



University of Texas at El Paso
Master of Clinical Mental Health Counseling
Master of Clinical Rehabilitation Counseling
Department of Counseling and Special Education (CSEP)
College of Education (COE)
Program Outcomes & Analysis
Annual Summary Report
2024-2025

The Clinical Mental Health Counseling (MHC) and Clinical Rehabilitation Counseling (CRC) programs at The University of Texas at El Paso engage in continuous student and program evaluation each year to ensure the highest quality of training and education.

Each October, data from the previous academic year (AY) are collected, analyzed, and compiled into a comprehensive program evaluation report. This report is structured according to the 2024 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and is made publicly available on the counseling program's website. It encompasses data across all domains outlined in the CACREP standards.

Following the release of the comprehensive evaluation, program faculty meet in November to review the findings and generate an annual summary report. This summary informs decisions related to curriculum modifications and broader program improvements.

Faculty recommendations for changes are also reviewed in consultation with the Department Chair of Counseling and Special Education (CSE), the Dean of the College of Education (COE), and various community stakeholders. These stakeholders include site supervisors, advisory board members, graduates, and employers.

This collaborative, data-informed approach ensures that program changes are responsive to both accreditation standards and the evolving needs of students and the counseling profession.

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A. Learning Community (not required to report in 24-25)

a. Students

MHC Applicants

	Fall 2024			Spring 2025		
Ethnicity	Female	Male	Total	Female	Male	Total
Hispanic						
African American						
White						
Asian						
International						
Other						
Total						

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

CRC Applicants

	Fall 2024			Spring 2025		
Ethnicity	Female	Male	Total	Female	Male	Total
Hispanic						
African American						
White						
Asian						
International						
Other						
Total						

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

MHC Enrolled Students

	Fall 2024			Spring 2025		
Ethnicity	Female	Male	Total	Female	Male	Total
Hispanic						
African American						
White						
Asian						
International						
Other						
Total						

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

CRC Enrolled Students

	Fall 2024	Spring 2025
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Ethnicity	Female	Male	Total	Female	Male	Total
Hispanic						
African American						
White						
Asian						
International						
Other						
Total						

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

Full-time Faculty (not required to report in 24-25)

Ethnicity	Female	Male	Total
Hispanic			
African American			
White			
Asian			
International			
Other			
Total			

B. Graduate Outcomes

Degree Completion Rate

Major (AY 23-24 data)	# degrees	Within 3 years	Within 4 years	Within 5 years	Within 6 years
Clinical Rehab. Counseling [CREC]	1	1	1	1	1
Mental Health Counseling [MHCO]	25	14	20	22	24

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

Pass rates on credentialing examinations

Type of Exam	Established Minimum Threshold	Times When Data Was Collected	Aggregate Achievement Level
NCE	80%	Summer 2025	NCE 64% (14/22)
CRC (AY23-24)	60%	Fall 2024	1/7, 14%

Employment and doctoral admission rates

Program	Established Minimum Threshold of employment rates	Times When Data Was Collected	Aggregate Achievement Level
MHC	80%	Summer 2025	60% (low response rate)
CRC	80%	Summer 2025	tracking

C. Fieldwork Placement Rates at Practicum and Internship Sites

Type	Established Minimum Threshold	Times When Data Was Collected	Aggregate Achievement Level by Specialized Practice Area(s)
Practicum	100 % placement	Fall 2024	MHC 100% CRC no practicum offered
		Spring 2025	MHC no practicum offered CRC no practicum offered
		Summer 2025	MHC 100% CRC 100%
Internship	100% placement	Fall 2024	MHC 100% CRC 100%
		Spring 2025	MHC 100% CRC 100%
		Summer 2025	MHC 100% CRC no internship

D. Aggregate Assessment of Student Success

Key Performance Indicators (KPIs) achievement

Core Area A: Professional Counseling Orientation and Ethical Practice

KPI: Become knowledgeable about the counseling profession and ethical practice in counseling

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	AY24-25 Results	AY23-24 result
Measure 1	EDPC 5324	Quizzes	Students will receive 80% of the points (4 on a 5-point scale)	4.6	4.45
MHC Measure 2	EDPC 5322	Professional Organization	Students will receive 80% of the points on the assignment	4.9	N/A

		Review assignment			
CRC Measure 2	REHC 5390	Ethical dilemma presentation	Students will receive a minimum of 80% of the points, outline the dilemma, demonstrate how they would apply an ethical decision-making model	5	3.925

Core Area B: Social and Cultural Identities and Experiences

KPI: Become knowledgeable about social and cultural diversity that impacts people's experiences

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	EDPC 5346	Final exam	Students will receive 80% of the points (4 on a 5-point scale)	4.9	4.54
MHC Measure 2	EDPC 5373	Item #7 student evaluation form	Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	4.59	n/a
CRC Measure 2	REHC 5330	Movie Discussion	CRC: Students will identify the social impact of disability on the movie characters and receive at least 80% of the points on the discussion post	Not offered	4.56

Core area C: Lifespan Development

KPI: Become knowledgeable about human growth and development

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	EDPC 5317	Final exam	Students will receive 80% of the points (4 on a 5-point scale)	4.325	4.22
MHC Measure 2	EDPC 5373	Item #15 student evaluation form	Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	4.53	n/a
CRC Measure 2	REHC 5390	Developmental Case Reflection	Students will integrate human growth and development theories into their understanding of real clients, especially considering how disability, culture, or life	N/A (new measure)	4.82 (diff. measure)

			circumstances affect development. Students will receive 80% of points on the paper.		
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Core Area D: Career Development

KPI: Become knowledgeable about career development and strategies for facilitating career development

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	EDPC 5320	Item #4 Self-Assessments (VIPS)	Students will receive 80% of the points (4 on a 5-point scale)	4.19	n/a
MHC Measure 2	EDPC 5335	Quizzes	Students will receive 80% of the points (4 on a 5-point scale)	4.585	n/a
CRC Measure 2	REHC 5330	Advocacy Presentation	Students will advocate for clients' employment opportunities with solid rationales and receive a minimum 80% of points	Not offered	4.68

Core Area E: Counseling Practice and Relationships

KPI: Become knowledgeable about helping relationships, counseling theories and the counseling process.

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	EDPC 5341	Quizzes	Students will receive 80% of the points (4 on a 5-point scale)	4.52	4.68
Measure 2	EDPC 5339	Interview recording transcription and recording	Students receive 80% of the points in the scoring rubrics of "utilization of theory-related techniques"	4.73	4.75

Core Area F: Group Counseling and Group Work

KPI: Become knowledgeable about group work and group facilitation.

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	EDPC 5338	Final exam	Students will receive 80% of the points (4 on a 5-point scale)	4.725	4.47

MHC Measure 2	EDPC 5373	Counseling evaluation form	Students will receive a minimum rating of 4 on item 18, “The student effectively facilitates group sessions”	4.5	n/a
CRC Measure 2	REHC 5391	Group counseling rubric	Students will effectively lead psychoeducational or counseling group sessions and receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	5	4.68

Core Area G: Assessment and Diagnostic Processes

KPI: Become knowledgeable about assessment

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	EDPC 5335	Quizzes	Students will receive 80% of the points (4 on a 5-point scale)	4.58	4.33
MHC Measure 2	EDPC 5373	Clinical Evaluation Form Item #10-	Assessment and Diagnosis Competencies Students will receive 4 on a 5-point scale	4.5	N/A
CRC Measure 2	REHC 5320	Discussion using the ICF model	Students will identify the impact of a medical condition on a case scenario using the ICF model and receive at least 80% of the points on the discussion post	4.65	4.55

Core Area H: Research and Program Evaluation

KPI: Become knowledgeable about research and program evaluation

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	EDPC 5310	Quizzes	Students will receive 80% of the points (4 on a 5-point scale)	4.58	4.43
MHC Measure 2	EDPC 5372	Evidence Based Treatment protocol Paper	Students will receive 80% of the points (4 on a 5-point scale)	5	n/a
CRC Measure 2	REHC 5391	Treatment plan presentation and SOAP note	Students will incorporate a research study to justify their treatment plan and receive 80% of the points on this assignment	4.5	4.65

Specialty area: Clinical Mental Health Counseling

KPI: Students will develop and demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations and the principles of clinical mental health counseling

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	EDPC 5322	Case Study Assignment	Students will receive 80% of the points (4 on a 5-point scale)	4.93	n/a
Measure 2	EDPC 5373	Case Study Rubric	Students will receive 80% of the points (4 on a 5-point scale)	4.77	n/a

Specialty area: Clinical Rehabilitation Counseling

KPI: Students will identify the impacts of disability on various aspects of functioning

AY 2024-2025

Measurement Point	Course	Measurement	Minimum Performance Expectation	Results	AY23-24 result
Measure 1	REHC 5320	Quizzes	Students will understand the functional limitation effects caused by different medical conditions and chronic illness and receive at least 80% of the points on the quizzes	4.6	N/A
Measure 2	REHC 5350	Packback Discussions #1-#4	Students will receive a minimum of 80% points on discussion questions and posts in chapter 1 to 4	4.21	5

Professional dispositions evaluation

Professional disposition evaluation aggregate data

Fall 2024 (MHC and CRC)

	Initial review		Pre-practicum		Pre graduation	
	MHC	CRC	MHC	CRC	MHC	CRC
I. ACADEMIC PERFORMANCE	3	3				
a. Exhibits general alertness to and participation in class activities						
b. Makes appropriate and knowledgeable contributions to class discussions						

c. Prepares for class by reading and completing assignments on time						
d. Adheres to expectations of academic integrity						
II. INTRAPERSONAL FACTORS	3	3				
a. Displays personal insight and self-awareness						
b. Identifies and expresses feelings appropriately						
c. Demonstrates motivation and commitment to personal growth						
III. INTERPERSONAL RELATIONSHIPS	3	3				
a. Demonstrates appropriate sensitivity and respect in interactions with peers						
b. Displays appropriate decorum in interactions with the instructor, peers, and other professionals						
c. Maintains appropriate emotional boundaries with others						
IV. PROFESSIONAL BEHAVIOR	3	3				
a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor						
b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor						
c. Exhibits awareness, concern, and, ability to adhere to Ethical Standards						
d. respect and appreciate cultural difference						
e. Seek, reflect, and respond to supervisory feedback in a professional manner						
f. demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients						
V. OVERALL EVALUATION	3	3				
Overall assessment of the student's status based on observed academic, personal, interpersonal, and professional behaviors						

Spring 2025

	Initial review (Satisfactory Percentage)		Pre-practicum (Satisfactory Percentage)		Pre graduation (Satisfactory Percentage)	
	MHC	CRC	MHC	CRC	MHC	CRC
I. ACADEMIC PERFORMANCE		3	3	3		3
a. Exhibits general alertness to and participation in class activities						

b. Makes appropriate and knowledgeable contributions to class discussions						
c. Prepares for class by reading and completing assignments on time						
d. Adheres to expectations of academic integrity						
II. INTRAPERSONAL FACTORS		3	3	3		3
a. Displays personal insight and self-awareness						
b. Identifies and expresses feelings appropriately						
c. Demonstrates motivation and commitment to personal growth						
III. INTERPERSONAL RELATIONSHIPS		3	3	3		3
a. Demonstrates appropriate sensitivity and respect in interactions with peers						
b. Displays appropriate decorum in interactions with the instructor, peers, and other professionals						
c. Maintains appropriate emotional boundaries with others						
IV. PROFESSIONAL BEHAVIOR		3	3	3		3
a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor						
b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor						
c. Exhibits awareness, concern, and ability to adhere to Ethical Standards						
d. respect and appreciate cultural difference						
e. Seek, reflect, and respond to supervisory feedback in a professional manner						
f. demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients						
V. OVERALL EVALUATION		3+	3+	3+		3+
Overall assessment of the student's status based on observed academic, personal, interpersonal, and professional behaviors						

E. Follow-up Studies

Graduates

(5 responses to date)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
acquire comprehensive knowledge in core counseling subject areas	0	0	0	5	0
develop proficiency in selecting, applying, and evaluating theoretical and evidence-based approaches to effectively serve clients	0	0	0	5	0
Cultivate intrapersonal awareness and self-reflection to understand how personal biases, beliefs, attitudes, and behaviors impact counseling relationships and professional functioning	0	0	0	0	5
Develop sensitivity to the unique needs of clients and communities	0	0	0	2	3
Understand contextual factors that affect mental health and develop strategies to address barriers to care within communities	0	0	0	3	2
Develop approaches that enhance accessibility and foster supportive environments for individuals and groups	0	0	1	2	2
learn knowledge required to navigate ethical issues in counseling	0	0	0	3	2
learn about the ethical, therapeutic, and effective use of technology in the provision of counseling services	0	0	0	5	0
develop an attitude of lifelong professional development and self-reflection as a counselor	0	0	0	2	3
Acquire skills in effective assessment, diagnosis, treatment planning, and intervention that take into account relevant contextual factors such as trauma, socioeconomic influences,	0	0	1	3	1

agency operations, and available community resources					
learn to apply counseling theory and skills effectively in real-world settings	0	0	1	3	1
acquire in-depth understanding of disabilities and the societal and environmental impacts on the lived experiences of individuals with disabilities					
learn to apply interdisciplinary and evidence-based intervention strategies to support the independent living goals of individuals with disabilities, including securing gainful employment.					
learn how to utilize technology and accessibility tools ethically and effectively in service delivery					
apply effective advocacy skills and develop strategies that promote environmental and contextual change to support individuals with disabilities					
learn how to facilitate meaningful community participation and employment					
acquire skills and strategies in educating and advocating among the public, employers, and families to promote positive attitudes, policies, and practices that support the independence and well-being of individuals with disabilities					

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Effectiveness of the overall instruction in the program	0	0	1	2	2
Usefulness of program curriculum for my chosen professional role	0	0	0	4	1
Overall responsiveness of instructors	0	0	0	3	2

Convenience of the program schedule	0	0	1	1	3
Overall responsiveness of advisers	0	0	0	4	1
Depth of coverage of important subject areas	0	0	1	3	1
Overall quality of the program	0	0	1	2	2

Fieldwork site supervisors and Employers

(1 response to date)

	Exceeds Expectations	Meets Expectations	Neutral	Needs Improvement	Inadequate
The overall level of preparedness to enter the field	0	1	0	0	0
How would you characterize our students as counseling practitioners?	0	1	0	0	0
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	0	1	0	0	0
Demonstrating knowledge and skills to address the needs of service providers and clients.	0	0	1	0	0
Engaging in ethical service provision.	0	1	0	0	0
Contributing to the mental well-being of individuals they serve.	0	1	0	0	0
Developing a professional identity as counselors and showing commitment to life-long learning.	1	0	0	0	0
Staying informed about current intervention strategies, best practices, and societal factors affecting clients.	0	1	0	0	0
Using technology ethically and effectively to support best practices.	1	0	0	0	0
Promoting access to counseling services and reducing barriers	0	0	1	0	0

to care for underserved populations.					
Demonstrating care, compassion, and self-reflection.	1	0	0	0	0

	Very satisfied	Satisfied	Somewhat satisfied	Somewhat dissatisfied	Dissatisfied	Very dissatisfied
Rate your overall satisfaction with your supervisee/employee who graduated from the UTEP Counseling program	1	0	0	0	0	0

F. Summary of Evaluation Results Aligned with Program Objectives

Clinical Mental Health Counseling Program

Goals and Objectives	Evaluation	Results
I-1-a. Acquire comprehensive knowledge in core counseling subject areas	KPI measures in the core and specialty areas	All met threshold
I-2-b Develop proficiency in selecting, applying, and evaluating theoretical and evidence-based approaches to effectively serve all clients across the lifespan	EDPC 5372 Evidence Based Treatment protocol Paper	met threshold
I-2-a Cultivate intrapersonal awareness and self-reflection to understand how personal biases, beliefs, attitudes, and behaviors impact counseling relationships and professional functioning	Professional disposition evaluation form section II: Intrapersonal factors, item a	met threshold
I-2-b Demonstrate respect for individual expression and identity in professional counseling services, with sensitivity to the unique needs of clients and communities	-Disposition form IV f and IV d -Clinical evaluation form item 3	-Satisfactory -4.55 met threshold
I-2.c Understand contextual factors that affect mental health and actively develop strategies to address barriers to care within communities	Clinical evaluation form item 7	-4.63 met threshold

I-2.d. Develop and implement approaches that enhance accessibility and foster supportive environments for individuals and groups	Clinical evaluation form item 8 and 15	-4.63 -4.53 met threshold
I-3.a Practice with a profound commitment to ethical responsibility, demonstrating the sensitivity and knowledge required to navigate ethical issues in counseling	Clinical evaluation form item 1 Disposition form IV. c	-4.71 met threshold --Satisfactory
I-3.b Exhibit empathy, interpersonal respect, and professional etiquette in all interactions, demonstrating openness to feedback for continuous personal and professional growth	Disposition form III. abc -Clinical evaluation form item 6	-Satisfactory -4.71 met threshold
I-3.c Demonstrate the ethical, therapeutic, and effective use of technology in the provision of counseling services	Clinical evaluation form item 5	-4.58 met threshold
I-3.d Embrace a motivation and attitude of lifelong professional development and self-reflection as a counselor	Professional Disposition form II.c, IV.a	-Satisfactory
I-4.a Demonstrate effective assessment, diagnosis, treatment planning, and intervention that take into account relevant contextual factors such as trauma, socioeconomic influences, agency operations, and available community resources	Clinical evaluation form item 10	-4.50 met threshold
I-4.b Apply counseling theory and skills effectively in real-world settings through supervised practicum and internship experiences	Clinical evaluation form item 2	-4.50 met threshold
II-1 Foster collaborative community engagement and strategic partnerships to address mental health needs and enhance overall well-being within the border region	-Advisory board meeting discussion -Employer and fieldwork site supervisor survey	-data collection pending
II-2 Contribute to the mental well-being of individuals and communities by preparing highly competent and ethically responsible counselors who are equipped to provide accessible and effective services	-Advisory board meeting discussion -Employer and fieldwork site supervisor survey	-data collection pending
II-3 Promote access to mental health services and develop strategies to reduce barriers to care for underserved populations	-Advisory board meeting discussion -Employer and fieldwork site supervisor survey	-data collection pending

Clinical Rehabilitation Counseling program

Goals and Objectives	Evaluation	Results
1-a Acquire comprehensive knowledge in core counseling subject areas outlined in CACREP standards	All KPI measures in the core areas	- met threshold

1-b Acquire in-depth understanding of disabilities and the societal and environmental impacts on the lived experiences of individuals with disabilities	KPI measures in the specialty area	- met threshold
1-c Demonstrate the knowledge and skills necessary to serve as subject matter experts in various professional settings, effectively addressing the needs of service providers and clients	-RC program comprehensive exam or CRC exam -Employer survey, 5-a	-CRC not met threshold - all passed comprehensive exam -met
1-d Develop and apply interdisciplinary and evidence-based intervention strategies to support the independent living goals of individuals with disabilities, including securing gainful employment	Internship evaluation form Section IV, item #1-#7 Section II, item #3,4,5	-data collection in process due to using new evaluation form
1-e Utilize technology and accessibility tools ethically and effectively in service delivery	Internship evaluation form Section IV, item #8, section V item #8	-data collection in process due to using new evaluation form
1-f Develop and implement intervention strategies that support the mental well-being of people with disabilities	Internship evaluation form , section V item #2 and #10	-data collection in process due to using new evaluation form
2-a Clearly and confidently identify as a member of the rehabilitation counseling profession and demonstrate a strong professional identity	Employer survey 5-d	-met
2-b Engage in ethical service provision and leadership, consistently applying ethical principles to resolve complex dilemmas	-Employer survey 5-b -Internship evaluation form section I item #2	-data collection in process due to using new evaluation form
2-c Commit to continuous professional development by staying informed about current intervention strategies, research, best practices, and societal factors affecting individuals with disabilities	-Disposition form item IV. a -Employer survey 5-e	-Satisfactory -met
2-d Demonstrate self-reflection regarding the impact of their services and adjust their approaches as needed to resolve contextual barriers and optimize client outcomes	Internship evaluation form Section I, item #3 and #4	-data collection in process due to using new evaluation form
3-a Demonstrate effective advocacy skills and develop strategies that promote environmental and contextual change to support individuals with disabilities	Internship evaluation form Section III, item #7	-data collection in process due to using new evaluation form
3-b Facilitate meaningful community participation and employment by promoting independence and autonomy, honoring client self-direction	Internship evaluation form Section V, item #1 and #11	-data collection in process due to using new evaluation form

3-c Demonstrate skills and strategies in educating and advocating among the public, employers, and families to promote positive attitudes, policies, and practices that support the independence and well-being of individuals with disabilities	Internship evaluation form Section IV, Item #3 Section III, Item #6	-data collection in process due to using new evaluation form
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G. Advisory Board Meeting Summary

The Fall 2024 Advisory Board meeting centered on student trainees' self-awareness—specifically their understanding of personal limitations and the influence of their own experiences on client interactions. Members emphasized the importance of professionalism in addressing both transference and countertransference.

The board also discussed students' ability to work with trauma. It was noted that students often find managing trauma-related cases in real-life settings more challenging than in classroom simulations.

Additionally, one member highlighted the need for stronger training in diagnosis. Although diagnostic concepts are covered in coursework, there is room for deeper and more practical application.

H. Subsequent Curriculum Modifications and Program Improvement

The majority of KPI measurements met the established thresholds. However, in summative measures such as the CRC examination and NCE, students demonstrated challenges in integrating and applying a broad range of knowledge. While short-term learning outcomes and competencies were met, long-term competencies require additional follow-up data to assess sustained performance. The program plans to enhance and update follow-up tracking related to graduate employment and employer feedback. In addition, based on advisory board input, the program will continue emphasizing student trainees' self-reflection, self-awareness of personal limitations, and diagnostic competencies within counseling practice.