



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

**Clinical Mental Health Counseling Program 2023-2024 Annual Report & Vital Statistics**

**Executive Summary**

The counseling faculty at Texas A&M University-Kingsville has developed a systematic evaluation plan to assess program student learning outcomes (PSLO's) and key performance indicators following 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 the annual faculty assessment meeting held in 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. Additionally, the annual report provides specific information about the program, including the number of graduates from 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 believes that the mission statement reflects our focus on mental health and well-being with an emphasis in rural communities. The faculty also reviews each program student learning outcomes 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   |
|---|--|--|--|
| <p>Steve Bain</p> <p>Professor</p> <p>Founding Director of The Institute for Rural Mental Health Initiatives</p>  | <p>Doctor of Ministry in Counseling, Luther Rice 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>Theories of Counseling, Ethics &amp; Legal Issues, Abnormal Human Behavior, Group Counseling, Human Growth &amp; 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>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>Theories of Counseling, Assessments, Educational Research, Culturally Different, School Counseling Techniques,</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>CACREP Liaison</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>Prof Dev &amp; Ethics, Career Counseling, Counseling Techniques, Crisis Counseling, Field Practicum for Counselors, Rural Mental Health, Internship 1 and 2, Culturally Different, Group Counseling</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> |

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|--|--|--|--|
|  | B.A. in Communication,<br>Texas A&M University-<br>Corpus Christi - 2000   |  |  |
| <p>Ya-Wen Melissa Liang</p> <p>Associate Professor</p> <p>Academic Advisor<br/>(students with last initials: R-Z)</p> <p>Clinical Mental Health Counseling Program Coordinator</p> | <p>Ph.D. in 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>           | Theories of Counseling, Counseling Techniques, Assessments, Diagnosis in Counseling, Research in Counseling, Field Practicum | Acculturation, Sand Tray therapy, Advocate for minority populations and Asian Americans, grieving, supervision, rural mental health, cancer support, at-risk youth |
| <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> | Field Practicum, Career Counseling, Crisis Counseling, Substance Abuse Counseling  | At-risk youth, young adults, and rural communities   |

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|--|--|--|---|
| <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>M.S. Counseling and Guidance, Texas A&amp;M University- Kingsville – 2014</p> <p>B.A. in Psychology, University of Houston-Victoria - 2011</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> |
| <p>Dr. Mary Nichter</p> <p>Adjunct Faculty</p>         | <p>Ph.D. in Counseling, Texas Woman's University</p> <p>M.S. in Counseling Marriage &amp; Family in University of Houston – Clear Lake</p> <p>B.S. in Elementary Education &amp; Early Childhood, University of Houston</p>  | <p>Introduction to Counseling and Ethical Practice, Theories of Counseling, Marriage, Couples, &amp; Family Counseling, Internship</p> | <p>Strengths based counseling and supervision, emotionally focused couples practice</p>                     |
| <p>Dr. Linda Hart</p> <p>Adjunct Faculty</p>           | <p>Ph.D. in Counselor Education and Supervision</p> <p>M.S. in Counseling</p>  | <p>School Counseling, Clinical Mental Health Counseling</p>  | <p>Crisis counseling, School counseling</p>   |

|  |  |   |   |
|--|--|---|---|
|  | B.S. in Psychology,<br>Behavioral Science  |   |   |
| Dr. Jacquelyn<br>Schuster<br><br>Adjunct Faculty | Ph.D. in Counselor<br>Education, Texas A&M<br>University-Corpus Christi<br>(CACREP accredited<br>program)<br><br>M.S. in Counseling- Texas<br>A&M University- Corpus<br>Christi [CACREP<br>accredited]<br><br>B.S. in Mathematics-<br>University of Texas at<br>Austin | Introduction to Counseling and<br>Ethical Practice, Human Growth<br>and Development, Counseling<br>Techniques, Internship | Advocacy for professional school<br>counselors, wellness, mindfulness,<br>children and adolescents, military-<br>connected students |

## Summary of Program Evaluation Results

### Enrollment

The faculty reviewed the enrollment data of counseling students and program applicants for the 2023- 2024 academic year. Counseling faculty meetings continue to consist of program discussions related to changes that can be made to increase recruitment efforts. The new student orientation has been revised and updated to give new students 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 the recruitment of a more diverse student body from our institution.

The Clinical Mental Health Counseling Program at Texas A&M University-Kingsville had a total of 119 students enrolled at the

master's level. Table 1 provides a breakdown of each student by ethnicity and gender.

**Table 1. 2023-2024 Academic Year Counseling Program Enrollment Statistics**

| <b>Ethnicity</b>          | <b>Number of Male Students</b> | <b>Number of Female Students</b> | <b>Number of Non-Binary Students</b> | <b>Total Number of Students</b> | <b>Percent</b> |
|---------------------------|--------------------------------|----------------------------------|--------------------------------------|---------------------------------|----------------|
| White                     | 3                              | 23                               | 0                                    | 26                              | 22 %           |
| Black or African American | 0                              | 1                                | 0                                    | 1                               | 0.8 %          |
| Hispanic                  | 8                              | 79                               | 0                                    | 87                              | 73 %           |
| Asian                     | 1                              | 1                                | 0                                    | 2                               | 1.7 %          |
| Two or More               | 0                              | 2                                | 0                                    | 2                               | 1.7%           |
| Unknown/Other             | 0                              | 1                                | 0                                    | 1                               | 0.8 %          |
| Total Students            | 12                             | 107                              | 0                                    | 119                             | 100%           |

| <b>Gender</b>  | <b>N</b> | <b>Percent</b> |
|----------------|----------|----------------|
| Male           | 12       | 10.1 %         |
| Female         | 107      | 89.9 %         |
| Total Students | 119      | 100%           |

### **Graduation Rates**

During the 2023-2024 academic year, the Clinical Mental Health Counseling Program saw 4 students' graduate. The chart below shows the breakdown of graduates from the Fall 2023, Spring 2024, and Summer 2024 semesters.

**Table 2. 2023-2024 Academic Year Counseling Student Graduates**

|   | Fall 2023 | Spring 2024 | Summer 2024 | Total |
|---|-----------|-------------|-------------|-------|
| M.S. in Clinical Mental Health Counseling | 0         | 4           | 0           | 4     |

**Student Performance/Academic Benchmarking Key Performance Indicators**

The key performance indicator scale is used as a **key performance indicator** that measures value and demonstrates how effectively the counseling program is achieving key learning objectives 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 that 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:<br>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 Lessons, <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 2023, Spring 2024, Summer 2024 KPI/Student Learning Outcome Results (success benchmark = 80%)**

| <b>Master's Core Content Areas</b>             | <b>Benchmark%</b> | <b>Fall 2023</b> | <b>Spring 2024</b> | <b>Summer 2024</b> | <b>Outcome Average %</b> |
|--|-------------------|------------------|--------------------|--------------------|--------------------------|
| Professional Counseling Orientation and Ethics | 80%               | 93%              | 94%                | 95%                | 94%                      |
| Social and Cultural Diversity                  | 80%               | 93%              | 91%                | 95%                | 93%                      |
| Human Growth and Development                   | 80%               | 92%              | 86%                | -                  | 89%                      |
| Career Development                             | 80%               | 87%              | 92%                | 90%                | 90%                      |
| Counseling and Helping Relationships           | 80%               | 95%              | 93%                | 92%                | 93%                      |
| Group Counseling                               | 80%               | 96%              | 93%                | -                  | 95%                      |
| Assessment and Testing                         | 80%               | 94%              | 96%                | -                  | 95%                      |
| Research and Program Evaluation                | 80%               | 90%              | 98%                | -                  | 94%                      |
| <b>Total Average</b>                           | <b>80%</b>        | <b>93%</b>       | <b>93%</b>         | <b>93%</b>         | <b>93%</b>               |

Faculty also uses 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 2023-2024. 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 evaluate not only the professor's teaching performance, but also the content of the class. The faculty utilizes the results of these reviews from our students to monitor any changes needed to their presentation of the course and or the changes to the course content if needed. Student Rating of Instruction (SRI) is not available for EDCG 5366 & 5368, as students are not required to complete evaluations for practicum or internship courses. If an "N/A" is noted in correspondence to an adjunct professor, this indicates the professor did not teach for that particular semester, or they didn't teach a practicum or internship course.

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

|   |
|---|
| Strongly Agree (5)<br>Agree (4)<br>Neutral (3)<br>Disagree (2)<br>Strongly Disagree (1)<br>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 is:              |
| <ul style="list-style-type: none"> <li>• N/A</li> </ul>   |

|  |
|--|
| • Higher   |
| • Same   |
| • Lower  |
| 17. The grade that I expect in this class is:  |
| • N/A  |
| • A  |
| • B  |
| • C  |
| • D  |
| • F  |
| 18. My reason for taking this course:  |
| • Required   |
| • Elective   |
| 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 2023. Spring 2024, Summer 2024 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<br>Fall 2023 | Average of<br>Spring 2024 | Average of<br>Summer 2024 | Average of<br>2023-2024 |
|--|----------------------|-------------------------|---------------------------|---------------------------|-------------------------|
| Dr. Karen Furgerson                                | 80% (4.0 out of 5.0) | 4.71                    | 4.50                      | 4.97                      | 4.73                    |
| Dr. Steve Bain                                     | 80% (4.0 out of 5.0) | 4.67                    | 4.99                      | N/A                       | 4.83                    |
| Dr. Kristopher Garza                               | 80% (4.0 out of 5.0) | 4.73                    | 4.65                      | 4.74                      | 4.71                    |
| Dr. Ya-Wen Melissa Liang                           | 80% (4.0 out of 5.0) | 4.95                    | 4.97                      | 4.90                      | 4.94                    |
| Dr. Lorena Albarran- Rosenbaum                     | 80% (4.0 out of 5.0) | 4.65                    | 4.33                      | 4.48                      | 4.48                    |
| Dr. Baylea Elizabeth Wagener                       | 80% (4.0 out of 5.0) | 4.61                    | N/A                       | N/A                       | 4.61                    |

|                        |                      |             |             |             |             |
|------------------------|----------------------|-------------|-------------|-------------|-------------|
| Dr. Linda Hart         | 80% (4.0 out of 5.0) | N/A         | 4.91        | N/A         | 4.91        |
| Dr. Mary Nichter       | 80% (4.0 out of 5.0) | N/A         | 4.80        | N/A         | 4.80        |
| Dr. Jacquelyn Schuster | 80% (4.0 out of 5.0) | N/A         | N/A         | N/A         | N/A         |
| <b>Average</b>         | 80% (4.0 out of 5.0) | <b>4.72</b> | <b>4.77</b> | <b>4.77</b> | <b>4.75</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. The 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 students' 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 3. Students who fall below 2 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 (Practicum 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 2023-2024 academic year:

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

| Goodness of Fit Categories | Benchmark | Fall 2023 | Spring 2024 | Summer 2024 | Average |
|----------------------------|-----------|-----------|-------------|-------------|---------|
| Academic Skills            | 2.0       | 2.5       | 2.6         | 2.7         | 2.6     |
| Clinical Skills            | 2.0       | 2.4       | 2.4         | 2.5         | 2.4     |
| Ethical Conduct            | 2.0       | 2.6       | 2.4         | 2.5         | 2.5     |
| Professional Conduct       | 2.0       | 2.5       | 2.5         | 2.6         | 2.5     |
| Interpersonal Skills       | 2.0       | 2.5       | 2.5         | 2.6         | 2.5     |

### **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 students' level of preparation. The site supervisor's evaluations of students are mostly positive. Site supervisors evaluate student progress at the 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 2023-2024 academic year, students received an average of **4.8** (out of a 6-point scale) on mid-term evaluations and **5.5** 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 2023       | 22              | 4.6                   |
| Spring 2024     | 22              | 4.9                   |
| Summer 2024     | NA              | NA                    |
| Total #         | 44              | <b>4.8</b>            |

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

| <b>Semester</b> | <b><i>N</i></b> | <b>Average Rating</b> |
|-----------------|-----------------|-----------------------|
| Fall 2023       | 21              | 5.4                   |
| Spring 2024     | 21              | 5.5                   |
| Summer 2024     | NA              | NA                    |
| Total #         | 42              | <b>5.5</b>            |

### **Student Site Evaluation Review**

Each semester during practicum and internship, students evaluate their sites and site supervisors. 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 2023       | 23              | 4.8                   |
| Spring 2024     | 19              | 4.8                   |
| Summer 2024     | NA              | NA                    |
| Total #         | 42              | <b>4.8</b>            |

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

Comprehensive Examination (CPCE) results. All students in the master's program are required to take the Counselor Preparation Comprehensive Examination (CPCE). All students are required to pass the comprehensive exam before graduation. The CPCE consists of a 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. The CPCE covers counselor preparation in all CACREP core areas. During the Fall 2023 semester, 7 students took the exam and 5 students passed. During the Spring 2024 semester, 13 students took the comprehensive exam and 11 students passed. During the Summer 2024 semester, 2 students took the comprehensive exam and 2 passed. During the 2023-2024 academic year, students who were eligible and took the examination had a pass rate of 82%. Out of 22 students who took the examination, 18 students passed.



**Table 9. Counseling Student CPCE Scores**

|                                | <b>Fall 2023</b> | <b>Spring 2024</b> | <b>Summer 2024</b> |
|--------------------------------|------------------|--------------------|--------------------|
| Number of students taking CPCE | 7                | 13                 | 2                  |
| Number of students who passed  | 5                | 11                 | 2                  |
| Percentage of students passing | 71%              | 85%                | 100%               |

### **Licensure/Certification Examination**

The National Counselor Examination is taken by students who are interested in state licensure. During the 2023-2024 academic year, students who were eligible and took the examination was 0%. There were no students who took the exam during this reporting period.

**Table 10. National Counselor Exam**

|                                | <b>Academic Year 2023-2024</b> |
|--------------------------------|--------------------------------|
| Number of students taking NCE  | 0                              |
| Number of students who passed  | 0                              |
| Percentage of students passing | NA                             |

### **Job Placement**

Our counseling program created a survey to assess alumni from our counseling program. During the 2023-2024 academic year, 6 alumni took the survey. Four out of 6 reported engaging in various types of counseling positions. Thus, our program had a job replacement rate of 67%.

## **Changes to the Program**

A new Program Coordinator and CACREP Liaison were appointed to the counseling program during the 2023-2034 reporting period.

The counseling program continued to improve the program website by adding additional information. The additional information includes career opportunities for students who will graduate with a clinical mental health counseling degree. Additional links, such as the Occupational Outlook Handbook, are included on the website. Information regarding admissions requirements to our counseling program has been revamped with more detailed information.

The counseling faculty continues to meet throughout the year to discuss and evaluate the degree to which the program objectives are addressed in the course syllabus, program student learning objectives, key performance indicators, and mid and final evaluations within the field experience courses. The program faculty discussed 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.

While it may appear that our graduation rate has declined, this must be viewed in the context that our program has expanded by 400% in the last 18 months. The students who graduated for this report's count were part of the smaller enrollment cohort number. Therefore, the graduation rate is skewed because of the exponential enrollment growth. We anticipate this percentage to grow once the total number of graduates aligns with the new enrollment numbers.

- Fall 2023: 300% increase (compared to Fall 2022)
- Spring 2024: 406.7% increase, reaching 77 students (compared to Spring 2023)
- Summer 2024: 306.7% increase (compared to Summer 2023)

The counseling program proposed during the Fall of 2023, a new graduate transcribed certificate in Sand Tray Therapy that will require a total of 12 credit hours.

### Program Vital Statistics: 2023-2024

| Enrollment | # of Graduates | Student program 4<br>yr. completion rate | NCE Licensure<br>Exam Pass<br>Rate | Job Placement<br>Rate |
|------------|----------------|--|------------------------------------|-----------------------|
| 119        | 4              | 30%                                      | No exams were taken                | 67%                   |