



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

Clinical Mental Health Counseling Program

2019-2020 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 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 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.

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. 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 Program at Texas A&M University-Kingsville had a total of 132 students enrolled at the master's level. Table 1 provides a breakdown of each student by ethnicity, gender, and age.

Table 1. 2019-2020 Counseling Program Enrollment Statistics

Ethnicity	N	Percent
White	13	9.9%
Black or African American	0	0%
International Non-Hispanic	5	3.8%
Hispanic	112	84.8%
Asian	2	1.5%
Total Students	132	100%

Gender	N	Percent
Male	27	20.5%
Female	105	79.5%
Total Students	132	100%

Age	N	Percent
20-24	41	31.05%
25-29	43	32.6%
30-34	18	13.6%
35-39	11	8.33%
40-44	11	8.33%
45-49	1	.76%
50-54	3	2.3%
55 and over	4	3.03%
Total Students	132	100%

Graduation Rates

During the 2018-2019 academic year, the Clinical Mental Health Counseling Program saw 17 students graduate. The chart below shows the breakdown of graduates from the Fall 2019, Spring 2020, and Summer 2020 semesters.

Table 2. 2019-2020 Counseling Student Graduates

	Fall 2018	Spring 2019	Summer 2019
M.S. Clinical Mental Health	9	5	3
Total	9	5	3

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 was 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
	Instrument Review	EDCG 5324
	Comprehensive exam	EDCG 5357
8. Research and Program Evaluation	Research proposal	EDCG 5329
	School counseling developmental guidance lesson <i>or</i> clinical mental health program improvement and consultation project	EDCG 5358 <i>or</i> 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 2018, Spring 2019, Summer 2019 KPI/Student Learning Outcome Results (success benchmark = 80%)*

Master's Core Content Areas	Benchmark%	Outcome %
Professional Counseling Orientation and Ethics	80%	92%
Social and Cultural Diversity	80%	94%
Human Growth and Development	80%	91%
Career Development	80%	91%
Counseling and Helping Relationships	80%	90%
Group Counseling	80%	94%
Assessment and Testing	80%	92%
Research and Program Evaluation	80%	90%
Specialty Areas	Benchmark%	Outcome %
Clinical Mental Health Counseling	80%	86%
School Counseling	80%	84%

Faculty also use the student ratings of instruction to assess how the students view the courses and the instructor so that if there is a weakness identified the instructor can rectify it. 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. Our counseling faculty consistently score in the upper 15% of the University's scale of ratings for the whole university.

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.

ACADEMIC SKILLS
Completes Assignments
Class Participation
GPA (Actual)
Quality of Work
Attendance/Punctuality
Presentation Skills
Writing/APA Skills
CLINICAL SKILLS
Skills I (Intro 5310)
Skills II (Practicum I 5357)
Skills III (Prac II/Int I 5366, Int II 5368)
Assessment
Case Conceptualization
Record Keeping
ETHICAL CONDUCT
Adheres to Professional Codes
Academic Honesty
PROFESSIONAL CONDUCT
Professional Identity
Theoretical Orientation
Conference Presentations
INTERPERSONAL SKILLS
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 student 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 2019-2020 academic year:

Table 4. *Goodness of Fit by Category – (based on 0-3 point Likert scale)*

Goodness of Fit Categories	Fall 2019	Spring 2020	Summer 2020
Academic Skills	2.71	2.24	2.70
Clinical Skills	2.77	2.38	2.86
Ethical Conduct	2.95	2.79	2.95
Professional Conduct	2.33	2.49	2.95
Interpersonal Skills	2.28	2.75	2.98

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 5. *Student Mid Evaluations Completed by Field Experience Site Supervisors*

Semester	N	Average Rating
Fall 2018	11	4.91
Spring 2019	35	4.90
Total #	46	4.91

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

Semester	N	Average Rating
Fall 2018	11	4.88
Spring 2019	35	4.92
Total #	46	4.90

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

Semester	N	Average Rating
Fall 2018	11	4.69
Spring 2019	35	4.70
Total #	46	4.70

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 the Fall 2019 semester, 6 students took the exam, and 4 students passed. During the spring 2020 semester, 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 8. *Counseling Student CPCE Scores*

	Fall 2019	Spring 2020
Number of students taking CPCE	6	14
Number of students who passed	4	14
Percentage of students passing	67.7%	100%

Licensure/Certification Examination

The National Counselor Examination is taken by students who are interested in state licensure. During the 2019-2020 academic year, students who were eligible and took the examination had a **pass rate of 100%**. Out of 10 students who took the examination, all 10 students passed.

Surveys of Employers of Recent Graduates

The faculty also reviewed our 2019- 2020 Employer Survey of recent graduates. The 2019-2020 survey of employers indicated that 10% of respondents believed our alumni had little or no basic skills in clinical diagnosis. A course such as diagnosis in counseling which was previously taught concurrently in our abnormal human behavior course has shown to enhance student’s knowledge regarding clinical diagnosis, documentation of disorders, and assessment. Employers have acknowledged the preparation of the programs graduates when working with clients. The Employer Survey consists of 51 subject areas, with 3 individual sub areas that measure professional knowledge, professional skills, and professional attributes related to professional counseling within their place of employment. Another area of the survey allows employers to answer questions related to the graduate’s professional strengths, professional preparation, and areas of improvement.

Table 9. *Employer Survey Results: (based on 0-5 point Likert scale)*

Graduate/Alumni Categories	2019-2020
Professional Knowledge	4.20
Professional Skills	4.22

Professional Attributes	4.80
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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. Fifteen alumni responded and completed the survey. The information below consists of data for the 2019-2020 academic year. The survey consists of 51 subject areas, with 3 individual sub areas that measure professional knowledge, professional skills, and professional attributes. Another area of the survey allows alumni to answer questions related to employment, professional strengths of the counseling program, and areas of improvement.

Table 10. Graduate/Alumni Survey Results: (based on 0-5 point Likert scale)

- 1 = Little or no basic knowledge**
- 2 = Some basic knowledge**
- 3 = Average knowledge level**
- 4 = Above average knowledge level**
- 5 = Superior knowledge base**

The evaluation covers 51 attributes, divided into 3 categories.

Graduate/Alumni Categories	2019-2020
Professional Knowledge	3.89
Professional Skills	3.90
Professional Attributes	4.48

Graduate/Alumni Comments

Below are some comments made by graduates/alumni based off the Alumni Survey.

The counseling program encourages students to remain open to different opportunities in counseling.

The professional preparation of the graduates is outstanding

The whole premise of the program is for the knowledge acquisition of the students to be the best helpers in society.

Classes provided are a great intro to the profession of counseling. I am able to apply what I learned at my current place of employment. I enjoyed every class/assignment.

The availability to students was very helpful and useful throughout my time being enrolled in the program

The professors all had so much experience with different types of counseling and were able to use that to teach the students how to be good counselors in all aspects

The faculty were very personable and always willing to help. I really felt like I could always ask them for help

I think it was great just how it is and felt very confident when I graduated with the knowledge I obtained

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 Department of Educational Leadership and Counseling is proud to have the first Masters of Science in Clinical Mental Health Counseling degree in the nation with an emphasis in Rural Mental Health. The department also has a new Transcribed Graduate Certificate (TGC) “Community, Crisis Response, and Rural Mental Health.” Officially approved in January, 2021, this fully online and unique certificate supports the mission of TAMU-K which is to “develop well-rounded leaders and critical thinkers who can solve problems in an increasingly complex, dynamic and global society.” It also meets the educational needs for current mental health students both locally and abroad. Currently, our MS in Clinical Mental Health Counseling has an emphasis in Rural Mental Health. This certificate would provide a transcribed certificate for each of our CMHC students. 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 TGC will especially be attractive to international students or mental health professionals who are working with rural populations.

The curriculum includes current courses that are already in our course catalogue: two courses in rural mental health (EDCG 5360 & 5362) and two courses (six hours) from another area or courses approved by the program faculty. The latter two courses would have a capstone related to students' geographical location. Upon successful completion of these four courses, students will receive the TGC in Rural Mental Health regardless of when the degree is completed. This certificate will serve as a professional complement to the educational goals of mental health counselors across the globe.

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.

The following are recent changes resulting from this review process:

Program modifications 2019-2020
(made after departmental review)

The following is our list of program modifications made during the Summer 2020 semester as a response to our fall and Spring 2019 program assessment data collection for improving curriculum and the counseling and guidance program.

- We now require American Psychological Format (APA) 7th edition textbook in all courses, especially for EDCG 5329 Introduction to Research Methods to help students learn and master APA format. (Response to changes in APA format from 6th to 7th edition)
- Faculty use the same rubric format for each course there is a major research paper assignment for grading criteria on APA format to maintain consistency. (Response to feedback from surveys about inconsistencies with grading)
- We now require students to receive at least one form of peer review for the research methods paper in Introduction to Research Methods. This recommendation is to help students improve their writing, and scores on the comprehensive exam.
- Our counseling program made changes to course rubrics (e.g., more points assigned to quality of writing).
- Students in the assessment course and field experiences courses now learn about various forms of documentation such as DART and SOAP notes and respond to case summaries.
- Program faculty plan to hold workshops on professional orientation, writing, APA style, CPCE & NCE preparation, and ethics.

- Faculty of field experience courses have ongoing conversations to discuss important issues (e.g., grading session recordings, students' concerns, and clients' presenting issues).
- The counseling program now offers an extended summer field experience course to help with students graduating on time.
- The counseling program was approved to conduct all courses 100% online. During the start of the COVID-19 pandemic, the counseling faculty made modifications within the online format to create a user-friendly teaching environment for students to have access to all course material, videos, and access to all virtual instruction.
- The counseling program now plans a syllabus retreat day in August or September to allow faculty to provide feedback or ask questions about all syllabi.
- Provide mentoring and support to adjunct faculty to teach core coursework particularly those courses where students received low CPCE scores (e.g., helping relationships).
- Developed criteria for personal developmental/wellness plans. Most faculty agreed that some students could benefit from a personal developmental plan.

Program Vital Statistics: 2019-2020

Enrollment	# of Graduates	Student program 4 yr. completion rate	Licensure Exam Pass Rate	Job Placement Rate
132	17	70.7%	100%	81.3%