EXECUTIVE SUMMARY:
COMPREHENSIVE ASSESSMENT PLAN AND REPORT
2019-2020

Texas A&M University – Central Texas A&M University - Central Texas
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING & PSYCHOLOGY
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Data Collection Schedule and Procedures</td>
<td>3</td>
</tr>
<tr>
<td><strong>Section I: Assessment of Student Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome Data</td>
<td>11</td>
</tr>
<tr>
<td>Fitness to Practice Data</td>
<td>18</td>
</tr>
<tr>
<td>Counseling Competencies Scale Data</td>
<td>19</td>
</tr>
<tr>
<td><strong>Section II: Entrance and Admission</strong></td>
<td></td>
</tr>
<tr>
<td>Applicant Admission Data</td>
<td>20</td>
</tr>
<tr>
<td>Vital Statistics of Students in the CMHC Program</td>
<td>20</td>
</tr>
<tr>
<td>Vital Statistics of Faculty in the CMHC Program</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section III: Exit/Graduation and Follow Up</strong></td>
<td></td>
</tr>
<tr>
<td>CPCE Scores Aggregated by Student Groups by Semester</td>
<td>21</td>
</tr>
<tr>
<td>Completion Rates of Students</td>
<td>22</td>
</tr>
<tr>
<td>Program Graduates per Fiscal Year</td>
<td>22</td>
</tr>
<tr>
<td>Licensure Exam Passing Rates</td>
<td>22</td>
</tr>
<tr>
<td>Job Placement Rates of Graduates</td>
<td>23</td>
</tr>
<tr>
<td><strong>Section IV: Program Evaluation Data</strong></td>
<td></td>
</tr>
<tr>
<td>Current Student Program Assessment Survey Results</td>
<td>23</td>
</tr>
<tr>
<td>Current Student Evaluations of Site Supervisors</td>
<td>26</td>
</tr>
<tr>
<td>Alumni Survey Results</td>
<td>28</td>
</tr>
<tr>
<td>Site Supervisor Survey Results</td>
<td>40</td>
</tr>
<tr>
<td>Employers of CMCH Program Graduates Survey Results</td>
<td>42</td>
</tr>
<tr>
<td>TAMUCT Clinical Mental Health Counseling Advisory Council Feedback</td>
<td>43</td>
</tr>
<tr>
<td><strong>Section V: Use of Findings to Inform Program Modifications</strong></td>
<td></td>
</tr>
<tr>
<td>Subsequent Program and Course Modifications</td>
<td>43</td>
</tr>
<tr>
<td>Recommendations for Program Improvement</td>
<td>45</td>
</tr>
</tbody>
</table>
The faculty in the Texas A&M University – Central Texas (TAMUCT) Clinical Mental Health Counseling program use a variety of assessment procedures to determine each students’: 1) readiness for the rigor of graduate studies, 2) development of knowledge, skills and professional dispositions across the program to meet CACREP standards and learning objectives, 3) mastered competencies necessary to endorse students for counseling licensure, and 4) relevance of program curriculum to employed graduates and their employers in the field.

In addition to assessing students’ development in the program, the TAMUCT Clinical Mental Health Counseling faculty also evaluate the admissions process, program curriculum, coursework, and program outcomes, including gathering feedback from our site supervisors, alumni, alumni employers and stakeholders in the community. These assessment protocols allow us to systematically improve our program.

The Comprehensive Assessment Plan and Report has been prepared by Dr. Jeremy Berry, Program Coordinator on behalf of the TAMUCT Clinical Mental Health Counseling Program. The data in this report was reviewed by all TAMUCT Clinical Mental Health Counseling Program Faculty. Goals and recommendations for continued improvement in 2020-2021 are included at the end of this report.

Program Data Collection Schedule & Procedures

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. The following data collection schedule is designed for continuous and systematic evaluations from multiple measures of the TAMUCT Clinical Mental Health Counseling program. The table below provides information about the program data collection and procedures.

Program Data Collection Schedule & Procedures

| PROGRAM DATA COLLECTION SCHEDULE & PROCEDURES  
(Standard 4.A.1-2) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Gathered in CMHC Program</strong></td>
</tr>
<tr>
<td>Data Source</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aggregate student assessment data of student knowledge and skills including</td>
</tr>
<tr>
<td>KPIs based on CACREP standards</td>
</tr>
<tr>
<td>Aggregate student professional dispositions data</td>
</tr>
<tr>
<td>(More data on individual students may be collected if dispositions concerns</td>
</tr>
<tr>
<td>arise)</td>
</tr>
<tr>
<td>Student demographics:</td>
</tr>
<tr>
<td>1. Number of applicants</td>
</tr>
<tr>
<td>2. Student GPAs</td>
</tr>
<tr>
<td>3. Number of accepted students</td>
</tr>
<tr>
<td>4. Number of matriculated students</td>
</tr>
<tr>
<td>5. Applicant and student ethnicity data</td>
</tr>
<tr>
<td>6. Applicant and student gender data</td>
</tr>
<tr>
<td>7. Completion rates</td>
</tr>
<tr>
<td>Graduate placement rates</td>
</tr>
<tr>
<td>Licensure rates</td>
</tr>
<tr>
<td>Data from systematic follow-up studies of graduates, site supervisors,</td>
</tr>
<tr>
<td>and employers of program graduates</td>
</tr>
<tr>
<td>1. program alumni</td>
</tr>
<tr>
<td>2. Site supervisors</td>
</tr>
<tr>
<td>3. employers of program graduates</td>
</tr>
<tr>
<td>Faculty SROI (Student Rating of Instruction)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Practicum supervisors’ evaluations of practicum students</td>
</tr>
<tr>
<td>Internship site supervisors’ evaluations of student interns</td>
</tr>
<tr>
<td>Students’ evaluations of practicum supervisors</td>
</tr>
<tr>
<td>Students’ evaluations of internship site supervisors</td>
</tr>
<tr>
<td>Students’ evaluations of TAMUCT internship supervisors</td>
</tr>
</tbody>
</table>
### Key Performance Indicators, CACREP Standards, Courses Measured, & Signature Assignments

<table>
<thead>
<tr>
<th>Students’ professional activities</th>
<th>Once a year</th>
<th>E-mail request sent to students for updated information</th>
<th>CACREP liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Publications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Professional leadership position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Professional activities and involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAMUCT CHMC Advisory Board feedback</td>
<td>Once a year</td>
<td>Feedback from advisory board members is collected during annual board meeting</td>
<td>TAMUCT Assessment coordinator</td>
</tr>
<tr>
<td>CPCE results</td>
<td>Each Semester</td>
<td>Receive results from Center for Credentialing and Education</td>
<td>TAMUCT Program Coordinator</td>
</tr>
<tr>
<td>NCE results</td>
<td>Once a year</td>
<td>Email students for results</td>
<td>TAMUCT Program Coordinator</td>
</tr>
</tbody>
</table>

Key Performance Indicators (KPIs) identified by the Texas A&M University – Central Texas (TAMUCT) Clinical Mental Health Counseling program are assessed using multiple measures and over multiple points of time. Each KPI is assessed for both Knowledge and Skill. Each Knowledge KPI and Skill KPI is assessed at least twice (formatively and summatively). The table below includes program objectives, KPIs, CACREP standards, required courses that are measured, and signature assignments (assessment measures).

*Each Knowledge and Skill is assessed twice – formatively and summatively*
### 1. PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
| • KPI 1.1. Knowledge: Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations. | 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | Knowledge:  
  - **COUN 5365**:  
    *Ethics in the Discipline Presentations (formative & summative)*: Students will gather information and resources to present on ethical considerations.  
  Skill:  
  - **COUN 5393**:  
    *Practicum Evaluations (formative and summative)*: Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on ethical practice. |
| KPI 1.2. Skill: Students will demonstrate the ability to apply and adhere to ethical and legal standards. | | |

### 2. SOCIAL AND CULTURAL DIVERSITY

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
| | 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy | Knowledge:  
  - **COUN 5311**:  
    *Cultural Self-Assessment (formative and summative)*: To increase students’ cultural self-awareness, they will complete a cultural self-assessment based on Hays’s (2016) ADDRESSING model.  
  Skill:  
  - **COUN 5393**:  
    *Practicum Evaluations (formative and summative)*: Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on social and cultural diversity. |
<p>| KPI 2.1. Knowledge: Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. | | |
| KPI 2.2. Skill: Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students. | | |</p>
<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
| • KPI 3.1. Knowledge: Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development. | □ 2.F.3.a. theories of individual and family development across the lifespan | Knowledge:  
• COUN 5304: Developmental Reading Reflection papers (formative and summative): Students will write reflection papers describing their knowledge of development across the lifespan based on assigned readings.  
Skill:  
• COUN 5393: (Practicum) Practicum Evaluations (formative and summative): Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on developmental applications. |
| • KPI 3.2. Skill: Students will demonstrate understanding by applying developmental theories to their work with clients/students. | | |

### 4. CAREER DEVELOPMENT

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
| • KPI 4.1. Knowledge: Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow-up, and evaluation within the counseling profession. | □ 2.F.4.j. ethical and culturally relevant strategies for addressing career development | Knowledge:  
• COUN 5351: Career Development & Counseling Theory Video Presentation (formative and summative): Students will work to design a presentation on a career development topic of their choosing with a theoretical application.  
Skill:  
• COUN 5351: Career Development Program Proposal (formative and summative): Students will work to design a career development program for a REAL agency, school, or counseling center. |
| • KPI 4.2. Skill: Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. | | |

### 5. COUNSELING AND HELPING RELATIONSHIPS

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
| • KPI 5.1. Knowledge: Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients. | □ 2.F.5.g. essential interviewing, counseling, and case conceptualization skills | Knowledge:  
• COUN 5356: Counseling Tapescripts (formative and summative): Students will prepare 2 tapescripts of role playing counseling dyads.  
Skill:  
• COUN 5393: (Practicum) Practicum Evaluations (formative and summative): Students will be evaluated |
• **KPI 5.2. Skill**: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students.

  using the Practicum Evaluation (CCS-R), which includes a section on interviewing, counseling, and case conceptualization skills.

---

### 6. GROUP COUNSELING AND GROUP WORK

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
| • **KPI 6.1. Knowledge**: Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness. | 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups | **Knowledge**:  
  • **COUN 5354**:  
    *Group Proposal (formative and summative)*: Students will outline a group that they would implement and facilitate  
  
  **Skill**:  
  • **COUN 5393**: (Practicum)  
    *Practicum Evaluations (formative and summative)*: Students will be evaluated using the Practicum Evaluation (CCS-R, which includes a section on facilitating a group using ethical and culturally relevant strategies.** |
| • **KPI 6.2. Skill**: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. | | |

---

### 7. ASSESSMENT AND TESTING

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
| • **KPI 7.1. Knowledge**: Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and | 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results | **Knowledge**:  
  • **COUN 5381**:  
    *Assessment Instrument Evaluation (formative and summative)*: Students will evaluate an inventory or assessment instrument. Students will research a selected topic thoroughly and will analyze the tool/instrument and research the literature related to the selected assessment.  
  
  **Skill**:  
  • **COUN 5307 Abnormal Behavior Report (formative and summative)*: Students will be evaluated using the abnormal behavioral report assignment, a full report covering both diagnostic impressions and treatment plan options. |
| | | |
correlations; and discuss ethical and legal issues related to testing.

- **KPI 7.2. Skill:** Students will demonstrate understanding of treatment options and techniques for behavioral change.

**8. RESEARCH AND PROGRAM EVALUATION**

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
| □ KPI 8.1. Knowledge: To understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs interventions and programs. | □ 2.F.8.e. evaluation of counseling interventions and programs | Knowledge:  
  - **COUN 5302:**  
    *Literature Review (formative and summative):* Students will demonstrate their capacity to develop a research question of their own interest by completing a two-part document: 1) a literature review; and 2) a research proposal. Knowledge of ways to evaluate counseling interventions and programs. |

| □ KPI 8.2. Skill: Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes. | | Skill:  
  - **COUN 5383:**  
    *Case Supervision and Reflection (formative and summative)*  
    Students will be evaluated using the Case Supervision and Reflection Assignment, which includes a section on evaluating counseling interventions and programs. |

**CLINICAL MENTAL HEALTH COUNSELING**

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Related CACREP Standards</th>
<th>Courses Measured and Signature Assignments</th>
</tr>
</thead>
</table>
KPI 9.1. Knowledge: Students will demonstrate understanding of treatment options and techniques for behavioral change.

- KPI 9.2. Skill: Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients.

5-C.1.e. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Knowledge:
- COUN 5307: Abnormal Behavior Report (formative and summative): Students will submit a full report covering both diagnostic impressions and treatment plan options.

Skill:
- COUN 5386: (Internship) Case Conceptualization Presentation (formative and summative): Students will present a formal case conceptualization and treatment plan using de-identified client information.

---

**Student Learning Outcome Data**

The table listed below shows the student learning outcome data as measure by Key Performance Indicators (KPIs) of student learning.

*Summer 2019-Spring 2020 KPI Assessment of Student Learning Data Results*

<table>
<thead>
<tr>
<th>SUMMER 2019-SPRING 2020</th>
<th>KPI ASSESSMENT OF STUDENT LEARNING DATA RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTER’S STANDARDS &amp; KPIs</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE</td>
<td>COURSE</td>
</tr>
<tr>
<td>CORE STANDARD 2.F.1.i.</td>
<td>COUN 5365: Ethical Foundations in Counseling</td>
</tr>
</tbody>
</table>

Key Performance Indicator 1.1

- KPI 1.1. Knowledge: Students will learn about ethical decision making for a variety of counseling settings,
client populations, and counseling-related situations. (2.F.1.i)

<table>
<thead>
<tr>
<th>Key Performance Indicator 1.2</th>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUN 5393: Practicum</td>
<td>Fall 2019</td>
<td>1 = Unsatisfactory 0 = Emerging 16 = Proficient 0 = Distinguished</td>
<td>1 = Unsatisfactory 0 = Emerging 14 = Proficient 2 = Distinguished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL AND CULTURAL DIVERSITY**

**CORE STANDARD 2.F.2.b.**

<table>
<thead>
<tr>
<th>Key Performance Indicator 2.1</th>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. (2.F.2.b.)</td>
<td>COUN 5311: Multicultural Counseling</td>
<td>Summer 2020</td>
<td>0 = Unsatisfactory 0 = Emerging 2 = Proficient 16 = Distinguished</td>
<td>0 = Unsatisfactory 0 = Emerging 13 = Proficient 5 = Distinguished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicator 2.2</th>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill: Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students. (2.F.2.b.)</td>
<td>COUN 5393: Practicum</td>
<td>Fall 2019</td>
<td>1 = Unsatisfactory 0 = Emerging 16 = Proficient 0 = Distinguished</td>
<td>1 = Unsatisfactory 0 = Emerging 14 = Proficient 2 = Distinguished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HUMAN GROWTH AND DEVELOPMENT</strong></td>
<td><strong>COURSE</strong></td>
<td><strong>SEMESTER</strong></td>
<td><strong>1ST ASSESSMENT</strong></td>
<td><strong>2ND ASSESSMENT</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>CORE STANDARD 2.F.3.a.</strong></td>
<td><strong>Key Performance Indicator 3.1</strong></td>
<td>COUN 5304: Human Development</td>
<td>Summer 2020</td>
<td>0=Unsatisfactory 0= Emerging 7 = Proficient 8 =Distinguished</td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge:</strong> Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development. (2.F.3.a.)</td>
<td></td>
<td>N=15</td>
<td>0=Unsatisfactory 0 = Emerging 11 =Proficient 4= Distinguished</td>
</tr>
<tr>
<td><strong>COUN 5393: Practicum</strong></td>
<td>Fall 2019</td>
<td>1 =Unsatisfactory 0= Emerging 16 = Proficient 0 = Distinguished</td>
<td>0 = Emerging 14 =Proficient 2= Distinguished</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2020</td>
<td>0=Unsatisfactory</td>
<td>1= Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer 2020</td>
<td>0 = Emerging</td>
<td>0 = Emerging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=17</td>
<td>16= Proficient</td>
<td>14 =Proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Distinguished</td>
<td>2= Distinguished</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CAREER DEVELOPMENT CORE STANDARD 2.F.4.j.</strong></th>
<th><strong>COURSE</strong></th>
<th><strong>SEMESTER</strong></th>
<th><strong>1ST ASSESSMENT</strong></th>
<th><strong>2ND ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Performance Indicator 4.1</strong></td>
<td>COUN 5351: Career Counseling</td>
<td>Fall 2019</td>
<td>2=Unsatisfactory 2= Emerging 12 = Proficient 2 =Distinguished</td>
<td>2= Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2020</td>
<td>2= Unsatisfactory 1= Emerging 10 =Proficient 5= Distinguished</td>
<td>1= Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=18</td>
<td>12 = Proficient</td>
<td>10 =Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2= Distinguished</td>
<td>5= Distinguished</td>
</tr>
<tr>
<td>Key Performance Indicator 4.2</td>
<td>COURSE</td>
<td>SEMESTER</td>
<td>1ST ASSESSMENT</td>
<td>2ND ASSESSMENT</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Skill: Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. (2.F.4.j.)</td>
<td>COUN 5351: Career Counseling</td>
<td>Fall 2019 Spring 2020</td>
<td>1=Unsatisfactory 2= Emerging 12 = Proficient 3 =Distinguished</td>
<td>2=Unsatisfactory 1= Emerging 11 =Proficient 4= Distinguished</td>
</tr>
</tbody>
</table>

### COUNSELING AND HELPING RELATIONSHIPS

**CORE STANDARD 2.F.5.g.**

<table>
<thead>
<tr>
<th>Key Performance Indicator 5.1</th>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients. (2.F.5.g.)</td>
<td>COUN 5356: Methods in Counseling</td>
<td>Fall 2019 Spring 2020 Summer 2020</td>
<td>0=Unsatisfactory 4= Emerging 21 = Proficient 8 =Distinguished</td>
<td>0=Unsatisfactory 0 = Emerging 25 =Proficient 8= Distinguished</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicator 5.2</th>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students. (2.F.5.g.)</td>
<td>COUN 5393: Practicum</td>
<td>Fall 2019 Spring 2020 Summer 2020</td>
<td>1=Unsatisfactory 0= Emerging 16= Proficient 0 =Distinguished</td>
<td>1=Unsatisfactory 0 = Emerging 14 =Proficient 2= Distinguished</td>
</tr>
</tbody>
</table>

### GROUP COUNSELING AND GROUP WORK

**CORE STANDARD 2.F.6.g.**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Performance Indicator 6.1</td>
<td>COUN 5354: Group Counseling</td>
<td>Fall 2019</td>
<td>0=Unsatisfactory</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>Knowledge: Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness. (2.F.6.g.)</td>
<td>Summer 2020</td>
<td>0= Emerging</td>
<td>0 = Emerging</td>
</tr>
<tr>
<td>N=20</td>
<td></td>
<td>17= Proficient</td>
<td>18= Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 = Distinguished</td>
<td>2= Distinguished</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicator 6.2</th>
<th>COUN 5393: Practicum</th>
<th>Fall 2019</th>
<th>1=Unsatisfactory</th>
<th>1=Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. (2.F.6.g.)</td>
<td>Spring 2020</td>
<td>0= Emerging</td>
<td>0 = Emerging</td>
<td>0 = Emerging</td>
</tr>
<tr>
<td></td>
<td>Summer 2020</td>
<td>16= Proficient</td>
<td>14= Proficient</td>
<td>16= Proficient</td>
</tr>
<tr>
<td></td>
<td>N=17</td>
<td>0 =Distinguished</td>
<td>2= Distinguished</td>
<td>2= Distinguished</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT AND TESTING</th>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE STANDARD 2.F.7.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Key Performance Indicator 7.1

**Knowledge:** Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing. (2.F.7.m.)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5381: Assessment and Evaluation</td>
<td>Summer 2020</td>
<td>N=12</td>
<td></td>
</tr>
</tbody>
</table>

### Key Performance Indicator 7.2

**Skill:** Students will demonstrate understanding of treatment options and techniques for behavioral change. (2.F.7.m.)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5307 Abnormal Behavior</td>
<td>Spring 2020</td>
<td>0= Unsatisfactory 0 = Emerging 13 = Proficient 2 = Distinguished</td>
<td>0= Unsatisfactory 0 = Emerging 13 = Proficient 2 = Distinguished</td>
</tr>
<tr>
<td></td>
<td>Summer 2020</td>
<td>N=15</td>
<td></td>
</tr>
</tbody>
</table>

### RESEARCH AND PROGRAM EVALUATION

**Core Standard 2.F.8.e.**
<table>
<thead>
<tr>
<th>Key Performance Indicator 8.1</th>
<th>COUN 5302: Intro to Research</th>
<th>No data for Fall 2019-2020</th>
<th>New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: To understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs interventions and programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2.F.8.e.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicator 8.2</th>
<th>COUN 5383 Consultation and Supervision</th>
<th>Fall 2019</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill: Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2.F.8.e.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL MENTAL HEALTH COUNSELING STANDARD</th>
<th>COURSE</th>
<th>SEMESTER</th>
<th>1ST ASSESSMENT</th>
<th>2ND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMHC Standard 5-C.1.c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicator 9.1</th>
<th>COUN 5307: Abnormal Behavior</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: Students will demonstrate understanding of treatment options and techniques for behavioral change. (5-C.1.c.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| | | | |
| | | | |
The table listed below is aggregate data on the fitness to practice evaluation given to students in specific courses which are prerequisites to our clinical fieldwork courses. This evaluation may also be used at any time during the program, when a student may be in need of remediation as outlined in the Clinical Mental Health Counseling Program Handbook.

### Fitness to Practice Data

**Data Collected Spring 2020 in COUN 5350, 5353, 5356 & 5365**

<table>
<thead>
<tr>
<th>Question</th>
<th>Competence Achieved</th>
<th>No Competence Achieved</th>
<th>No Opportunity to Observe</th>
<th>Percentage of Students Who Achieved Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows ethical and legal considerations</td>
<td>46</td>
<td>0</td>
<td>1</td>
<td>97.87%</td>
</tr>
<tr>
<td>Displays multicultural competence</td>
<td>46</td>
<td>0</td>
<td>1</td>
<td>97.87%</td>
</tr>
<tr>
<td>Open to new ideas</td>
<td>46</td>
<td>1</td>
<td></td>
<td>97.87%</td>
</tr>
<tr>
<td>Aware of own impact of others</td>
<td>46</td>
<td>1</td>
<td></td>
<td>97.87%</td>
</tr>
<tr>
<td>Responsive, adaptable, and cooperative</td>
<td>46</td>
<td>1</td>
<td></td>
<td>97.87%</td>
</tr>
<tr>
<td>Receptive to and uses feedback</td>
<td>46</td>
<td>1</td>
<td></td>
<td>97.87%</td>
</tr>
<tr>
<td>Responds to conflict appropriately</td>
<td>46</td>
<td>1</td>
<td></td>
<td>97.87%</td>
</tr>
<tr>
<td>Accepts personal responsibility</td>
<td>46</td>
<td>1</td>
<td></td>
<td>97.87%</td>
</tr>
<tr>
<td>Expresses feelings effectively and appropriately</td>
<td>46</td>
<td>1</td>
<td></td>
<td>97.87%</td>
</tr>
</tbody>
</table>
During COUN 5393 and 5386 (Practicum and Internships) students are assessed using the CCS measure by faculty and site supervisors. CCS average scores by semester are detailed in the table below. Student who do not meet specific criteria within these evaluations may be placed on a remediation plan by faculty before they are allowed to progress to the next clinical fieldwork step.

**Counseling Competencies Scale Target Scores**

*Part 1 (60 points possible with a target score of 48)*

*Part 2 (55 points possible with a target score of 44)*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total Students</th>
<th>Average Score Part 1</th>
<th>Average Score Part 2</th>
<th>Percentage of Student Meeting Target on Part 1</th>
<th>Percentage of Student Meeting Target on Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>18</td>
<td>50.5/60</td>
<td>52.38/55</td>
<td>66%</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>18</td>
<td>48.77/60</td>
<td>46.83/55</td>
<td>66%</td>
<td>88%</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>16</td>
<td>53.25/60</td>
<td>51.31/55</td>
<td>87.5%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**SECTION II: Entrance and Admission**

** Applicant Data, Student and Faculty Vital Statistics**

*CACREP Standard 1.L.: Entry-level admission decision recommendations are made by the program selection committee, made up of 3 Clinical Mental Health Counseling (CMHC) faculty and include consideration of each applicant’s (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.*

The Texas A&M University CMHC program accepts applicants year round, with specific due dates for each of the 3 terms. CMHC faculty meet once per term to go over admission materials and discuss applicants.

1. **Relevance of Career Goals** - All applicant’s write a letter of application to the TAMUCT CMHC Program. CMHC faculty score students using our admission rubric.

2. **Aptitude for Graduate-level Study** - Along with the letter of application, aptitude for graduate college is determined by the Candidate’s Cumulative Grade Point Average (GPA). In addition, GRE scores are required with a minimal score of 285 for admission.
3. Potential success in forming effective counseling relationships and respect for cultural differences – These two considerations are assessed in multiple ways, including: (a) scores and comments from at least three references, (b) Diversity Essay. Faculty use rubrics to score materials and exercises.

Data showing number of applications received, number of students offered admission, number enrolled at TAMUCT, and their average GPA’s can be found in Table 1. *GPA reported is cumulative GPA which may include undergraduate and graduate GPA.

**NUMBER OF APPLICANTS, OFFERED ADMISSION, ENROLLED AT TAMUCT**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>APPLICANTS</th>
<th>OFFERED ADMISSION</th>
<th>ENROLLED AT TAMUCT</th>
<th>ADMITTED STUDENT GPA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>17</td>
<td>17</td>
<td>12</td>
<td>3.37</td>
</tr>
<tr>
<td>2018 - 2019</td>
<td>23</td>
<td>23</td>
<td>16</td>
<td>3.22</td>
</tr>
<tr>
<td>2019 - 2020</td>
<td>19</td>
<td>19</td>
<td>16</td>
<td>3.38</td>
</tr>
</tbody>
</table>

*average of students enrolled

**VITAL STATISTICS OF STUDENTS IN CMHC PROGRAM**

<table>
<thead>
<tr>
<th>Program</th>
<th>Male/Female</th>
<th>White</th>
<th>Hispanic</th>
<th>Black/African American</th>
<th>Other</th>
<th>Full-Time</th>
<th>Part-time</th>
<th>Cum Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMHC</td>
<td>M</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>15</td>
<td>68</td>
<td>34</td>
<td>14</td>
<td>25</td>
<td>10</td>
<td>49</td>
<td>34</td>
</tr>
<tr>
<td>2017-18</td>
<td>20</td>
<td>66</td>
<td>39</td>
<td>14</td>
<td>25</td>
<td>8</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>2018-19</td>
<td>19</td>
<td>64</td>
<td>41</td>
<td>17</td>
<td>19</td>
<td>6</td>
<td>53</td>
<td>30</td>
</tr>
<tr>
<td>2019-20</td>
<td>23</td>
<td>69</td>
<td>44</td>
<td>17</td>
<td>24</td>
<td>7</td>
<td>62</td>
<td>30</td>
</tr>
</tbody>
</table>

The number of students identified as Transgender/Gender Non-conforming or as a Student with Disability were reported to CACREP, but are not reported here as aligned with ethical reporting recommendations of group representations lower than n=10.

**VITAL STATISTICS OF FACULTY IN 2019-20**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Other</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Unknown</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Full-time</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
SECTION III: Exit/Graduation and Follow Up

CPCE Scores, Licensing Exam Pass Rates, Completion Rates, Job Placement

CACREP Standard 4.B.: The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. (NOTE: Component (1) and (2) of Standard 4.B. are reported in Section I of this report. Component 3 is reported in Section III and IV of this report.)

(1) Student Assessment of Knowledge - In addition to monitoring of grades in specific courses, CMHC students complete the Counselor Preparation Comprehensive Examination (CPCE/”Comps”) to show evidence of comprehensive knowledge acquisition gained in their program of study toward the completion of it (typically last semester of program).

CPCE SCORES AGGREGATED BY STUDENT GROUPS BY SEMESTER VS. NATIONAL AVERAGE

<table>
<thead>
<tr>
<th>Term</th>
<th>Number TAMUCT Student Exams</th>
<th>TAMUCT CPCE Average</th>
<th>CPCE National Average (CPCE “Exit Scores” used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>9</td>
<td>85.66</td>
<td>87.33</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>11</td>
<td>84.09</td>
<td>87.33</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>7</td>
<td>86.57</td>
<td>87.33</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>5</td>
<td>87.8</td>
<td>87.33</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>5</td>
<td>85.5</td>
<td>87.33</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>9</td>
<td>78.2</td>
<td>84.66</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>7</td>
<td>83.0</td>
<td>84.66</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>9</td>
<td>81.44</td>
<td>82.09</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>5</td>
<td>90.40</td>
<td>84.39</td>
</tr>
</tbody>
</table>
Once students complete all coursework with a cumulative GPA of ‘B’ or better, and pass comprehensive exams they are eligible for graduation. Table represents Texas A&M University – Central Texas Clinical Mental Health Counseling graduates. Table reports the completion rate of students based on number of students who enter the program and complete it in 3-6 years. Students who do not complete may have chosen another major, did not complete program requirements successfully, or decided not to pursue counseling as a profession.

**COMPLETION RATES OF STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>First Year</td>
<td>80</td>
<td>10</td>
<td>83.3</td>
<td>84.6</td>
<td>57.1</td>
</tr>
<tr>
<td>Second Year</td>
<td>73.3</td>
<td>100</td>
<td>66.7</td>
<td>84.6</td>
<td>N/A</td>
</tr>
<tr>
<td>Third Year</td>
<td>60</td>
<td>100</td>
<td>16.7</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>66.7</td>
<td>90.9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**PROGRAM GRADUATES PER FISCAL YEAR**

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMHC</td>
<td>19</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

**LICENSURE EXAM PASS RATES**

<table>
<thead>
<tr>
<th>Program</th>
<th>% Passed 2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>91%</td>
</tr>
</tbody>
</table>

Table represents students’ self-reported licensure exam passing rates when taken.
JOB PLACEMENT RATES OF GRADUATES BY YEAR

<table>
<thead>
<tr>
<th>Program</th>
<th>% Placed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

*Placement indicates job acquisition in counseling or related field based student self-reports.

SECTION IV: Program Evaluation Data

Student Survey, Site Supervisor Survey, Employers Survey, Alumni Survey, Stakeholders Feedback, Course and Program Modification/Recommendations

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. Below are results from surveys that were sent to program alumni, site supervisors, and employers of program graduates.

Current Student Program Assessment Survey Results

### Master’s Program Student Survey Results Summary

* (n = 52)

<table>
<thead>
<tr>
<th>QUESTION/PROMPT</th>
<th>RESPONSE SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I received adequate information from the Counseling and Psychology Department</td>
<td>Strongly agree 60%</td>
</tr>
<tr>
<td>prior to screening/applying that allowed me to assess whether the program was</td>
<td>Somewhat agree 26%</td>
</tr>
<tr>
<td>ideal for my goals.</td>
<td>Neither agree nor disagree 12%</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree 2%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree 0%</td>
</tr>
<tr>
<td>The Counseling and Psychology Department gave me accurate and timely</td>
<td>Strongly agree 71%</td>
</tr>
<tr>
<td>information regarding the admissions process.</td>
<td>Somewhat agree 11%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree 12%</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree 4%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree 2%</td>
</tr>
<tr>
<td>The admitted student handbook answers my questions about the program.</td>
<td>Strongly agree 46%</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree 36%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree 14%</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree 2%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree 2%</td>
</tr>
<tr>
<td>The information I need regarding courses, requirements for admission, and program progress is available on the TAMUCT CMHC website.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>My advisor was responsive to my individual academic needs.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I receive adequate information about the classes I should take from my advisor.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I have been able to take the courses I need in a timely manner.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>The CMHC faculty is knowledgeable about the content of the courses they teach.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>CACREP Standards are evidently integrated into courses in my program.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I am challenged by the faculty to do my best.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>When I receive feedback from faculty, I am able to respond and or ask questions about the specific feedback items with faculty.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Faculty listen to my questions or concerns in a respectful manner.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>The CMHC program goals and objectives, found in the admitted student handbook and course syllabi are clear to me.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>The CMHC program has impacted my multicultural growth and development.</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>Question</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>The process for applying to practicum/internship and the deadlines for these applications are clear to me.</td>
<td>69%</td>
</tr>
<tr>
<td>I understand the program expectations of the practicum experience.</td>
<td>67%</td>
</tr>
<tr>
<td>When demonstrating counseling skills, I receive feedback that helps me to improve.</td>
<td>73%</td>
</tr>
<tr>
<td>I understand the requirements to become a Licensed Professional Counselor.</td>
<td>46%</td>
</tr>
<tr>
<td>Overall, I am satisfied with my CMHC program experience.</td>
<td>61%</td>
</tr>
<tr>
<td>I would recommend this program to others.</td>
<td>73%</td>
</tr>
</tbody>
</table>

Summary of Findings from CMHC Students Program Assessment Surveys

**Strengths:** Faculty pairing with courses, challenging students, incorporating CACREP standards, application to practicum streamlined and expectations are understood.

**Identified areas for improvement:** Advising, Information about courses, Not understanding path to licensure. Satisfaction with program experience is lower than we would like.

**Recommendations:** Split advising amongst faculty for improved student connections; rewrite recommended course sequence; Further Develop Canvas (online portal) for the CMHC program, update the orientation to the program (professional counseling interview assignment) and canvas shell for comps/graduation. Improving advising will eliminate many issues associated with satisfaction. Work to improve communication via canvas and our website (improving visibility, etc.). Hiring an assistant director in the clinic.
## Current Student Evaluations of Site Supervisors

The following tables represent aggregate data from site supervisor evaluations completed by students. Not all qualitative responses are included in this table, but salient issues are mentioned in the summary findings below.

Please indicate the level of agreement with each of the following statements regarding the site supervision that you received by circling one of the following numbers: (5) excellent (4) very good (3) good (2) fair (1) poor (N/A) not applicable

<table>
<thead>
<tr>
<th>Question</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs supervisory functions as teacher, counselor, or consultant as appropriate.</td>
<td>80.56%</td>
<td>15.28%</td>
<td>11</td>
<td>1.39%</td>
<td>1</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Challenges, questions, and encourages the supervisee to explore alternatives in responding to clients and movement through the counseling process.</td>
<td>75.00%</td>
<td>20.83%</td>
<td>15</td>
<td>4.17%</td>
<td>3</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Establishes good rapport with supervisee.</td>
<td>86.11%</td>
<td>11.11%</td>
<td>8</td>
<td>1.39%</td>
<td>1</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Supports supervisee's professional development.</td>
<td>91.67%</td>
<td>6.94%</td>
<td>5</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Provides clear and useful suggestions.</td>
<td>79.17%</td>
<td>16.67%</td>
<td>12</td>
<td>1.39%</td>
<td>1</td>
<td>1.39%</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates flexibility and is sensitive to individual differences in the supervisory relationship.</td>
<td>83.33%</td>
<td>11.11%</td>
<td>8</td>
<td>4.17%</td>
<td>3</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Assists supervisee in conceptualizing cases.</td>
<td>68.06%</td>
<td>19.44%</td>
<td>14</td>
<td>5.56%</td>
<td>4</td>
<td>2.78%</td>
<td>2</td>
</tr>
<tr>
<td>Gives appropriate feedback to the supervisee.</td>
<td>84.72%</td>
<td>9.72%</td>
<td>7</td>
<td>2.78%</td>
<td>2</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Confronts supervisee when appropriate.</td>
<td>66.67%</td>
<td>29.17%</td>
<td>21</td>
<td>0.00%</td>
<td>0</td>
<td>2.78%</td>
<td>2</td>
</tr>
<tr>
<td>Helps supervisee assess own strengths and areas of improvement</td>
<td>72.22%</td>
<td>19.44%</td>
<td>14</td>
<td>5.56%</td>
<td>4</td>
<td>1.39%</td>
<td>1</td>
</tr>
<tr>
<td>Has knowledge of supervisee's professional and personal strengths and areas of growth.</td>
<td>70.83%</td>
<td>19.44%</td>
<td>14</td>
<td>6.94%</td>
<td>5</td>
<td>1.39%</td>
<td>1</td>
</tr>
<tr>
<td>Collaborates with supervisee in treatment planning when cases are shared.</td>
<td>61.11%</td>
<td>16.67%</td>
<td>12</td>
<td>8.33%</td>
<td>6</td>
<td>2.78%</td>
<td>2</td>
</tr>
<tr>
<td>Question</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td>Total</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>Your overall satisfaction with supervisory relationship.</td>
<td>83.33%</td>
<td>60</td>
<td>11.11%</td>
<td>8</td>
<td>2.78%</td>
<td>0.00%</td>
<td>1</td>
</tr>
<tr>
<td>Interactions with supervisor enhanced your professional growth.</td>
<td>77.78%</td>
<td>56</td>
<td>16.67%</td>
<td>12</td>
<td>1.39%</td>
<td>1.39%</td>
<td>1</td>
</tr>
<tr>
<td>Interactions with supervisor enhanced your sense of self-confidence and competence as a counselor.</td>
<td>72.22%</td>
<td>52</td>
<td>18.06%</td>
<td>13</td>
<td>2.78%</td>
<td>4.17%</td>
<td>3</td>
</tr>
<tr>
<td>Interactions with my supervisor contributed to my awareness of social justice issues that impact members of the community.</td>
<td>56.94%</td>
<td>41</td>
<td>23.61%</td>
<td>17</td>
<td>12.50%</td>
<td>2.78%</td>
<td>2</td>
</tr>
<tr>
<td>Interactions with my supervisor fostered a sense of personal understanding and responsibility for the role of advocacy related to the counseling relationship and counselor identity.</td>
<td>59.72%</td>
<td>43</td>
<td>26.39%</td>
<td>19</td>
<td>6.94%</td>
<td>2.78%</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site was appropriate to your professional goals.</td>
<td>76.39%</td>
<td>5</td>
<td>12.50%</td>
<td>8.33%</td>
<td>6</td>
<td>%</td>
<td>0</td>
</tr>
<tr>
<td>Appropriate orientation to site and training was provided.</td>
<td>70.83%</td>
<td>5</td>
<td>16.67%</td>
<td>9</td>
<td>6.94%</td>
<td>2.78%</td>
<td>%</td>
</tr>
<tr>
<td>Availability of clients for counseling sessions.</td>
<td>65.28%</td>
<td>4</td>
<td>20.83%</td>
<td>1</td>
<td>6.94%</td>
<td>2.78%</td>
<td>%</td>
</tr>
<tr>
<td>Physical facilities functional to your learning needs.</td>
<td>65.28%</td>
<td>4</td>
<td>19.44%</td>
<td>11.11%</td>
<td>%</td>
<td>0.00%</td>
<td>%</td>
</tr>
<tr>
<td>Receptivity of staff toward you as a counseling student.</td>
<td>84.72%</td>
<td>6</td>
<td>5.56%</td>
<td>5.56%</td>
<td>1.39%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Receptivity of clients to you as a counseling student.</td>
<td>75.00%</td>
<td>5</td>
<td>19.44%</td>
<td>4</td>
<td>4.17%</td>
<td>0.00%</td>
<td>%</td>
</tr>
<tr>
<td>Provision of a variety of professional tasks and activities</td>
<td>65.28%</td>
<td>4</td>
<td>26.39%</td>
<td>9</td>
<td>6.94%</td>
<td>0.00%</td>
<td>%</td>
</tr>
<tr>
<td>Availability of needed resources</td>
<td>63.89%</td>
<td>4</td>
<td>23.61%</td>
<td>1</td>
<td>6.94%</td>
<td>2.78%</td>
<td>%</td>
</tr>
<tr>
<td>Staff available for additional consultation as needed.</td>
<td>83.33%</td>
<td>6</td>
<td>11.11%</td>
<td>8</td>
<td>2.78%</td>
<td>0.00%</td>
<td>%</td>
</tr>
<tr>
<td>OVERALL RATING of this site for future students.</td>
<td>76.39%</td>
<td>5</td>
<td>9.72%</td>
<td>9.72%</td>
<td>2.78%</td>
<td>0.00%</td>
<td>%</td>
</tr>
</tbody>
</table>

Summary of Findings from CMHC Student Evaluations of Site Supervisors
**Strengths:** Students feel strongly that they are benefitting from these relationships. Site supervisor’s availability to students is rated highly. Students overwhelming feeling supported.

**Identified areas for improvement:** Fostering advocacy and community needs awareness remains a strong desire of the program, indications from the evaluations show this is an area we can improve. Increasing opportunities for treatment planning has been limited. Not all sites allow recording and students raised concerns about that impacting their course requirements. Students identified needs for additional opportunity for case conceptualization as time is often limited.

**Recommendations:** Program faculty will work to improve the training we provide site supervisors. In addition, we will communicate needs with site supervisors relevant to student recordings of clinical experiences and make accommodations to these assignments where this is not possible. Practicum and Internship faculty are making changes to syllabi to include more instructions around assessments and treatment planning.

**Alumni Survey Results**

**Table 1. Career Satisfaction**

Shows respondents' satisfaction level in regards to their career at the 1-year, 3-year, and 5-year after graduation.

**Overall**

1. I am very satisfied
2. I am satisfied
4. I am dissatisfied
5. I am very dissatisfied

1 Year responses
<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am very satisfied</td>
<td>4</td>
<td>57%</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2. I am satisfied</td>
<td>3</td>
<td>43%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### 3 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am very satisfied</td>
<td>2</td>
<td>29%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. I am satisfied</td>
<td>4</td>
<td>57%</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>4. I am dissatisfied</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### 5 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I am very dissatisfied</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
</tbody>
</table>

### Table 2. Education Level Satisfaction

Shows respondents' satisfaction level in regards to their education level at the 1-year, 3-year, and 5-year after graduation.

#### Overall

- 1. I am very satisfied
- 2. I am satisfied
- 3. I am neither satisfied or dissatisfied

#### 1 Year responses
### Table 3. Enrollment Satisfaction

Shows respondents' satisfaction level in regards to their enrollment at the university at the 1-year, 3-year, and 5-year after graduation.

#### Overall

1. I am very satisfied
2. I am satisfied
4. I am dissatisfied

#### 1 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am very satisfied</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2. I am satisfied</td>
<td>5</td>
<td>71%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100%</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

#### 3 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am very satisfied</td>
<td>4</td>
<td>57%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2. I am satisfied</td>
<td>3</td>
<td>43%</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100%</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

#### 5 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. I am neither satisfied or dissatisfied</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>100%</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>
### Table 4. Employment Status

Shows respondents' employment status at the 1-year, 3-year, and 5-year after graduation.

#### Overall

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employed Full-Time</td>
<td>5</td>
<td>71%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. Employed Part-Time</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Unemployed, seeking employment</td>
<td>3</td>
<td>42%</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9. Other</td>
<td>2</td>
<td>28%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

#### 1 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employed Full-Time</td>
<td>5</td>
<td>71%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
### 1 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Unemployed, seeking employment</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100%</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

### 3 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employed Full-Time</td>
<td>6</td>
<td>86%</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Employed Part-Time</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100%</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

### 5 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Other</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>100%</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

The career industry identified by respondents.

**Overall**

- Agriculture
- Correctional
- Dept of Defense
- Education and Private Practice
- Mental Health
- Mental health

### 1 Year responses
<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional</td>
<td>2</td>
<td>67%</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Education and Private Practice</td>
<td>1</td>
<td>33%</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
<td>100%</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**3 Year responses**

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept of Defense</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mental Health</td>
<td>5</td>
<td>71%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>mental health</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**5 Year responses**

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 6. Annual Salary**

Shows respondents' annual salary at the 1-year, 3-year, and 5-year after graduation.

**Overall**
1 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. $75,000 to $100,000</td>
<td>1</td>
<td>20%</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. $25,000 to $50,000</td>
<td>4</td>
<td>80%</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

3 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Above $100,000</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. $75,000 to $100,000</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. $50,000 to $75,000</td>
<td>2</td>
<td>29%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. $25,000 to $50,000</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Below $25,000</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

5 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Below $25,000</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 7. Writing Challenges

Shows respondents' answers to the following question at the 1-year, 3-year, and 5-year after graduation. After attending A&M-Central Texas, I was able to meet the written communication challenges I faced in my academic and professional career.

Overall
Table 8. Writing Audiences

Shows respondents' answers to the following question at the 1-year, 3-year, and 5-year after graduation. At A&M-Central Texas, I received writing instruction that prepared me to address multiple audiences in a variety of different academic and professional contexts.
1 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>4</td>
<td>57%</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4. Somewhat disagree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Strongly disagree</td>
<td>1</td>
<td>14%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

3 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>6</td>
<td>86%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Somewhat agree</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

5 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Somewhat agree</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 9. Written Profession
At A&M-Central Texas, I learned to compose effectively for the academic discipline and professional field I entered.

Overall

1 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>4</td>
<td>57%</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4. Somewhat disagree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Strongly disagree</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

3 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>5</td>
<td>71%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Somewhat agree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

5 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Neither agree nor disagree</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 10. Writing Research

Shows respondents’ answers to the following question at the 1-year, 3-year, and 5-year after graduation. At A&M-Central Texas, I learned to conduct successful research in my intended academic discipline and professional field.

### Overall

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>2</td>
<td>33%</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2. Somewhat agree</td>
<td>2</td>
<td>33%</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3. Neither agree nor disagree</td>
<td>2</td>
<td>33%</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100%</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### 1 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>2</td>
<td>67%</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Neither agree nor disagree</td>
<td>2</td>
<td>33%</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100%</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>4</td>
<td>67%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Neither agree nor disagree</td>
<td>2</td>
<td>33%</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100%</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### 5 Year responses
Table 11. Writing Syntax

Shows respondents' answers to the following question at the 1-year, 3-year, and 5-year after graduation. At A&M-Central Texas, I learned to compose in a grammatically correct manner that is clear and concise confidently.

### Overall

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
</tr>
<tr>
<td>2. Somewhat agree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
</tr>
<tr>
<td>3. Neither agree nor disagree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
</tr>
<tr>
<td>4. Somewhat disagree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
</tr>
<tr>
<td>5. Strongly disagree</td>
<td>1</td>
<td>14%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total** 7 100% 1 2 2 2

### 1 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3. Neither agree nor disagree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>4. Somewhat disagree</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Strongly disagree</td>
<td>1</td>
<td>14%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total** 7 100% 1 2 2 2

### 3 Year responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent of Total</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly agree</td>
<td>6</td>
<td>86%</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Neither agree nor disagree</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total** 7 100% 1 1 2 1 2

### 5 Year responses
Summary of Findings from CMHC Program Alumni Surveys

**Strengths:** Annual Salary information useful for marketing and transparency of career options for students.

**Identified areas for improvement:** Low number of responses, survey not designed for impactful program data.

**Recommendations:** Program Faculty have discussed incorporating more programmatic data driven questions into the alumni assessment tool distributed by the University. These would include questions assessing alumni feeling prepared for documentation in clinical settings, prepared to work in a multicultural environment, employment status (full/part), setting, etc.

### Site Supervisor Survey Results

Table provides a summary of survey results from site supervisors.

<table>
<thead>
<tr>
<th>Question</th>
<th>Ineffective</th>
<th>Somewhat Effective</th>
<th>Adequate</th>
<th>Effective</th>
<th>Very Effective</th>
<th>Unable to Assess / Not Applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of theory in counseling</td>
<td>0.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>75.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4</td>
</tr>
<tr>
<td>Knowledge of current research in counseling</td>
<td>0.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>4</td>
</tr>
<tr>
<td>Knowledge of skills in counseling</td>
<td>0.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>4</td>
</tr>
<tr>
<td>Assessment and diagnostic skills</td>
<td>0.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>4</td>
</tr>
<tr>
<td>Case management and referral skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>25.00%</td>
<td>50.00%</td>
<td>0.00%</td>
<td>4</td>
</tr>
<tr>
<td>Group counseling skills</td>
<td>0.00%</td>
<td>25.00%</td>
<td>25.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>4</td>
</tr>
<tr>
<td>Career counseling skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>4</td>
</tr>
<tr>
<td>Addictions counseling skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>4</td>
</tr>
<tr>
<td>Area</td>
<td>0.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>4</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>Knowledge of human development and application in counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural skills in counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviors that promote self-growth, including seeking new learning opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to collaborate with peers, supervisors, staff, and community members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness and responsiveness to supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability and conscientiousness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication between faculty and site supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths of Intern’s Education Preparation:** While a small response rate, strong response in ethics, professional behaviors and other counseling dispositions.

**Identified areas for improvement:** Low response; career counseling skills adequate; addictions adequate; human development adequate;

**Recommendations:** Send out survey instrument earlier and more consistently. Revamping textbook for Human Development, pairing new faculty with expertise in career to our career and addictions coursework.
**Employers of CMHC Program Graduates Survey**

Results

Table provides a summary of survey results from employers of CMHC program graduates.

<table>
<thead>
<tr>
<th>Question</th>
<th>Ineffective</th>
<th>Somewhat Effective</th>
<th>Adequate</th>
<th>Effective</th>
<th>Very Effective</th>
<th>Unable to Assess / Not Applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of theory in counseling</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge of current research in counseling</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge of skills in counseling</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Assessment and diagnostic skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Case management and referral skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Group counseling skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Career counseling skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>3</td>
</tr>
<tr>
<td>Addictions counseling skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge of human development and application in counseling</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural skills in counseling</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Professional behaviors</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Ethical behaviors</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Behaviors that promote self-growth, including seeking new learning</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to collaborate with peers, supervisors, staff, and community</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness and responsiveness to supervision</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Dependability and conscientiousness</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>3</td>
</tr>
<tr>
<td>Communication between faculty and site supervisors</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>3</td>
</tr>
</tbody>
</table>

*Strengths of Graduates Education Preparation:* Counseling dispositions strong

*Identified areas for improvement:* Low response rate. Knowledge of research in counseling

*Recommendations:* Send out survey instrument earlier and more consistently. New intro to research (designed more for counselors)
TAMUCT Clinical Mental Health Counseling Advisory Council Feedback

TAMUCT Advisory Council met at the beginning of the Fall 2019 Semester. The advisory council is made up of several TAMUCT faculty, representatives from community agencies such as Cedar Crest Hospital, Strong Star (Ft. Hood Clinic), private practitioners and school officials from Copperas Cove and Killeen ISD’s. In addition several graduate students attended our advisory council meeting. In total the meeting was attended by 12 individuals. The meeting agenda included discussions on site supervisor trainings, development of an honor society for our graduate students, and updates on CACREP accreditation. In addition, discussions related to community need, ways our program can improve communication, engagement and partnerships within the community were discussed. The table below represents feedback from the advisory council meeting.

<table>
<thead>
<tr>
<th>Feedback/Recommendations For Program</th>
<th>Feedback/Recommendations For CMHC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosting an open house event</td>
<td>Put some focus on understanding terminology for internship</td>
</tr>
<tr>
<td>Site Supervisor Meet &amp; Greet</td>
<td>Progress notes (not all community agencies use soap notes)</td>
</tr>
<tr>
<td>Internship Fair</td>
<td>Learn to justify Dx in notes</td>
</tr>
<tr>
<td>Develop a Relationship with the VA (Veterans Affairs)</td>
<td>Improve quality and speed of documentation</td>
</tr>
<tr>
<td>Suggestion for Equine Therapy Elective</td>
<td></td>
</tr>
</tbody>
</table>


During the 2019-2020 academic year, recommended program modifications were discussed during faculty end of term retreat. After reviewing and analyzing program and student learning outcomes data that was collected, program faculty made decisions to implement the following program and course modifications which are listed in the table below.

Subsequent Program and Course Modifications

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM MODIFICATIONS</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Remove COUN 5383 Consultation and Supervision and COUN 5300 Behavioral Stats and COUN 5301 Research Methods from Degree Plan and Created COUN 5302 Intro to Research and additional electives.</td>
</tr>
<tr>
<td>Required text to be modified Sperry, L. &amp; Sperry, J. (2020). <em>Case Conceptualization: Mastering This Competency with Ease and Confidence.</em> Second Edition. Routledge. for 5386 (Internship) ; Resources provided to students about expectation for assignment adapted: Mock Case Presentation created and reviewed by professor prior to first case presentation.</td>
</tr>
<tr>
<td>Add Theravue: <a href="https://www.theravue.com/">https://www.theravue.com/</a> assignments to COUN 5357 Methods and Practices</td>
</tr>
<tr>
<td>Elective Course: COUN 5367 Play Therapy. Revised course description and SLOs</td>
</tr>
<tr>
<td>Elective Course: COUN 5366 Sandtray Therapy added to Graduate Catalog</td>
</tr>
</tbody>
</table>
was not being offered in the rotation.

Aligned SLO requirements to Association for Play Therapy and CACREP standards.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO/LO</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5386 Internship in Counseling:</td>
<td>KPI 7.2. Skill: Students will demonstrate understanding of treatment options and techniques for behavioral change.</td>
<td>Summer 2020</td>
</tr>
<tr>
<td>Case Conceptualization.</td>
<td>COUN 5386 Internship in Counseling:</td>
<td></td>
</tr>
<tr>
<td>Modification of case conceptualization presentation to include diagnostic criteria supported with quantitative and qualitative assessments.</td>
<td>Case Conceptualization. Modification of case conceptualization presentation to include diagnostic criteria supported with quantitative and qualitative assessments.</td>
<td></td>
</tr>
<tr>
<td>COUN 5358 Psychopathology</td>
<td>Stakeholder advisory board recommendation: learn to justify diagnosis in the progress notes.</td>
<td>Summer 2020</td>
</tr>
<tr>
<td>Redesigned course to align with CACREP standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course focused on teaching future counselors how to understand psychopathology, assessment for diagnosis, using the MSE, differential diagnosing, and treatment planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5365 Ethics</td>
<td>Response to site supervisor survey.</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>Redesigned course to include ethical dilemmas and a comprehensive self-care assignment. Included an updated textbook for ethics and a textbook on self-care.</td>
<td>Response to student survey.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response to KPI 1.1 and KPI 1.2</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations For Program Improvement

After review of program assessment data collected during the 2019-2020 academic year, recommendations for program improvement were formulated and are listed in Table

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Data Used to Support Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the Orientation to the Program and incorporating new advising guides and advisor assignments</td>
<td>Current Student Survey Data</td>
</tr>
<tr>
<td>Updated Program Handbook, including updating recommended course sequence.</td>
<td>Current Student Survey Data, Departmental and College Recommendations</td>
</tr>
<tr>
<td>Full Separation from additional programs in the Department</td>
<td>Based on Survey Data and Board Response. Separation allows focus in courses to be counseling specific.</td>
</tr>
<tr>
<td>This will include the following courses:</td>
<td>CPCE and NCE Licensure Exam Data</td>
</tr>
<tr>
<td>COUN 5304 Human Development</td>
<td></td>
</tr>
<tr>
<td>COUN 5381 Assessment and Evaluation</td>
<td></td>
</tr>
<tr>
<td>COUN 5358 Psychopathology</td>
<td></td>
</tr>
<tr>
<td>Develop School Counseling Certification Track</td>
<td>Stakeholders Meeting and Student/Alumni Surveys</td>
</tr>
<tr>
<td>Develop additional Elective offerings</td>
<td>Student Feedback</td>
</tr>
<tr>
<td>Make changes to clinical course scheduled class times to accommodate student schedules (creating one evening and one daytime option for practicum and internship)</td>
<td>Student Survey Data</td>
</tr>
<tr>
<td>Develop inaugural chapter of Chi Sigma Iota National Honor Society</td>
<td>Based on CACREP Recommendations (delayed due to Covid-19)</td>
</tr>
<tr>
<td>Develop Relationships with Additional Field Placement Sites Including Local VA Clinics.</td>
<td>Stakeholders Meeting</td>
</tr>
<tr>
<td>Increase rigor of COUN 5354 Group Procedures for Counselors KPI. Add screening role-plays and mock screening assessment and interpretation requirements.</td>
<td>KPI 6.1. Knowledge: Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.</td>
</tr>
</tbody>
</table>