

Department of Counseling and Psychology  
 Clinical Mental Health program  
 2016-2017 Program/Student Outcomes

<b>Current Programs</b> Clinical Mental Health Counseling (CHMC)	<b>Accreditation:</b> Seeking Council for Accreditation of Counseling and Related Educational Programs (CACREP)		
<b>Faculty</b> 11 Fulltime 6 Core Faculty 5 Non Core Faculty	<b>Enrollment</b> CMHC 84 students (57 PT and 27 FT)		
<b>Average Class Size</b> Academic Courses: 10-15 students Clinical Field Work Courses: 6-12 students	<b>Number of Graduates</b> 2015-2016: 21 students		
<b>Program Completion Rates</b> 2015-2016 CMHC program:	<b>Job Placement Rates</b> CMHC: NA		
<b>CPCE Highlights Compared to National Mean 2015-2016 (1 SD)</b> Majority of 8 Content Areas - Met Standard 2 Content Areas - 1 SD Below (Career & Assessment)	<b>Counselor Competency Scale-Revised (CCS-R) Fall 2016</b> 21 out of 23 Skills & Dispositions - Met 2 Skills - Not Met (Advanced Reflecting and Confrontation)		
<b>Key Performance Indicators (KPIs) Across CACREP Core &amp; CMHC Specific Courses</b> 3 out 11 - Above Average to Superior Competency 2 out of 11 Above Average to Basic Competency 1 out of 11 - Basic to no Competency 5 No data At All	<b>Site Supervisor/Employer Data</b> All CACREP Core Competency Areas - Majority Moderately -Strongly Agreed Several Modularity Disagreed of Disagreed - Professional Orientation and Ethical DecisionMaking -		
<b>Alumni</b> 50% of Alumni perceived programs as “effective” or “very effective” in 8 out 18 areas measured “Somewhat effective” or “adequate” in 3 of the 18 areas			
<b>Target Areas for Improvement</b>			
<ol style="list-style-type: none"> <li>1. Course Review for CACREP Standard and content: Career, Assessment, Ethics and Methods</li> <li>2. Overall data gathering procedures</li> <li>3. Establishes an Assessment Committee to monitor assessment process and report o outcomes</li> <li>4. Consider making National Average in core content areas as indicator of meeting program standard in the future</li> </ol>			
<b>CPCE Pass Rates</b>			
Year	# Tested	# Passes	Pass Rate
2015	27	21	78%
2016	29	21	72%
<b>NCE Pass Rates</b>			
Year	# Tested	# Passes	Pass Rate



Meets Expectation	X	X	X	X	X			X	X	X
Doesn't Meet Expectation						X	X			
<b>Student Dispositions</b>										
	<b>Ethics</b>	<b>Behavior &amp; Boundaries</b>	<b>Adherence to Policies</b>	<b>Record Keeping &amp; Task Completion</b>	<b>Multicultural Competence</b>	<b>Emotional Stability</b>	<b>Self growth &amp; Initiative</b>	<b>Openness to Feedback</b>	<b>Flexibility &amp; Adaptability</b>	<b>Congruence &amp; Genuineness</b>
Meets Expectation	X	X	X	X	X	X	X	X	X	X
Doesn't Meet Expectation										
<b>Key Performance Indicators</b>										
	<b>COUN 550 Foundations</b>	<b>COUN 551 Diversity</b>	<b>COUN 504 Human Develop</b>	<b>COUN 551 Career</b>	<b>COUN 557 Methods</b>	<b>COUN 554 Group</b>	<b>COUN 554 Group</b>	<b>COUN 581 Assessment</b>	<b>COUN 581 Assessment</b>	<b>COUN 501 Research</b>
Average to Above Average	7.14%	40%					20%			
Basic Competence	50%	50%	50%		64.7%	64.7%	73.3%			50%
Some Competence	42.8%	10%	50%		35.3%	35.3%	6.7%			
No Competence										50%

Site Supervisor/Employer Perception of Students						
	Strongly Disagree	Moderately Disagree	NA	Moderately Agree	Strongly Agree	Total
Professional Orientation Ethical Practice	20.00%	0.00%	0.00%	0.00%	80.00%	5
Social & Cultural Diversity	0.00%	0.00%	0.00%	60.00%	40.00%	5

Human Growth & Development	0.00%	0.00%	0.00%	33.33%	66.67%	3
Career Development	0.00%	0.00%	0.00%	33.33%	66.67%	3
Counseling & Helping relationships	0.00%	0.00%	0.00%	33.33%	66.67%	3
Group Counseling & Group Work	0.00%	0.00%	33.33%	0.00%	66.67%	3
Assessment & Testing	0.00%	0.00%	33.33%	33.33%	33.33%	3
Research & Program Evaluation	0.00%	0.00%	0.00%	20.00%	80.00%	5

**When asked to “Please provide any feedback you might have regarding TAMUCT Supervisee”, participants stated:**

*“I supervised three practicum students. Two of the three were excellent. The third student did not perform as well in my opinion mainly because of some personal traits that I believe stem from previous employment. The student could use some work place social instruction”.*

*“We receive top quality students. We generally have to spend extra time with the students teaching them the psychopathology symptoms and medications side effects. We prepare them to work with the chronic mentally ill patients”.*

*“Most of the students sent to us from A&M either do their initial paperwork then never return or do a semester here and not come back. They do not contact us regarding these choices. Interns from other CACREP online schools are much more proficient”.*

Alumni Perception of Aspects of the Program						
	Very Ineffective	Somewhat ineffective	Adequate	Effective	Very Effective	Total
In providing knowledge to help you develop the requisite professional skills for working in a multidisciplinary mental health work setting.	11.11%	11.11%	5.56%	50%	22.22%	18
In providing knowledge and skills in assessment consistent with DSM 5	16.67%	5.56%	33.33%	27.78%	16.67%	18
In providing the skills necessary for developing culturally appropriate intervention plans.	11.11%	5.56%	50%	16.67%	16.67%	18
In developing the knowledge necessary to demonstrate professional behavior consistent with the ethical guidelines of the mental health counseling profession.	16.67%	5.56%	22.22%	22.22%	33.33%	18

In providing knowledge of human development and its applications for counseling.	11.11%	5.56%	16.67%	44.44%	22.22%	18
In providing the knowledge and skills to conduct career counseling and assist clients in career exploration.	22.22%	11.11%	27.78%	22.22%	16.67%	18
In providing knowledge and skills in counseling and consultation processes.	11.11%	11.11%	16.67%	50%	11.11%	18
In providing knowledge and skills in client assessment.	17.65%	5.88%	35.29%	17.65%	23.53%	17
In providing knowledge and skills in group work	11.11%	22.22%	16.67%	22.22%	27.78%	18
In providing knowledge and skills in research & program evaluation.	11.11%	16.67%	22.22%	11.11%	38.89%	18
In assisting you to develop or refine interpersonal behaviors that promote and foster collaborations with peers, supervisors, staff, and community members.	11.11%	11.11%	27.78%	27.78%	22.22%	18

### Student Perception of Practicum Experience

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Application process	5.56%	22.22%	16.67%	38.89%	16.67%	18
Community Counseling and Family Therapy Center as Practicum site	11.76%	17.65%	11.76%	41.18%	17.65%	17
Quality of supervision offered by faculty member in class	5.56%	16.67%	22.22%	27.78%	27.78%	18
Quality of supervision offered by faculty member in individual supervision	11.11%	11.11%	22.22%	22.22%	33.33%	18
Fairness of student evaluation process	5.56%	11.11%	11.11%	38.89%	33.33%	18

### Student Perception of Internship Experience

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Site selection process	5.56%	27.78%	22.22%	27.78%	16.67%	18
Appropriateness of site	0.00%	11.11%	11.11%	44.44%	33.33%	18
Quality of supervision offered by faculty member in class	5.56%	5.56%	11.11%	55.56%	22.22%	18
Quality of supervision offered by faculty member in individual supervision	5.56%	11.11%	5.56%	55.56%	22.22%	18

Quality of supervision offered by site supervisor	5.56%	5.56%	5.56%	61.11%	22.22%	18
Fairness of student evaluation process	0.00%	5.56%	16.67%	55.56%	22.22%	18

### Program Strengths

Well rounded program that can be utilized in a variety of fields

Small classes. Approachable professors

Staff flexibility and enthusiasm

### Program Areas for Improvement

Help train for national exam

Assistance with finding Internships and supervisors post graduation

Hire mentors who have completed the program, have more support groups and clinical groups following graduation.

Become CACREP accredited. All students should graduate with LCDC immediately after. Help them with the process.