

Annual Report and Summary of Program Evaluation Results 2022-2023

The Department of Counseling at Texas A&M University San Antonio offers a M.A. in Counseling and Guidance: School Counseling, M.A. in Clinical Mental Health Counseling, and M.A. in Marriage, Couple and Family Counseling. The faculty of the Department of Counseling, Health & Kinesiology are committed to continually assessing student learning and development in addition to evaluating program effectiveness and excellence. This document outlines all key elements of the Counseling program's comprehensive formative and summative assessment plan as well as other pertinent factors of this process.

Program Objectives

Clinical Mental Health Program Objectives		School Counseling Program Objectives	Marriage, Couple, and Family Counseling Program Objectives	Assessment Measures
1	To recruit, train, support, and graduate a diverse and cultural responsive workforce of clinical mental health counselors who support optimal development and well-being of individuals, families, and groups.	To recruit, train, support, and graduate a diverse and cultural responsive workforce of professional school counselors who support optimal development and well-being of individuals, families, and groups.	To recruit, train, support, and graduate a diverse and cultural responsive workforce of marriage, couple and family counselors who support optimal development and well-being of individuals, families, and groups.	-Admissions Data -Site Supervisor/Employer Surveys -Alumni Surveys
Admissions Data A total of 128 applicants were interviewed for admission during the current reporting period (Fall 2022 (67), Spring 2023 (48), Summer 2023 (13)). Of those 128 total applicants 121 were accepted into the program. There were 97 females (76%) and 24 males (19%). 33 students (26%) identified as military affiliated. The majority of new students identified as multiracial (52%), with 23% identifying as white, 8% as Black or African American, and 2% as Asian/Asian Indian. 4% of those admitted identified as a first generation college student. Employer/Alumni Surveys Surveys are sent out each September to alumni of our program and employers of our alumni. This was the first year sending surveys out to these groups and therefore a smaller sample was sent out to pilot the process and survey. Surveys were sent out to 12 employers of our students and 8 alumni graduating the previous year. Seven (83%) of alumni responded and 12 (100%) of employers responded.				

Areas of Strength

Employers noted that the individualized educational experience and care given to students, collaborations with internship sites and multicultural preparedness, and strong ethics education were strengths. Similarly, alumni noted that they were provided a strong foundation, given the opportunity to practice skills, allowed to explore various theories and program faculty provided a wealth of knowledge.

Areas of Growth

Employers indicated areas of growth as seeking out additional partnerships with the surrounding community to help students learn business-functional skills such as billing, marketing, etc. Additionally, employers recommended additional learning opportunities for play therapy techniques and substance abuse education. Alumni indicated additional areas of growth as preparing students for post-graduation licensure.

2	To develop reflective, technologically-competent, clinical mental health counselors who understand the multiple roles and responsibilities of counselors as well as the strategies necessary for client advocacy, personal self-care, and legal/ethical behavior.	To develop reflective, technologically-competent, school counselors who understand the multiple roles and responsibilities of counselors as well as the strategies necessary for client advocacy, personal self-care, and legal/ethical behavior.	To develop marriage, couple and family counselors, who are professional, ethical problem-solvers that are aware of roles, policy, technology and legalities relevant to the counseling field.	-Clinical Competencies Scale (CCS-R) -Comprehensive Exam -Site Supervisor Evaluations
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Clinical Competencies Scale

Texas A&M University – San Antonio’s Counseling program uses The Counselor Competencies Scale –Revised (CCS-R) to assess student skill development and the development of professional dispositions vital to being an effective professional counselor. The CCS-R provides students with feedback related to their ability to apply counseling skills and their counseling dispositions. Students are evaluated during courses at the beginning (EDCG 5342 Counseling Diverse Populations), middle (EDCG 5317 Counseling Techniques) and end (EDCG 5360, EDCG 5385, EDCG 5362, EDCG 5365) of the program. The chart below shows results of evaluation of all students during the 2022-2023 reporting period. 195 students were assessed on the CCS-R during the reporting period

Professional Dispositions	Meets Expectations	Does Not Meet Expectations
Professional Ethics	100%	-
Professional Behavior	99%	1%
Professional & Personal Boundaries	100%	-
Knowledge & Adherence to Site and Course Policies	98%	2%
Record Keeping & Task Completion	100%	-

Multicultural Competence & Counseling Relationship	100%	-
Emotional Stability & Self-Control	100%	-
Motivation to Learn & Grow	100%	-
Openness to Feedback	100%	-
Flexibility & Adaptability	100%	-
Congruence & Genuineness	100%	-

Site Supervisors Evaluations

Practicum/Internship site supervisors evaluate practicum and internship students at the mid-point and end of each semester. During the current reporting period, 160 evaluations were completed by site supervisors. Some students were in multiple practicum/internship and thus some evaluations were completed on the same student over multiple semesters. Of those 160 evaluations 14 (9%) received a rating in the “excellent” range, 98 (61%) received a rating in the “above average” range, 40 (25%) received a rating in the “average” range and 8 (5%) received a rating in the “unacceptable” range.

Comprehensive Exam

During the current reporting period a total of 36 students attempted the CPCE comprehensive exam and 80% of students passed the exam on their first attempt.

3	To develop the multicultural counseling competencies of clinical mental health counselors to include knowledge of cultural identity and development, social justice and advocacy as well as strategies for addressing barriers, prejudices, oppression and discrimination	To develop the multicultural counseling competencies of school counselors to include knowledge of cultural identity and development, social justice and advocacy as well as strategies for addressing barriers, prejudices, oppression and discrimination.	To train marriage, couple and family counselors to be culturally competent, who modify their counseling approaches and knowledge to diverse groups / cultures and who promote social justice.	-Comprehensive Exam -NCE exam -KPI #2
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Comprehensive Exam

During the current reporting period a total of 36 students attempted the CPCE comprehensive exam and 80% of students passed the exam on their first attempt.

NCE Exam

The program had 5 students attempt the National Counselor Exam in Fall, 2022 and all 5 (100%) passed the exam.

KPI #2

KPI #2 is related to social/cultural diversity. The primary assignment for all students is a summative reflection paper assigned during EDCG 5342 Counseling Diverse Populations. The secondary assignment is the counseling session summary assigned during the internship classes. The benchmark set by the program for the summative reflection paper is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the counseling session summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Summative Reflection Paper

Students are graded on their experiences and understanding of five main areas (Culture/Family, Interactions with Diversity and Experiences with Discrimination, Transmission of Views from Caregivers, Cultural Identity, Socio-cultural Background Impact, and APA writing style). For each criteria, students’ receive a score of 0-5 (5=Outstanding/Excellent and 0-2=Inadequate/Lacking). Scores are then translated into an overall rating:

28-30 points = Mastery
22-27 points = Proficient
17-21 points = developing
11-16 points = beginning
0-10 points = inadequate

During the current reporting period 97 students were assessed using this grading rubric. The mean score across all five categories ranged from 4.45 (APA writing style) to 4.92 (Culture/Family). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Counseling Session Summary

Students are graded on four primary areas: their ability to understand client goals for treatment, their ability to understand issues of social and cultural diversity, their ability to demonstrate and understand ethical/legal standards and their ability to fully address each question on the counseling session summary. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

8 points = mastery
6-7 points = proficient
4-5 points = developing
2-3 points = beginning
0-1 point = inadequate

During the current reporting period 59 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.94 (ability to understand ethical/legal guidelines) to 1.98 (ability to understand issues of social and cultural diversity). Overall, 100% of students assessed received a total score in the proficient or mastery range.

4	To prepare clinical mental health counselors to utilize knowledge of lifespan development, learning theory, personality development and addiction in order to facilitate behavioral change, well-being and resilience in clients.	To prepare school counselors to utilize knowledge of lifespan development, learning theory, personality development and addiction in order to facilitate behavioral change, well-being and resilience in clients.	To prepare marriage, couple and family counselors to utilize knowledge of human growth and development when designing and implementing techniques/plans to improve their clients' well-being and understanding.	-Comprehensive Exam -NCE Exam -KPI #3
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Comprehensive Exam

During the current reporting period a total of 36 students attempted the CPCE comprehensive exam and 80% of students passed the exam on their first attempt.

NCE Exam

The program had 5 students attempt the National Counselor Exam in Fall, 2022 and all 5 (100%) passed the exam.

KPI #3

KPI #3 is related to human growth and development. The primary assignment for all students is a Human Growth and Development paper assigned during EDCG 5335 Human Growth and Development. The secondary assignment is the Abnormal Biopsychosocial Case Study assigned during the EDCG 5336 Abnormal Conditions and Interventions class. The secondary assignment for our school counseling students is the Guidance Lesson Plan assigned during EDCG 5352 Counseling Curriculum and Systemic Interventions. The benchmark set by the program for the Human Growth and Development paper is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better). Similarly, the benchmark set by the program for the Abnormal Biopsychosocial Case Study and the Guidance Lesson Plan is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Human Growth and Development Paper

Students are graded on five primary criteria: the ability to identify/explain a problem in counseling, the application of human growth and development theory, the development of a treatment strategy, the use of professional counseling journals and writing style. For each criteria, students' receive a score of 1-4 (1=fails to demonstrate and 4=demonstrates fully/consistently). Scores are then translated to an overall rating:

19-20 points = mastery
16-18 points = proficient
14-15 points = developing
11-13 points = beginning
1-10 points = inadequate

During the current reporting period 102 students were assessed using this grading rubric. The mean score across all four criteria ranged from 3.43 (writing style) to 3.91 (Identification/Explanation of Counseling Problem)). Overall, 93% of students assessed received a total score in the proficient or mastery range.

Abnormal Biopsychosocial Case Study

Students are graded on five primary criteria: all aspects of the paper were covered, clear understanding of reasons/benefits of biopsychosocial assessment, chosen model of biopsychosocial assessment, well-written case conceptualization and well-written treatment plan. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

10 points = mastery
8-9 points = proficient
6-7 points = developing
5 points = beginning
0-4 points = inadequate

During the current reporting period 31 students were assessed using this grading rubric. The mean score across all criteria ranged from 1.94 (Well defined/well written plan) to 2.0 (the chosen model was utilized...). Overall, 100% of students assessed received a total score in the mastery range.

Guidance Lesson Plan

Students are graded on five primary criteria: Awareness of education and learning needs/interests, Social and cultural considerations/factors, Results from client interview/activity, Implementation plan developed in coordination with others and Other professional standards. For each criteria, students receive a score of 1-3 (3=mastery/1=inadequate).

During the current reporting period 4 students were assessed using this grading rubric. The mean score across all criteria was 3.0. Overall, 100% of students assessed received a total score in the mastery range.

5	To develop clinical mental health counselors' knowledge of development, theories, skills and technological resources needed to	To develop school counselors' knowledge of development, theories, skills and technological resources needed to effectively	To develop marriage, couple and family counselors knowledgeable in career development, theories,	-Comprehensive Exam -NCE Exam -KPI #1
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	effectively assist diverse clients in goal-setting, decision-making, and career planning.	assist diverse clients in goal-setting, decision-making, and career planning.	and skills to better assist their clients in career planning.	-KPI#2 -KPI #10 -KPI #11
Comprehensive Exam During the current reporting period a total of 36 students attempted the CPCE comprehensive exam and 80% of students passed the exam on their first attempt. NCE Exam The program had 5 students attempt the National Counselor Exam in Fall, 2022 and all 5 (100%) passed the exam. KPI #1 KPI #1 is related to professional orientation and ethical practice. The primary assignment for all students is a Ethical Dilemma paper assigned during EDCG 5313 Professional Orientation and Ethics. The secondary assignment is the counseling session summary assigned during the internship classes. The benchmark set by the program for the Ethical Dilemma paper is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the counseling session summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). <u>Ethical Dilemma Paper</u> Students are graded on five primary criteria: ethical dilemma identified, use of professional references, application of ethical standards, application of laws and overall content. For each criteria, students’ receive a score of 0-2 (2=clear and consistent information/content and 0=inadequate information or lack of clarity). Scores are then translated to an overall rating: 10 points = mastery 8-9 points = proficient 6-7 points = developing 5 points = beginning 0-4 points = inadequate During the current reporting period 53 students were assessed using this grading rubric. The mean score across all criteria ranged from 3.45 (APA writing style and formatting) to 3.98 (Ethical dilemma identified). In all, 100% of students assessed received a total score in the master range. Overall, 100% of students assessed received a total score in the proficient or mastery range. <u>Counseling Session Summary</u> Students are graded on four primary areas: their ability to understand client goals for treatment, their ability to understand issues of social and cultural diversity, their ability to demonstrate and understand ethical/legal standards and their ability to fully address each question on the				

counseling session summary. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

8 points = mastery

6-7 points = proficient

4-5 points = developing

2-3 points = beginning

0-2 point = inadequate

During the current reporting period 59 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.94 (ability to understand ethical/legal guidelines) to 1.98 (ability to understand issues of social and cultural diversity). Overall, 100% of students assessed received a total score in the proficient or mastery range.

KPI #2

KPI #2 is related to social/cultural diversity. The primary assignment for all students is a summative reflection paper assigned during EDCG 5342 Counseling Diverse Populations. The secondary assignment is the counseling session summary assigned during the internship classes. The benchmark set by the program for the summative reflection paper is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better). Similarly, the benchmark set by the program for the counseling session summary is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Summative Reflection Paper

Students are graded on their experiences and understanding of five main areas (Culture/Family, Interactions with Diversity and Experiences with Discrimination, Transmission of Views from Caregivers, Cultural Identity, Socio-cultural Background Impact, and APA writing style). For each criteria, students' receive a score of 0-5 (5=Outstanding/Excellent and 0-2=Inadequate/Lacking). Scores are then translated into an overall rating:

28-30 points = Mastery

22-27 points = Proficient

17-21 points = developing

11-16 points = beginning

0-10 points = inadequate

During the current reporting period 97 students were assessed using this grading rubric. The mean score across all five categories ranged from 4.45 (APA writing style) to 4.92 (Culture/Family). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Counseling Session Summary

Students are graded on four primary areas: their ability to understand client goals for treatment, their ability to understand issues of social and cultural diversity, their ability to demonstrate and understand ethical/legal standards and their ability to fully address each question on the counseling session summary. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

8 points = mastery

6-7 points = proficient

4-5 points = developing

2-3 points = beginning

0-3 point = inadequate

During the current reporting period 59 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.94 (ability to understand ethical/legal guidelines) to 1.98 (ability to understand issues of social and cultural diversity). Overall, 100% of students assessed received a total score in the proficient or mastery range.

KPI #10

KPI #10 is related to the Marriage, Couple and Family specialty area. The primary assignment for all students is a Family Interview assigned during EDCG 5309 Advanced Clinical Treatment: Couples & Families. The secondary assignment is the Case Conceptualization/Session summary assigned during EDCG 5365 Practicum and EDCG 5359 Internship. The benchmark set by the program for the Family Interview is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better). Similarly, the benchmark set by the program for the Case Conceptualization/ Session summary is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Neither EDCG 5309, EDCG 5365, nor EDCG 5359 were taught during this reporting period. Therefore there is no data to report.

KPI #11

KPI #11 is related to the Clinical Mental Health specialty area. There are two primary assignments for all students 1) a Biopsychosocial and Treatment Plan assigned during EDCG 5336 Abnormal Conditions and Interventions and 2) Case Study #2 assigned during EDCG 5325 Assessment. There are also two secondary assignments 1) the Treatment Plan assigned during Internship classes and 2) the Case Conceptualization assigned during EDCG 5360 Clinical Mental Health Practicum. The benchmark set by the program for all assignments is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Biopsychosocial Case Conceptualization and Treatment Plan

Students are graded on their ability to demonstrate knowledge in five primary areas: all aspects of paper covered, clear understating of benefits of biopsychosocial assessment, chosen model, well-articulated case, well-written treatment plan. For each criteria, students' receive a

score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

10 points = mastery

8-9 points = proficient

0-1 points = developing

5 points = beginning

0-4 points = inadequate

During the current reporting period 31 students were assessed using this grading rubric. The mean score across all criteria ranged from 1.9 (all aspects of the paper were covered) to 2.0 (the chosen model utilized...). Overall, 100% of students assessed received a total score in the mastery range.

Case Study #2

Students are graded on their ability to demonstrate knowledge in seven primary areas: Clinical Interview, Mental Status Exam, Organization, Reporting, Interpretation, Treatment Planning and Psychological Assessment. For each criteria, students' receive a score of 0-3 (3=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

17-21 points = mastery

12-16 points = proficient

7-11 points = developing

3-6 points = beginning

0-2 point = inadequate

During the current reporting period 24 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.54 (Use of data in the treatment plan) to 2.79 (Reporting Results). Overall, 88% of students assessed received a total score in the proficient or mastery range.

Treatment Plan

Students graded on their ability to demonstrate knowledge in ten primary areas: review of consent, initial intake assessment, ability to gather information, identify client concerns, mental health history, history of abuse, history of mood related concerns, treatment planning, completing all aspects of assignment, work is free from errors. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

18-20 points = mastery

15-17 points = proficient

10-14 points = developing

6-9 points = beginning

0-5 points = inadequate

During the current reporting period 57 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.77 (ability to complete the treatment plan) to 2.0 (ability to review and complete consent). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Case Conceptualization

Students are graded on their ability to demonstrate knowledge in five primary areas: describing client relevant background data, description of client's personal/emotional, social and career status, ability to articulate case conceptualization, identification of goals and ability to describe session details. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

9-10 points = mastery

0-1 points = proficient

5-6 points = developing

3-4 points = beginning

0-2 points = inadequate

During the current reporting period 38 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.95 (ability to thoroughly articulate case conceptualization) to 2.0 (ability to list identifying information). Overall, 100% of students assessed received a total score in the proficient or mastery range.

6	To prepare self-aware, skilled clinical mental health counselors who are cognizant of theories, models and strategies for understanding, planning and practicing counseling and consultation within a variety of settings/situations.	To prepare self-aware, skilled school counselors who are cognizant of theories, models and strategies for understanding, planning and practicing counseling and consultation within a variety of settings/situations.	To prepare marriage, couple and family counselors who are cognizant of and can apply established and emerging counseling theories/techniques to empower their diverse client(s).	-KPI #3 -KPI #11 -Site Supervisor Evaluations of Students
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KPI #3

KPI #3 is related to human growth and development. The primary assignment for all students is a Human Growth and Development paper assigned during EDCG 5335 Human Growth and Development. The secondary assignment is the Abnormal Biopsychosocial Case Study assigned during the EDCG 5336 Abnormal Conditions and Interventions class. The secondary assignment for our school counseling students is the Guidance Lesson Plan assigned during EDCG 5352 Counseling Curriculum and Systemic Interventions. The benchmark set by the program for the Human Growth and Development paper is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Similarly, the benchmark set by the program for the Abnormal Biopsychosocial Case Study and the Guidance Lesson Plan is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Human Growth and Development Paper

Students are graded on five primary criteria: the ability to identify/explain a problem in counseling, the application of human growth and development theory, the development of a treatment strategy, the use of professional counseling journals and writing style. For each criteria, students’ receive a score of 1-4 (1=fails to demonstrate and 4=demonstrates fully/consistently). Scores are then translated to an overall rating:

19-20 points = mastery

16-18 points = proficient

14-15 points = developing

11-13 points = beginning

1-10 points = inadequate

During the current reporting period 102 students were assessed using this grading rubric. The mean score across all four criteria ranged from 3.43 (writing style) to 3.91 (Identification/Explanation of Counseling Problem)). Overall, 93% of students assessed received a total score in the proficient or mastery range.

Abnormal Biopsychosocial Case Study

Students are graded on five primary criteria: all aspects of the paper were covered, clear understanding of reasons/benefits of biopsychosocial assessment, chosen model of biopsychosocial assessment, well-written case conceptualization and well-written treatment plan. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

10 points = mastery

8-9 points = proficient

6-7 points = developing

5 points = beginning

0-4 points = inadequate

During the current reporting period 31 students were assessed using this grading rubric. The mean score across all criteria ranged from 1.94 (Well defined/well written plan) to 2.0 (the chosen model was utilized...). Overall, 100% of students assessed received a total score in the mastery range.

Guidance Lesson Plan

Students are graded on five primary criteria: Awareness of education and learning needs/interests, Social and cultural considerations/factors, Results from client interview/activity, Implementation plan developed in coordination with others and Other professional standards. For each criteria, students receive a score of 1-3 (3=mastery/1=inadequate).

During the current reporting period 4 students were assessed using this grading rubric. The mean score across all criteria was 3.0. Overall, 100% of students assessed received a total score in the mastery range.

KPI #11

KPI #11 is related to the Clinical Mental Health specialty area. There are two primary assignments for all students 1) a Biopsychosocial and Treatment Plan assigned during EDCG 5336 Abnormal Conditions and Interventions and 2) Case Study #2 assigned during EDCG 5325 Assessment. There are also two secondary assignments 1) the Treatment Plan assigned during Internship classes and 2) the Case Conceptualization assigned during EDCG 5360 Clinical Mental Health Practicum. The benchmark set by the program for all assignments is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Biopsychosocial Case Conceptualization and Treatment Plan

Students are graded on their ability to demonstrate knowledge in five primary areas: all aspects of paper covered, clear understating of benefits of biopsychosocial assessment, chosen model, well-articulated case, well-written treatment plan. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

10 points = mastery

8-9 points = proficient

0-2 points = developing

5 points = beginning

0-4 points = inadequate

During the current reporting period 31 students were assessed using this grading rubric. The mean score across all criteria ranged from 1.9 (all aspects of the paper were covered) to 2.0 (the chosen model utilized...). Overall, 100% of students assessed received a total score in the mastery range.

Case Study #2

Students are graded on their ability to demonstrate knowledge in seven primary areas: Clinical Interview, Mental Status Exam, Organization, Reporting, Interpretation, Treatment Planning and Psychological Assessment. For each criteria, students’ receive a score of 0-3 (3=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

17-21 points = mastery

12-16 points = proficient

7-12 points = developing

3-6 points = beginning

0-2 point = inadequate

During the current reporting period 24 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.54 (Use of data in the treatment plan) to 2.79 (Reporting Results). Overall, 88% of students assessed received a total score in the proficient or mastery range.

Treatment Plan

Students graded on their ability to demonstrate knowledge in ten primary areas: review of consent, initial intake assessment, ability to gather information, identify client concerns, mental health history, history of abuse, history of mood related concerns, treatment planning, completing all aspects of assignment, work is free from errors. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

18-20 points = mastery

15-18 points = proficient

10-14 points = developing

6-9 points = beginning

0-5 points = inadequate

During the current reporting period 57 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.77 (ability to complete the treatment plan) to 2.0 (ability to review and complete consent). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Case Conceptualization

Students are graded on their ability to demonstrate knowledge in five primary areas: describing client relevant background data, description of client's personal/emotional, social and career status, ability to articulate case conceptualization, identification of goals and ability to describe session details. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

9-10 points = mastery

0-3 points = proficient

5-6 points = developing

3-4 points = beginning

0-2 points = inadequate

During the current reporting period 38 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.95 (ability to thoroughly articulate case conceptualization) to 2.0 (ability to list identifying information). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Site Supervisors Evaluations

Practicum/Internship site supervisors evaluate practicum and internship students at the mid-point and end of each semester. During the current reporting period, 160 evaluations were completed by site supervisors. Some students were in multiple practicum/internship and thus some evaluations were completed on the same student over multiple semesters. Of those 160 evaluations 14 (9%) received a rating in the “excellent” range, 98 (61%) received a rating in the “above average” range, 40 (25%) received a rating in the “average” range and 8 (5%) received a rating in the “unacceptable” range.

7	To develop skilled clinical mental health counselors’ knowledge of group dynamics, stages, theories, and techniques needed for designing, facilitating and leading ethically and culturally diverse groups.	To develop skilled school counselors’ knowledge of group dynamics, stages, theories, and techniques needed for designing, facilitating and leading ethically and culturally diverse groups.	To educate marriage, couple and family counselors in group dynamics, theories, and techniques appropriate for effective application with diverse groups.	-Comprehensive Exam -NCE exam -KPI #6
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Comprehensive Exam

During the current reporting period a total of 36 students attempted the CPCE comprehensive exam and 80% of students passed the exam on their first attempt.

NCE Exam

The program had 5 students attempt the National Counselor Exam in Fall, 2022 and all 5 (100%) passed the exam.

KPI #6

KPI #6 is related to group counseling and group work. The primary assignment for all students is a Group Counseling Portfolio assigned during EDCG 5328 Group Counseling Techniques. The secondary assignment is the Group Counseling Summary assigned during the practicum and internship classes. The benchmark set by the program for the Group Counseling Portfolio is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the Group Counseling Summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Group Counseling Portfolio

Students are graded on their ability to demonstrate skills in four primary areas: Knowledge of group stages, group style/theory used, description of group dynamics and small group activity log. For each criteria, students’ receive a score of 0-4 (4=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

- 16-20 points = mastery
- 11-15 points = proficient
- 6-10 points = developing

1-5 points = beginning
0 points = inadequate

During the current reporting period 21 students were assessed using this grading rubric. The mean score across all four criteria ranged from 3.57 (Group Counseling Skills Scale) to 4.0 (Session summary: Knowledge of Group). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Group Counseling Summary

Students are graded on their ability to demonstrate skills in four primary areas: ability to understand group goals, ability to understand group stages, ability to demonstrate group leadership and ability to conceptualize group process. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

8 points = mastery
6-7 points = proficient
4-5 points = developing
2-3 points = beginning
0-1 points = inadequate

During the current reporting period 57 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.88 (ability to demonstrate group leadership) to 2.0 (ability to demonstrate an understanding ...). Overall, 100% of students assessed received a total score in the proficient or mastery range.

8	To train clinical mental health counselors in formal and informal assessment methods to assess, and interpret clients' abilities, aptitudes, interests, and achievement for the purpose of diagnosis and intervention planning	To train school counselors in formal and informal assessment methods to assess, and interpret clients' abilities, aptitudes, interests, and achievement for the purpose of diagnosis and intervention planning	To train marriage, couple and family counselors in formal and informal assessment methods to assess and interpret couples and families' abilities, aptitudes, interests, and achievement.	-Comprehensive Exam -NCE Exam KPI # 4 KPI #7
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Comprehensive Exam

During the current reporting period a total of 36 students attempted the CPCE comprehensive exam and 80% of students passed the exam on their first attempt.

NCE Exam

The program had 5 students attempt the National Counselor Exam in Fall, 2022 and all 5 (100%) passed the exam.

KPI #4

KPI #4 is related to career development and career counseling. The primary assignment for all students is the Career Counseling Case assigned during EDCG 5353 Career Counseling. The secondary assignment is the Career Assessment Evaluation & Summary assigned during the practicum and internship classes. The benchmark set by the program for the Career Counseling Case is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the Career Assessment Evaluation & Summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Career Counseling Case

Students are graded on their ability to demonstrate skills in six primary areas: career models, informal career assessment, formal career assessment, strategies for career planning, strategies for skill development and case presentation. For each criteria, students’ receive a score of 0-5 (5=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

25-30 points = mastery
19-24 points = proficient
13-18 points = developing
7-12 points = beginning
0-6 points = inadequate

During the current reporting period 51 students were assessed using this grading rubric. The mean score across all four criteria ranged from 4.84 (career models) to 4.98 (Formal career assessment). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Career Assessment Evaluation & Summary

Students are graded on their ability to demonstrate skills in four primary areas: ability to understand theories of career development, ability to understand strategies for assessing abilities, interests, values, etc., ability to demonstrate understanding of strategies for working with diverse populations in career development, ability to address questions in Career Assessment and Evaluation. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

8 points = mastery
6-7 points = proficient
4-5 points = developing
2-3 points = beginning
0-1 points = inadequate

During the current reporting period 48 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.77 (ability to understand theories of career development) to 1.90 (ability to address each question). Overall, 96% of students assessed received a total score in the proficient or mastery range.

KPI #7

KPI #7 is related to testing and assessment. The primary assignment for all students is the Case Study assigned during EDCG 5325 Assessment. The secondary assignment is the Case Conceptualization paper assigned during the practicum and internship classes. The benchmark set by the program for the Case study is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the Case Conceptualization is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Case Conceptualization

Students are graded on their ability to demonstrate knowledge in five primary areas: describing client relevant background data, description of client’s personal/emotional, social and career status, ability to articulate case conceptualization, identification of goals and ability to describe session details. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

9-10 points = mastery

0-4 points = proficient

5-6 points = developing

3-4 points = beginning

0-2 points = inadequate

During the current reporting period 38 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.95 (ability to thoroughly articulate case conceptualization) to 2.0 (ability to list identifying information). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Career Assessment Evaluation & Summary

Students are graded on their ability to demonstrate skills in four primary areas: ability to understand theories of career development, ability to understand strategies for assessing abilities, interests, values, etc., ability to demonstrate understanding of strategies for working with diverse populations in career development, ability to address questions in Career Assessment and Evaluation. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

9 points = mastery

6-8 points = proficient

4-6 points = developing

2-4 points = beginning

0-2 points = inadequate

During the current reporting period 48 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.77 (ability to understand theories of career development) to 1.90 (ability to address each question). Overall, 96% of students assessed received a total score in the proficient or mastery range.

9	To instruct clinical mental health counselors to understand and implement various research designs/methodology, to evaluate counseling services and to make informed counseling treatment/intervention decisions	To instruct school counselors to understand and implement various research designs/methodology, to evaluate counseling services and to make informed counseling treatment/intervention decisions.	To instruct marriage, couple and family counselors to understand and implement various research designs/methodology to evaluate counseling services and make relevant counseling applications.	-Comprehensive Exam -NCE Exam -KPI #8
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Comprehensive Exam

During the current reporting period a total of 36 students attempted the CPCE comprehensive exam and 80% of students passed the exam on their first attempt.

NCE Exam

The program had 5 students attempt the National Counselor Exam in Fall, 2022 and all 5 (100%) passed the exam.

KPI #8

KPI #8 is related to research and program evaluation. The primary assignment for all students is the research project assigned during EDCG 5333 Research in Counseling. The secondary assignment is Case study #2 assigned during EDCG 5325 Assessment. The benchmark set by the program for the research project is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for case study #2 is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Research Project

Students are graded on their ability to demonstrate skills related to six primary areas: introduction & three research questions identified, quantitative and qualitative articles included, ability to answer research questions, research designs, discussion/conclusion and APA writing format. For each criteria, students receive scores based on exceeding, meeting and not meeting expectations. Scores are then translated into an overall rating:

90-100 points = mastery
 80-89 points = proficient
 70-79 points = developing
 60-69 points = beginning
 0-59 points = inadequate

During the current reporting period no student data was collected for this assignment.

Case Study #2

Students are graded on their ability to demonstrate knowledge in seven primary areas: Clinical Interview, Mental Status Exam, Organization, Reporting, Interpretation, Treatment Planning and Psychological Assessment. For each criteria, students' receive a score of 0-3 (3=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

17-21 points = mastery
 12-16 points = proficient
 8-11 points = developing
 3-6 points = beginning
 0-2 point = inadequate

During the current reporting period 24 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.54 (Use of data in the treatment plan) to 2.79 (Reporting Results). Overall, 88% of students assessed received a total score in the proficient or mastery range.

10		To train school counselors to collaborate with all stakeholders in schools to achieve common goals for K-12 students, school improvement and of community.		-School Counselor Certification exam -KPI #9
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School Counselor Certification Exam

During the current reporting period a total of 7 current and former students (5 current students and 2 alumni) took the School Counselor Certification Exam (TExES 252). All 7 (100%) passed the exam.

KPI# 9

KPI #9 is specifically related to the school counseling specialty area. The primary assignment for all school counseling students is the Program Framework Project and is assigned in EDG 5316 School Counseling: Leadership and Advocacy. The secondary assignment is the School Counseling and Guidance Site Description and is assigned during EDCG 5362 School Counseling Internship. The benchmark set by the program for the Program Framework Project is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for School Counseling and Guidance Site Description is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Program Framework Project

Students are graded on their ability to demonstrate skills related to six primary areas: structural components, counselor position guide, delivery system components, implementation examples, program evaluation plan and other professional standards. For each criteria, students receive scores 1-3 (3= mastery and 1=inadequate). Scores are then translated into an overall rating:

- 17-21 points = mastery
- 12-15 points = proficient
- 9-11 points = developing
- 7-8 points = beginning
- 0-6 points = inadequate

During the current reporting period 13 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.69 (other professional standards) to 3.0 (program evaluation plan). Overall, 100% of students assessed received a total score in the proficient or mastery range.

School Counseling and Guidance Site Description

Students are graded on their ability to demonstrate skills related to five primary areas: structural components, counselor position guide, delivery system components, implementation examples, program evaluation plan and other professional standards. For each criteria, students receive scores 1-3 (3= mastery and 1=inadequate). Scores are then translated into an overall rating:

- 17-21 points = mastery
- 11-13 points = proficient
- 8-10 points = developing
- 6-7 points = beginning
- 0-5 points = inadequate

During the current reporting period 0 students were assessed using this grading rubric.

11		To prepare schools counselors with theory and skills necessary to provide a Texas model of comprehensive school counseling programs in K-12.		-School Counselor Certification Exam -KPI #9
School Counselor Certification Exam During the current reporting period a total of 7 current and former students (5 current students and 2 alumni) took the School Counselor Certification Exam (TExES 252). All 7 (100%) passed the exam. KPI# 9 KPI #9 is specifically related to the school counseling specialty area. The primary assignment for all school counseling students is the Program Framework Project and is assigned in EDG 5316 School Counseling: Leadership and Advocacy. The secondary assignment is the School Counseling and Guidance Site Description and is assigned during EDCG 5362 School Counseling Internship. The benchmark set by the program for the Program Framework Project is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for School Counseling and Guidance Site Description is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). <u>Program Framework Project</u> Students are graded on their ability to demonstrate skills related to six primary areas: structural components, counselor position guide, delivery system components, implementation examples, program evaluation pan and other professional standards. For each criteria, students receive scores 1-3 (3= mastery and 1=inadequate). Scores are then translated into an overall rating: 17-22 points = mastery 12-15 points = proficient 9-11 points = developing 7-8 points = beginning 0-6 points = inadequate During the current reporting period 13 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.69 (other professional standards) to 3.0 (program evaluation plan). Overall, 100% of students assessed received a total score in the proficient or mastery range. <u>School Counseling and Guidance Site Description</u>				

Students are graded on their ability to demonstrate skills related to five primary areas: structural components, counselor position guide, delivery system components, implementation examples, program evaluation pan and other professional standards. For each criteria, students receive scores 1-3 (3= mastery and 1=inadequate). Scores are then translated into an overall rating:

17-23 points = mastery
 11-13 points = proficient
 8-10 points = developing
 6-7 points = beginning
 0-5 points = inadequate

During the current reporting period 0 students were assessed using this grading rubric.

Program Admission and Vital Stats

During the 2022-2023 academic year 121 students were enrolled in the counseling program. There were 89 students in the Clinical Mental Health program, 9 in the School Counseling program, and 21 in the Couples, Marriage and Family program. Below is a breakdown of students in each program.

Fall 2022 67 students admitted	Gender	
	Male	9
	Female	58
	Race/Ethnicity	
	Hispanic	0
	Asian	2
	Black or African American	6
	Multiracial	36
	White/Non-Hispanic	20
	Not Reported	3
	Degree Plan	
	CMHC	54
	School Counseling	4

	MCFC	9
	Military Affiliated	26
	1 st Generation College	-
	Non-Degree Seeking	3

Spring 2023 43 students admitted	Gender	
	Male	10
	Female	33
	Race/Ethnicity	
	Hispanic	0
	Asian	0
	Black or African American	4
	Multiracial	32
	White/Non-Hispanic	7
	Not Reported	0
	Degree Plan	
	CMHC	29
	School Counseling	2
	MCFC	10
	Military Affiliated	5
	1 st Generation College	0
	Non-Degree Seeking	3

Summer 2023	Gender	
	Male	5
	Female	6
	Race/Ethnicity	
	Hispanic	0

Total = 11	Asian	2
	Black or African American	0
	Multiracial	7
	White/Non-Hispanic	2
	Not Reported	0
	Degree Plan	
	CMHC	6
	School Counseling	3
	MCFC	2
	Military Affiliated	2
	1 st Generation College	5
	Non-Degree Seeking	1

In 2022-2023, 29 students graduated from the Counseling program: 21 in Clinical Mental Health, 5 in School Counseling and 3 students from the Marriage, Couple and Family program.

KPI Outcomes

KPI #	Core Standard	KPI Primary Assignment	Aggregate KPI Score % of Students Satisfactory or Mastery		KPI Secondary Assignment	Aggregate KPI Score % of Students Satisfactory or Mastery	Change
1	Orientation/Ethical Practice	Ethical Dilemma Paper	100		Counseling Session Summary	100	-
2	Social/Cultural Diversity	Summative Reflection Paper	100		Counseling Session Summary	100	-

3	Human Growth & Development	Human Growth & Development Paper	93
4	Career Development	Career Counseling Case	100
5	Counseling/Helping Relationships	Counseling Session/Tape Script	95
6	Group Counseling & Group Work	Group Counseling Portfolio	100
7	Assessment & Testing	Case Study	88
8	Research & Program Evaluation	Research Project	NA
9	5G: 1b, 2a, 3a, 3b	Program Framework Project	100
10	5F: 2b, 2f, 2k, 3b, 3c, 3d	Family Interview	NA
	5F: 2b, 2f, 3c, 3d	Family Interview	NA
11	5C: 1c	Case Conceptualization and Treatment Plan	100
	5C: 3a	Case Study #2	88

Guidance Plan	100	7
Abnormal Biopsychosocial Case Study	100	7
Career Assessment Evaluation & Summary	96	4
Tapescript & Counseling Skills Scale	100	5
Group Counseling Session	100	-
Case Conceptualization Paper	100	12
Family Interview	NA	-
Case Study #2	88	-
School Counseling and Guidance Site Description	NA	
Case Conceptualization/Session Summary	100	
Case Conceptualization	100	
Treatment Plan assignment	100	-
Case Conceptualization Paper	100	12

Clinical Competencies

The Clinical Competencies Scale (CCS-R) assesses counselors' and trainees' skill development and professional competencies. Students are assessed throughout the program in EDCG 5342 (Counseling Diverse Populations), EDCG 5317 (Counseling Techniques), and all Practicum/Internship courses. There are eleven competencies students are evaluated on with scores ranging from 1 (Harmful) to 5 (Exceeds Expectations/Demonstrates Competencies. A score of 4 or 5 (44 points or higher) indicates students' demonstrate competency. The benchmark is 85% of students will receive a cumulative score of 449(meets expectations) or higher on the CCS-R. During this evaluation period 195 students were evaluated (some students may have been evaluated in multiple classes) and in multiple classes.

Professional Dispositions	Meets Expectations	Does Not Meet Expectations
Professional Ethics	100%	-
Professional Behavior	99%	1%
Professional & Personal Boundaries	100%	-
Knowledge & Adherence to Site and Course Policies	98%	2%
Record Keeping & Task Completion	100%	-
Multicultural Competence & Counseling Relationship	100%	-
Emotional Stability & Self-Control	100%	-
Motivation to Learn & Grow	100%	-
Openness to Feedback	100%	-
Flexibility & Adaptability	100%	-
Congruence & Genuineness	100%	-

Comprehensive Exam

Benchmark: 85% of students will successfully pass the comprehensive exam each semester. The breakdown of scores for this reporting period is listed below. During the current reporting period a total of 36 students attempted the CPCE comprehensive exam and 80% of students passed the exam on their first attempt.

Site Supervisor Evaluations of Students

Practicum/Internship site supervisors evaluate practicum and internship students at the mid-point and end of each semester. Supervisors rate students on a scale of 1-4 (1 = unacceptable and 4 = excellent) across 35 items. The program benchmark is 85% of students evaluated will receive an evaluation total of 44 points (average/meets expectations) or higher. During the current reporting period, 160 evaluations were completed by site supervisors. Some students were in multiple practicum/internship and thus some evaluations were completed on the same student over multiple semesters. Of those 160 evaluations 14 (9%) received a rating in the “excellent” range, 98 (61%) received a rating in the “above average” range, 40 (25%) received a rating in the “average” range and 8 (5%) received a rating in the “unacceptable” range.

Student Evaluations of Site Supervisors

Practicum/Internship students evaluate their site supervisors at the conclusion of the semester. Students rate their site supervisors on a scale of 1-4 (1 = unacceptable and 4 = excellent) across 25 items. During the current reporting period, 147 evaluations were completed by 77 students (some students completed evaluations over multiple semesters. Of those evaluations 164 (91.2%) were rated as above average or excellent and 13 (8.8%) were rated as average or unacceptable. Sites with unacceptable evaluations are being considered for removal from approved site list.

Survey of Employers of Graduates

Surveys are sent out each September to alumni of our program and employers of our alumni. This was the first year sending surveys out to these groups and therefore a smaller sample was sent out to pilot the process and survey. Surveys were sent out to 12 employers of our students and 8 alumni graduating the previous year. Seven (83%) of alumni responded and 12 (100%) of employers responded.

Areas of Strength

Employers noted that the individualized educational experience and care given to students, collaborations with internship sites and multicultural preparedness, and strong ethics education were strengths. Similarly, alumni noted that they were provided a strong foundation, given the opportunity to practice skills, allowed to explore various theories and program faculty provided a wealth of knowledge.

Areas of Growth

Employers indicated areas of growth as seeking out additional partnerships with the surrounding community to help students learn business-functional skills such as billing, marketing, etc. Additionally, employers recommended additional learning opportunities for play therapy techniques and substance abuse education. Alumni indicated additional areas of growth as preparing students for post-graduation licensure.

Credentialing/Licensure Exam Pass Rates

National Counselor Exam (NCE)

The program had 5 students attempt the National Counselor Exam in Fall, 2022 and all 5 (100%) passed the exam.

TExES-School Counselor Exam

During the current reporting period a total of 7 current and former students (5 current students and 2 alumni) took the School Counselor Certification Exam (TExES 252). All 7 (100%) passed the exam.

Plan

1. The program will continue to expand on “Advising Days” and offer them once a semester prior to student registration days.
2. The program will expand their efforts to collect data from alumni and employers of alumni to gather data related to student satisfaction, employment in a counseling related field, licensure examination success, and job readiness of graduates.