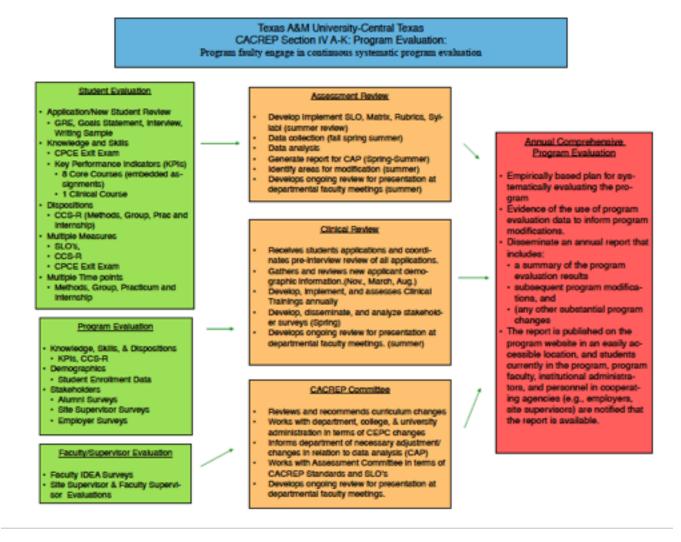# Texas A&M University-Central Texas (TAMUCT)
Executive Summary
Comprehensive Assessment Plan Report
Academic Year 2016-2017

All departmental faculty, current and former students, and stakeholders (Internship sites and community employers) were participants in the annual Comprehensive Assessment Plan (CAP) and subsequent report for the academic year of 2016-2017. The CAP is systematic and ongoing from year to year. Multiple methods of assessment were used throughout the 2016-2017 academic year to include internal (university assessments) and external (stakeholders) assessments. Annual internal assessments included: evaluations of current students' academic and personal/professional development (Performance Fitness Evaluation (PFE), and student level of learning based on accomplishment of student learning outcomes (SLO's) and the Counselor Preparation Comprehensive Examination (CPCE) Exit Exam. Annual external assessments included: evaluations of graduates alumni accomplishments and perceptions of the program (Alumni Survey), employer perceptions of TAMUCT graduates' level of competence (Employer Survey), and site supervisors perceptions of current Internship students (Site Supervisor Survey and Internship Evaluation). Information gleaned from the data was compiled and review by faculty during the spring of 2017.This information was used to inform the department of any programmatic changes necessary in order to improve the quality and delivery of the curriculum and overall student experience at TAMUCT.

CACREP Standards were used to inform each of the aforementioned areas. Hence, the CACREP Standards occupy a central position and influences all areas. TAMUCT's Mission is aligned with CACREP standards and informs the development of Program Objectives. Program Objectives are aligned with the CACREP standards and inform the development of SLOs. The SLOs are aligned with

CACREP standards and inform Course Descriptions. The Course Descriptions and Course Key Perfo

mance Indicators (KPI) are aligned with CACREP standards and by meeting these standards result in

students who achieve the TAMUCT Mission. The Flow Chart below show the specific cycle of the

evaluation process:

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

Student Evaluation

- Application/New Student Review
  - GRE, Goals Statement, Interview, Writing Sample
- Knowledge and Skills
  - CPCE Exit Exam
  - Key Performance Indicators (KPIs)
    - 8 Core Courses (embedded assignments)
    - 1 Clinical Course
- Dispositions
  - CCS-R (Methods, Group, Prac and Internship)
- Multiple Measures
  - SLO's,
  - CCS-R
  - CPCE Exit Exam
- Multiple Time points
  - Methods, Group, Practicum and Internship

Program Evaluation

- Knowledge, Skills, & Dispositions
  - KPIs, CCS-R
- Demographics
  - Student Enrollment Data
- Stakeholders
  - Alumni Surveys
  - Site Supervisor Surveys
  - Employer Surveys

Faculty/Supervisor Evaluation

- Faculty IDEA Surveys
- Site Supervisor & Faculty Supervisor Evaluations

Assessment Review

- Develop Implement SLO, Matrix, Rubrics, Syllabi (summer review)
- Data collection (fall spring summer)
- Data analysis
- Generate report for CAP (Spring-Summer)
- Identify areas for modification (summer)
- Develops ongoing review for presentation at departmental faculty meetings (summer)

Clinical Review

- Receives students applications and coordinates pre-interview review of all applications.
- Gathers and reviews new applicant demographic information.(Nov., March, Aug.)
- Develop, implement, and assesses Clinical Trainings annually
- Develop, disseminate, and analyze stakeholder surveys (Spring)
- Develops ongoing review for presentation at departmental faculty meetings. (summer)

CACREP Committee

- Reviews and recommends curriculum changes
- Works with department, college, & university administration in terms of CEPC changes
- Informs department of necessary adjustment/changes in relation to data analysis (CAP)
- Works with Assessment Committee in terms of CACREP Standards and SLO's
- Develops ongoing review for presentation at departmental faculty meetings.

Annual Comprehensive Program Evaluation

- Empirically based plan for systematically evaluating the program
- Evidence of the use of program evaluation data to inform program modifications.
- Disseminate an annual report that includes:
  - a summary of the program evaluation results
  - subsequent program modifications, and
  - (any other substantial program changes
- The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

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

Overview: Master's Program Assessments and Evaluation

TAMCTU began the process of seeking CACREP accreditation in the fall of 2014. Prior to this the program was a 48 credit hour Counseling in Psychology program that met the state of Texas requirements to become an Licensed Professional Counselor (LPC). Prior to 2014 the program shared many courses with the School Counseling, Marriage and Family, and the School Psychology track. Courses were cross listed and the prefixes reflected all program, but no course prefixes were specific to a Clinical Mental Health program. In order to meet both the CACREP Standards and the revised state of Texas education requirements the program shifted to a 60 credit hour program. In the fall of 2014 the 48 hour in Counseling Psychology program started it's phase out status leaving many students with the required course work to meet their original degree plan. Some of the data collected to inform this report included students who are under the old 48 hour Counseling Psychology degree plan. Indications will be made within this report to identify data that reflects participants from this cohort of students as well as student who are under the revised and newly implemented 60 credit hour program in Clinical Mental Health Counseling Program.

In the spring of 2015, to further move the Clinical Mental Health Counseling program toward a strong professional identity in counseling, course prefixes will be changed from MHCK to COUN. This change will take place during the 2017-2018 academic year. Once this change has cleared the curriculum committee process, Master's in CMHC course descriptions, degree plans, and transcripts will reflect this course prefix.. In order to meet the new credit hour requirements, several courses were moved from elective status to core course work and several additional courses were added. Those that were moved from elective status to required status included: COUN 5313 Crisis Intervention & Management of Individuals, COUN 5356 Introduction to Family Counseling and Therapy, COUN 5383 Consultation and Supervision, and COUN 5363 Substance Abuse Counseling. PSYK 584: Practicum II: Field Experience was revised to COUN 5386 Clini-

cal Mental Health Internship and an additional Internship section of COUN 5386 was added to the required

course work. And for the first time students were required to take a 3 credit hour course in Ethics (COUN

5365: Ethical Foundations of Counseling).

The process of program evaluation consists of:
1. Review of previous academic years (2016-2017) CAP findings to include discussion of recommendations or programmatic changes related to said findings at August faculty meeting.

2. Annual internal assessments to include evaluations of current students' demographics, admission documents, academic (GPA) and personal professional development (Counselor Competency Scale-Revised), and students' level of learning based on accomplishment of student learning outcomes (SLO's and the CPCE Exit Exam).

3. Annual external assessments included: evaluations of graduates/alumni accomplishments and perceptions of the program (Alumni Survey), employer perceptions of TAMUCT graduates' level of competence (Employer Survey), site supervisors perceptions of current Internship students (Site Supervisor Survey and Internship Evaluation).

4. Compilation and analysis of data from the multiple evaluation methods (fall 2016 and spring 2017).

5. Sharing findings and suggested changes with students, administration, site supervisors, graduates and others interested in the Master's of Science in Clinical Mental Health program at TAMUCT (via face to face, online, and TAMUCT website).

Assessment Findings from Masters' Students:

As of the writing of this report, the data below is representative of all students enrolled in both the previous 48 hour Counseling and Psychology track as well as students enrolled in the new 60 credit hour Clinical Mental Health track. Student data was presented in this format to reflect how the departments current student enrollment provided important context for the CAP and has impacted specific data points such as CPCE Exit Exam scores and stakeholder surveys such as the alumni and site supervisor/employer surveys.

In the Fall of 2014 the Counseling Psychology track reported 85 students (80 continuing, 4 returns, and 1 new) and the CMHC track reported 37 students (22 continuing, 2 returns, and 1 new). In the Fall of 2015 the Counseling Psychology track reported 14 students (1 continuing, 13 returns, and 0 new) and the CMHC track reported 50 continuing, 4 returns, and 16 new). As the department phases out the Counseling Psychology track, students who graduate from this degree track will no longer impact enrollment data, as well as all other data point assessments. Future CAPs will reflect only those students enrolled in the 60 credit hour Clinical Mental Health program.

Enrollment Data

Student demographic data is collected by the University Office of Research and Assessment and provided to the department via the program Tableau Public. TAMUCT Department of Psychology and Counseling had access to student data for the Clinical Mental Health Program for the Fall 2014 and the Fall of 2015. As of the writing of this report, student enrollment data for 2016 was not yet available.

Information below consists of student enrollment by gender, race/ethnicity, enrollment status (new admit, returning, or continuing) and full or part time enrollment. The masters program admits students 3 times a year (spring, fall and summer). However, the information provided below represents all students enrolled at one data point (fall 2014 and fall 2015). Demographic information is reflected in the charts below.

The TAMUCT masters program appears to have a diverse student population. Fall 2014 indicated 42% of students enrolled in the masters program (CMHC or Counseling Psychology), at that time, identified their race/ethnicity to be White, 36% identified as African American 16% identified as Hispanic, and 4% identified as other. During the 2105 academic year 35% identified as White, 32% identified as African American, 17% identified as Hispanic, and 8% identified as other. In 2014 83% were considered to be continuing their education with a total of 14 new admits (first time students) and 6 returning (transfers) with 62% (76) enrolled part time and 38% (46) were full time students

Race/Ethnicity (CMHC & Counseling Psychology)			Fall 2014	Fall 2105
White	White	White	52	30
African American	African American	African American	45	32
Hispanic	Hispanic	Hispanic	20	15
Other	Other	Other	5	7
Total	Total	Total	122	84
Sex and Race/Ethnicity (CMHC & Counseling Psychology)			Fall 2014	Fall 2015
Gender	Race			
Female	White		35	26
	African American		34	25

	Hispanic/Latino		16	12
	Other		3	4
Male	White		17	4
	African American		11	7
	Hispanic/Latino		4	3
	Other		2	3
Total			122	84

Enrollment Status (CMHC & Counseling Psychology)			Fall 2014	Fall 2015
New Admit			14	16
Returning			6	5
Continuing			102	63
Total			122	84

Full/Part Time (CMHC & Counseling Psychology)			Fall 2014	Fall 2015
Part Time			76	57
Full Time (9 credit hrs or more)			46	27
Total			122	84

CPCE Results

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

The Counselor Preparation Comprehensive Examination (CPCE) has been chosen by TAMUCT as a measure of whether students outcomes were reached. The CPCE, which is the professional standardized examination for graduate students, was administered to masters in Clinical Mental Health student candidates at the end of their course work. The CPCE exam is offered three times a year (spring, summer, and fall). Data below represents scores from the corresponding semester during the 2015 and 2016 academic year.

Assessment of outcomes included individual total score on the CPCE and mean scores on the student learning outcomes listed above. A minimum result of a individual score of 1 SD from the National Mean (for each testing period) is used to determined whether the individual student had successfully completed the CPCE for TAMUCT program requirements. Further assessment of mean scores per specific content area were reviewed to assess how well the program curriculum and instruction may or may not be addressing the target area. The program utilized a 1 SD from the National Mean (per content area) as an indicator.

Content area mean scores resulting in lower than 1 SD from average scores (as compared to the national mean scores) will be targeted for the upcoming academic year to determine any areas of improvement in the curriculum and/or instruction.
The tables below represent CPCE data from students enrolled in both the 48hour Counseling and Psychology track and the 60 credit hour Clinical Mental Health Counseling track.

Results: 2016

Comprehensive Exam Statistics 11-2016										
	C1	C2	C3	C4	C5	C6	C7	C8	TOTAL	
TAMUCT Students (N=9) 11-2016 Mean Scores	10.56	8	9.44	9.56	8.11	6.78	7.89	9.33	69.67	
Pink indicated below National Average						1 SD below				
Green indicates 1 SD below National Average										

National (N=740)	Nat. Avg.	SD								
C1: Human Growth & Development	10.39	2.65	7.74							
C2: Social and Cultural Diversity	9.88	2.52	7.36							
C3: Helping Relation-ships	11.40	2.66	8.74							
C4: Group Work	11.77	2.57	9.2							
C5: Career Develop-ment	10.34	2.71	7.63							
C6: Assessment	9.97	2.81	7.16							
C7: Research & Pro-gram Evaluation	10.55	3.6	6.95							
C8: Professional Orien-tation & Ethical Prac-tice	11.37	2.91	8.46							
TOTAL Mean:	85.67	16.94								
			Standard Deviation:		16.84	TAMUCT Passing Score:		68.83		
			# of TAMUCT Students with passing scores					5.00		
			# of TAMUCT Students who didn't pass					4.00		

Comprehensive Exam Statistics 7-2016

		C1	C2	C3	C4	C5	C6	C7	C8	TOTAL

TAMUCT Students (N=9) 7-2016 Mean Scores	10.11	10.22	11.56	11.44	10	10	11.33	12.44	87.11	
Pink indicated below National Average										
National (N=573)	Nat. Avg.	SD								
C1: Human Growth & Development	10.39	2.65	7.74							
C2: Social and Cultural Diversity	9.88	2.52	7.36							
C3: Helping Relation-ships	11.40	2.66	8.74							
C4: Group Work	11.77	2.57	9.2							
C5: Career Develop-ment	10.34	2.71	7.63							
C6: Assessment	9.97	2.81	7.16							
C7: Research & Pro-gram Evaluation	10.55	3.06	7.49							
C8: Professional Orien-tation & Ethical Prac-tice	11.37	2.91	8.46							
TOTAL Mean:	85.67	16.84								
			Standard Devia-tion:		16.84	TAMUCT Passing Score:			68.83	
			# of TAMUCT Students with passing scores						7.00	
			# of TAMUCT Students who didn't pass						2.00	

		C1	C2	C3	C4	C5	C6	C7	C8	TOTAL	
Comprehensive Exam Statistics 4-2016											
TAMUCT Students (N= 11) 4-2016 Mean Scores		10.18	11.38	11.64	10.64	10.18	10.82	10.45	11.82	87.09	
Pink indicated below National Average											
National (N=573)		Nat. Avg.	SD								
C1: Human Growth & Development		10.63	2.68	7.95							
C2: Social and Cultural Diversity		9.08	2.46	6.62							
C3: Helping Relation-ships		11.48	2.87	8.61							
C4: Group Work		11.13	2.86	8.27							
C5: Career Develop-ment		9.31	2.73	6.58							
C6: Assessment		11.19	2.68	9.23							
C7: Research & Pro-gram Evaluation		10.91	2.60	8.31							
C8: Professional Orien-tation & Ethical Prac-tice		12.43	2.72	9.71							
TOTAL Mean:		86.16	16.27								
				Standard Devia-tion:		16.27		TAMUCT Passing Score:			69.89
								# of TAMUCT Students with passing scores			9.00

				# of TAMUCT Students who didn't pass		2.00

Results: 2015

Comprehensive Exam Statistics 11-2015										
	C1	C2	C3	C4	C5	C6	C7	C8	TO-TAL	
TAMUCT Students (N=12) 11-2016 Mean Scores	10.42	9.67	11.17	8.67	8.42	10	9.67	11.42	79.42	
Pink indicated below National Average										
National (N=573)	Nat. Avg.	SD								
C1: Human Growth & Development	10.63	2.68	7.95							
C2: Social and Cultural Diversity	9.08	2.46	6.62							
C3: Helping Relationships	11.48	2.87	8.61							
C4: Group Work	11.13	2.86	8.45							
C5: Career Development	9.31	2.73	6.58							
C6: Assessment	11.19	2.68	8.33							
C7: Research & Program Evaluation	10.91	2.60	8.31							
C8: Professional Orientation & Ethical Practice	12.43	2.72	9.71							

TOTAL Mean:	86.16	16.27								
			Standard Deviation:		16.27	TAMUCT Passing Score:				69.89
						# of TAMUCT Students with passing scores				10.00
						# of TAMUCT Students who didn't pass				2.00

Comprehensive Exam Statistics 7-2015

	C1	C2	C3	C4	C5	C6	C7	C8	TO-TAL	
TAMUCT Students (N=5) 7-2016 Mean Scores	12.2	10.8	11.4	10.6	11.2	11.8	11.8	11.2	91	
Pink indicated below National Average										
National (N=)	Nat. Avg.	SD								
C1: Human Growth & Development	11.62	2.83	9.09							
C2: Social and Cultural Diversity	10.30	2.65	7.65							
C3: Helping Relationships	11.94	2.80	9.14							
C4: Group Work	10.84	2.94	8.00							
C5: Career Development	9.38	2.57	6.81							
C6: Assessment	10.63	2.29	8.34							

C7: Research & Program Evaluation	11.04	3.18	7.86							
C8: Professional Orientation & Ethical Practice	11.38	2.46	8.92							
TOTAL Mean:	87.13	16.79								
				Standard Deviation:	16.79	TAMUCT Passing Score:				70.34
						# of TAMUCT Students with passing scores				5.00
						# of TAMUCT Students who didn't pass				

Comprehensive Exam Statistics 4-2015

	C1	C2	C3	C4	C5	C6	C7	C8	TO-TAL
TAMUCT Students (N= 10) 4-2016 Mean Scores	9.5	9.4	8.7	9.2	8.3	8.9	9.3	10.9	74.2
Pink indicated below National Average					1 SD below	1 SD below			
Green indicates 1 SD below National Average									
National (N=657)	Nat. Avg.	SD							
C1: Human Growth & Development	10.30	2.7	7.6						
C2: Social and Cultural Diversity	10.72	2.45	8.27						
C3: Helping Relationships	10.84	2.47	8.37						

C4: Group Work	11.78	2.54	9.24								
C5: Career Development	10.21	2.88	9.33								
C6: Assessment	9.78	2.46	7.32								
C7: Research & Program Evaluation	10.60	2.58	8.02								
C8: Professional Orientation & Ethical Practice	12.38	2.63	9.75								
TOTAL Mean:	86.61	15.26									
				Standard Deviation:	15.46	TAMUCT Passing Score:	71.15
						# of TAMUCT Students with passing scores	6.00
						# of TAMUCT Students who didn't pass	4.00

According to the data above, the majority of TAMUCT CPCE Exit exam scores appear to be at least 1 SD above the National Mean for the eight content areas during the 2015 and 2016 testing times. Areas of note include Content Areas 5 (Career Development) and 6 (Assessment) during the testing period of 4/2015 that fell 1 SD below the National Mean (8.3, 8.9 respectively). Content Area 6 (Assessment) fell below 1 SD of the National Mean again in 11/2016. Of note are the times that scores did not meet or exceed National Averages. As an indicator of student learning the program may wish to consider such scores and place focus on how improvements might be made to further increase all Content Area mean scores for students.

Data reflected above in the CPCE scores for masters students included a percentage of students who may not have received the same course work as students who were admitted to the 60 credit hour CMHC track. Prior to the degree change students were not required to have some of the core course work that are now required under the new degree plan. For example, no student enrolled in the 48 hour program had an opportunity to receive a full semester (3 credit hour) course in Ethics. In five out of the six testing opportunities TAMUCT mean scores for Content 8: Professional Orientation and Ethics was below the National mean.

Changes due to results:

Changes to the program that will address CPCE scores include more stringent monitoring of students who take the exam so that students must complete the majority of their course work before attempting to complete the exam. All syllabi in core and noncore courses have be aligned with the CACREP standards. This will increase focus on a curriculum based on national standards for counselor education training programs and prepare students to be more successful in their attempts to pass the CPCE exam as well as the National Counselor Exam (NCE). More specific to the Ethics course work, this course went under review by faculty during the 2016-2017 academic year for reevaluation of content specific to this course.

Counselor Competency Data Masters' Student Personal/Professional Monitoring: 2016-2017 Counselor Competency Scale-Revised

How it informs program evaluation:

All students enrolled, full time and part time, fall under potential Performance Fitness Evaluation (PFE) and at any time during their program of study may be subject to closer monitoring and or remediation. A student can go under PFE review at any time if faculty have concerns about a student's competence or ability to meet PFE standards. During the 2016-2017 academic year, all students performance fitness were monitored by application of the Counselor Competencies Scale-Revised (CCS-R). **Only students enrolled in the CMHC track were subject to monitoring with the CCS-R. No students from the previous 48 hour program in Counseling Psychology are represented in this data.**

Review of students performance and dispositions was conducted by faculty during core clinical courses (COUN 5357 Methods and Techniques, COUN 5354 Group Counseling, COUN 5393 Clinical mental Health Practicum, and COUN 5386 Clinical Mental Health Internship).

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

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

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

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

Results of CCS-R monitoring were used to inform faculty of students' personal and professional competence and allowed for faculty discussion of remediation if necessary. If remediation was deemed neces-

sary a formal Performance Fitness Evaluation would be initiated by identified faculty. Full data can be accessed via the CCS-R 2016-2017 Report.

Results:

Table 1	
CCS-R Part I: Counseling Skills and Therapeutic Condition	
NonVerbal Skills	
Meets or exceeds expectations	100%
Encouragers	
Meets or exceeds expectations	95%
QUESTIONS	
Meets or exceeds expectations	97%
REFLECTING CONTENT/PARAPHRASING	
Meets or exceeds expectations	92%
REFLECTING FEELINGS	
Meets or exceeds expectations	80%
SUMMARIZING	
Meets or exceeds expectations	83%
ADVANCED REFLECTING (MEANING)	
Meets or exceeds expectations	55%
CONFRONTATION	
Meets or exceeds expectations	68%
GOAL SETTING	

Meets or exceeds expectations	95%
FOCUS OF COUNSELING	
Meets or exceeds expectations	93%
FACILITATING THERAPEUTIC ENVIRONMENT (EMPATHY & CARING)	
Meets or exceeds expectations	98%
FACILITATING THERAPEUTIC ENVIRONMENT (RESPECT & COMPASSION)	
Meets or exceeds expectations	98%
PART II: COUNSELING DISPOSITIONS AND BEHAVIORS	
PROFESSIONAL ETHICS	
Meets or exceeds expectations	100%
PROFESSIONAL BEHAVIOR	
Meets or exceeds expectations	98%
PERSONAL & PROFESSIONAL BOUNDARIES	
Meets or exceeds expectations	100%
KNOWLEDGE AND ADHERENCE TO SITE AND COURSE POLICIES	
Meets or exceeds expectations	100%
RECORD KEEPING AND TASK COMPLETION	
Meets or exceeds expectations	100%
MULTICULTURAL COMPETENCE IN COUNSELING RELATIONSHIP	
Meets or exceeds expectations	100%

EMOTIONAL STABILITY & SELF CONTROL	
Meets or exceeds expectations	98%
MOTIVATION TO LEARN & GROW / INITIATIVE	
Meets or exceeds expectations	83%
OPENNESS TO FEEDBACK	
Meets or exceeds expectations	93%
FLEXIBILITY & ADAPTABILITY	
Meets or exceeds expectations	93%
CONGRUENCE & GENUINESS	
Meets or exceeds expectations	100%

Changes due to results:

According to the data above collected via the CCS-R during the fall of 2016 academic year, students either met or exceed expectations in all areas of skill and dispositions except two: Advanced Reflecting and Confrontation. The Advanced Reflecting and Confrontation skills were first taught in the COUN 5357 Methods and Techniques course. Emphasis was placed on this skill development with additional in class assignments and practice through small group work and feedback opportunities.

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

During the Summer 2016 Key Performance Indicators (KPI) were established for the core courses,COUN 5350 Foundations of Counseling, COUN 5311 Culture, Minority, and Gender Issues, COUN 5304 Human Development, COUN 5351 Career Guidance and Counseling, COUN 5357 Methods and Practices in Counseling, COUN 5354 Group Procedures for Counseling, COUN 5381 Assessment and Evaluation Fundamentals, COUN 5301 Research Methods, and COUN 5395 Clinical Mental

Health Practicum. This courses were chosen by the department faculty as assessment points because they align with the eight core competency areas established by CACREP which are reflected in the programs Mission Statement and Program Objectives. data gathered in each area will help to inform the program of overall outcomes that will give critical information for ongoing program evaluation and improvements.

The KPIs were incorporated into each corresponding course. Student Learning Outcomes (SLOs) were aligned with an activity(s) and or an assignment(s) and SLO rubrics were developed to measure each KPI outcome.

In the Fall of 2016 revised syllabi including the Key Performance Indicators and SLO Rubrics were available for faculty to incorporate into their course work by attaching the rubric to an embedded assignment. Faulty introduced the revised syllabi and KPIs to the students in each course. Below are the results of data collection for each KPI for the fall of 2016.

The tables below show data gathered on each KPI for the fall 2016 semester.
CORE:Performance Indicators core corses

CACREP COMMON CORE AREAS		
COUN 5350: FOUNDATIONS OF COUNSELING AND PSYCHOLOGY:		
	Percentage	Students
NO COMPETENCE: Candidate demonstrates no knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	0%	0
SOME COMPETENCE: Candidate demonstrates limited knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	0%	0
BASIC COMPETENCE: Candidate demonstrates basic knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	42.86%	6
ABOVE AVERAGE COMPETENCE: Candidate demonstrates above average knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	50%	7

	Percentage	Students
SUPERIOR LEVEL OF COMPETENCE: Candidate demonstrates superior knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	7.14%	1
Total	100%	14

COUN 5311: CULTURE, MINORITY & GENDER ISSUES		
	Percentage	Students
NO COMPETENCE:		
SOME COMPETENCE:		
BASIC COMPETENCE:		
ABOVE AVERAGE COMPETENCE:		
SUPERIOR LEVEL OF COMPETENCE:		
Total		

COUN 5304: HUMAN DEVELOPMENT:		
	Percentage	Students
NO COMPETENCE: Candidate has no ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	0%	0
SOME COMPETENCE: Candidate has limited ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	0%	0
BASIC COMPETENCE: Candidate has basic ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	10%	2

	Percentage	Students
ABOVE AVERAGE COMPETENCE: Candidate has above average ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	50%	10
SUPERIOR COMPETENCE: Candidate has superior ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	40%	8
Total	100%	20

COUN 5351: CAREER COUNSELING AND GUIDANCE		
	Percentage	Students

COUN 5357: METHODS AND PRACTICES IN COUNSELING AND PSYCHOLOGY:		
	Percentage	Students
NO COMPETENCE: Candidate has no ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	0%	0
SOME COMPETENCE: Candidate has limited ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	0%	0

BASIC COMPETENCE: Candidate has basic ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	50%	6
ABOVE AVERAGE COMPETENCE: Candidate has above average ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	50%	6
SUPERIOR LEVEL OF COMPETENCE: Candidate has superior ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	0%	0
Total	100%	12
COUN: 5354 GROUP PROCEDURES FOR COUNSELORS:		
	Percentage	Students
NO COMPETENCE: Candidate has no ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	0%	0
SOME COMPETENCE: Candidate has limited ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	0%	0
BASIC COMPETENCE: Candidate has basic ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	35.29%	6
ABOVE AVERAGE COMPETENCE: Candidate has above average ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	64.71%	11

	Percentage	Students
SUPERIOR LEVEL OF COMPETENCE: Candidate has superior ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	0%	0
Total	100%	17

COUN 5354: GROUP PROCEDURES FOR COUNSELORS:		
	Percentage	Students
NO COMPETENCE: Candidate has no ability to 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.	0%	0
SOME COMPETENCE: Candidate has limited ability to 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.	0%	0
BASIC COMPETENCE: Candidate has basic ability to 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.	6.67%	1
ABOVE AVERAGE COMPETENCE: Candidate has above average ability to 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.	73.33%	11
SUPERIOR LEVEL OF COMPETENCE: Candidate has superior ability to 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.	20%	3
Total	100%	15

5381: ASSESSMENT & EVALUATION FUNDAMENTALS:		
	Percentage	Students

	Percentage	Students

COUN 5381: ASSESSMENT & EVALUATION FUNDAMENTALS:		
	Percentage	Students

COUN 5301: RESEARCH METHODS:		
	Percentage	Students
NO COMPETENCE: Candidate has no ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	50%	1

	Percentage	Students
SOME COMPETENCE: Candidate has limited ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	0%	0
BASIC COMPETENCE: Candidate has basic ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	50%	1
ABOVE AVERAGE COMPETENCE: Candidate has above average ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	0%	0
SUPERIOR LEVEL OF COMPETENCE: Candidate has superior ability to demonstrate an understanding of how importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, to conduct a focused review of empirical literature, and design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	0%	0
Total	100%	2

CACREP CMHC SPECIALTY AREA		
COUN 5395: CLINICAL MENTAL HEALTH PRACTICUM: **SLO1:Skills Measured by CCS-R:Part 1**		
	Percentage	Students

Master's Program Stakeholder Survey Data

Site Supervisors Survey

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

CMHC Site Supervisors and Employers:
Site supervisors and Employers of TAMUCT's students were emailed a link to the Site Supervisor Outcomes Evaluation survey seeking information regarding students' abilities and the site supervisors'/employers' level of satisfaction. At the time of this report, a small number of responses (N = 8) were obtained with the majority of respondents being Site Supervisors (n=5). Efforts to gather a larger pool of responses are being addressed by the program. **The data below reflects supervisor and employer perceptions of TAMUCT student supervisees and employees who were enrolled in the 48 hour Counseling and Psychology degree track. Therefore perceptions of TAMUCT students (current and former) my not accurately reflect the performance of those enrolled in the 60 credit hour CMHC track.**

A cell this color indicates over 50% believed the program to be effective or very effective					
A cell this color indicates over 50% believed the program to be either somewhat effective or adequate					
Q5 - My supervisee(s)					
Question	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree	Total
Achieved core counseling knowledge to achieve licensure, certification, and counseling practice in a multicultural and pluralistic society.	0.00%	0.00%	20.00%	0.00%	80.00%	5

Is able to apply a guiding theory of counseling to serve as a foundation for their work as a counselor.	0.00%	0.00%	0.00%	20.00%	80.00%	5
Has developed a counselor identity, including recognition of the importance of membership in professional counseling organizations and advocating for policies, programs, and services that are equitable.	0.00%	0.00%	20.00%	20.00%	60.00%	5
Uses research literature to enhance their counseling and uses data to enhance student/client outcomes through action research and program evaluation.	0.00%	0.00%	0.00%	20.00%	80.00%	5
Applies an ethical decision making model to their work as a counselor.	0.00%	20.00%	0.00%	0.00%	80.00%	5
Applies and adheres to ethical and legal standards.	20.00%	0.00%	0.00%	0.00%	80.00%	5
Understands and demonstrates mastery of core counseling skills, and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues, utilizing individual and group interventions.	0.00%	0.00%	0.00%	60.00%	40.00%	5
Understands and applies theoretical case conceptualization, formulates goals, and uses skills consistent with their theoretical orientation.	0.00%	0.00%	0.00%	20.00%	80.00%	5
Applies multicultural counseling competencies to maintain culturally responsive counseling relationships.	0.00%	0.00%	0.00%	40.00%	60.00%	5
Recognizes their strengths and limitations professionally and personally.	0.00%	0.00%	20.00%	40.00%	40.00%	5
Participates in seminars, workshops, or other activities that contribute to professional and personal growth.	0.00%	0.00%	20.00%	0.00%	80.00%	5

A cell this color indicates over 50% believed the program to be effective or very effective
A cell this color indicates over 50% believed the program to be either somewhat effective or adequate

My Employees						
Question	Strongly Disagree	Moderatley Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree	Total
1. Demonstrated professional orientation and ethical practice including understanding aspects of professional functioning.	0.00%	0.00%	33.33%	0.00%	66.67%	3
2. Demonstrated social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	0.00%	0.00%	0.00%	33.33%	66.67%	3
3. Demonstrated knowledge in human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.	0.00%	0.00%	0.00%	33.33%	66.67%	3
4. Demonstrated knowledge in career development including an understanding of career development and related life factors.	0.00%	0.00%	0.00%	33.33%	66.67%	3
5. Demonstrated knowledge in helping relationships including an understanding of the counseling process in a multicultural society.	0.00%	0.00%	0.00%	33.33%	66.67%	3

Question	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree	Total
6. Demonstrated knowledge in group work including an understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.	0.00%	0.00%	33.33%	0.00%	66.67%	3
7. Demonstrated knowledge in assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society.	0.00%	0.00%	33.33%	33.33%	33.33%	3
8. Demonstrated knowledge in research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation.	0.00%	0.00%	0.00%	33.33%	66.67%	3

A cell this color indicates over 50% believed the program to be effective or very effective
A cell this color indicates over 50% believed the program to be either somewhat effective or adequate

My Employees

Question	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree	Total
1. Achieved core counseling knowledge to achieve licensure, certification, and counseling practice in a multicultural and pluralistic society.	0%	0%	0%	33.33%	66.67%	3

2. Is able to apply a guiding theory of counseling to serve as a foundation for their work as a counselor.	0%	0%	0%	33.33%	66.67%	3
3. Has developed a counselor identity, including recognition of the importance of membership in professional counseling organizations and advocating for policies, programs, and services that are equitable.	0%	0%	0%	33.33%	66.67%	3
4. Uses research literature to enhance their counseling and uses data to enhance student/ client outcomes through action research and program evaluation.	0%	0%	0%	33.33%	66.67%	3
5. Applies an ethical decision making model to their work as a counselor.	0%	0%	0%	33.33%	66.67%	3
6. Applies and adheres to ethical and legal standards.	0%	0%	0%	33.33%	66.67%	3
7. Understands and demonstrates mastery of core counseling skills, and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues, utilizing individual and group interventions.	0%	0%	0%	33.33%	66.67%	3
8. Understands and applies theoretical case conceptualization, formulates goals, and uses skills consistent with their theoretical orientation.	0%	0%	33.33%	33.33%	33.33%	3

Survey participants were given the opportunity to provide quantitative feedback regarding the program. Below are the responses given:

When asked to "Please provide any feedback you might have regarding TAMUCT Supervisee", participants stated:

"I supervised three practicum students. Two of the three were excellent. The third student did not perform as well in my opinion mainly because of some personal traits that I believe stem from previous employment. The student could use some work place social instruction".

"We receive top quality students. We generally have to spend extra time with the students teaching them the psychopathology symptoms and medications side effects. We prepare them to work with the chronic mentally ill patients".

"Most of the students sent to us from A&M either do their initial paperwork then never return or do a semester here and not come back. They do not contact us regarding these choices. Interns from other CACREP online schools are much more proficient".

Summary of findings:
Results from Site Supervisors indicated all either Moderately Agreed or Strongly Agreed TAMUCT student interns demonstrate appropriate levels of competence in the areas of multicultural counseling, applying theoretical framework, development of a counselor identity, use of research to inform their practice, ethical decision making and ethical and leal standards, and use of core counseling skills.

Results from Employers of former TAMUCT students indicated all either Moderately Agreed or Strongly Agreed TAMUCT student interns demonstrate appropriate level of competence in the areas of multicultural counseling, applying theoretical framework, development of a counselor identity, use of research to inform their practice, ethical decision making and ethical and leal standards, and use of core counseling skills.

Overall it appears Site supervisors and Employers have favorably rated students of the TAMUCT CMHC program with the majority indicating they either Moderately Agree or Strongly agree with statements regarding students level of competence in all core CACREP Core Competencies. Several Site Supervisors did indicate a concern (Moderately Disagreed or Disagreed) with statements related to ethical decision making and applying to ethical and legal standards. Furthermore a participant of the employer Survey indicated they neither Agreed or Disagreed with TAMUCT graduates ability to demonstrate professional orientation and ethical practice. These concerns are also echoed in a feedback provided by one participant that indicated " third student did not perform as well in my opinion mainly because of some personal traits that I believe stem from previous employment. The student could use some work place social instruction" and "Most of the students sent to us from A&M either do their initial paperwork then never return or do a semester here and not come back…… Interns from other CACREP online schools are much more proficient". The feedback gleaned from the Site Supervisor and Employer Surveys indicate a need for the program to further address areas related to professional orientation, and ethical practice and decision making, case conceptualization, and professional orientation (participation in workshops, seminars etc..).

Also of concern are the employer endorsements of " We generally have to spend extra time with the students teaching them the psychopathology symptoms and medications side effects".

Areas for further evaluation include Site Supervisor survey data that showed 20% of the site supervisors indicated they neither agreed or disagreed with student interns abilities to recognize their strengths and limitations professionally and personally and their degree of participation in seminars, workshops, or other activities that contribute to professional and personal growth. To further support the data, one supervisor stated "student did not perform as well in my opinion mainly because of some personal traits that I believe stem from previous employment. The student could use some work place social instruction". One participant from the Employer Survey indicated they neither agreed or disagreed with items addressing "Demonstrated professional orientation and ethical practice", "Demonstrated knowledge in group work including an understanding of group purpose, development, dynamics", "Demonstrated knowledge in assessment" and "Understands and applies theoretical case conceptualization….".

Changes made in efforts to address areas of concern:
Faculty utilized this information to focus on how to further incorporate self reflective activities and assignments related to the ability to recognize their strengths and limitations professionally and personally as well as look for way to increase students participation in seminars, workshops, or other activities that contribute to professional and personal growth.

Also of note is the inclusion of COUN 5365: Ethical Foundations of Counseling as a core course in the 60 credit hour CMHC track. Also faculty were already reevaluating the COUN 5358: Counseling Perceptions on Psychopathology course for inclusion of pharmacology which could address the concern echoed in the statement "We generally have to spend extra time with the students teaching them the psychopathology symptoms and medications side effects".

Furthermore the programs effort to become CACREP accredited will increase site supervisor and future employers of TAMUCT students the education received meets appropriate curriculum standards in relation to skills and personal and professional dispositions.

Alumni

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

TAMUCT Master's program Alumni
At the time of this report, twenty-one responses had been obtained. Participants included female (n=11) and male (n=9) alumnus, with participants indicating their race to be white, non Hispanic (n=10), African American (n=5), Hispanic (n=2), and other (n=1). Graduation dates of participants ranged from the fall of 2011 to the spring of 2016. Efforts to gather alumni email contacts are being addressed by the program chair in order to obtain more accurate data in the future. The Alumni survey results below provide information regarding alumnis' evaluation of aspects of TAMUCT's CMHC Master's program. The majority of the participants (n=12) 57.1% indicated they had not become employed as a licensed professional counselor with a minor (n=1) 4.7% who indicated they had become employed as a licensed pro-

fessional counselor. Six participants (9.5% indicated they did not seek a position in the counseling field following gradation. Those employed in the field reported being case managers, counselors in various settings. In terms of completing the state licensure exam, 28.6% (N=6) indicated they had taken the National Counselor Exam (NCE), and 71.4% (15) stated they had not taken the exam. All 6 participants who took the NCE reported having passes the exam. Of the participants who completed the survey 23.8% (n=5) had obtained licensure in the state of Texas and 76.2% (n=16) had not obtained licensure. Participants reported being members of the American Counseling Association (ACA) and Texas Counseling Association (TCA) (42.8% and 14.3% respectively). Seventeen (85%) reported being registered as full time students, three (15%) reported being both full and part time, and zero reported having never been registered as part time.

This data reflected a majority of students who were graduates of the 48 credit hour Counseling Psychology program. Future efforts to gather data more accurate of the 60 credit hour program will be helpful in terms of curriculum development and programatic changes.

When asked "how effective the program was in meeting its objectives. Please indicate your assessment ranging from very ineffective (1) to very effective (5)" (see table below)

A cell this color indicates over 50% believed the program to be effective or very effective						
A cell tis color indicates over 50% believied the program to be either somewhat effective or adequate						
Question	**Very Ineffective**	**Somewhat ineffective**	**Adequate**	**Effective**	**Very Effective**	**Total**
In providing knowledge to help you develop the requisite professional skills for working in a multidisciplinary mental health work setting.	11.11%	11.11%	5.56%	50%	22.22%	18
In providing knowledge and skills in assessment consistent with DSM 5	16.67%	5.56%	33.33%	27.78%	16.67%	18
In providing knowledge and skills in applying a diverse range of research based intervention strategies.	11.76%	5.88%	47.06%	23.53%	11.76%	17
In providing the skills necessary for developing culturally appropriate intervention plans.	11.11%	5.56%	50%	16.67%	16.67%	18
In developing the knowledge necessary to demonstrate professional behavior consistent with the ethical guidelines of the mental health counseling profession.	16.67%	5.56%	22.22%	22.22%	33.33%	18

In providing knowledge of human development and its applications for counseling.	11.11%	5.56%	16.67%	44.44%	22.22%	18
In providing the knowledge and skills to conduct career counseling and assist clients in career exploration.	22.22%	11.11%	27.78%	22.22%	16.67%	18
In providing knowledge and skills in counseling and consultation processes.	11.11%	11.11%	16.67%	50%	11.11%	18
In providing knowledge and skills in client assessment.	17.65%	5.88%	35.29%	17.65%	23.53%	17
In providing knowledge and skills in group work	11.11%	22.22%	16.67%	22.22%	27.78%	18
In providing knowledge and skills in research & program evaluation.	11.11%	16.67%	22.22%	11.11%	38.89%	18
In providing the knowledge and skills to use evaluation data to improve my counseling.	16.67%	11.11%	27.78%	27.78%	16.67%	18
In providing the knowledge and skills to use evaluation data to improve other aspects of my professional responsibilities.	11.11%	11.11%	33.33%	16.67%	27.78%	18
In providing knowledge of the history of the counseling profession and the skills for navigating current political, institutional, and societal contexts.	11.11%	11.11%	27.78%	38.89%	11.11%	18
In assisting you to develop an appreciation for the importance of social advocacy in the professional role of counselors.	16.67%	11.11%	27.78%	22.22%	22.22%	18
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	11.11%	11.11%	22.22%	33.33%	22.22%	18
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.	5.56%	22.22%	27.78%	22.22%	22.22%	18
In assisting you to develop or refine interpersonal behaviors that promote and foster collaborations with peers, supervisors, staff, and community members.	11.11%	11.11%	27.78%	27.78%	22.22%	18

When asked 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).

A cell this color indicates over 50% believed the program to be effective or very effective					
A cell tis color indicates over 50% believied the program to be either somewhat effective or adequate					

Question	Very Dis-satisfied	Somewhat Dissatisfied	Neutral	Satis-fied	Very Satis-fied	Total
The teaching competence of the full-time faculty	5.56%	16.67%	11.11%	33.33%	33.33%	18
The teaching competence of the adjunct faculty	5.56%	16.67%	22.22%	22.22%	33.33%	18
The commitment of the faculty to teaching	5.56%	5.56%	11.11%	38.89%	38.89%	18
Faculty responsiveness to student concerns	5.56%	11.11%	5.56%	50.00%	27.78%	18
Fairness of faculty in evaluation of student performance	0.00%	5.56%	16.67%	38.89%	38.89%	18
Availability of academic advisor	0.00%	11.11%	33.33%	38.89%	16.67%	18
Quality of academic advising	5.56%	11.11%	22.22%	38.89%	22.22%	18
Quality and timeliness of communication about program policies and procedures	5.88%	17.65%	17.65%	47.06%	11.76%	17
Academic level and rigor of courses	11.11%	11.11%	11.11%	44.44%	22.22%	18
Relevance of curriculum to your professional	5.56%	11.11%	11.11%	50.00%	22.22%	18
Class size (i.e., number of students in courses)	0.00%	5.56%	5.56%	38.89%	50.00%	18
Classrooms in which courses were taught	5.56%	16.67%	16.67%	44.44%	16.67%	18

Technological resources available for learning	0.00%	5.56%	27.78%	44.44%	22.22%	18
Availability of support services (e.g., counseling, financial aid, etc.)	5.56%	11.11%	22.22%	33.33%	27.78%	18

When asked how satisfied were you with the the following aspects of your Practicum experience. Please indicate your assessment ranging from very dissatisfied (1) to very satisfied (5).

A cell this color indicates over 50% believed the program to be effective or very effective
A cell tis color indicates over 50% believied the program to be either somewhat effective or adequate

Question	Very Dissatis-fied	Somewhat Dissatisfied	Neutral	Satisfied	Very Satis-fied	Total
Application process	5.56%	22.22%	16.67%	38.89%	16.67%	18
Community Counseling and Family Therapy Center as Practicum site	11.76%	17.65%	11.76%	41.18%	17.65%	17
Quality of supervision offered by faculty member in class	5.56%	16.67%	22.22%	27.78%	27.78%	18
Quality of supervision offered by faculty member in individual supervision	11.11%	11.11%	22.22%	22.22%	33.33%	18
Fairness of student evaluation process	5.56%	11.11%	11.11%	38.89%	33.33%	18

When asked How satisfied were you with the the following aspects of your Internship experience. Please indicate your assessment ranging from very dissatisfied (1) to very satisfied (5).

A cell this color indicates over 50% believed the program to be effective or very effective

A cell tis color indicates over 50% believied the program to be either somewhat effective or adequate						
Question	**Very Dis-satisfied**	**Somewhat Dissatisfied**	**Neutral**	**Satisfied**	**Very Satis-fied**	**Total**
Site selection process	5.56%	27.78%	22.22%	27.78%	16.67%	18
Appropriateness of site	0.00%	11.11%	11.11%	44.44%	33.33%	18
Quality of supervision offered by faculty member in class	5.56%	5.56%	11.11%	55.56%	22.22%	18
Quality of supervision offered by faculty member in individual supervision	5.56%	11.11%	5.56%	55.56%	22.22%	18
Quality of supervision offered by site supervisor	5.56%	5.56%	5.56%	61.11%	22.22%	18
Fairness of student evaluation process	0.00%	5.56%	16.67%	55.56%	22.22%	18

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

well rounded program that can be utilized in a variety of fields
Small classes. Approachable professors
Faculty
Faculty
COMMUNICATION
Flexibility and enthusiasm
Staff flexibility

The school had some great teachers that werent given enough support.
Felxibility, Location

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

CACREP accredited. I moved to AZ and the licensure requiremetns were difficult for me to navigate since my degree was from a non-CACREP institution
Brick and mortar options. I do not do on-line well. I do not learn as much on line.
Assistance with finding Internships and supervisors post graduation
Availability of on-site internship opportunities, better eating facility
Dismantle it and start over by hiring quality professors and provide a more thorough curriculum
NO CHANGES VERY GOOD COURSES
Become CACREP accredited. All students should graduate with LCDC immediately after. Help them with the process.
Help train for national exam
Hire mentors who have completed the program, have more support groups and clinical groups following graduation.
Get CACREP and AAMFT Accreditation
Tell the truth for once!

Summary of findings

The data above reflects alumni perceptions in several important aspect of the program. When asked "how effective the program was in meeting its objectives". More than half (50% or above) indicated they either perceived the program to be "effective" or "very effective" in eight out of eighteen areas. However, in three out of eighteen areas participants rated the program as either "Somewhat ineffective" or "adequate". Areas rated as "Somewhat ineffective" or "adequate" include "assisting you to engage in personal and professional behaviors that promote self growth and student learning", "providing the skills necessary for developing culturally appropriate intervention plans", and, "providing knowledge and skills in applying a diverse range of research based intervention strategies". Furthermore in regards to the objective of "providing the knowledge and skills to conduct career counseling and assist clients in career exploration" a higher percentage (22.2%) perceived the program to be very ineffective than they did very effective (16.7%).

Also reflected in the data above were alumni perceptions of "How satisfied were you with the following aspects of your program of study", "How satisfied were you with the following aspects of your Practicum experience", and "How satisfied were you with the following aspects of your Internship experience". In all areas the majority of participants identified with either "Satisfied" or "Very Satisfied". However, in one area, Internship site selection process, more than 50% felt either "Somewhat dissatisfied" or "Neutral".

Perhaps the most informative information was provided by alumni when given an opportunity to provide feedback in regards to how the program might implement changes for improvements. The table above provides those responses. Of note is the fact that the majority implicated the need for the program to seek CACREP Accreditation. This shed light on how important the current process of seeking accreditation is to TAMUCT's student population. Student attitudes toward this accreditation has been a major catalyst for the program to move forward in this process and for Texas A&M University-Central Texas to support the department in these efforts.

REVIEW OF FINDINGS

Data from the Comprehensive Assessment Plan 2016-2017 was reviewed by the TAMUCT Faculty at regularly scheduled Department Meetings and College of Education (COE) Monthly meetings. Faculty reviewed findings from multiple sources and provided suggestions/recommendations for change.

REPORT SUMMARY

CPCE Exit Exam data revealed that students needed continued improvement in several content areas: (a) Career Counseling, and (c) Assessment and Evaluation.

A targeted analysis of Stakeholder surveys (Site Supervisors, Employers, and Alumni) would confirm the need to address the areas of Career Counseling and knowledge of Assessments. Stakeholder data also revealed the need for improvements in the areas of ethical decision making and ethical and

legal standards. In order to address this concern the 3 credit hour course COUN 5365: Ethical Foundations of Counseling was added as a core course to the 60 credit hour CMHC track.

Review of counselor skills and dispositions conducted via the CCS-R indicated a need for improvement in Advanced Reflection of Meaning and Confrontation skills. A targeted analysis of the Key Performance Indicator (KPI) forCOUN 5357: Methods and Techniques confirmed that students demonstrated "Some Competence" to "Basic Competence". It is in this course that these skills are first demonstrated. This course will be targeted for increased attention to be given to addressing these techniques.

In addition to review of CPCE Exit Exam results which show that almost all TAMUCT content area scores were below the National Mean, many Stakeholder Survey participants (Site Supervisors, Employers, and Almuni) provided additional "verbal" feedback that strongly suggested the program seek accreditation. CPCE content areas are based on CACREP core content areas and therefore provided this program with an indication of how well student learning reflects knowledge of these core concepts. The information gleaned from CPCE and the Stakeholder surveys indicate the need to seek improvements within all core areas of the curriculum.

During the 2015 and 2016 academic years several major changes were implemented to begin addressing these needs. First the program aligned all courses to incorporate CACREP 2016 Standards and began implementation of KPI assessments in core courses. Also more attention has been given to when students sit for the CPCE Exit Exam. In the past semesters, many students took the exam prior to having completed the majority of their course work. To complicate this, many students were on the 48 hour depress track and had not had some cores courses, such as Ethical Foundations, that would given then the knowledge needed to be successful taking this exam.

The information provided from this data was also used to inform any addition recommendations made to the assessment process. For example, it is recommended that the program adjust the cut off point for Content Area mean scores to meet or be above National Mean scores on each Content area. It is also recommended that the syllabi for the COUN 5351: Career Counseling and the COUN 5381: Assessment and Evaluation be reviewed to determine if specific course work needs to be adjusted to better inform students of this content area.