



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

Clinical Mental Health Counseling Program

2018-2019 Annual Report and 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 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 and counseling faculty then disseminate 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 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.

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.

Program Faculty

Name & Position	Earn Degrees	Teaching Areas	Research Interests/Specialty Areas
<p>Steve Bain</p> <p>Professor</p> <p>Dean of the College of Education & Human Performance</p>	<p>Doctor of Ministry in Counseling Luther Rice College/Seminary in Lithonia, Georgia</p> <p>M.S., Counseling and Personnel Services</p>	<p>Theories of Counseling, Ethics & Legal Issues, Abnormal Human Behavior, Group Counseling, Human Growth & Development, Career Counseling, Field Practicum, Rural Mental Health</p>	<p>Rural mental health, graduate student success, grief and loss, self-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>Advisor</p>	<p>Ph.D. in Counselor Education Ph.D., University of Alabama</p> <p>M.S., Counseling and Guidance Jacksonville State University</p>	<p>Prof Dev & 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>Advisor</p> <p>Program Coordinator</p>	<p>Ph.D. in Counselor Education Texas A&M University-Corpus Christi (CACREP accredited program)</p> <p>M.S., Counseling, Texas A&M University-Corpus Christi</p>	<p>Prof Dev & Ethics, Theories of Counseling, Counseling Techniques, Abnormal Human Behavior, Culturally Different, Culturally Different</p>	<p>First generation college students, self-efficacy and resilience among adolescents and college students, retention factors in academia, stress management, and multicultural issues</p>

<p>Ya-Wen Melissa Liang Assistant Professor Advisor</p>	<p>Ph.D. in Counselor Education Sam Houston State University (CACREP accredited program)</p> <p>ME.d. in Counseling, University of North Texas (CACREP accredited program)</p>	<p>Theories of Counseling, Prof Orient & Ethical Practice, Career Counseling, Assessments, Intro to Counseling, Diagnosis in Counseling, Field Practicum</p>	<p>Acculturation, supervision, rural mental health, sandtray therapy, qualitative research, anger management, addiction counseling, spirituality, cancer support, at risks youth, and counseling adjudicated populations</p>
<p>James Iknonomopoulos Assistant Professor Advisor</p>	<p>Ph.D. in Counselor Education, Texas A&M University- Corpus Christi (CACREP accredited)</p> <p>M.S., Counseling, Texas A&M University- Corpus Christi</p>	<p>Field Practicum, Career Counseling, Crisis Counseling, Substance Abuse Counseling</p>	<p>Instrument validation, program evaluation, treatment effectiveness for a variety of populations including juvenile and criminal justice populations, domestic and intimate partner violence, and treatment in rural communities.</p>
<p>Lorena Albarran- RosenBaum</p>	<p>Ph.D. in Counselor Education, Texas A&M University- Corpus Christi</p>	<p>Field Practicum, Career Counseling, Crisis Counseling, Substance Abuse Counseling</p>	<p>At-risk youth, young adults, and rural communities</p>

	<p>(CACREP accredited program)</p> <p>M.S. Counseling, Texas A&M University- Corpus Christi</p>		
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Summary of Program Evaluation Results

Enrollment

Faculty reviewed the enrollment data of counseling students and program applicants for the 2018-2019 academic year. 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 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.

The Clinical Mental Health Program at Texas A&M University-Kingsville had a total of 158 students enrolled at the master’s level. Table 1 provides a breakdown of each student by ethnicity, gender, and age.

Table 1. 2018-2019 Counseling Students Program Enrollment Statistics

Ethnicity	N	Percent
White	22	13.9%
Black or African American	0	0%
International Non-Hispanic	3	1.9%
Hispanic	133	84.2%
Asian	0	0%
Total Students	158	100%

Gender	N	Percent
Male	21	13.3%
Female	137	86.7%
Total Students	158	100%

Age	N	Percent
20-24	36	22.8%
25-29	63	39.8%
30-34	21	13.3%
35-39	21	13.3%
40-44	9	5.7%
45-49	3	1.9%
50-54	3	1.9%
55 and over	2	1.3%
Total Students	158	100%

Graduation

During the 2018-2019 academic year, the Clinical Mental Health Counseling Program saw 24 students graduate. The chart below shows the breakdown of graduates from the Fall 2018, Spring 2019, and Summer 2019 semesters.

Table 2. 2018-2019 Counseling Student Graduates

	Fall 2018	Spring 2019	Summer 2019
M.S. Clinical Mental Health	9	13	2
Total	9	13	2

Student Performance/Academic Benchmarking

Key Performance Indicators

The key performance indicator scale is used as a **key performance indicator** that measurable value and demonstrates how effectively the counseling program is achieving key learning objectives, student learning outcomes, and educational standards. Key Performance Indicators was created for each of the eight core areas and key clinical mental health components: foundations, contextual dimensions, and practice. The table below represents a total of key activities and assignments overall percentages which identify the benchmarks by which students' knowledge was assessed.

Table 3. Fall 2018, Spring 2019, Summer 2019 KPI Results (success benchmark = 80%)

Master's Core Content Areas	Benchmark%	Outcome %
Professional Counseling Orientation and Ethics	80%	89%
Social and Cultural Diversity	80%	89%
Human Growth and Development	80%	86%
Career Development	80%	88%
Counseling and Helping Relationships	80%	85%
Group Counseling	80%	94%
Assessment and Testing	80%	94%
Research and Program Evaluation	80%	85%
Specialty Areas	Benchmark%	Outcome %
Clinical Mental Health Counseling	80%	92%
School Counseling	80%	93%

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 required to submit an annual program report to the university. The report below also helps the program with

measuring student learning objectives.

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 2018-2019 academic year, students received an average of 4.90 (out of a 6-point scale) on mid-term evaluations and 5.31 on final evaluations.

Table 4. *Student Mid Evaluations Completed by Field Experience Site Supervisors*

Semester	N	Average Rating
Fall 2018	27	4.90
Spring 2019	35	4.89
Total #	62	4.90

Table 5. *Student Final Evaluations Completed by Field Experience Site Supervisors*

Semester	N	Average Rating
Fall 2018	27	5.72
Spring 2019	35	4.90
Total #	62	5.31

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 4.72 on a 5-point scale.

Table 6. *Student Final Field Experience Site Supervisor Evaluations Completed by Students*

Semester	N	Average Rating
Fall 2018	27	4.74
Spring 2019	35	4.70
Total #	62	4.72

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 consist 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 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. During the Spring 2019 administration of the CPCE, 15 students took the exam with 11 students passing the exam. The counseling program will begin administering benchmark exams to assist students in preparing for various areas they need improvement on. The chart below represents the CPCE results for 2018-2019.

Table 7. Student CPCE Scores

	Fall 2018	Spring 2019
Number of students taking CPCE	14	15
Number of students who passed	6	11
Percentage of students passing	42.6%	73.33%

Licensure/Certification Examination

Students interested in state licensure and/or national certification are eligible to sit for the National Counselor Examination (NCE) during their final semester in the program. Due to the best of our knowledge, during the 2018-2019 academic year, 90% of **students passed the NCE**

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 of 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.

Surveys of Employers of Recent Graduates

The faculty also reviewed our spring 2018 survey of recent graduates. The job placement rate of our counseling graduates was 100%. 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.

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.

Summary of Program Modifications

During the 2018-2019 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 2019 semester.

Changes to the Program

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 supervisor feedback.

The following are recent changes resulting from this review process:

Program modifications 2018-2019
(made after departmental review)

- The program counseling reviewed the 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. Some of the courses that will be offered in rotation are field experience courses such as EDCG: Internship I and II, EDCG 5341: Marriage and Family, EDCG 5364: Crisis Counseling.
- The counseling program currently has 2 adjunct professors. Two core faculty members are assigned to an adjunct faculty member(s) to connect with each semester and offer mentoring, research opportunities, and guidance as needed. The adjunct faculty will attend counseling program faculty meetings when available.
- The counseling 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 taught a diagnosis in counseling course in counselor preparation programs will continue to review the course and make course modifications.
- Program enrollment has declined in recent years compared to previous years. During the counseling program meeting, counseling faculty discussed changes to make regarding recruitment efforts. A decision was made to revise and implement new student orientation at the beginning of each semester and to schedule recruitment efforts at graduate program recruitment meetings. 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 will be discussed in further detail.
- The counseling program will ensure ongoing, scheduled implementation of program evaluation processes.
- Maintain scheduled assessments on a regular basis, and document evidence of findings and the connection to decision-making.
- Ensure application of faculty-approved changes.
- Establish benchmarks for planning future data collection strategies, evaluation approaches, and assessment processes, e.g., follow-up surveys.
- Adjust instructional attention in course and overall curriculum to enhance student learning throughout the program, performance on credentialing exams, and preparation for jobs that reflect current employment trends.

- Selection of clinical training sites and adjustments to site supervisor preparation methods to assure that students receive a positive supervisory experience.
- Enhance supervisory effectiveness of faculty and site supervisors.
- Inform topic selection for the annual site supervisors' workshop.
- The counseling program will update and revise the goodness of fit evaluation process for implementation in 2019-2020 and going forward. ation is completed need to assess student dispositions (goodness of fit) each semester.
- Continuation to update the counseling programs website will include all faculty information, vitae's, and updated syllabi and degree plan.

Program Vital Statistics: 2018-2019

Enrollment	# of Graduates	Student program 4 yr. completion rate	Licensure Exam/NCE Pass Rate	Job Placement Rate
158	24	70.7%	90%	100%