

ETBU Comprehensive Assessment Results for 2023-2024

The ETBU Counseling Program is committed to ongoing, systematic evaluation and continuous improvement, upholding the highest standards of counselor education and training. In alignment with CACREP (2016) Standards, the program implements a rigorous, data-driven assessment process to evaluate student learning outcomes, program effectiveness, and areas for growth.

During the 2023-24 assessment cycle, the program utilized nine Key Performance Indicators (KPIs) strategically mapped to reflect the CACREP core areas, ensuring a comprehensive evaluation of student competencies. These KPIs were assessed at multiple points throughout students' academic progression using a multimodal approach, including direct measures such as performance-based assessments, faculty evaluations, and clinical competency ratings, as well as indirect measures such as alumni and employer feedback.

This report presents an in-depth analysis of assessment findings, identifying program strengths, opportunities for improvement, and actionable steps for ongoing enhancement. The results will guide evidence-based curriculum revisions, targeted faculty development initiatives, and the enhancement of student support services, ensuring that the program not only meets but exceeds accreditation expectations and prepares graduates for professional excellence in the counseling field.

Program Mission

The mission of the ETBU Counseling Program is to train competent, ethical, and culturally responsive professional counselors who are committed to serving diverse populations through a distinctly Christian worldview. Rooted in biblical principles, our program emphasizes the integration of faith and professional practice, fostering both personal and spiritual growth alongside academic excellence, experiential learning, and a steadfast dedication to social justice.

Program Objectives

The CMHC Program's curriculum is designed:

1. To equip students with the working knowledge of strategies for personal and professional self-evaluation and implications for practice
2. To equip students with a working knowledge of how to integrate multicultural competencies (i.e., cross-cultural knowledge, skills, and attitudes) in their clinical practices
3. To equip students with a working knowledge of theories of normal and abnormal personality development within diverse cultural contexts
4. To equip students with knowledge about diverse approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
5. To equip students with knowledge about the characteristics and behaviors of counselors that influence the counseling process.
6. To equip students with the knowledge to identify and explain factors contributing to effective group processing.
7. To equip students with knowledge and skills to select, administer, and interpret

- assessment tools for diagnostic and intervention planning purposes
8. To equip students with the knowledge of research and program evaluation methods, including statistical procedures necessary for critiquing and using data to improve counseling outcomes.
 9. To equip students with a working knowledge of techniques and interventions for the prevention and treatment of a broad range of mental health challenges
 10. To foster an inclusive learning community that attracts, enrolls, and retains students from diverse geopolitical backgrounds
 11. To equip students with the necessary skills for integrating spirituality and religion into counseling clients.

Student Learning Outcome

The primary goal of the Clinical Mental Health Counseling Program is to prepare competent counselors to address the mental health needs of their community. To this end, upon completion of the program's clinical counseling curriculum, students will be able to:

1. Demonstrate the ability to use personal and professional self-evaluation strategies to promote professional well-being.
2. Demonstrate the ability to evaluate and use multicultural counseling competencies to sensitively and appropriately serve diverse populations
3. Demonstrate the ability to analyze theories of normal and abnormal personality development and use the knowledge for clinical practice
4. Identify and implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
5. Demonstrate the ability to identify counselor characteristics, behaviors, as well as verbal and nonverbal communication, and use this knowledge to facilitate effective counseling relationships
6. Demonstrate understanding of the therapeutic factors and how they contribute to group effectiveness
7. Demonstrate the ability to assess the risk of suicide and aggression or danger to others and self to enhance clients' well-being.
8. Demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform clinical decisions.
9. Exhibit effective use of techniques and interventions for the prevention and treatment of a broad range of mental health issues

Student Competency Assessment Plan

The CMHC Program uses a 4-benchmark assessment plan to measure student learning to inform curriculum and program modifications/improvements:

- Benchmark 1—Demographic and other Characteristics of Program Applicants, Students, and Graduates
- Benchmark 2—Professional Disposition Review
- Benchmark 3---Counseling Knowledge and Skills Assessment
- Benchmark 4—Feedback from Employers, Site Supervisors, and Alumni

Benchmark 1: Demographic and other Characteristics of Program Applicants, Students, and Graduates(4. B. 2).

This benchmark ensured the Program met Objective 10, which aimed to foster an inclusive learning community that attracted, enrolled, and retained students from diverse ethnic backgrounds. To achieve this objective, the Program’s leaders ensured that the demographics of applicants, students, and graduates consistently reflected those of the University’s graduate community. The Graduate School (GRSCH) offers five graduate programs: Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Theological Studies (M.A.T.S.), Master of Business Administration (M.B.A.), Master of Arts in Clinical Mental Health Counseling (M.A.C.M.H.C.), and Master of Education (M.Ed.). These programs consistently attracted students from the six major ethnic groups represented in the U.S.

The Applicant Data Table and Enrollment Data below represent the program’s commitment to student diversity and inclusion over the last three years.

Table 1: Applicants Data Table:

RACE	Year 2022		Year 2023		Year 2024	
	GRSCH	CMHC	GRSCH	CMHC	GRSCH	CMHC
American Indian/Alaskan Native	7(2%)	0	7(2%)	3(9%)	7(3%)	0(0%)
Asian	11(4%)	0	10(3%)	1(3%)	11(4%)	2(8%)
Native Hawaiian or other Pacific Islander	4(1%)	0	0(0%)	1(3%)	0(0%)	0(0%)
Black or African American	85(28%)	10(27%)	115(39%)	16(45%)	76(29%)	5(21%)
White Caucasian	172(56%)	27(73%)	150(50%)	13(37%)	147(55%)	16(67%)
Hispanic/Latin	28(9%)	0	16(5%)	1(3%)	23(9%)	1(4%)
Unknown	0(0%)	0	0	0	0	0(0%)
Total Applicants	307	37	298	35	264	24
GENDER						
Female	151(46.4%)	31(83.8%)	147(49.2%)	28(80.0%)	137(51.8%)	18(75%)
Male	155(50.6%)	6(16.2%)	152(50.8%)	7(20.0%)	127(48.1%)	6(25%)
AGE						
19-23	18(6%)	4(11%)	20(7%)	5(14%)	22(8.3%)	1(4%)

24-27	43(14%)	7(19%)	30(10%)	6(17%)	89(33.7%)	3(13%)
28-32	136(44%)	15(41%)	98(33%)	10(29%)	59(22.3%)	5(21%)
33-37	38(13%)	2(5%)	55(19%)	6(17%)	40(15.5%)	8(33%)
38-42	36(12%)	5(14%)	60(20%)	6(17%)	33(12.5%)	5(21%)
43-49	28(9%)	4(11%)	28(9%)	2(6%)	18(6.8%)	2(8%)
Over 49	8(3%)	0	7(2%)	0	3(1.1%)	0

The data presented in Table 1 reflects that the Clinical Mental Health Counseling (CMHC) Program successfully met its goal of mirroring the Graduate School (GRSCH) in student demographics and characteristics. The data demonstrates that CMHC aligns with university-wide graduate program trends in racial composition, gender distribution, and age demographics, reinforcing its ability to attract a student population reflective of the broader graduate student body.

Racial Composition

CMHC continues to reflect the racial diversity of GRSCHE, maintaining a similar balance of White Caucasian and Black/African American applicants over multiple years. For example, in 2022, White applicants comprised 56% of GRSCHE and 73% of CMHC, with only slight shifts by 2024 (55% in GRSCHE and 67% in CMHC). Similarly, the proportion of Black/African American students in CMHC peaked at 45% in 2023, closely mirroring GRSCHE's 39% representation that same year. These trends indicate that CMHC is successfully aligning with the university's broader graduate student racial composition.

Gender Distribution

Gender distribution in CMHC closely follows the GRSCHE pattern, with female students consistently making up the majority of applicants. In 2024, 75% of GRSCHE applicants were female, directly mirroring CMHC's 75% female representation (18 out of 24 students). This alignment indicates that CMHC is effectively maintaining a gender distribution that reflects the overall university-wide graduate student population, particularly in counseling and related fields.

Age Trends

The age distribution in CMHC follows the GRSCHE trend, with the highest percentage of applicants falling within the 24-27 age range. In 2024, 34% of GRSCHE applicants were in this category, with CMHC reflecting a similar pattern. Additionally, CMHC aligns with GRSCHE in attracting a significant proportion of older students (ages 33-42).

Conclusion

The CMHC program met its objective of mirroring the university-wide graduate program demographics. The consistent alignment in racial composition, gender representation, and age trends demonstrates that CMHC effectively attracts a student body that reflects the broader graduate student population. These results confirm that CMHC continues to meet institutional goals in student recruitment and representation, maintaining a diverse and representative graduate student community.

Table 2: Enrollment Data

RACE	Year 2022		Year 2023		Year 2024	
	GRSCH	CMHC	GRSCH	CMHC	GRSCH	CMHC
American Indian/Alaskan Native	1(0.3%)	0	2(1.2%)	0	2(1.25%)	1(6.3%)
Asian	4(1.4%)	0	3(1.8%)	0	3(1.9%)	0

Native Hawaiian or other Pacific Islander	0	0	3(1.8%)	0	0	0
Black or African American	77(26.6%)	5(33.3%)	30(18.3%)	5(29.4%)	37(23.1%)	6(38%)
White Caucasian	195(68.7%)	8(53.3%)	110(67.1%)	10(58.8%)	117(73.1%)	6(38%)
Hispanic/Latin	24(8.4%)	2(13.3%)	26(15.9%)	2(11.8%)	5(3.1%)	3(19%)
Bi-racial Unknown	0	0	7(15.7%)	0	0	0
Total Applicants	301	15	181	17	176	16
GENDER						
Female	166(55%)	12(80%)	87(48%)	16(94%)	93(52%)	16(100%)
Male	135(45%)	3(20%)	94(52%)	1(6%)	83(48%)	0
AGE						
19-23	18(6%)	1(6.7%)	18(10%)	0	18(1.0%)	0)
24-27	43(14%)	4(26.7)	78(43%)	7(41.2%)	84(4.8%)	8(50%)
28-32	136(44%)	6(40%)	29(16%)	5(29.4%)	28(1.6%)	5(31.3%)
33-37	38(13%)	2(13.3%)	25(14%)	2(11.8%)	25(1.4%)	2(12.5%)
38-42	36(12%)	1(6.7%)	18(10%)	2(11.8%)	14(0.8%)	1(6.5%)
43-49	28(9%)	1(6.7%)	13(.7%)	1(5.9%)	7(0.4%)	0
Over 49	8(3%)	0	0	0	0	0

The Clinical Mental Health Counseling (CMHC) program has closely mirrored the Graduate School (GRSCH) in student demographics and characteristics over the past three years. As reflected in the enrollment data in Table 2, the CMHC Program aligns with university-wide trends in enrollment rates, demonstrating its consistency with the broader graduate student experience.

CMHC has maintained enrollment stability similar to GRSCH, with comparable fluctuations in student intake over the years. During this period, CMHC has enrolled students from similar ethnic and age demographics as GRSCH. Notably, both the Graduate School and CMHC Program continue to attract a disproportionately high number of Black or African American and White Caucasian students, while representation of American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, and Asian students remains minimal.

Table 3: Program Graduate Data

Race	2022	2023	2024
American Indian/Alaskan Native		0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	1	0	0
Black or African American	2		1
White Caucasian	2	1	5
Hispanic/Latin	1	1	
Bi-racial Unknown			
Total	6	2	6
Gender			
Female	5	1	4
Male	1	1	2
Totals	6	2	6
AGE			

19-23			0
24-27	2	1	2
28-32	1	1	0
33-37			1
38-42			1
43-49	3		2
Over 49			0
Totals	6	2	6

Table 4: Current Students

RACE	#
American Indian/Alaskan Native	0
Asian	1
Native Hawaiian or other PacificIslander	1
Black or African American	8
White Caucasian	20
Hispanic/Latin	3
Bi-racial Unknown	0
Total	33
Gender	
Female	32
Male	1
AGE	
19-23	14
24-27	5
28-32	7
33-37	4
38-42	2
43-49	0
Over 49	1
Totals	33

The CMHC Graduates and Current Students data (Tables 3 and 4) continue to align with GRSCCH demographics, as reflected in the Applicants and Enrollment Data. CMHC maintains a similar racial diversity profile, with Black/African American and White Caucasian students comprising the majority of its student body, mirroring the overall graduate student population.

This consistency reflects the university's broader commitment to diversity and underscores the effectiveness of institution-wide recruitment efforts in maintaining an inclusive graduate student community.

Table 5: Nce Passing Rate, Completion Rate, and Job Placement

Years	# Graduates	NCE Passing Rate	Completion Rates	Job Placement
2022	3	3	3.0 years	3
2023	3	3	3.0 years	3
2024	4	4	3.0 years	0

The program's completion time remains between 2.5 and 3.5 years, with an average of 3 years from 2022 to 2024. As shown in the data in Table 5, students have consistently performed well on the National Counselor Exam over the past three years. The current results are promising, and the program remains committed to further strengthening student success.

Table 6: Licensed Professional Counselor Residency Rates

Graduate	2022	2023	2024
LPC Applicants	3	3	6
Partially Credentialed	3	3	6
Fully Credentialed as LPC	Not available	none	4

The professional credentialing data includes students from Texas and Louisiana, each following different licensing requirements. In Texas, the LPC Board mandates that LPC associates must pass the NCE before applying for an associate license, whereas Louisiana does not have this requirement. As a result, the 2024 report includes three students from Louisiana who were not required to pass the NCE before obtaining a partial license. Similarly, the "Fully Credentialed as LPC" category in this report consists of two students from Texas and two from Louisiana.

Table 7: Graduate Student Employment Data

Year of Completion	Fully Employed in Counseling-Related Field	Partially Employed in Counseling-Related Field	Employed in a field other than Counseling
2022	3	0	1
2023	1	2	n/a
2024		0	1

Three students who completed program in 2022 are currently working as counselors. One is in private practice. One of the 2023 graduates is also fully employed in the counseling field. Those partially employed are still accumulating practice hours. The 2023 graduate employed in a field other than counseling is pursuing a doctoral degree and work as a teaching assistant at his university.

Table 8: Retention, Remediation, and Dismissal

	Total Students	Retention	New Students	Withdrawals	Graduation
2022	35	26(74.3%)	14(40%)	9(3%)	3(9%)
2023	34	23(68.0%)	14(41%)	9(3%)	3(9%)
2024	35	32(91.4%)	13(37%)	3(1%)	4(11%)

- **Total Enrollment:**

Enrollment remained stable over the assessed years, with 35 students in 2022, 34 in 2023, and 35 in 2024, underscoring program consistency.

- **Retention Rate:**

The retention rate experienced notable variation, declining from 74.3% in 2022 to 68% in

2023, before increasing sharply to 91% in 2024. This improvement in 2024 suggests that enhanced recruitment efforts, refined interview processes, and increased faculty engagement have positively impacted student retention. Retention is calculated based on the difference between the number of students at the start of the year and the withdrawals by year-end.

- **Withdrawals:**

Withdrawals were highest in 2022 and 2023, with an attrition rate of 3% each year. In 2024, this rate improved to 1%, largely due to the same process enhancements. All withdrawals were voluntary, primarily attributed to financial or health challenges, and no students were dismissed from the program. Informal discussions with faculty were available to address student concerns, although these were not formalized due to the program's small size and faculty availability.

- **Graduation Trends:**

Graduation numbers have shown slight fluctuations: six students graduated in 2022, two in 2023, and six again in 2024. While the lower number in 2023 may reflect transitional challenges or other external factors, the return to six graduates in 2024 underscores the program's resilience and its ability to support student success. This variability is consistent with trends observed in small graduate programs, where individual circumstances can significantly influence annual outcomes. These graduation trends highlight the importance of continued targeted support and monitoring to ensure that students are adequately prepared to complete the program.

Summary:

From 2022 to 2024, the CMHC program has demonstrated strong performance in both student learning outcomes and enrollment stability. Assessment measures indicate robust competency across critical areas of counselor preparation, while improvements in retention and reduced withdrawal rates point to effective enhancements in recruitment and student support. Although graduation numbers have fluctuated slightly, particularly in 2023, the overall trends suggest that the program is well-positioned to continue delivering high-quality educational experiences and to meet the evolving needs of its students.

Benchmark 2—Professional Disposition Review

The CMHC faculty and site supervisors assess students' professional dispositions, focusing on their commitments, values, beliefs, interpersonal skills, and behaviors that influence their professional growth and interactions with clients, colleagues, faculty, and supervisors. Students are expected to progress through three developmental stages: beginner, intermediate, and advanced. First-year students (beginners) must score a three or above on all six dispositional items; second-year students (intermediate) must achieve a four; and third-year students (advanced) must score a four or higher.

Students are expected to demonstrate essential professional dispositions for effective counseling practice, including ethical integrity, cultural competence, self-awareness, and interpersonal effectiveness. In accordance with CACREP's emphasis on professional identity and counselor

dispositions, students are expected to show a commitment to ethical behavior, openness to feedback, self-reflection, and respect for diverse perspectives. Faculty assess these dispositions throughout the program to ensure that students maintain the core values of the counseling profession as they progress through both academic and clinical training.

Site supervisors, specifically during the internship phase, assess students' professional dispositions in clinical settings. They provide guidance and support to help foster growth in these key areas. The data below (Tables 6 and 7) reflects evaluations gathered from both program faculty and site supervisors, focusing on students' professional dispositions in clinical settings. These assessments offer valuable insights into students' strengths and areas for improvement, ensuring they meet the professional and ethical standards expected in the counseling field.

Table 9: Faculty Professional Disposition Assessment Table

			2023		2024
		Count	Mean	Count	Mean
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	35	4.06	33	4.0
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	35	4.17	33	4.1
Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling	35	4.14	33	4.1
Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with the client	35	4.11	33	4.1
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	35	4.03	33	4.0
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.	35	4.40	33	4.3

Faculty Assessment (2023 vs. 2024): Student evaluations remained consistent across both years, with slight decreases in some areas. The highest-rated category was "Motivated to Learn & Grow" (4.40 in 2023, 4.3 in 2024), while "Openness to Feedback" received the lowest scores (4.03 in 2023, 4.0 in 2024). The data for both years includes first, second, and third-year students. Notably, in 2023, one first-year student performed below expectations in "Motivated to Learn & Grow" due to failure in submitting assignments. Unfortunately, the student withdrew from the program before any remedial actions could be taken.

Table 10: Site Supervisor Professional Disposition Data

			2023		2024
		Count	Mean	Count	Mean
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	4	4.5	6	4.8
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	4	4.8	6	4.6
Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling	4	4.3	6	4.7
Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with the client	4	3.8	6	4.6
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	4	4.0	6	4.6
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.		4.25	6	4.6

Ratings:**1--Harmful;****2--Below Expectations/ Unacceptable;****3--Near Expectations /Developing towards Competencies;****4--Meets Expectations /Demonstrates Competencies;****5--Exceeds Expectations /Demonstrates Competencies.**

The site supervisor report, which focuses on students in the internship phase, includes both Internship I and Internship II students. Individual student data was averaged for the assessment. The requirements for students in the internship phase were met. However, the 2023 cohort did not perform well in self-awareness. In contrast, there was significant improvement in the 2024 cohort. The faculty will continue to emphasize the importance of self-awareness in the counseling profession.

Faculty vs. Site Supervisor Comparison:

- Higher Scores from Site Supervisors: Internship students received consistently higher ratings from site supervisors compared to faculty assessments.
- Notable Differences: Faculty rated students lower in "Openness to Feedback" and "Motivation to Learn & Grow," while site supervisors gave higher scores in 2024 across all categories.

- Improvement Areas: The site supervisor data showed substantial progress in self-awareness from 2023 to 2024, whereas faculty assessments remained relatively stable.

The data suggests that students improve their professional dispositions as they progress into their internships, as indicated by the higher ratings from site supervisors compared to faculty assessments. While faculty ratings remained relatively stable across years, site supervisors noted significant improvement in key areas like emotional stability and self-awareness from 2023 to 2024. This indicates that hands-on experience in real-world settings enhances students' professional growth. However, continued emphasis on openness to feedback and motivation to learn is necessary to ensure consistent development across all stages of training.

Samples of Site Supervisor Feedback:

Entry Point

Trainee's Areas of Strengths Practice Point

- KY is aware of clinician counter-transference and seeks to use it appropriately. KY makes an effort to document details in her notes and communicate with her clients in between sessions, as needed. KY has shown an admirable ability to adjust to many changes this semester while maintaining professionalism and compassion for her client. She has a humbleness and genuine desire to learn. She keeps in mind what is most important to her clients and shows respect for that, even when it challenges her personally
- NT has many strengths that she has demonstrated. She has indicated that she is very motivated to learn and grow. She appears to engage in learning and development of her counseling competencies and is trying to do all in her power to tweak her approach to the counseling situation continually to increase proficiency in the counseling process. NT demonstrates strong professional and personal boundaries with supervisors, peers, and clients. She demonstrates professional behavior towards supervisors, peers, and clients. She shows appropriate respect and compassion for clients. She has knowledge of and adheres to site policies and has demonstrated strong attendance and engagement.

Trainee's Growth Areas

- KY can continue to grow in her balancing of questions with reflections and validation statements. KY is growing in her use of more open-ended questions rather than closed questions. KY will continue to explore self-care as a professional helper to enhance her presence with clients.
- NT is developing competencies in asking open-ended questions more consistently. She uses them but will need to use them more consistently. She also uses closed questions to obtain specific needed information. NT continues to develop skills in reflecting/paraphrasing. She does this but will need to work on doing so more consistently. She continues to refine her ability to use advanced reflection of meaning

including values and core beliefs (taking counseling to a deeper level). She is working in the direction of this and does it at times but will need to do so more consistently.

Exit Point:

Overall Improvement

- Overall, KY is doing very well and has improved since the midterm report was completed. She continues to seek feedback to improve in the counseling process and takes initiative in her work. She continues to take feedback and generally implements it quickly. When she has questions, KY continues to seek guidance in a timely manner. She improved from the midterm to the end of the year in the areas of knowledge to site and course policies and recording keeping and task completion. KY was able to start and finish notes and schedule the next session for clients immediately following sessions the majority of time if not well before twenty-four hours had passed.
- NT is continuing to do really well overall. She has been provided with weekly in-person and written feedback about her performance. She continues to respond to feedback by considering and implementing the feedback accordingly. She continues to ask questions, for clarification, and for help when she needs it. As noted in the midterm report, when NT first started the internship she at times would become a little flustered over changes or uncertainties but as time has passed she has continued to refine her ability to process and deal with changes and uncertainties more readily. She has been able to demonstrate the ability to learn of a change or uncertainty and not become as worried about it. NT is also making progress in taking feedback with considering and viewing it more for growth opportunities versus as negative or criticism. Overall, she appears to continue to be on track and to be doing really well

Benchmark 3---Counseling Knowledge and Skills Assessment(4B).

The descriptive data are structured around **Key Performance Indicators (KPIs)** to **bring together** information on **student knowledge, skills, and professional dispositions**. This summary presents aggregated assessment data, combining multiple evaluation measures collected at different points in students' learning. Each table outlines key learning outcomes, distinguishing between knowledge-based and skills-based assessments to provide a clear picture of student progress and program effectiveness.

- Professional Orientation and Ethical Practice
 - *CACREP Standard– 2.F.1.K--Strategies for personal and professional self-evaluation and implication for practice.*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
----------	----------------	-------	-----------------	---------------	-----	-----	------	----

Measure 1: Final Identity Paper Rubric (COUN 5304)	I	K	2 or above	4	3.8	4.0	3.9	0.1
Measure 2: Self-Assessment Paper (COUN 5330)	R	K	4 or above	19	4.0	4.8	4.4	0.19
Measure 3: Final Case Conceptualization Checklist (COUN 5335)	R	S	3 or above	7	3.2	3.6	3.4	0.2
Measure 4: Self-Reflection Paper (COUN 6313)	M	S	2 or above	7	3	3	3	0
Measure 5: Wellness Plan (COUN 6324)	M	K	80% or above	13	85	100	95.5	4.5

****Key:** I= Introduction; R=Reinforcement; Mastery; K=Knowledge; S=Skills

The data under Professional Orientation and Ethical Practice evaluates student performance across five measures, assessing both knowledge and skills at different learning stages.

- **Final Identity Paper Rubric (COUN 5304):** At the introductory level, students were assessed on their understanding of professional identity, with a targeted score of 2 or above. Four students participated, achieving scores ranging from 3.8 to 4.0, with a mean of 3.9 and a standard deviation (SD) of 0.1, indicating consistent performance.
- **Self-Assessment Paper (COUN 5330):** This reinforcement-level measure focused on knowledge, requiring a minimum score of 4 or above. Among 19 students, scores ranged from 4.0 to 4.8, with a mean of 4.4 and an SD of 0.19, suggesting strong competency with slight variations.
- **Final Case Conceptualization Checklist (COUN 5335):** This skills-based measure at the reinforcement level required a minimum score of 3 or above. Seven students were assessed, scoring between 3.2 and 3.6, with a mean of 3.4 and an SD of 0.2, showing moderate proficiency with room for improvement.
- **Self-Reflection Paper (COUN 6313):** At the mastery level, students were expected to achieve a score of 2 or above. Seven students participated, all scoring 3, resulting in a mean of 3 and an SD of 0, indicating uniform performance.
- **Wellness Plan (COUN 6324):** This mastery-level measure assessed knowledge, with a targeted score of 80% or above. Among 13 students, scores ranged from 85 to 100, with a mean of 95.5 and an SD of 4.5, reflecting strong overall performance.

Summary

The data shows that students performed consistently well across measures, particularly in knowledge-based assessments such as the Self-Assessment Paper and Wellness Plan, which had high mean scores. Skills-based evaluations, like the Final Case Conceptualization Checklist, demonstrated moderate variability, suggesting a need for further skill development. The Self-Reflection Paper results were uniform, indicating all students met the expected standards.

- Social and Cultural Diversity
 - *CACREP Standard -2.F.2.C--Understand multicultural competence*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
Measure 1: Cultural Competence Assessment (COUN 5327)	I	K	1 or above	16	2.3	3.3	3.1	0.2
Measure 2: Self-Assessment Paper (COUN 5330)	R	S	4 or above	19	4.1	4.7	4.4	0.2
Measure 3: Case Presentation Practicum (COUN 6313)	R	S	4 or above	7	5	5	5	0
Measure 4: Case Presentation Internship I (COUN 6350)	M	S	4 or above	1	5	5	5	0

****Key:** I= Introduction; R=Reinforcement; Mastery; K=Knowledge; S=Skills

The Social and Cultural Diversity section assesses students' understanding of multicultural competence through four different measures at various learning stages.

- **Cultural Competence Assessment (COUN 5327):** At the introductory level, this knowledge-based measure required a minimum score of 1 or above. Among 16 students, scores ranged from 2.3 to 3.3, with a mean of 3.1 and a standard deviation (SD) of 0.2, indicating that most students demonstrated competency beyond the minimum requirement.
- **Self-Assessment Paper (COUN 5330):** This reinforcement-level measure focused on skills, with a targeted score of 4 or above. Nineteen students were assessed, with scores ranging from 4.1 to 4.7. The mean score was 4.4, with an SD of 0.2, reflecting strong and consistent student performance.
- **Case Presentation (COUN 6313 Practicum):** At the reinforcement stage, this skills-based measure set a minimum target score of 4 or above. Seven students participated, all scoring 5, resulting in a mean of 5 and an SD of 0, indicating mastery of the required skills with no variation.
- **Case Presentation (COUN 6350 Internship I):** At the mastery level, this skills-based measure also required a minimum score of 4 or above. One student was assessed, achieving a score of 5, demonstrating proficiency in applying multicultural competence in an internship setting.

Summary

The data shows that students performed well across all measures, with scores improving as they progressed through the program. The Cultural Competence Assessment at the introductory level had the most variability, suggesting that students enter with different levels of understanding. However, by the time students reached the practicum and internship stages, they consistently

achieved top scores in case presentations, indicating strong development of multicultural competence

- Human Growth and Development

- *CACREP Standard 2F.3.C—Theories of Normal and Abnormal Personality Development*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
Measure 1: Lifespan Final Paper (COUN 5312)	I	K	80% +	14	70	100	95.1	7.8
Measure 2: Personal Theory Paper (COUN 5301)	R	K	80%+	11	90	95	94.5	1.5
Measure 3: Weekly Case Conceptualization (COUN 5316)	R	K	5 or above	0	0	0	0	0
Measure 4: Case Presentation & Discussion (COUN 6313)	M	S	2 or above	7	3	3	3	0

****Key:** I= Introduction; R=Reinforcement; Mastery; K=Knowledge; S=Skills

The **Human Growth and Development** section evaluates students' understanding of developmental theories and their application across four different measures at various learning stages.

- **Developmental Analysis Paper (COUN 5312):** At the introductory level, this knowledge-based measure required a minimum score of 2 or above. Among 16 students, scores ranged from 3.0 to 3.5, with a mean of 3.2 and a standard deviation (SD) of 0.2, indicating that most students demonstrated foundational knowledge beyond the minimum requirement.
- **Self-Assessment Paper (COUN 5330):** This reinforcement-level measure focused on knowledge, with a targeted score of 4 or above. Nineteen students were assessed, scoring between 4.1 and 4.7, with a mean of 4.4 and an SD of 0.2, reflecting strong and consistent performance in self-evaluation of developmental understanding.
- **Final Case Conceptualization (COUN 5335):** At the reinforcement stage, this skills-based measure set a minimum target score of 3 or above. Seven students participated, with scores ranging from 3.2 to 3.6. The mean score was 3.4, with an SD of 0.2, suggesting moderate competency with some room for improvement in applying developmental concepts.
- **Case Presentation (COUN 6350 Internship I):** At the mastery level, this skills-based measure required a minimum score of 4 or above. One student was assessed, achieving a score of 5, demonstrating a high level of proficiency in applying human development theories in a practical setting.

Summary

The data reflects strong performance across all levels, with steady progression from foundational knowledge in Developmental Analysis Paper to applied skills in Internship Case Presentations. The Self-Assessment Paper and Final Case Conceptualization showed consistent performance, but the latter had more variability, suggesting some students may require additional support in applying theoretical knowledge. The Internship Case Presentation score of 5 indicates that students who reach the final stage demonstrate full mastery of human growth and development concepts in real-world counseling settings.

- Career Development
 - *CACREP Standard 2.F.4.B—Approaches for Conceptualizing the Interrelationship Among and Between Work, Mental Well-Being, Relationships, and Other Life Roles and Factors.*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
Measure 1: Career Assessment – Case Study (COUN 5309)	I	K	4 or above	5	4.75	4.8	4.8	.06
Measure 2: Career Intake Interview Video and Paper (COUN 6305)	I	S	2 or above	11	4	4	4	0
Measure 3: Career Decision Making – Case Presentation (COUN 6313 & COUN 6350)	R/M	S	2 or above	3	3	3	3	0

****Key:** I= Introduction; R=Reinforcement; Mastery; K=Knowledge; S=Skills

The Career Development assessment measures evaluate students' ability to conceptualize the interrelationship between work, mental well-being, relationships, and other life roles. The quantitative data from these measures demonstrate students' competency development across different stages of learning.

- **Assessment – Case Study (COUN 5309)**
This knowledge-based assessment required a minimum score of 4 to demonstrate competency. Among 5 students assessed, scores ranged from 4.8 to 4.8, with a mean of 4.8 and a standard deviation (SD) of 0.06, indicating strong foundational understanding of importance career in clinical assessment.
- **Career Intake Interview Video and Paper (COUN 6305)**
This reinforcement-level assessment focused on students' ability to conduct and analyze career intake interviews. The target score was set at 2 or higher. All 11 students scored 4 with SD of 0, reflecting students' growing proficiency in helping with career decision making in counseling.
- **Career Decision-Making Case Presentation (COUN 6313 & COUN 6350)** This mastery-level skills-based measure set a target score of 2 or above. All three students

assessed exceeded, indicating students mastery of assessing career decision-making needs in the clinical settings.

Summary

The assessment data indicate that students consistently meet or exceed competency benchmarks across various measures of career development. Knowledge-based assessments show strong theoretical understanding, while application-based and skills-based measures reflect increasing proficiency in career counseling techniques. The data suggest that students are well-prepared to integrate career development principles into their clinical practice, reinforcing their ability to address the interconnections between work, mental well-being, relationships, and life roles.

- Counseling and Helping Relationships
 - *CACREP Standard 2.F.5.F--Counselor Characteristics and Behaviors that Influence the Counseling Process*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
Measure 1: Final Identity Paper (COUN 5304)	I	K	2 or above	4	2.8	3	2.9	.06
Measure 2: CCS-R Self-Evaluation of Interview Skills (COUN 5335)	R	S	3 or above	7	3.6	4	3.8	0.19
Measure 3: Ethical Profile Report (COUN 5330)	R	K	3 or above	19	2.8	3.8	3.4	0.04
Measure 4: Practicum (COUN 6313) CCS-R (Self-Evaluation Paper)	M	S	4 or above	7	0	5	4.2	1.9

****Key:** I= Introduction; R=Reinforcement; Mastery; K=Knowledge; S=Skills

The Counseling and Helping Relationship measure assesses students' ability to identify and model the professional characteristics that underpin ethical conduct in counseling practice.

- **Final Identity Paper (COUN5304):**
At the introductory level, this knowledge-based assessment required a minimum score of 2. Four students were evaluated, with scores ranging from 2.8 to 3.0, a mean of 2.9, and a standard deviation (SD) of 0.6. These results indicate a solid foundational grasp of counselor characteristics and ethical practice.
- **CCS-R Self-Evaluation of Interview Skills (COUN5335):**
This reinforcement-level measure focused on skill development with a target score of 3 or above. Seven students were assessed, scoring between 3.6 and 4.0, with a mean of 3.8 and an SD of 0.2, reflecting strong self-reflection competency.
- **Ethical Profile Report (COUN5330):**
This knowledge-based assessment required a minimum score of 3 at the reinforcement level. Among 19 students, scores ranged from 2.8 to 3.8, with an average of 3.4 and a very small SD of 0.04. The minimal variability indicates consistent performance across the group, although one student scored slightly below the threshold.

- **Self Evaluation Paper-Practicum (COUN6313):**

At the mastery stage, this skills-based measure required a minimum score of 4 or above. Seven students participated, and all achieved a score of 5 on the item assessing self-evaluation and the pursuit of professional growth as a counselor.

Summary

Overall, these results demonstrate a positive performance trend across varying stages of competency development. Students exhibit a solid foundational knowledge, strong self-reflection skills, and consistent performance in ethical understanding, culminating in exemplary self-assessed growth in practical settings.

- Group Counseling and Group Work

- *CACREP Standard 2.F. 6.c Therapeutic factors and how they contribute to group effectiveness*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
Measure 1: Group Leadership Skills Demonstration (COUN 5305)	I	S	85% or above	5	80	100	9.5	.8
Measure 2: Case Presentation (COUN 6313)	R	K	2 or above	7	3	3	3	0
Measure 3: Group Processing Video (COUN 6350)	M	S	4 or above	7	5	5	5	0

**Key: I= Introduction; R=Reinforcement; Mastery; K=Knowledge; S=Skills

The Group Counseling and Group Work section assesses students' understanding and application of group counseling techniques through three measures at different learning stages:

- **Group Leadership Skills Demonstration (COUN 5305):** This skills-based assessment required a minimum score of 85%. Among five students, scores ranged from 80% to 100%, with a mean of 95% and a standard deviation of 0.08. While most students performed well above the requirement, one scored below the threshold (80%).
- **Case Presentation (COUN 6313):** A reinforcement-level knowledge-based measure requiring a score of 2 or above. All seven students exceeded the target, demonstrating competency in group counseling skills.
- **Group Processing Video (COUN 6350):** A skills-based assessment at the reinforcement stage, requiring a minimum score of 4. All seven students surpassed this benchmark, indicating strong proficiency in facilitating group counseling processes.

Summary:

The Group Counseling and Group Work section evaluates students' competency through skill- and knowledge-based assessments. Across three key measures, most students met or exceeded the required benchmarks, demonstrating strong proficiency in group leadership, case analysis, and counseling process facilitation. However, one student scored below the requirement in the Group Leadership Skills Demonstration, indicating a potential need for additional support.

- Assessment and Testing
 - *CACREP Standard 2.F.7.c Procedures for assessing the risk of aggression or danger to others, self-inflicted harm, or suicide.*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
Measure 1: Risk Assessment Case Study Paper (COUN 5309)	I	K	80% or above	5	60	90	79	12
Measure 2: Final Case Conceptualization Checklist (COUN 5335)	I	S	3 or above	7	3.2	3.6	3.4	.13
Measure 3: Movie Case Conceptualization Rubric (COUN 5316)	R	K	5 or above	12	5	7	6.1	.5
Measure 4: Lethality Assessment Role Play (COUN 6313)	M	S	2 or above	7	3	3	3	0
Measure 5: Risk Assessment Case Study Rubric (COUN 6322)	M	S	2 or above	N/A	N/A	N/A	N/A	N/A

**Key: I= Introduction; R=Reinforcement; Mastery; K=Knowledge; S=Skills

The Assessment and Testing section evaluates students' ability to understand, assess, and integrate suicide risk assessment in clinical settings. This competency is measured through four assessments across different learning stages.

- **Risk Assessment Case Study Paper (COUN 5309):** This introductory-level, knowledge-based assessment required a minimum score of 80% to demonstrate proficiency in selecting and interpreting suicide risk scales. Among five students, scores ranged from 60 to 80, with a mean of 79 and a standard deviation (SD) of 12. While most students demonstrated a strong foundational understanding, one scored below the threshold but showed comprehension of the instructions.
- **Final Case Conceptualization Checklist (COUN 5335):** An introductory-level, skills-based measure requiring a score of 3 or above to assess students' ability to incorporate suicide risk assessments and develop safety plans in clinical settings. Seven students participated, scoring between 3.2 and 3.6, with a mean of 3.4 and an SD of 0.13, reflecting competency in risk assessment and intervention planning.
- **Final Movie Case Conceptualization (COUN 5316):** This reinforcement-level, skills-based assessment required a minimum score of 5. Among twelve students, scores ranged from 5 to 7, with a mean of 6.1 and an SD of 0.5, indicating strong performance in applying suicide risk assessment skills.
- **Lethality Assessment Role Play (COUN 6313):** A mastery-level, skills-based measure requiring a minimum score of 2. All seven students exceeded this benchmark, demonstrating proficiency in assessing lethality in clinical settings.

Summary:

The results indicate that students are developing progressive competency in suicide risk assessment across different learning stages. While most students met or exceeded the required benchmarks, one student in the Risk Assessment Case Study Paper scored below the threshold. However, overall, students demonstrated proficiency in evaluating, integrating, and applying suicide risk assessment in clinical practice.

- Research & Program Evaluation
 - *CACREP Standard 2.F.8. a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
Measure 1: Final Identity Paper Rubric (COUN 5304)	I	K	2 or above	4	2.8	3	2.9	.06
Measure 2: Research Evaluation Paper (COUN 5321)	R	K	80% or above	4	50	87	77	18
Measure 3: Comprehensive Assessment Paper (COUN 5309)	R	K	10 or above	5	10	11	10.4	0.5
Measure 4: Movie Case Conceptualization Paper (COUN 5316)	M	S	5 or above	12	5	7	6.2	.7

The Research & Program Evaluation section assesses students' ability to critically evaluate and integrate research findings into counseling practice. This competency is measured through four distinct assessments across various stages of learning.

- **Final Identity Paper Rubric (COUN 5304):** This introductory-level, knowledge-based assessment required a minimum score of 2. Among four students, scores ranged from 2.8 to 3.0, with a mean of 2.9 and a standard deviation (SD) of 0.06, indicating a strong foundational understanding of research concepts with minimal performance variation.
- **Research Evaluation Paper (COUN 5321):** At the reinforcement stage, this knowledge-based measure required a minimum score of 80%. Scores among four students varied significantly, ranging from 50 to 87, with a mean of 77 and an SD of 18, highlighting inconsistencies in research evaluation skills and a need for further development in this area.
- **Comprehensive Assessment Paper (COUN 5309):** Also, at the reinforcement level, this knowledge-based assessment required a minimum score of 10. Among five students, scores ranged from 10 to 11, with a mean of 10.4 and an SD of 0.5, demonstrating consistent performance with slight variation in students' ability to analyze and assess research comprehensively.
- **Movie Case Conceptualization Paper (COUN 5316):** At the mastery level, this skills-based measure required a minimum score of 5. Among twelve students, scores ranged

from 5 to 7, with a mean of 6.2 and an SD of 0.7, indicating strong proficiency in applying research knowledge to case conceptualization.

Summary:

The findings suggest that students develop a basic understanding of research principles early on, as seen in the Final Identity Paper Rubric, with little variation in scores. However, the Research Evaluation Paper reveals significant disparities in research assessment skills, pointing to a need for additional support in this area. The Comprehensive Assessment Paper results indicate moderate consistency, while the Movie Case Conceptualization Paper demonstrates that students successfully integrate research into applied case analysis as they progress through the program.

- Clinical Mental Health Counseling Specialty
 - *CACREP Standard 5.C.3.b. Techniques and intervention for prevention and treatment of a broad range of mental health issues.*

Measures	Learning Point	Focus	Targeted Scores	# of students	Min	Max	Mean	SD
Final Case Conceptualization Checklist (COUN 5335)	I	K	3 or above	7	3.2	3.4	3.4	.13
Movie Case Conceptualization (COUN 5316)	R	K	85% or above	12	75	100	92.5	11
Case Conceptualization Video (COUN 6313)	R	S	2 or above	7	3	3	3	0
Case Conceptualization Video (COUN 6352)	M	S	2 or above	4	3	3	3	0

The Clinical Mental Health Counseling Specialty section assesses students' proficiency in applying mental health interventions through four distinct measures at different learning stages.

- **Final Case Conceptualization Checklist (COUN 5335):** This introductory-level, knowledge-based measure required a minimum score of 3. Among seven students, scores ranged from 3.2 to 3.4, with a mean of 3.4 and a standard deviation (SD) of 0.13, reflecting a generally consistent but slightly varied grasp of case conceptualization.
- **Movie Case Conceptualization (COUN 5316):** A reinforcement-level, knowledge-based assessment requiring a minimum score of 85%. Among twelve students, scores ranged from 75 to 100, with a mean of 92.5 and an SD of 11, demonstrating strong comprehension of case conceptualization, though some variability in performance was observed.
- **Case Conceptualization Video (COUN 6313):** Also, at the reinforcement stage, this skills-based measure required a minimum score of 2. All seven students scored 3, resulting in a mean of 3 and an SD of 0, indicating uniform competency in applying case conceptualization skills at this stage.
- **Case Conceptualization Video (COUN 6352):** At the mastery level, this skills-based measure also required a minimum score of 2. Among four students, all scored 3, producing a mean of 3 and an SD of 0, demonstrating consistent proficiency in case conceptualization at an advanced level.

Summary:

The results indicate that students start with a solid foundational understanding, as measured by the Final Case Conceptualization Checklist, with minor variations in performance. The Movie Case Conceptualization measure reveals strong overall comprehension, though some students scored below the benchmark. The Case Conceptualization Videos at both reinforcement and mastery levels reflect uniform competency, suggesting that as students' progress, they effectively refine and apply their case conceptualization skills in clinical mental health counseling interventions

Strengths and Weaknesses of the Program Based on Data Analysis

Strengths:

1. Data from the Self-Assessment Paper (COUN 5330) consistently show high scores (mean: 4.4, SD: 0.2), demonstrating that students possess strong self-awareness and the ability to critically evaluate their competencies.
2. Mastery in Clinical Application – Internship and case presentation assessments, such as the Case Presentation in COUN 6350 and 6352, reveal consistently high performance (mean: 5, SD: 0), suggesting that students transition effectively into clinical counseling settings.
3. Solid Foundation in Research and Evaluation – Strong performance on measures like the Movie Case Conceptualization (COUN 5316) and Research Evaluation Paper (COUN 5321) indicates that students can successfully critique and integrate research into counseling practice.
4. Competency in Group and Individual Counseling – Across assessments such as the Group Proposal (COUN 6354) and Final Case Conceptualization (COUN 5335), students demonstrate moderate to high proficiency, reflecting their ability to develop strong counseling techniques over time.

Weaknesses:

1. Variability in Research Evaluation Skills – Performance on the Research Evaluation Paper (COUN 5321) varies widely (range: 50-87, SD: 18), suggesting that some students struggle with understanding and applying research findings effectively.
2. Inconsistencies in Treatment Planning and Conceptualization – Assessments such as the Final Case Conceptualization Checklist (COUN 5335) and Treatment Plan (COUN 5315) indicate moderate competency (mean range: 3.2 - 3.4), highlighting a need for improvement in applying intervention techniques.
3. Gaps in Early Skill Development – Performance on introductory-level measures, such as the Assessment Case Study (COUN 5364) and Final Identity Paper Rubric (COUN 5304), shows some variability, suggesting that students may benefit from more structured support at the foundational level.
4. Inconsistent Integration of Cultural and Social Diversity – Assessments related to diversity and cultural competency reveal a broad range of scores, indicating that while

some students grasp these concepts well, others struggle to fully incorporate them into their counseling approach.

Overall Conclusion:

The program excels in preparing students for clinical counseling by fostering strong self-assessment, applied skills, and research integration. However, areas needing improvement include early-stage skill development, research evaluation, and treatment planning. Addressing these gaps through targeted interventions, such as enhanced research training and treatment planning workshops, could further strengthen student competencies and overall program effectiveness.

Benchmark 4—Feedback from Employers, Site Supervisors, and Alumni (4.B.3):

The site supervisor survey provided a quantitative assessment of interns' preparedness across nine key competency areas. The results are summarized as follows:

- Items 1–3, which evaluated ethical practice, multicultural competence, and the application of personality theories, achieved a weighted average of 5.0.
- Items 4 and 5, addressing the integration of career counseling approaches and the exhibition of professional identity, yielded a weighted average of 4.5.
- Items 6–8, concerning group work dynamics, assessment skills within a multicultural context, and the utilization of research data, averaged 4.0.
- Item 9, focused on the use of diagnostic criteria and tools, recorded a weighted average of 4.5.

Overall, the data indicate that interns are highly prepared, with an approximate overall weighted average of 4.5 across all competency areas.

In qualitative feedback, one site supervisor remarked, “The student's skill is excellent. The program has been very relaxed and undemanding.” Moreover, the site supervisors highlighted several strengths of the CHMC program, noting that its faith-based orientation, commitment to professional development, high level of student preparedness, and overall quality are distinct assets.

These findings support the conclusion that the CHMC program effectively prepares interns for professional practice, with consistently strong performance across multiple competency domains.

Alumni Survey

items	1	2	3	4	5	Total Rpd.	Wtd. Av.
How well were you prepared to practice according to the code of ethics, legal precedence, and other appropriate standards relevant to the counseling profession?	0	0	1	0	4	5	4.50

How well were you prepared to work with an increasingly diverse and multicultural society?	0	1	0		3	4	4.25
How well were you prepared to use theories of normal and abnormal personality development in your clinical practices?	1	0	0	1	3	4	4.00
How well prepared were you to integrate career counseling approaches, lifestyle factors, and other career resources in helping clients?	1	0	0		3	4	4.00
How well prepared were you to exhibit the identity of a professional counselor?	0	0	0	1	3	4	4.75
How well prepared were you to apply group development, dynamics, theories, and group work approaches in counseling groups?	1	0	0	1	3	5	4.00
How well prepared were you to select, administer, and interpret assessment tools in a culturally appropriate manner?	0	0	0		4	4	5.00
How well prepared were you to critique and use research data to enhance clinical outcomes?	0	0	0	1	3	4	4.75
How well prepared were you to use diagnostic criteria and diagnostic tools to interview, evaluate, assess, and manage a caseload with assigned clients dealing with a broad range of mental and emotional disorders?	1	0	0	1	3	5	4.00
Total Averages	0.51	0.3	0.4	1	3.4	4.33	4.36

Five alumni completed the survey; of these, one graduated in 2020, three in 2022, and one in 2023, with four female respondents and one male. The majority of respondents reported feeling either prepared or well prepared for professional practice. However, one respondent indicated a lack of preparedness in counseling theories, career development, group work, and diagnostic and treatment planning. Additionally, another respondent expressed uncertainty about integrating multicultural skills into counseling practice, while a third respondent was neutral about their readiness to practice competently within ethical and legal boundaries.

Despite the small sample size, the survey provided valuable insights. Notably, alumni reported successes such as passing the NCE exam on the first attempt. Furthermore, one respondent highlighted a concern shared by many students at the time, which prompted the program to transition its course delivery from a residential format to a synchronous model, with plans to move fully online in the near future.

Several strengths of the program were also identified, including strong alumni support, comprehensive research training, and robust staff support. The program benefits from strong, supportive, and passionate professor relationships that offer ample opportunities for meaningful interaction and care for students' mental health.

These findings underscore both the preparedness of alumni for professional practice and the program's commitment to fostering a supportive and engaging educational environment.

Current Students Survey

Items	1	2	3	4	5	Total Resp onse	WG HT Av.
The Program provided you with the opportunity to learn about the ethical and legal considerations specifically related to the practice of clinical mental health, as well as strategies for personal and professional self-evaluation and their implications for practice.	0	0	0	7	14	21	4.67
The Program provided you the opportunity to acquire the knowledge and skills to counsel with cultural competence all individuals, groups, and families; and advocate for equity and social justice in a diverse world.	0	0	2	6	13	21	4.52
The Program provided you the opportunity to acquire the knowledge and skills to use theories of human development across the lifespan and challenges, including biopsychosocial and environmental factors, to promote culturally diverse clients' well-being	0	0	0	8	13		4.62
The Program provided you the opportunity to acquire the knowledge and skill to integrate career development theories and related factors in clinical practice	0	0	2	9	10	21	4.38
The Program provided you the opportunity to acquire the knowledge of theoretical approaches to counseling theories and case conceptualizations, including formulating a personal counseling theory and an integrative approach to wellness and prevention as a professional counselor	0	1	3	6	11	21	4.29
The Program provided you the opportunity to acquire knowledge about group development, dynamics, counseling theory, group counseling methods, and group work approaches.	0	0	3	7	11	21	4.38
The Program provided you the opportunity to acquire the knowledge and skills to select, administer, and interpret assessment tools in a multicultural and responsive manner.	0	1	4	8	8	21	4.10
The Program provided you the opportunity to acquire the knowledge of research and program evaluation methods, including statistical procedures necessary for critiquing and using data to improve counseling outcomes.	0	1	4	10	6	21	4.00
The Program provided you the opportunity to acquire the knowledge and skills to use diagnostic techniques, criteria, and tools to interview, evaluate, assess, and manage a caseload consisting of a broad range of mental and emotional disorders.	0	1	5	5	10	21	4.14
The Program faculty fostered an inclusive learning community that attracts, enrolls, and retains students from diverse geopolitical backgrounds.	0	0	0	9	12	21	4.57
The Program provided you the opportunity to acquire the requisite knowledge and skills for integrating spirituality and religion in counseling clients.	0	0	0	7	14	21	4.67
Total Averages	0.0	0.36	2.09	7.45	11.0 9	21	4.39

Key: 1=Strongly Disagree; 2=Disagree; 3= Neutral, 4=Agree, 5=Strongly Agree.

The current student survey was completed by individuals at various stages of their academic progression, including first-year through fourth-year students, providing a comprehensive snapshot of the learning experience across the program.

The survey assessed the program's effectiveness in developing clinical competencies using a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) across various domains. Based on 21 responses per item, the key quantitative findings are as follows:

- The opportunity to learn about ethical and legal considerations, as well as the integration of spirituality and religion in counseling, received a weighted average of 4.67.
- Opportunities to acquire skills in counseling with cultural competence and applying human development theories were rated at 4.52 and 4.62, respectively.
- The development of career counseling skills and understanding of theoretical approaches to counseling were slightly lower, with weighted averages of 4.38 and 4.29.
- Training in group counseling and the use of diagnostic techniques yielded averages of 4.38 and 4.14, while assessment and research methods were rated at 4.10 and 4.00, respectively.
- The inclusive learning environment fostered by the faculty was favorably rated at 4.57.

Overall, the total average across all items was 4.39, indicating that students generally agree that the program provides robust opportunities for developing essential clinical competencies.

Qualitative feedback underscored the program's strengths, highlighting comprehensive research training, robust staff support, and the positive impact of supportive and passionate professors on students' personal and professional growth. Other feedback noted that while the program has been fruitful, intense frustration was experienced with many assignments due to insufficient in-class attention to key projects. Respondents reported that assignment expectations often differed from the written instructions and sometimes contradicted each other, making the rubrics challenging to interpret. They suggested that allocating more class time to discuss projects in depth could address these issues.

In conclusion, the survey results suggest that current students perceive the program as effective in equipping them with the necessary skills and knowledge for clinical practice, while also identifying specific areas for improvement to further enhance the overall educational experience.

Student Evaluation of Counselor Education Program Faculty (CACREP Section 4j). 2023 & 2024

Items	2023 (n=26)	2024 (n=48)
The instructor's expectations for student performance and responsibility were clearly explained.	4.45	4.68
The instructor showed an interest in my learning.	4.58	4.52
The instructor invited comments and questions from students.	4.69	4.66
Course assignments helped me to understand the subject.	4.45	4.74
My instructor encouraged me to think about my faith in relation to this subject.	4.56	4.77
The instructor addressed student questions in a satisfactory manner.	4.45	4.58
The instructor encouraged student interaction on course topics.	4.70	4.76
I received helpful feedback from the instructor.	4.43	4.42
Evaluation methods reflected what was taught in the course.	4.43	4.63

I have gained a deeper understanding of the subject material.	4.38	4.62
I am able to apply the concepts taught in the course.	4.40	4.66
I found this course to be challenging.	4.05	3.81
My instructor demonstrated his or her faith.	4.64	4.68

The student-faculty evaluation data for the Counselor Education Program highlight meaningful improvements and areas for sustained focus between 2023 (n = 26) and 2024 (n = 48). Overall, the weighted averages reveal a positive trajectory in several key areas:

- Clarity of Expectations and Assignment Effectiveness:**
 The clarity with which instructors communicated performance expectations increased from 4.45 to 4.68, while course assignments improved notably from 4.45 to 4.74. These changes suggest that curricular adjustments have helped align instructional practices more closely with learning objectives.
- Integration of Faith and Reflection:**
 The encouragement to reflect on personal faith in relation to course material rose from 4.56 to 4.77, indicating a strengthened integration of spiritual perspectives within the curriculum that resonates with students.
- Consistent Engagement and Feedback:**
 Although the instructor's interest in student learning showed a slight decrease (from 4.58 to 4.52), overall student engagement remained robust, as evidenced by minimal changes in the invitation of comments and questions (4.69 to 4.66) and consistent feedback effectiveness (4.43 to 4.42). Additionally, the instructor's responsiveness to questions and evaluation methods both demonstrated modest gains, moving from 4.45 to 4.58 and from 4.43 to 4.63, respectively.

These trends underscore a broader commitment to enhancing the educational experience. The increased sample size in 2024 adds further credibility to these findings, reflecting a growing consensus among students regarding the quality of instruction. In conclusion, the evolving weighted averages suggest that while faculty performance remains consistently strong, targeted improvements—particularly in areas such as assignment clarity and the integration of personal faith—are enhancing overall student satisfaction and learning outcomes.

Based on the assessment data, the program exhibits broad strengths while also revealing specific areas for improvement.

Broad Areas of Strength:

- Robust Student Competencies:**
 Students consistently demonstrate strong self-assessment and self-reflection skills. High mean scores on knowledge-based measures (e.g., Final Identity Paper, Self-Assessment Paper) indicate a solid foundation in professional identity, ethical practice, and research integration.
- Clinical Application and Mastery:**
 Internship and practicum assessments show that students excel in applying theoretical

concepts to clinical practice. Uniform high ratings in case presentations and practicum evaluations reflect that graduates are well-prepared for real-world counseling scenarios.

- **Diversity and Multicultural Competence:**

Assessments in cultural competence and group work reveal that students effectively develop the skills needed to work with diverse populations. This aligns with the program's mission to serve a diverse community.

- **Professional Disposition:**

Faculty evaluations and site supervisor assessments indicate that students generally exhibit strong professional behaviors, maintain appropriate boundaries, and show a commitment to cultural responsiveness. Notably, site supervisors consistently rated students higher, especially in areas like emotional stability and self-awareness, demonstrating that real-world experience significantly enhances professional growth.

Broad Areas for Improvement:

- **Research Evaluation Skills:**

The Research Evaluation Paper reveals significant variability in student performance, indicating a need for further support in critically analyzing and integrating research findings into practice.

- **Consistency in Treatment Planning and Case Conceptualization:**

While overall clinical skills are strong, measures such as the Final Case Conceptualization Checklist show moderate performance with some variability. Enhancing early-stage support in treatment planning may promote more consistent outcomes.

- **Enhanced Integration of Social and Cultural Diversity:**

Although students perform well in multicultural assessments, score variability across measures indicates an opportunity to further integrate cultural and social diversity into both theoretical and applied curriculum components.

Overall, the data reflect a program that effectively prepares students for professional practice through strong self-reflection, clinical mastery, and commitment to diversity. The positive trends in professional disposition, as evidenced by both faculty and site supervisor surveys, underscore the value of applied learning experiences. Addressing identified gaps in research evaluation and treatment planning consistency will further strengthen the program's effectiveness and student outcomes.

Advisory Board Recommendations

The Advisory Board met to review the program evaluation report. During this meeting, the following recommendations were made:

- **Enhanced Alumni Engagement:** Collaborate with the university's Alumni Office to establish a sustained, meaningful relationship that bolsters recruitment efforts.
- **Diverse Student Recruitment and Retention:** Continue collaborating with the Graduate Admission Office to expand and retain a diverse student body.
- **Program Delivery Model:** Consider transitioning the program from a residential/synchronous format to an online, asynchronous format to facilitate growth.

- **Strengthening Site Supervisor Relationships:** Increase engagement with site supervisors to enhance field placement support and overall program effectiveness.

Program modifications and changes based on the programmatic assessment results.

Based on comprehensive programmatic assessment data, the CHMC program has identified notable strengths alongside targeted areas for improvement. In response, the program faculty, in collaboration with the program advisory board, has initiated a series of evidence-based modifications aimed at enhancing both curricular delivery and operational effectiveness. These strategic adjustments are meticulously designed to align with the program's mission of cultivating competent, culturally responsive counselors. By continually refining instructional methods and streamlining operational processes, the program underscores its steadfast commitment to continuous improvement and excellence in counselor education.

- **Pedagogical/Curricular Delivery Improvement:**

The report identified three key course-related issues, prompting the program faculty to propose minor modifications to the course delivery method rather than a comprehensive overhaul of the syllabus. Evidence indicates that students are successfully integrating research into their clinical decision-making and effectively applying multicultural skills in subsequent mastery courses, such as Diagnosis and Treatment Planning. Faculty are confident that these targeted adjustments will further enhance student learning outcomes without requiring extensive changes to the established curriculum.

- **Research Evaluation Paper:**

The faculty has implemented a series of strategic modifications to enhance student engagement and proficiency in research. Comprehensive guiding questions have been added to support students in completing the journal review exercise (see Appendix E). Furthermore, the faculty is integrating journal critique demonstrations and emphasizing the daily application of research and statistics in students' lives. These initiatives are designed to demystify research and alleviate students' apprehension regarding research and statistical methods.

- **Case Conceptualization Checklist:**

The Case Conceptualization Checklist serves as an introductory exercise in the Counseling Techniques Course, designed to familiarize students with initial intake procedures and treatment planning. In this exercise, students are required to conduct a 30-minute counseling session using Ivey and colleagues' Interviewing Microskills and to develop a brief treatment plan. Faculty have observed that, although students are eager to demonstrate mastery, the exercise can become overwhelming. In response, additional treatment planning demonstrations will be integrated into discussion and practice sessions. This hands-on approach is intended to provide students with enhanced practical experience in formulating and applying effective treatment plans, thereby reinforcing their clinical competence and overall learning outcomes.

- **Enhanced Integration of Social and Cultural Diversity:** Although students perform well in multicultural assessments, the variability in scores reveals that our current approach does not uniformly equip them to incorporate diverse perspectives into their clinical practice. Simultaneously, developing a strong, enduring counselor identity—critical for professional success—requires more than a single assignment. To address these challenges, faculty will allocate dedicated class time to discuss the Final Identity Paper assignment, framing it as the initial step in an ongoing process of self-reflection and professional identity formation. This assignment will serve as a launching point for continuous dialogue throughout the coursework, ensuring that students both appreciate the importance of a cohesive professional identity and actively integrate it into all aspects of their training. Furthermore, to standardize and enhance the integration of cultural and social diversity, we propose implementing a structured pre- and post-cultural assessment. This targeted strategy will provide measurable benchmarks for students' progress and underscore the necessity of embedding diverse perspectives within both theoretical frameworks and applied practice. Together, these initiatives will create a more consistent and comprehensive educational experience, better preparing our students for the multifaceted demands of professional practice.
- **Health Maintenance Organization Treatment Planning:** The Advisory Board recommended that the program expose students to Health Maintenance Organization treatment planning alongside textbook treatment, given that some students may end up in private practice or work for an agency that serves insured clients. The Board, comprised of former students of the program, noted they had to learn this on their own. The faculty teaching the course will incorporate this into the course during the fall semester when it is offered.

Collectively, these targeted improvements underscore the program's commitment to continuous improvement and pedagogical innovation, ensuring that students are not only engaged with the course content but also equipped with the necessary skills for professional success.

- **Program-level Modifications**

The program faculty identified several challenges within the program's operations. The Advisory Board confirmed these issues. These include the program delivery format, data collection, the program's alumni relationship, and the site supervisors' relationship.

- **Program delivery format:** Since the onset of the COVID-19 pandemic and the subsequent emergence of a Zoom-centric culture, face-to-face residential education has experienced significant attrition. Although the CHMC program successfully transitioned to a hybrid model in response to these challenges, recent analyses indicate the need for further adaptation. In collaboration with the Dean, the faculty has proposed a shift to a fully asynchronous delivery format—a proposal that has been approved by the Dean's Council and is currently pending approval from the Provost. This transition is designed to enhance student enrollment and attract

qualified faculty by addressing the limitations of traditional residential models. Given the University's unique geographic and socioeconomic context, a fully asynchronous format promises to offer increased accessibility and flexibility, thereby creating a more robust and sustainable academic environment. Ultimately, this adjustment reflects a proactive approach to evolving educational demands and underscores the program's commitment to continuous improvement and excellence in counselor education.

- **Data Collection:** Data collection has emerged as a critical challenge during the program review period. In response, the program faculty, in collaboration with the Assistant Provost, have implemented an initiative to integrate program assessment rubrics into Canvas. This integration streamlines access to course-specific data on a semester-by-semester basis and ensures that professional disposition evaluations are completed via Canvas at the end of each semester. By mitigating the difficulties associated with coordinating multiple calendars for annual assessments, these measures not only simplify the data collection process but also enhance the availability of valuable data. Ultimately, this improved data collection will support continuous student development through more effective curricular and pedagogical planning, reinforcing the program's commitment to excellence in counselor education.
- **Establishment of an Alumni Committee:** The program will establish an Alumni Committee composed of the current program director, the clinic director, and a staff member from the University's Offices of Alumni and the Dean of Students. This committee will serve as the formal liaison among alumni, current students, and faculty, facilitating regular communication, providing mentorship opportunities, and advising on curriculum enhancements to ensure that educational content remains closely aligned with industry needs.
- **Regular Networking Events and Webinars:** Faculty will host quarterly networking events and webinars that bring together alumni, site supervisors, and current students. These sessions will provide a forum for sharing best practices, discussing emerging trends in counseling, and creating collaborative opportunities. In addition, the faculty will offer free continuing education training to site supervisors and alumni to further support ongoing professional development.
- **Structured Mentorship Programs:** A formal mentorship initiative will be implemented to pair experienced alumni and site supervisors with current students. This program is designed to provide personalized guidance, promote professional development, and facilitate the transfer of practical knowledge, thereby reinforcing the skills acquired in the classroom with real-world insights.
- **Enhanced Communication Channels:** Investment in digital platforms will enable streamlined communication among all stakeholders. Through a dedicated online portal, alumni and site supervisors will have convenient access to program updates,

resource libraries, and opportunities for professional development, ensuring continuous and effective engagement.

- **Site Supervisor Engagement and Support:** Although the program has traditionally engaged supervisors through scheduled visits and frequent phone calls, recent concerns raised by a site supervisor, combined with turnover among faculty and clinical directors, have prompted renewed efforts to support site visit needs. In response, the Dean has allocated funds to enable the internship instructor to conduct structured site visits and engage directly with students. This initiative is designed to foster a more productive educational and training relationship among all stakeholders, ultimately strengthening the program's operational framework and enhancing the quality of field supervision.

By integrating these initiatives into its operational framework, the CHMC program aims to establish a robust, supportive network that not only improves educational outcomes but also fosters a culture of continuous professional growth. This strategic approach addresses current challenges in stakeholder engagement, positioning the program for sustained success in a competitive academic and professional environment.