

# Annual Report

## Executive Summary

The counseling faculty at Texas A&M University-Kingsville have developed a systematic evaluation plan to assess program student learning outcomes (PSLO's) and key performance indicators in accordance with CACREP Standards and the eight CACREP core curriculum areas. Faculty hold assessment meetings to discuss the results of program evaluation data, which inform program changes during an annual faculty assessment meeting during the Fall and Spring semesters. The CACREP coordinator then disseminates an assessment report that includes a summary of the program evaluation results, subsequent program modifications, and any other substantial program changes. In addition, the annual report identifies specific information for the program that includes the number of graduates for the past academic year, pass rates on credentialing examinations, completion rates, and job placement rates. The CACREP coordinator notifies current students, graduates, faculty, administrators, employers, and site supervisors when the annual report is available. This document is an executive summary of the faculty evaluation of the counseling program, and is made accessible on the counseling program website.

**1. Review of mission statement and program objectives.** The counseling faculty at Texas A&M University-Kingsville believes that the mission statement reflects our focus on mental health and well-being with an emphasis in rural communities. Faculty also reviewed each program student learning outcome to ensure they reflect our emphasis on CACREP standards. These objectives include each of the eight core curriculum areas, and clinical mental health counseling specialty areas. Faculty support the revised program student learning outcomes and believe the PSLO's are aligned to the CACREP standards and are appropriate for program evaluation.

**2. Review of program of study.** We reviewed our degree plan and planned program of study for the clinical mental health counseling (CMHC) specialization, and decided that several changes were needed in fall and spring course sequences. During the meeting, faculty recognized the need to offer several courses during the first and second summer session in order to keep the students on track to graduate as planned.

**3. Review of program applicant data and recruitment.** Faculty reviewed the enrollment data of counseling students and program applicants from the last several academic years. Our concern was that enrollment has declined in recent years compared to previous years. During the meeting, we discussed changes we can make to our recruitment efforts. A decision was made hold a new student orientation at the beginning of the each semester and to schedule recruitment efforts at graduate program recruitment meetings. Furthermore, there was a recommendation to form a committee of faculty and interested students to generate ideas for recruitment of a more diverse student body from our own institution. There was also a suggestion to incorporate group interviews after the completion of 12 hours of coursework.

**4. Surveys of current students in the program.** The counseling faculty created surveys that are administered to current students, alumni, site supervisors, and employers using getfeedback.com. The information gathered from these surveys provides additional program evaluation data, which

inform program modifications in the areas of student knowledge (21 items), student skills (15 items), and professional attributes (9 items). The Spring 2018 survey of current students indicated that 33% of respondents had only some or little basic knowledge regarding multicultural counseling. The program faculty met and discussed this score, and a decision was made to revise our multicultural counseling course to align with CACREP standards, and to hold comprehensive exam review sessions in the areas of social and cultural diversity to better support student knowledge in the area of multicultural counseling. The Spring 2018 survey of current students also indicated that 47% of respondents had some or little knowledge of theories, and 53% of respondents had some or little skills in counseling students with special needs. As a result, the faculty who have taught multicultural counseling along with core area and field experience courses will review the program and course objectives to make modifications to course expectations to meet program deficits. Counseling faculty will discuss classroom, online, and community activities to supplement current methods of instruction and course requirements.

**5. Surveys of employers of recent graduates.** The faculty also reviewed our spring 2018 survey of recent graduates. The spring 2018 survey of employers indicated that 20% of respondents believed our alumni had little or no basic skills in clinical diagnosis. Our program did not previously have a course specifically in diagnosis as it was previously taught concurrently in our abnormal human behavior course. We introduced our diagnosis in counseling course in the spring of 2019. Faculty who've taught a diagnosis in counseling course in counselor preparation programs will continue to review the course and make course modifications. Counseling faculty will discuss classroom, online, and community activities to supplement current methods of instruction and course requirements. The spring 2018 survey of employers also indicated that 50% of respondents believed our alumni had only some basic knowledge of assessment and clinical appraisal. The faculty who teach assessment and research in counseling will discuss classroom, online, and community activities to supplement current methods of instruction and course requirements.

**6. Exit surveys of graduates.** Our counseling program created a survey to assess alumni graduate from our counseling program, and disseminated the survey through email and social media pages. Unfortunately our program was unable to obtain any alumni data for the Spring 2018 administration. The counseling faculty will redistribute the alumni survey to our revised list of students using email and social media and will attempt to collect responses from alumni.

**7. Site supervisor perceptions of program.** Throughout each of our practicum and internship courses, site supervisors are asked to assess their perceptions of our student's level of preparation. The site supervisor evaluations of students are mostly positive. One area of concern was that our students had minimal knowledge of counseling families. Faculty decided that this population should be a focus in the Marriage & Family Counseling and Multicultural Counseling course and in each of the field experience courses, such as practicum and internship.

**8. Comprehensive Examination (CPCE) results.** All students are required to take the Counselor Preparation Comprehensive Examination (CPCE) in their practicum course, and are required to pass this course prior to graduation. Students have a total of three attempts to pass this exam before needing a remediation plan. The CPCE covers counselor preparation in all CACREP core areas. Our program began administering the CPCE exam at the TAMUK testing

center beginning in the Fall of 2018. During this first administration, 14 students took the exam, but only 6 students passed. The lowest scoring areas were in Career Counseling and Social and Cultural Diversity. A suggestion was to create a series of recorded lectures to review concepts in these areas and post them in our courses. We will also begin administering benchmark exams to assist students in preparing for various areas they need improvement on. Faculty will also hold study sessions and reviews for comprehensive exam sections during each semester.

**9. Site supervisor evaluation of students.** Site supervisors evaluate student progress at midterm and final during practicum and internship. During the 2017-2018 academic year, students received an average of 5.20 (out of a 6-point scale) on mid-term evaluations and 5.32 on final evaluations.

**10. Faculty supervisor evaluation of students.** Faculty supervisors use the Counseling Skills Scale (CSS) to evaluate student progress at midterm and final session evaluations during practicum and internship. During the 2017-2018 academic year, students received an average of 4.85 (out of a 6-point scale) on mid-term evaluations and 5.05 on final evaluations.

**11. Student site evaluation review.** Each semester during practicum and internship, students evaluate their sites and site supervisors. Prior to fall 2017, the evaluation form included questions about both the site supervisor as well as the site. The average score was 4.8 on a 5 point scale.

**14. CACREP Curricular Maps.** To demonstrate how Student Learning Outcomes are specifically tied to CACREP Core Standards, we created a master chart of all CACREP Core Standards and the associated course in which that standard is specifically addressed and assessed.

**15. Review of CACREP Specialty Area CMHC Standards.** The counseling faculty created a master chart of all CACREP Clinical Mental Health Counseling specialization standards, to demonstrate how Student Learning Outcomes are specifically tied to CACREP CMHC Specialization standards.

**16. Review of the Table of Systematic Student Evaluation.** To assist with future data analyses, our assessment process will be revised as all course assignment data and program student learning outcomes will be collected in table form and will be reviewed annually at assessment review meetings.

**Approval Date: February 3<sup>rd</sup>, 2019**

Dr. James Ikonomopoulos  
Texas A&M University-Kingsville  
*CACREP Coordinator*  
*Assessment Coordinator*

# Vital Statistics – TAMUK Counseling & Guidance

## Enrollment

Fall 2015	122
Fall 2016	120
Fall 2017	86
Fall 2018	69

## Degrees Awarded

2014 - 2015	35
2015 - 2016	35
2016 - 2017	55
2017 - 2018	33

## Passing Rate

NCE 90%

## Passing Rate

TExES – School Counselor 100%

## First-Time Passing Rate

CPCE 43%

## Graduation Completion Rate

### 3-Year Graduation Completion Rates

Fall 2014	42.9%
Fall 2015	64.3%
Fall 2016	68.8%
Fall 2017	66.7%

## Job Placement Rates

School Counseling 100%

Clinical Mental Health Counseling 100%