

## Performance Evaluation Outcomes Report 2023 Clinical Mental Health Counseling Program

This Performance Evaluation Outcomes Report is a review of the Texas A & M University – Texarkana’s Clinical Mental Health Counseling program evaluation of the program. This review will cover evaluation results of the program and aggregate student performance. This report is shared with students, supervisors, all stakeholders, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for which the Clinical Mental Health Counseling program is accredited.

### Counseling Program

TAMUT’s Clinical Mental Health Counseling program is a 60 semester credit hour program, encompassing CACREP’s 8 curriculum standards and clinical mental health counseling standards. This information and other details are provided in Clinical Mental Health Counseling program handbook.

The student handbook and the counseling program website provide potential, new, and current students with the most up-to-date information about the program requirements and policies. The faculty review the counseling program handbook and webpage each year to assess for discrepancies and add new information as needed. The handbook and the counseling program webpage clearly display the mission statement, information about professional organizations, matriculation requirements, expectations of students, academic appeal policy, written endorsement policy, and policy for retention, remediation, and dismissal.

The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community. Faculty use the following data to inform decisions concerning enrollment and retention of diverse students.

#### Gender of Students

Gender	2021 - 2022	2022 - 2023
Female	20	20
Male	7	6
<b>Total</b>	<b>27</b>	<b>26</b>

#### Racial Demographics of Students

Race	2021 - 2022	2022 - 2023
Black Non-Hispanic	3	4
Hispanic	2	1
Two or More	1	2
Unknown	0	0
White Non-Hispanic	21	19
<b>Total</b>	<b>27</b>	<b>26</b>

Texas A & M University – Texarkana and the counseling program are steadfast in the belief that core curricular design and execution should be made by core faculty members. In this regard, our program benefits from the vast majority of classes being taught by faculty members whose full-time academic appointments are in counselor education.

Because counseling programs, particularly those with CACREP accreditation, require more extensive clinical training, practice, and supervision, TAMUT administrators continue to support the counseling program’s efforts to maintain 3 core faculty members as outlined by CACREP standards.

For any calendar year, the ratio of full-time equivalent (FTE) students to (FTE) faculty has not exceeded CACREP’s recommended maximum of 12:1.

Semester	FTEF	FTEs	Student/ Faculty
Spring 2022	3	10	3:1
Fall 2022	2.66	7.4	3:1
Spring 2023	3.33	6	2:1
Fall 2023	3	6.33	2:1

**Program Objectives**

The counseling program objectives are parallel to CACREP’s standards deemed necessary for counseling programs. The faculty have worked diligently to align course objectives to the program objectives based on CACREP’s 8 core standards for counseling programs and the clinical mental health counseling specialization standards. Faculty use these objectives to help develop course materials, class discussions, assignments, exams, and other curricular activities. The program objectives for all students in the counseling program are as follows:

- Articulate and practice within a clear and well conceptualized professional counselor identity
- Demonstrate effective and professional ethical conduct and ethical decision making
- Exhibit professional practices with diverse clients
- Show understanding and skill in working with clients at various and varied stages along the lifespan spectrum.
- Identify and utilize current approaches to working with clients with needs regarding career counseling, career information and career decision making
- Utilize and demonstrate proficiency in providing a counseling relationship to clients
- Show competence and understanding of the processes and procedures for effective group leadership and facilitation

- Accurately and professionally demonstrate knowledge and skills in the process of clinical assessment and understanding assessment results
- Demonstrate the use of data and statistical methods to understand counseling-related issues through rigorous and thorough research investigation.

**Program Evaluation**

Counseling program faculty evaluate program effectiveness and overall student knowledge, skills, and dispositions throughout the program. Program faculty use student and program data to reflect on the strengths and weaknesses of the program to inform programmatic and curricular decisions.

**Data Collection & Analysis**

Data is collected by semester and annually. The data collected involves Key Performance Indicators (KPI) on student academic performance outcomes and Key Professional Dispositions (KPD) pulled from student performance evaluations collected from Pre-Practicum, Practicum, and Internship. This data allows faculty to monitor student progress in counseling knowledge and skills, as well as professional dispositions each semester. However, student performance may be examined anytime throughout the program to support student development, remediation, and retention.

Annual evaluations also include program evaluation and vital statistics on student demographics, trends, and other student performance outcomes, such as number of graduates, comprehensive and credentialing examination pass rates, completion rates, and job placement rates, which are posted annually on the program’s website in an easily accessible location. Data on vital statistics for past years is also available.

**CACREP Statistics for TAMUT Clinical Mental Health Counseling Graduates**

<b>Year</b>	2022-2023
<b>Number Enrolled</b>	26
<b>Number of Graduates</b>	5
<b>Completion Rate</b>	100%
<b>LPC Examination Pass Rate</b>	100%
<b>Job Placement Rate</b>	100%*

*\*Percentage of students actively seeking employment in the counseling field.*

**Key Performance Indicators**

The TAMUT counseling program faculty evaluates student performance in the eight core standards and the clinical mental health counseling specialty standards. Faculty use various formative and summative measures at multiple points throughout the program to measure student knowledge and skills. Faculty review and analyze student progress each semester and

collectively at the end of the academic year.

### **Key Performance Indicators in Relation to Program Goals**

1. *Profession Counseling Orientation and Professional Practice* – Demonstrate effective and professional ethical conduct and ethical decision making.
2. *Social and Cultural Diversity* – Exhibit professional practices with diverse clients.
3. *Human Growth and Development* – Show understanding and skill in working with clients at various and varied stages along the lifespan.
4. *Career Development* – Identify and utilize current approaches to working with clients with needs regarding career counseling, career information, and career decision making.
5. *Counseling and Helping Relationships* – Utilize and demonstrate proficiency in providing a counseling relationship to clients.
6. *Group Counseling* – Show competence and understanding of the processes and procedures for effective group leadership and facilitation.
7. *Assessment and Testing* – Accurately and professionally demonstrate knowledge and skills in the process of clinical assessment and understanding assessment results.
8. *Research and Program Evaluation* – Demonstrate the use of data and statistical methods to understand counseling-related issues through rigorous and thorough research.
9. *Clinical Mental Health Counseling* – Articulate and practice within a clear and well conceptualized professional counselor identity.

### **Student Portfolios**

Students submit all assignments in the learning management system, CANVAS. The Technology Innovation and Digital Education (TIDE) department collects data on assignments and assessments selected as Key Performance Indicators (KPI), which is collected into a student portfolio. The program faculty assess aggregate and disaggregate data to measure individual student progress in the program and overall student performance. This information helps guide faculty in data-driven program decisions and student remediation. The program goal for 2024-25 is to have Key Performance Indicators (KPIs) collected into Folio within CANVAS for student portfolios.

Students must meet or exceed criteria expectations in each of the 9 KPIs to progress in the program and graduate. If students fall behind, they must go through the remediation process successfully to continue.

### **Counselor Preparation Comprehensive Exam**

Another important measure of student performance is the Counselor Preparation Comprehensive Examination (CPCE). This exam is a 136-question. A passing score for the exam is 65% overall. The exam includes eight subsets covering the eight CACREP Core Standards. Candidates must answer 11 out of 17 items correctly to pass the subsets, and candidates are required to pass 6 out of the 8 subsets to pass the CPCE.

Students are given two chances to take the exam. Ninety-six percent of students passed their

comprehensive exam between 2022 to 2023. Some subset results on the core competency areas on the CPCE may be lower than expected at any given time. There are a number of variables that may account for changes in scores. One variable is how the CPCE exam items change every 6 months. Other reasons for changes in scores can be attributed to the time when courses were taken, transfer hours from other universities, and/or lack of preparation for the exam by participants. During the pandemic, there was an increase in transfer students with up to 12 hours in core courses. In addition to this problem, there was a sudden change in course delivery from face-to-face to Zoom.

Looking at the national scores on two of the exams, it appears that the dip in subset scores with TAMUT counseling program students matches the dip in subset scores nationally. TAMUT’s counseling students’ scores are overall on par with the national sample for 2022-2023. The table below shows results for 2022 to 2023. Results are very close to the national averages. These sample scores come from the first versions published for 2022 and 2023.

TAMUT CPCE Scores										
	N	C1 Couns Prof & Ethics	C2 Diversity	C3 Human Growth	C4 Career	C5 Counseling	C6 Group	C7 Assessment	C8 Research	Total Mean
Spring 2022 Version 100122	12	13.1	10.2	10.8	11.7	12.5	12.4	9.2	12.2	76
Sum 2022	5	12.6	10.4	11.0	10.2	12.8	13.4	9.6	11	91.5
Fall 2022	3	10.0	8.0	11.0	8.3	10.7	11.3	7.0	9.7	76
Spring 2023 Version 100123	4	11.3	12.3	11.5	12.3	10.8	12.8	10.5	11.8	93
Fall 2023	4	12.5	10.8	9.5	10.5	9.8	11.8	9.8	10.8	85.3
<b>Overall Average</b>	<b>24</b>	<b>11.75</b>	<b>10.23</b>	<b>11.08</b>	<b>10.62</b>	<b>11.7</b>	<b>12.47</b>	<b>9.22</b>	<b>11.17</b>	<b>84</b>
<b>National Sample Version: 100122</b>	657	12.09	10.37	10.38	11.38	12.01	12.09	9.33	11.58	89.24
<b>National Sample Version: 100123</b>	646	11.09	10.03	10.47	10.39	9.84	11.76	9.97	11.55	85.10

The results below are the average rubric scores for KPIs and CPCEs between 2022-2023. The top 3 *highest* scores on the KPIs are in counseling and the helping relationship, social and cultural diversity, and group counseling. The *lowest* scores are in research and program evaluation, and assessment and testing. There was not a 3<sup>rd</sup> lowest score because the rest of the scores were the same point value. The top 3 *highest* scores on the CPCE are in professional counseling and ethics, group counseling, and research. The 3 *lowest* scores are in social and cultural diversity, assessment and testing, and career development.

**Key Performance Indicator Key**

- 4 = Exceeds Criteria 4 = Exceeds Criteria ( $\geq 80\%$ )
- 3 = Meets Criteria 3 = Meets Criteria (70% - 79%)
- 2 = Partially Meets Criteria 2 = Partially Meets Criteria (60% - 69%)
- 1 = Does Not Meet Criteria 1 = Does Not Meet Criteria ( $\leq 59\%$ )

**CPCE Score Key**

- 4 = Exceeds Criteria ( $\geq 80\%$ )
- 3 = Meets Criteria (65% - 79%)
- 2 = Partially Meets Criteria (50% - 64%)
- 1 = Does Not Meet Criteria ( $\leq 49\%$ )

## Comparison of KPI to CPCE

CACREP 2016 Standards	Counseling Program KPI Mean	CPCE
Standard 1. Professional Counseling Orientation & Practice	3.9	3
Standard 2. Social and Cultural Diversity	4.0	2
Standard 3. Human Growth and Development	3.9	3
Standard 4. Career Development	3.9	2
Standard 5. Counseling and Helping Relationships	4.0	3
Standard 6. Group Counseling	4.0	3
Standard 7. Assessment and Testing	3.7	2
Standard 8. Research and Program Evaluation	3.7	3

### **Practicum & Internship Mid-term & Final Student Evaluation:**

Faculty spend a great deal of time reviewing student performance informally and formally. Assessment of student performance is ongoing throughout the semester and throughout their time in the program. Faculty not only review quantitative student outcomes, but qualitative outcomes as well. This is extremely important when reviewing student overall skills and professional dispositions as a counseling therapist, especially in practicum and internship courses.

Pre-Practicum, Practicum, and Internship help give supervisors and faculty a window into the student's ability to be an effective counselor. During these courses, students are assessed by their abilities to put into practice what they have learned and to show their willingness to accept feedback from faculty supervisors, site supervisors, and peers. Each semester, practicum and internship students are evaluated with a Practicum/Internship Student Evaluation form by site supervisors to measure knowledge, skills, and dispositions. Students in practicum and internship are evaluated during the middle and end of the semester.

Student evaluations are broken into subcategories and evaluated by the site supervisor. These scores are calculated using the following 3-point rating scale. **The 3-point rating scale was converted to a 4-point scale** to match the KPI rubric and the evaluation form will be updated to reflect the change starting spring 2024.

### **Rating Scale**

N = Not required and/or no opportunity to observe

1 = Does not meet criteria expected for the student's level of preparation and experience

2 = Minimally meets criteria expected of the student's level of preparation and experience

3 = Consistently meets criteria expected for student's level of preparation and experience

4 = Exceeds criteria expected for student's level of preparation and experience

<b>Student Evaluations by Site Supervisor</b>	
<b>Knowledge, Skills, Dispositions</b>	<b>Scores</b>
Adaptation to Placement Site	4
Basic Counseling Skills	3.6
Advanced Counseling Skills	3.3
Treatment Planning	3.5
Supervision	4
Administrative Responsibilities	3.5
Professional Relations	3

Site supervisors' evaluation of practicum and internship student performance assesses their counselor qualities and skills. The 3 *highest* scores were in Adaptation to Placement Site, Supervision, and Basic Counseling Skills. The 3 *lowest* scores were in Advanced Counseling Skills, Professional Relations, and Administrative Responsibilities. Professional

dispositions were evaluated under Professional Relations.

### Surveys

To better evaluate the program, surveys were sent out to graduates of the program, site supervisors, and employers. The results of these surveys are in the tables below.

Graduate Survey					
Counseling program helped me:	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
develop professional dispositions and ethical practice.	60%	30%	10%		
use integrative theoretical approach and techniques effectively.	30%	40%	10%		
conduct intake interviews, assessments, and develop a treatment plan.	20%	30%	30%	10%	10%
use core facilitative counseling skills.	60%	30%	10%		
develop competence in working with diverse clients.	60%	30%		10%	
use group leadership skills, understand group dynamics and techniques.	30%	40%	30%		
conceptualize client cases across the lifespan and understand the impact of contextual dimensions.	40%	40%	10%		

Employer Survey			
Counseling program helped graduates to:	Above	Average	Below
use integrative theoretical approach and techniques effectively.	67%	33%	
conduct intake interviews, assessments, and develop a treatment plan.	56%	44%	
use core facilitative counseling skills.	63%	37%	



develop and maintain a therapeutic alliance.	67%	33%	
develop competency in working with diverse clients.	25%	75%	
develop professional dispositions and follow ethical and legal guidelines.	44%	56%	
use group leadership skills, understand group dynamics, and use group counseling techniques.	33%	67%	
conceptualize client cases across the lifespan and consider the impact of developmental and contextual dimensions.	50%	50%	
counseling graduates ask for feedback, research current literature, and seek professional development.	67%	33%	

	Graduate	Site Supervisor	Employer
<b>Spend more time teaching:</b>	Percent	Percent	Percent
No Changes Needed		18%	22%
Professional Counseling Orientation & Practice		45%	22%
Social & Cultural Diversity	10%		
Human Growth & Development		9%	11%
Career Development	20%		
Counseling & Helping Relationships	20%		
Group Counseling & Group Work	10%		
Assessment & Testing	10%		22%
Research & Program Evaluation	10%		
Other	20%	27%	22%

The results of the surveys showed the majority of graduates *strongly agree* or *agree* they were well educated and trained by the counseling program faculty. When looking at core areas of learning, graduates felt more time was needed in counseling and helping relationships (20%), career development (20%), other areas (20%), social and cultural diversity (10%), group counseling (10%), assessment and testing (10%), and research and program evaluation (10%). One comment was about needing help in all areas, and another comment revolved around needing more training from internship partners to develop treatment plans.

The results of the site supervisor surveys showed the majority of site supervisors *strongly agree* or *agree* that interns were well educated and trained by the counseling program faculty. The view on what the counseling program needed to spend more time on was completely different than the graduates view. For instance, 18% felt no changes were needed. The areas they felt needed more coverage was in professional counseling orientation and practice (45%), other areas (27%), and human growth and development (9%). The comments mentioned covering areas to train students to meeting clients where they are intellectually and emotionally, assist student interns on developing more self-awareness and solution-focused thinking, and documentation.

Overall, employers are very pleased with the counselors they've hired from TAMUT's counseling program. Most scored them above average (52%) and others scored them average (48%). Their views were also different than graduates. Some felt no changes were needed (22%), and others felt the program needed to spend more time on professional counseling orientation and practice (22%), assessment and testing (22%), other areas (22%), and human growth and development (11%). One comment mentioned covering areas with ethics and another on setting boundaries with challenging clients.

### **Steps Taken**

Last year, faculty changed the time of some course offerings based on students' needs. Faculty talked with student advisees and students in class who mentioned their difficulty getting off of work for afternoon classes. This feedback helped faculty determine the best times to offer courses.

The program made other changes such as creating digital documentation to keep data accessible and secure for program evaluation and accreditation. Faculty improved all syllabi to reflect the standards being covered in class lectures, assignments, and exams and reviewed coverage in a curriculum matrix. Additionally, a CPCE/NCE Prep course in spring 2024 was created to help students review material from earlier coursework and prepare for their comprehensive exams and national counselor exam for licensure.

### **Next Steps**

Program faculty will continue to improve documentation, digital forms, and protocol to improve continuity, security, and accreditation reports. Additionally, faculty are reviewing student and program outcomes and curriculum to determine which courses are appropriate for providing additional coverage in areas where students performed the lowest.

Faculty advisors will continue to advise student officers in TAMUT's Delta Gamma Sigma

chapter of Chi Sigma Iota, to continue working on possible after hours counseling and to provide more continuing education opportunities for behavioral health providers in the local community.

Faculty will meet with the Counseling Program Advisory Board to review program outcomes and get valuable feedback on ways to improve the counseling curriculum and instruction in the areas needing more attention based on KPIs, KPDs, and graduate, site supervisor, and employer survey results.