



**Texas A&M University-Kingsville Department of Educational Leadership and Counseling**

**Clinical Mental Health Counseling Program 2020-2021 Annual Report & Vital Statistics**

**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 each semester 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 liaison 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 liaison made the report accessible on the counseling program website, and CMHC program 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.

**Review of Mission Statement and Program Objectives**

The counseling faculty at Texas A&M University-Kingsville believe that the mission statement reflects our focus on mental health and well-being with an emphasis in rural communities. Faculty also review 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 program student learning outcomes and believe the PSLO's are aligned to the CACREP standards and are appropriate for program evaluation.

**Program Faculty**

Name & Position	Earned Degrees	Teaching Areas	Research Interests/Specialty Areas
Steve Bain	Doctor of Ministry in Counseling Luther Rice	Theories of Counseling, Ethics & Legal Issues, Abnormal	Rural mental health, graduate student success, grief and loss, self-

<p>Professor</p> <p>Founding Director of The Institute for Rural Mental Health Initiatives</p>	<p>College/Seminary in Lithonia, Georgia - 1992</p> <p>M.S. in Counseling and Personnel Services – 1988</p> <p>B.S. in History, University of North Alabama - 1985</p>	<p>Human Behavior, Group Counseling, Human Growth &amp; Development, Career Counseling, Field Practicum, Rural Mental Health</p>	<p>injury among children and adolescents, psychological impact on weight management surgery clients, and student retention factors.</p>
<p>Karen L Furgerson</p> <p>Associate Professor</p> <p>Academic Advisor (students with last initials: A-H)</p> <p>School Counseling Program Coordinator</p>	<p>Ph.D. in Counselor Education Ph.D., University of Alabama - 1995</p> <p>M.S. in Counseling and Guidance, Jacksonville State University – 1988</p> <p>B.S. in Education, Jacksonville State University - 1978</p>	<p>Prof Dev &amp; Ethics, Theories of Counseling, Group Counseling, Assessments, Educational Research, Culturally Different, Grad Research Project</p>	<p>Non-traditional students, domestic violence, service based learning, and multicultural</p>
<p>Kristopher Garza</p> <p>Associate Professor</p> <p>Academic Advisor (students with last initials: I-Q)</p> <p>Clinical Mental Health Counseling Program Coordinator</p>	<p>Ph.D. in Counselor Education Texas A&amp;M University-Corpus Christi - 2011 (CACREP accredited program)</p> <p>M.S. in Counseling, Texas A&amp;M University-Corpus Christi – 2002</p> <p>B.A. in Communication, Texas A&amp;M University-Corpus Christi - 2000</p>	<p>Prof Dev &amp; Ethics, Theories of Counseling, Counseling Techniques, Abnormal Human Behavior, Culturally Different,</p>	<p>First generation college students, self-efficacy and resilience among adolescents and college students, retention factors in academia, stress management, multicultural issues, and rural mental health</p>
<p>Ya-Wen Melissa</p>	<p>Ph.D.in</p>	<p>Theories of Counseling,</p>	<p>Acculturation, sandtray therapy,</p>

<p>Liang</p> <p>Associate Professor</p> <p>Academic Advisor (students with last initials: R-Z)</p> <p>CACREP Liaison</p>	<p>Counselor Education Sam Houston State University – 2015 (CACREP accredited program)</p> <p>M.Ed. in Counseling, University of North Texas – 2010 (CACREP accredited program)</p> <p>B.A. in English Literature, Providence University, Taiwan - 1992</p>	<p>Counseling Techniques, Assessments, Diagnosis in Counseling, Research in Counseling, Field Practicum</p>	<p>Advocate for minority populations and Asian Americans, grieving, supervision, rural mental health, cancer support, at risks youth</p>
<p>Lorena Albarran- Rosenbaum</p> <p>Adjunct Faculty</p>	<p>Ph.D. in Counselor Education, Texas A&amp;M University- Corpus Christi (CACREP accredited program) - 2015</p> <p>M.S. Counseling and Guidance, Texas A&amp;M University- Kingsville – 2012</p> <p>B.S. in Exercise Science, Texas A&amp;M University- Kingsville - 2011</p>	<p>Field Practicum, Career Counseling, Crisis Counseling, Substance Abuse Counseling</p>	<p>At-risk youth, young adults, and rural communities</p>
<p>Baylea Elizabeth Wagener</p> <p>Adjunct Faculty</p>	<p>Ph.D. in Counselor Education, Texas A&amp;M University- Corpus Christi – 2018 (CACREP accredited program)</p>	<p>Counseling theories, Techniques, Counseling process, Group counseling, Educational research, Field practicum, Internship</p>	<p>Posttraumatic Growth, Trauma, Complex Trauma, Client Outcome Based Research, Practice Based Evidence</p>

	M.S. Counseling and Guidance, Texas A&M University- Kingsville – 2014		
	B.A. in Psychology, University of Houston- Victoria - 2011		

## Summary of Program Evaluation Results

### Enrollment

Faculty reviewed the enrollment data of counseling students and program applicants for the 2020- 2021 academic year. Counseling faculty meetings continue to consist of program discussions related to changes that can be made to increase recruitment efforts. New student orientation has been revised and updated to give new student’s quality information regarding program information, course requirements, and opportunities for counseling field experiences. New student orientation takes place at the beginning of each semester. Furthermore, counseling faculty continue to discuss ideas for recruitment of a more diverse student body from our own institution.

The Clinical Mental Health Counseling Program at Texas A&M University-Kingsville had a total of 80 students enrolled at the master’s level. Table 1 provides a breakdown of each student by ethnicity, gender, and age.

**Table 1. 2020-2021 Academic Year Counseling Program Enrollment Statistics**

Ethnicity	Number of Male Students	Number of Female Students	Number of None Binary Students	Total Number of Students	Percent
White	0	3	0	3	3.75%
Black or African American	1	0	0	1	1.25%
International Non-Hispanic	0	1	0	1	1.25%

Hispanic	10	64	0	74	92.50%
Asian	0	1	0	1	1.25%
Total Students	11	69	0	80	100%

Gender	N	Percent
Male	11	13.75%
Female	69	86.25%
Total Students	80	100%

### Graduation Rates

During the 2020-2021 academic year, the Clinical Mental Health Counseling Program saw 16 students graduate. The chart below shows the breakdown of graduates from the Fall 2020, Spring 2021, and Summer 2021 semesters.

**Table 2. 2020-2021 Academic Year Counseling Student Graduates**

	Fall 2020	Spring 2021	Summer 2021	Total
M.S. in Clinical Mental Health Counseling	11	1	5	17

### Student Performance/Academic Benchmarking Key Performance Indicators

The key performance indicator scale is used as a **key performance indicator** that measurables value and demonstrates how effectively the counseling program is achieving key learning objective and educational standards. Key Performance Indicators were created for each of the eight core areas and key clinical mental health components: foundations, contextual dimensions, and practice. The chart below represents key activities and assignments which identify the benchmarks by which students' knowledge will be assessed.

Key activities and assignments are indicated throughout the coursework and are analyzed to show student success.

Program Student Learning Outcomes Core Areas	Data Collected and Key Assessment Measures	How and When Collected
1. Professional Orientation and Ethical Practice	Mid-term Paper: Licensed Helping Professionals Interview	EDCG 5310
	Research Based Ethics Paper	EDCG 5315
	Comprehensive exam	EDCG 5357
2. Social and Cultural Diversity	Final Exam	EDCG 5347
	Group Presentation	EDCG 5347
	Comprehensive exam	EDCG 5357
3. Human Growth and Development	Developmental autobiography and theoretical framework	EDCG 5339
	Developmental Theory Paper	EDCG 5339
	Comprehensive exam	EDCG 5357
4. Career Development	Career development intervention Portfolio	EDCG 5355
	Career autobiography and theory application	EDCG 5355
	Comprehensive exam	EDCG 5357
5. Counseling and Helping Relationships	Theory Research Paper	EDCG 5311
	Self-Monitoring Project	EDCG 5312
	Comprehensive exam	EDCG 5357
6. Group Counseling and Group Work	Group proposal	EDCG 5323
	Facilitate a group session with recording or live observation	EDCG 5323
	Comprehensive exam	EDCG 5357
7. Assessment and Testing	Assessment administration	EDCG 5324/5345
	Instrument Review	EDCG 5324
	Comprehensive exam	EDCG 5357
8. Research and Program Evaluation	Research proposal	EDCG 5329
	School counseling developmental guidance lesson <u>or</u> clinical mental health program improvement and consultation project	EDCG 5358 <u>or</u> EDCG 5360

	Comprehensive exam	EDCG 5357
9. Clinical Mental Health Counseling: Foundations	Theory Research Paper	EDCG 5311
	Assessment administration	EDCG 5324
	Clinical mental health program improvement and consultation project	EDCG 5360
10. Clinical Mental Health Counseling: Contextual Dimensions	Research Based Ethics Paper	EDCG 5315
	Group Presentation	EDCG 5347
	Mid-term Paper: Licensed Helping Professionals Interview	EDCG 5310
11. Clinical Mental Health Counseling: Practice	Counseling Skills Scale	EDCG 5357/66/68
	Mid and Final Supervisor Evaluation	EDCG 5357/66/68
	Pre and Post Self- Assessment	EDCG 5357/66/68

**Table 3. Fall 2020, Spring 2021, Summer 2021 KPI/Student Learning Outcome Results (success benchmark = 80%)**

Master's Core Content Areas	Benchmark%	Fall 2020	Spring 2021	Summer 2021	Outcome Average %
Professional Counseling Orientation and Ethics	80%	87%	88%	91%	89%
Social and Cultural Diversity	80%	93%	94%	-	94%
Human Growth and Development	80%	79%	84%	91%	85%
Career Development	80%	78%	92%	-	85%
Counseling and Helping Relationships	80%	86%	86%	95%	89%
Group Counseling	80%	78%	93%	98%	90%
Assessment and Testing	80%	93%	82%	-	88%
Research and Program Evaluation	80%	82%	68%	-	75%
<b>Total Average</b>	<b>80%</b>	<b>85%</b>	<b>86%</b>	<b>94%</b>	<b>87%</b>

Faculty also use the student ratings of instruction (SRI) to assess how the students view the courses and the instructor so that if there is

a weakness identified the instructor can rectify it. Our program faculty proudly achieved a high average of 4.74 out of a 5.0 scale from our master's students in the academic year of 2020. The student ratings of instruction are made available to the department chair and included in the yearly evaluation portfolio for each faculty's yearly performance evaluation. Faculty performance is reviewed by our students via the Student Rating of Instruction (SRI) at the end of each term. The questions posed on the survey allow students to critique not only the professor's teaching performance, but also the content of the class. Faculty utilize the results of these reviews from our students to monitor for any changes needed to their presentation of the course and or the changes to the course content if needed.

**Student Rating of Instruction (SRI) on a 5.0 Scale**

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1) Not Applicable (0)
1.The instructor is considerate of the students during class.
2.The instructor presents the subject matter in a clear and organized manner.
3.Tests and other requirements cover the course description in the syllabus.
4.The instructor sets high academic standards.
5.The instructor follows the grading system outlined in the syllabus.
6.The instructor is available during office hours.
7.Lectures, discussions, and/or demonstrations focus on the material outlined in the syllabus.
8.The results of tests and assignments are returned in a reasonable amount of time.
9.The textbook(s) and/or other required materials support the course objectives.
10.The instructor takes time to answer questions.
11.The instructor attempts to involve students in class discussions & activities.
12.The instructor required high quality work.



13.The instructor communicates the importance of the subject matter.
14.The instructor uses examples to help students understand.
15.The instructor cannot be reached during posted office hours.
16.Compared to other college courses I have taken, the amount of effort required to succeed.
<ul style="list-style-type: none"> <li>• N/A</li> <li>• Higher</li> <li>• Same</li> <li>• Lower</li> </ul>
17.The grade that I expect in this class is:
<ul style="list-style-type: none"> <li>• N/A</li> <li>• A</li> <li>• B</li> <li>• C</li> <li>• D</li> <li>• F</li> </ul>
18.My reason for taking this course:
<ul style="list-style-type: none"> <li>• Required</li> <li>• Elective</li> </ul>
19.Please give your views on the quality of the instruction in this course. In your comments, please include both strengths and weaknesses.

**Table 4. Fall 2020. Spring 2021, Summer 2021 Student Rating of Instruction (SRI) (success benchmark = 80%, 4.0 out of 5.0)**

Student Rating of Instruction (SRI) on a 5.0 scale	Benchmark%	Average of Fall 2020	Average of Spring 2021	Average of Summer 2021	Average of 2020-2021
Dr. Karen Furgerson	80% (4.0 out 5.0)	4.65	4.44	4.42	4.50

Dr. Kristopher Garza	80% (4.0 out 5.0)	4.60	4.80	4.77	4.72
Dr. Ya-Wen Melissa Liang	80% (4.0 out 5.0)	4.68	4.76	4.78	4.74
Dr. Lorena Albarran- RosenBaum	80% (4.0 out 5.0)	4.37	4.65	-	4.51
Dr. Baylea Elizabeth Wagener	80% (4.0 out 5.0)	4.71	4.74	-	4.73
<b>Average</b>	80% (4.0 out 5.0)	<b>4.60</b>	<b>4.68</b>	<b>4.66</b>	<b>4.64</b>

The program faculty met and discussed each score from each course and a decision was made to revise any areas that needed to be addressed, and to hold comprehensive exam review sessions in areas of need. Counseling faculty will discuss online, and community activities to supplement current methods of instruction and course requirements. The counseling program is also required to submit an annual program report to the university.

### Professional Dispositions

The counseling program incorporates a goodness of fit scale throughout each semester. The scale measures student's academic skills, clinical skills, ethical conduct, professional conduct, and interpersonal skills. The purpose of the scale is to help students who may be having difficulty with the scales mentioned. The highest score each student can receive per scale is a 3. Students who fall below a two will need to meet with their advisor to come up with an academic plan.

### Goodness of Fit Evaluation

Faculty in the counseling program evaluate each student in his or her classes each semester using a Goodness of Fit Evaluation instrument which is scored using a Likert scale with the following values:

N = Insufficient opportunity to observe 0 = Does not meet criteria for program expectations

1 = Meets criteria marginally and/or inconsistently for program level

2 = Meets criteria for program level adequately

3 = Exceeds criteria for program level

The evaluation covers 31 attributes, divided into 5 categories.

<b>ACADEMIC SKILLS</b>
Completes Assignments
Class Participation
GPA (Actual)

Quality of Work
Attendance/Punctuality
Presentation Skills
Writing/APA Skills
<b>CLINICAL SKILLS</b>
Skills I (Intro 5310)
Skills II (Practicum I 5357)
Skills III (Prac II/Int I 5366, Int II 5368)
Assessment
Case Conceptualization
Record Keeping
<b>ETHICAL CONDUCT</b>
Adheres to Professional Codes
Academic Honesty
<b>PROFESSIONAL CONDUCT</b>
Professional Identity
Theoretical Orientation
Conference Presentations
<b>INTERPERSONAL SKILLS</b>
Emotional Stability
Collaboration
Respectfully Assertive
Maturity
Respect for Diversity
Motivation
Flexibility
Caring
Professional/Personal Balance

Open to Self-Examination
Receptive to Feedback
Incorporates Feedback
Appropriate Boundaries

Faculty review the scores in a program faculty meeting each semester and students who have scores below 2 are identified. A plan of action to help the students improve their performance is developed and agreed upon by the faculty. The student's instructor(s) and/or advisor will contact the student to discuss the areas of concern and share the plan to help the student improve.

The following table shows the evaluation by category of the Goodness of Fit instrument for the 2020-2021 academic year:

**Table 5. Goodness of Fit by Category – (based on 0–3-point Likert scale)**

Goodness of Fit Categories	Benchmark	Fall 2020	Spring 2021	Summer 2021	Average
Academic Skills	2.0	2.6	2.5	2.6	<b>2.6</b>
Clinical Skills	2.0	2.6	2.5	2.7	<b>2.6</b>
Ethical Conduct	2.0	2.8	2.7	2.9	<b>2.8</b>
Professional Conduct	2.0	2.7	2.7	2.9	<b>2.8</b>
Interpersonal Skills	2.0	2.7	2.6	2.7	<b>2.7</b>

### **Practicum and Internship Mid and Final Evaluations**

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. Site supervisors evaluate student progress at midterm and final during practicum and internship. A mid and final evaluation scale which consists of 65 items is used to measure the student's progress during the middle and end of the semester.

During the 2020-2021 academic year, students received an average of 5.04 (out of a 6-point scale) on mid-term evaluations and 5.45 on final evaluations.

**Table 6. Student Mid Evaluations Completed by Field Experience Site Supervisors**

<b>Semester</b>	<b><i>N</i></b>	<b>Average Rating</b>
Fall 2020	11	5.02
Spring 2021	13	5.06
Total #	24	5.04

**Table 7. Student Final Evaluations Completed by Field Experience Site Supervisors**

<b>Semester</b>	<b><i>N</i></b>	<b>Average Rating</b>
Fall 2020	11	5.29
Spring 2021	13	5.60
Total #	24	5.45

### **Student Site Evaluation Review**

Each semester during practicum and internship, students evaluate their sites and site supervisors. Prior to fall 2018, 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.

**Table 8. Student Final Field Experience Site Supervisor Evaluations Completed by Students**

<b>Semester</b>	<b><i>N</i></b>	<b>Average Rating</b>
Fall 2020	11	4.9
Spring 2021	13	4.7
Total #	24	4.8

### **Comprehensive Examination**

Comprehensive Examination (CPCE) results. All students in the master's program are required to take the Counselor Preparation Comprehensive Examination (CPCE) in their practicum course and are required to pass this course prior to graduation. The counseling program at TAMUK selected to use the Counselor Preparation Comprehensive Examination (CPCE) as its comprehensive examination. The CPCE consists of 160- item multiple-choice examination that covers counselor preparation in all CACREP core areas. Students have a total of three attempts to pass this exam before needing a remediation plan. 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 the Fall 2020 semester, 6 students took the exam, and 6 students passed. During the spring 2021 semester, 8 students took the comprehensive exam through the blackboard learning environment. The counseling faculty administered the comprehensive exam through an online format due to the COVID-19 pandemic. Out of the 14 students who took the exam, all 14 students passed.

**Table 9. Counseling Student CPCE Scores**

	<b>Fall 2020</b>	<b>Spring 2021</b>	<b>Summer 2021</b>	<b>Total (Academic Year 2020-2021)</b>
Number of students taking CPCE	6	8	NA	14
Number of students who passed	6	8	NA	14
Percentage of students passing	100%	100%	NA	100%

### **The Counselor Preparation Comprehensive Examination (CPCE)**

The Counselor Preparation Comprehensive Examination is taken by students before graduation. During the 2020-2021 academic year, students who were eligible and took the examination had a pass rate of 100%. Fourteen out of 14 students who took the examination, 14 students passed.

### **Licensure/Certification Examination**

The National Counselor Examination is taken by students who are interested in state licensure. During the 2020-2021 academic year, students who were eligible and took the examination had a pass rate of 100%. With six responses from our graduates, four students

have not taken the NCE exam, yet. Two out of two students who took the examination, both two students passed.

**Table 10. National Counselor Exam**

	<b>Academic Year 2020-2021</b>
Number of students taking CPCE	2
Number of students who passed	2
Percentage of students passing	100%

### **Job Replacement**

Our counseling program created a survey to assess alumni from our counseling program. During the 2020-2021 academic year, six alumni took the survey. Two out of six skipped the job replacement survey. Three out of four reported engaging in various types of counseling positions. Thus, our program had a job replacement rate of 75%.

### **Summary of Program Modifications**

During the 2020-2021 academic year, the counseling program faculty examined several opportunities to improve the program and overall department functioning. Many of the modifications made were put into effect, beginning with the Fall 2020 semester.

### **Changes to the Program**

Our M.S. in Clinical Mental Health Counseling has an emphasis in Rural Mental Health (RMH) and is developing a RMH certificate for our CMHC students who complete the two elective course in RMH. It will also be an incentive to gain further credentials for those professional counselors who already have their certification in School Counseling or Licensure as Professional Counselors across the nation.

The curriculum includes current courses that are already in our course catalogue: two existing courses (Diagnosis in Counseling &

Marriage and Family Counseling) are assigned with new course numbers. Diagnosis in Counseling is assigned with EDCG 5345, and Marriage and Family Counseling is assigned with EDCG 5350.

The counseling faculty meets throughout the year to discuss and evaluate the degree to which the program objectives are addressed in course syllabi, program student learning objectives, key performance indicators, and mid and final evaluations within the field experience courses. The program faculty discuss ways in which to incorporate what is found through the findings from the evaluation process as well as input from graduate/alumni follow-up questionnaires and clinical site supervisors' feedback.

Due to the pandemic, the admission requirement of GRE and MAT is temporarily waived.

The program hired a new adjunct faculty, Dr. Baylea Elizabeth Wagener, to join the counseling program.

### **Program Vital Statistics: 2020-2021**

<b>Enrollment</b>	<b># of Graduates</b>	<b>Student program 3 yr. completion rate</b>	<b>NCE Licensure Exam Pass Rate</b>	<b>Job Placement Rate</b>
80	16	70%	100%	75%