



Clinical Mental Health Counseling 2023-2024 Annual Report

Programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are required to publicly report vital statistics and program evaluation information annually. This 2023-2024 evaluation report for the Clinical Mental Health Counseling (CMHC) Program at The University of Texas at Tyler includes essential program statistics—such as demographics, enrollment, graduation rates, credentialing exam performance, and job placement—along with a summary of evaluation results, program modifications based on those results, and other significant program changes.

Substantial Program Changes

- Dr. Diane Smedley joined the CMHC Core Faculty in Fall 2023.
- We successfully completed the CACREP site visit in Fall 2023 and received eight-year reaccreditation in Spring 2024, with a one-year progress report due by May 15, 2025.
- We have completed a successful CMHC Core faculty search, and Dr. Ross Spears will be joining the CMHC Core Faculty in Fall 2024.

2023-2024 CMHC Vital Statistics

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

Table 1: Enrolled Student Demographics

Semester	Gender	Ethnicity	Age Mean and Range
Fall 2023 N=104	Female: 79 (75.96%) Male: 25 (24.04%)	White: 61 (58.65%) Black: 14 (13.46%) Hispanic: 9 (8.65%) Asian or Pacific Islander: 1 (0.96%) Multiracial: 17 (16.35%) Not Reported: 2 (1.91%)	28.86 20 to 56
Spring 2024 N=95	Female: 72 (75.79%) Male: 23 (24.21%)	White: 58 (61.05%) Black: 9 (9.47%) Hispanic: 9 (9.47%) Asian or Pacific Islander: 3 (3.16%) Multiracial: 14 (14.74%) Not Reported: 2 (2.11%)	28.51 20 to 55
Summer 2024 N=74	Female: 56 (75.68%) Male: 18 (24.32%)	White: 43 (58.11%) Black: 8 (10.81%) Hispanic: 7 (9.46%) Asian or Pacific Islander: 3 (4.05%) Multiracial: 12 (16.22%) Not Reported: 1 (1.35%)	28.25 20 to 56

Table 2: Graduating Student Demographics and Other Characteristics

Semester	Gender	Ethnicity	Age Mean and Range	During Last Semester in the Program*	
				Licensure Exam Pass Rate*	Job Placement Rate*
Fall 2023 N=17	Female: 16 (94.12%) Male: 1 (5.88%)	White: 7 (41.18%) Black: 2 (11.76%) Hispanic: 3 (17.65%) Asian: 1 (5.88%) Multiracial: 4 (23.53%)	30 23 to 52	CPCE: 100% NCE: 100%	40%
Spring 2024 N=7	Female: 7 (100%)	White: 4 (57.14%) Black: 2 (28.57%) Multiracial: 1 (14.29%)	35 25 to 53	CPCE: 100% NCE: 100%	40%
Summer 2024 N=7	Female: 7 (100%)	White: 5 (71.43%) Hispanic: 1 (14.29%) Multiracial: 1 (14.29%)	31 26 to 40	CPCE: 100% NCE: 100%	28.57%

* The data is derived from the CMHC Exit Survey, which is completed by students during the semester in which they graduate from the program, with a response rate of 87.10%. Exam pass rates are indicative of all the respondents who have taken the mentioned exam. When comparing data to other CMHC program please be aware of the data collection timeline, as it might vary between programs.

Table 3: Applicant Demographics

Semester	Gender	Ethnicity	Age Mean and Range
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Fall 2023 N=27 Applied Fall 2023 to be admitted in Spring 2024	Female: 22 (81.48%) Male: 5 (18.52%)	White: 15 (55.56%) Black: 5 (18.52%) Hispanic: 3 (11.11%) American Indian or Alaska Native: 2 (7.41%) Asian: 2(7.41%)	30 21 to 60
Spring 2024 N= 68 Applied Spring 2024 to be admitted in Fall 2024	Female: 58 (85.29%) Male: 10 (14.71%)	White: 41 (60.29%) Black: 7 (10.29%) Hispanic: 6 (8.82%) American Indian or Alaska Native: 1 (1.47%) Asian:6 (8.82%) Multiracial:6 (8.82%) Not Reported: 1 (1.47%)	25 20 to 58

Table 4: CMHC Completion Rates

Load	Numerator*	Denominator**	Completion Rate
Full Time	173	262	66.03%
Part Time	2	10	20.00%
Total	175	272	64.34%

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

** Denominator includes all students entering the program since inception Summer 2015 through Summer 2021.

2023-2024 CMHC Program Evaluation Results

In accordance with CACREP 2016 Standards the following is the summary of the 2023-2024 CMHC program evaluation results capturing (4.B.1) aggregate student assessment data related to student knowledge, skills, and professional dispositions and (4.B.3) the systematic follow-up studies of graduates, site supervisors, and employers of program graduates. In the annual CMHC Program Assessment Committee meeting, the program evaluation data is reviewed and analyzed in order to make the curricular and programmatic improvements, as needed. The final program evaluation data is posted on the program website.

Student Knowledge and Skills Aggregate Data

CACREP requires that within core and specialty areas, Key Performance Indicators (KPIs) are identified. KPIs are capstone assignments which measure teaching and learning. Faculty assess the measure (e.g., assignment) with a rubric. The student knowledge and skills data is collected every semester that data is available. Please see Table 5 below for the summary of Student Knowledge and Skills data.

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

KPI	Data	Success Threshold Criterion	Results Status (Met/Not Met)
KPI 1 Professional Counseling Orientation and Ethical Practice: Students will apply appropriate ethical decision-making through analyzing ethical cases and applying ethical codes.	Four types of data are collected for KPI 1: 1) Formative knowledge data is collected from COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling using the Ethics Case Study Assignment.	90% of students will earn a score of 80% or above on the Ethics Case Study Assignment in COUN 5328.	<u>Criterion Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Professional Counseling Orientation and Ethical Practice subscale.	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.	<u>Criteria Not Met</u> 24 students took the CPCE in the 2023-24 AY. 21/24 (88%) scored at or above 1 S.D. below the national mean. Fall 2023: 4/6 (67%) scored at or above 1 S.D. below the national mean.

			Spring 2024: 8/8 (100%) scored at or above 1 S.D. below the national mean. Summer 2024: 9/10 (90%) scored at or above 1 S.D. below the national mean.
	3) Formative skills data is collected from COUN 5393 Practicum using faculty and site supervisor evaluations from the CCS-R, item 1.G. *	90% of students will earn an average score of 3.5 or better on item 1.G. in COUN 5393 Final CCS-R Evaluations.	<u>Criterion Met</u>
	4) Summative skills data is collected from COUN 5397 Internship II using faculty and site supervisor evaluations from the CCS-R, item 1.G. *	90% of students will earn an average score of 4 or better on item 1.G. in COUN 5397 CCS-R Final Evals.	<u>Criterion Met</u>
KPI 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.	Four types of data are collected for KPI 2: 1) Formative knowledge data is collected from COUN 5324 using the Cultural Diversity and Advocacy Essay Assignment.	90% of students will earn a score of 80% or above on the Cultural Diversity and Advocacy Essay Assignment in COUN 5324.	<u>Criterion Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Social and Cultural Diversity subscale.	90% of students will score at or above 1 S.D. below the national mean on the Social and Cultural Diversity Subscale of the CPCE exam.	<u>Criterion Not Met</u> 24 students took the CPCE in the 2023-24 AY. 19/24 (79%) scored at or above 1 S.D. below the national mean. Fall 2023: 4/6 (67%) scored at or above 1 S.D. below the national mean. Spring 2024: 7/8 (88%) scored at or above 1 S.D. below the national mean.

			Summer 2024: 8/10 (80%) scored at or above 1 S.D. below the national mean.
	3) Formative skills data is collected from COUN 5393 Practicum using faculty and site supervisor evaluations from the CCS-R, item 2.F.	90% of students will earn an average score of 3.5 or better on item 2.F in COUN 5393 Final CCS-S Evaluations.	<u>Criterion Met</u>
	4) Summative skills data is collected from COUN 5397 Internship II using faculty and site supervisor evaluations from the CCS-R, item 2.F.	90% of students will earn an average score of 4 or better on item 2.F in OCUN 5397 CCS-R Final Evals.	<u>Criterion Met</u>
KPI 3 Human Growth and Development: Students will analyze clinical issues from a developmental perspective and plan appropriate care based on developmental needs.	Two types of data are collected for KPI 3: 1) Formative knowledge data is collected from PSYC 5320 Advanced Human Growth and Development using the Human Growth and Development Application Presentation.	90% of students will earn a score of 80% or above on the Human Growth and Development Application Presentation in PSYC 5320: Advanced Human Growth and Development.	<u>Criteria Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Human Growth and Development subscale.	90% of students will score at or above 1 S.D. below the national mean on the Human Growth and Development Subscale of the CPCE exam.	<u>Criteria Met</u>
KPI 4 Career Development: Students will apply knowledge of career	Three types of data are collected for KPI 4: 1) Formative knowledge data is collected from COUN 5335 Career	90% of students will earn a score of 80% or above on the Final Exam in COUN 5335.	<u>Criterion Not Met</u> A total of 34 CMHC MA students were enrolled in in COUN 5335 in the 2023-24 AY. 19/34 (56%) earned a score of

counseling to formulate counseling plans that are congruent with clients' goals.	Counseling using the cumulative Final Exam.		80% (120) or higher on the Final Exam. 150 points were possible, and scores ranged from 0 (low) to 135 (high). The median score was 120, and the mode score was 120. Spring 2024: 9/15 (60%) scored 80% or higher. Score range was 0 (low) to 135 high; median score was 120 and mode score was 124. Summer 2024: 10/19 (53%) scored 80% or higher. Score range was 0 (low) to 135 (high); median and mode scores were 120.
	2) Summative knowledge data is collected from the CPCE scores for the Career Development subscale.	90% of students will score at or above 1 S.D. below the national mean on the Career Development Subscale of the CPCE exam.	<u>Criterion Met</u>
	3) Formative skills data is collected from COUN 5335 Career Counseling using the Career Counseling Sessions and Reflections Assignment.	90% of students will earn a score of 80% or above on the Career Counseling Sessions and Reflections Assignment in COUN 5335.	<u>Criterion Met</u>
KPI 5 Counseling Helping Relationship Skills: Students will combine a variety of counseling skills to	Four types of data are collected for KPI 5: 1) Formative knowledge data is collected from COUN 5391 Basic Counseling Skills using the Final Skills Tape Assignment.	90% of students will earn a score of 80% or above on the Tape #4: Final Examination in COUN 5391.	<u>Criteria Met</u>

benefit the counseling process.	2) Summative knowledge data is collected from the CPCE scores for the Counseling and Helping Relationships subscale.	90% of students will score at or above 1 S.D. below the national mean on the Counseling Helping Relationship Skills Subscale of the CPCE exam.	<u>Criterion Met:</u>
	3) Formative Skills data is collected from COUN 5392 Helping Relationships and Clinical Interviewing using the Final Skills Tape Assignment.*	90% of students will earn a score of 80% or above on RP3 in COUN 5392 Helping Relationships and Clinical Interviewing class.	<u>Criterion Met</u>
	4) Summative Skills data is collected from COUN 5397 Internship II using faculty and site supervisors evaluations from the CCS-R, items 1.A., 1.B., 1.C., 1.D., 1.E., 1.F., 1.G., 1.H., 1.I., AND 1.J.	90% of students will earn an average score of 4 (Meets Expectations) or better on items 1.A. - 1.J. in COUN 5397 CCS-R Final Evals.	<u>Criterion Met</u>
KPI 6 Group Counseling and Group Work: Students will construct group counseling experiences with effective, ethical, and culturally relevant skills.	Three types of data are collected for KPI 6: 1) Formative knowledge data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment.	90% of students will earn a score of 80% or above on the Group Proposal Assignment in COUN 5345.	<u>Criterion Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Group Counseling and Group Work subscale.	90% of students will score at or above 1 S.D. below the national mean on the Group Counseling and Group Work Subscale of the CPCE exam.	<u>Criterion Met</u>

	3) Formative skills data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment.	90% of students will earn a score of 80% or above on the Group Proposal Assignment in COUN 5345.	<u>Criterion Met</u>
KPI 7 Assessment and Testing: Students will combine assessment and clinical skills to render appropriate client diagnosis and treatment.	Two types of data are collected for KPI 7: 1) Formative knowledge data is collected from COUN 5368 Assessment Techniques in Counseling using the Comprehensive Assessment Report.	90% of students will score an 80% or above on the Comprehensive Assessment Report in COUN 5368.	<u>Criterion Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Assessment and Testing subscale.	90% of students will score at or above 1 S.D. below the national mean on the Assessment and Testing Subscale of the CPCE exam.	<u>Criterion Met</u>
KPI 8 Research and Program Evaluation: Students will utilize research skills to critically assess counseling research and client care.	Two types of data are collected for KPI 8: 1) Formative knowledge data is collected from COUN 5340 Research and Program Evaluation using the Final Article Critique Assignment.	90% of students will earn a score of 80% or above on the Final Article Critique Assignment in COUN 5340.	<u>Criterion Met</u>
	2) Summative knowledge data is collected from the CPCE scores for the Assessment and Testing subscale.	90% of students will score at or above 1 S.D. below the national mean on the Research and Program Evaluation Subscale of the CPCE exam.	<u>Criterion Not Met</u> 24 students took the CPCE in the 2023-24 AY. 21/24 (88%) scored at or above 1 S.D. below the national mean. Fall 2023: 5/6 (83%) scored at or above 1 S.D. below the national mean.

			Spring 2024: 7/8 (88%) scored at or above 1 S.D. below the national mean. Summer 2024: 9/10 (90%) scored at or above 1 S.D. below the national mean.
KPI CMHC: 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.	Two types of data are collected for KPI CMHC: 1) Formative skills data is collected from COUN 5393 Practicum using faculty and site supervisor evaluations from the CCS-R, items 2.D. and 2.E.	90% of students will earn a score of 3.5 or better on items 2.D. and 2.E. in COUN 5393 Final CCS-S Evaluations.	<u>Criteria Met</u>
	2) Summative skills data is collected from COUN 5397 Internship II using faculty and site supervisor evaluations from the CCS-R, items 2.D. and 2.E.	90% of students will earn a score of 4 (Meets Expectations) or better on items 2.D. and 2.E. in COUN 5397 CCS-R Final Evals.	<u>Criterion Met</u>

*Following the CMHC CACREP Site Visit Report in Fall 2023, the CMHC Faculty updated the Program Assessment Plan to ensure alignment with CACREP Standards, including the addition of this new assessment method.

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

- 1) KPI 1 Professional Counseling Orientation and Ethical Practice:** Analysis of summative knowledge data indicated that there was an improvement from 81.82% in 2022- 2023 results to 88% in 2023-2024 results. However, the success threshold criterion was not met. More specifically 12% (N = 3) of the students did not meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2022-2023 and 2023-2024, program faculty plan to continue using the CPCE exam policy; (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.

- 2) **KPI 2 Social and Cultural Diversity:** Summative knowledge data indicated that there was a decrease in students meeting the success criterion, from 86.36% in 2022- 2023 results to 79% in 2023-2024 results. COUN 5324 was previously taught by adjuncts but will be taught by full-time faculty in 2024-25. The new instructor will review 2024-25 results and develop a continuous improvement plan including making adjustment to course content to ensure more alignment with CPCE Social and Cultural Diversity content.
- 3) **KPI 4 Career Development:** Analysis of formative knowledge data results indicated that 19/34 students assessed (56%) scored 80% or higher on the Career Counseling Final Exam. Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the areas of career counseling, (2) provide additional review of the material to enhance exam preparation effectiveness, (3) update exam content to better assess student understanding, and (4) provide opportunities for students to ask questions and receive clarification.
- 4) **KPI 8 Research and Program Evaluation: Students will utilize research skills to critically assess counseling research and client care:** Analysis of summative knowledge data results indicated that there was an improvement from 77.27% in 2022- 2023 results to 88% in 2023-2024 results. However, the success threshold criterion was not met. More specifically 12% (N = 3) of the students did not meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2022-2023 and 2023-2024, program faculty plan to continue using the CPCE exam policy; (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.

Professional Dispositions Aggregate Data

CACREP requires professional disposition data to be collected and used to evaluate program outcomes. The CMHC disposition data is collected using the Assessment of Professional Counseling Dispositions Scale (APCD; Mullen, 2013) and the Counselor Competencies Scale- Revised (CCS-R; Lambie et al., 2015) over multiple points in time: 1) Candidacy Interviews (after completing three identified foundational courses: COUN 5312, COUN 5328, and COUN 5391); 2) Annual Student Review Meetings; 3) Final Practicum Evaluations. Please see Table 6 below for the summary of 2023-2024 Professional Disposition data.

Table 6: Aggregate Student Assessment Data Related to Professional Dispositions

Data	Success Threshold Criterion	Results Status (Met/Not Met)
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<p>Three types of data are collected for KPD (Professional Dispositions)</p> <p>1) Candidacy interviews *(students reviewed by CMHC faculty at the end of their first semester in the program). Student dispositions are assessed using the Assessment of Professional Counseling Dispositions (APCD) Scale.</p>	<p>90 percent will score 2 or higher on each scale dimension</p>	<p><u>Criterion Not Met</u></p> <p>Faculty assessed 11 students during candidacy interviews, conducted in May 2024. See below for score breakdown by dimension.</p> <p>11/11 (100%) scored 2 or better in 13/15 APCD categories. The range of scores was 2 to 3, with a mode score of 2.</p> <ul style="list-style-type: none"> • 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 • Orientation to Multiculturalism and Social Justice Advocacy • Professional Wellness and Self-Care • Humility • Professionalism <p>• Willingness to Seek Help: 8/11 (73%) scored 2 or better. The range of scores was 1.8 to 2.5, with a mode score of 2.</p> <p>• Initiative and Innovation: 8/11 (73%) scored 2 or better. The range of scores was 1.5 to 3, with a mode score of 2.5.</p>
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2) Annual Student Evaluation meetings *(students reviewed by program and adjunct faculty). Student dispositions are assessed using the Assessment of Professional Counseling Dispositions (APCD) Scale.	90 percent will score 2 or higher on each scale dimension	<u>Criterion Met</u>
3) COUN 5393: Practicum by faculty and site supervisors final CCSR Evaluation*. Student dispositions are assessed using the Counseling Disposition & Behaviors section of the CCS-R (2.A. Through 2.K.)-	90% of students earn a score of 4 (Meets Expectations) or better on items 2.A.-2.K. of the Counseling Disposition & Behaviors section of the CCS-R.	<u>Criterion Met</u>

*Following the CMHC CACREP Site Visit Report in Fall 2023, the CMHC Faculty updated the Program Assessment Plan to ensure alignment with CACREP Standards, including the addition of this new assessment method.

Program Modifications Based on Professional Dispositions Data

- 1) Analysis of Candidacy Interview results indicates that the benchmark for overall satisfaction was not met for two out of fifteen APCD categories: Willingness to Seek Help and Initiative and Innovation categories. To improve and build upon these outcomes, the program will 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).

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.

- 2) Additionally, after reviewing the Candidacy data for the first time, the CMHC faculty decided to adjust success criterion from "90 percent will score 2 or higher on each scale dimension" to "90 percent will score 2 or higher on 12 out of 15 scale dimensions" to ensure room for student growth.
- 3) All students received scores of 4 or higher on all CCS-R items in both faculty and site evaluations, meeting the benchmark for overall satisfaction. Faculty determined that the CCS-R does not provide meaningful data for assessing student dispositions, as dispositions are already evaluated during candidacy and annually through the APCD scale, which also guides student feedback. This assessment method will be closed. Faculty will continue to evaluate student dispositions during candidacy and annual reviews using the APCD scale.

Systematic Stakeholders Follow-Up Studies on Program Objectives

In compliance with CACREP Standard 4.B.3., the CMHC program completes Follow-Up Studies with graduates/alumni, employers of graduates, and site supervisors. Please see Table 7 below for the summary of 2023-2024 Follow-Up Study data.

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

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

		and "Satisfied or Higher" with Entire Educational Experience.	
Alumni	Alumni Survey*: Alumni are asked to report the following: if they are currently working as a counselor/mental health professional, their current counseling licensure status, their perception of competency for each of the eight program KPIs, and their employer's information.	90% of responding alumni will indicate a 3 or higher on each KPI item.	<p><u>Criterion Not Met</u></p> <p>CMHC Alumni (n=14) who graduated in Fall 2023, Spring 2024, and Summer 2024 were asked to rate their attainment of the following CMHC competencies:</p> <p>1.0 Professional Counseling Orientation and Ethics: 3 (21%) Agree, 11 (79%) Strongly Agree</p> <p>2.0 Social and Cultural Diversity: 6 (43%) Agree, 8 (57%) Strongly Agree</p> <p>3.0 Human Growth and Development: 6 (43%) Agree, 8 (57%) Strongly Agree</p> <p><u>4.0 Career Development: 3 (21%) Neutral, 7 (50%) Agree, 4 (29%) Strongly Agree</u></p> <p>5.0 Counseling and Helping Relationships: 2 (14%) Agree, 12 (86%) Strongly Agree</p> <p>6.0 Group Counseling and Group Work: 1 (7%) Neutral, 7 (50%) Agree, 6 (43%) Strongly Agree</p> <p>7.0 Assessment and Testing: 10 (71%) Agree, 4 (29%) Strongly Agree</p> <p>8.0 Research and Program Evaluation: 1 (7%) Neutral, 7 (50%) Agree, 6 (43%) Strongly Agree</p> <p>9.0 Clinical Mental Health Counseling: 3 (21%) Agree, 11 (79%) Strongly Agree</p>

Employer	Employer Survey*: Employers are asked to report the following: the employee's overall educational preparation, the employee's ability to think critically and solve problems, and their perception of the employee's level of competency for each of the program KPIs.	90% of responding employers will indicate a 3 or higher on each KPI item.	<u>Criterion Met*</u>
Site Supervisor	Site Supervisor Survey*: Site supervisors are asked to report the following: supervisees' overall educational preparation, supervisees' ability to think critically and solve problems, and their perception of supervisees' level of competency for each of the program KPIs. Students are rated for each KPI.	90% of responding site supervisors will indicate a 3 or higher on each KPI item.	<u>Criterion Not Met</u> 2024-25 Results: 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: 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 <u>Human Growth and Development: 7 (50%) Strongly Agree, 5 (36%) Agree, 1 (7%) Neutral, 1 (7%) No Basis to Rate</u> <u>Career Development: 4 (29%) Strongly Agree, 3 (21%) Agree, 2 (14%) Neutral, 5 (36%) No Basis to Rate</u> Counseling and Helping Relationships: 10 (64%) Strongly Agree, 4 (36%) Agree <u>Group Counseling and Group Work: 3 (21%) Strongly Agree, 6 (43%) Agree, 1 (7%) Neutral, 4 (29%) No Basis to Rate</u> <u>Assessment and Testing: 3 (21%) Strongly Agree, 6 (43%) Agree, 3 (21%) Neutral, 2 (14%) No Basis to Rate</u>

			<u>Research and Program Evaluation: 2 (14%) Strongly Agree, 6 (43%) Agree, 3 (21%) Neutral, 3 (21%) No Basis to Rate</u> <u>Clinical Mental Health Counseling: 9 (64%) Strongly Agree, 5 (46%) Agree</u>
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*Following the CMHC CACREP Site Visit Report in Fall 2023, the CMHC Faculty updated the Program Assessment Plan to ensure alignment with CACREP Standards, including the addition of this new assessment method.

Program Modifications Based on Stakeholder Follow-Up Regarding Program Objectives

1. Stakeholder Follow-Up data analysis of results indicated that the benchmark for graduating students data and the employer data were met. However, alumni and site supervisor data indicated further attention is needed in some areas. To improve and build upon these results, the program will continue emphasizing high-quality instruction, experiential learning, and professional development.
2. Analysis of results from the follow-up study of site supervisors indicates that the program does not meet its benchmark: Human Growth and Development; Career Development; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation areas. To improve and build upon these outcomes, the program will emphasize high-quality instruction, experiential learning, and professional development.
The Site Supervisor data review indicated that areas where the criterion was not met were due to "no basis to rate" which indicates that the site supervisor did not have a chance to evaluate the specific area. 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, will remove "no basis to rate" option from the Site Supervisor Survey. 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.
3. To improve the Employer Follow-up Survey response rates in future cycles, the program will implement targeted strategies such as integrating survey reminders.