will earn a score of 80% or above on the Final Article Critique Assignment in COUN 5340.</p> <p>COUN 5340_Final Article Critique_Guidelines and Rubric_F21.pdf</p>	<div> <div> <div>Met</div> <div>Not Met</div> </div>  <div> <div>0%</div> <div>100%</div> </div> <div> <div>Met: 98%</div> <div>Not Met: 2%</div> </div> <div> <div>Met Total: 98%</div> <div>Not Met Total: 2%</div> </div> <p>Summary</p> <p>A total of 42 students were enrolled in in COUN 5340 in the 2024-25 AY. 34 (79.07%) identified as female and 9 (20.93%) as male; 4 (9.30%) identified as Asian, 5 (11.63%) as Black, 8 (18.60%) as Hispanic, 1 (2.33%) as Two or More Races, and 25 (81.40%) as White. 41/42 (97.62%) students assessed earned a score of 80% or higher on the assignment. 35 points were possible, and scores ranged from 26 (low) to 38 (high). The median and mode scores were 35.</p> <ul style="list-style-type: none"> • Spring 2025: 19/19 (100%) scored 80% or higher. Score range was 28 (low) to 38 (high); the median and mode scores were 35. • Summer 2025: 22/23 (95.65%) scored 80% or higher. Score range was 26 (low) to 35 (high); the median score was 34, and the mode score was 35. <p>2024-25 COUN 5340 Final Article Critique Score.pdf</p> <p>Analysis</p> <p>Analysis of 2024-2025 results indicates that 41/42 students assessed (97.62%) scored 80% or higher on Final Article Critique Assignment. The results relay improvement from the previous academic year where 97% (38/39) of students met the set criteria.</p> </div>	<p>student deliverables, (2) keep reviewing the grading rubric in detail to ensure clarity in expectations, (3) reinforce the importance of rubric adherence and timely submissions, and (4) provide opportunities for students to ask questions and receive clarification.</p>
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CACREP Specialty Clinical Mental Health Counseling

Students will utilize the theories and models of clinical 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.

MEASURES	RESULTS	ACTIONS
<p>Final Supervisor Evaluation: COUN 5393 (CCS-R 2.D, 2.E)</p> <p>In COUN 5393: Practicum, a faculty and site supervisor evaluation of students' skills in Clinical Mental Health Counseling is</p>	<p>MET</p> <p>Final Supervisor Evaluation: COUN 5393 (CCS-R 2.D, 2.E)</p> <div> <div>Met</div> <div>Not Met</div> </div> 	<p>Gather Additional Data</p> <p>IN PROGRESS</p> <p>Faculty observed a slight dip in percentage rates; we will monitor this area closely in AY 2025-26.</p> <p>Recommended Due Date: 08/31/2026</p>

conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: 2.D. - Knowledge and Adherence to Site and Course Policies and 2.E. - Record Keeping and Task Completion.

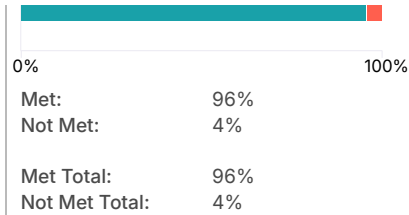
Direct - Field Assessment

PRACTICUM CLIN MH COUNSELING: COUN 5393

Target

90% of students will earn a score of 3.5 or better on items 2.D. and 2.E.

[COUNSE~1.PDF](#)



Summary

A total of 38 students were enrolled in COUN 5393. In aggregate, 97.37% scored 3.5 or higher on Item 2.D - Knowledge and Adherence to Site and Course Policies; 94.74% scored 3.5 or higher on Item 2.E - Record Keeping and Task Completion. 28 (71.80%) identified as female and 11 (28.21%) as male; 2 (5.13%) identified as Asian, 4 (10.26%) as Black, 8 (20.51%) as Hispanic, 1 (2.56%) as Unknown, and 24 (61.54%) as White.

- Faculty Supervisors:
 - 2.D: 38 students were assessed by Faculty Supervisors in COUN 5393. 38/38 (100%) scored 3.5 or higher on Item 2.D Knowledge and Adherence to Site and Course Policies. 5 points were possible, and scores ranged from 4 to 5. The median and mode scores were 5.
 - 2.E: 38 students were assessed by Faculty Supervisors in COUN 5393. 37/38 (97%) scored 3.5 or higher on 2.E. - Record Keeping and Task Completion. 5 points were possible, and scores ranged from 3 to 5. The median and mode scores were 5.
- Site Supervisors:
 - 2.D: 38 students were assessed by Site Supervisors in COUN 5393. 36/38 (95%) scored 3.5 or higher on Item 2.D Knowledge and Adherence to Site and Course Policies. 5 points were possible, and the range of scores was 3 (low) to 5 (high). The median and mode scores were 5.
 - 2.E: 38 students were assessed by Site Supervisors in COUN 5393. 35/38 (92%) scored 3.5 or higher on Item 2.E. - Record Keeping and Task Completion. 5 points were possible, and the range of scores was 3 (low) to 5 (high). The median and mode scores were 5.

[2024-25 COUN 5393 Faculty and Site Supervisor Evaluations_CCSR 2D & 2E.pdf](#)

Analysis

Analysis of results indicate that faculty supervisors assessed 38/38 students

Maintain Assessment Strategy

Faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of record keeping and adherence to policies both in class and at their site (2) maintain communication with site supervisors to support student development, and (3) provide opportunities for students to ask questions and receive clarification.

Faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of record keeping and adherence to policies both in class and at their site (2) maintain communication with site supervisors to support student development, and (3) provide opportunities for students to ask questions and receive clarification.

	<ul style="list-style-type: none"> Item 2.D. Knowledge of and Adherence to Site and Course Policies: 28/28 (100%) scored 4 or higher on Item 2.D Knowledge and Adherence to Site and Course Policies. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5. Item 2.E. Record Keeping and Task Completion: 28/28 (100%) scored 4 or higher on Item 2.E Record Keeping and Task Completion. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5. <p>2024-25 COUN 5397 Faculty-Site Supervisor Evals CCSR 2D & 2E.pdf</p> <p>Analysis</p> <p>Analysis of results indicates that 28/28 students assessed (100%) scored a 4 or higher by both faculty supervisors and site supervisors on the CCS-R for Knowledge and Adherence to Site and Course Policies (item 2.D.) and Record Keeping and Task Completion (item 2.E.).</p>	
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Clin. Mental Health Counseling (CMHCMA) NonLearning Outcomes

Program Outcome

The UT Tyler Clinical Mental Health Counseling graduate program faculty evaluate quality, rigor, and relevance of the curriculum and student achievement.

MEASURES	RESULTS	ACTIONS
<p>Graduate Student Graduation Exit Survey</p> <p>The UT Tyler Graduate Student Graduation Exit Survey is offered to all graduating graduate students when they apply for graduation. Selected items are analyzed by CMHC faculty to assess student feedback on their experience and student perception of mastery. Items include: Expectations of Discipline Literature Knowledge, Progressively More Advanced in Academic Content Compared with Undergrad Program, Appropriate Professional Practice and/or Training Experience, and Overall Satisfaction with Entire Educational Experience at UT Tyler.</p> <p>Indirect - Survey</p> <p>Target</p> <p>90% of survey responders will indicate "Met or Exceeded Expectations" on each selected</p>	<p>MET</p> <p>Summary</p> <p>n=29; 100% of respondents rated knowledge of the discipline literature, progressively more advanced in academic content compared with undergraduate program, and appropriate professional practice and/or training experience at "met expectations" or higher; 96% of respondents were satisfied or extremely satisfied with UT Tyler.</p> <ul style="list-style-type: none"> Overall satisfaction with UT Tyler: 16 (55%) Extremely satisfied, 12 (41%) Satisfied, 1 (3%) Dissatisfied Knowledge of the Discipline Literature: 22 (76%) Exceeded expectations, 7 (24%) Met expectations Progressively More Advanced in Academic Content Compared with Undergraduate Program: 24 (83%) 	<p>Maintain Assessment Strategy</p> <p>To maintain and build upon these positive results, the program will continue emphasizing high-quality instruction, experiential learning, and professional development.</p>

Clin. Mental Health Counseling (CMHCMA)

<p>item and "Satisfied or Higher" with Entire Educational Experience.</p>	<p>Exceeded expectations, 5 (17%) Met expectations</p> <ul style="list-style-type: none"> Appropriate Professional Practice and/or Training Experience: 25 (86%) Exceeded expectations, 4 (14%) Met expectations <p>2024-25 CMHC MA UT Tyler Graduate G ES Results.pdf</p> <p>Analysis</p> <p>Analysis of 2024-2025 results indicates that the benchmark for overall satisfaction was met, with 96% of respondents indicating they were either "Extremely Satisfied" (55%) or "Satisfied" (41%) with their experience in the CMHC program.</p>	
<p>CMHC Exit Survey</p> <p>The CMHC Exit Survey is offered to all graduating CMHC students during their final term. Selected items are analyzed by CMHC faculty to assess student feedback on their experience, employment status, and successful completion of their licensure exam. Items include: Have you secured a job post-graduation, How satisfied were you with the overall quality of the Clinical Mental Health Counseling Program, If you have taken the NCE, what was the outcome, and ratings of Quality of Faculty, Course Content and Curriculum, Clinical Experience and Practicum Opportunities, and Support and Resources.</p> <p>Indirect - Survey</p> <p>Target</p> <p>90% of survey responders will indicate "Satisfied or Higher" with the Clinical Mental Health Counseling Program Experience.</p>	<p>MET</p> <p>Summary</p> <p>Results: n=28</p> <p>Have you secured a job post-graduation? 17 (61%) No, 11 (39%) Yes</p> <p>How satisfied were you with the overall quality of the Clinical Mental Health Counseling Program: 18 (64%) Very Satisfied, 9 (32%) Satisfied, 1 (4%) Neutral</p> <p>If you have taken the NCE, what was the outcome: 17 (61%) Have not taken it yet, 11 (39%) Passed</p> <p>Quality of Faculty: 21 (75%) rated 5, 6 (21%) rated 4, 1 (4%) rated 3</p> <p>Course Content and Curriculum: 17 (61%) rated 5, 10 (36%) rated 4, 1 (4%) rated 3</p> <p>Clinical Experience and Practicum Opportunities: 22 (79%) rated 5, 3 (11%) rated 4, 2 (11%) rated 3, 1 (4%) rated 2</p> <p>Support and Resources (advising, career services, library, etc.): 16 (57%) rated 5, 8 (29%) rated 4, 3 (11%) rated 3, 1 (4%) rated 2</p> <p>2024-25 CMHC Exit Survey Results.pdf</p> <p>Analysis</p> <p>Analysis of 2024-2025 results indicates that the benchmark for overall satisfaction was met, with 96% of respondents indicating they were either "Very Satisfied" (64%) or "Satisfied" (32%) with their experience in the CMHC program.</p>	<p>Maintain Assessment Strategy</p> <p>To maintain and build upon these positive results, the program will continue emphasizing high-quality instruction, experiential learning, and professional development.</p>
<p>CMHC Alumni Survey</p> <p>CMHC alumni are asked to complete an online survey to collect student feedback on their perception of competencies attained in the program for each CACREP KPI.</p> <p>Indirect - Survey</p> <p>Target</p>	<p>MET</p> <p>Summary</p> <p>n=23</p> <p>In AY 2024-25, CMHC Alumni were asked to rate their attainment of CMHC competencies. In all 9 KPIs, 100% of respondents indicated a 3 or higher. The KPI breakdown is below:</p>	<p><i>No actions have been added.</i></p>

<p>90% of responding alumni will indicate a 3 or higher on each KPI item.</p> <p>PROGRA.1.PDF</p>	<p>1.0 Professional Counseling Orientation and Ethics: 16 (69.57%) Strongly Agree, 7 (30.43%) Agree 2.0 Social and Cultural Diversity: 13 (56.52%) Strongly Agree, 10 (43.48%) Agree 3.0 Human Growth and Development: 12 (52.17%) Strongly Agree, 11 (47.83%) Agree 4.0 Career Development: 6 (26.09%) Strongly Agree, 13 (56.52%) Agree, 4 (17.39%) Neutral 5.0 Counseling and Helping Relationships: 19 (82.61%) Strongly Agree, 4 (17.39%) Agree 6.0 Group Counseling and Group Work: 8 (34.78%) Strongly Agree, 12 (52.17%) Agree, 3 (13.04%) Neutral 7.0 Assessment and Testing: 5 (21.74%) Strongly Agree, 17 (73.91%) Agree, 1 (4.35%) Neutral 8.0 Research and Program Evaluation: 6 (26.09%) Strongly Agree, 14 (60.87%) Agree, 3 (13.04%) Neutral 9.0 Clinical Mental Health Counseling: 15 (68.18%) Strongly Agree, 7 (31.82%) Agree</p> <p>Analysis</p> <p>In all 9 KPIs, alumni rated their experience at 3 or higher, thus meeting the minimum success threshold. The strongest areas were KPIs 1, 5, and 9. The weakest were 4, 6, and 8.</p>	
<p>Employer Survey</p> <p>Based on information collected from the alumni survey deployed in the spring semester, employers are sent an online survey to collect feedback on their perception of student competencies attained in the program for each CACREP KPI.)</p> <p>Indirect - Survey</p> <p>Target</p> <p>90% of responding employers will indicate a 3 or higher on each KPI item.</p>	<p>PARTIALLY MET</p> <p>Summary</p> <p>n=14</p> <p>Employers of CMHC program graduates were asked to rate the employee's attainment of the following CMHC competencies:</p> <p>1.0 Professional Counseling Orientation and Ethics: 10 (71%) Strongly Agree, 3 (21%) Agree, 1 (7%) No Basis to Rate 2.0 Social and Cultural Diversity: 9 (64%) Strongly Agree, 5 (36%) Agree 3.0 Human Growth and Development: 8 (57%) Strongly Agree, 5 (36%) Agree, 1 (7%) Neutral 4.0 Career Development: 6 (43%) Strongly Agree, 3 (21%) Agree, 5 (36%) No Basis to Rate 5.0 Counseling and Helping Relationships: 12 (86%) Strongly Agree, 2 (14%) Agree 6.0 Group Counseling and Group Work: 6 (43%) Strongly Agree, 4 (29%) Agree, 4 (29%) No Basis to Rate 7.0 Assessment and Testing: 5 (36%) Strongly Agree, 6 (43%) Agree, 1 (7%) Neutral, 2 (14%) No Basis to Rate 8.0 Research and Program Evaluation: 7 (50%) Strongly Agree, 5 (36%) Agree, 1 (7%) Neutral, 1 (7%) No Basis to Rate</p>	<p>Maintain Assessment Strategy</p> <p>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.</p> <p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>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.</p> <p>Recommended Due Date: 08/31/2026</p>

	<p>9.0 Clinical Mental Health Counseling: 10 (71%) Strongly Agree, 4 (29%) Agree 2024-25 CMHC Employer Survey Spring 2025.pdf</p> <p>Analysis</p> <p>Analysis of results 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.</p>	
<p>Site Supervisor Survey</p> <p>A follow-up study of site supervisors is conducted to collect feedback on their perceptions of competencies attained in the program for each CACREP KPI. Site supervisors are asked to 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. The CMHC Site Supervisor Survey is disseminated using the Qualtrics platform by the CMHC Practicum and Internship Coordinator annually during the site supervisor orientation and training. The CEP Assessment Coordinator collects responses using Qualtrics.</p> <p>Indirect - Survey</p> <p>Target</p> <p>90% of responding site supervisors will indicate a 3 or higher on each KPI item. PROGRA_2.PDF</p>	<p>PARTIALLY MET</p> <p>Summary</p> <p>A survey of site supervisors was conducted in Spring 2025, and 14 responses were received. Site supervisors rated students' competency for each KPI as follows:</p> <p>Professional Counseling Orientation and Ethics: 10 (71%) Strongly Agree, 4 (29%) Agree Social and Cultural Diversity: 10 (71%) Strongly Agree, 3 (21%) Agree, 1 (7%) No Basis to Rate Human Growth and Development: 7 (50%) Strongly Agree, 5 (36%) Agree, 1 (7%) Neutral, 1 (7%) No Basis to Rate Career Development: 4 (29%) Strongly Agree, 3 (21%) Agree, 2 (14%) Neutral, 5 (36%) No Basis to Rate Counseling and Helping Relationships: 10 (64%) Strongly Agree, 4 (36%) Agree Group Counseling and Group Work: 3 (21%) Strongly Agree, 6 (43%) Agree, 1 (7%) Neutral, 4 (29%) No Basis to Rate Assessment and Testing: 3 (21%) Strongly Agree, 6 (43%) Agree, 3 (21%) Neutral, 2 (14%) No Basis to Rate Research and Program Evaluation: 2 (14%) Strongly Agree, 6 (43%) Agree, 3 (21%) Neutral, 3 (21%) No Basis to Rate Clinical Mental Health Counseling: 9 (64%) Strongly Agree, 5 (46%) Agree 2024-25 COUN 5393 Site Supervisor Evaluations CSSR 2A-2K.pdf</p> <p>Analysis</p> <p>Analysis of results from the follow-up study of site supervisors indicates that--when corrected to exclude "No Basis to Rate" responses--the program successfully met its established goal. However, in the areas of Human Growth and Development, Career Development, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation saw an increase in "No Basis to Rate" responses, which indicates that the employer feels they did</p>	<p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>Upon discussion during the CMHC Assessment Committee Meeting, we agreed that all sites utilize each of the core program objective areas and including a "no basis to rate" option is misleading the site supervisors; thus, in order to increase the use value of the collected data, faculty will revise the Site Supervisor Survey in Qualtrics, removing the "No Basis to Rate" option and requiring a response to all 9 KPIs.</p> <p>Recommended Due Date: 08/31/2026</p> <p>Maintain Assessment Strategy</p> <p>To improve and build upon these outcomes, the program will emphasize high-quality instruction, experiential learning, and professional development.</p> <p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Additionally, the Site Supervisor Survey will be shared and discussed during the Annual Site Supervisor Meeting to ensure further clarification on the survey components and ensure a shared understanding.</p> <p>Recommended Due Date: 08/31/2026</p>

	not have a chance to evaluate the specific area.	
<p>Counselor Preparation Comprehensive Exam (CPCE)</p> <p>All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts.</p> <p>CMHC faculty selected the overall CPCE score to report in the program assessment plan.</p> <p>Direct - Other</p> <p>Target</p> <p>90% of students will earn a score better than 1 SD below the mean on their overall CPCE score.</p> <p>2023 CPCE Handbook.pdf</p>	<p>MET</p> <p>Summary</p> <p>The CPCE licensure exam was taken 34 times by 33 different test takers. 32/34 (94.12%) received an overall score better than 1 SD below the mean, and 33/34 received a passing score.</p> <p>24-25 CPCE Results.xlsx</p> <p>Analysis</p> <p>Threshold criterion was met. Analysis of results indicates that 32/44 (94.12%) earned an overall score better than 1 S.D. below the national mean.</p>	<p>Maintain Assessment Strategy</p> <p>Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the areas of assessment and testing, (2) provide additional review of the material to enhance exam preparation effectiveness, and (3) provide opportunities for students to ask questions and receive clarification.</p>
<p>CACREP External Program Review</p> <p>An External Program Review is conducted in compliance with the Council for Accreditation of Counseling & Related Educational Programs. The CACREP accreditation fulfills program review requirements for the Texas Higher Education Coordinating Board (Texas Administrative Code 5.52). The program faculty complete a comprehensive self-study as part of the professional accreditation process submitted to a CACREP review committee. The review committee submits a report to CACREP based on the self-study and the on-site review. The CACREP Board issues an executive report to which the program faculty provide follow-up reports as needed. The program faculty and Dean present an Institutional Response Form to the Provost Leadership Team and submitted to THECB with the self-study and the CACREP executive report. All three documents are integrated into the program assessment plan and approved action plans are documented based on CACREP recommendations.</p> <p>Direct - Other</p> <p>Target</p> <p>Meet 100% of the CACREP professional accreditation standards.</p> <p>2016_standards_cacrep.pdf</p>	NOT APPLICABLE	No actions have been added.

<p>Professional Dispositions: Candidacy</p> <p>Student professional dispositions are assessed by faculty during candidacy interviews (conducted at the end of their first semester in the program) using the Assessment of Professional Counseling Dispositions (APCD) Scale. During the individual review meetings, faculty discuss professional dispositions with students, identify strengths and opportunities for growth, and implement appropriate intervention(s) if a concern is identified. The professional dispositions assessed include:</p> <ul style="list-style-type: none"> • Identification of Key Professional Dispositions • Openness to New Ideas • Flexibility and Adaptability • Cooperativeness with Others • Willingness to Accept and Use Feedback • Awareness of Own Impact on Others • Ability to Deal with Conflict • Ability to Accept Personal Responsibility • Effective and Appropriate Expression of Feelings • Attention to Ethical and Legal considerations • Initiative and Innovation • Orientation to Multiculturalism and Social Justice Advocacy • Professional Wellness and Self-Care • Humility • Professionalism • Willingness to Seek Help <p>Aggregate disposition results for each item of the APCD scale are reviewed by the CMHC Program Assessment Committee to identify trends and develop continuous improvement plans for the next academic year.</p> <p>Direct - Other</p> <p>Target</p> <p>90 percent will score 2 or higher on 12 of 15 scale dimensions.</p> <p>PROGRA 3.PDF</p>	<p>MET</p> <p>Summary</p> <p>Faculty assessed 19 students in Fall 2024 and 18 students in Spring 2025 for a total of 37 students. See below for score breakdown by dimension.</p> <ul style="list-style-type: none"> • Openness to New Ideas: 35/37 (95%) scored 2 or better. The range of scores was 1.5 to 2.7, with a mode score of 2. • Flexibility and Adaptability: 35/37 (95%) scored 2 or better. The range of scores was 2 to 2.7, with a mode score of 2. • Cooperativeness with Others: 37/37 (100%) scored 2 or better. The range of scores was 2 to 2.7, with a mode score of 2. • Willingness to Accept and Use Feedback: 35/37 (95%) scored 2 or better. The range of scores was 1.75 to 2.7, with a mode score of 2. • Awareness of Own Impact on Others: 35/37 (95%) scored 2 or better. The range of scores was 1.75 to 2, with a mode score of 2. • Ability to Deal with Conflict: 18/18 (100%) scored 2 or better. All students scored 2. • Ability to Accept Personal Responsibility: 37/37 (100%) scored 2 or better. The range of scores was 2 to 2.5, with a mode score of 2. • Effective and Appropriate Expression of Feelings: 37/37 (100%) scored 2 or better. The range of scores was 2 to 2.3, with a mode score of 2. • Attention to Ethical and Legal considerations: 36/37 (97%) scored 2 or better. The range of scores was 1.5 to 3, with a mode score of 2. • Initiative and Innovation: 36/37 (97%) scored 2 or better. The range of scores was 1.8 to 2.7, with a mode score of 2. • Orientation to Multiculturalism and Social Justice Advocacy: 37/37 (100%) scored 2 or better. All students scored 2. • Professional Wellness and Self-Care: 36/37 (97%) scored 2 or better. The range of scores was 1.7 to 2.3, with a mode score of 2. • Humility: 34/37 (92%) scored 2 or better. The range of scores was 1.5 to 2.7, with a mode score of 2. • Professionalism: 34/37 (92%) scored 2 or better. The range of scores was 1.7 to 3.0, with a mode score of 2. • Willingness to Seek Help: 33/37 (89%) scored 2 or better. The range of scores was 1.8 to 2.7, with a mode score of 2. <p>2024-25 CMHC Candidacy Interviews.pdf</p> <p>Analysis</p>	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Individual students who receive a score of 2 or below in any area will be sent a letter outlining specific areas for growth. Identified students will meet with their faculty advisor to review the feedback and identify actionable steps for improvement. Students who are designated as "Approved for Candidacy with Reservation" or "Not Approved for Candidacy" will additionally engage in a remediation process. This process includes access to additional resources, targeted support, and structured opportunities for professional and academic development.</p> <p>Recommended Due Date: 08/31/2026</p>
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	<p>Analysis of 2024-2025 results indicates that the benchmark for overall satisfaction was met for 14/15 (93.33%) APCD categories. As results of the improvement, the program will continue emphasizing the development and reinforcement of professional dispositions by providing opportunities for discussion of APCD components and demonstrations of professional dispositions in three initial classes in the program (COUN 5312, COUN 5328, and COUN 5391).</p>	
<p>Annual Student Review</p> <p>Student professional dispositions are assessed by faculty during annual student review meetings using the Assessment of Professional Counseling Dispositions (APCD) Scale. During the individual review meetings, faculty discuss professional dispositions with students, identify strengths and opportunities for growth, and implement appropriate intervention(s) if a concern is identified. The professional dispositions assessed include:</p> <ul style="list-style-type: none"> • Identification of Key Professional Dispositions • Openness to New Ideas • Flexibility and Adaptability • Cooperativeness with Others • Willingness to Accept and Use Feedback • Awareness of Own Impact on Others • Ability to Deal with Conflict • Ability to Accept Personal Responsibility • Effective and Appropriate Expression of Feelings • Attention to Ethical and Legal considerations • Initiative and Innovation • Orientation to Multiculturalism and Social Justice Advocacy • Professional Wellness and Self-Care • Humility • Professionalism • Willingness to Seek Help <p>Aggregate disposition results for each item of the APCD scale are reviewed by the CMHC Program Assessment Committee to identify trends and develop continuous improvement plans for the next academic year.</p> <p>Direct - Other</p> <p>Target</p> <p>90 percent will score 2 or higher on 12 of 15 scale dimensions.</p> <p>PROGRA_3.PDF</p>	<p>MET</p> <p>Summary</p> <p>Faculty assessed 101 students during annual student reviews, conducted in May 2025. See below for score breakdown by dimension.</p> <ul style="list-style-type: none"> • Openness to New Ideas: 99/101 (98%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Flexibility and Adaptability: 99/101 (98%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Cooperativeness with Others: 99/101 (98%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Willingness to Accept and Use Feedback: 97/101 (96%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Awareness of Own Impact on Others: 96/101 (95%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Ability to Deal with Conflict: 97/101 (96%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Ability to Accept Personal Responsibility: 97/101 (96%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Effective and Appropriate Expression of Feelings: 100/101 (99%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Attention to Ethical and Legal considerations: 100/101 (99%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Initiative and Innovation: 98/101 (97%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. • Orientation to Multiculturalism and Social Justice Advocacy: 101/101 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. 	<p>Maintain Assessment Strategy</p> <p>To maintain and build upon these positive outcomes, the program will continue to emphasize the development and reinforcement of professional dispositions by providing opportunities for discussion of APCD components and demonstrations of professional dispositions in three initial classes in the program (COUN 5312, COUN 5328, and COUN 5391).</p>

	<ul style="list-style-type: none"> Professional Wellness and Self-Care: 100/101 (99%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. Humility: 98/101 (97%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. Professionalism: 92/101 (91%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. Willingness to Seek Help: 98/101 (97%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2. <p>2024-25 CMHC Annual Student Evaluations.pdf</p> <p>Analysis</p> <p>Analysis of 2024-2025 results indicates that the benchmark for overall satisfaction was met for all APCD categories (100%).</p>	
<p>Supervisor Final Student Evaluation: Counseling Disposition and Behaviors (CCSR 2.A-2.K)</p> <p>Student professional dispositions are assessed at the end of the semester in COUN 5393: Practicum by faculty and site supervisors using the Counseling Disposition & Behaviors section of the Counselor Competencies Scale Revised form (CCSR-R).</p> <p>Items include: 2.A. Professional Ethics, 2.B. Professional Behavior, 2.C. Professional & Personal Boundaries, 2.D. Knowledge & Adherence to Site and Course Policies, 2.E. Record Keeping & Task Completion, 2.F. Multicultural Competence in Counseling Relationship, 2.G. Emotional Stability & Self-Control, 2.H. Motivated to Learn & Grow/Initiative, 2.I. Openness to Feedback, 2.J. Flexibility & Adaptability, 2.K. Congruence & Genuineness.</p> <p>Aggregate disposition results for each item of the Counseling Disposition & Behaviors section is reviewed by the CMHC Program Assessment Committee to identify trends and develop continuous improvement plans for the next academic year.</p> <p>Direct - Other</p> <p>Target</p> <p>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 CCSR-R.</p> <p>COUNSE~1.PDF</p>	<p>MET</p> <p>Summary</p> <p>In aggregate, 38 students were assessed by faculty and site supervisors in AY 2024-25. 11/11 (100%) dimensions (2.A-2.K) met the threshold for this assessment (at least 90% of students assessed score a 4 or higher). A demographic breakdown is as follows: 28 (71.80%) identified as female and 11 (28.21%) as male; 2 (5.13%) identified as Asian, 4 (10.26%) as Black, 8 (20.51%) as Hispanic, 1 (2.56%) as Unknown, and 24 (61.54%) as White. Faculty Supervisors assessed 38 students in AY 2024-25. 11/11 (100%) dimensions (2.A-2.K) met the threshold for this assessment (at least 90% of students assessed score a 4 or higher). The range was 7.89% (low of 92.11%, high of 100%), with a mean percentage of 98.32%. Site Supervisors assessed 38 students, one of which was assessed by two different supervisors, for a total of 39 students assessed in the 2024-25 AY. 11/11 (100%) dimensions (2.A-2.K) met the threshold for this assessment (at least 90% of students assessed score a 4 or higher). The range was 7.69% (low of 92.31%, high of 100%), with a mean percentage of 97.64%.</p> <p>2024-25 COUN 5393 Faculty Evaluations CCSR 2A-2K.pdf</p> <p>2024-25 COUN 5393 Site Supervisor Evaluations CCSR 2A-2K.pdf</p> <p>Analysis</p> <p>Analysis of the 2024-2025 results indicates that 38 students were assessed by faculty and site supervisors, and 11/11 (100%) dimensions (2.A-2.K) met the threshold for this assessment (at least</p>	<p>Maintain Assessment Strategy</p> <p>Based on this analysis, faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of advanced reflection, (2) keep reviewing audio from sessions to ensure development of competency, and (3) provide opportunities for students to ask questions and receive clarification.</p>

	90% of students assessed score a 4 or higher).	
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