



Department of Counseling

School of Psychology and Counseling

Report 2024-2025

Department of Counseling

The Department of Counseling houses the MA Clinical Mental Health Counseling (CMHC) degree, which follows the 2016 CACREP standards. This report outlines key data from 2024-2025 academic year (Fall, Spring, and Summer).

Major Program Activities

Four full-time faculty teach in the CMHC program and all are actively involved in the counseling profession. Below are highlights of faculty engagement in the counseling profession for 2024-2025:

- All CMHC faculty serve on university, local, and/or national committees.
- All CMHC faculty attend and participate in professional counseling organizations.
- CACREP Site visit was completed July 2025 and we will be notified of the Board's decision Spring 2026.
- Kristina Nelson, PhD, LPC-A, NCC, received the Faculty Scholarship Award from LETU to support a research study focused on the prevention of child abuse.
- Dr. Nelson and Kelsey Runge, CMHC student, presented at TCA annual conference (2024) on teens and social media.
- Dr. Nelson and Malinda Fasol, PhD, LPC-S, NCC, presented at TACES (2025) on Mending the Political Divide and presented at a round table discussion on Posttraumatic Growth.
- Dr. Fasol presented at Christian Counselors of Texas (2025) on Assessing Body Image
- Jasmine Willis, PhD, LPC, presented at SACES (2024) on Exploring Attachment Styles and Deployments: A Focus on African American Military Spouses. She also participated on a panel discussion on Raising Strong Families (2024).
- Deena Shelton, LPC-S, published chapters in counseling textbooks and presented with Dr. Godfrey Ddungu, LETU adjunct, on mental health at a conference in Africa. She also presents at various local community agencies.
- Dr. Fasol was presented with an award by the Texas Judges Court Judges Association for her 10 years of service in delivering continuing education.
- 19 students graduated; 12 took the NCE and are LPC-Associates
- Site Supervisors continue to report that our students demonstrate professionalism and strong clinical skills. They appreciate the support of our department.

Student Data

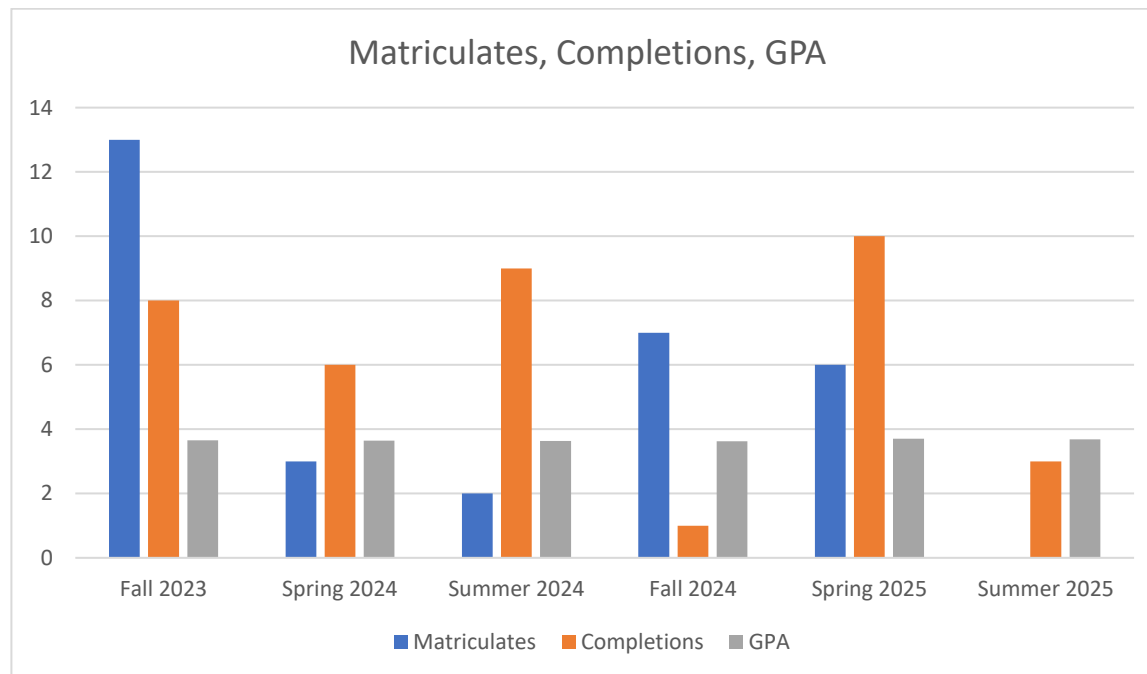
Enrollment: Fall: 64; Spring Enrollment: 67; Summer Enrollment: 49

Matriculates: Fall: 7 Spring: 6

Completion: 19

NCE Pass Rate: 100%: Of the 19 graduates, 12 took and passed the NCE.

Employment: All 19 graduates are currently employed



Program Objectives and Student Learning Outcomes are evaluated at the end of each academic year. The university requires each academic area to provide an Institutional Effectiveness (IE) report. This report provides the program outcomes, course alignment, measurement tool, data collection process, target level of performance, results and modifications. This data is discussed with the graduate Core Faculty and the Dean.

Program Objectives and Key Performance Indicators

Additionally, the Core Faculty collects and analyzes data related to program objectives and key performance indicators. The data is reviewed by the faculty. The CMHC program identified 10 Key Performance Indicators (KPIs) with the data collected and analyzed annually. Each KPI has a minimum of two to three measurements to track student progress throughout the program. Students are also individually assessed on the KPIs and Professional Dispositions. For the 2024-2025 the KPIs were met with the exception of one. KPI 5: Career and Lifestyle Development include three measurements: one to introduce and two to reinforce. COUN 5593, Practice Exam: Career Counseling Section is used as one of the measurements to reinforce the KPI. This course is offered twice a year and 42% of students (with the goal of 80%) scored 60% or better. Although we will continue to use the practice exam, the CMHC faculty discussed another option to measure the KPI.

Below is a sample of measurements of the KPIs:

1. KPI 1: Professional Ethics and Orientation (2.F.1.i.): Introduced in COUN 5033 Professional Ethics, measurement tool: Case Study (Knowledge).
 - Target Level of Performance: It is expected that 90% of students will score 80% or better on the rubric criteria “Demonstrated Ethical Decision Making.”
 - Results: 100% of students scored 90% or better.
2. KPI 2: Social and Cultural Diversity (2.F.2.b.): Reinforce in COUN 5093 Counseling Diverse Populations, measurement tool: Role Play (Skills).
 - Target Level of Performance: It is expected that 80% of students will score 80% or better on rubric criteria “Multicultural Competencies.”
 - Results: 100% of students earned 80% or better on rubric criteria Multicultural Competencies.
3. KPI 3: Social and Cultural Diversity (2.F.2.g.): Introduce: COUN 5033 Professional Ethics, measurement tool: Final Reflection paper (Knowledge).
 - Target Level of Performance: It is expected that 80% of students will score 80% or better on rubric criteria “Quality of Information.”
 - Results: 85% of students scored 80% or better on rubric criteria Quality of Information.

4. KPI 4: Human Growth and Development (2.F.3.a.): Reinforce—COUN 5343 Abnormal Behavior, measurement tool: Psychosocial Development and Influences on Diagnosis Paper (Knowledge).

- Target Level of Performance: It is expected that 80% of students will score 80% or better on the total rubric.
- Results: 100% of students scored 88% or better on total rubric.

In addition to assessing KPIs, the CMHC program also assesses Professional Dispositions. Professional Dispositions include Professional Ethics, Professional Behavior, Openness to Feedback, Emotional Stability, Professional and Personal Growth, and Multicultural Competency. Professional Dispositions are formally assessed throughout the program: COUN 5023 Counseling Skills and Techniques (taken first semester), COUN 5083 (end of third semester), COUN 5593 (during sixth semester), and during Practicum/Internship Courses (taken towards the end of the program and after COUN 5593). The expectation is that students will score 3 (meets expectations) or better on the CCS-R by the end of the program. All students in practicum and internship met this requirement.

Planned Improvements:

Faculty continue to assess the CMHC program to ensure we provide an enriching experience for faculty and students. Below are some of the improvements to our program:

- Mentorship with students especially in research and presentation at professional counseling organizations
- Offer more professional development opportunities for faculty and students
- Continue to review the quality of the curriculum

Summary

Overall, the CMHC program continues to be successful as evident by our program outcomes, student evaluations, and site supervisors positive statements about our counseling student interns. Faculty are involved in professional counseling organizations and invite students to part of their research as well as opportunities to present with them at conferences. This academic cycle we had a 100% pass rate on the NCE, and all are employed in the counseling profession. Faculty continue to assess the overall program and review curriculum annually.