COMPREHENSIVE ASSESSMENT PLAN AND REPORT

2021-2022

Texas A&M University – Central Texas
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING & PSYCHOLOGY

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Comprehensive Assessment Plan and Report

The faculty in the Texas A&M University – Central Texas (A&M-Central Texas) Clinical Mental Health Counseling program use a variety of assessment procedures to determine each student's: 1) readiness for the rigor of graduate studies, 2) development of knowledge, skills and professional dispositions across the program to meet CACREP standards and learning objectives, 3) mastered competencies necessary to endorse students for counseling licensure, and 4) relevance of program curriculum to employed graduates and their employers in the field.

In addition to assessing students' development in the program, the A&M-Central Texas Clinical Mental Health Counseling faculty also evaluate the admissions process, program curriculum, coursework, and program outcomes, including gathering feedback from our site supervisors, alumni, alumni employers, and stakeholders in the community. These assessment protocols allow us to systematically improve our program consistent with CACREP Standards.

> *CACREP Standard 4.B.: The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.*

Component 1 of Standard 4.B. is reported in Section I, Component 2 is reported in Section II, and Component 3 is reported in Section III and IV of this report.

The Comprehensive Assessment Plan and Report has been prepared by Dr. Jeremy Berry, Associate Chair, on behalf of the A&M-Central Texas Clinical Mental Health Counseling Program. The data in this report was reviewed by all A&M-Central Texas Clinical Mental Health Counseling Program Faculty. Goals and recommendations for continued improvement in 2022-2023 are included at the end of this report.

Program Data Collection Schedule & Procedures

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. The

following data collection schedule is designed for continuous and systematic evaluations from multiple measures of the A&M-Central Texas Clinical Mental Health Counseling program consistent with CACREP Standards.

CACREP Standard 4.A.: Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B. the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

Program faculty meet each semester to discuss ongoing data collection efforts and meet annually during a retreat scheduled at the end of the summer semester to analyze and interpret the data and make recommendations for curriculum and program improvement. Program improvements are prioritized and implemented in the academic year following the retreat. Curriculum revisions are entered into our Curriculum Information Management system in the Fall semester for review and approval with implementation in the subsequent Fall semester. The table below provides information about the program data collection and procedures.

Program Data Collection Schedule & Procedures

PROGRAM DATA COLLECTION SCHEDULE & PROCEDURES *(Standard 4.A.1-2)*			
Data Gathered in CMHC Program			
Data Source	**Data Collection Frequency**	**Procedure For Collecting Data**	**Responsible Party For Collecting Data** *(& providing data to program's CACREP liaison)*
Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards	Every semester	*Qualtrics* is used to collect data	All program faculty

Aggregate student professional dispositions data	Every semester *(More data on individual students may be collected if dispositions concerns arise)*	CMHC faculty complete Fitness to Practice (FTP) documents in all prerequisites to Practicum	All program faculty
Student demographics: 1. Number of applicants 2. Student GPAs 3. Number of accepted students 4. Number of matriculated students 5. Applicant and student ethnicity data 6. Applicant and student gender data 7. Completion rates	Once a year	Information request to the Office of Institutional Research	CACREP Liaison
Graduate placement rates	Once a year	Email to recent graduates for placement information	CACREP Liaison
Licensure rates	Once a year	Email to students and recent graduates for licensure information	CACREP Liaison
Data (i.e., program efficacy, student performance) from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Surveys sent every three years to: 1. Program alumni 2. Site supervisors 3. Employers of program graduates	*Qualtrics* is used as online survey tool	Practicum/Internship Coordinator

Faculty SROI (Student Rating of Instruction)	Every semester	Information request to the Office of Institutional Research	Program Coordinator
Practicum supervisors' evaluations of practicum students	Every semester	Practicum supervisors complete written evaluations of practicum students and upload data into *Qualtrics*	CMHC Practicum Faculty
Internship site supervisors' evaluations of student interns	Every semester	Internship site supervisors complete an evaluation on *Qualtrics*	CMHC Internship Faculty
Students' evaluations of practicum supervisors	Every semester	Practicum students complete written evaluations and data uploaded into *Qualtrics*	CMHC Practicum Faculty
Students' evaluations of internship site supervisors	Every semester	Internship students complete written evaluations and data uploaded into *Qualtrics*	CMHC Internship Faculty
Students' evaluations of CMHC internship supervisors	Every semester	Internship students complete written evaluations uploaded into *Qualtrics*	CMHC Internship Faculty

Students' professional activities: 1. Publications 2. Presentations 3. Professional leadership position 4. Professional activities and involvement	Once a year	E-mail request sent to students for updated information	CACREP Liaison
TAMUCT CHMC Advisory Board feedback	Once a year	Feedback from advisory board members is collected during annual board meeting	CMHC Assessment Coordinator
CPCE results	Every semester	Receive results from Center for Credentialing and Education	CMHC Program Coordinator
NCE results	Once a year	Email students for results	CMHC Program Coordinator

SECTION I: Assessment of Student Learning

Program Objectives, Key Performance Indicators,
Courses Measured With Signature Assignments By Core Standard

(CACREP Standard 4.F.1-2)

***Each Knowledge and Skill is assessed twice – formatively and summatively**

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

Program Objectives, Key Performance Indicators, Courses Measured with Signature Assignments by Core Standard

Fall 2021 through Summer 2022		
PROGRAM OBJECTIVES, KPIs, AND STUDENT LEARNING ASSESSMENT BY CORE STANDARD		
PROFESSIONAL ORIENTATON AND ETHICAL PRACTICE CORE STANDARD 2.F.1.i.: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling		
PROGRAM OBJECTIVE	**KEY PERFORMANCE INDICATOR**	**COURSE** **SIGNATURE ASSIGNMENT**

| Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice | Key Performance Indicator 1.1 KPI 1.1. Knowledge: Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations. | COUN 5365 Ethical Foundations in Counseling

Ethics in the Discipline Presentation (formative & summative): Students will gather information and resources to present on ethical considerations. |
|---|---|---|
| Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice | Key Performance Indicator 1.2 Skill: Students will demonstrate the ability to apply and adhere to ethical and legal standards. | COUN 5393 Practicum

Practicum Evaluations (formative and summative): Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on ethical practice. |
| **SOCIAL AND CULTURAL DIVERSITY** CORE STANDARD 2.F.2.b.: theories and models of multicultural counseling, cultural identity development, and social justice and advocacy | | |
| **PROGRAM OBJECTIVE** | **KEY PERFORMANCE INDICATOR** | **COURSE**

SIGNATURE ASSIGNMENT |
| Program Objective #2 Establish helping relationships with diverse clients | Key Performance Indicator 2.1 Knowledge: Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. | COUN 5311 Multicultural Counseling

Cultural Self-Assessment (formative and summative): To increase students' cultural self-awareness, they will complete a cultural self-assessment based on Hays's (2016) ADDRESSING model. |

Program Objective #2 Establish helping relationships with diverse clients	Key Performance Indicator 2.2 Skill: Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students.	COUN 5393: Practicum Practicum Evaluations (formative and summative): Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on social and cultural diversity and multicultural competencies.
HUMAN GROWTH AND DEVELOPMENT CORE STANDARD 2.F.3.a.: theories of individual and family development across the lifespan		
PROGRAM OBJECTIVE	**KEY PERFORMANCE INDICATOR**	**COURSE** **SIGNATURE ASSIGNMENT**
Program Objective #3 Understand individual and family development and transition across the life span including ways to promote optimal human development.	**Key Performance Indicator 3.1** Knowledge: Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.	**COUN 5304** **Human Development** Developmental Reading Reflection (formative and summative): Students will write reflection papers describing their knowledge of development across the lifespan based on assigned readings.

Program Objective #3 Understand individual and family development and transition across the life span including ways to promote optimal human development.	**Key Performance Indicator 3.2** <u>Skill</u>: Students will demonstrate understanding by applying developmental theories to their work with clients/students.	**COUN 5393 Practicum** *Practicum Evaluations (formative and summative)*: Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on developmental applications.

CAREER DEVELOPMENT
CORE STANDARD 2.F.4.j.: ethical and culturally relevant strategies for addressing career development

PROGRAM OBJECTIVE	**KEY PERFORMANCE INDICATOR**	**COURSE** **SIGNATURE ASSIGNMENT**
Program Objective #4 Demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental well-being	**Key Performance Indicator 4.1** <u>Knowledge</u>: Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow up, and evaluation within the counseling profession	**COUN 5351 Career Counseling** *Career Development and Counseling Theory Video Presentation (formative and summative):* Students will work to design a presentation on a career development topic of their choosing with a theoretical application.

Program Objective #4 Demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental well-being	**Key Performance Indicator 4.2** Skill: Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	**COUN 5351: Career Counseling** *Career Development Program Proposal (formative and summative):* Students will work to design a career development program for a REAL agency, school, or counseling center.
COUNSELING AND HELPING RELATIONSHIPS CORE STANDARD 2.F.5.g.: essential interviewing, counseling, and case conceptualization skills		
PROGRAM OBJECTIVE	**KEY PERFORMANCE INDICATOR**	**COURSE** **SIGNATURE ASSIGNMENT**
Program Objective #8 Use theories and models to guide their professional practice	**Key Performance Indicator 5.1** Knowledge: Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.	**COUN 5357 Methods in Counseling** *Counseling Tapescripts (formative and summative):* Students will prepare 2 tapescripts of role-playing counseling dyads. Students must identify appropriate theory and/or techniques being utilized which must be evidence based.

Program Objective #1 Develop strong professional identity as counselors.	Key Performance Indicator 5.2 Skill: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students.	COUN 5393 Practicum *Practicum Evaluations (formative and summative)*: Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on interviewing, counseling, and case conceptualization skills, essential components of counseling.
GROUP COUNSELING AND GROUP WORK **CORE STANDARD 2.F.6.g.:** ethical and culturally relevant strategies for designing and facilitating groups		
PROGRAM OBJECTIVE	**KEY PERFORMANCE INDICATOR**	**COURSE** **SIGNATURE ASSIGNMENT**
Program Objective #5 Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work	Key Performance Indicator 6.1 Knowledge: Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	COUN 5354 Group Counseling *Group Proposal (formative and summative)*: Students will outline a group that they would implement and facilitate.

Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice	**Key Performance Indicator 6.2** Skill: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies.	**COUN 5393 Practicum** *Practicum Evaluations (formative and summative)*: Students will be evaluated using the Practicum Evaluation (CCS-R, which includes a section on facilitating a group using ethical and culturally relevant strategies.

ASSESSMENT AND TESTING
CORE STANDARD 2.F.7.m.: ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results

PROGRAM OBJECTIVE	**KEY PERFORMANCE INDICATOR**	**COURSE** **SIGNATURE ASSIGNMENT**
Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	**Key Performance Indicator 7.1** Knowledge: Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing.	**COUN 5381 Assessment and Evaluation** *Assessment Instrument Evaluation (formative and summative)*: Students will evaluate an inventory or assessment instrument. Students will research a selected topic thoroughly and will analyze the tool/instrument and research the literature related to the selected assessment.

Program Objective #6	Key Performance Indicator 7.2	COUN 5307 Abnormal Behavior
Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	Skill: Students will demonstrate understanding of treatment options and techniques for behavioral change.	*Abnormal Behavior Report (formative and summative):* Students will be evaluated using the abnormal behavioral report assignment, a full report covering both diagnostic impressions and treatment plan options.

RESEARCH AND PROGRAM EVALUATION
Core Standard 2.F.8.e.: evaluation of counseling interventions and programs

PROGRAM OBJECTIVE	KEY PERFORMANCE INDICATOR	COURSE SIGNATURE ASSIGNMENT
Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	Key Performance Indicator 8.1 Knowledge: To understand how to apply research methodology to the practice of evidence based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling interventions and programs.	COUN 5302: Intro to Research *Literature Review (formative and summative):* Students will demonstrate their capacity to develop a research question of their own interest by completing a two-part document: 1) a literature review and 2) a research proposal to demonstrate knowledge of ways to evaluate counseling interventions and programs.

Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	**Key Performance Indicator 8.2** <u>Skill:</u> Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions, and program outcomes.	**COUN 5383 Consultation and Supervision** *Supervision Interview and Paper (formative and summative):* Students will interview a supervisor and complete a paper identifying best practices, supervisory methods and assessment related elements of supervision.

CLINICAL MENTAL HEALTH COUNSELING STANDARD **CMHC Standard 5.C.1.c.:** principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning		
PROGRAM OBJECTIVE	**KEY PERFORMANCE INDICATOR**	**COURSE** **SIGNATURE ASSIGNMENT**
Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	**Key Performance Indicator 9.1** <u>Knowledge</u>: Students will demonstrate understanding of treatment options and techniques for behavioral change.	**COUN 5307 Abnormal Behavior** *Abnormal Behavior Report (formative and summative):* Students will submit a full report covering both diagnostic impressions and treatment plan options that must be evidenced based and aligned with best practices for the Dx provided.

Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	**Key Performance Indicator 9.2** Skill: Students will demonstrate understanding of principles, models, and documentation formats of case conceptualization & treatment planning in their work with clients. (5-C.1.c.)	**COUN 5386 Internship** *Case Conceptualization Presentation (formative and summative)*: Students will present a formal case conceptualization and treatment plan using de-identified client information.
Program Objective #1 Develop strong professional identity as counselors.	**Key Performance Indicator 10.1** Knowledge: Students will demonstrate understanding roles and settings of clinical mental health counselors. (5C.2.a.)	**COUN 5350 Foundations of Counseling** *Counseling Professional Interview (formative and summative)*: Students will submit a transcribed interview with a professional counselor complete with a reflection on the experience.
Program Objective #1 Develop strong professional identity as counselors.	**Key Performance Indicator 10.2** Skill: Students will demonstrate understanding professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (5-C.2.k.)	**COUN 5350 Foundations of Counseling** *Professional Identity Assignment (formative and summative)*: Students will submit evidence of affiliation with a professional counseling organization and will provide a short presentation on the organization.

Assessment of Program Objectives Based on Student Learning Data

The table below shows the program learning outcome assessment as measured by Key Performance Indicators (KPIs) of student learning at both assessment time points.

Fall 2021 – Summer 2022 KPI Assessment of Student Learning Data by Program Objective

Fall 2021 through Summer 2022 PROGRAM LEARNING OUTCOMES, KPIs, STUDENT LEARNING DATA, AND RESULTS						
MASTER'S STANDARDS & KPIs						
PROGRAM OBJECTIVE	**PROFESSIONAL ORIENTATON AND ETHICAL PRACTICE** **CORE STANDARD 2.F.1.i.**	**COURSE** **SIGNATURE ASSIGNMENT**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**	**TARGET**
Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice	**Key Performance Indicator 1.1** • <u>KPI 1.1. Knowledge</u>: Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations. (2.F.1.i)	COUN 5365: Ethical Foundations in Counseling *Ethics in the Discipline Presentation*	Fall 2021 Spring 2022 N=39	1 =Unsatisfactory 11= Emerging 12 = Proficient 15 = Distinguished	1=Unsatisfactory 1 = Emerging 20 =Proficient 17= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 95% **Target Met**

PROGRAM OBJECTIVE	Key Performance Indicator	COURSE / SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice	**Key Performance Indicator 1.2** Skill: Students will demonstrate the ability to apply and adhere to ethical and legal standards. (2.F.1.i)	COUN 5393: Practicum *Practicum Evaluations*	Fall 2021 Spring 2022 Summer 2022 N=15	0= Unsatisfactory 10= Emerging 5= Proficient 0 = Distinguished	0=Unsatisfactory 2= Emerging 9=Proficient 4= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 86% **Target Met**
PROGRAM OBJECTIVE	**SOCIAL AND CULTURAL DIVERSITY** **CORE STANDARD 2.F.2.b.**	**COURSE** **SIGNATURE ASSIGNMENT**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**	**TARGET**
Program Objective #2 Establish helping relationships with diverse clients.	**Key Performance Indicator 2.1** Knowledge: Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. (2.F.2.b.)	COUN 5311: Multicultural Counseling *Cultural Self-Assessment*	Summer 2022 N= 15	0=Unsatisfactory 14= Emerging 1= Proficient 0=Distinguished	0=Unsatisfactory 2= Emerging 12=Proficient 1= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 87% **Target Met**
Program Objective #2 Establish helping relationships with diverse clients.	**Key Performance Indicator 2.2** Skill: Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their	COUN 5393: Practicum *Practicum Evaluations*	Fall 2021 Spring 2022 Summer 2022 N= 12	0=Unsatisfactory 7= Emerging 5= Proficient 0= Distinguished	0=Unsatisfactory 1= Emerging 7=Proficient 4= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 92% **Target Met**

	work with clients/students. (2.F.2.b.)					

PROGRAM OBJECTIVE	HUMAN GROWTH AND DEVELOPMENT CORE STANDARD 2.F.3.a.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
Program Objective #3 Understand individual and family development and transition across the life span including ways to promote optimal human development.	**Key Performance Indicator 3.1** Knowledge: Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development. (2.F.3.a.)	COUN 5304: Human Development *Developmental Reading Reflection*	Summer 2022 N=15	0=Unsatisfactory 14= Emerging 1= Proficient 0=Distinguished	0=Unsatisfactory 2 = Emerging 12=Proficient 1= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 87% **Target Met**
Program Objective #3 Understand individual and family development and transition across the life span including ways to promote optimal human development.	**Key Performance Indicator 3.2** Skill: Students will demonstrate understanding by applying developmental theories to their work with clients/students. (2.F.3.a.)	COUN 5393: Practicum *Practicum Evaluations*	Fall 2021 Spring 2022 Summer 2022 N=14	0=Unsatisfactory 10= Emerging 4= Proficient 0= Distinguished	0=Unsatisfactory 0= Emerging 10=Proficient 4= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% **Target Met**

PROGRAM OBJECTIVE	CAREER DEVELOPMENT CORE STANDARD 2.F.4.j.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
Program Objective #4 Demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental well-being	**Key Performance Indicator 4.1** <u>Knowledge</u>: Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow up, and evaluation within the counseling profession (2.F.4.j.)	COUN 5351: Career Counseling *Career Development and Counseling Theory Video Presentation*	Fall 2021 Spring 2022 N=7	2=Unsatisfactory 0= Emerging 2= Proficient 3=Distinguished	1= Unsatisfactory 0= Emerging 5=Proficient 1= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 86% **Target Met**
Program Objective #4 Demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental well-being	**Key Performance Indicator 4.2** <u>Skill</u>: Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. (2.F.4.j.)	COUN 5351: Career Counseling *Career Development Program Proposal*	Fall 2021 Spring 2022 N= 7	1=Unsatisfactory 4= Emerging 1= Proficient 1=Distinguished	0=Unsatisfactory 1= Emerging 5 =Proficient 1= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 86% **Target Met**

PROGRAM OBJECTIVE	COUNSELING AND HELPING RELATIONSHIPS CORE STANDARD 2.F.5.g.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
Program Objective #8 Use theories and models to guide their professional practice	**Key Performance Indicator 5.1** Knowledge: Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients. (2.F.5.g.)	COUN 5357: Methods in Counseling *Counseling Tapescripts*	Fall 2021 Spring 2022 Summer 2022 N=33	0=Unsatisfactory 13= Emerging 19 = Proficient 1 =Distinguished	0=Unsatisfactory 0 = Emerging 29 =Proficient 4= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% **Target Met**
Program Objective #1 Develop strong professional identity as counselors.	**Key Performance Indicator 5.2** Skill: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students. (2.F.5.g.)	COUN 5393: Practicum *Practicum Evaluations*	Fall 2021 Spring 2022 Summer 2022 N= 14	0=Unsatisfactory 10= Emerging 4= Proficient 0 =Distinguished	0=Unsatisfactory 0 = Emerging 10=Proficient 4= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% **Target Met**
PROGRAM OBJECTIVE	GROUP COUNSELING AND GROUP WORK CORE STANDARD 2.F.6.g.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET

PROGRAM OBJECTIVE	ASSESSMENT AND TESTING CORE STANDARD 2.F.7.m.	COURSE SIGNATURE ASSIGNMENT	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT	TARGET
Program Objective #5 Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work	**Key Performance Indicator 6.1** <u>Knowledge</u>: Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness. (2.F.6.g.)	COUN 5354: Group Counseling *Group Proposal*	Fall 2021 Summer 2022 N=9	1=Unsatisfactory 1= Emerging 3 = Proficient 4 =Distinguished	1= Unsatisfactory 0 = Emerging 6 =Proficient 2= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 89% **Target Met**
Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice	**Key Performance Indicator 6.2** <u>Skill</u>: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. (2.F.6.g.)	COUN 5393: Practicum *Practicum Evaluations*	Fall 2021 Spring 2022 Summer 2022 N=13	0=Unsatisfactory 9= Emerging 4= Proficient 0=Distinguished	0=Unsatisfactory 0 = Emerging 9=Proficient 4= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% **Target Met**

Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	Key Performance Indicator 7.1 Knowledge: Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing. (2.F.7.m.)	COUN 5381: Assessment and Evaluation *Assessment Instrument Evaluation* N=13	Spring 2022	0=Unsatisfactory 10= Emerging 3= Proficient 0=Distinguished	0= Unsatisfactory 2= Emerging 9 =Proficient 2= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 85% **Target Met**

Program Objective #7 Abide by relevant ethics, laws, and standards of professional practice	Key Performance Indicator 7.2 <u>Skill</u>: Students will demonstrate understanding of treatment options and techniques for behavioral change. (2.F.7.m.)	COUN 5307 Abnormal Behavior *Abnormal Behavior Report*	Spring 2022 Summer 2022 N=11	1=Unsatisfactory 8= Emerging 2= Proficient 0 =Distinguished	1=Unsatisfactory 2= Emerging 6=Proficient 2= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 72% **Target Not Met**
PROGRAM OBJECTIVE	**RESEARCH AND PROGRAM EVALUATION** **Core Standard 2.F.8.e.**	**COURSE** **SIGNATURE ASSIGNMENT**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**	**TARGET**
Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	**Key Performance Indicator 8.1** <u>Knowledge</u>: To understand how to apply research methodology to the practice of evidence based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs and interventions. (2.F.8.e.)	COUN 5302: Intro to Research *Literature Review*	No data for Fall 2021-2022 **New Course**	0=Unsatisfactory 0= Emerging 0 = Proficient 0 =Distinguished	0=Unsatisfactory 0 = Emerging 0 =Proficient 0= Distinguished	No data collected on new course for this cycle.

Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	Key Performance Indicator 8.2 Skill: Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes. (2.F.8.e.)	COUN 5383 Consultation and Supervision *Supervision Interview and Paper*	Fall 2021 N=6	0=Unsatisfactory 6=Emerging 0 = Proficient 0 =Distinguished	0= Unsatisfactory 1 = Emerging 5=Proficient 0= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 83% **Target Not Met**
PROGRAM OBJECTIVE	**CLINICAL MENTAL HEALTH COUNSELING STANDARD** **CMHC Standard 5-C.1.c.**	**COURSE** **SIGNATURE ASSIGNMENT**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**	**TARGET**
Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	**Key Performance Indicator 9.1** Knowledge: Students will demonstrate understanding of treatment options and techniques for behavioral change. (5C.1.c.)	COUN 5307: Abnormal Behavior *Abnormal Behavior Report*	Spring 2022 Summer 2022 N=15	0=Unsatisfactory 0= Emerging 13= Proficient 2 =Distinguished	0= Unsatisfactory 0 = Emerging 13 =Proficient 2= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% **Target Met**

Program Objective #6 Use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations	**Key Performance Indicator 9.2** <u>Skill</u>: Students will demonstrate understanding of principles, models, and documentation formats of case conceptualization & treatment planning in their work with clients. (5-C.1.c.)	COUN 5386: Internship *Case Conceptualization Presentation*	Fall 2021 Spring 2022 Summer 2022 N=23	0=Unsatisfactory 0= Emerging 7 = Proficient 16=Distinguished	0= Unsatisfactory 0 = Emerging 6 =Proficient 17= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 100% **Target Met**
Program Objective #1 Develop strong professional identity as counselors.	**Key Performance Indicator 10.1** <u>Knowledge</u>: Students will demonstrate understanding roles and settings of clinical mental health counselors (5C.2.a.)	COUN 5350: Foundations of Counseling *Counseling Professional Interview*	Fall 2021 Spring 2022 N=47	1=Unsatisfactory 11= Emerging 13= Proficient 22 =Distinguished	0= Unsatisfactory 3 = Emerging 32 =Proficient 12= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 94% **Target Met**
Program Objective #1 Develop strong professional identity as counselors.	**Key Performance Indicator 10.2** <u>Skill</u>: Students will demonstrate understanding professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (5-C.2.k.)	COUN 5350: Foundations of Counseling *Professional Identity Assignment*	Fall 2021 Spring 2022 N= 47	1=Unsatisfactory 6= Emerging 10 = Proficient 30=Distinguished	0= Unsatisfactory 4= Emerging 28 =Proficient 15= Distinguished	Target 85% Proficient or Greater on Second Assessment Actual: 91% **Target Met**

Strengths: Student learning outcome data from Key Performance indicators shows CMCH students are meeting targets for the program learning objectives across many areas. Of the 19 areas evaluated during this cycle, students met their targets in 17 of these areas.

Identified Areas for Improvement: The two areas in which targets were not met were KPI 7.2 (i.e., Students will demonstrate understanding of treatment options and techniques for behavioral change) and KPI 8.2 (i.e., Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions, and program outcomes).

Recommendations: KPI 7.2 is focused on treatment planning and components of treatment. The course (i.e., COUN 5307 Abnormal Behavior) in which this KPI is evaluated was a relatively new course in our degree plan during this evaluation period. CMHC faculty have identified additional coursework in which treatment planning and treatment components are addressed which may be modified for our future evaluation periods. For example, in COUN 5393 Practicum, CMHC clinical faculty will be providing training on treatment planning within the first 8 weeks of the practicum experience. In addition, CMHC faculty are making instructor changes and reworking the curriculum in COUN 5307 such that an introduction to treatment planning will occur within this course. CMHC faculty will also be reviewing the prerequisite tree and the course rotations to identify potential modifications of our existing plan. We intend to embed COUN 5307 earlier in the program rotation, so that students have received an introduction to treatment planning components prior to their first clinical experiential course.

With respect to KPI 8.2 during this evaluation period, the course used to collect data (i.e., COUN 5383 Consultation and Supervision) has been removed from our degree plan, per recommendations from CACREP reviewers. This evaluation period marks the final time this course will be used to evaluate this particular KPI. CMHC faculty have identified two additional courses in which this particular skill can be evaluated, COUN 5381 Assessment and Evaluation Fundamentals and COUN 5302 Intro to Research. Currently, COUN 5381 includes materials specific to needs assessment/program evaluation, but they are not tied to an assignment or any evaluative measure, so course specific modifications are required. The instructor of record for this course is being reassigned to a faculty member with subject matter expertise in assessment, and program faculty will coordinate with the new faculty member assigned to the course to implement these revisions. COUN 5302 is a newer course in the Catalog and will undergo some course specific modification to include elements of program evaluation and needs assessment.

Assessment of Professional Skills and Dispositions

Students' professional dispositions are measured on the Fitness to Practice evaluation recorded for students in specific courses that are prerequisites for our clinical fieldwork courses. This data is listed in the table below. The Fitness to Practice evaluation may also be used at any time during the program when a student's behavior needs remediation as outlined in the Clinical Mental Health Counseling Program Handbook.

Fitness to Practice Evaluation Data (Professional Skills and Dispositions)
Data Collected Spring 2022 in COUN 5350, 5353, 5356, and 5365

Question	Competence Achieved	No Competence Achieved	No Opportunity to Observe	Percentage of Students Who Achieved Competence	Target 95% of Students Achieve Competence
Follows ethical and legal considerations	38	0	1	97.44%	**Target Met**
Displays multicultural competence	38	0	1	97.44%	**Target Met**
Open to new ideas	38	0	1	97.44%	**Target Met**
Aware of own impact of others	38	0	1	97.44%	**Target Met**
Responsive, adaptable, and cooperative	37	2	0	94.87%	**Target Not Met**
Receptive to and uses feedback	38	0	1	97.44%	**Target Met**
Responds to conflict appropriately	38	0	1	97.44%	**Target Met**
Accepts personal responsibility	38	0	1	97.44%	**Target Met**

					Target Met
Expresses feelings effectively and appropriately	38	0	1	97.44%	
Dependable in meeting obligations	37	2	0	94.87%	**Target Not Met**

During the course of the current evaluation period, 2 students did not achieve competence in 2 specific evaluation areas. These students, per program policy, had a mandatory scheduled remediation. One student was required to repeat a course. Students who are not observed for any reason are flagged and must have an observation in at least 2 other courses prior to admission into the practicum.

During COUN 5393 and 5386 (Practicum and Internships) students are assessed using the CCS-R measure by faculty and site supervisors. CCS-R average scores by semester are detailed in the table below. Students who do not meet specific criteria within these evaluations may be placed on a remediation plan by faculty before they are allowed to progress to the next clinical fieldwork step.

Counseling Competencies Scale – Revised Target Scores

Part 1 Counseling Skills & Therapeutic Conditions (60 points possible with a target score of 48)
Part 2 Counseling Dispositions & Behaviors (55 points possible with a target score of 44)
Overall Target = Part 1 + Part 2; An overall score less than 80 requires remediation

Semester	Total Students	Average Score Part 1	Average Score Part 2	Percentage of Students Meeting Target on Part 1	Percentage of Students Meeting Target on Part 2	Percentage of Students Meeting Target
Fall 2021	33	52.5/60	51.5/55	72%	100%	100%
Spring 2022	12	51.45/60	48.75/55	71%	91%	91%*
Summer 2022	10	54.25/60	52.51/55	89.5%	100%	100%

*One student in Spring of 2022 did not achieve the minimum passing score and was required to have a formal remediation plan per CMHC policy.

SECTION II: Entrance and Admission

Applicant Data, Student and Faculty Vital Statistics

CACREP Standard 1.L.: Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

Consistent with CACREP Standards, the A&M-Central Texas CMHC program accepts applicants year-round, with specific due dates for each of the 3 terms. The selection committee is comprised of 3 Clinical Mental Health Counseling (CMHC) faculty members who meet once per term to review admission materials, discuss applicants, and make admission decisions. Admission decisions are based on the following criteria.

1.   Relevance of Career Goals - All applicants write a letter of application to the A&M-Central Texas CMHC Program. CMHC faculty score students' work using our admission rubric.

2.   Aptitude for Graduate-level Study - Along with the letter of application, aptitude for graduate level work is determined by the Candidate's Cumulative Grade Point Average (GPA). In addition, GRE scores are required with a minimal score of 285 as part of the admission process, but the use of these scores was put on hold during this evaluation period due to pandemic related restrictions.

3.   Potential success in forming effective counseling relationships and respect for cultural differences are assessed in multiple ways, including: (a) scores and comments from at least three references, (b) Diversity Essay. Faculty use rubrics to score materials and essays/letters.

Data showing number of applications received, number of students offered admission, number enrolled at TAMUCT, and average GPA can be found in the table below. GPA reported is cumulative GPA which may include undergraduate and graduate GPA.

Number of Applicants, Admission Offers, Enrollments, and Mean Grade Point Average by Year

YEAR	APPLICANTS	ADMISSION OFFERS	ENROLLED AT TAMUCT	ADMITTED STUDENT GPA*
2017-2018	17	17	12	3.37
2018 -2019	23	23	16	3.22
2019-2020	19	19	16	3.38
2020-2021	33	33	29	3.19
2021-2022	38	38	37	3.24

*average of students enrolled

Vital Statistics of Students in CMHC Program

Program	Male/Female		White	Hispanic	Black/African American	Other	Full-Time	Part Time	Cum Total Students
CMHC	M	F							
2016-2017	15	68	34	14	25	10	49	34	83
2017-2018	20	66	39	14	25	8	46	40	86
2018-2019	19	64	41	17	19	6	53	30	83
2019-2020	23	69	44	17	24	7	62	30	92
2020-2021	17	49	26	19	14	7	46	20	66
2021-2022	16	52	24	17	16	11	47	21	68

Vital Statistics of CMHC Faculty in 2021-2022

Faculty	Other		Black/African American		Hispanic		White		Unknown		TOTALS
	M	F	M	F	M	F	M	F	M	F	
Full-time			1			1	2	1			5

Overall, applications to the program and subsequent enrollment are increasing, and applicants continue to demonstrate aptitude for graduate-level study as indicated by their mean GPAs. Students in the program tend to predominantly identify as female (i.e., 76.47%) and represent a variety of racial/ethnic groups (35.29% White, 25.00% Hispanic, 23.53% Black/African American, 16.18% Other). Approximately one-third of the students are enrolled part-time.

SECTION III: Exit/Graduation and Follow Up

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

To assess students' knowledge in addition to monitoring grades in specific courses, CMHC students complete the Counselor Preparation Comprehensive Examination (CPCE; "Comps") to show evidence of comprehensive knowledge acquisition gained in their program of study toward the completion of it (typically in the last semester of the program).

The number of students taking the exam and the mean of their scores on the CPCE each semester are presented in the table below, benchmarked against the national average on the exam in the semester completed.

CPCE Scores Aggregated by Student Groups by Semester vs. National Average

Term	Number TAMUCT Student Exams	TAMUCT CPCE Average	CPCE National Average (CPCE "Exit Scores" used)	Target (TAMUCT Student average at or above the national mean)
Summer 2017	9	85.66	87.33	Target Not Met
Fall 2017	11	84.09	87.33	Target Not Met
Spring 2018	7	86.57	87.33	Target Not Met
Summer 2018	5	87.8	87.33	Target Met
Fall 2018	5	85.5	87.33	Target Not Met
Spring 2019	9	78.2	84.66	Target Not Met
Summer 2019	7	83.0	84.66	Target Not Met
Fall 2019	9	81.44	82.09	Target Not Met
Spring 2020	5	90.40	84.39	Target Met
Summer 2020	5	89.00	84.39	Target Met
Fall 2020	5	75.80	82.42	Target Not Met
Spring 2021	8	81.10	84.10	Target Not Met
Summer 2021	2	92.00	78.86	Target Met
Fall 2021	7	85.40	80.50	Target Met
Spring 2022	8	86.80	86.50	Target Met

During the assessment period, the average scores for students in the program met or exceeded the national average.

Once students complete all coursework with a cumulative GPA of 'B' or better and pass the comprehensive exam, they are eligible for graduation. The Completion Rates of Students table below reports the number of students who enter the program and complete it in 3 to 6 years. Students who do not complete the program may have chosen

another major, did not complete program requirements successfully, or decided not to pursue counseling as a profession. The Program Graduates Per Fiscal Year table below indicates the number of graduates each year.

Completion Rates of Students

Semester	Students Enrolled	Students Graduating within 3 years		Students Graduating within 6 years	
Fall 2018	13	8	62%	10	77%
Spring 2019	13	3	23%	5	38%
Summer 2019	3	2	66%	2	66%
Fall 2019	15	6	40%	No Data Available	

Completion percentages may be impacted by the COVID-19 pandemic. CMHC faculty are monitoring this data point as a potential indicator of retention, which is a university wide concern.

Program Graduates Per Fiscal Year

Program	FY 2019	FY 2020	FY 2021
CMHC	17	18	21

After successful completion of the program, students are eligible to schedule a licensure exam, the first step after completing their degree in the path to licensure. Graduating students may review the Canvas community for information on scheduling their licensure test and the remaining steps towards attaining their associate status license. Information on the number of graduates who responded to our query regarding completion of the licensure exam is provided below. Only one respondent indicated not passing the exam in the assessment period. Graduates surveyed also provided information regarding placement in counseling or related jobs, and their information is provided in the Job Placement Rates of Graduates by Year table below.

Licensure Exam Pass Rates

Program	Number of Respondents	% Passed 2021-2022
Clinical Mental Health Counseling	11	91%

Table represents students' self-reported licensure exam passing rates when taken.

Job Placement Rates of Graduates by Year

Program	Number of Respondents	% Placed* 2021-2022
Clinical Mental Health Counseling	11	81.33%

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

Job placement rates in this evaluation period may be impacted by students' continuing education preferences. Specifically, 3 of the 11 respondents indicated they were starting PhD programs. As such, these graduates may not be seeking employment. CMHC faculty are continuing efforts to reach out to employers in our surrounding communities via our annual survey as well as during our interactions with clinicians who are part of our stakeholders in order to prepare our students to be strong candidates in their respective fields.

SECTION IV: Program Evaluation Data

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

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

Current Student Program Assessment Survey Results

Master's Program Student Survey Results Summary (n = 35)			Target 80% Agree
QUESTION/PROMPT	RESPONSE SUMMARY		
I received adequate information from the Counseling and Psychology Department prior to screening/applying that allowed me to assess whether the program was ideal for my goals.	Strongly agree	57%	80%
	Somewhat agree	23%	
	Neither agree nor disagree	10%	MET
	Somewhat disagree	05%	
	Strongly disagree	05%	
The Counseling and Psychology Department gave me accurate and timely information regarding the admissions process.	Strongly agree	66%	85%
	Somewhat agree	19%	
	Neither agree nor disagree	00%	MET
	Somewhat disagree	10%	
	Strongly disagree	05%	

The admitted student handbook answers my questions about the program.	Strongly agree	57%	70%
	Somewhat agree	13%	
	Neither agree nor disagree	25%	NOT MET
	Somewhat disagree	05%	
	Strongly disagree	00%	

The information I need regarding courses, requirements for admission, and program progress is available on the TAMUCT CMHC website.	Strongly agree	66%	94%
	Somewhat agree	28%	
	Neither agree nor disagree	03%	MET
	Somewhat disagree	03%	
	Strongly disagree	00%	
My advisor was responsive to my individual academic needs.	Strongly agree	76%	88%
	Somewhat agree	12%	
	Neither agree nor disagree	06%	MET
	Somewhat disagree	06%	
	Strongly disagree	00%	
I receive adequate information about the classes I should take from my advisor.	Strongly agree	69%	84%
	Somewhat agree	15%	
	Neither agree nor disagree	06%	MET
	Somewhat disagree	06%	
	Strongly disagree	04%	
I have been able to take the courses I need in a timely manner.	Strongly agree	69%	88%
	Somewhat agree	19%	
	Neither agree nor disagree	06%	MET
	Somewhat disagree	03%	
	Strongly disagree	03%	
The CMHC faculty is knowledgeable about the content of the courses they teach.	Strongly agree	85%	100%
	Somewhat agree	15%	
	Neither agree nor disagree	0%	MET
	Somewhat disagree	0%	
	Strongly disagree	0%	
CACREP Standards are evidently integrated into courses in my program.	Strongly agree	70%	85%
	Somewhat agree	15%	
	Neither agree nor disagree	15%	MET
	Somewhat disagree	0%	
	Strongly disagree	0%	

I am challenged by the faculty to do my best.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	75% 19% 06% 0% 0%	94% MET
When I receive feedback from faculty, I am able to respond and or ask questions about the specific feedback items with faculty.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	72% 25% 03% 0% 0%	97% MET
Faculty listen to my questions or concerns in a respectful manner.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	78% 19% 0% 03% 0%	97% MET
The CMHC program goals and objectives, found in the admitted student handbook and course syllabi, are clear to me.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	60% 25% 15% 0% 0%	85% MET
The CMHC program has impacted my multicultural growth and development.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	69% 25% 06% 0% 0%	94% MET
The process for applying to practicum/internship and the deadlines for these applications are clear to me.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	55% 21% 18% 03% 03%	76% NOT MET
I understand the program expectations of the practicum experience.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	60% 19% 10% 10% 01%	79% NOT MET

When demonstrating counseling skills, I receive feedback that helps me to improve.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	75% 10% 15% 0% 0%	85% MET
I understand the requirements to become a Licensed Professional Counselor.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	50% 25% 10% 10% 05%	75% NOT MET
Overall, I am satisfied with my CMHC program experience.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	66% 25% 06% 03% 0%	91% MET
I would recommend this program to others.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	85% 10% 05% 0% 0%	95% MET

Summary of Findings from CMHC Students Program Assessment Surveys

Strengths: Overall, students' responses met the target for agreement with most program characteristics assessed (i.e., application, admissions, advising, course scheduling, alignment with CACREP Standards, clarity of objectives, and feedback). Notably, students indicated the program was particularly strong regarding information on the website, knowledge of CMHC faculty, level of challenge, feedback from faculty, focus on multicultural growth, and satisfaction with the program.

Identified Areas for Improvement: Areas that are in need of improvement as indicated by students' ratings of agreement below 80% included 1) information in the Admitted Student Handbook, 2) the process for applying to practicum and internship, 3) expectations of the practicum experience, and 4) requirements to become a Licensed Professional Counselor.

Recommendations: To address these areas, the Handbook will be updated and included in the orientation to the program, materials describing the requirements for practicum and internship will be expanded, and the requirements for licensure will be added to the Clinical Mental Health Counseling overall program shell on canvas. In addition, CMHC program faculty have identified two courses (COUN 5350 Foundations of Counseling & COUN 5393 Practicum in Counseling) that will have information related to the licensure process included in the curriculum.

Current Student Evaluations of Site Supervisors

The following table represents aggregate data from site supervisor evaluations completed by students.

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

Question	5	n	4	n	3	n	2	n	1	n	N/A	n	Total
Performs supervisory functions as teacher, counselor, or consultant as appropriate.	70.59%	48	20.59%	14	5.88%	4	2.94%	2	0.00%	0	0.00%	0	68
Challenges, questions, and encourages the supervisee to explore alternatives in responding to clients and movement through the counseling process.	67.65%	46	22.06%	15	5.88%	4	4.41%	3	0.00%	0	0.00%	0	68
Establishes good rapport with supervisee.	82.35%	56	13.24%	9	2.94%	2	1.47%	1	0.00%	0	0.00%	0	68
Supports supervisee's professional development.	85.29%	58	10.29%	7	0.00%	0	4.41%	3	0.00%	0	0.00%	0	68
Provides clear and useful suggestions.	67.65%	46	23.53%	16	4.41%	3	4.41%	3	0.00%	0	0.00%	0	68

Demonstrates flexibility and is sensitive to individual differences in the supervisory relationship.	75.00%	51	17.65%	12	4.41%	3	2.94%	2	0.00%	0	0.00%	0	68
Assists supervisee in conceptualizing cases.	58.82%	40	16.18%	11	14.71%	10	5.88%	4	1.47%	1	2.94%	2	68
Gives appropriate feedback to the supervisee.	70.59%	48	17.65%	12	4.41%	3	4.41%	3	1.47%	1	1.47%	1	68
Confronts supervisee when appropriate.	63.24%	43	20.59%	14	4.41%	3	2.94%	2	0.00%	0	8.82%	6	68
Helps supervisee assess own strengths and areas of improvement	67.65%	46	17.65%	12	8.82%	6	5.88%	4	0.00%	0	0.00%	0	68
Has knowledge of supervisee's professional and personal strengths and areas of growth.	69.12%	47	19.12%	13	8.82%	6	1.47%	1	1.47%	1	0.00%	0	68
Collaborates with supervisee in treatment planning when cases are shared.	61.76%	42	14.71%	10	10.29%	7	2.94%	2	2.94%	2	7.35%	5	68
Your overall satisfaction with supervisory relationship.	66.18%	45	26.47%	18	2.94%	2	1.47%	1	2.94%	2	0.00%	0	68
Interactions with supervisor enhanced your professional growth.	73.53%	50	17.65%	12	4.41%	3	2.94%	2	1.47%	1	0.00%	0	68
Interactions with supervisor enhanced your sense of self confidence and competence as a counselor.	69.12%	47	19.12%	13	5.88%	4	1.47%	1	2.94%	2	1.47%	1	68
Interactions with my supervisor contributed to my awareness of social justice issues that impact	57.35%	39	22.06%	15	13.24%	9	1.47%	1	1.47%	1	4.41%	3	68

members of the community.												
Interactions with my supervisor fostered a sense of personal understanding and responsibility for the role of advocacy related to the counseling relationship and counselor identity.	61.76%	42	25.00%	17	10.29%	7	0.00%	0	2.94%	2	0.00%	0	68
Site was appropriate to your professional goals.	61.76%	42	23.53%	16	8.82%	6	4.41%	3	1.47%	1	0.00%	0	68
Appropriate orientation to site and training was provided.	54.41%	37	23.53%	16	14.71%	10	4.41%	3	2.94%	2	0.00%	0	68
Availability of clients for counseling sessions.	64.71%	44	17.65%	12	8.82%	6	5.88%	4	2.94%	2	0.00%	0	68
Physical facilities functional to your learning needs.	66.18%	45	20.59%	14	7.35%	5	2.94%	2	1.47%	1	1.47%	1	68
Receptivity of staff toward you as a counseling student.	77.94%	53	13.24%	9	4.41%	3	4.41%	3	0.00%	0	0.00%	0	68
Receptivity of clients to you as a counseling student	77.94%	53	14.71%	10	7.35%	5	0.00%	0	0.00%	0	0.00%	0	68
Provision of a variety of professional tasks and activities	66.18%	45	16.18%	11	11.76%	8	4.41%	3	1.47%	1	0.00%	0	68

Availability of needed resources	66.18%	45	20.59%	14	7.35%	5	2.94%	2	2.94%	2	0.00%	0	68
Staff available for additional consultation as needed.	67.65%	46	19.12%	13	10.29%	7	0.00%	0	2.94%	2	0.00%	0	68
OVERALL RATING of this site for future students.	61.76%	42	25.00%	17	8.82%	6	1.47%	1	2.94%	2	0.00%	0	68

Summary of Findings from CMHC Student Evaluations of Site Supervisors

Strengths: Students reported that site supervisors established good working relationships with them and provided sufficient feedback for their onsite clinical development. Students found supervisors to be accommodating, flexible and available and staff and clients to be receptive to them as counseling students.

Identified Areas for Improvement: Areas for improvement are identified when 5% or more of the student sample report *fair* or *poor* performance on an item. Based on this data, areas for improvement include site supervisors 1) assisting with conceptualizing cases and planning treatment, 2) providing feedback, 3) helping supervisees make self-assessments, 4) providing appropriate orientation to site, 5) ensuring appropriate site, availability of clients, and resources, and 6) providing a variety of tasks and activities,

Recommendations: To address areas in need of improvement, CMHC faculty will increase communication with site supervisors on properly orienting students to their sites and create additional networking opportunities with site supervisors, which was also recommended by stakeholders. Toward this end, the CMHC faculty will schedule meet and greet events on campus to network with site supervisors and include them in our stakeholder meetings. CMHC faculty will also develop additional materials in our site supervisor training with respect to students' needs to be oriented to their specific sites, which will aid in lowering students' initial on-site anxieties.

Alumni Survey Results

The following section includes a sample of questions and responses from our annual alumni survey.

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.

#	Answer	%	Count
1	The curriculum	28.57%	2
2	Reputation of the program	14.20%	1
3	Location	57.23%	4
4	Recommendation of faculty, colleague, friend	0.00%	0
5	Other, please specify	0.0%	0
	Total	100%	7

Would you recommend the Clinical Mental Health Counseling Program at Texas A&M University-Central Texas to others looking for a master's degree program in counseling?

#	Answer	%	Count
1	Definitely Yes	100.00%	7
2	Probably Yes	0.00%	0
3	Maybe/Unsure	0.00%	0
4	Probably Not	0.00%	0
5	Definitely No	0.00%	0
	Total	100%	7

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).

#	Answer	%	Count
1	Very Ineffective	0.00%	0
2	Somewhat ineffective	0.00%	0
3	Adequate	0.00%	0
4	Effective	14.29%	1
5	Very Effective	85.71%	6
	Total	100%	7

#	Question	Very Ineffective		Somewhat ineffective		Adequate		Effective		Very Effective		Total
1	In providing knowledge to help you develop the requisite professional skills for working in a multidisciplinary mental health work setting.	0.00%	0	0.00%	0	0.00%	0	14.29%	1	85.71%	6	7
2	In providing knowledge and skills in assessment consistent with DSM 5	0.00%	0	0.00%	0	0.00%	0	57.14%	4	42.86%	3	7
3	In providing knowledge and skills in applying a diverse range of research based intervention strategies.	0.00%	0	0.00%	0	14.29%	1	28.57%	2	57.14%	4	7
4	In providing the skills necessary for developing culturally appropriate intervention plans.	0.00%	0	0.00%	0	0.00%	0	28.57%	2	71.43%	5	7
5	In developing the knowledge necessary to demonstrate professional behavior consistent with the ethical guidelines of the mental health counseling profession.	0.00%	0	0.00%	0	0.00%	0	14.29%	1	85.71%	6	7
6	In providing knowledge of human development and its applications for counseling.	0.00%	0	0.00%	0	0.00%	0	57.14%	4	42.86%	3	7
7	In providing the knowledge and skills to conduct career counseling and assist clients in career exploration.	0.00%	0	0.00%	0	42.86%	3	28.57%	2	28.57%	2	7
8	In providing knowledge and skills in counseling and consultation processes.	0.00%	0	0.00%	0	0.00%	0	42.86%	3	57.14%	4	7
9	In providing knowledge and skills in client assessment.	0.00%	0	0.00%	0	0.00%	0	57.14%	4	42.86%	3	7
10	In providing knowledge and skills in group work	0.00%	0	0.00%	0	0.00%	0	28.57%	2	71.43%	5	7
11	In providing knowledge and skills in research & program evaluation.	0.00%	0	0.00%	0	28.57%	2	28.57%	2	42.86%	3	7

#	Question										Total
12	In providing the knowledge and skills to use evaluation data to improve my counseling.	0.00%	0	0.00%	0	0.00%	0	42.86%	3	57.14%	4	7
13	In providing the knowledge and skills to use evaluation data to improve other aspects of my professional responsibilities.	0.00%	0	0.00%	0	0.00%	0	28.57%	2	71.43%	5	7
14	In providing knowledge of the history of the counseling profession and the skills for navigating current political, institutional, and societal contexts.	0.00%	0	0.00%	0	14.29%	1	14.29%	1	71.43%	5	7
15	In assisting you to develop an appreciation for the importance of social advocacy in the professional role of counselors.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	7	7
16	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	0.00%	0	0.00%	0	14.29%	1	85.71%	6	7
17	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	0.00%	0	0.00%	0	14.29%	1	85.71%	6	7
18	In assisting you to develop or refine interpersonal behaviors that promote and foster collaborations with peers, supervisors, staff, and community members.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	7	7

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).

#	Question	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Satisfied		Very Satisfied		Total
1	The teaching competence of the full-time faculty	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	7	7
2	The teaching competence of the adjunct faculty	0.00%	0	0.00%	0	0.00%	0	28.57%	2	71.43%	5	7
3	The commitment of the faculty to teaching	0.00%	0	0.00%	0	0.00%	0	42.86%	3	57.14%	4	7
4	Faculty responsiveness to student concerns	0.00%	0	0.00%	0	0.00%	0	42.86%	3	57.14%	4	7

5	Fairness of faculty in evaluation of student performance	0.00%	0	0.00%	0	0.00%	0	28.57%	2	71.43%	5	7
6	Availability of academic advisor	0.00%	0	0.00%	0	0.00%	0	28.57%	2	71.43%	5	7
7	Quality of academic advising	0.00%	0	0.00%	0	0.00%	0	28.57%	2	71.43%	5	7
8	Quality and timeliness of communication about program policies and procedures	0.00%	0	0.00%	0	0.00%	0	42.86%	3	57.14%	4	7
9	Academic level and rigor of courses	0.00%	0	0.00%	0	0.00%	0	57.14%	4	42.86%	3	7
10	Relevance of curriculum to your professional	0.00%	0	0.00%	0	0.00%	0	42.86%	3	57.14%	4	7
11	Class size (i.e., number of students in courses)	0.00%	0	0.00%	0	14.29%	1	14.29%	1	71.43%	5	7
12	Classrooms in which courses were taught	0.00%	0	0.00%	0	14.29%	1	28.57%	2	57.14%	4	7
13	Technological resources available for learning	0.00%	0	0.00%	0	14.29%	1	42.86%	3	42.86%	3	7
14	Availability of support services (e.g., counseling, financial aid, etc.)	0.00%	0	14.29%	1	0.00%	0	42.86%	3	42.86%	3	7
15	Quality of support services (e.g., counseling, financial aid, etc.)	0.00%	0	14.29%	1	0.00%	0	42.86%	3	42.86%	3	7

What do you see as the strengths of the Clinical Mental Health Counseling Program at Texas A&M University- Central Texas?

Class size and availability of professors

The counseling center on site is a plus

I had a great experience in the program. I believe I was one of the few who took every class in the recommended order. It was designed in a very beneficial way. The coursework was challenging, but I think that the rigor has benefited my career.

Focus of staff with student growth, flexible class schedules

Knowledgeable professors, help refine clinical skills. Everyone was always available for help when needed.

Value, staff commitment to developing a high quality program

Professors, small classes, location, time of meeting, on site clinic.

How would you recommend that the Clinical Mental Health Counseling Program be changed or improved at Texas A&M University- Central Texas?

More specialty classes be offered as electives.

I would say just continue to be diverse

Additional options for electives would be interesting.

Include more diverse class offerings or specialized topics

More classes focused on implementing theory into practice and diverse populations.

I really wouldn't, maybe more elective options or opportunities for research?

Summary of Findings from CMHC Program Alumni Surveys

Strengths: Overall, graduates reported location as the primary reason for choosing the program, which is not surprising given that the program is on campus instead of online. Importantly, curriculum was the second most frequent response suggesting that the program meets their career needs, a conclusion corroborated by high ratings on recommending the program to others and effectiveness of the program in meeting its objectives across the majority of indicators assessed. In their open-ended responses, graduates noted the value of the on-site counseling training facility, the availability of faculty, small class sizes, and flexible schedules.

Identified Areas for Improvement: Graduates reported lower ratings of program effectiveness (i.e., adequate, not ineffective) on gaining skills in research and applying research-based intervention strategies, conducting career counseling, and navigating current political and social contexts, In their open-ended comments, graduates noted the need to increase elective offerings including courses that provide the opportunity to conduct research and apply theory to practice.

Recommendations: Program faculty have already implemented revisions to students' exposure to research by creating the new course COUN 5302 Research Methods; data collection is ongoing to evaluate how this curriculum revision impacts students' ability to apply research-based skills. Program faculty are also considering adding a thesis track (i.e., a statistics and research methods course sequence instead of COUN 5302 with 6 hours of thesis coursework instead of electives) for those interested in research and/or pursuing a doctorate degree. Recommendations for new elective coursework include courses that focus on applying counseling skills with diverse and marginalized populations. Current curricular revisions involve strengthening the application of theory to real world experiences (e.g., current events, case examples) throughout the program. Though only one student noted some dissatisfaction with support services in this sample, this issue is being addressed in a department level Student Success Initiative that will roll out in Fall 2023 which includes increasing awareness of and access to institutional supports for students in all of our programs.

Site Supervisor Survey Results

Site Supervisors evaluated their student interns on each of the indicators below. The table provides a summary of their survey results.

Instructions to Site Supervisors read, "Please rate the student in each of the following areas from 1 (ineffective) to 5 (very effective)."

Question	Ineffective	Somewhat Effective	Adequate	Effective	Very Effective	Unable to Assess / Not Applicable	Total
Knowledge of theory in counseling	0.00%	25.00%	0.00%	75.00%	0.00%	0.00%	4
Knowledge of current research in counseling	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Knowledge of skills in counseling	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Assessment and diagnostic skills	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4

Case management and referral skills	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%	4
Group counseling skills	0.00%	25.00%	25.00%	25.00%	0.00%	25.00%	4
Career counseling skills	0.00%	0.00%	25.00%	25.00%	0.00%	50.00%	4
Addictions counseling skills	0.00%	0.00%	25.00%	25.00%	0.00%	50.00%	4
Knowledge of human development and application in counseling	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Multicultural skills in counseling	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Professional behaviors	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%	4
Ethical behaviors	0.00%	0.00%	0.00%	25.00%	75.00%	0.00%	4
Behaviors that promote self-growth, including seeking new learning opportunities	0.00%	0.00%	50.00%	25.00%	25.00%	0.00%	4
Ability to collaborate with peers, supervisors, staff, and community members	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%	4
Openness and responsiveness to supervision	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%	4
Dependability and conscientiousness	0.00%	0.00%	0.00%	25.00%	75.00%	0.00%	4
Leadership skills	0.00%	0.00%	50.00%	25.00%	0.00%	25.00%	4
Communication between faculty and site supervisors	0.00%	0.00%	50.00%	0.00%	25.00%	25.00%	4

Summary of Findings from Site Supervisors

Strengths: Due to the low response rate, we are unable to draw strong conclusions from the data. Based on the limited information available, site supervisors rated interns highly on ethical behaviors, ability to collaborate, and dependability and conscientiousness. In addition, the majority of interns (i.e., 3 out of 4) were rated as effective on knowledge of theory, research, skills, assessment, case management, human development, multicultural skills, professional behaviors, and responsiveness to supervision.

Identified Areas for Improvement: Increasing the response rate from site supervisors is important to obtain information for program revisions. Based on the information available, site supervisors rated interns as adequate or somewhat effective on group counseling skills, leadership skills, and behaviors to promote self-growth. There was little opportunity to assess career counseling and addictions counseling skills as these were not applicable to half of the interns rated. Finally, ratings were lower than desired for communication between faculty and site supervisors.

Recommendations: Per the Program Data Collection Schedule, faculty teaching the internship courses will send out the link to the survey instrument earlier in the semester and follow up with a reminder to complete it with the goal of increasing participation. Program faculty will also increase their communication with site supervisors, seek additional external sites with group work options, and increase students' options for group work within the practicum to prepare for external sites. A curriculum revision to expand students' exposure to assessments in COUN 5363 Addictions Counseling will be submitted in the 2022-2023 curriculum cycle. Full-time faculty teaching assignments in the department will move faculty with specializations in developmental psychology into COUN 5304 Human Development and assessment in COUN 5381 Assessment and Evaluation Fundamentals to further strengthen students' skills in these areas. The program will seek applicants with career counseling experience in subsequent faculty hires.

Employers of CMHC Program Graduates Survey Results

Employers evaluated their employees who are program graduates on each of the indicators below. The table provides a summary of their survey results.

Instructions to employers read, "Please rate the student in each of the following areas from 1 (ineffective) to 5 (very effective)."

Question	Ineffective	Somewhat Effective	Adequate	Effective	Very Effective	Unable to Assess / Not Applicable	Total
Knowledge of theory in counseling	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	6
Knowledge of current research in counseling	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	6
Knowledge of skills in counseling	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	6
Assessment and diagnostic skills	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	6
Case management and referral skills	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	6
Group counseling skills	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	6
Career counseling skills	0.00%	0.00%	33.33%	0.00%	0.00%	66.67%	6
Addictions counseling skills	0.00%	0.00%	33.33%	0.00%	0.00%	66.67%	6
Knowledge of human development and application in counseling	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	6
Multicultural skills in counseling	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	6
Professional behaviors	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%	6
Ethical behaviors	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%	6
Behaviors that promote self-growth, including seeking new learning opportunities	0.00%	0.00%	33.33%	0.00%	66.67%	0.00%	6
Ability to collaborate with peers, supervisors, staff, and community members	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%	6
Openness and responsiveness to supervision	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	6
Dependability and conscientiousness	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	6
Leadership skills	0.00%	0.00%	33.33%	0.00%	66.67%	0.00%	6

Communication between faculty and employers	0.00%	0.00%	0.00%	66.67%	0.00%	33.33%	6

Summary of Findings from Employers

Strengths: Due to the low response rate, we are unable to draw strong conclusions from the data. Based on the limited information available, employers rated all program graduates very highly on responsiveness to supervision and dependability and conscientiousness, and highly on knowledge of counseling theory and skills, assessment, case management, group counseling, human development, multicultural skills, professional and ethical behaviors, and ability to collaborate.

Identified Areas for Improvement: Increasing the response rate from employers is important to obtain information for program revisions. Based on the information available, employers rated program graduates as adequately effective on knowledge of research in counseling, career and addictions counseling, behaviors that promote self-growth, and leadership skills.

Recommendations: Per the Program Data Collection Schedule, the Practicum/Internship Coordinator will send out the link to the survey instrument annually, at the conclusion of the spring semester and follow up with a reminder to complete it with the goal of increasing participation. Program faculty will also increase their communication with employers based on employer need/desire. As noted above, the new Introduction to Research course (i.e., COUN 5302) has been approved and introduced into the curriculum to strengthen students' knowledge of research in counseling with data collection ongoing. In addition, program faculty recommend strengthening research components in the courses that are prerequisites to practicum/internship to focus students on seeking best practices through relevant literature in counseling. The curriculum revision noted above (i.e., expansion of assessment skills) in COUN 5363 should strengthen students' skills regarding addictions counseling, and seeking applicants with career counseling experience in subsequent faculty hires is intended to focus faculty expertise in this area and to strengthen students' skills in this area. To address behaviors that promote self-growth which was noted as an area for improvement by both site supervisors and employers, materials addressing student support resources available through the university, study techniques, and growth mindset will be included in the CMHC Student Canvas Community, and these resources can be expanded when the Student Success Coordinator position is implemented in Fall 2023.

A&M-Central Texas Clinical Mental Health Counseling Advisory Council Feedback

The CMHC Advisory Council met at the beginning of the Fall 2021 Semester. The advisory council is made up of several A&M-Central Texas faculty, representatives from community agencies such as Cedar Crest Hospital, Strong Star (Ft. Hood Clinic), private practitioners, and school officials from Copperas Cove and Killeen ISDs. In addition, several graduate students attended our advisory council meeting. In total the meeting was attended by 13 individuals. The meeting agenda included discussions on site supervisor training, development of an honor society for our graduate students, and updates on CACREP accreditation. In addition, discussions related to community need and ways our program can improve communication, engagement and partnerships within the community were discussed. The table below represents feedback from the Advisory Council meeting.

Feedback/Recommendations For Program	Feedback/Recommendations For CMHC Students
Host events on campus now that pandemic restrictions have been lifted	Increase focus on understanding terminology for internship experiences
Host Site Supervisor Meet & Greet for networking with faculty and staff	Expand techniques for writing notes to include progress notes as not all community agencies use SOAP notes
Host an Internship Fair in partnership with external sites	Practice justifying Dx in notes
Survey sites on the assessments utilized on site to better prepare students to deliver them	Improve quality and speed of documentation in notes
Consider offering an Equine Therapy elective course	Increase students' knowledge in applied assessment and prepare them for telehealth assessment as well as in person assessment

Consider offering an elective course on working with aging adults in anticipation of upcoming Medicare expansion.	Strengthen instruction on theory and incorporation into practice including comorbidity in Dx, particularly with addictions

Summary of Findings from the Advisory Council

Recommendations: Feedback from the Advisory Council elicited several useful recommendations. Program faculty are prioritizing course level modifications that are aimed at expanding elective offerings (such as courses on aging adult development and courses in animal assisted therapy). These modifications address feedback directly from stakeholders as well as addressing feedback related to student and alumni survey responses which indicated a lack of diversity in elective offerings. With respect to feedback from stakeholders specific to CMHC students, program faculty are prioritizing documentation related concerns, as many of these concerns can be addressed within the practicum course. Program faculty will prioritize training specific to documentation within the practicum course and have already begun training specific in addressing telehealth and telehealth-based assessment.

SECTION V: Use of Findings to Inform Program Modifications
(CACREP Standards 4.B., 4.C., 4.D., 4.F., & 4.G.)

During the 2021-2022 academic year, recommended program modifications were discussed during the faculty end-of-term retreat. After reviewing and analyzing the program and student learning outcomes data that were collected, program faculty made decisions to implement the following program and course modifications which are listed below.

Program Curriculum Revisions Based on Student Learning Assessment Data

Goal: Increase students' ability to conduct needs assessments and evaluate counseling programs.

KPI 8.2: Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions, and program outcomes.

Program Learning Objective 6: Students will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.

Data to Inform Revision: Students did not meet the target for KPI 8.2 (Student Learning Data from PLO Assessment).

Program Revision and Implementation: The syllabus for COUN 5381 Assessment and Evaluation Fundamentals will be modified to add an assignment related to needs assessment/program evaluation. Information specific to needs assessment/program evaluation is already included in the course, but students need to practice demonstrating these skills in an application activity. Course modifications will be discussed by program faculty and the instructor of record in Spring 2023 and implemented in Fall 2023 by the instructor of record assigned to the course. The instructor of record for the course will shift to a newly hired faculty member who has a specialization in assessment.

Goal: Improve students' ability to formulate case conceptualizations for diverse clients

KPI 2.1: Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population.

Program Learning Objective 2: Students will establish helping relationships with diverse clients.

Data to Inform Revision: Students reported needing assistance in conceptualizing cases and planning treatment (Students' Evaluations of Site Supervisors).

Program Revision and Implementation: A case assignment in COUN 5358 Psychopathology will be modified. The assignment will include the following: cultural formulation, cross-cutting symptom measure, incorporating 1-2 assessments, and discussion of a therapeutic approach. Modifications will be implemented during Spring 2023 and Fall 2023 semesters.

Goal: Expand students' ability to apply a diverse range of research-based intervention strategies

KPI 8.1: Students will understand how to apply research methodology to the practice of evidence based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling interventions and programs.

Program Learning Objective 6: Students will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.

Data to Inform Revision: Alumni reported lower than desired ratings on applying research-based intervention strategies.

Program Revision and Implementation: Program faculty will add a required reading to COUN 5358 Psychopathology (i.e., Covington Armstrong, S., 2009. *Not all Black girls know how to eat: A story of bulimia*). This revision will address the assumption that eating disorders (ED) are traditionally conceptualized as a problem only "White" people experience. For example, one study shows that among college students, those that identify as BIPOC are less likely to receive an ED diagnosis and treatment (Sonneville & Lipson, 2018), and a study by Becker et al. (2003) found that ethnic minorities were less likely to be asked by a doctor about ED symptoms. Adding the text and research will help students see that we need to assess all clients for potential ED. Eating disorders carry a stigma that may lead to barriers for help-seeking behaviors (O'Connor et al., 2021; Ali et al., 2020). The curriculum revisions will be implemented in Spring 2023 by the instructor of record.

Goal: Expand students' ability to work with clients across the lifespan.

KPI 3.1: Students will demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.

KPI 3.2: Students will demonstrate understanding by applying developmental theories to their work with clients/students.

Program Learning Objective 3: Students will demonstrate understanding of individual and family development and transition across the life span including ways to promote optimal human development.

Data to Inform Revision: The Advisory Council recommended considering an elective course on working with aging adults in anticipation of the upcoming Medicare expansion. In their data, alumni recommended increasing elective offerings that provide opportunities to apply theory to practice.

Program Revision and Implementation: The Program Coordinator will submit a curriculum proposal to add a new course to the CMHC program curriculum, COUN 53XX Counseling Aging Adults, for review and approval in the 2023-2024 curriculum

cycle. The course will be approved for delivery in the Fall 2024 semester, and the Program Coordinator will add it to the schedule when feasible.

Goal: Increase students' skills with conceptualizing cases and treatment planning with addictions

KPI 5.1: Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for needs of differing clients

KPI 5.2: Students will demonstrate their understanding of interviewing, counseling, and case conceptualizations skills in their work with clients/students.

Program Learning Objective 6: Students will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.

Program Learning Objective 8: Students will use theories and models to guide their professional practice.

Data to Inform Revision: The Advisory Council recommended students have additional training/preparation in diagnostics and treatment planning around addictions. In addition, our survey of employers of our graduates indicated only "adequate" skill associated with addictions counseling skills.

Program Revision and Implementation: CMHC faculty have determined that transitioning the 8-week offering of COUN 5363 Addictions Counseling to a 16-week course will extend students' access to addictions training materials. This initial change is planned to begin in the Fall 2022 term. In addition, the addictions course will include assignment and presentation that focuses on case conceptualization and treatment planning.

Goal: Improve students' ability to incorporate theory into practice.

KPI 2.2: Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students.

KPI 3.2: Students will demonstrate understanding by applying developmental theories to their work with clients/students.

KPI 5.2: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students.

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

Program Learning Objective 6: Students will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.

Program Learning Objective 8: Students will use theories and models to guide their professional practice.

Data to Inform Revision: The survey of our alumni suggested additional support for applying theory into practice. It was noted that this concern is particularly needed when working with diverse clientele. In addition, the Advisory Council meeting gathered feedback from stakeholders which suggested additional training in the application of theory is warranted.

Program Revision and Implementation: Course modifications for COUN 5353 Counseling Theory will include a change to the textbook. The new textbook will focus on a case study across different theoretical perspectives. In addition to this change, an assignment will be added in which students will identify techniques/interventions applicable to corresponding theories and will address how these can be implemented into treatment. These changes will be implemented in Spring 2023.

Goal: Improve students' skills in delivering counseling via telehealth and their ability to assess clients within a telehealth system.

KPI 5.2: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students.

KPI 7.2: Students will demonstrate understanding of treatment options and techniques for behavioral change

Program Learning Objective 2: Students will establish helping relationships with diverse clients.

Program Learning Objective 7: Students will abide by relevant ethics, laws, and standards of professional practice.

Data to Inform Revision: KPI 7.2 is one of two areas of evaluation in our key performance indicators in which students fell below the target. In addition, feedback from stakeholders in our Advisory Council indicated students must learn to justify Dx in their progress notes. It was also noted by our Advisory Council that students need to increase their knowledge in applied assessment and to be better prepared for telehealth assessment.

Program Revision and Implementation: The Community Counseling clinic where our practicum students train rolled out telehealth services during the COVID-19 pandemic. The clinic will transition to offering both telehealth and in person counseling in the Summer of 2023. In addition, clinic faculty will begin implementing a long-term telehealth training plan starting in the Spring of 2023. This will include the addition of a 5-year contract with Let's Talk Interactive to transition and utilize a long-term telehealth option. This will aid in students' competency in telehealth services. CMHC faculty expect to have this contract in place by Fall of 2023.

Goal: Improve students' skills with documentation, record keeping, and clinical progress notes.

KPI 5.2: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students.

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

Program Learning Objective 7: Students will abide by relevant ethics, laws, and standards of professional practice.

Data to Inform Revision: Feedback from the Advisory Council indicated a concern about students' preparedness for clinical notes. This echoes the data from our Fitness to Practice Evaluations in which one of the targets the program did not meet was dependability in meeting obligations. Students scored well on record keeping and ethical obligations in their training in our practicum, but feedback from stakeholders expressed some concerns. CMHC faculty identified a lack of diversity in preparing students for various ways to complete clinical documentation (historically focusing on SOAP notes).

Program Revision and Implementation: The Community Counseling clinic will offer additional training requirements in the practicum experience as part of a revamped orientation process. These will include the following trainings to expand the type of clinical documentation students complete:

- Intro to recordkeeping systems
- Note writing training

- The phone intake process
- Biopsychosocial training
- Assessment training
- Treatment planning training
- Termination training

CMHC clinical faculty will being rolling out these training in Spring 2023.

Program Administration Revisions Based on Assessment Data

After a review of program assessment data collected during the 2021-2022 academic year, recommendations for program improvement were formulated and are listed in the table below. These recommendations impact the overall administration of the program or program assessment.

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT (CACREP Standards 4.B., 4.C., 4.F., & 4.G.)		
Recommendation	Data Used to Support Recommendation	Timeline for Implementation
Expand the Orientation to the Program and incorporate new advising guides and advisor assignments. Add a comprehensive review of the Admitted Student Handbook to the orientation to the program.	Current Student Survey Data	Fall 2023
Update the Admitted Student Handbook, including an updated recommended course sequence, 2-year rotation, and practicum/internship documentation.	Current Student Survey Data Departmental and College Recommendations	Fall of 2023

Add content to the site supervisor training to request students be oriented to their sites, to aid in students' initial anxiety.	Findings from CMHC student evaluations Student Evaluations of site supervisors	Fall 2023
Develop inaugural chapter of Chi Sigma Iota National Honor Society	Based on CACREP Recommendations (**delayed due to COVID-19**)	Fall 2023 The faculty will work with the Student Affairs office to begin the process of our inaugural chapter.
Develop relationships with additional field placement sites to address the need for students' experiences with aging adults' environments such as nursing homes, VA centers, assisting living centers, geriatric in-patient hospitals, Hospice, private clinics with gerontological focus	Stakeholders Meeting Recent legislative activity regarding expansion of Medicare.	Spring 2024 Medicare expansion is currently underway, and students need options for clinical experiences with aging adults in anticipation of this legislation.
Schedule annual meet and greet with site supervisors	Findings from CMHC student evaluations of site supervisors. Stakeholders feedback	Spring 2024
Develop additional Elective offerings: LGBTQIA Focused Coursework Animal Assisted Therapy Coursework	Student Feedback via active student survey. Feedback during advising when students must seek electives outside of the program.	Fall 2024 Faculty will submit curriculum proposals for review in Fall 2023, which will be approved through the curriculum process for implementation in Fall 2024
Full separation from other programs in the Department to allow focus in courses to be counseling specific, which includes the following: COUN 5304 Human Development COUN 5381 Assessment and Evaluation COUN 5311 Multicultural Counseling	Previous CACREP Board Response. CPCE and NCE Licensure Exam Data	Fall 2026 Implementation of this recommendation will require additional faculty. As the Department does not currently have enough faculty to support these separations, this goal is contingent on additional faculty resources.