

## Performance Evaluation Outcomes Report 2021 Clinical Mental Health Counseling Program

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

### Counseling Programs

The TAMUT Clinical Mental Health Counseling program is 60 semester credit hours. This meets the 2016 CACREP standards, creating a well-developed comprehensive program.

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, 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. This is also measured annually.

#### Gender of Students

Gender	2018 - 2019	2020 - 2021
Female	22	27
Male	1	2
<b>Total</b>	<b>23</b>	<b>29</b>

#### Racial Demographics of Students

Race	2018 - 2019	2020 - 2021
Black Non-Hispanic	2	2
Hispanic	2	1
Two or More	0	7
Unknown	0	2
White Non-Hispanic	19	17
<b>Total</b>	<b>23</b>	<b>29</b>

TAMUT 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 full-time 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, The 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. Thanks to support by administrators, the counseling program has been able to keep the student to faculty ratios in compliance.

**FTEF/FTES**

Semester	FTEF	FTES	Student/Faculty
Spring 2021	3	18	6.1

The counseling program objectives are parallel in nature to CACREP standards of practice deemed necessary for counseling programs. The faculty aligned course objectives to the program objectives based on CACREP standards for counseling programs. We 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:

We believe all counseling students should be able to:

- 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**

The Texas A & M – Texarkana Counseling program faculty evaluate program effectiveness and overall student knowledge, skills, and dispositions throughout the program. The evaluation data is used to guide program faculty 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 by semester involves Key Performance Indicators (KPI) on student performance outcomes. Faculty also review student performance evaluations collected from Pre-Practicum, Practicum, and Internship to monitor student progress and professional dispositions each semester. However, student performance may be examined anytime throughout the program and addressed in a timely manner.

Annual evaluations, include Performance Evaluations and Vital statistics on student demographics, trends, and other student performance outcomes. The number of graduates, credentialing examination pass rates, completion rates, and job placement rates are also posted annually on the program’s website in an easily accessible location. Previous years are also made available as well.

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

<b>Year</b>	2020-2021
<b>Number Enrolled</b>	29
<b>Number of Graduates</b>	4
<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.	

Job prospects for our graduates in counseling are strong. In 2020, there were 327,500 counselors employed nationwide. Employment projections for 2030 shows a 23% increase to 402,600 jobs with 41,000 projected annually

### **Counselor Preparation Comprehensive Exam**

Another important measure of student performance is the Counselor Preparation Comprehensive Examination (CPCE). This exam is a 136 question exam. A passing score for the exam is 70% overall. The data is disaggregated by the eight CACREP Core Standards and analyzed and reviewed by the core faculty in the counseling program.

Comprehensive Exam Scores										
	Number of Tester-Takers	C1- Growth Mean	C2- Diversity Mean	C3- Relationships Mean	C4- Group Mean	C5- Career Mean	C6- Assessment Mean	C7- Research Mean	C8- Ethics Mean	Total Mean
Nov 2020	5	10.6	8.8	10.8	10.8	11	13.2	11	10.6	86.8
Apr 2021	1	16	13	12	11	15	16	10	13	106
<b>Mean Score</b>	<b>6</b>	<b>13.3</b>	<b>10.9</b>	<b>11.4</b>	<b>10.9</b>	<b>12</b>	<b>14.6</b>	<b>10.5</b>	<b>11.8</b>	<b>96.4</b>

Passing scores are 11.9/17 for sub scores

### Key Performance Indicators

The TAMUT counseling program faculty evaluate student performance in the eight core areas and in clinical mental health counseling standards. Faculty use multiple measures at multiple points throughout the program and review and analyze data each semester and annually.

Faculty also use other informal and formal assessments to gauge student learning, skills, and professional dispositions to help tailor their teaching to meet CACREP standards, program learner objectives, and the developmental needs of counseling program candidates.

TAMUT's counseling program student results on the Counselor Preparation Comprehensive Examination (CPCE) are good. The number of students who passed in 2020 – 2021 is 100%. TAMUT's counseling program mean score for the same academic year is 86.6 (fall) and 106.0 (spring), which is 71% (96.4/136) for the yearly average. Although TAMUT's results for the CPCE total scores and subset scores seem low, TAMUT's counseling students' scores are much higher than the national average for the 2020 – 2021 exams, with a total mean score of 80.6 (59%) – 84.1 (62%) and subset mean scores of 9.0 (53%) to 13.1 (77%).

The results below are the average scores for KPIs and CPCEs from the 2020-2021 academic year. The top 3 *highest* scores on the KPIs are in counseling and the helping relationship, social and cultural diversity, and human growth and development. The 3 *lowest* scores being in research and program evaluation, assessment and testing, and professional counseling orientation and practice. The top 3 *highest* scores on the CPCE are in group counseling, professional counseling orientation and practice, and counseling and helping relationships. The 3 *lowest* scores are in assessment and testing, social and cultural diversity, and career development.

Comparison of KPI to the CPCE

CACREP 2016 Standards	Counseling Program KPI Mean	CPCE
Standard 1. Professional Counseling Orientation & Practice	93 %	78 %
Standard 2. Social and Cultural Diversity	100 %	64 %
Standard 3. Human Growth and Development	99 %	67 %
Standard 4. Career Development	97 %	64 %
Standard 5. Counseling and Helping Relationships	100 %	76 %
Standard 6. Group Counseling	97 %	86 %
Standard 7. Assessment and Testing	87 %	62 %
Standard 8. Research and Program Evaluation	74 %	69 %

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

Faculty spend a great deal of time reviewing student performance informally and formally. Assessment is ongoing throughout the semester and throughout the program as a student progresses closer to matriculation. Faculty use these assessments to make course improvements or to spend more time on a subject when students are not understanding, and review exams, assignments, and discussions in class or discussion posts. Faculty not only review quantitative outcomes, but qualitative outcomes regularly. The results are analyzed and discussed among the counseling core faculty to make decisions on what is best for students and the program. This is extremely important when reviewing student overall skills as a therapist in the 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 on

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 the Practicum/Internship Student Evaluation forms are used by site supervisors to measure knowledge, skills, and dispositions. Students in practicum and internship are evaluated during the middle of the semester and end of the semester using this form.

Student evaluations are broken into subcategories and evaluated by the site supervisor. These scores are calculated using the following 3 point rating scale.

**Rating Scale**

- N = Not required and/or no opportunity to observe
- 0 = Does not meet criteria expected for the student’s level of preparation and experience
- 1 = Minimally meets criteria expected of the student’s level of preparation and experience
- 2 = Consistently meets criteria expected for student’s level of preparation and experience
- 3 = Exceeds criteria expected for student’s level of preparation and experience

<b>Student Evaluations by Site Supervisor</b>	
Knowledge, Skills, Dispositions	Scores
Adaptation to Placement Site:	2.38
Basic Counseling Skills:	2.37
Advanced Counseling Skills:	2.15
Treatment Planning:	2.18
Supervision:	2.16
Administrative Responsibilities:	2.21
Professional Relations:	2.3

Student evaluations assess counselor qualities and skills in Practicum and Internship twice in the semester by the site supervisor. The scores tend to be higher than average. However, the lowest 3 scores were in Advanced Counseling Skills, Supervision, and treatment planning. The highest scores fall under adaption to placement sites and basic counseling skills.

Professional dispositions are also evaluated. The professional dispositions measured are listed below and located in the counseling program handbook and in some syllabi. Faculty analyze the scores to look for trends or out of the ordinary behaviors in the following categories:

- Integrity
- Tolerance
- Interpersonal Relationships
- Initiative

- Dependability
- Attitudes
- Functions under stress
- Appearance

Professional Dispositions					
Dispositions					
1. Integrity	Always	Always	Always	Always	Always
2. Tolerance	Always	Always	Always	Always	Always
3. Interpersonal Relationships	Always	Always	Most of the Time	Always	Always
4. Initiative	Always	Always	Most of the Time	Always	Always
5. Dependability	Always	Always	Most of the Time	Always	Always
6. Attitudes	Always	Always	Most of the Time	Always	Always
7. Function Under Stress	Always	Always	Most of the Time	Always	Always
8. Appearance	Always	Always	Always	Always	Always
Dispositions					
1. Integrity	Sometimes	Always	Always		
2. Tolerance	Sometimes	Always	Always		
3. Interpersonal Relationships	Sometimes	Always	Always		
4. Initiative	Never	Always	Always		
5. Dependability	Rarely	Most of the Time	Always		
6. Attitudes	Sometimes	Always	Always		
7. Function Under Stress	Sometimes	Always	Always		
8. Appearance	Sometimes	Always	Always		

1 = always 2 = Mostly 3 = Rarely 4 = Never

After careful review of the KPI and CPCE exams scores, it was determined that students are performing very well in the program and at placement sites. Even though the scores were mostly “always” on the dispositions, there were a few marks of “most of the time” or lower on a few of the interns for attitude, function under stress, initiative and dependability. Faculty supervisors will spend more time going over these in practicum and internship, and faculty will monitor these behaviors in the classroom and reassess next year.

### Surveys

To better evaluate the program, surveys were sent out to students about professional organizations, graduates of the program, and employers of counseling graduates. The surveys on professional organization showed no students as members in the main professional counseling organizations. However, there many are members of Chi Sigma Iota that participate and lead various activities and events. The results of the survey for counseling graduates are below.

Graduate Survey					
Counseling program trained me to:	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Use integrative theoretical approach and techniques effectively	100%				
Conduct intake interviews and develop a treatment plan	78%	22%			
Use core facilitative counseling skills	100%				
Competency in working with diverse clients	100%				
Encourage membership and participation in professional organizations	100%				
Use assessments for diagnosis, interventions, and reporting results	100%				
Conceptualize and understand the impact of contextual dimensions	100%				
Encouraged research of current literature and best practices in counseling	89%	11%			

The employer survey below showed a slightly different result.

Employer Survey			
Counseling program trained counselors to:	Above Average	Average	Below
Use integrative theoretical approach and techniques effectively	83%	17%	
Conduct intake interviews and develop a treatment plan	100%		
Use core facilitative counseling skills	83%	17%	
Develop and maintain a therapeutic alliance	83	17%	
Competency in working with diverse clients	67%	33%	

Counseling graduate's professional disposition	67%	33%	
Counsel clients ethically	67%	33%	
Counseling graduates' ability to conduct, analyze, & reports assessments or program evaluations	50%	50%	
Counseling graduates ask for feedback, research current literature and seeks out professional development	100%		

Graduate and Employer comparison

	Graduate	Employer
Spend more time teaching:	Percent	Percent
Professional Counseling Orientation & Practice		33%
Social & Cultural Diversity	11%	
Human Growth & Development	11%	17%
Career Development		
Counseling & Helping Relationships		
Group Counseling & Group Work		33%
Assessment & Testing	11%	
Research & Program Evaluation		
None of the Above	22%	17%
Other	45%	

The results of the surveys showed graduates *strongly agree* or *agree* they were well educated and trained by the counseling program faculty. When looking at core areas of learning, 33% felt more time was needed in teaching specific areas such as diversity (11%), human growth (11%), and assessment (11%). Whereas 22% felt no changes were needed and 45% felt they would have liked more training in other areas such as substance abuse and trauma.

Overall, employers are very pleased with the counselors they've hired from TAMUT's counseling program. Most scored them above average but were split 50/50 between above

average and average on conducting, analyzing, and reporting assessment results and program evaluations. Employers felt students needed more time learning professional orientation and practice (33%), group counseling (33%), and human growth and development (11%). Whereas, 17% felt no changes were needed.

### **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.

### **Next Steps**

Faculty regularly review student evaluations, grades, and comprehensive exam scores to determine if changes need to be made in instruction and assessment to better prepare students for the CPCE exam, NCE, and professional practice. Faculty have reviewed syllabi but will go over the results of the curriculum review and student outcomes to see if any changes need to be made.

Faculty advisors will continue to advise student officers in TAMUT's Chi Sigma Iota chapter, Delta Gamma Sigma, to develop a mentor program, comprehensive exam study group for students in their last two semesters in the program, mental health awareness tables in the lobby, and other activities. The officers have done a phenomenal job on these initiatives in 2021-2022.

Faculty will continue to discuss with the counseling advisory board steps to improve the counseling curriculum and instruction in the areas that need more attention based on the KPIs, performance outcome report, and graduate and employer surveys.

Further, the faculty will review the handbook for 2022 – 2023 on course sequencing and developing a new plan of study form. The purpose for revising the sequencing is to help students plan what courses will be available to make a plan of study in coordination with their advisor.

Lastly, it has become increasingly apparent that digital means of collecting student data is needed. Faculty are looking at options such as Chalk & Wire that automatically pull KPI data from Blackboard to a digital portfolio for each student. This will help keep data in one place, provide a digital portfolio of student work, and allow for easy analysis of student performance and overall student progress by semester, annually, and near the end of the program.