



Master of Arts in Clinical Mental Health Counseling
MHC Program Assessment Report

Academic Year 2024-2025

Annual MHC Program Assessment Report for Academic Year 2024–2025

This document summarizes the results of data collected during the academic year 2024–2025 for the purpose of assessing the Seminary of the Southwest's CACREP-Accredited Clinical Mental Health Counseling degree program. The counselor education program faculty and staff engage in ongoing comprehensive program assessment at the institutional, program, and student levels. Based on the results of data analysis, modifications are recommended to improve the effectiveness with which the program fulfills its mission, goals and objectives.

Table of Contents

Introduction to MHC Program Vision, Mission, Goals, and Objectives	3
MHC Program Key Performance Indicators	4
Introduction to MHC Program Transition Points and Data Collection Schedule	15
Summary of Program Evaluation Results, Modifications, and Changes	22
Summary of Data Collection, Analysis, and Reports	29
1. Vital Statistics	29
2. Admissions, Enrollment and Retention	31
3. Student Remediation Plans	33
4. Key Learning Objective Assessments	35
5. Key Professional Disposition Assessments	38
6. Candidacy Endorsements	40
7. Final Clinical Internship Evaluations	41
8. Student Site Evaluations	45
9. Counselor Preparation Comprehensive Exams (CPCE)	47
10. Capstone Paper Assessments	49
11. National Counselor Qualifying Exams (NCE & NCMHCE)	51
12. Alumni Feedback	53
13. Stakeholder/Constituent Feedback	55
14. Student to Faculty Ratios	57
15. Faculty Utilization	60
Summary of the MHC Program Assessment Cycle	66

Introduction to MHC Program Vision, Mission, Goals, and Objectives

MHC Mission & Vision

- Vision: The vision of Seminary of the Southwest's Masters of Clinical Mental Health Counseling program is to cultivate transformation through mutuality.
- Mission: The mission of Seminary of the Southwest's Masters of Clinical Mental Health Counseling program is to prepare counselors through a social justice oriented curriculum and a spiritually integrated foundation so that they can be builders of beloved community.

Our goal is to graduate culturally and spiritually competent counseling professionals who have experienced formation and transformation in the three areas of 1) being, 2) knowing, and 3) doing. By doing this, we intend to help meet the mental health needs of diverse communities and move the counseling profession forward in the theory and practice of psychological and theological integration.

MHC Program Objectives

Through in-depth and spiritually integrated study of counseling theory and ethical practice in a multicultural society, students will experience formation and transformation in the three competency areas of Being, Knowing, and Doing:

Being- Disposition Objectives

- Students will display a professional counselor identity in relation to self, including self-awareness, openness, and a commitment to personal and spiritual wellness
- Students will display a professional counselor identity in relation to others, including character, cultural empathy, and professionalism

Knowing - Content Objectives

- Students will demonstrate knowledge of professional orientation and counselor identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, research and evaluation, crisis and trauma, psychopathology, couples, parents and family systems and addiction, as well as clinical mental health counseling foundation, context and practice
- Students will demonstrate knowledge of the influence of culture, religion and spirituality on clients' and counselors' worldview

Doing- Skill Objectives

- Students will display an ability to perform the essentials tasks of a competent professional clinical mental health counselor
- Students will display a commitment to personal and spiritual practices capable of sustaining the vocation of a professional counselor

MHC Program Key Performance Indicators

The following objectives have been selected as Key Performance Indicators (KPI's), measured multiple ways, over multiple points in time, to assess student learning in relation to knowledge and skills.

Key Performance Indicators (Benchmark = 2.0 or higher on designated assessments)	Assessment Methods
Core Knowledge Objectives	
1. Professional Counseling Orientation and Ethical Practice- Demonstrates foundational knowledge of professional counseling orientation and ethical practice, including the following: History and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a) The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP 2.F.1.b) Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2.F.1.c) The role and process of the professional counselor advocating on behalf of the profession (CACREP 2.F.1.d) Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e) Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f) Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2.F.1.g) Current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2.F.1.h) Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i) Technology's impact on the counseling profession (CACREP 2.F.1.j) Strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)	CMH5325 Key Learning Objectives Assessment CPCE Exam Scores Final Internship II Supervisor Evaluation Form Capstone Paper Alumni Survey Stakeholder Survey

Self-care strategies appropriate to the counselor role (CACREP 2.F.1.l)	
The role of counseling supervision in the profession (CACREP 2.F.1.m)	
2. Social and Cultural Diversity- Demonstrates foundational knowledge of social and cultural diversity, including the following: Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a) Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP 2.F.2.b) Multicultural counseling competencies (CACREP 2.F.2.c) The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP 2.F.2.d) The effects of power and privilege for counselors and clients (CACREP 2.F.2.e) Help-seeking behaviors of diverse clients (CACREP 2.F.2.f) The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2.g) Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h)	CMH5308 Key Learning Objectives Assessment CPCE Exam Scores Final Internship II Supervisor Evaluation Form Capstone Paper Alumni Survey Stakeholder Survey
3. Human Growth and Development- Demonstrates foundational knowledge of human growth and development, including the following: Theories of individual and family development across the lifespan (CACREP 2.F.3.a) Theories of learning (CACREP 2.F.3.b) Theories of normal and abnormal personality development (CACREP 2.F.3.c) Theories and etiology of addictions and addictive behaviors (CACREP 2.F.3.d) Biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2.F.3.e) Systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.f) Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP 2.F.3.g) A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h)	CMH5305 Key Learning Objectives Assessment CPCE Exam Scores Final Internship II Supervisor Evaluation Form Capstone Paper Alumni Survey Stakeholder Survey

Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i)	
4. Career Development- Demonstrates foundational knowledge of career development, including the following: Theories and models of career development, counseling, and decision making (CACREP 2.F.4.a) Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP 2.F.4.b) Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP 2.F.4.c) Approaches for assessing the conditions of the work environment on clients' life experiences (CACREP 2.F.4.d) Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP 2.F.4.e) Strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP 2.F.4.f) Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP 2.F.4.g) Strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP 2.F.4.h) Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP 2.F.4.i) Ethical and culturally relevant strategies for addressing career development (CACREP 2.F.4.j)	CMH5306 Key Learning Objectives Assessment CPCE Exam Scores Final Internship II Supervisor Evaluation Form Capstone Paper Alumni Survey Stakeholder Survey
5. Counseling and Helping Relationships- Demonstrates foundational knowledge of counseling and helping relationships, including the following: Theories and models of counseling (CACREP 2.F.5.a) A systems approach to conceptualizing clients (CACREP 2.F.5.b) Theories, models, and strategies for understanding and practicing consultation (CACREP 2.F.5.c) Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2.F.5.d)	CMH5303 Key Learning Objectives Assessment CPCE Exam Scores Final Internship II Supervisor Evaluation Form

The impact of technology on the counseling process (CACREP 2.F.5.e) Counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f) Essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g) Developmentally relevant counseling treatment or intervention plans (CACREP 2.F.5.h) Development of measurable outcomes for clients (CACREP 2.F.5.i) Evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j) Strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k) Suicide prevention models and strategies (CACREP 2.F.5.l) Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2.F.5.m) Processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.n)	Capstone Paper Alumni Survey Stakeholder Survey
6. Group Counseling and Group Work- Demonstrates foundational knowledge of group counseling and group work, including the following: Theoretical foundations of group counseling and group work (CACREP 2.F.6.a) Dynamics associated with group process and development (CACREP 2.F.6.b) Therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c) Characteristics and functions of effective group leaders (CACREP 2.F.6.d) Approaches to group formation, including recruiting, screening, and selecting members (CACREP 2.F.6.e) Types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f) Ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g) Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course	CMH5304 Key Learning Objectives Assessment CPCE Exam Scores Final Internship II Supervisor Evaluation Form Capstone Paper Alumni Survey Stakeholder Survey

of one academic term (CACREP 2.F.6.h)	
7. Assessment and Testing- Demonstrates foundational knowledge of assessment and testing, including the following: Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a) Methods of effectively preparing for and conducting initial assessment meetings (CACREP 2.F.7.b) Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c) Procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.d) Use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e) Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP 2.F.7.f) Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP 2.F.7.g) Reliability and validity in the use of assessments (CACREP 2.F.7.h) Use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i) Use of environmental assessments and systematic behavioral observations (CACREP 2.F.7.j) Use of symptom checklists, and personality and psychological testing (CACREP 2.F.7.k) Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 2.F.7.l) Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m)	CMH5302 Key Learning Objectives Assessment CPCE Exam Scores Final Internship II Supervisor Evaluation Form Capstone Paper Alumni Survey Stakeholder Survey
8. Research and Program Evaluation- Demonstrates foundational knowledge of research and program evaluation, including the following: The importance of research in advancing the counseling profession, including how to	CMH5307 Key Learning Objectives Assessment

critique research to inform counseling practice (CACREP 2.F.8.a)	CPCE Exam Scores Final Internship II Supervisor Evaluation Form Capstone Paper Alumni Survey Stakeholder Survey
Identification of evidence-based counseling practices (CACREP 2.F.8.b)	
Needs assessments (CACREP 2.F.8.c)	
Development of outcome measures for counseling programs (CACREP 2.F.8.d)	
Evaluation of counseling interventions and programs (CACREP 2.F.8.e)	
Qualitative, quantitative, and mixed research methods (CACREP 2.F.8.f)	
Designs used in research and program evaluation (CACREP 2.F.8.g)	
Statistical methods used in conducting research and program evaluation (CACREP 2.F.8.h)	
Analysis and use of data in counseling (CACREP 2.F.8.i)	
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j)	
MHC Specialty Area Knowledge Objectives	Assessment Schedule
Clinical Mental Health Counseling Foundations- Demonstrates foundational knowledge of clinical mental health counseling, including the following:	CMH5325 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Capstone Paper Alumni Survey Stakeholder Survey
History and development of clinical mental health counseling (CACREP 5.C.1.a)	
Theories and models related to clinical mental health counseling (CACREP 5.C.1.b)	
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c)	
Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 5.C.1.d)	
Psychological tests and assessments specific to clinical mental health counseling (CACREP 5.C.1.e)	

Clinical Mental Health Counseling Contextual Dimensions- Demonstrates foundational knowledge of the contextual dimensions of clinical mental health counseling, including the following: Roles and settings of clinical mental health counselors (CACREP 5.C.2.a) Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 5.C.2.b) Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 5.C.2.c) Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 5.C.2.d) Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 5.C.2.e) Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 5.C.2.f) Impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g) Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 5.C.2.h) Legislation and government policy relevant to clinical mental health counseling (CACREP 5.C.2.i) Cultural factors relevant to clinical mental health counseling (CACREP 5.C.2.j) Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP 5.C.2.k) Legal and ethical considerations specific to clinical mental health counseling (CACREP 5.C.2.l) Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 5.C.2.m)	CMH5315 Key Learning Objectives Assessment (5.C.2.a-h) CMH5325 Key Learning Objectives Assessment (5.C.2.i-m) CMH5322 Key Learning Objectives Assessment Capstone Paper Alumni Survey Stakeholder Survey
--	--

Core and MHC Specialty Area Practice and Skills Objectives	Assessment Schedule
Clinical Mental Health Counseling Practice Skills: Displays ability to conduct an intake interview including mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5.C.3.a) Displays ability to apply techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.C.3.b) Displays ability to apply strategies for interfacing with the legal system regarding court-referred clients (CACREP 5.C.3.c) Displays ability to apply strategies for interfacing with integrated behavioral health care professionals (CACREP 5.C.3.d) Displays ability to apply strategies to advocate for persons with mental health issues (CACREP 5.C.3.e)	CMH5303 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Alumni Survey Stakeholder Survey
1. Professional Orientation and Ethical Practice Skills: Displays ability to apply ethical standards and legal considerations in professional counseling. (CACREP 2.F.1) Displays ability to use strategies for personal and professional self-evaluation with implications for practice. (CACREP 2.F.1)	CMH5325 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form
2. Social and Cultural Diversity Skills: Displays ability to self-reflect on the impact of one's own heritage, attitudes, beliefs, understandings, and acculturation experiences on one's view of others (CACREP 2.F.2) Displays ability to assess the impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2)	CMH5308 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form
3. Human Growth and Development Skills:	CMH5305

Displays ability to assess for the effects of crises, disasters and trauma on individuals across the lifespan (CACREP 2.F.3) Displays ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3)	Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form
4. Career Development Skills: Displays ability to conceptualize the interrelationships among work, mental well-being, relationships, and other life roles and factors (CACREP 2.F.4) Displays ability to apply ethical and culturally relevant strategies for addressing career development (CACREP 2.F.4)	CMH5306 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form
5. Counseling and Helping Relationships Skills: Displays skill in using a systems approach to conceptualizing clients (CACREP 2.F.5) Displays counselor characteristics and behaviors that positively influence the counseling process (CACREP 2.F.5)	CMH5303 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form
6. Group Counseling and Group Work Skills: Displays the characteristics and functions of an effective group leader (CACREP 2.F.6) Displays ability to apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6)	CMH5304 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form

7. Assessment and Testing Skills: Displays ability to effectively prepare for and conduct initial assessment meetings (CACREP 2.F.7) Displays ability to use assessment results to diagnose developmental, behavioral and mental disorders (CACREP 2.F.7)	CMH5302 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form
8. Research and Program Evaluation Skills: Displays ability to use research to advance the counseling profession including how to critique research to inform counseling practice (CACREP 2.F.8) Displays ability to identify evidence-based counseling practices (CACREP 2.F.8)	CMH5307 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form
MHC Professional Disposition Objectives	Assessment Schedule
1. Professional Counselor Identity in Relation to Self a. SELF-AWARENESS - Demonstrates self-reflection, explores blind spots, engages in accurate self-evaluation, and takes responsibility for one's part in relational dynamics. b. OPENNESS - Demonstrates ability to learn from and with peers, faculty, staff, supervisors, and/or clients. c. PERSONAL and SPIRITUAL WELLNESS- Demonstrates commitment to personal and spiritual growth (e.g., spiritual practices, self-care, holistic health).	CMH5308 Key Learning Objectives Assessment (1a and 1b) CMH5325 Key Learning Objectives Assessment (1c) Key Professional Dispositions Final Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation

	Form Alumni Survey Stakeholder Survey
2. Professional Counselor Identity in Relation to Others a. CHARACTER - Demonstrates honesty, integrity, and commitment to the ethical principles of the profession. b. CULTURAL EMPATHY – Maintains an interpersonal posture of appreciation and respect for the diverse cultural identities and histories of others. c. PROFESSIONALISM – Attends to the impact of one’s behavior on others (e.g., boundaries, appearance, flexibility, communication style, timeliness, follow-through).	CMH5325 Key Learning Objectives Assessment (2a and 2b) CMH5308 Key Learning Objectives Assessment (2c) Key Professional Dispositions Final Assessment CMH5322 Key Learning Objectives Assessment Final Internship II Supervisor Evaluation Form Alumni Survey Stakeholder Survey

Introduction to MHC Program Transition Points and Data Collection Schedule

Key assessment data are collected at key transition points as a student moves through the MHC program, beginning at the time of application and program entry, continuing through course completion, candidacy, final clinical internship, CPCE exam, graduation, post-graduate NCE/NCMHCE exam, and post-graduate job placement.

The following chart depicts these key program transition points for academic year 2024–2025, what type of data are collected at each point during a student’s time in the program, what steps are taken based on the results of that assessment, and how the data are used in a cycle of continuous curriculum and program review/improvement.

Data Collection Schedule – 2024–2025			
Program Transition Points	Data Collection Schedule (What, How and When)	Benchmarks and Individual Level Remediation Steps (if necessary)	Use of Data for Curriculum and Program Review and Improvement
1. Vital Statistics	Annual Institutional Effectiveness Data Collected by Director of Assessment annually	(Program Data)	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to appropriate department
2. Admissions, Enrollment, and Retention	A. Application/Admissions Data 1. Applications Started 2. Applications Completed 3. Applications Withdrawn 4. Applications Denied 5. Applications Admitted B. Enrollment/Retention Data 1. Student Enrollment 2. Student Retention 3. Student Graduation 4. Student Attrition 5. Course Completion Rates Collected by Director of Assessment & MHC Enrollment Manager annually	BENCHMARK = 75% Retention BENCHMARK = 75% Completion Denial of admission or dismissal from the program if necessary	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to Recruitment and Enrollment Manager

3. Student Remediation Plans	Number of Student Remediation Plans and Pre-Remediation Plans Implemented by Advisors Percentage of Enrolled Students Needing Remediation/Pre-Remediation Collected from Advisors by Academic Unit Leader annually	Students may be required to repeat a class, attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from program	Reviewed at End-of-Semester by MHC program faculty; Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators
4. Key Learning Objectives Assessments	Aggregate KLO Assessments Scores for each of following: 1. Core Knowledge Domains 2. Clinical Mental Health Counseling Specialty Area Knowledge Domains 3. Core and CMHC Practice Skills Domains 4. Key Professional Dispositions Completed by: Instructors after designated course completion Instructors of Internship II courses based on final clinical supervisor evaluation Collected from: Instructors by Academic Unit Leader at the end of every semester Supervisors by Center Practicum/ Internship Coordinator	BENCHMARK = 2.0 “Meets Requirements” Students may be required to repeat a class, attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from program	Reviewed at End-of-Semester by MHC program faculty; Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators

5. Key Professional Disposition Assessments	Aggregate KPD Assessments Scores for each of following: 1. Professional Identity in Relation to Self 2. Professional Identity in Relation to Others Completed by: Advisors at Program Entry, Candidacy, and as needed for Remediation Additional data generated by Course Instructors following designated courses and supervisors after Internship II completion Collected from: Instructors and Advisors by Academic Unit Leader annually Supervisors by Center Practicum/Internship Coordinator	BENCHMARK = 2.0 “Meets Requirements” Students may be required to attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from program	Reviewed at End-of-Semester by MHC program faculty; Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators
6. Candidacy Endorsements	Candidacy Applications 1. Applications Completed 2. Applications Denied 3. Applications Endorsed Completed by Advisors upon Application by Advisee Collected from Advisors by Academic Unit Leader annually	Students may be required to complete further remediation, and have internship postponed or denied	Reviewed at End-of-Semester by MHC program faculty; Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators
7. Final Clinical Internship Evaluations	Aggregate ratings on Practicum/Internship Supervisor Evaluation Forms		Reviewed at End-of-Semester by MHC program faculty;

	(End of Internship II) for each of following: 1. Professional Knowledge 2. Professional Skills 3. Use of Supervision and Consultation 4. Key Professional Dispositions Completed by Supervisors at End of Internship II Collected by Center Practicum/Internship Coordinator	BENCHMARK = 2.0 “Meets Requirements” Students may be required to repeat a class, attend additional counseling, have graduation postponed or denied, or possibly be dismissed from program	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators
8. Student Site Evaluations	Student Site Evaluation Forms 1. Total Sites Assessed 2. Sites Meeting/Exceeding Standard 3. Sites Needing Improvement/Remediation 4. Sites Requiring Intervention Completed by Students at End of Practicum/Internship Courses Collected by Center Practicum/Internship Coordinator	Sites may be required to amend their contract/agreements, or possibly be removed from approved site lists	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to Clinical Practicum and Internship Instructor and Center Practicum/Internship Coordinator Interventions conducted as determined
9. Counselor Preparation Comprehensive Exams (CPCE)	Scores on CPCE Exams for each of following: 1. Professional Knowledge (8 Core Domains) 2. Total Score 3. National Statistics and Cut-Off Scores Aggregate MHC Program data: 1. Exams Taken - Total 2. Exams Taken - Retakes 3. Exams Passed	BENCHMARK = Within 1.0 Standard Deviation of National Exit Exam Mean Score Students may be required to retake the exam, have graduation postponed or denied	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators

	4. Exams Failed 5. Exams Eligible for Retake Completed by Students before Graduation Collected by Center Program Administrator		
10. Capstone Paper Assessments	Scores on Capstone Paper Assessments reflective of Key Performance Indicators Aggregate MHC Program data: 1. Papers Assessed 2. Papers Meeting Benchmark Completed by Students before Graduation (during Internship II) Collected by Internship II Instructor Assessed by Internship II Instructor	BENCHMARK = 2.0 “Meets Requirements” Students may be required to redo Capstone Paper	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators
11. National Counselor Qualifying Exam Data (NCE & NCMHCE)	NCE/ NCMHCE Exam scores 1. Exams Taken 2. Exams Failed 3. Exams Passed 4. MHC Program Graduates Pass Rate Completed by Students Pre or Post-Graduation (by Choice) Collected by Center Program Administrator	(Program Data)	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators
12. Alumni Feedback	Cumulative Alumni Survey ratings for each of following: 1. Mission 2. Goals and Objectives - Being	BENCHMARK = 2.0 “Meets Requirements” (Program Data)	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee;

	3. Goals and Objectives – Knowing 4. Goals and Objectives - Doing Completed by Students Post-Graduation if They Choose and by Students Pre-Graduation within the Graduate Student Questionnaire (GSQ) Collected by the Academic Unit Leader		Recommendations forwarded to MHC faculty, advisors, and administrators
13. Stakeholder/ Constituent Feedback	Cumulative Stakeholder/Constituent Survey ratings for each of following: 1. Mission 2. Goals and Objectives - Being 3. Goals and Objectives – Knowing 4. Goals and Objectives - Doing Completed by Stakeholders/Constituents with Knowledge of our-Students/Graduates if They Choose Collected by the Academic Unit Leader	BENCHMARK = 2.0 “Meets Requirements” None (Program Data)	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty, advisors, and administrators
14. Student to Faculty Ratios	The Ratio of Counseling Students to Faculty Collected by the Academic Unit Leader	BENCHMARK = 10:1 FTE Student to Faculty Ratio (Program Data)	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to appropriate department
15. Faculty Utilization	Course Capacity Percentages; Percentage of Courses Taught Core MHC Faculty	BENCHMARK = 75% Capacity and	Reviewed annually by MHC program faculty and staff;

	Collected by the Academic Unit Leader	75% Taught by Core Full-Time Faculty (Program Data)	Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty and administrators
--	--	---	--

Summary of Program Data Collection 2024–2025

Academic Year 2024–2025

Each annual and three-year review generates recommendations that are then forwarded to the appropriate department, whether it be recruiting, admissions, enrollment, institutional advancement, financial aid, registrar, or counseling program faculty and staff. Certain modifications require approval by one of two administrative committees: 1) the SSW Academic Affairs committee, or 2) the SSW Faculty and Administrative Committee. Policy changes, significant procedural changes, and changes requiring notification and/or approval by accrediting bodies must be proposed and approved by one or both of these committees before changes can be implemented.

Data from academic year 2024–2025 are summarized below for review in determining any program or curricular modifications that might be needed.

External Data Type 1 - Changes in State of Texas Laws, Licensure Policies, and Accreditation Standards

Our self-study for reaffirmation was submitted in June 2024 under the 2016 standards. Our site visit was postponed from spring of 2025 to fall of 2025. The program's current 8-year accreditation is scheduled to expire October 2025 and in August 2025, we were notified that we would be granted a one year extension to October 2026.

In 2024-2025, we continued to revise our program policies and assessment procedures to the 2024 CACREP Standards. CACREP has given programs two academic years, until July 2026 to transition into compliance with the new standards.

Improvements/Modifications Recommended:

The MHC program continues to have a MHC faculty liaison position that is overseeing the transition to the CACREP 2024 Standards. The faculty liaison has implemented accreditation software to assist with the transition and data collections and analysis in coming years and will begin this coming AY to complete the program

External Data Type 2 – Professional Field Considerations

In AY 2024–2025, the program noted the considerations professional counselors needed to make regarding ethical practice, particularly in Texas. In the last academic year, Texas has passed several laws that significantly impact minority communities, including bans on DEI programs in schools, restrictions on gender-affirming care, and laws increasing immigration enforcement. These measures have disproportionately affected people of color, LGBTQ+ individuals, and immigrants by limiting access to healthcare, education support, and legal protections. This continues to potentially place professional counselors in Texas in a position between choosing ethical practice and legal statutes. To support students in developing the knowledge and skills they need to respond to potential ethical and legal concerns, MHC faculty continue to integrate ethical decision making and antiracist pedagogy and practices into the curriculum.

Improvements/Modifications Recommended:

For 2024-2025, it is recommended for the MHC program to continue to integrate ethical decision making and antiracist pedagogy and practices to support students in developing their skills and knowledge base.

Program Data Type 1 - MHC Program Vital Statistics

In the past academic year, completion of the MHC degree required a minimum of 60 credit hours. In the academic year 2024–2025, there were 17 MHC graduates. Our graduates achieved a 88% pass rate on the NCE exam. Approximately 61 students were enrolled in our program last year; 86% of accepted students completed the program in the expected time period—three academic years for full-time students. This means approximately eighty-six percent of our enrolled student body was considered "full-time."

Our counseling courses accommodate both part-time and full-time students and our program serves populations from mostly Central, South, and East Texas, with an increasing number of students moving to Texas from out of state to begin the program. Based on our alumni feedback, 88% of graduates sought and successfully secured a job placement post-graduation. Based on alumni survey results, 88% of our graduates pursued post-graduate licensure, with the majority pursuing an LPC/LPC-Associate license post-graduation.

Improvements/Modifications Recommended:

Vital Statistics were informative to the program.

Program Data Point 2 - MHC Program Admission and Enrollment

In the academic year 2024–2025, admission rates fell just shy of the goal at 93% (goal was 30 students admitted; actual was 28 students). Retention rate held steady at 97% (benchmark is at or above 75%). Course completion rates also held steady at 100% (benchmark 90%).

Improvements/Modifications Recommended:

MHC Admission and Enrollment data were informative to the program.

Program Data Type 3 - Student Remediation Plans

In the academic year 2024–2025, two students or 3% of our program's total enrollment was placed on a pre-remediation plan, and 8 students or 6.5% were placed on formal remediation. 100% of those on formal remediation plans successfully fulfilled the goals of their plan.

Pre-remediation plans are put into place by faculty advisors or instructors anytime a student obtains a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard, and an intervention is implemented to assist the student in making the required improvement prior to formal remediation.

Formal remediation plans are required anytime a student achieves a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard.

Improvements/Modifications Recommended:

Remediation plan data will be monitored ongoing.

Program Data Type 4 – Key Learning Objectives Assessments

KLO data for 2024–2025 showed 92% of students meeting standards or higher (Benchmark 2.0 = Meeting Standard) for core curriculum. MHC faculty noted that with the exception of one area, Group counseling and group work (KLO average 2.55; Benchmark 2.0 = Meeting Standard), all KLO scores improved over last academic year.

Improvements/Modifications Recommended:

KLO scores will be monitored for trends next AY. MHC Core Faculty will be reassigning KLO's to align with 2024 CACREP Standards in designated courses this coming Spring, and will begin assessing the new standards next AY.

Program Data Type 5 - Key Professional Disposition Assessments

KPD data for 2024–2025 showed 100% of students met the benchmark set at 2.0 = Meets Standard for the Key Professional Dispositions conducted at graduation in Spring 2025. With the exception of the area of Professionalism, all areas showed improvement from last academic year.

This AY, the lowest scores were found in the area of Professionalism (KPD average 2.43 which was 10% lower than the aggregate score last year; Benchmark 2.0 = Meeting Standard).

Improvements/Modifications Recommended:

The MHC faculty convened consultations with the MHC Program Advisory Board last AY and a topic of conversation was the racial and cultural influences on the vocabulary utilized to define Key Professional Dispositions. The definition of "professionalism" is cultural and racial influenced, and the MHC Faculty will continue to consult with the advisory board and make recommendations back to the program for any improvements to the KPD assessment tools or processes for coming years.

Program Data Type 6 – Candidacy Endorsements

Candidacy endorsement data for 2024–2025 showed 17 of candidacy applications filed during the last academic year were endorsed, reflecting that 100% of MHC students entered the final year of their MHC program having satisfactorily met all prerequisite benchmarks in knowledge, skills and dispositions.

Improvements/Modifications Recommended:

The MHC faculty are in the process of assessing all gatekeeping checkpoints for effectiveness and utility, including the candidacy process. Faculty have assembled a gatekeeping taskforce to determine next steps.

Program Data Type 7 – Final Clinical Internship Evaluations

Final Clinical Internship Evaluations for 2024–2025 showed 17 or 100% of Clinical Internship II students met or exceeded standards according to Final Clinical Supervisor Evaluation Forms.

Improvements/Modifications Recommended:

During this academic year, MHC liaison for assessment identified new assessment software to track practicum and internship data. The software was implemented during the summer of 2025 and will be used to collect data for the next report cycle.

Program Data Type 8 – Student Site Evaluations

Student Site Evaluation data for 2024–2025 showed 13 sites evaluated, and 10 sites were found rated as meeting or exceeding standards and were retained as approved for the coming academic year. One site scored at meeting standards overall but several individual ratings were rated a ‘needs improvement.’ The site has since shutdown, therefore no intervention was necessary. The additional two sites were identified as needing improvements in the areas of intake procedures, facilities and accommodations, orientation effectiveness/site policies, frequency of individual/triadic supervision, and community outreach activities. In each instance, faculty met with site supervisors to discuss the improvements needed.

Improvements/Modifications Recommended:

The recommendation was made to continue to develop relationships with new site partners that provide students with quality clinical experiences. During the summer of 2025, six new site partners were established.

Program Data Type 9 - Counselor Preparation Comprehensive Exams (CPCE)

Data from 2024–2025 showed that 16 students completed the CPCE exam, and 15 of the exams taken were passed by students on the first attempt. One student took two retake exams and passed on the exam on the second attempt.

Improvements/Modifications Recommended:

Two years ago, MHC core faculty sought and received approval to transition students comprehensive exam back to the CPCE from the CECE exam, due to the higher than expected number of students who required retakes on the CECE exam in the years prior, compared to the CPCE exam from pre-pandemic era, and the disproportional number of students of color who appeared to be underperforming.

This year, the pass rate for the CPCE exam was 94% at the time of assessment, representing an average of a 7% increase from years past when we were utilizing the CECE for comprehensive knowledge assessment during the pandemic. The recommendation is made to retain the CPCE exam as the comprehensive measure of the Key Performance Indicator of knowledge for the coming AY.

Program Data Type 10 – Capstone Paper Assessments

Capstone Paper Assessment data from 2024–2025 showed that all 17 or 100% of papers evaluated were found to meet the Benchmark set at 2.0 or above, per rubric completed by the Internship II instructor and verified by MHC faculty at End-of-Semester Review.

Improvements/Modifications Recommended:

Faculty are still in conversation about the best measures of comprehensive knowledge and Key Professional Dispositions for students in their final year of the program, and Capstone Paper Assessments will be monitored this coming year for ongoing trends.

Program Data Type 11 – National Counselor Qualifying Exam Data (NCE & NCMHCE)

NCE and NCMHCE data from 2024–2025 collected from program graduates showed a 94% pass rate reported by respondents; this pass rate represents a slight dip from the previous AY and will be monitored in the coming AY's for trends.

Program Data Type 12 – Alumni Feedback

Alumni Feedback data from 2024–2025 was collected via the Alumni Survey and results showed that alumni reported 100% of program components as effective at forming them to meet the standards of a professional counselor. The item assessing how well Southwest prepared alumni to experience formation and transformation in the areas of Assessment and Testing and Couples, Parents, and Family Systems were rated as the lowest at a 2.25 (Benchmark 2.0 = Meeting Standard).

Improvements/Modifications Recommended:

The lowest scores on the Alumni Feedback Survey indicated that alumni identified a need for improvement in their experience of formation and transformation in the area of developing foundational professional knowledge in the areas of Assessment and Testing and Couples, Parents, and Family Systems. This area will be monitored this coming AY for ongoing trends that might indicate a need for responsive curriculum and/or pedagogy.

Program Data Type 13 – Stakeholder/Constituent Feedback

Stakeholder and Constituent Feedback data from 2024–2025 was collected via a survey and results showed that stakeholders reported 100% of program components as effective at forming graduates to meet the standards of a professional counselor.

Improvements/Modifications Recommended:

The recommendation is made to continue to monitor Stakeholder/Constituent Survey data to identify trends over time.

Program Data Type 14 – Student to Faculty Ratios

Student to Faculty Ratio data for 2024–2025 were calculated as 9.5:1 for the Fall 2024 semester and 9:1:1 for the Spring 2025, for an average of 9.3:1 for the AY which is below our benchmark of 10:1 FTE Students to FTE Faculty, ensuring faculty accessibility and the capacity to provide personal attention to student needs through instruction, advising, remediation, and mentorship into the profession.

Improvements/Modifications Recommended:

In collaboration with the Enrollment department and senior administration, the MHC faculty have adjusted the calculation of the student to faculty ratio to reflect the current hourly expectation for full-time students and the current proportion of full-to-part time enrollment. Going forward, in keeping with our goal of institutional congruence and consistent data collection across departments, we will align our FTE calculations with the Registrar and Enrollment Dept to reflect this formula.

Program Data Type 15 – Faculty Utilization

Of the 23 courses taught in the academic year 2024–2025, 17 courses or 74%% were taught by core MHC faculty (Benchmark = 75%). It is important to note that in the fall semester, there were multiple course releases: two for sabbatical, one for Dean of Beloved Community, and one for the Academic Unit Leader. Of the 23 courses taught in 2024–2025, 23 courses or 100% saw enrollment that were between 50% and 125% capacity (Benchmark = 25 Students for Content Courses; 12 Students for Clinical Practice Courses).

Improvements/Modifications Recommended:

Counseling program course rotations and frequencies are continuously updated and Faculty Utilization data will be monitored in coming academic years. The recommendation is made to monitor these areas in coming years for trends that might indicate courses are needed more often or to be divided into more sections.

Summary of Data Collection, Analysis, and Reports

Academic Year 2024–2025

Program Data Type 1 - Vital Statistics

Vital statistics data include information regarding the MHC program including the following: 1) Minimum Number of Credit Hours Required; 2) Number of Students Enrolled; 3) Number of Graduates; 4) Degree Completion Rate; 5) Licensure Exam Pass Rate for Graduates; 6) Job Placement Rate for Graduates; 7) Number of Applicants.

This information is collected annually by the Seminary of the Southwest's Registrar and Director of Assessment and the MHC Academic Unit Leader. This information is used at the program level to determine if the institution and program are meeting its goal of recruiting and sustaining a diverse and dynamic learning community.

Vital statistics data are reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary MHC Program Assessment Committee composed of representatives from various degree programs of the Seminary of the Southwest including the Academic Dean. Each annual and three-year review generates recommendations that are then forwarded to appropriate departments, whether it be recruiting, admissions, enrollment, institutional advancement, financial aid, registrar, or MHC program faculty and staff.

Vital Statistics Data Report

Vital Statistics Data	2019– 2020	2020– 2021	2021–2 022	2022– 2023	2023– 2024	2024– 2025
Minimum Number of Credit Hours Required	63	60	60	60	60	60
Number of Students Enrolled	52	67	77	74	70	61
Number of Graduates	4	14	17	21	25	17
Degree Completion Rate	100%	100%	75%	80%	72%	86%
Licensure Exam Pass Rate for Graduates	100%	100%	94%	100%	100%	88%
Job Placement Rate for Graduates	94%	86%	77%	100%	70%	88%
Number of Applicants	64	61	59	59	30	44

In the past academic year, completion of the MHC degree required a minimum of 60 credit hours. In the academic year 2024–2025, there were 17 MHC graduates. Our graduates achieved a 88% pass rate on the NCE exam. Approximately 61 students were enrolled in our program last year; 86% of accepted

students completed the program in the expected time period—three academic years for full-time students. This means approximately eighty-six percent of our enrolled student body was considered "full-time."

Our counseling courses accommodate both part-time and full-time students and our program serves populations from mostly Central, South, and East Texas, with an increasing number of students moving to Texas from out of state to begin the program. Based on our alumni feedback, 83% of graduates sought and successfully secured a job placement. Based on alumni survey results, 83% of our graduates pursued post-graduate licensure, with the majority pursuing an LPC/LPC-Associate license post-graduation.

Improvements/Modifications Recommended:

Vital Statistics were informative to the program.

Academic Year 2024–2025

Program Data Type 2 - Admission, Enrollment, & Retention

Counseling program admissions, enrollment, and retention includes data such as the number of applications started, completed, withdrawn, denied, and number resulting in the applicant being admitted. This data also includes information including student enrollment, retention, and graduation numbers, as well as attrition and course completion rates.

Admission, enrollment, and retention data are collected by the Seminary of the Southwest's Registrar/Director of Assessment and MHC Enrollment Manager annually. This information is not used at the individual student level but rather at the program level to determine if the institution and program are meeting its goal of recruiting and sustaining a diverse and dynamic learning community. This data is reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee and recommendations are then forwarded to the appropriate department.

Admissions, Enrollment, & Retention Annual Data Report

Institutional Effectiveness Area	Direct Data					
	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Applications Started	64	61	59	59	30	48
Applications Completed	32	33	49	24	28	44
Applications Denied	1	3	11	3	3	6
Applications Accepted	30	29	25	21	25	28
Students Admitted	Goal- 20 Actual- 28 Outcome- 140%	Goal- 26 Actual- 26 Outcome- 100%	Goal - 24 Actual - 25 Outcome- 105%	Goal - 20 Actual - 21 Outcome- 105%	Goal - 20 Actual - 21 Outcome- 105%	Goal - 30 Actual - 28 Outcome - 93%
Enrollment	Goal- 50 Actual- 52 Outcome- 104%	Goal -70 Actual - 70 Outcome - 100%	Goal - 75 Actual - 77 Outcome - 105%	Goal - 75 Actual - 74 Outcome - 99%	Goal - 75 Actual - 74 Outcome - 99%	Goal - 75 Actual 61 Outcome - 81%
Retention (Benchmark 75%)	93%	100%	98%	99%	98%	97%
Course Completion Rates (Benchmark 75%)	93%	100%	100%	98%	100%	100%

In the academic year 2024–2025, admission rates were just shy of the goal of admitting 30 students (the goal was 30 students admitted; actual was 28 students). Retention rate held steady at 97% (benchmark is at or above 75%). Course completion rates also held steady at 100% (benchmark 90%).

Improvements/Modifications Recommended:

MHC Admission and Enrollment data were informative to the program.

Academic Year 2024–2025

Program Data Type 3 - Student Remediation Plans

Data regarding student remediation plans include the number of student remediation plans implemented by advisors, and the percentage of enrolled students needing remediation in a given semester.

Formal student remediation plan data are collected from Advisors by Academic Unit Leader every semester. Depending on how a student performs relative to their remediation plan requirements, students may be required to repeat a class, attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from the program. Pre-remediation interventions are utilized when a student obtains a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard, and an intervention is implemented to assist students in making the required improvement prior to formal remediation. This data is reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary MHC Program Assessment Committee, and recommendations are then forwarded to MHC program faculty, advisors, and administrators.

Current Student Remediation Plan Annual Data Report

Student Remediation Data Area	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024 - 2025
1. TOTAL Number of Students in “Pre-Remediation” (Having received 1.0 – Needs Improvement)	8	1	3	3	1	2
AVG Percentage of Students Enrolled	16.0%	1%	4%	4%	1%	3%
Percentage who Complied with or Are in the Process of Complying with Improvements Needed	100%	100%	67%	100%	100%	50%
2. TOTAL Number of “Formal Remediation Plans”	2	5	4	5	5	8
AVG Percentage of Students Enrolled	4.0%	7.5%	5%	7%	8%	6.5%
3. Percentage who Complied with or Are in the Process of Complying with Remediation Plan Requirements.	75%	100%	100%	100%	100%	100%

Note: Data obtained from advisors of assigned students for respective years.

In the academic year 2024–2025, two students or 3% of our program's total enrollment was placed on a pre-remediation plan, and 8 students or 6.5% were placed on formal remediation. 100% of those on formal remediation plans successfully fulfilled the goals of their plan.

Pre-remediation plans are put into place by faculty advisors or instructors anytime a student obtains a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard, and an intervention is implemented to assist the student in making the required improvement prior to formal remediation. Formal remediation plans are required anytime a student achieves a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard.

Improvements/Modifications Recommended:

Remediation plan data will be monitored ongoing.

Academic Year 2024 - 2025

Program Data Type 4 – Key Learning Objective Assessments

Data regarding student achievement of key learning objectives (KLO's) include aggregate KLO Assessments scores for each of the following:

1. Core Knowledge Domains
2. Clinical Mental Health Counseling Specialty Area Knowledge Domains
3. Core & CMHC Practice Skills Domains
4. Key Professional Dispositions

Student KLO Assessments are completed by MHC program instructors after designated course completion. Individual student scores on these key performance indicators are collected by the student's advisor at the end of each semester. Depending on how a student performs on a particular KLO, the student may be required to repeat a class, attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from the program. Individual student learning data are reviewed by MHC program faculty at each End-of-Semester Review to assess individual student's progress through the program and generate recommendations back to the advisor for each student for remediation, extra support, and/or advancement towards candidacy or graduation. Student scores are also compiled to yield an aggregate score of the class as a whole. This curricular data are also reviewed by MHC program faculty at each End-of-Semester review to assess the effectiveness of the curriculum for courses taught that semester. Recommendations are generated back to the course instructors for curricular modification.

KLO Assessment scores are collected from Instructors by the Academic Unit Leader at the end of every semester. Aggregate KLO data are reviewed by MHC Program faculty and staff for the purpose of program assessment annually, and every three years by the interdisciplinary MHC Program Assessment Committee, and recommendations are then forwarded to MHC program faculty, advisors, and administrators for program modification.

MHC Program Key Learning Objective Annual Data Report

Program Level Key Learning Objective Items	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
CORE KNOWLEDGE & SKILLS OBJECTIVES <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student demonstrates foundational knowledge and skill pertaining to the following core counseling domains:</i>						
1. Professional counseling and ethical practice (CMH5325; formerly CMH5316)	2.8	2.68	2.49	2.48	2.1	2.38
2. Social and cultural diversity (CMH5308)	2.32	2.52	2.62	2.30	2.19	2.58
3. Human growth and development (CMH5305)	2.62	2.0	2.14	2.09	2.04	2.5
4. Career development (CMH5306)	2.39	2.83	2.78	2.71	2.58	3

5. Counseling and helping relationships (CMH5303)	2.34	2.59	2.35	2.43	2.24	2.3
6. Group counseling and group work (CMH5304)	2.65	2.6	2.28	2.49	2.73	2.55
7. Assessment and testing (CMH5302)	2.13	2.81	2.72	2.74	2.1	2.1
8. Research and program evaluation (CMH5307)	2.67	2.48	2.69	2.50	2.13	2.18
SPECIALTY AREA KNOWLEDGE & SKILLS OBJECTIVES <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student demonstrates foundational knowledge and skill pertaining to the following Specialty Area domains:</i>						
9. Foundations of clinical mental health counseling (CMH5325; formerly CMH5301)		2.08	2.08	2.06	2	2.06
10. Contextual dimensions of clinical mental health counseling (CMH5315;CMH5322)	2.5	2.7	2.48	2.42	2.5	2.93
11. Practice skills of clinical mental health counseling (CMH5303 ;CMH5322)	2.36	2.69	2.80	2.42	2.4	2.5
KEY PROFESSIONAL DISPOSITIONS <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student displays a professional counselor identity in relation to self and others, including:</i>						
1. Self Awareness (CMH5308;CMH5322)	2.36	2.63	2.6	2.75	2.5	2.96
2. Openness (CMH5308;CMH5322)	2.68	2.79	2.57	2.8	2.87	2.96
3. Personal & Spiritual Wellness (CMH5325;CMH5322)	2.75	2.78	2.33	2.75	2.6	3
4. Character (CMH5325;CMH5322)	2.75	2.94	2.81	3	2.65	2.95
5. Cultural Empathy (CMH5325;CMH5322)	2.36	2.7	2.64	2.9	2.52	2.58

6. Professionalism (CMH5308;CMH532 2)	2.75	2.94	2.7	2.9	2.78	3
---	------	------	-----	-----	------	---

NOTE: Data represents aggregate student ratings by instructors in courses designated. Benchmark is set at 2.0 (Meeting Standard); Recommendations for program or curriculum modifications/changes will be considered following any academic year with a semester that falls below this standard.

KLO data for 2024–2025 showed 92% of students meeting standards or higher (Benchmark 2.0 = Meeting Standard) for core curriculum. MHC faculty noted that with the exception of one area, Group counseling and group work (KLO average 2.55; Benchmark 2.0 = Meeting Standard), all KLO scores improved over last academic year.

Improvements/Modifications Recommended:

KLO scores will be monitored for trends next AY.

Academic Year 2024–2025

Program Data Type 5 – Key Professional Disposition Assessments

Student data on measures of key professional dispositions (KPD's) includes KPD Assessments scores for each of the following:

1. Professional Identity in Relation to Self (self-awareness, openness, personal and spiritual wellness)
2. Professional Identity in Relation to Others (character, cultural empathy, professionalism)

Benchmark for KPD Assessments is established as 2.0 “meets standard.” Student KPD Assessments are completed by Advisors at Program Entry, Candidacy, and as needed for Remediation. KPD's are also assessed by MHC program instructors after designated course completion, on each individual student, and instructors of practicum/internship courses base their KPD assessments on each Internship II student's final clinical supervisor evaluation.

KPD Assessment scores are collected from Advisors by the Academic Unit Leader at the end of every semester. Depending on how a student performs on a particular KPD, the student may be required to repeat a class, attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from the program. Aggregate KPD data are reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary MHC Program Assessment Committee, and recommendations are then forwarded to MHC program faculty, advisors, and administrators.

MHC Program Key Professional Dispositions Annual Data Report

Program Level Key Professional Disposition Items	2019– 2020	2020– 2021	2021– 2022	2022– 2023	2023– 2024	2024– 2025
PROFESSIONAL COUNSELOR IDENTITY IN RELATION TO SELF <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student demonstrates professional counselor identity in relation to self, including:</i>						
a) SELF-AWARENESS - self-reflection, explores blind spots, engages in accurate self-evaluation, and takes responsibility for one's part in relational dynamics	2.56	2.65	2.6	2.59	2.37	2.57
b) OPENNESS - ability to learn from and with peers, faculty, staff, supervisors, and/or clients	2.56	2.97	2.57	2.6	2.54	2.68

c) PERSONAL & SPIRITUAL WELLNESS - commitment to personal and spiritual growth (e.g., spiritual practices, self-care, holistic health)	2.63	2.8	2.33	2.8	2.4	2.44
PROFESSIONAL COUNSELOR IDENTITY IN RELATION TO OTHERS <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student demonstrates professional counselor identity in relation to others, including:</i>						
a) CHARACTER - honesty, integrity, and commitment to the ethical principles of the profession	3	3.0	2.82	2.93	2.5	2.64
b) CULTURAL EMPATHY –an interpersonal posture of appreciation and respect for the diverse cultural identities, histories & experiences of others	2.46	2.58	2.64	2.78	2.36	2.68
c) PROFESSIONALISM - attention to the impact of one's behavior on others (e.g., boundaries, appearance, flexibility, communication style, timeliness, follow-through)	2.5	2.59	2.7	2.52	2.7	2.43

NOTE: Data represents aggregate student ratings by instructors in courses designated and advisors in KPD Assessments. Benchmark set at 2.0 (Meeting Standard); Recommendations for program/curriculum modifications will be considered following any academic year with a semester that falls below this standard.

KPD data for 2024–2025 showed 100% of students met the benchmark set at 2.0 = Meets Standard for the Key Professional Dispositions conducted at graduation in Spring 2025. With the exception of the area of Professionalism, all areas showed improvement from last academic year.

This AY, the lowest scores were found in the area of Professionalism (KPD average 2.43 which was 10% lower than the aggregate score last year; Benchmark 2.0 = Meeting Standard).

Improvements/Modifications Recommended:

The MHC faculty convened consultations with the MHC Program Advisory Board last AY and a topic of conversation was the racial and cultural influences on the vocabulary utilized to define Key Professional Dispositions. The definition of "professionalism" is cultural and racial influenced, and the MHC Faculty will continue to consult with the advisory board and make recommendations back to the program for any improvements to the KPD assessment tools or processes for coming years.

Academic Year 2024–2025

Program Data Type 6 – Candidacy Endorsements

Data collected regarding candidacy endorsement include the number of Candidacy Applications completed by students, and the number of applications denied or endorsed by student Faculty Advisors. Applications must be signed by Advisors, and endorsement is based on a student having met the following requirements:

1. Successful completion of academic requirements for all pre-requisite courses (minimum Cumulative GPA of 2.500 including preparatory and/or accepted transfer credits)
2. Successful completion of Clinical Practicum course (minimum grade of B and meets/exceeds standards on Supervisor Evaluation Form)
3. Satisfactory completion of Student Counseling Requirement (verified by Center Director)
4. Met all Key Learning Objective Standards (verified by KLO Assessment portfolio) - *Benchmark is set at 2.0 (Meeting Standard)*
5. Met all Key Professional Disposition Standards (verified by KPD Assessment portfolio) - *Benchmark is set at 2.0 (Meeting Standard)*

Candidacy Endorsement data are collected at the end of every semester; depending on the reason a Candidacy Application is denied, the student may be required to complete further remediation, and have internship postponed or denied. Candidacy Endorsement data are reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary MHC Program Assessment Committee, and recommendations are then forwarded to MHC program faculty, advisors, and administrators.

MHC Candidacy Application/Endorsement Annual Data Report

Candidacy Applications	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
1. Applications Filed	2	14	18	21	25	17
2. Applications Denied	0	0	0	0	0	0
3. Applications Endorsed	2	14	18	21	25	17

Candidacy endorsement data for 2024–2025 showed 17 of candidacy applications filed during the last academic year were endorsed, reflecting that 100% of MHC students entered the final year of their MHC program having satisfactorily met all prerequisite benchmarks in knowledge, skills and dispositions.

Improvements/Modifications Recommended:

The MHC faculty are in the process of assessing all gatekeeping checkpoints for effectiveness and utility, including the candidacy process. Faculty have assembled a gatekeeping taskforce to determine next steps.

Academic Year 2024–2025

Program Data Type 7 – Final Clinical Internship Evaluations

Data regarding student performance on final Clinical Internship Supervisor Evaluations includes aggregate student ratings for each of following:

1. Professional Knowledge
2. Professional Skills
3. Use of Supervision and Consultation
4. Key Professional Dispositions

Final Clinical Internship Supervisor Evaluations are completed by site supervisors at the end of Clinical Internship II and this data is collected at the end of every semester. Depending on how a student performs on their final Clinical Internship Supervisor Evaluation, the student may be required to repeat a class, attend additional counseling, have graduation postponed or denied, or possibly be dismissed from the program. Final Clinical Internship Evaluation data are reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee, and recommendations are then forwarded to counseling program faculty, advisors, and administrators.

Final Clinical Internship Evaluations:

Professional Fitness Categories	Fall 2018	Spr 2019	Spr 2020	Spr 2021	Spr 2022	Spr 2023	Spr 2024	Spr 2025
PROFESSIONAL KNOWLEDGE <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student demonstrates foundational knowledge of:</i>								
1. Professional counseling and ethical practice	2.93	3.0	2.3	2.9	3	2.73	2.9	3
2. Social and cultural diversity	2.68	2.88	2.3	2.9	2.71	2.46	2.8	2.86
3. Human growth and development	2.68	2.69	2.6	2.74	2.76	2.53	2.8	2.88
4. Career development	2.56	2.62	2.3	2.72	2.53	2.4	2.7	2.81
5. Counseling and helping relationships	2.93	3.0	2.3	2.93	2.94	2.73	2.9	2.95
6. Group counseling and group work	2.5	2.82	2.5	2.39	2.8	2.5	2.9	3
7. Assessment and testing	2.5	2.54	3.0	2.72	2.65	2.46	2.8	2.81
8. Research and program evaluation	2.68	2.53	2.5	2.83	2.76	2.3	2.7	2.85
9. Foundations and contextual dimensions of clinical mental health counseling	2.68	2.94	2.3	2.87	2.94	2.5	2.8	2.9
PROFESSIONAL SKILLS <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student displays the ability to:</i>								
1. Conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and	2.68	2.8	2.3	2.8	2.88	2.6	2.9	2.86

psychological assessment for treatment planning & caseload management (CACREP 5.1.a)								
2. Apply techniques and interventions for prevention & treatment of a broad range of mental health issues (CACREP 5.1.b)	2.93	2.8	2.3	2.8	2.94	2.6	2.8	2.86
3. Apply strategies for interfacing with the legal system regarding court-referred clients (CACREP 5.1.c)	2.25	2.56	2.5	2.75	2.33	2.8	2.9	2.9
4. Apply strategies for interfacing with integrated behavioral health care professionals (CACREP 5.1.d)	2.75	2.57	2.5	2.8	2.64	2.6	2.9	2.9
5. Apply strategies to advocate for persons with mental health issues (CACREP 5.1.e)	2.85	2.73	2.5	2.86	2.92	2.7	2.8	2.95
6. Apply ethical standards and legal considerations in professional counseling (CACREP 2.F.1)	2.68	3.0	2.3	2.93	3	2.5	2.9	2.89
7. Use strategies for personal and professional self-evaluation with implications for practice (CACREP 2.F.1)	2.93	2.94	2.3	2.93	2.94	2.7	2.8	2.9
8. Self-reflect on the impact of one's own heritage, attitudes, beliefs, understandings, and acculturation experiences on one's view of others (CACREP 2.F.2)	2.68	2.94	2.3	2.9	2.82	2.6	2.9	2.95
9. Assess the impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2)	2.68	2.93	2.3	2.9	2.7	***	2.9	***
10. Assess for the effects of crises, disasters and trauma on individuals across the lifespan (CACREP 2.F.3)	2.81	2.75	2.3	2.74	2.76	2.7	2.9	2.9
11. Apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3)	2.68	2.88	2.3	2.9	2.82	2.7	2.9	2.86
12. Conceptualize the interrelationships among work, mental well-being, relationships, and other life	2.68	2.8	3.0	2.93	2.88	2.6	2.8	2.9

<i>Student displays a professional counselor identity in relation to self and others, including:</i>								
1. Self Awareness - Demonstrates self-reflection, explores blind spots, engages in accurate self-evaluation and takes responsibility for one's part in relational dynamics	2.93	2.94	2.3	2.94	2.94	2.9	2.9	3
2. Openness - Demonstrates ability to learn from and with peers, faculty, staff, supervisors, and/or clients	2.87	2.94	3.0	2.82	3	2.86	3	3
3. Personal & Spiritual Wellness - Demonstrates commitment to personal and spiritual growth (e.g., spiritual practices, self-care, holistic health)	2.56	2.94	3.0	2.94	2.88	2.53	2.8	3
4. Character - Demonstrates honesty, integrity, and commitment to the ethical principles of the profession	2.81	3	3.0	2.94	2.94	2.86	2.9	2.95
5. Cultural Empathy – Maintains an interpersonal posture of appreciation and respect for the diverse cultural identities, histories & experiences of others	2.81	3	2.3	2.89	3	2.93	2.9	3
6. Professionalism – Attends to the impact of one's behavior on others (e.g., boundaries, appearance, flexibility, communication style, timeliness, follow-through)	2.68	2.94	3.0	2.82	2.94	2.73	2.9	3

NOTE: Data represents aggregate student ratings by instructors in courses designated. Benchmark is set at 2.0 (Meeting Standard); Recommendations for program or curriculum modifications/changes will be considered following any academic year with a semester that falls below this standard.

Final Clinical Internship Evaluations for 2024–2025 showed 17 or 100% of Clinical Internship II students met or exceeded standards according to Final Clinical Supervisor Evaluation Forms.

Improvements/Modifications Recommended:

During this academic year, MHC liaison for assessment identified new assessment software to track practicum and internship data. The software was implemented during the summer of 2025 and will be used to collect data for the next report cycle.

Academic Year 2024–2025

Program Data Type 8– Student Site Evaluations

Data regarding Student Site Evaluations includes the following information regarding student feedback on their clinical practicum and internship sites:

1. Total Sites Assessed
2. Sites Meeting/Exceeding Standard
3. Sites Needing Improvement/Remediation
4. Sites Requiring Intervention

This data is generated by students at the end of Clinical Practicum, Clinical Internship I, and Clinical Internship II and is collected by Center Practicum & Internship Coordinator. Depending on how a site performs on the Student Site Evaluation, the site may require feedback and/or intervention from the counseling program staff or faculty, may be required to amend their contract/agreements, or possibly be removed from approved site lists. Student Site Evaluation data are reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee, and recommendations are then forwarded to the Clinical Practicum & Internship Instructor and Center Practicum & Internship Coordinator, and interventions conducted as determined.

Student Site Evaluation Data Report

Site Evaluation Data	2018– 2019	2019– 2020	2020– 2021	2021– 2022	2022– 2023	2023– 2024	2024-202 5
1. Total Site Placements Assessed	21	4	9	11	14	15	13
2. Site Placements Meeting/ Exceeding Standard	18	3	6	9	13	10	10
3. Sites Needing Improvement/ Remediation	3	1	3	2	1	5	3
4. Site Interventions Required	3	0	1	1	1	5	1

Student Site Evaluation data for 2024–2025 showed 13 sites evaluated, and 10 sites were found rated as meeting or exceeding standards and were retained as approved for the coming academic year. One site scored at meeting standards overall but several individual ratings were rated a ‘needs improvement.’ The site has since shutdown, therefore no intervention was necessary. The additional two sites were identified as needing improvements in the areas of intake procedures, facilities and accommodations, orientation effectiveness/site policies, frequency of individual/triadic supervision, and community

outreach activities. In each instance, faculty met with site supervisors to discuss the improvements needed.

Improvements/Modifications Recommended:

The recommendation was made to continue to develop relationships with new site partners that provide students with quality clinical experiences. During the summer of 2025, six new site partners were established.

Academic Year 2024–2025

Data Type 9 – Counselor Preparation Comprehensive Exams (CPCE)

Data regarding student performance on CPCE Exams includes aggregate student scores for each of following:

1. Professional Knowledge (8 Core Domains)
2. Total Score
3. National Statistics and Cut-Off Scores

CPCE Exam data also includes aggregate program data regarding the following:

1. Exams Taken - Total
2. Exams Taken - Retakes
3. Exams Passed
4. Exams Failed
5. Exams Eligible for Retake

CPCE Exams are completed by students prior to graduation, and students must receive a passing score in order to qualify for degree completion. Depending on how a student performs on an attempted CPCE Exam, the students may be required to retake the exam, retake a failed section through an oral exam, have graduation postponed or denied. Exam scores are collected by the Center Administrator every Fall and Spring semester. CPCE Exam data are reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee, and recommendations are then forwarded to counseling program faculty, advisors, and administrators.

CECE Exam Data Reports

CPCE/CECE Completion Data	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024 - 2025
	CPCE	CPCE	CECE	CECE	CECE	CPCE	CPCE
1. Exams Taken - TOTAL	16	4	17	16	22	25	16
2. Exams Taken - RETAKES	0	2	0	1	4	0	2
3. Exams Passed	16	4	17	16	20	25	16
4. Student Pass Rate	100%	100%	100%	100%	90%	100%	94%
5. Exams Eligible for Retake	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Procedures for calculating Pass/Fail Cutoff scores for CECE Exams:

1. National Exit Mean minus 1.0 SD = Cutoff for “Passing”
2. A Passing Score is a total score at or above the cutoff for “Passing”

3. *Students with a total score below the cutoff for “Passing” must retake the entire exam*
4. *Students with a total score at or above the cutoff for “Passing” who receive a score on one or more individual domains that falls below the National Exit Mean minus 1.5 SD may request to be giving an oral exam by their advisor or the instructor of that course domain.*
5. *Individual domain oral exams will consist of the number of questions that were within that individual domain on the CECE exam and will cover the NBCC/NCE content for that domain along with the KLO’s assigned to that domain.*
6. *A Passing Score on the oral exam consists of a total number of correct items equal to or above the minimum number of items required to have obtained a “Passing” score for that domain (see item #1).*

Data from 2024–2025 showed that 16 students completed the CPCE exam, and 15 of the exams taken were passed by students on the first attempt. One student took two retake exams and passed on the exam on the second attempt.

Improvements/Modifications Recommended:

Two years ago, MHC core faculty sought and received approval to transition students comprehensive exam back to the CPCE from the CECE exam, due to the higher than expected number of students who required retakes on the CECE exam in the years prior, compared to the CPCE exam from pre-pandemic era, and the disproportional number of students of color who appeared to be underperforming.

This year, the pass rate for the CPCE exam was 94% at the time of assessment, representing an average of a 7% increase from years past when we were utilizing the CECE for comprehensive knowledge assessment during the pandemic. The recommendation is made to retain the CPCE exam as the comprehensive measure of the Key Performance Indicator of knowledge for the coming AY.

Academic Year 2024–2025

Data Type 10 – Capstone Paper Assessments

Data from student end-of-program Capstone Papers are utilized as a form of assessing Key Learning Objectives and Key Professional Dispositions at graduation. Capstone Paper scores provide summative comprehensive assessment of each core domain of counselor education: Primary Theoretical Model of Counseling and Helping Relationships; Ethics; Multiculturalism; Human Development; Career Development; Group; Assessment; Research; Spirituality/Religion; Interdisciplinary Work; Clinical Mental Health Counseling; and Goals for Continued Professional Development. Capstone Papers are assessed with a Rubric during Internship II to see that graduates are meeting the benchmark of “2.0 – Meets Standards” or above on each area designated.

A summary of Capstone Paper Assessments is reviewed by the MHC program faculty at each End-of-Semester Review to assess individual student’s performance and ensure they have met the benchmark set at 2.0 “Meets Standard” in each core and specialty area, in order to qualify for graduation. Aggregate information from the Capstone Paper Assessments are shared by the Internship II Instructor with the MHC faculty at the End-of-Semester Review meeting to assess program effectiveness.

Individual scores are also compiled to yield an aggregate score for the program as a whole, including percentage of papers submitted meeting the benchmark of 2.0 “Meets Standard”, for the purpose of program assessment, reviewed annually by the MHC program faculty, and every three years by the interdisciplinary MHC Program Assessment Committee, and recommendations are then forwarded to MHC program faculty, advisors, and administrators for program modification.

Current MHC Program Graduating Senior “Capstone Paper” Data Report:

“Capstone Papers” Evaluated	Spr 2018	Sum 2018	Fall 2018	Spr 2019	Sum 2019	Spr 2020	Spr 2021	Spr 2022	Spr 2023	Spr 2024	Spr 2025
1. Papers Evaluated	2	2	8	10	2	3	13	17	22	25	17
2. Papers Meeting Benchmark of “2.0” or above	2	2	8	10	2	3	13	17	21	25	17
3. Pass Rate	100%	100%	100%	100%	100%	100%	100%	100%	95%	100%	100%

NOTE: Data represents aggregate student ratings by the Internship II instructor at the end of the course (which is at the time of MHC program completion). Benchmark for Rubric assessment was set at 2.0 (Meeting Standard); Recommendations for program or curriculum modifications/changes will be considered following any academic year with a “Capstone Paper” that falls below this standard.

Capstone Paper Assessment data from 2024–2025 showed that all 17 or 100% of papers evaluated were found to meet the Benchmark set at 2.0 or above, per rubric completed by the Internship II instructor and verified by MHC faculty at End-of-Semester Review.

Improvements/Modifications Recommended:

Faculty are still in conversation about the best measures of comprehensive knowledge and Key Professional Dispositions for students in their final year of the program, and Capstone Paper Assessments will be monitored this coming year for ongoing trends.

Academic Year 2024–2025

Data Type 11 – National Counselor Exams (NCE) & National Clinical Mental Health Counseling Exam (NCMHCE)

Data regarding student performance on NCE & NCMHCE Exams includes aggregate MHC Program graduate data regarding the following:

1. Exams Taken
2. Exams Failed
3. Exams Passed
4. MHC Program Graduates Pass Rate

NCE & NCMHCE Exams are completed by students prior to or after graduation if they choose, and students must receive a passing score in order to qualify for LPC-Intern licensure in the State of Texas. This information is not used at the individual student level but rather at the program level to determine if the program is meeting its “Knowing/Content” Objectives. Exam scores are collected by the Center Administrator every Fall and Spring semester. NCE Exam data are reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee, and recommendations are then forwarded to counseling program faculty, advisors, and administrators.

NCE and NCMHCE Exam Annual Data Report:

NCE/ NCMHCE Exam Data	2019–2020	2020–2021	2021-2022	2022-2023	2023-2024	2024-2025
Exams Reportedly Taken - TOTAL	3	6	16	28	6	16
Exams Reportedly Passed	3	6	15	26	6	15
Exams Reportedly Failed	0	0	1	2	0	1
MHC Program Graduates Pass Rate	100%	100%	94%	93%	100%	94%

NCE and NCMHCE data from 2024–2025 collected from program graduates showed a 94% pass rate reported by respondents; this pass rate represents a slight dip from the previous AY and will be monitored in the coming AY's for trends.

Academic Year 2024–2025

Data Type 12 – Alumni Feedback

Data regarding Alumni Feedback includes aggregate ratings on Alumni Surveys inquiring how well alumni believe their educational experience at the Seminary of the Southwest's MHC program prepared them to fulfill the following:

1. Mission of the MHC Program
2. Goals & Objectives of the MHC Program - Being
3. Goals & Objectives of the MHC Program - Knowing
4. Goals & Objectives of the MHC Program - Doing

These data are generated by alumni surveyed once annually for approximately five years post-graduation. This information is used at the program level to determine if the program is meeting its mission, goals, and objectives. Survey ratings are collected by the Academic Unit Leader once a year. Alumni feedback data are reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary MHC Program Assessment Committee, and recommendations are then forwarded to MHC program faculty, advisors, and administrators.

Alumni Feedback Data Report:

Alumni Survey Item	2019– 2020	2020– 2021	2021– 2022	2022– 2023	2023– 2024	2024– 2025
Mission - <i>How well did the Seminary of the Southwest prepare you to:</i>						
Provide spiritually competent mental health services in urban settings?	2.6	2.64	2.64	2.86	2.17**	3**
Provide spiritually competent mental health services in rural settings?	2.66*	2.6	2.0	2.71	2.5**	3**
Goals and Objectives - Being - <i>How well did the Seminary of the Southwest prepare you to experience formation and transformation in the area of developing a professional counselor identity in relation to self and others, including:</i>						
1. Self awareness, openness, and a commitment to personal and spiritual wellness?	2.8	2.71	2.73	2.86	2.8	3
2. Character, cultural empathy, and professionalism?	2.8	2.6	2.83	2.86	3	3
Goals and Objectives – Knowing- <i>How well did the Seminary of the Southwest prepare you to experience formation and transformation in the area of developing foundational professional knowledge of:</i>						
1. Professional counseling and ethical practice?	2.55	2.71	2.73	2.71	2.5	2.75
2. Social and cultural diversity?	2.64	2.6	2.64	2.86	2.5	2.75
3. Human growth and development?	2.36	2.4	2.64	2.71	2.5	2.75
4. Career development?	2.45	1.85*	2.18	2	2.17	2.5
5. Counseling and helping relationships?	2.63	2.71	2.73	3	2.8	2.5
6. Group counseling and group work?	2.55	2.0	2.18	2.71	2.7	2.75

7. Assessment and testing?	1.90	2.4	2.18	1.86*	2.3	2.25
8. Research and program evaluation?	2.27	1.85*	2.27	2.57	2.3	2.5
9. Crisis and trauma?	2.18	2.4	2.73	2.71	2.3	3
10. Psychopathology?	2.18	2.4	2.45	2.71	2.5	2.5
11. Couples, parents, and family systems?	2.36	2.71	2.18	2.14	2.3	2.25
12. Addiction?	2.18	1.85*	2.0	2.29	2	2.75
13. Foundations and context of clinical mental health counseling?	2.36	2.4	2.55	2.71	2.7	2.5
14. The influence of culture, religion, and spirituality on clients' and counselors' worldview?	2.81	2.71	2.36	2.57	2.8	3
Goals and Objectives – Doing- <i>How well did the Seminary of the Southwest prepare you to experience formation and transformation in the area of developing skills to be able to:</i>						
1. Perform the essential tasks of a competent professional clinical mental health counselor?	2.72	2.4	2.55	2.71	2.8	2.75
2. Commit to personal and spiritual practices capable of sustaining the vocation of a professional counselor?	2.8	2.4	2.64	2.57	2.3	3

* Indicates some percentage of respondents marked the area as “not observed”

**For the AY 23-24, the questions regarding mission were changed to reflect the change in the counseling program's mission statement: 1) How well did Seminary of the Southwest prepare you to provide social justice-oriented counseling? and 2) How well did Seminary of the Southwest prepare you to provide spiritually integrated counseling?

Alumni Feedback data from 2024–2025 was collected via the Alumni Survey and results showed that alumni reported 100% of program components as effective at forming them to meet the standards of a professional counselor. The item assessing how well Southwest prepared alumni to experience formation and transformation in the areas of Assessment and Testing and Couples, Parents, and Family Systems were rated as the lowest at a 2.25 (Benchmark 2.0 = Meeting Standard).

Improvements/Modifications Recommended:

The lowest scores on the Alumni Feedback Survey indicated that alumni identified a need for improvement in their experience of formation and transformation in the area of developing foundational professional knowledge in the areas of Assessment and Testing and Couples, Parents, and Family Systems. This area will be monitored this coming AY for ongoing trends that might indicate a need for responsive curriculum and/or pedagogy.

Academic Year 2024–2025

Data Type 13 – Stakeholder/Constituent Feedback

Data regarding Stakeholder/Constituent Feedback will include aggregate ratings on Stakeholder/Constituent Surveys inquiring how well stakeholders and constituents who have knowledge of students and graduates of the Seminary of the Southwest's counseling program believe the program prepared those students and graduates to fulfill the following:

1. Mission of the MHC Program
2. Goals & Objectives of the MHC Program - Being
3. Goals & Objectives of the MHC Program - Knowing
4. Goals & Objectives of the MHC Program - Doing

This data are generated by stakeholders and constituents with knowledge of our students/graduates surveyed once annually. This information is used at the program level to determine if the program is meeting its mission, goals, and objectives. Survey ratings are collected by the Academic Unit Leader once a year. Stakeholder/Constituent feedback data will be reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee, and recommendations are then forwarded to counseling program faculty, advisors, and administrators.

Stakeholder/Constituent Feedback Data Annual Report:

Survey Item		2019– 2020	2020– 2021	2021– 2022	2022– 2023	2024 –2025
Mission - <i>How well does the Seminary of the Southwest prepare students/graduates to:</i>						
Provide spiritually competent mental health services in urban settings?	3.0	2.0	2.43	2.71	2.86**	2.5**
Provide spiritually competent mental health services in rural settings?	2.5	1.85*	2.57	2.29	3**	2.5**
Goals and Objectives - Being - <i>How well does the Seminary of the Southwest prepare students/graduates to experience formation and transformation in the area of developing a professional counselor identity in relation to self and others, including:</i>						
1. Self awareness, openness, and a commitment to personal and spiritual wellness?	3.0	2.71	2.71	2.71	2.43	3
2. Character, cultural empathy, and professionalism?	3.0	2.85	2.71	2.86	2.86	3
Goals and Objectives – Knowing - <i>How well does the Seminary of the Southwest prepare students/graduates to experience formation and transformation in the area of developing foundational professional knowledge of:</i>						
1. Professional counseling and ethical practice?	3.0	2.85	2.86	2.86	2.71	2.5
2. Social and cultural diversity?	3.0	2.71	3	2.71	2.57	2.5
3. Human growth and development?	2.75	2.14	2.71	2.43	2.43	2.5

4. Career development?	2.5	1.85*	2.29	2.14	2	2.5
5. Counseling and helping relationships?	3.0	3.0	2.43	2.86	3	2.5
6. Group counseling and group work?	2.85	1.28*	2.43	2.14	2.14	2.5
7. Assessment and testing?	2.5	1.14*	2.71	2.0	2.14	2
8. Research and program evaluation?	2.25	0.71*	2.29	2.14	2.14	2
9. Crisis and trauma?	2.87	2.4	2.71	2.71	2.71	2.5
10. Psychopathology?	2.75	2.28	2.57	2.29	2.43	2.5
11. Couples, parents, and family systems?	2.72	1.85*	2.71	2.29	2.43	3
12. Addiction?	2.5	1.42*	2.57	2.29	2.43	2.5
13. Foundations and context of clinical mental health counseling?	2.87	2.57	2.86	2.29	2.57	3
14. The influence of culture, religion, and spirituality on clients' and counselors' worldview?	2.87	2.85	2.86	2.57	3	2.5
Goals and Objectives – Doing- <i>How well does the Seminary of the Southwest prepare students/graduates to experience formation and transformation in the area of developing skills to be able to:</i>						
1. Perform the essentials tasks of a competent professional clinical mental health counselor?	3.0	2.62	2.43	2.71	2.57	3
2. Commit to personal and spiritual practices capable of sustaining the vocation of a professional counselor?	3.0	2.85	2.71	2.29	2.71	2.5

* Indicates some percentage of respondents marked the area as “not observed”

**For the AY 23-24, the questions regarding mission were changed to reflect the change in the counseling program's mission statement: 1) How well did Seminary of the Southwest prepare you to provide social justice-oriented counseling? and 2) How well did Seminary of the Southwest prepare you to provide spiritually integrated counseling?

Stakeholder and Constituent Feedback data from 2024–2025 was collected via a survey and results showed that stakeholders reported 100% of program components as effective at forming graduates to meet the standards of a professional counselor.

Improvements/Modifications Recommended:

The recommendation is made to continue to monitor Stakeholder/Constituent Survey data to identify trends over time.

Academic Year 2024–2025

Data Type 14 –Student to Faculty Ratios

Student to faculty ratio data compares the number of Full Time Equivalency faculty members teaching in the counseling program per semester to Full Time Equivalency students enrolled in counseling program courses per semester, yielding a calculation of the student to faculty ratio. This information is gathered annually by the Registrar and Director of Assessment. This information is not used at the program level to determine if the institution and program are meeting its goal of ensuring that the program has faculty resources of appropriate quality and sufficiency to meet the demands of the program.

Student to faculty ratio data are reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee comprised of representatives from various degree programs of the Seminary of the Southwest including the Academic Dean. Each annual and three-year review generates recommendations that are then forwarded to the appropriate department.

CACREP 2016 standards require a 12:1 student to faculty ratio in accredited programs; MHC program benchmark is established at 10:1.

Current Student to Faculty Ratio Data Report

MHC Program Student and Faculty Data	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Total MHC Core Faculty	5	5	5 (1S)	5 (1S)	5 (1S)	5 (1S)	6 (1S)	6	6 (1D, 1S, 1A, 1B)	6 (1D, 1S, 1A, 1B)
Total MHC Courses Taught by Core Faculty	8	9	10	7	7	7	10	11	7	9
MHC Core Faculty Course Release Time Granted*	1 (D)	1 (D)	3 (S,A)	3 (S,D)	3 (S,D)	3 (S,D)	3 (S,D)	2 (D)	4 (1D, 1S, 1A, 1B)	4 (1D, 1S, 1A, 1B)
MHC Courses Taught by Core Faculty plus Course Release Time	9	10	13	10	10	10	13	13	11	13
Full-Time Equivalency MHC faculty (2	4.5	5	6.5	5	5	5	6	6	6	6

Courses/ Semester)										
MHC Students Admitted/Graduated	+25	(-14G)	+25 (-4W)	(-18G) (-2W)	+19	(-2W) (-22G)	+21	(-2W) (-25G)	+28	(-2W) (-17G)
Total MHC Students Enrolled (Minus Withdrawals)	70	70	77	75	76	74	72	70	62	60
Total MHC Student Credit Hours (Students x 9.6 Hrs)	560	560	616	600	608	592	720	700	568	542
Full-Time Equivalency MHC Students (10* Hrs Avg/ Semester)	47	47	51	50	51	49	60	58	57	54
Ratio (FTE Student divided by FTE Faculty)	10.4: 1	9.4:1	8:1	10:1	10:1	10:1	10:1	10:1	9.5:1	9:1

Notes: Course Release calculations: 1 Course/Sem for Director (D), 2 Courses/Sem for Regular Sabbatical (S); 1 Course/Sem for AUL Coverage (A); 1 Course/Sem for Dean of Beloved Community (B)

Fall 2018 and Spring 2019 FTE Faculty was calculated at 1.3 Courses/Sem (including Summer Loads) going forward FTE Faculty calculated at 2 Courses/Sem (including Summer Loads)

Current Formula:

In collaboration with other departments, Dept of Ed, and precedents from other similar institutions, the decision was made to adjust the FTE calculation to reflect the fact that 12 credit hours/semester is considered a full-time load for junior and many middler MHC students, however a 6 credit hours/semester is considered a full-load for senior students. This will be the final year of reporting FTE according to student enrollment, and an improvement proposal is made below to align the formulae better with other departments' data collection. Therefore, this year's AY FTE faculty and FTE student calculations were arrived at using the following formulae:

- Calculating FTE faculty:
 - Number of MHC Core Faculty per Semester
 - (Takes into consideration 2 course load per semester plus course release granted - 1 per Semester for Director, AUL, and Dean of Beloved Communities; 2 / Semester for Sabbatical)
- Calculating FTE students:
 - Juniors - 21 (80% full-time taking 12 hrs) = 201.6 (with 20 = 192)
 - (20% part-time taking 6 hrs) = 25 (with 20 = 25)

- Middlers - 21 (80% full-time taking 12 hrs) = 201.6 (with 20 = 192)
 - (20% part-time taking 6 hrs) = 25 (with 20 = 25)
- Seniors - 21 (80% part-time taking 6 hrs) = 101 (with 20 = 96)
 - (20% part-time taking 3 hrs) = 13 (with 20 = 12)
- Total credit hours - 568 (Fall) 542 (Spring)

Student to Faculty Ratio data for 2024–2025 were calculated as 9.5:1 for the Fall 2024 semester and 9:1:1 for the Spring 2025, for an average of 9.3:1 for the AY which is below our benchmark of 10:1 FTE Students to FTE Faculty, ensuring faculty accessibility and the capacity to provide personal attention to student needs through instruction, advising, remediation, and mentorship into the profession.

Improvements/Modifications Recommended:

Going forward, in keeping with our goal of institutional congruence and consistent data collection across departments, we will align our FTE calculations with the Registrar and Enrollment Dept to reflect the following formulae:

- Calculating FTE faculty:
 - Number of MHC Core Faculty per Semester
 - (Takes into consideration 2 course load per semester plus course release granted - 1 per Semester for Director, AUL, and Dean of Beloved Communities; 2 / Semester for Sabbatical)
- Calculating FTE students:
 - Number of MHC Junior and Middler Credits Taken divided by 12 Courses per Semester
 - Plus Number of MHC Senior Credits Taken divided by 6 Courses per Semester

Academic Year 2024–2025

Data Type 15 – Faculty Utilization

Faculty utilization data compares the number of students enrolled in each counseling course offered to each course's optimum capacity yielding a calculation of the percentage “full” for each course each semester. This data also tracks the percentage of courses offered by Core MHC Faculty, Adjunct MHC Instructors, and Full-Time non-MHC faculty who are not core to the program. This information is gathered annually by the Seminary of the Southwest's Registrar and Director of Assessment. This information is not used at the individual student level but rather at the program level to determine if the institution and program are meeting its goal of ensuring that the program is optimizing faculty utilization and offering curricular resources of appropriate quality and sufficiency to meet the demands of the program.

Faculty utilization data are reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee composed of representatives from various degree programs of the Seminary of the Southwest including the Academic Dean. Each annual and three-year review generates recommendations that are then forwarded to counseling program faculty and administrators.

The Optimum Capacity levels for required courses remain set at 25 students enrolled, with the exception of auxiliary and independent study courses and clinical practice courses. Auxiliary courses are capped at 3 students and Independent study courses are capped at 1 student. CACREP establishes a maximum limit of 6 students per Clinical Practicum or Clinical Internship Course when there is not individual or group supervision offered at offsite, and a limit of 12 students per Clinical Practicum and Clinical Internship Course when offsite individual or group supervision is offered, and recommends capping Helping Relationships and Group Counseling at 12. Benchmark for course enrollment is 75% capacity; and benchmark for overall faculty utilization is for 75% of courses to be taught by core full-time MHC faculty.

Faculty Utilization Data Report

Counseling Program Courses	Term	Bench mark	% Full		Term	Bench mark	% Full		Term	Bench mark	% Full
CMH5301 Professional Orientation and Counselor Identity	Spring 2017	25	128%		Fall 2017 (AUX)	3	100%				
CMH5235 Professional Orientation and Ethics in Counseling	Spring 2019	25	84%		Summer 2020	25	36%		Fall 2020	25	144%
	Fall 2021	25	112%		Fall 2022	25	80%		Fall 2023	25	60%
	Fall 2024	25	80%								

CMH5302 Assessment and Testing	Spring 2015	25	52%		Fall 2016	25	56%		Spring 2018	25	76%
	Fall 2019	25	136%		Fall 2020	25	92%		Fall 2021	25	80%
	Fall 2022	25	80%		Fall 2023	25	68%		Fall 2024	25	80%
CMH5303 Helping Relationships and Methods	Fall 2017	12	108%		Fall 2018	12	58%		Fall 2019 - 1	12	67%
	Fall 2019 - 2	12	67%		Fall 2020 - 1	12	75%		Fall 2020 - 2	12	50%
	Fall 2021 - 1	12	84%		Fall 2021 - 2 - ADJ	12	75%		Fall 2021 - Bilingual	3 (AU X)	100%
	Fall 2022 - 1 ADJ	12	100%		Fall 2022 - 2	12	100%		Fall 2022 - Bilingual	1 (AU X)	100%
	Fall 2023 - 1	12	67%		Fall 2023 - 2	12	42%		Fall 2023 - Bilingual	4 (AU X)	100%
	Fall 2024 - 1	12	50%		Fall 2024 - 2	12	50%		Fall 2024 - Bilingual	3 (AU X)	100%
CMH5304 Group Counseling	Spring 2018	12	50%		Spring 2019 - ADJ	12	33%		Spring 2020 - 1	12	58%
	Spring 2020 - 2	12	58%		Spring 2021 - 1	12	83%		Spring 2021 - 2	12	42%
	Spring 2022 -1 - ADJ	12	92%		Spring 2022 -2	12	100%				
	Spring 2023 -1 - ADJ	12	67%		Spring 2023 -2	12	75%		Spring 2023 -3	12	75%
	Spring 2024 1	12	67%		Spring 2024 - 2	12	67%		Spring 2025 - 1	12	67%
	Spring 2025 - 2	12	67%								
CMH5305 Human Growth and Development Across the Lifespan	Fall 2015	25	64%		Spring 2014	25	56%		Summer 2012	25	52%

	Fall 2017 - ADJ	25	92%		Summer 2019	25	60%		Fall 2019	25	100%
	Spring 2021	25	112%		Spring 2022	25	112%		Spring 2023	25	68%
	Spring 2024 - ADJ	25	76%		Spring - 2025	25	80%				
CMH5306 Career and Lifestyle Development	Fall 2015	25	76%		Fall 2012	25	92%		Spring 2011	25	88%
	Spring 2018	3 (AUX)	100%		Summer 2018	25	52%		Spring 2020	25	92%
	Spring 2021	25	124%		Spring 2022	25	80%		Spring 2023	25	96%
	Spring 2024	25	64%		Spring - 2025 - ADJ	25	76%				
CMH5307 Research and Evaluation	Spring 2015	25	76%		Spring 2012	25	60%		Fall 2016	25	68%
	Spring 2018	25	80%		Fall 2019	25	128%		Spring 2021	25	96%
	Spring 2022	25	100%		Spring 2023	25	80%		Spring 2024	25	56%
	Spring 2025	25	76%								
CMH5308 Social, Cultural and Family Diversity	Fall 2015	25	32%		Spring 2014	25	80%		Fall 2016	25	80%
	Spring 2018 - ADJ	25	84%		Summer 2019 - ADJ	25	48%		Spring 2021 - 1	25	80%
	Spring 2021 - 2	25	64%		Spring 2022	28	112%		Spring 2023	25	80%
	Spring 2024	25	76%		Spring - 2025	25	60%				
CMH5309 Interpretation of the Bible for Counseling and Ministry	Fall 2014 - NC	25	84%		Summer 2013 - NC	25	8%		Spring 2017 - NC	25	116%
CMH5323 Spiritual Integration in	Fall 2018	25	148%		Spring 2021 -1	25	100%		Spring 2021 - 2	25	100%

Counseling and Ministry											
	Spring 2023 - 1	25	72%		Spring 2023 – 2	25	100%		Spring 2024	25	72%
	Spring - 2025	25	92%								
CMH5310 Ethics for Counseling and Ministry	Summer 2014 - NC	25	80%		Fall 2012 - NC	25	92%		Spring 2011 - NC	25	108%
	Summer 2018 - NC	25	104%		Summer 2020 - NC	25	164%		Fall 2022	25	180%
	Fall 2023	25	52%								
CMH5311 American Religions for Counseling and Ministry	Spring 2016 - NC	25	80%		Spring 2014 - NC	25	100%		Spring 2018 - NC	25	144%
	Spring 2020 - NC	25	148%								
CMH5330 Issues in Religion for Counseling	Spring 2022	25	192%		Spring 2023	25	96%				
CMH5312 Theological Studies for Counseling and Ministry	Spring 2015 - NC	25	100%		Spring 2013 - NC	25	84%		Summer 2011 - NC	25	56%
CMH5324 Theological Reflection for Care of Souls	Spring 2019 - NC	25	96%								
CMH5313 Introduction to Counseling Theories	Summer 2015	25	28%		Fall 2013	25	76%		Spring 2017	25	92%
	Fall 2018 - ADJ	25	96%		Spring 2020	25	92%		Fall 2020	25	104%
	Fall 2021	25	80%		Fall 2022 - ADJ	25	68%		Fall 2023 - ADJ	25	80%
	Fall 2024 - ADJ	25	68%								
CMH5314 Abnormal Behavior	Fall 2014	25	48%		Spring 2013	25	64%		Summer 2011	25	56%

	Fall 2018 - ADJ	25	80%		Spring 2020	25	100%				
CMH5329 Crisis, Trauma, and Abnormal Behavior	Fall 2021	25	68%		Fall 2022	25	88%		Fall 2023	25	76%
	Fall 2024	25	96%								
CMH5315 Psychopathology	Fall 2016	25	100%		Spring 2018	25	40%		Spring 2018	25	40%
	Spring 2019 - ADJ	25	76%		Summer 2020	25	56%				
	Fall 2021-1	25	116%		Fall 2021-2	25	56%		Fall 2022	25	104%
	Fall 2023	25	60%		Fall 2024 - ADJ	25	68%				
CMH5316 Ethics in Counseling Practice	Spring 2016	25	72%		Spring 2013	25	104%		Spring 2010	25	76%
IND- Independent Study of 5316	Summer 2019	1 (IND)	100%								
CMH5317 Couples, Parents and Family Systems	Fall 2013	25	68%		Fall 2010	25	92%		Spring 2010	25	20%
	Fall 2017	25	104%		Spring 2019	25	20%		Spring 2020	25	29
	Fall 2020	25	172%		Fall 2021				Fall 2023 - ADJ	25	150%
CMH5318 Addictions Counseling	Spring 2016 - ADJ	25	36%		Spring 2015 - ADJ	25	24%		Spring 2012 - ADJ	25	48%
	Fall 2018 - ADJ	25	100%		Fall 2019 - ADJ	25	100%		Summer 2021 -ADJ	25	124%
	Fall 2022 - ADJ	25	80%		Fall 2024 - ADJ	25	100%				
CMH5319 Crisis and Trauma Counseling	Summer 2014	25	36%		Summer 2012	25	38%		Summer 2009	25	72%
	Fall 2017	25	92%		Spring 2019	25	76%		Fall 2020	25	100%
CMH5320 Clinical Practicum	Spring 2016	12	30%		Summer 2016	12	17%		Fall 2016	12	8%

	Fall 2017	6	83%		Spring 2018	6	100%		Summer 2018	12	92%
	Fall 2018	12	8%		Summer 2019	12	25%		Summer 2020 - 1	12	67%
	Summer 2020 - 2	12	42%		Summer 2021 - 1	12	92%		Summer 2021 - 2 - ADJ	12	67%
	Summer 2022 - 1 - ADJ	12	83%		Summer 2022 - 2	12	100%				
	Summer 20223 - 1	12	75%		Summer 2023 - 2	12	75%		Summer 2023 - 3	12	67%
	Summer 2024 - 1	12	67%		Summer 2024 - 2	12	67%				
CMH5321 Clinical Internship I	Fall 2016	12	8%		Fall 2017	6	33%		Spring 2018	6	83%
	Summer 2018	6	100%		Fall 2018 - ADJ	12	83%		Spring 2019	12	16%
	Fall 2019	12	25%		Fall 2020 - 1	12	67%		Fall 2020 - 2	12	42%
	Fall 2021 - 1	12	92%		Fall 2021- 2 - ADJ	12	58%		Fall 2022 - 1 - ADJ	12	92%
	Fall 2022 - 2	12	92%		Fall 2023 - 1	12	75%		Fall 2023 - 2	12	67%
	Fall 2023 - 3	12	67%		Fall 2024 - 1 - ADJ	12	75%		Fall 2024 - 2	12	67%
CMH5322 Clinical Internship II	Fall 2017	6	33%		Spring 2018	6	33%		Summer 2018	6	83%
	Fall 2018	12	58%		Spring 2019	12	83%		Summer 2019	12	16%
	Spring 2020	12	25%		Spring 2021 - 1 - ADJ	12	33%		Spring 2021 - 2	12	75%
	Spring 2022 - 1	12	100%		Spring - 2022 - 2 - ADJ	12	50%		Spring 2023 - 1 - ADJ	12	100%
	Spring - 2 2023	12	83%		Spring 2024 - 1	12	75%		Spring 2024 - 2	12	83%
	Spring 2024 - 3	12	50%		Spring 2025 - 1 - ADJ	12	75%		Spring 2025 - 2	12	67%

CMH5328 Elective – Human Sexuality in the Counseling Practice	Spring 2022	25	88%		Spring 2024	25	64%			
CMH5332 Elective – Play Therapy: Skills & Techniques	Spring 2023 - ADJ	25	76%		Spring 2025	25	68%			

Note: ADJ indicates Adjunct Taught; AUX indicates Auxiliary Course/Independent Study; and NC indicates courses taught by Non-Core Faculty. The Optimum Capacity levels for required courses remain set at 25 students enrolled, with the exception of auxiliary and independent study courses and clinical practice courses which are capped at 12. Program benchmark is 100% capacity for course enrollment and 75% of courses taught by core full-time MHC faculty.

Of the 23 courses taught in the academic year 2024–2025, 17 courses or 74% were taught by core MHC faculty (Benchmark = 75%). This is still substantially within the CACREP requirement of 50%. It is important to note that in the fall semester, there were multiple course releases: two for sabbatical, one for Dean of Beloved Community, and one for the Academic Unit Leader. Of the 23 courses taught in 2024–2025, 23 courses or 100% saw enrollment that were between 50% and 125% capacity (Benchmark = 25 Students for Content Courses; 12 Students for Clinical Practice Courses).

Improvements/Modifications Recommended:

Counseling program course rotations and frequencies are continuously updated and Faculty Utilization data will be monitored in coming academic years. The recommendation is made to monitor these areas in coming years for trends that might indicate courses are needed more often or to be divided into more sections.

Summary of the MHC Program Assessment Cycle

The MHC program engages in a semi-annual (Fall and Spring semester), yearly, and three-year assessment cycle. Student data are collected each semester and reviewed by the MHC program faculty twice a year for areas needing modification or improvement. Annually, the MHC Program Assessment Committee convenes to analyze data from the previous academic year for areas needing modification, and generate a report to the public. Once every three years, the MHC Program Assessment Committee includes an interdisciplinary team of faculty, staff, and administrators. The team reviews aggregate data, analyzes it for trends, reports the findings, and recommends modifications based on these findings.

Semi-Annual MHC Student and Course Reviews

The MHC program faculty and staff conduct a semester review of each Fall and Spring term. This semi-annual review consists of student learning data collected by instructors at the completion of each course taught that semester, including individual student ratings on KLO assessments, and overall course performance per KLO's assigned for each course. Student learning data are analyzed at the student level to determine if any student is failing to meet required objectives and in need of remediation. Course data are analyzed at the curriculum level to determine if faculty achieved desired outcomes for student learning across course objectives. Areas needing modification are identified and recommendations proposed to advisors and course instructors.

Annual MHC Program Assessment

Each August, the MHC Program Assessment Committee convenes to analyze aggregate data from the previous academic year. This review consists of all fourteen data types collected throughout the year. This committee also reviews any relevant changes in State of Texas licensing laws and certification requirements for professional counselors, and/or key updates within the professional field of counseling locally and nationally. The committee generates recommendations to MHC program faculty and staff regarding individual students, courses, curricular modifications, program policies, procedures, clinical practicum and internship sites, etc. The team might also generate recommendations to other departments such as admissions, enrollment, institutional advancement, financial aid, or the office of the Registrar and Director of Assessment. Certain modifications require approval by one of two administrative committees: 1) the SSW Academic Affairs committee, or 2) the SSW Faculty and Administrative Committee. Policy changes, significant procedural changes, and changes requiring notification and/or approval by accrediting bodies must be proposed and approved by one or both of these committees before changes can be implemented.

Results from the annual MHC Program Assessments are posted to the MHC Program Assessment webpage in the form of an annual report. The MHC Program Assessment webpage is linked to the MHC Program webpage on the Seminary of the Southwest website. This webpage contains links to the Annual Clinical Mental Health Counseling Degree Program Assessment Report which is updated annually and provides a summary of data points collected throughout a student's program of study, the means by which the data were collected, the assessment measures utilized, the means by which data were analyzed and utilized for curriculum and program improvement/modification, and subsequent program modifications along with any other substantial program changes. This webpage also includes information regarding the Clinical Mental Health Counseling Degree Program graduates such as the number of graduates for the past academic year, pass rates on credentialing examinations, degree completion rates, and job placement rates for graduates.

Three-Year Interdisciplinary MHC Program Assessment

Every three years, the MHC Program Assessment Committee includes an interdisciplinary team of faculty, staff, and administrators. This group convenes to review aggregate data from the past three academic years. This interdisciplinary committee is composed of representatives from various degree programs of the Seminary of the Southwest including the Academic Dean, and generates recommendations that are then forwarded to the appropriate department, whether it be recruiting, admissions, enrollment, institutional advancement, financial aid, registrar, or MHC program faculty and staff.