

OUTCOMES ASSESSMENT REPORT¹
Submitted Fall 2025
Data from AY 2024-2025

Degree Program: Counseling

Degree Program Level: Master of Arts (MA)

Data Used: Considerable effort is put into using the most accurate data sources available for program decision-making. At times, this means the Counseling Department's use of the Experiential Learning Cloud (ELC) data; at other times, this means data from Banner or Slate provided by the Office of Institutional Research and Data Management (IRDM). These sources are referenced below.

Program Mission

The mission of the NMHU Department of Counseling is to train entry-level counselors who are prepared for positions in community service agencies as mental health counselors, in school systems as school counselors, and in rehabilitation settings as clinical rehabilitation counselors. We are committed to continuous improvement of quality and excellence that fosters critical reflection, integrates theory and practice, and promotes advocacy through a culturally responsive and inclusive approach.

Program Context Summary

The NMHU Counseling Program is considered a **distance education program** as defined by the Higher Learning Commission (HLC)². The Program is predominantly delivered via real-time Zoom. Table 1 below provides descriptive information for the students in the program. Of note, the average age of counseling students is **39 years old** (spring 2025 IRDM data). During Spring 2025, 209 total unique students were enrolled, 116 students (55.5%) enrolled full-time, and 93 students (44.5%) enrolled part-time (IRDM data). Twenty-eight (14.2%) students reported a disability (ELC data). Student-reported racial/ethnic representation can be found in the table below (ELC data). ***Together, these demographics represent one of the most diverse student populations in any one program across all counselor education programs in the nation.***

Table 1. Counseling department demographic characteristics (AY 2024-2025 ELC data).

Gender					
Female	Male	Non-Binary/Non-Conforming	Total		
164 (83.2%)	24 (14.6%)	9 (5.5%)	197		
Racial & Ethnic Identity					
Of 197 students, 4 reported African/Black; 1 African/Black & International; 4 Asian/Pacific Islander; 1 Asian/Pacific Islander & Hispanic/Latinx/Chicanx; 45 Hispanic/Latinx/Chicanx; 3 International; 17 Native/Indigenous; 2 Native/Indigenous & Hispanic/Latinx/Chicanx; 90 White; 4 White & Hispanic/Latinx/Chicanx; 1 White & Asian/Pacific Islander & Native Indigeneous & Hispanic/Latinx/Chicanx; 22 White & Hispanic/Latinx/Chicanx; 2 White & Native/Indigenous; 1 White & Native/Indigenous & Hispanic/Latinx/Chicanx					
Concentration (includes certificate students)					
CMHC	ClinRehab	Rehab	School	CMHC & School	Total
147 (75.6%)	11 (5.6%)	4 (2.0%)	33 (16.8%)	2 (0.01%)	197

¹ This report uses the template provided by the NMHU Outcomes Assessment Handbook

² "An academic program offered *in whole or in part* through distance education, regardless of whether a face-to-face, on-ground or residential option is also available"
<https://www.hlcommission.org/General/glossary.html?highlight=WyJnbG9zc2FyeSjd>.

STUDENT LEARNING OUTCOME 1: To demonstrate a comprehensive understanding of the knowledge base of the Counseling profession.

NMHU Trait Linked to Student Learning Outcome 1

4. Mastery of content knowledge and skills

First Means of Assessment for Outcome 1: Piloting the Use of the CECE and Return to the Use of the CPCE

The Counselor Preparation Comprehensive Exam (CPCE) used to be taken by each student in the first or second semester of their Internship. This exam is a standardized exam constructed by the Center for Credentialing and Education (CCE), a branch of the National Board for Certified Counselors (NBCC). The CPCE measures students' mastery of eight areas of the counseling knowledge base. This exam was administered by university-designated proctors at the NMHU Centers, and there was a remote testing option.

The Department of Counseling faculty decided to pilot the use of the Counselor Education Comprehensive Exam (CECE) during AY 2024-2025. The rationale for this change included: 1) it was free of charge, omitting the need for students to pay an exam fee, 2) it was developed by counselor educators and outcomes research had the potential to contribute to the counseling profession, and 3) it could be administered without dependency upon a credentialing agency.

During Fall 2024, issues arose related to the face and content validity of the CECE as reported by students. Additionally, a few content areas appeared to be heavily assessed, whereas others were minimally assessed. During Spring 2024, student dissatisfaction was evident, and concerns grew regarding various types of validity and reliability. Using equivalent passing cutoff's as the CPCE (considering 17 questions in each domain vs. 15 questions in each domain on the CECE), 40 students took the CECE Spring 2025 and 25 passed (62.5%). Attempts were made to gather additional validity and reliability information from the test developers, as well as share concerns, but the faculty received no response. After data analysis of the CECE scores and assessment of faculty resources, the decision was made to return to using the CPCE as the comprehensive exam and move to external proctoring. Beginning Summer 2025, all students taking the comprehensive exam (CPCE) registered with CCE to take the exam at a Pearson VUE testing center or opt for the online proctored version, OnVUE.

During Summer 2025, 16 students took the CPCE and 14 passed (87.5%) on their first attempt. The Counseling Department passing score on the CPCE is a raw score of 70 for the total score and a raw score of 9 for each area. We prioritize mastery of content and thus allow students to retake the CPCE. If criteria remain unmet, students take the Alternative Test managed by the Counseling Department. The Alternative Test is completed in a stress-free environment with no time limits. Students are able to use resources and take a rotating set of assessments until they meet a required score of 75% correct overall. The Alternative Test assesses the same areas as the CPCE.

Second Means of Assessment for Outcome 1 and Interpretation of Results

All NMHU Counseling program concentrations are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Part of the process of accreditation was developing Key Performance Measures (KPMs) to assess required Indicators (KPIs) in each of the eight areas. In addition to total and content area score results on the CPCE, KPMs serve as the second means of assessment for Outcome 1.

See Table 4. With the shift from the CACREP 2016 Standards to the 2024 Standards, rubrics were updated and changed to a standardized scale 4 = Exceeds Expected Competency, 3 = Meets Competency, 2 = Approaching Competency, 1 = Pre-Competency. The expected rating is a 3 = Meets Competency.

Table 4. KPM results F24-Su25.

	AREA	KPM	Students earning ≥ 3 avg all categories
1	Prof Couns Orient & Ethical Practice	KPM F24-25: Counselor Dispositions KPI F24-25: Uses understanding of dispositions known to influence the practice of counseling and engages in self-assessment.	63/63 (100%)
2	Social & Cult Diversity	KPM: Experiential Learning Excursion KPI: Articulates awareness of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.	63/63 (100%)
3	Human Growth & Dev	KPM: Developmental Analysis KPI: Demonstrates knowledge and application of human growth & development in ethical and culturally relevant strategies in counseling.	63/67 (94%)
4	Career Dev	KPM: Personal Career-Focused Assessment KPI: Demonstrates knowledge and application of career development, analyzing data and using data in counseling.	70/77 (91%)
5	Coun & Help Relation	KPM: Compare & Contrast Theory Paper KPI: Demonstrates knowledge demonstrate knowledge and application of ethical and culturally relevant strategies in counseling.	48/55 (87%)
6	Group Coun & Work	KPM: Self-Assessment of Group Facilitator KPI: Demonstrates knowledge and application of group counseling and group work.	33/33 (100%)
7	Assessment & Testing	KPM: Multicultural Assessment KPI: Demonstrates demonstrate knowledge and application of assessment and testing, analyzing data and using data in counseling.	77/87 (89%)
8	Research & Prog Eval	KPM: Action Research Proposal KPI: Analyzes and uses research in counseling.	46/56 (82%)
	Specialty AREA CMHC	KPM: Mental Health Service Project KPI: Demonstrates knowledge and application of clinical mental health counseling.	46/49 (94%)
	Specialty AREA ClinREHAB	KPM: Job Analysis KPI: Demonstrates knowledge and application of clinical rehabilitation counseling.	7/8 (88%)
	Specialty AREA SCHOOL	KPM: Program Calendar KPI: Demonstrates knowledge needed to design school counseling programs using a developed model (i.e. ASCA).	9/10 (90%)

Note: Number of students meeting competency criteria/reported total number of students submitting KPM = percentage of students meeting competency criteria

STUDENT LEARNING OUTCOME 2: To demonstrate the effective use of counseling skills.

NMHU Traits Linked to Student Learning Outcome 2, First Means of Assessment

1. Critical and reflective thinking skills
2. Effective communication skills
3. Mastery of content knowledge and skills

First Means of Assessment for Outcome 2 and Interpretation of Results

Practicum and Internship evaluations are completed by the student's Site Supervisor at the end of each semester in which the student is enrolled. The evaluations assess 18 areas of professionalism and the effective and appropriate use of essential counseling skills.

It is important for students to be evaluated by counseling professionals outside the counseling faculty. This helps to ensure that students perform not only to expected knowledge, skills, and attitudes (KSA's) professional standards as understood by counseling faculty, but also to those professionals practicing in the counseling field. Students are monitored throughout field experiences by both Site Supervisors and Counseling Faculty Supervisors with routine communication among them. End-of-the-semester Site Supervisor Evaluations confirm that both practicum and internship students are performing to standards expected in the field and that situations of concern are addressed expeditiously and on an individual student basis as needed.

Table 5. Site Supervisor Evaluations

Practicum	Internship
46/49 (94%)	105/110 (95%)

Note: Number of students meeting competency criteria/reported total number of students evaluated = percentage of students meeting competency criteria

NMHU Traits Specifically Linked to Student Learning Outcome 2, Second Means of Assessment

2. Effective communication skills
4. Mastery of content knowledge and skills

Second Means of Assessment for Outcome 2 and Interpretation of Results

In the profession of counseling, certain counselor dispositions significantly impact counseling outcomes. The Counseling Department uses Dispositions Assessment no less than four times in a student's program of study. This assessment reinforces the importance of regular self-reflection of dispositions-related strengths and areas for improvement. The Dispositions Assessment assesses Empathy, Genuineness, Acceptance, Open-Mindedness, Cognitive Complexity, Psychological Adjustment, Competence, and Sensitivity to Issues of Diversity, Professionalism, Self-Awareness, and Integrity using a four-point scale.

Students self-assess with faculty input during COUN 6050 Counseling Skills, and Site Supervisors assess during Practicum, Internship I, and Internship II. Site Supervisor Dispositions Assessment confirms that the vast majority of practicum and internship students have developed dispositions expected in the counseling field and that student dispositions of concern are addressed expeditiously and on an individual student basis.

Table 6. Students Meeting ≥ 3 Average for Dispositions

Time Points	Number and Percent
COUN 6050 Counseling Skills (self-evaluation) ¹	39/58 (67%) ¹
Practicum (site supervisor evaluation)	46/49 (94%)
Internship I & II (site supervisor evaluation)	96/99 (97%)

¹ This is interpreted as a positive outcome, interpreted as students enrolled in their third term have gained enough knowledge, skills, and attitudes of the counseling profession to realize the value of continued training and dispositions competence. They may even be on the critical end of self-evaluative.

Note: Number of students meeting competency criteria/reported total number of students evaluated = percentage of students meeting competency criteria

STUDENT LEARNING OUTCOME 3: To demonstrate the appropriate application of a counseling theory to a specific problem.

NMHU Traits Specifically Linked to Student Learning Outcome 3

1. Critical and reflective thinking skills
2. Effective communication skills
3. Effective use of technology
4. Mastery of content knowledge and skills

First Means of Assessment for Outcome 3 and Interpretation of Results

The student presents a case conceptualization (Capstone) during Internship II. The Capstone consists of: 1) a brief demographic description of the intern's client, 2) a brief diagnostic description of the presenting issue, 3) an overview of the theoretical approach used by the intern, 4) the treatment plan, 5) a summary of the sessions, and 6) the treatment outcome. Each intern's Capstone is assessed using the following scale: 4 = Exceeds Expected Competency, 3 = Meets Competency, 2 = Approaching Competency, 1 = Pre-Competency. All but one student met or exceeded the Competency criterion for the Capstone.

Table 7. Students Meeting Criteria for the Capstone

Exceeds Expected Competency	Meets Competency	Approaching Competency	Pre-Competency	≥ 3 , Meeting or Exceeding Competency
9	29	1	0	38/39 = 97.0%

Note: Number of students meeting competency criteria/reported total number of students evaluated = percentage of students meeting competency criteria

Counseling Department Goal Completion

Table 8. AY 2024-2025 Counseling Department Goals and Status

Goals	Status	Outcomes
Increase comprehensive exam conversations and emphasize preparation with more intentionality in classes.	Student survey will gather data on frequency and in which classes.	To be reported at the end of Fall 2025.
Hire Clinical Experiences Coordinator with expanded role in department.	Candidate hired.	Employee doing an exceptional job.
<p>Certificates</p> <ol style="list-style-type: none"> 1. Revise school counseling certification to align more with concentration 2. For rehab certification, remove rehab internship requirement for those who have had internship and explore the possibility of inviting social work/other clinical fields to certification for those who have had internship 3. Addiction counseling certification with no internship requirement for individuals who have already had an internship 	All forms submitted to and approved by Academic Affairs Committee and Faculty Senate, Spring 2025.	All changes implemented.
CACREP Coordinator and Assessment Coordinator roles formalized	Approval of 1 course release each fall & spring semester with supplemental funding for summer terms.	Support commensurate with required data collection, analysis, and interpretation for writing reports for CACREP and HLC/University accreditation; increased training and delegation of tasks across faculty unit
Funding for two (2) faculty members to be trained in CACREP accreditation self-study at the Association for Counselor Education and Supervision conference Fall 2025.	Funding received.	Two (2) faculty members registered for the Association for Counselor Education and Supervision (ACES) conference Fall 2025 specifically to experience training and networking with CACREP.
<p>Changes needed:</p> <ul style="list-style-type: none"> • COUN 6360 name change from Restorative Justice and Conflict Resolution P-12 to School Climate and Safety PK-12, catalog description 	All forms submitted to and approved by Academic Affairs Committee Spring 2025.	All changes implemented.

<p>changed</p> <ul style="list-style-type: none"> • COUN 6050 name change from Essential Interviewing and Process in Counseling to Counseling Skills • COUN 6080 Assessment & Testing a Pre-req for COUN 6280 Research • COUN 6050 Essential Skills a Pre-req for COUN 6070 Group • COUN 6070 Group a Pre-req for COUN 6340 Practicum and all electives and special topics courses • Remove Pre-req for COUN 6150 Family & Couples Counseling and COUN 6020 Counseling Children & Adolescents 		
Secure funding for Practicum and Internship students to assist with degree accessibility and completion to help address the behavioral health provider shortage	Using ELC we were able to respond to the NMHED RFP quickly with necessary data.	New Mexico Higher Education Department (NMHED) funded Practicum and Internship students who completed their required hours (Fall 2024 and Spring 2025) and who met in-state resident requirements, for a total of \$312,900.
Hire three (3) tenure-track assistant professors.	Drs. Cindy Black, Christine Herzog, and Diane Lacen hired.	Faculty are acculturating and integrating well into the Department.
Begin planning for new CACREP 2024 Residency Requirement which will impact all students entering Fall 2026 and after.	Discussions ongoing around resources needed, timeframes, and requirements.	TBD
Pursue official designation for all concentrations (the program) as distance education program as defined by HLC and the University.	Approved by Academic Affairs and Faculty Senate, 4-14-2024.	All concentration (the program) delivered in the Department of Counseling are now designated distance education programs.
Maintain good standing toward reaccreditation with CACREP (i.e., submitting Mid-Cycle Reports; Annual Reports; Surveys for current students, recent graduates, alumni, and employers; and obtaining multiple perspectives and data points).	Data collection for the next Self-Study Report began Fall 2024.	Data for Self-Study Report needs three (3) years of data. Data being collected for AY 2024-2025, AY 2025-2026, AY 2026-2027.

Data-Driven Substantive Changes During AY 2024-2025

1. After piloting the CECE, students resumed taking the CPCE/CRCE as the comprehensive exam. The Counseling Department is no longer proctoring the exam. The student is responsible for registering for the exam and taking it at a Pearson VUE testing center or opt for the online proctored version, OnVUE. Individual exam results are reported to the Counseling Department.
2. Based upon a successful contract between NMHU and Tevera, another contract was signed with Lumivero, as they completed the acquisition of Experiential Learning Cloud (ELC, formerly Tevera).
3. The Program of Study (POS) and Program Roadmap were updated to reflect changes submitted to the Academic Affairs Committee (as noted above).
4. The Practicum & Internship Handbook was reviewed and updated.
5. Course title changes and changes in course prerequisites were made to address repetitive issues in student registration.
6. All concentrations (the program) are designated as a distance learning program by HLC and the University.
7. Faculty and staff hires were actively pursued, and Coordinator roles were formalized to meet program needs and CACREP accreditation requirements.