



HARDIN-SIMMONS

U N I V E R S I T Y

Clinical Mental Health Counseling

Comprehensive Assessment Report

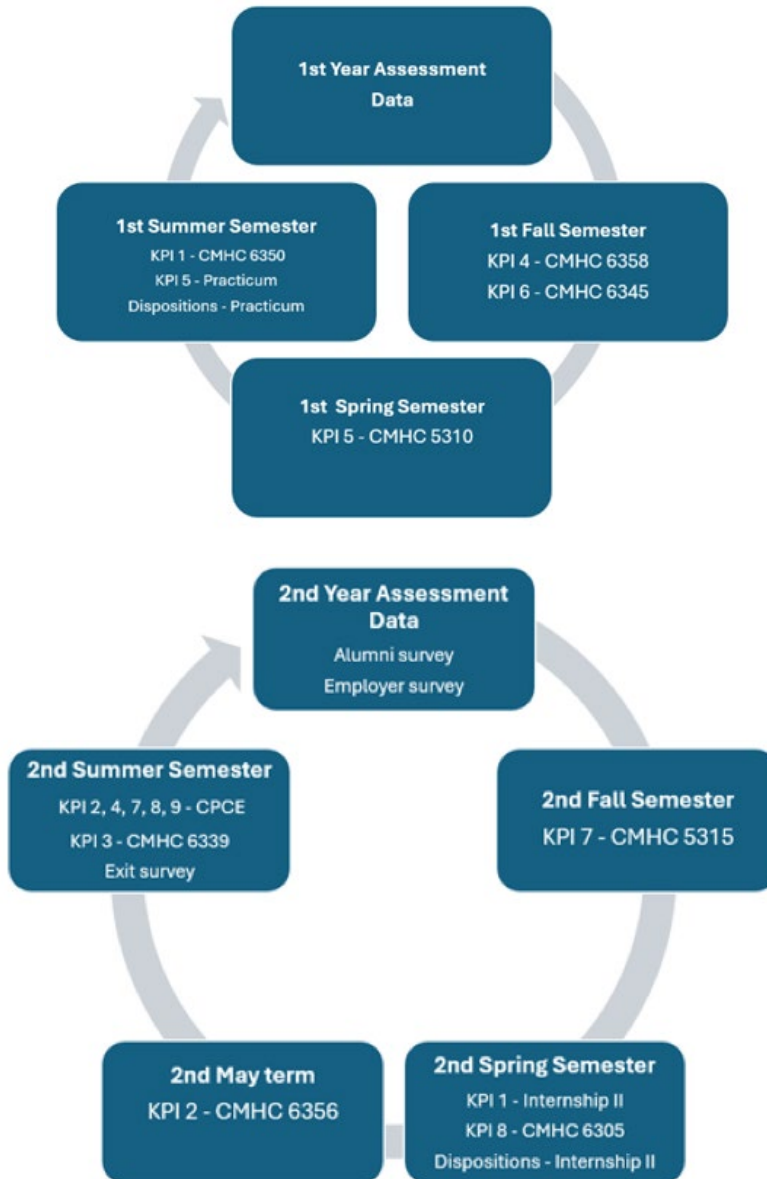
Fall 2024

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I Overview of Comprehensive Assessment Report

The following report covers data from fall 2023 through summer 2024. The comprehensive assessment uses a 2-year cycle as shown:



Since this is the first year to collect data according to this assessment plan, this report will include data from the first-year cycle only. Future reports will include data from both the first-year and second-year cycles. This assessment report includes the following data:

- Admission (Fall 2023/Spring 2024)

- Key Performance Indicators for this cycle (KPI 1, 4, 5, 6)
- Dispositions (Practicum)

We also have added the Alumni Survey Data which was last obtained in 2022 (NCE pass rates and alumni survey responses). The faculty believed that this data was important to consider as part of this new comprehensive assessment report format. The next Alumni Survey is going out in fall 2024. Data obtained will be included in next year’s comprehensive assessment report as well since alumni data is part of the 2nd-year cycle of assessment. Additionally, the latest exit survey is included.

II Student Data

Admission Data

The data below includes admission data for fall 2023 and spring 2024. Most admissions are for the fall terms. However, we normally have a few spring admissions that typically are decided about the same time as fall admissions.

| Applications | | | | |
|---------------------|-----------------------|--------------------|---|--|
| Year | Number Applied | Average GPA | Gender | Ethnic Information |
| Fall 2023 | 15 | | <ul style="list-style-type: none"> • 13 females • 2 males | Female: <ul style="list-style-type: none"> • 8 – Cauc, • 2 - Hisp. • 1 – Afr-Am. • 2 – Other Male: <ul style="list-style-type: none"> • 2 – Cauc. |
| Spring 2024 | 2 | 3.3 | 2 males | <ul style="list-style-type: none"> • 1 – Cauc. • 1 – Afr-Am. |

| Acceptances | | | | |
|--------------------|------------------------|--------------------|--|---|
| Year | Number Accepted | Average GPA | Gender | Ethnic Information |
| Fall 2023 | 8 | | <ul style="list-style-type: none"> • 6 females • 2 Males | Female: <ul style="list-style-type: none"> • 4 – Cauc. • 2 – Hisp. • 2 – Other Male: <ul style="list-style-type: none"> • 2 – Cauc. |
| Spring 2024 | 2 | 3.3 | 2 males | <ul style="list-style-type: none"> • 1 – Cauc. |

| | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none"> • 1 – Afr-Am. |
|--|--|--|--|---|

The enrollment data including entering year, number of students, gender, and ethnic information is presented below. We had no students admitted into the program that took the GRE for admission (not required for admission). Admissions and enrollment data has remained steady in regard to gender and ethnicity. We are still recovering from COVID in terms of number of applicants and acceptances but it is starting to move upward.

Enrollment Data

| Total Enrollment Data | | | |
|------------------------------------|---------------|---|---|
| Year | Number | Gender | Ethnic Information |
| 2023-2024 academic year | 19 | <ul style="list-style-type: none"> • 13 Females • 6 Males | Females: <ul style="list-style-type: none"> • 6 – Cauc. • 1 – Afr./Am. • 4 – Hisp. • 2 – Other Males: <ul style="list-style-type: none"> • 4 - Cauc. • 1 - Afr. Am. • 1 - Other |

III CMHC Mission, Goals, and Objectives

The mission, goals, and objectives are evaluated regularly by the faculty. Student performance, including performance on KPI's, the exit survey, alumni data and feedback, and advisory committee feedback are some of the data considered. The following data assessed for this report includes alumni feedback and performance on Key Performance Indicators.

Alumni Data

| NCE | | | | | |
|--|---------------------------------------|---------------------------------------|--------------------|------------------|---------------------------|
| Year | Number of Alumni Who Attempted | Ethnic Information | Gender | Pass Rate | Percentage Passing |
| Fall 2023 - Summer 2024 | 8 | Cauc-5 AF/AM -2 HS - 1 | F-3 M-5 | 7 | 87.5% |

Comments:

Alumni Survey 22-24

Most Valuable Part of Program

The following comments are in response to the question, “What do you believe were the most valuable aspects of the CMHC Masters program?”

The quality and quantity of the education provided by the professors and program requirements. Professors were well experienced in the field and provided individual/group/spiritual support throughout the program.

The diverse perspectives and theories. Emphasizing adaptive therapy specific to the client.

Honestly, I felt very prepared for the field compared to many of my colleagues. I thought it was so valuable having such a diverse group of professors. I appreciated that we spent an entire year (two semesters) on advanced psychopathology. That was the most practical class, I think. Theory is all well and good, but my actively psychotic patient doesn't care that use a Gestalt approach. I remember hating group therapy class. But then I spent the last five years doing groups and it's my favorite thing to do. I loved Addictions class because it helped debunk I think a lot of misconceptions we all had about how to treat SUD. I also found it immensely helpful when we had therapists come in to speak to the class for Q&A

Internship semesters at the clinical were where I learned the most and built lasting connections.

Having some adjunct instructors to share their experiences and expertise was super helpful. It was interesting to hear different perspectives and theories from faculty outside of the typical faculty we see, such as when Dr. Rachel McCormick taught a supervision class.

The professors I had as well as the cohort I was engaged with is what made me a successful counselor today.

The amount of hours we have. I felt more ethical and professional than other coworkers who had masters in counseling. The diverse backgrounds from the professors. Practicing the NCE so we knew what sections we needed to study.

Professors who truly cared about students' life circumstances and worked to empower students to meet their goals.

Practical counseling experience and supervision.

The internship experience and supervision sessions.

The above responses were very encouraging. The cohort model, internship experiences, diversity of faculty were all highlighted as strengths of the program.

In addition, we asked the following question: “Do you have any suggestions on how the program could be improved?” The following suggestions were received from alumni:

Suggestions

I wish that we had watched therapy sessions. I know we watched each other do therapy, but somehow incorporating professionals modeling to actually see it would be the only thing I would change.

Classes specific to trauma. More in depth play therapy.

Please add a Trauma and Abuse class!! This is vital subject matter to prepare counselors for the work they do. After meeting colleagues who were able to take a class like this, I deeply regret not having the opportunity.

To be quite blunt, the program fell short on cultural competency and diversity. I think this is a topic that should be discussed in every class throughout the program, not just during a short May/mini-semester class. I think since HSU is a privileged, Baptist university and the majority (if not all) CCMF faculty were Cauc., cis-gendered people, this topic was not discussed as thoroughly as it should have been. I did not feel like we were adequately trained to work with people of different races, gender identities, or sexualities as we could have been.

Always seek opportunities to see where our local community needs help. Get lots of experience working with kids early too!

More training in specific theory/therapy.

Increase SPSS usage in the Advanced Research course.

More attention to practical and relevant aspects of counseling as a practice and less focus on theories. More work with interventions and modalities.

I would suggest setting up tours and Q&A's with clinicians in various settings to better understand our options as far as what happens after graduation. I think maybe having some assistance applying for our LPC intern licenses might have been helpful as well.

I believe that learning more about finding a niche, and starting your own business were two things I searched for additional information on upon graduating.

Courses on the business piece of private practice.

Perhaps some more deliberate experiences with varied interventional approaches. Since leaving school I have done some CEU classes with ACT and REBT that have been invaluable. I understand the limitations of grad school, but getting a taste of some of these specific approaches in school would have been useful.

For select professors to conduct themselves more professional and less like juveniles who didn't take educating as serious as their colleagues. It was just a personal turn-off.

Getting to watch each other's sessions more and greater cohesion between Y1 and Y2 students.

We also found these suggestions useful as possible improvements to the program. A few of these suggestions (addition of a course in Trauma and including more information on business practices in counseling) have been implemented already and are discussed in the section titled, "Closing the Loop: Changes to the Program" found below.

Employer and Doctoral Admission Rates Data

No employer data has been collected from fall 2022 to summer 2024. The employer survey has been sent in fall 2024 but data has not yet been collected. Any employer data collected in fall 2024 will be used at the 2025 Fall Faculty Retreat for program assessment.

Completing Student Data

The table below presents the results from the most recent completing student survey. Four (4) students complete the exit survey. The range and average of the scores are below:

On a scale of 1 (not) to 5 (very) how prepared do you feel to enter the work force?

Range: 3-4 **Avg.:** 3.5

How would you rate your off-site internship?

Range: 4-5 **Avg.:** 4.5

How would you rate the academic rigorousness?

Range: 3-4 **Avg.:** 3.75

How would you rate the supervision and clinical training of the program?

Range: 3-4 **Avg.:** 3.75

Overall, the students rated the program as "positive." In addition, the ratings of students advising experience were all very positive.

IV Key Performance Indicators and Dispositions

For Cohort Starting 2023

| Aggregate Assessment of Student Success | | | |
|--|---|--|--|
| Student Success Indicator | Established Minimum Threshold(s) by Assessment Type (if applicable) | Times When Data Was Collected | Aggregate Achievement Level at Each Point in Time Data Was Collected |
| Key Performance Indicators – Entry Level | | | |
| <p>KPI 1 Students will understand ethical and legal issues of the profession and demonstrate the ability to utilize ethical decision-making models.</p> <p>Three-point Scale 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> | <ul style="list-style-type: none"> Grade of 80% minimum on selected assignment CCS-R scores of no less than "4." | <ul style="list-style-type: none"> CMHC 6350 Advanced Ethical and Legal Issues in Counseling (taken the first summer of the program) CMHC 6370 Clinical Supervision Internship II (taken the second spring of the program) | <ul style="list-style-type: none"> CMHC 6350 2024 – 80% CCS-R Will be collected spring 2025 |
| <p>KPI 4 Students will demonstrate knowledge of effective and ethical career counseling to diverse client populations.</p> <p>Three-point Scale 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> | <ul style="list-style-type: none"> Grade of 80% minimum on selected assignment Minimum score on Career Development 1 SD below the mean on CPCE. | <ul style="list-style-type: none"> CMHC 6358 Career Counseling (taken the first fall semester) CPCE is typically given in the last summer of the program | <ul style="list-style-type: none"> CMHC 6358 2023 – 95.2% CPCE Will be collected summer 2025 |
| <p>KPI 5 Students will demonstrate</p> | <ul style="list-style-type: none"> Grade of 80% minimum on | <ul style="list-style-type: none"> CMHC 5310 Individual Counseling | <ul style="list-style-type: none"> CMHC 5310 Spring 2024 – |

| | | | |
|--|---|--|--|
| <p>understanding and apply evidenced-based counseling theories for case conceptualization skills, treatment planning, and intervention with diverse clients.</p> <p>Three-point Scale 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> | <p>selected assignment</p> <ul style="list-style-type: none"> Grade of 85% minimum on selected assignment | <p>Theories (first spring of the program)</p> <ul style="list-style-type: none"> CMHC 6370 Clinical Supervision: Practicum (taken the first summer of the program) & Internship II (taken the last spring of the program) | <ul style="list-style-type: none"> CMHC 6370 2024 – 97.4% (Practicum) Internship II data will be collected spring 2025 |
| <p><u>KPI 7</u> Students will demonstrate an understanding of the nature and meaning of assessment and testing in counseling practice. NA Three-point Scale 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> | <ul style="list-style-type: none"> Grade of 80% minimum on selected assignment <p>Minimum score on Assessment 1 SD below the mean on CPCE.</p> | <ul style="list-style-type: none"> CMHC 5315 Assessment & Testing (taken the second fall of the program) CPCE is typically given in the last summer of the program | <ul style="list-style-type: none"> CMHC 5315 Will be collected at end of fall 2024 CPCE Data will be collected summer 2025 |
| <p>KPI 8 Students will demonstrate an understanding of research methods and program evaluation including applying research to counseling practice.</p> | <ul style="list-style-type: none"> Grade of 80% minimum on selected assignment <p>1. Minimum score on Research 1 SD below the mean.</p> | <ul style="list-style-type: none"> CMHC 6305 Advanced Research Methods (taken the second spring of the program) CPCE is typically given in the last summer of the program | <ul style="list-style-type: none"> CMHC 6305 Will be collected spring 2025 2. CPCE Will be collected summer 2025 |

| | | | |
|--|---|---|--|
| <p>NA</p> <p>Three-point Scale 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> | | | |
| <p>KPI 9 Students will demonstrate the knowledge and skills of counseling theory, treatment planning, and relationship-building, and model a strong sense of professional identity.</p> <p>Three-point Scale 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> | <ul style="list-style-type: none"> • CCS-R scores of no less than “4” on Part 1 (1.A-1.L). • CCS-R scores of no less than “4” on Part 1 (1.A-1.L). • A passing score on each of the 8 areas on the CPCE within 1 SD below the published passing score for each area and for the overall exam. | <ul style="list-style-type: none"> • CMHC 6370 Clinical Supervision: Practicum (taken the first summer of the program) • CMHC 6370 Clinical Supervision: Internship II (taken the second spring of the program) • CPCE is typically given in the last summer of the program | <ul style="list-style-type: none"> • CCS-R - Practicum 2024- 100% • CCS-R Int II Will be collected spring 2025 1. • CPCE Will be collected summer 2025 |

The data marked in green is the data for those KPI’s collected during this assessment cycle (cohort starting in 2023). We have met the criteria for the KPI’s measured in this assessment cycle.

Dispositions

As indicated in the table below, the assessed dispositions met the criteria. The criteria score of “4” on the Counselor Competencies Scale – Revised (CCS-R) indicates that the student “Meets Expectations / Demonstrates Competencies.”

| Aggregate Assessment of Student Success | | | |
|--|---|--|---|
| Student Success Indicator | Established Minimum Threshold(s) by Assessment Type (if applicable) | Times When Data Was Collected | Aggregate Achievement Level at Each Point in Time Data Was Collected |
| Professional Dispositions – Entry-Level | | | |
| Emotional Stability/Self-control | CCS-R – minimum score of “4” (2.G) | CCS-R – end of Practicum and Internship II | <ul style="list-style-type: none"> CCS-R – Practicum 2024 – 100% CCS-R Int II Will be collected spring 2025 |
| Motivation/Initiative | CCS-R – minimum score of “4” (2.H) | CCS-R – end of Practicum and Internship II | <ul style="list-style-type: none"> CCS-R – Practicum 2024 – 100% CCS-R Int II Will be collected spring 2025 |
| Openness to feedback | CCS-R – minimum score of “4” (2.I) | CCS-R – end of Practicum and Internship II | <ul style="list-style-type: none"> CCS-R – Practicum 2024 – 100% CCS-R Int II Will be collected spring 2025 |
| Flexible/Adaptable | CCS-R – minimum score of “4” (2.J) | CCS-R – end of Practicum and Internship II | <ul style="list-style-type: none"> CCS-R – Practicum 2024 – 100% CCS-R Int II Will be collected spring 2025 |
| Genuine/Accepting | CCS-R – minimum score of “4” (2.K) | CCS-R – end of Practicum and Internship II | <ul style="list-style-type: none"> CCS-R – Practicum 2024 – 100% CCS-R Int II Will be collected spring 2025 |

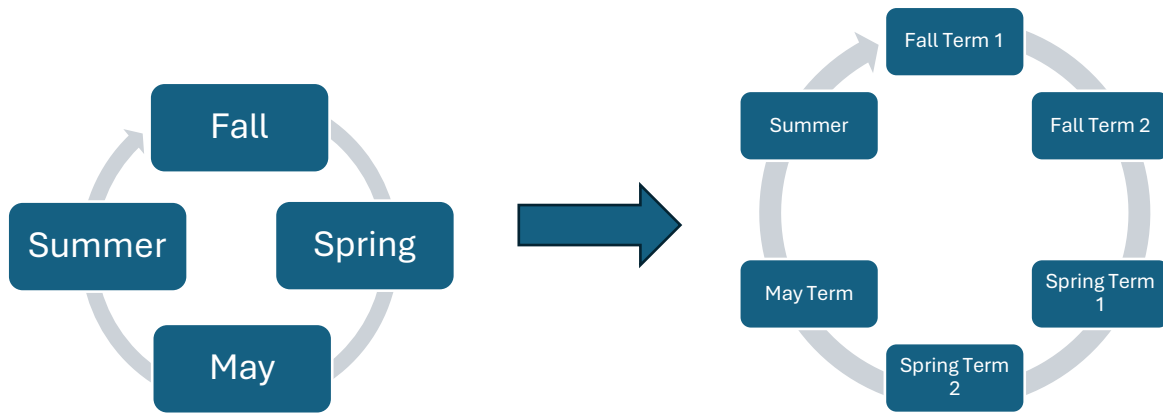
V Advisory Committee

The Advisory Committee is newly formed with the plan to have the first meeting in fall 2024. The Advisory Committee will also meet in spring 2025 and continue to meet twice a year in the fall and spring going forward. Feedback from the advisory committee will be considered annually as part of the program assessment process starting with the Faculty Retreat in August 2025.

Closing the Loop: Changes to the Program

Over the last two years the program has made several changes in response to student feedback, faculty needs, and other changes.

8-Week Terms - Beginning in Fall of 2023, our program shifted from two long semesters, a May term, and a summer term to four 8-week terms during the Fall and Spring, leaving summer terms the same. Students had been struggling with heavy academic workloads during the summer, especially with beginning clinical work. Faculty also were stretched by the workload. By moving two classes out of the summer term and placing them in the Fall and Spring we were able to more evenly distribute the academic load over the course of the year. Additionally, students only had to take one academic course at a time when assuming clinical responsibilities in practicum and internship.



Crisis, Trauma, and Grief – Added a course as an elective option that replaced the former Community Counseling course. Several students asked for more training in trauma. Results of the alumni survey (see above), conversations with site supervisors and other stakeholders, as well as faculty experiences and training led to the conclusion this course was a needed addition and would serve them better.

COMPS – To align the way comprehensive exams were noted on transcripts with other programs at HSU, the comprehensive exam for the Master’s program was given a 0-credit hour course number. Students would not be charged tuition, but the cost of the CPCE would be included as a course fee in the semester they took the exam so as not to cause a budgeting issue.

Faculty Contract Changes: To focus more fully on the graduate program and no longer have compelled overloads to ensure classes were covered, the faculty changed from 9-month to 11-month contracts. By doing so, graduate faculty required overloads were

reduced and graduate faculty were no longer required to teach undergraduate classes. Course loads used to be 12 hours in the Fall and 12 hours in the Spring per faculty member. That would leave 18 hours between 3 faculty as compelled overloads during the summer. The standard load now is 9 hours Fall, 9 hours Spring, and 6 hours in the summer (with a load reduction for the Program Director). This drastically reduced the need for adjunct or overload work in the graduate program.

Professional Orientation Changes – Prior to the 2024 standards requiring it, students had requested more information about practice options and business practices in the counseling profession. Adjusting the curriculum in the professional orientation, we were able to accommodate that request. Students from the last two cohorts have given feedback about the workload in this course being too much for a 3 week May term course. Beginning Spring 2025 this class will trade places in the curriculum with our Basic Skills course. Additionally, this places Basic Skills in the May term just before Practicum which should help students retain important information and skills before starting clinical work.

We will continue to assess data throughout the coming year. The 2nd year cycle of data will be collected and formally assessed at the Fall Faculty Retreat in August 2025.