

Texas A&M University-Central Texas (TAMUCT)

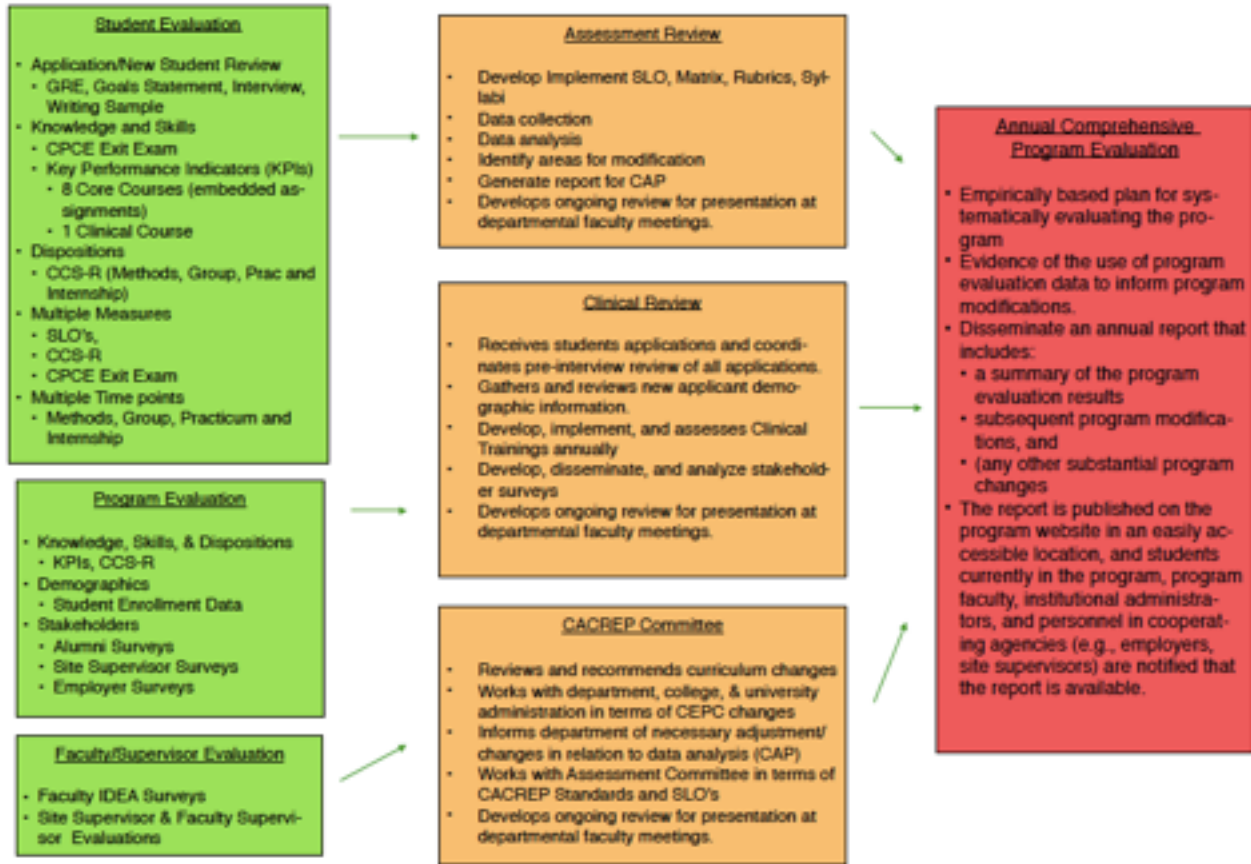
Executive Summary

Comprehensive Assessment Plan Report

All departmental faculty, current and former students, and stakeholders (Internship sites and community employers) were participants in the annual Comprehensive Assessment Plan (CAP) and subsequent report for the academic year of 2017 and the spring of 2018. The CAP is systematic and ongoing from year to year. Multiple methods of assessment were used throughout this time period to include internal (university assessments) and external (stakeholders) assessments. Annual internal assessments included: evaluations of current students' academic and personal/professional development (Performance Fitness Evaluation (PFE), and student level of learning based on accomplishment of student learning outcomes (SLO's and the CPCE Exit Exam). Annual external assessments included: evaluations of graduates alumni accomplishments and perceptions of the program (Alumni Survey), employer perceptions of TAMUCT graduates' level of competence (Employer Survey), and site supervisors perceptions of current Internship students (Site Supervisor Survey and Internship Evaluation). Information gleaned from the data was compiled and review by faculty during the summer of 2018. This information was used to inform the department of any suggested programmatic changes in order to improve the quality and delivery of the curriculum and overall student experience at TAMUCT.

CACREP Standards were used to inform each of the aforementioned areas. Hence, the CACREP Standards occupy a central position and influence all areas. TAMUCT's Mission is aligned with CACREP standards and informs the development of Program Objectives. Program Objectives are aligned with the CACREP standards and inform the development of SLOs. The SLOs are aligned with CACREP standards and inform Course Descriptions. The Course Descriptions and Course Key Performance Indicators (KPI) are aligned with CACREP standards and by meeting these standards result in students who achieve the TAMUCT Mission. The Flow Chart below shows the specific cycle of the evaluation process:

Texas A&M University-Central Texas
CACREP Section IV A-K: Program Evaluation:
 Program faculty engage in continuous systematic program evaluation



COMPREHENSIVE ASSESSMENT PLAN (CAP)
Formative and Summative Assessments
(Multiple methods of data collection used in the
Annual Systematic Comprehensive Assessment Plan)

Overview: Master's Program Assessments and Evaluation

TAMUCT's Masters of Science: Clinical Mental Health Counseling program (CMHC) is currently under review by the CACREP Accrediting Board. The program submitted a comprehensive self study to the CACREP office during the fall of 2017 and received the CACREP Board's feedback during the spring of 2018. As of the summer of 2018 the program is working to address the boards questions by providing additional information and support for the program areas identified in the addendum letter. During this time the CMHC program continues the ongoing comprehensive evaluation process outlined below.

The process of program evaluation consists of:

1. Annual internal assessments to include evaluations of current students' demographics, admission documents, academic (GPA) and personal professional development (Counselor Competency Scale-Revised), and students' level of learning based on accomplishment of student learning outcomes (SLO's and the CPCE Exit Exam).
3. Annual external assessments included: evaluations of graduates/alumni accomplishments and perceptions of the program (Alumni Survey), employer perceptions of TAMUCT graduates' level of competence (Employer Survey), site supervisors perceptions of current Internship students (Site Supervisor Survey and Internship Evaluation).
4. Compilation and analysis of data from the multiple evaluation methods (spring, summer, and fall 2017, and spring 2018).
5. Review of previous academic years CAP findings to include discussion of recommendations or programmatic changes related to said findings at August faculty meeting.
6. Sharing findings and suggested changes with students, administration, site supervisors, graduates and others interested in the Master's of Science in Clinical Mental Health program at TAMUCT (via face to face, online, and TAMUCT website).

Assessment Findings from Masters' Students:

As of the writing of this report, the data below is representative of all students enrolled the 60 credit hour CMHC track. The data was presented in this format to reflect specific data points such as student enrollment data, CPCE Exit Exam scores, Key Performance Indicators, and stakeholder surveys such as Graduating students, Alumni and Site Supervisor/Employer surveys.

Enrollment Data

The CAP no longer reflects those students enrolled in the Counseling Psychology track. Therefore, students who graduate from this degree track will no longer impact enrollment data, as well as all other data point assessments. Data included in this years CAPs will reflect only those students enrolled in the 60 credit hour Clinical Mental Health program.

Student demographic data is collected by the University Office of Research and Assessment and provided to the department via the program Tableau Public. TAMUCT Department of Psychology and Counseling had access to student data for the Clinical Mental Health Program for the Summer, Spring and Fall 2016 and 2017 semesters.

During the full academic year of 2016 the CMHC program reported 56.25% of its student body to be enrolled as full-time students and 43.75% enrolled as part time students. During the academic year of 2017 the CMHC program reported 43.3% of its student body to be enrolled as full-time students and 57.73% enrolled as part time students.

Information included in this report consists of student enrollment by gender, race/ethnicity, enrollment status (new admit, returning, or continuing) and full or part time enrollment. The masters program admits students 3 times a year (spring, fall and summer) therefor the table below provides demographic information reflective of those points in time.

Highlighted in this report is the demographic data gathered during the fall semesters of both the 2016 and 2017 academic years. The fall semester was chosen as a representative of the overall demographics related to students enrolled in the CMHC program.

The TAMUCT masters program appears to have a diverse student population. Fall 2016 indicated 44.4% of students enrolled in the CMHC masters program, at that time, identified their race/ethnicity to be White, 28.5% identified as African American, 19.5% identified as Hispanic, and 7.9% identified as other. During the fall of 2107 41.7% identified as White, 28.3% identified as African American, 20.9% identified as Hispanic, and 8.9% identified as other. In the fall of 2016 52% were considered to be continuing their education with a total of 10 new admits (first time students) and 1 returning (transfers). During the fall of 2017 61% were considered to be continuing their education with a total of 6 new admits (first time students) and 0 returning (transfers). In the both the fall of 2016 and 2017 over 75% of the student population identified as female with over half of the total student population being age 31 and older.

Of particular interest to TAMUCT's student body are those who identify as having some affiliation with the military. TAMUCT tracks enrollment data on students military status by who identifies as being Active Duty, a Veteran, Spouse of, Child is, a Combination, or Non Military. In the fall of 2016 a significant number of students (29) of the enrolled student population (N=63) identified as having some connection to the military In the fall of 2017 a significant number of students (30) of the enrolled student population (N=67) identified as having some connection to the military.

Student Enrollment Data							
Race/Ethnicity (CMHC)	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Totals
African American	23	16	18	19	18	19	
Hispanic	13	6	12	11	10	14	
White	24	18	28	28	25	28	
American Indian	1	1	2	3	3	3	

Asian	1	0	0	0	0	1	
Other	5	4	3	5	3	1	
Multiracial	0	0	0	1	1	1	
Total Students Enrolled	67	48	63	67	60	67	
Gender	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	
Female	49	34	51	54	49	53	
Male	18	48	12	13	11	14	
Total	67	48	63	67	60	67	
Age Categories	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	
18-21	1	0	0	0	0	1	
22-25	12	8	12	13	12	9	
26-30	9	9	12	15	11	15	
31-39	21	14	19	19	19	23	
40+	24	17	20	20	18	19	
Total	67	48	63	67	60	67	
Military Status	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	
Active Duty	0	0	2	1	1	3	
Veteran	19	12	15	21	20	16	
Spouse	4	3	5	6	7	3	
Child	3	3	4	3	4	5	
Combination	2	5	3	0	0	3	

Non Military	39	25	34	36	28	37	
Total	67	48	63	67	60	67	
Enrollment Status	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	
New Admit	10	7	10	11	4	6	
Returning	1	3	1	3	2	0	
Continuing	56	38	52	53	54	61	
Total	67	48	63	67	60	67	
Full/Part Time	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	
Part Time	27	29	35	33	42	37	
Full Time (9 credit hrs or more)	40	19	30	34	18	32	
Total	67	48	63	67	60	67	

CPCE Results

How it informs program evaluation:

As an Exit Exam, TAMUCT masters students were tested over their level of knowledge related to the content areas: (1) Human Growth and Development, (2) Social and Cultural Foundations, (3) Helping Relationships, (4) Group Work, (5) Career and Lifestyle Development, (6) Assessment, (7) Research and Program Evaluation, and (8) Professional Orientation and Ethics.

The Counselor Preparation Comprehensive Examination (CPCE) has been chosen by TAMUCT as a measure of whether students outcomes were reached. The CPCE, which is the professional standardized examination for counselors, was administered to CMHC student candidates at the end of their course work. The CPCE exam is offered three times a year (spring, summer, and fall). Data below represents scores from the corresponding semester during the 2017 academic year and the spring of 2018.

Review of outcomes included individual total score on the CPCE and mean scores on the content areas listed above. The result of a individual score that falls 1 SD below the National Mean (for each testing

period) is used to determine whether the individual student had successfully completed the CPCE for TAMUCT program requirements. Further assessment of mean scores per specific content area were reviewed to assess how well the program curriculum and instruction may or may not be addressing each target area. The program utilized a 1 SD from the National Mean (per content area) as an indicator.

Content area mean scores resulting in lower than 1 SD from average scores (as compared to the national mean scores) will be targeted for the upcoming academic year to determine any areas of improvement in the curriculum and/or instruction.

Results: 2017

Comprehensive Exam Statistics 4/2017			
	TAMUCT Students (N=4) 4-2017 Mean Scores	National Average (N=681)	SD
C1: Human Growth & Development	10.25	10.39	2.37
C2: Social and Cultural Diversity	8.75	9.88	2.52
C3: Helping Relationships	10.75	11.4	2.66
C4: Group Work	9.75	11.77	2.57
C5: Career Development	11.75	10.34	2.71
C6: Assessment	7.5	9.97	2.81
C7: Research & Program Evaluation	9.5	10.55	3.06
C8: Professional Orientation & Ethics	11.5	11.37	2.91
Total	79.5	85.67	16.84
1 SD below the National mean is the cut off for a passing score for TAMUCT students			
Student	TAMUCT Individual Total Scores	Passing Score 68.83	
1	100	P	

2	76	P	
3	65	F	
4	77	P	
Green indicates 1 SD below National Average	<ul style="list-style-type: none"> • 3 out of 4 students received passing scores • 5 out of 8 content areas were below the National Mean • 0 content areas fell 1 SD below the National Mean 		
Pink indicated below National Average			

Comprehensive Exam Statistics 8/2017			
	TAMUCT Students (N=9) 4-2017 Mean Scores	National Average (N=237)	SD
C1: Human Growth & Development	11.6	11.62	2.38
C2: Social and Cultural Diversity	11	10.3	2.65
C3: Helping Relationships	11.1	11.94	2.8
C4: Group Work	10.2	10.84	2.94
C5: Career Development	8.1	9.38	2.57
C6: Assessment	11.6	10.63	2.29
C7: Research & Program Evaluation	11.8	11.04	3.18
C8: Professional Orientation & Ethics	10.3	11.38	2.46
Total	85.7	87.13	16.79
1 SD below the National mean is the cut off for a passing score for TAMUCT students			

Student	TAMUCT Individual Total Scores	Passing Score 70.34	
1	91		P
2	80		P
3	86		p
4	82		P
5	76		p
6	103		P
7	105		P
8	64		F
9	84		P
Green indicates 1 SD below National Average	<ul style="list-style-type: none"> 8 out of 9 students received passing scores 2 out of 8 content areas were below the National Mean 0 content areas fell 1 SD below the National Mean 		
Pink indicated below National Average			

Comprehensive Exam Statistics 11/2017			
	TAMUCT Students (N=11) 4-2017 Mean Scores	National Average (N=237)	SD
C1: Human Growth & Development	12.2	11.62	2.38
C2: Social and Cultural Diversity	9.6	10.3	2.65

C3: Helping Relationships	12.3	11.94	2.8
C4: Group Work	9.8	10.84	2.94
C5: Career Development	9.3	9.38	2.57
C6: Assessment	10.3	10.63	2.29
C7: Research & Program Evaluation	10.5	11.04	3.18
C8: Professional Orientation & Ethics	10.2	11.38	2.46
Total	84.2	87.13	16.79

1 SD below the National mean is the cut off for a passing score for TAMUCT students

Student	TAMUCT Individual Total Scores	Passing Score 70.34	
1	80		P
2	69		F
3	87		P
4	80		P
5	69		F
6	55		F
7	121		P
8	92		P
9	85		P
10	96		P
11	91		P

Green indicates 1 SD below National Average	<ul style="list-style-type: none"> • 8 out of 11 students received passing scores • 4 out of 8 content areas were below the National Mean • 0 content areas fell 1 SD below the National Mean
Pink indicated below National Average	

Results: 2018

Comprehensive Exam Statistics 3/2018			
	TAMUCT Students (N=7) 3-2018 Mean Scores	National Average (N=237)	SD
C1: Human Growth & Development	10.6	11.62	2.83
C2: Social and Cultural Diversity	9.6	10.30	2.65
C3: Helping Relationships	11.3	11.94	2.80
C4: Group Work	11.1	10.84	2.94
C5: Career Development	9.7	9.38	2.57
C6: Assessment	10.7	10.63	2.29
C7: Research & Program Evaluation	11.3	11.04	3.18
C8: Professional Orientation & Ethics	12.3	11.38	2.46
Total		87.13	16.79
1 SD below the National mean is the cut off for a passing score for TAMUCT students			

Student	TAMUCT Individual Total Scores	Passing Score 70.34	
1	101	P	
2	109	P	
3	91	P	
4	59	F	
5	92	P	
6	85	P	
7	69	P	
Green indicates 1 SD below National Average	<ul style="list-style-type: none"> • 8 out of 11 students received passing scores • 2 out of 8 content areas were below the National Mean • 0 content areas fell 1 SD below the National Mean 		
Pink indicated below National Average			

During the 2017 academic year a total of twenty-four (N=24) students completed the CPCE as an Exit Exam. According to the data above, nineteen (19) students received passing scores (1 SD below the National mean is the cut off for a passing score for TAMUCT students) and five (5) students did not receive passing scores and will need to retake the exam.

For all testing periods in 2017 zero (0) of the eight (8) content areas fell 1 full SD below the National Mean. This is a significant improvement from the 2015 and 2016 academic years during which three content areas to include content Areas 5 (Career Development) and 6 (Assessment) which fell 1 SD below the National Mean (8.3, 8.9 respectively) and content Area 6 (Assessment) which also fell below 1 SD of the national mean. It appears that efforts to improve course content and teaching strategies targeting students learning within the respective courses showed significant improvements in student outcomes.

However, several testing cycles still showed areas concern. For example, during the testing period of 4-2017 five (4) of the eight (8) content area scores were below the national mean (C2: Social and Cultural Diversity, C3: Helping Relationships, C4: Group Work, C6: Assessment, and C7: Research & Program Evaluation). During the testing cycle of 8/2017 two (2) out of the eight (8) content area scores fell below the national mean (C5: Career Development and C8: Professional Orientation & Ethics). And during the testing cycle of 11/2017 four (4) of the eight (8) content area scores fell below the national

mean (C2: Social and Cultural Diversity, C4: Group Work, C7: Research & Program Evaluation, and C8: Professional Orientation & Ethics).

At the time of this report CPCE data for one testing period (3-2018) was available for review. For this testing cycle zero (0) of the eight (8) content area scores fell 1 SD below the National Mean. Significant attention should be paid to the results indicating only two (2) content area scores were below the national average (C1: Human Growth and Development and C2: Social and Cultural Diversity). The results remain consistent with the final testing period in 2017 (11-2017) in term of showing continued improvement indicating adjustments to the curriculum over the past year could have resulted in the improvements in scores.

In terms of content areas to focus specifically on for the coming faculty year, the faculty determined that any content area with scores falling below the National mean during two (2) or more testing cycles would be targeted for review. Therefore the content areas C2: Social and Cultural Diversity, C7: Research & Program Evaluation, C8 Professional Orientation and Ethics, and which fell below the National meant or more times during the 2017 testing cycle, will be identified as target areas for improvement.

Changes due to results:

Changes that will address issues related to CPCE scores include:

1. Last academic year the program engaged in more stringent monitoring of students who take the exam so that students must complete the majority of their course work before attempting to complete the exam. This coming academic year the program has decided to only allow students to complete the exam during the second Internship course. This will require a change to the Student Handbook and registration holds to any student who is not in the section semester of Internship.
2. There will be a continued effort to review all syllabi and course work in core and noncore courses be aligned with the CACREP standards. This will increase focus on a curriculum based on national standards for counselor education training programs and prepare students to be more successful in their attempts to pass the CPCE exam as well as the National Counselor Exam (NCE).
3. More specific to the identified courses above.
 - a. There will be a continued effort to reevaluate the COUN 5364 Ethical Foundations of Counseling course as well as the COUN 5311 Culture, Minority, and Gender Issues course work. This course went under review by faculty during the 2016-2017 academic year for reevaluation of content and in light of continued low scores in this content area, a review will continue. Also faculty will be reassigning the faculty who teaches this course each semester.
 - b. In regards to the Research and Program evaluation course faculty determined a review of face to face and online course offerings might shed light on student outcomes. Therefore grade distributions, number of students enrolled per course, faculty teaching the course, and when the course is offered for face to face vs online will be done to determine any differences in student outcomes.
 - c. Faculty will increase the opportunity to incorporate application assignments within all course courses. Faculty believe this will help to increase student's abilities to apply theories and concepts addressed in all core content areas.

Counselor Competency Data Masters' Student Personal/Professional Monitoring: 2017-2018
Counselor Competency Scale-Revised

How it informs program evaluation:

All students enrolled, full time and part time, fall under potential Performance Fitness Evaluation (PFE) and at any time during their program of student may be subject to closer monitoring and or remediation. A student can go under PFE review at any time if faculty have concerns about a student's competence or ability to meet PFE standards. During the 2017-2018 academic year, all students' performance and fitness were monitored by application of the Counselor Competencies Scale-Revised (CCS-R).

Review of students performance and dispositions was conducted by faculty during core clinical courses (COUN 5357 Methods and Techniques, COUN 5354 Group Counseling, and COUN 5393 Practicum).

CCS-R evaluation forms were completed by faculty of record for identified core courses. CCS-R evaluation included the following areas of competency:

Part 1: Nonverbal Skills, Encourages, Questions, Reflecting (content, feelings, meaning), confrontation, Goal Setting, Focus of Counseling, and Facilitation of Therapeutic Environment.

Part 2: Ethics, Professionalism, emotional Stability & Self Control, Motivation to Learn and Grow Initiative, Multicultural Competencies, Openness to Feedback, Professional and Personal Boundaries, Flexibility & Adaptability, Congruence and Genuineness.

Part 3: Knowledge and Adherence to Site Policies, Record Keeping, Case Conceptualization, Seeks Consultation, Appraisal.

Results of CCS-R monitoring were used to inform faculty of students' personal and professional competence and allowed for faculty discussions of remediation if necessary. If remediation was deemed necessary a formal Performance Fitness Evaluation would be initiated by identified faculty. Full data can be accessed via the CCS-R 2016-2017 Report.

Results:

COUN 5357: Methods and Techniques in Counseling		
NonVerbal Skills		
	Answer	% Count

Exceeds Expectation (5): Demonstrates effective nonverbal communication skills, conveying connectedness and empathy	6.90%	2
Meets Expectations (4): Demonstrates effective nonverbal skills for the majority of counseling sessions	93.10%	27
Total	100%	29
Encouragers		
Answer	%	Count
Exceeds Expectations (5): Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship	13.79%	4
Meets Expectations (4): Demonstrates appropriate use of encouragers for the majority of counseling sessions	86.21%	25
Total	100%	29
Questions		
Answer	%	Count
Exceeds Expectations (5): Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question	20.69%	6
Meets Expectations (4): Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions	55.17%	16
Near Expectations (3): Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	20.69%	6
Below expectations (2): Uses open-ended questions sparingly & with limited effectiveness.	3.45%	1
Total	100%	29
Reflecting Content/Paraphrasing		
Answer	%	Count
Exceeds Expectations (5): Demonstrates appropriate use of paraphrasing as the primary therapeutic approach	13.79%	4

Meets Expectations (4): Demonstrates appropriate use of paraphrasing consistently (majority of counseling sessions;	75.86%	22
Near Expectations (3): Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	10.34%	3
Total	100%	29
Reflecting Feelings		
Answer	%	Count
Exceeds Expectations (5): Demonstrates appropriate use of reflection of feelings as the primary approach	10.34%	3
Meets Expectation (4): Demonstrates appropriate use of reflection of feelings appropriately (majority of counseling sessions;	58.62%	17
Near Expectations (3): Demonstrates reflection of feelings inconsistently & is not matching the client.	27.59%	8
Below Expectations (2): Demonstrates limited proficiency in reflecting feelings &/or often inaccurate.	3.45%	1
Total	100%	29
Summarizing		
Answer	%	Count
Exceeds Expectation (5): Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans	3.45%	1
Meets Expectations (4): Demonstrates ability to appropriately use summarization (majority of counseling sessions)	55.17%	16
Near Expectations (3): Demonstrates inconsistent & inaccurate in ability to use summarization.	37.93%	11
Below Expectations: (2): Demonstrates limited ability to use summarization.	3.45%	1
Total	100%	29
Advanced Reflection (Meaning)		

Answer	%	Count
Meets Expectation (4): Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions;	10.34%	3
Near Expectations: (3): Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	37.93%	11
Insufficient evidence to evaluate student.	51.72%	15
Total	100%	29
Confrontation		
Answer	%	Count
Exceeds Expectations (5): Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support	6.90%	2
Meets Expectations (4): Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed and therefore appropriately not used (majority of counseling sessions)	17.24%	5
Near Expectations (3): Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	41.38%	12
Below Expectations (2): Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	13.79%	4
Insufficient evidence to evaluate student.	20.69%	6
Total	100%	29
Goal Setting		
Answer	%	Count
Exceeds Expectation (5): Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client	3.45%	1

Meets Expectation (4): Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions)	51.72%	15
Near Expectation (3): Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	31.03%	9
Below Expectation (2): Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	10.34%	3
Total	100%	29
Focus of Counseling		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent ability to primarily focus &/or refocus counseling on client's goal attainment	20.69%	6
Meets Expectations (4): Demonstrates ability to primarily focus &/or refocus counseling on client's goal attainment (majority of counseling sessions)	58.62%	17
Near Expectations (3): Demonstrates inconsistent ability to primarily focus &/or refocus counseling on client's therapeutic goal attainment.	10.34%	3
Below Expectations (2): Demonstrates limited ability to primarily focus &/or refocus counseling on client's therapeutic goal attainment.	6.90%	2
Total	100%	29
Facilitate Therapeutic Environment (Empathy & Caring)		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent ability to be empathic & uses appropriate responses	17.24%	5
Meets Expectations (4): Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions)	72.41%	21
Near Expectation (3): Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	6.90%	2
Total	100%	29
Facilitate Therapeutic Environment (Respect & Compassion)		

Answer	%	Count
Exceeds Expectation (5): Demonstrates consistent ability to be respectful, accepting, & caring with clients	13.79%	4
Meets Expectation (4): Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions;	75.86%	22
Near Expectations (3): Demonstrates inconsistent ability to be respectful, accepting, & caring.	6.90%	2
Total	100%	29

COUN 5393 Practicum		
NonVerbal Skills		
Answer	%	Count
Exceeds Expectation (5): Demonstrates effective nonverbal communication skills, conveying connectedness and empathy	17.65%	3
Meets Expectations (4): Demonstrates effective nonverbal skills for the majority of counseling sessions	82.35%	14
Total	100%	17
Encouragers		
Answer	%	Count
Exceeds Expectations (5): Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship	11.76%	2
Meets Expectations (4): Demonstrates appropriate use of encouragers for the majority of counseling sessions	88.24%	15
Total	100%	17
Questions		
Answer	%	Count

Exceeds Expectations (5): Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question	17.65%	3
Meets Expectations (4): Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions	82.35%	14
Total	100%	17
Reflecting Content/Paraphrasing		
Answer	%	Count
Exceeds Expectations (5): Demonstrates appropriate use of paraphrasing as the primary therapeutic approach	5.88%	1
Meets Expectations (4): Demonstrates appropriate use of paraphrasing consistently (majority of counseling sessions;	88.24%	15
Near Expectations (3): Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	5.88%	1
Total	100%	17
Reflecting Feelings		
Answer	%	Count
Exceeds Expectations (5): Demonstrates appropriate use of reflection of feelings as the primary approach	5.88%	1
Meets Expectation (4): Demonstrates appropriate use of reflection of feelings appropriately (majority of counseling sessions;	64.71%	11
Near Expectations (3): Demonstrates reflection of feelings inconsistently & is not matching the client.	29.41%	5
Total	100%	17
Summarizing		
Answer	%	Count

Exceeds Expectation (5): Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans	11.76%	2
Meets Expectations (4): Demonstrates ability to appropriately use summarization (majority of counseling sessions)	88.24%	15
Total	100%	17
Advanced Reflection (Meaning)		
Answer	%	Count
Exceeds Expectation (5): Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions	11.76%	2
Meets Expectation (4): Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions;	58.82%	10
Near Expectations: (3): Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	29.41%	5
Total	100%	17
Confrontation		
Answer	%	Count
Exceeds Expectations (5): Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support	5.88%	1
Meets Expectations (4): Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed and therefore appropriately not used (majority of counseling sessions)	70.59%	12
Near Expectations (3): Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	23.53%	4

Total	100%	17
Goal Setting		
Answer	%	Count
Exceeds Expectation (5): Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client	5.88%	1
Meets Expectation (4): Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions)	94.12%	16
Total	100%	17
Focus of Counseling		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent ability to primarily focus &/or refocus counseling on client's goal attainment	11.76%	2
Meets Expectations (4): Demonstrates ability to primarily focus &/or refocus counseling on client's goal attainment (majority of counseling sessions)	88.24%	15
Total	100%	17
Facilitate Therapeutic Environment (Empathy & Caring)		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent ability to be empathic & uses appropriate responses	5.88%	1
Meets Expectations (4): Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions)	94.12%	16
Total	100%	17
Facilitate Therapeutic Environment (Respect & Compassion)		
Answer	%	Count

Exceeds Expectation (5): Demonstrates consistent ability to be respectful, accepting, & caring with clients	5.88%	1
Meets Expectation (4): Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions);	94.12%	16
Total	100%	17
Professional Ethics		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	35.29%	6
Meets Expectations (4): Demonstrates consistent ethical behavior & judgments.	64.71%	11
Total	100%	17
Professional Behavior		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	35.29%	6
Meets Expectations (4): Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	64.71%	11
Total	100%	17
Personal & Professional Boundaries		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent & strong appropriate boundaries.	29.41%	5
Meets Expectations (4): Demonstrates consistent appropriate boundaries.	64.71%	11

Near Expectations (3): Demonstrates appropriate boundaries inconsistently.	5.88%	1
Total	100%	17
Knowledge & Adherence to Site and Course Policies		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent adherence to all counseling site policies & procedures, including strong attendance and engagement.	11.76%	2
Meets Expectations (4): Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement.	88.24%	15
Total	100%	17
Record Keeping and Task Completion		
Answer	%	Count
Exceeds Expectation (5): Completes all required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	0.00%	0
Meets Expectation (4): Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	94.12%	16
Below Expectation (2): Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	5.88%	1
Total	100%	17
Multicultural Competence in Counseling Relationship		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	5.88%	1

Meets Expectations (4): Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	58.82%	10
Nears Expectations (3): Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	35.29%	6
Total	100%	17
Emotional Stability & Self-control		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors.	5.88%	1
Meets Expectations (4): Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	82.35%	14
Near Expectations (3): Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	11.76%	2
Total	100%	17
Motivated to Learn & Grow / Initiative		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	64.71%	11
Meets expectations (4): Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	35.29%	6
Total	100%	17
Openness to Feedback		
Answer	%	Count

Exceeds Expectations (5): Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes.	17.65%	3
Meets Expectations (4): Demonstrates consistent openness to supervisory feedback & implements suggested changes.	76.47%	13
Near Expectations (3): Demonstrates openness to supervisory feedback; however, does not implement suggested changes.	5.88%	1
Total	100%	17
Flexibility & Adaptability		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent and strong ability to adapt & “reads-&flexes” appropriately.	35.29%	6
Total	100%	17
Congruence & Genuineness		
Answer	%	Count
Exceeds Expectations (5): Demonstrates consistent and strong ability to be genuine & accepting of self & others.	11.76%	2
Meets Expectations (4): Demonstrates consistent ability to be genuine & accepting of self & others.	88.24%	15
Total	100%	17

According to the data above collected via the CCS-R during the 2017 academic year and spring of 2018, students either met or exceed expectations in 2 out of the 12 areas of skill and dispositions: The two (2) areas where students either “Meet” or “Exceed Expectations” include use of non Verbal Skills, and Encouragers. The following ten (10) areas where students either “Near expectations” or fell “Below Expectations” include the use of Questions, Reflecting Content/Paraphrasing, Reflection Feelings, Summarizing, and the more advanced skills of Reflecting Meaning, Confrontation, Goal Setting, as well as maintaining the Focus of Counseling and Facilitating the Therapeutic Environment. Because the course COUN 5357 Methods and Techniques of Counseling is the first class during which students learn

about and practice the basic micro-counseling skills it is not uncommon for students to near expectations and at times struggle with becoming competent using these fundamental skills. Furthermore students may not become competent with the “more advanced” skills indicated above until their Practicum and Internship experiences.

Data collected via the CCS-R during the same period from the COUN 5393 Practicum course indicates a significant improvement in students ability to use both the micro-counseling skills and the more advance counseling skills. Of the twelve (1) areas of skills and dispositions mentioned above students either “Meet” or “Exceed Expectations” in eight (8) of the twelve (12) areas. This is a marked improvement in student abilities and level of competence.

The areas that students either “Near expectations” or fell “Below Expectations” include Reflecting Content, Reflecting Feeling, Reflecting Meaning, and Confrontation. However a closer examinations of these scores show only one (1) student being counted as “Nearing Expectations” for use of the skills Reflection of Content which might indicated this is an isolated event.

During the Practicum course eleven (11) other skills and disposition areas are tracked. Data from this cycle indicates that students either “Meet” or “Exceed Expectations” in six (6) of the eleven (11). Areas in which students either “Near Expectations” or fell “Below Expectations” include Personal and Professional Boundaries, Record Keeping and Task Completion, Multicultural Competencies in Counseling, Emotional Stability and Self Control, and Openness to Feedback. However a closer examinations of these scores show only one (1) student being counted as “Nearing Expectations” for use of the skills or dispositions of Personal and Professional Boundaries, Record Keeping and Task Completion, and Openness to Feedback which might indicated these to be isolated events. Of significant concern is the student scores on the skills and disposition area Multicultural Competencies in Counseling. Students seem to be scoring lower in this content area on the CPCE Exit Exam and lacking ability to show competency in clinical course work.

Changes due to results:

Changes that will result from students scores on the CCS-R during the courses COUN 5357 Methods and Techniques, COUN 5354 Group Counseling and COUN 5393 Practicum include:

1. Creating opportunities for situational “role playing” in all eight (8) core courses.
2. Creating opportunities to engage in skill development with the more “advanced skills” during the COUN 5354 group and COUN 5393 Practicum courses.
3. Creating assignments related to the importance of record keeping with activities around the use of client notes (SOAP Notes) etc.
4. The continued review of the COUN 5311 Culture, Minority, and Gender Issues course.

Masters' Students Accomplishment in Meeting Student Learning Outcomes
Overall M. S. Program Key Performance Indicators and Student Learning
Outcomes: Ratings based on a 1-5 scale

During the Summer 2016 Key Performance Indicators (KPI) were established for the core courses, COUN 5350: Foundations of Counseling and Psychology, COUN 5311: Culture, Minority, and Gender Issues, COUN 5304: Human Development, COUN 5351: Career Guidance and Counseling, COUN 5357: Methods and Practices in Counseling and Psychology, COUN 5354: Group Procedures for Counseling, COUN 5381: Assessment and Evaluation Fundamentals, COUN 5301: Research Methods, and COUN 5393: Practicum.

The KPIs were incorporated into each corresponding course. Students are measured at the end of each semester based on the rubric attached to each KPI. Below are the overall results of data collection for each KPI during the spring, summer and fall of 2017 and the spring of 2018.

CACREP COMMON CORE AREAS		
COUN 5350: FOUNDATIONS OF COUNSELING AND PSYCHOLOGY:		
NO COMPETENCE: Candidate demonstrates no knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	0.00%	0
SOME COMPETENCE: Candidate demonstrates limited knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	7.41%	2
BASIC COMPETENCE: Candidate demonstrates basic knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	48.15%	13
ABOVE AVERAGE COMPETENCE: Candidate demonstrates above average knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	37.04%	10
SUPERIOR LEVEL OF COMPETENCE: Candidate demonstrates superior knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	7.41%	2
Total	100%	27
COUN 5311: CULTURE, MINORITY & GENDER ISSUES		
NO COMPETENCE:		
SOME COMPETENCE:		

BASIC COMPETENCE:		
ABOVE AVERAGE COMPETENCE:		
SUPERIOR LEVEL OF COMPETENCE:		
Total		
COUN 5304: HUMAN DEVELOPMENT:		
NO COMPETENCE: Candidate has no ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	0.00%	0
SOME COMPETENCE: Candidate has limited ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	0.00%	0
BASIC COMPETENCE: Candidate has basic ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	31.43%	11
ABOVE AVERAGE COMPETENCE: Candidate has above average ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	20.00%	7
SUPERIOR COMPETENCE: Candidate has superior ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	48.57%	17
Total	100%	35
COUN 5351: CAREER COUNSELING AND GUIDANCE		
NO COMPETENCE:		
SOME COMPETENCE:		
BASIC COMPETENCE:		
ABOVE AVERAGE COMPETENCE:		
SUPERIOR LEVEL OF COMPETENCE:		

Total		
COUN 5357: METHODS AND PRACTICES IN COUNSELING AND PSYCHOLOGY		
NO COMPETENCE: Candidate has no ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	3.45%	1
SOME COMPETENCE: Candidate has limited ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	24.14%	7
BASIC COMPETENCE: Candidate has basic ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	58.62%	17
ABOVE AVERAGE COMPETENCE: Candidate has above average ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	13.79%	4
SUPERIOR LEVEL OF COMPETENCE: Candidate has superior ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	0.00%	0
Total	100%	29
COUN 5354: GROUP PROCEDURES FOR COUNSELORS:		
COUN 5354: GROUP PROCEDURES FOR COUNSELORS: SLO2: Group Proposal		

COUN 5381:ASSESSMENT & EVALUATION FUNDAMENTALS: Evaluation of an Assessment Tool		
NO COMPETENCE: Candidate demonstrates no understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	0.00%	0
SOME COMPETENCE: Candidate demonstrates limited understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	0.00%	0
BASIC COMPETENCE: Candidate demonstrates basic understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	0.00%	0
ABOVE AVERAGE COMPETENCE: Candidate demonstrates above average understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	29.17%	7
SUPERIOR LEVEL OF COMPETENCE: Candidate demonstrates superior understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	70.83%	17
Total	100%	24
COUN 5381:ASSESSMENT & EVALUATION FUNDAMENTALS: Survey Questionnaire		

NO COMPETENCE: Candidate demonstrates no understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	0.00%	0
SOME COMPETENCE: Candidate demonstrates limited understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	0.00%	0
BASIC COMPETENCE: Candidate demonstrates basic understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	0.00%	0
ABOVE AVERAGE COMPETENCE: Candidate demonstrates above average understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	25.00%	1
SUPERIOR LEVEL OF COMPETENCE: Candidate demonstrates superior understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	75.00%	3
Total	100%	4
COUN 5301: RESEARCH METHODS:		
NO COMPETENCE: Candidate has no ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	13.64%	3
SOME COMPETENCE: Candidate has limited ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	9.09%	2
BASIC COMPETENCE: Candidate has basic ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	27.27%	6

ABOVE AVERAGE COMPETENCE: Candidate has above average ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	22.73%	5
SUPERIOR LEVEL OF COMPETENCE: Candidate has superior ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	27.27%	6
Total	100%	22
CACREP CMHC SPECIALTY AREA		
COUN 5393: PRACTICUM		
NO COMPETENCE: Candidate demonstrates no understanding of the professional orientation, professional dispositions, and a clearly defined professional identity as a clinical mental health counselor students will demonstrate.	0.00%	0
SOME COMPETENCE: Candidate demonstrates limited understanding of the professional orientation, professional dispositions, and a clearly defined professional identity as a clinical mental health counselor students will demonstrate.	11.76%	2
BASIC COMPETENCE: Candidate demonstrates basic understanding of the professional orientation, professional dispositions, and a clearly defined professional identity as a clinical mental health counselor students will demonstrate.	29.41%	5
ABOVE AVERAGE COMPETENCE: Candidate demonstrates above average understanding of the professional orientation, professional dispositions, and a clearly defined professional identity as a clinical mental health counselor students will demonstrate.	58.82%	10
SUPERIOR COMPETENCE: Candidate demonstrates superior understanding of the professional orientation, professional dispositions, and a clearly defined professional identity as a clinical mental health counselor students will demonstrate.	0.00%	0
Total	100%	17

According to the data above results measured through KPI's indicates that in five (5) of the nine (9) content areas 50% or more students scored at "Above Average Competence" or "Superior Competence".

KPI scores that indicate attention should be paid to a specific content area include COUN 5357 Methods and Techniques and COUN 5301 Research Methods with a quarter (25% and 22% respectively) falling

below “Basic Competence”. This is also supported with data from the CCS-R scores for this course for the COUN 5357 course. It is of importance to remember this is the initial opportunity for students to learn about and practice their micro-counseling skills. Therefore it is not uncommon for students to present with less competence leaving much room for personal and professional growth. CPCE Exit Exam scores falling below the National Mean for the Research content area on two separate occasions also supports the need to further address students abilities to be successful in this course. Of significant concern is the lack of data for two core content areas (COUN 5351 Career Counseling and Guidance and COUN 5311 Culture, Minority, and Gender Issues).

Changes due to results:

Changes that will result from students scores on the KPIs during the core and clinical course include:

1. Creating opportunities for situational “role playing” in the COUN Methods and Techniques course by incorporating use of assignments within the Theravue web based platform.
2. In regards to the Research and Program evaluation course faculty determined a review of face to face and online course offerings might shed light on student outcomes. Therefore grade distributions, number of students enrolled per course, faculty teaching the course, and when the course is offered for face to face vs online will be done to determine any differences in student outcomes.
3. Faculty will increase the opportunity to incorporate application assignments within all course courses. Faculty believe this will help to increase student’s abilities to apply theories and concepts addressed in all core content areas.
4. The continued review of the COUN 5311 Culture, Minority, and Gender Issues course.

Master’s Program Stakeholder Survey Data

Site Supervisors Survey

How it informs program evaluation:

Site supervisors were surveyed regarding their Student Intern’s level of competence in regards to counseling skills and professional dispositions. Site Supervisor responses served as a basis for curriculum and programmatic discussion and changes.

CMHC Site Supervisors and Employers:

Site Supervisors and Employers of TAMUCT’s students were emailed a link to the Site Supervisor Outcomes Evaluation survey seeking information regarding students’ abilities and the site supervisors’/employers’ level of satisfaction. At the time of this report, a small number of responses (N = 3) were obtained with the majority of respondents being Site Supervisors (n=3). Efforts to gather a larger pool of responses are being addressed by the program.

Q3 - My supervisee(s)	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree	Total
Demonstrated social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	0.00%	0.00%	33.33%	33.33%	33.33%	3
Demonstrated knowledge in human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.	0.00%	0.00%	33.33%	33.33%	33.33%	3
Demonstrated knowledge in career development including an understanding of career development and related life factors.	0.00%	0.00%	50.00%	50.00%	0.00%	2
Demonstrated knowledge in helping relationships including an understanding of the counseling process in a multicultural society.	0.00%	0.00%	33.33%	33.33%	33.33%	3
Demonstrated knowledge in group work including an understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.	0.00%	0.00%	0.00%	66.67%	33.33%	3
Demonstrated knowledge in assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society.	0.00%	0.00%	0.00%	66.67%	33.33%	3

Demonstrated knowledge in research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation.	0.00%	0.00%	0.00%	100.00%	0.00%	2
Demonstrated social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	0.00%	0.00%	33.33%	33.33%	33.33%	3
Q5 - My supervisee(s)	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree	Total
Achieved core counseling knowledge to achieve licensure, certification, and counseling practice in a multicultural and pluralistic society.	0.00%	33.33%	0.00%	33.33%	33.33%	3
Applies and adheres to ethical and legal standards.	0.00%	33.33%	0.00%	33.33%	33.33%	3
Applies an ethical decision making model to their work as a counselor.	0.00%	33.33%	0.00%	33.33%	33.33%	3
Applies multicultural counseling competencies to maintain culturally responsive counseling relationships.	0.00%	0.00%	33.33%	33.33%	33.33%	3
Has developed a counselor identity, including recognition of the importance of membership in professional counseling organizations and advocating for policies, programs, and services that are equitable.	0.00%	0.00%	33.33%	33.33%	33.33%	3

Is able to apply a guiding theory of counseling to serve as a foundation for their work as a counselor.	0.00%	0.00%	0.00%	66.67%	33.33%	3
Participates in seminars, workshops, or other activities that contribute to professional and personal growth.	0.00%	33.33%	0.00%	33.33%	33.33%	3
Recognizes their strengths and limitations professionally and personally.	0.00%	33.33%	0.00%	33.33%	33.33%	3
Understands and applies theoretical case conceptualization, formulates goals, and uses skills consistent with their theoretical orientation.	0.00%	0.00%	33.33%	33.33%	33.33%	3
Understands and demonstrates mastery of core counseling skills, and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues, utilizing individual and group interventions.	0.00%	0.00%	0.00%	66.67%	33.33%	3
Uses research literature to enhance their counseling and uses data to enhance student/client outcomes through action research and program evaluation.	0.00%	0.00%	66.67%	0.00%	33.33%	3

Q6 - My employee(s)						
Question	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree	Total
Demonstrated professional orientation and ethical practice including understanding aspects of professional functioning.	0.00%	50.00%	0.00%	50.00%	0.00%	2
Demonstrated social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	0.00%	0.00%	50.00%	50.00%	0.00%	2
Demonstrated knowledge in human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.	0.00%	0.00%	50.00%	50.00%	0.00%	2
Demonstrated knowledge in career development including an understanding of career development and related life factors.	0.00%	0.00%	100.00%	0.00%	0.00%	2
Demonstrated knowledge in helping relationships including an understanding of the counseling process in a multicultural society.	0.00%	0.00%	50.00%	50.00%	0.00%	2
Demonstrated knowledge in group work including an understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.	0.00%	0.00%	0.00%	100.00%	0.00%	2
Demonstrated knowledge in assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society.	0.00%	0.00%	0.00%	100.00%	0.00%	2

Demonstrated knowledge in research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation.	0.00%	0.00%	50.00%	50.00%	0.00%	2
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Q12 My Employee(s)						
Question	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree	Total
Achieved core counseling knowledge to achieve licensure, certification, and counseling practice in a multicultural and pluralistic society.	0.00%	50.00%	0.00%	50.00%	0.00%	2
Is able to apply a guiding theory of counseling to serve as a foundation for their work as a counselor.	0.00%	0.00%	0.00%	100.00%	0.00%	2
Has developed a counselor identity, including recognition of the importance of membership in professional counseling organizations and advocating for policies, programs, and services that are equitable.	0.00%	0.00%	50.00%	50.00%	0.00%	2
Uses research literature to enhance their counseling and uses data to enhance student/client outcomes through action research and program evaluation.	0.00%	0.00%	100.00%	0.00%	0.00%	2
Applies an ethical decision making model to their work as a counselor.	50.00%	0.00%	0.00%	50.00%	0.00%	2
Applies and adheres to ethical and legal standards.	50.00%	0.00%	0.00%	50.00%	0.00%	2

Understands and demonstrates mastery of core counseling skills, and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues, utilizing individual and group interventions.	0.00%	0.00%	0.00%	100.00%	0.00%	2
Understands and applies theoretical case conceptualization, formulates goals, and uses skills consistent with their theoretical orientation.	0.00%	0.00%	100.00%	0.00%	0.00%	2
Applies multicultural counseling competencies to maintain culturally responsive counseling relationships.	0.00%	0.00%	50.00%	50.00%	0.00%	2
Recognizes their strengths and limitations professionally and personally.	0.00%	0.00%	50.00%	50.00%	0.00%	2

Attempts to have Site Supervisors and Employers complete the survey resulted in only three (3) completed surveys. Therefore, little to no substantive data could be observed at this time.

Changes due to results:

Faculty will need to address how, when, and to whom this survey is distributed in order to increase the amount of completed surveys the department receives.

Graduating Students

How it informs program evaluation:

Students who are graduating from the program were surveyed regarding the perceptions of their experiences while enrolled in the CMCH program. Graduating students perceptions help to serve as a basis for curriculum and programmatic discussion and changes.

The spring of 2018 was the first semester during which this survey was administered. The CMHC program has begun working with the Career and Professional Development office to survey graduates prior to graduation each semesterly. This partnership is in the early stages and in the future will allow the CMHC program to gather valuable data that will continue to inform programmatic improvements. The

data below was extracted from the TAMUCT's Career and Professional Development Graduation Survey Report.

At the time of this report, a small number of responses (N = 5) were obtained.

Graduating Students Spring 2018	Strongly Agree	Moderately Agree	Neither Agree nor Disagree	Moderately Disagree	Strongly Disagree
How well the program prepared you in each area. - Professional orientation and ethical practice including an understanding aspects of professional functions.	2	2	1		
How well the program prepared you in each area. - Social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society.		4		1	
How well the program prepared you in each area. - Human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.		3		1	1
How well the program prepared you in each area. - Career development including an understanding of career development and related life factors.	1	3	1		
How well the program prepared you in each area. - Helping relationships including an understanding of the counseling process in a multicultural society.	3	2			
How well the program prepared you in each area. - Group work including an understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.	3	2			
How well the program prepared you in each area. - Assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society.		5			
How well the program prepared you in each area. - Research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation.	2	2			1
How well the program prepared you in each area. - Achieve core counseling knowledge to achieve licensure, certification, and counseling practice in a multicultural and pluralistic society.	2	2	1		

How well the program prepared you in each area. - Apply a guiding theory of counseling to serve as a foundation for my work as a counselor.	2	2	1		
How well the program prepared you in each area. - Develop a counselor identity, including recognition of the importance of membership in professional counseling organizations and advocating for policies, programs, and services that are equitable.	1	3		1	
How well the program prepared you in each area. - Use the research literature to enhance my counseling and use data to enhance student/client outcomes through action research and program evaluation.	1	2	1		
How well the program prepared you in each area. - Apply an ethical decision making model to my work as a professional.	3	1	1		
How well the program prepared you in each area. - Apply and adhere to ethical and legal standards.	3	1	1		
How well the program prepared you in each area. - Understand and demonstrate mastery of core counseling skills, and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues, utilizing individual and group interventions.	3		1		
How well the program prepared you in each area. - Understand and apply theoretical case conceptualization, formulate goals, and use skills consistent with my theoretical orientation.	4		1		
How well the program prepared you in each area. - Develop a plan for professional and personal growth.	3	1	1		
How well the program prepared you in each area. - Apply multicultural counseling competencies to maintain culturally responsive counseling relationships.	1	3	1		
How well the program prepared you in each area. - Recognize my strengths and limitations professionally and personally.	3	1	1		
How well the program prepared you in each area. - Participate in seminars, workshops, or other activities that contribute to professional and personal growth.	2	2	1		
How well the program prepared you in each area. - Professional orientation and ethical practice including an understanding aspects of professional functions.	2	2	1		

Spring 2018 was the first semester the department had the ability to work with Career and Professional Development office to collect data on students who plan to graduate. During this particular semester the number of students who graduated from the CMHC program was eleven (N=11) indicating nearly a 50% response rate. However, due to the low number of participants no real substantive changes are indicated related to this data.

The data above indicates of the twenty-two (22) items given students rated only one (1) (Human Growth and Development) as being something they either “Moderately disagreed” or “Strongly Disagreed” with in terms of how well the program prepared them.

Alumni (I DON'T HAVE DATA FOR ALUMNI THIS YEAR)

How it informs program evaluation:

An Alumni Survey was emailed to students who graduated from the TAMUCT Master’s of Science in Counseling program. Alumni responses served as a basis for curriculum and programmatic discussion and changes.

TAMUCT Master’s program Alumni

Have you become employed as a licensed professional counselor or counseling professional after completing your degree at Texas A&M University-Central Texas?	
Answer	Count
Yes	1
No	1
I did not seek a counseling position after graduation.	0
Total	2

Please indicate the primary activity of your job (i.e., what you spend most of your time doing each month):	%	Count
Counseling (individual, group, couples, family)	100.00%	2
Case Management	0.00%	0

Administrative Activities (including supervision)	0.00%	0
Training (conducting workshops or other preventive interventions)	0.00%	0
NA- not working in the counseling field	0.00%	0
Other	0.00%	0
Total	100%	2
Have you taken the National Counselor Examination required for licensure in the state of Texas?	%	Count
Yes	100.00%	2
No	0.00%	0
Total	100%	2
Have you passed the National Counselor Examination required for licensure in the state of Texas?	%	Count
Yes	100.00%	2
No	0.00%	0
Total	100%	2
	%	Count
Yes	100.00%	2
No	0.00%	0
Total	100%	2
Are you a Nationally Certified Counselor (NCC)?	%	Count
Yes	0.00%	0
No	100.00%	2
Total	100%	2
What other certifications or licenses have you obtained?		

		LPC-I
Other certifications/licenses you plan to obtain?		
		NCC, LCDC, NCMH C
To what professional organizations (e.g., ACA, TCA, ACES...) do you belong? Check all that apply	%	Count
ACA	50.00%	1
TCA	50.00%	1
ACES	0.00%	0
TSCA	0.00%	0
STCA	0.00%	0
Other	0.00%	0
Total	100%	2
What was your primary reason for choosing to attend the Clinical Mental Health Counseling Program at Texas A&M University-Central Texas. Check all that apply.	%	Count
The curriculum	0.00%	0
Reputation of the program	0.00%	0
Location	100.00 %	2
Recommendation of faculty, colleague, friend	0.00%	0
Other, please specify	0.00%	0
Total	100%	2

How satisfied were you with the following aspects of your program of study? Please indicate your assessment ranging from very dissatisfied (1) to very satisfied (5).

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
The teaching competence of the full-time faculty	0.00%	0.00%	0.00%	100.00%	0.00%	2
The teaching competence of the adjunct faculty	0.00%	50.00%	0.00%	50.00%	0.00%	2
The commitment of the faculty to teaching	0.00%	0.00%	0.00%	100.00%	0.00%	2
Faculty responsiveness to student concerns	0.00%	0.00%	0.00%	0.00%	100.00%	2
Fairness of faculty in evaluation of student performance	0.00%	0.00%	0.00%	50.00%	50.00%	2
Availability of academic advisor	0.00%	0.00%	0.00%	100.00%	0.00%	2
Quality of academic advising	0.00%	0.00%	0.00%	100.00%	0.00%	2
Quality and timeliness of communication about program policies and procedures	50.00%	0.00%	0.00%	50.00%	0.00%	2
Academic level and rigor of courses	0.00%	0.00%	0.00%	100.00%	0.00%	2
Relevance of curriculum to your professional	0.00%	0.00%	0.00%	50.00%	50.00%	2
Class size (i.e., number of students in courses)	0.00%	0.00%	0.00%	0.00%	100.00%	2
Classrooms in which courses were taught	0.00%	0.00%	0.00%	0.00%	100.00%	2
Technological resources available for learning	0.00%	0.00%	0.00%	0.00%	100.00%	2
Availability of support services (e.g., counseling, financial aid, etc.)	50.00%	0.00%	0.00%	50.00%	0.00%	2
Quality of support services (e.g., counseling, financial aid, etc.)	50.00%	0.00%	0.00%	50.00%	0.00%	2
How satisfied were you with the the following aspects of your Practicum experience. Please indicate your assessment ranging from very dissatisfied (1) to very satisfied (5).						
Question	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Satisfied	Very Satisfied	Total

Application process	0.00%	50.00%	0.00%	50.00%	0.00%	2
Community Counseling and Family Therapy Center as Practicum site	0.00%	50.00%	0.00%	0.00%	50.00%	2
Quality of supervision offered by faculty member in class	0.00%	0.00%	0.00%	0.00%	100.00%	2
Quality of supervision offered by faculty member in individual supervision	0.00%	0.00%	0.00%	0.00%	100.00%	2
Fairness of student evaluation process	0.00%	0.00%	0.00%	100.00%	0.00%	2
The way university faculty disseminated information regarding expectations of course work	0.00%	50.00%	0.00%	50.00%	0.00%	2
How satisfied were you with the the following aspects of your Internship experience. Please indicate your assessment ranging from very dissatisfied (1) to very satisfied (5).						
Question	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Site selection process	0.00%	0.00%	50.00%	0.00%	50.00%	2
Appropriateness of site	0.00%	0.00%	0.00%	50.00%	50.00%	2
Quality of supervision offered by faculty member in class	0.00%	0.00%	0.00%	50.00%	50.00%	2
Quality of supervision offered by faculty member in individual supervision	0.00%	0.00%	0.00%	50.00%	50.00%	2
Quality of supervision offered by site supervisor	0.00%	0.00%	0.00%	50.00%	50.00%	2
Fairness of student evaluation process	0.00%	0.00%	0.00%	50.00%	50.00%	2
The way university faculty disseminated information regarding expectations of course work	0.00%	0.00%	50.00%	0.00%	50.00%	2
The next section asks you to assess how effective the program was in meeting its objectives. Please indicate your assessment ranging from very ineffective (1) to very effective (5).						
Question	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.	0.00%	0.00%	0.00%	100.00%	0.00%	2
In providing knowledge and skills in assessment consistent with DSM 5	0.00%	0.00%	50.00%	50.00%	0.00%	2
In providing knowledge and skills in applying a diverse range of research based intervention strategies.	0.00%	0.00%	100.00%	0.00%	0.00%	2
In providing the skills necessary for developing culturally appropriate intervention plans.	0.00%	0.00%	50.00%	50.00%	0.00%	2
In developing the knowledge necessary to demonstrate professional behavior consistent with the ethical guidelines of the mental health counseling profession.	0.00%	0.00%	0.00%	50.00%	50.00%	2
In providing knowledge of human development and its applications for counseling.	0.00%	0.00%	0.00%	100.00%	0.00%	2
In providing the knowledge and skills to conduct career counseling and assist clients in career exploration.	0.00%	0.00%	0.00%	100.00%	0.00%	2
In providing knowledge and skills in counseling and consultation processes.	0.00%	0.00%	50.00%	50.00%	0.00%	2
In providing knowledge and skills in client assessment.	0.00%	0.00%	0.00%	100.00%	0.00%	2
In providing knowledge and skills in group work	0.00%	0.00%	0.00%	0.00%	100.00%	2
In providing knowledge and skills in research & program evaluation.	0.00%	0.00%	100.00%	0.00%	0.00%	2
In providing the knowledge and skills to use evaluation data to improve my counseling.	0.00%	0.00%	0.00%	50.00%	50.00%	2
In providing the knowledge and skills to use evaluation data to improve other aspects of my professional responsibilities.	0.00%	0.00%	0.00%	100.00%	0.00%	2

In providing knowledge of the history of the counseling profession and the skills for navigating current political, institutional, and societal contexts.	0.00%	50.00%	0.00%	50.00%	0.00%	2
In assisting you to develop an appreciation for the importance of social advocacy in the professional role of counselors.	0.00%	0.00%	0.00%	100.00%	0.00%	2
In expecting you to communicate to clients a belief that they are capable of development and can productively work toward agreed upon goals for their betterment	0.00%	0.00%	0.00%	50.00%	50.00%	2
In assisting you to engage in personal and professional behaviors that promote self growth and student learning, including intellectual curiosity, enthusiasm, reflection, and responsible behavior.	0.00%	0.00%	0.00%	50.00%	50.00%	2
In assisting you to develop or refine interpersonal behaviors that promote and foster collaborations with peers, supervisors, staff, and community members.	0.00%	0.00%	0.00%	50.00%	50.00%	2
What specialty topics would you have liked to learn more about?						
LGBT community and adolescents						
More courses in play therap						
What do you see as the strengths of the Clinical Mental Health Counseling Program at Texas A&M University- Central Texas?						
Small class sizes and building a school family						
Program structure and constant preparation for state licensure						
How would you recommend that the Clinical Mental Health Counseling Program be changed or improved at Texas A&M University- Central Texas?						
Be more clear about expectations and due dates and necessary timelines						

Attempts to have Alumni complete the survey resulted in only two (2) completed surveys. Therefore, little to no substantive data could be observed at this time.

Changes due to results:

Faculty will need to address how, when, and to whom this survey is distributed in order to increase the amount of completed surveys the department receives.

REVIEW OF FINDINGS

Data from the Comprehensive Assessment Plan 2018 was reviewed by the TAMUCT CMHC core faculty during the summer of 2018. Faculty reviewed findings from multiple sources and provided suggestions/recommendations for change. Findings will be disseminated at the first regularly scheduled Department Meeting and College of Education (COE) Monthly meeting during the fall 2018 semester.

REPORT SUMMARY THIS IS FROM LAST YEARS REPORT

CPCE Exit Exam data revealed that students needed continued improvement in several content areas: C2 Social and Cultural Diversity, C7: Research & Program Evaluation, and C8 Professional Orientation and Ethics.

Review of counselor skills and dispositions conducted via the CCS-R indicated a need for improvement in more advanced skills use such as Reflection of Meaning and Confrontation. Of significant concern is the student scores on the skills and disposition area Multicultural Competencies in Counseling. Faculty believe this parents specific attention and will focus on opportunities to enhance student competencies in this area.

A targeted analysis of the Key Performance Indicators (KPI) scores indicate attention should be paid to a specific content area include COUN 5357 Methods and Techniques and COUN 5301 Research Methods. This is also supported with data from the CCS-R scores for this course for the COUN 5357 Methods course and the CPCE exit Exam scores for the content area Research & Program Evaluation. Faculty will work to identify aspects related to the COUN 5301 Research Methods course that might allow for improvements. Of significant concern is the lack of data for two core content areas (COUN 5351 Career Counseling and Guidance and COUN 5311 Culture, Minority, and Gender Issues). Faculty will continue to address this ongoing issue.

A targeted analysis of Stakeholder surveys (Site Supervisors, Employers, and Alumni) indicated a need to improve the data collection process. Faculty will need to address how, when, and to whom this survey is distributed in order to increase the amount of completed surveys the department receives.