

EXECUTIVE SUMMARY:  
COMPREHENSIVE ASSESSMENT PLAN AND REPORT  
2019-2020

Texas A&M University – Central Texas A&M University - Central Texas  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
DEPARTMENT OF COUNSELING & PSYCHOLOGY

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The faculty in the Texas A&M University – Central Texas (TAMUCT) Clinical Mental Health Counseling program use a variety of assessment procedures to determine each students’: 1) readiness for the rigor of graduate studies, 2) development of knowledge, skills and professional dispositions across the program to meet CACREP standards and learning objectives, 3) mastered competencies necessary to endorse students for counseling licensure, and 4) relevance of program curriculum to employed graduates and their employers in the field.

In addition to assessing students’ development in the program, the TAMUCT Clinical Mental Health Counseling faculty also evaluate the admissions process, program curriculum, coursework, and program outcomes, including gathering feedback from our site supervisors, alumni, alumni employers and stakeholders in the community. These assessment protocols allow us to systematically improve our program.

The Comprehensive Assessment Plan and Report has been prepared by Dr. Jeremy Berry, Program Coordinator on behalf of the TAMUCT Clinical Mental Health Counseling Program. The data in this report was reviewed by all TAMUCT Clinical Mental Health Counseling Program Faculty. Goals and recommendations for continued improvement in 2020-2021 are included at the end of this report.

### **Program Data Collection Schedule & Procedures**

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. The following data collection schedule is designed for continuous and systematic evaluations from multiple measures of the TAMUCT Clinical Mental Health Counseling program. The table below provides information about the program data collection and procedures.

*Program Data Collection Schedule & Procedures*

<b>PROGRAM DATA COLLECTION SCHEDULE &amp; PROCEDURES</b> <i>(Standard 4.A.1-2)</i>			
<b>Data Gathered in CMHC Program</b>			
<b>Data Source</b>	<b>Data Collection Frequency</b>	<b>Procedure For Collecting Data</b>	<b>Responsible Party For Collecting Data</b>  <i>(&amp; providing data to program’s CACREP liaison)</i>

Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards	Every semester	<i>Qualtrics is used to Collect Data</i>	All program faculty
Aggregate student professional dispositions data	Every semester <i>(More data on individual students may be collected if dispositions concerns arise)</i>	TAMUCT CMHC faculty complete Fitness to Practice (FTP) Documents in all prerequisites to Practicum	All program faculty
Student demographics: 1. Number of applicants 2. Student GPAs 3. Number of accepted students 4. Number of matriculated students 5. Applicant and student ethnicity data 6. Applicant and student gender data 7. Completion rates	Once a year		
Graduate placement rates	Once a year	Email recent graduates for placement information	CACREP liaison
Licensure rates	Once a year	Email students & recent graduates for licensure information	CACREP liaison
Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Surveys sent every three years to: 1. program alumni 2. Site supervisors 3. employers of program graduates	<i>Qualtrics</i> is used as online survey tool	Practicum/Internship Coordinator

Faculty SROI (Student Rating of Instruction)	Every semester		
Practicum supervisors' evaluations of practicum students	Every semester	Practicum supervisors complete written evaluations of practicum students upload data into Qualtrics	Practicum faculty
Internship site supervisors' evaluations of student interns	Every semester	Internship site supervisors complete an evaluation on <i>Qualtrics</i>	CMHC Internship Faculty
Students' evaluations of practicum supervisors	Every semester	Practicum students complete written evaluations data uploaded into Qualtrics	Practicum instructor
Students' evaluations of internship site supervisors	Every semester	Internship students complete written evaluations data uploaded in to Qualtrics	Internship course instructors
Students' evaluations of TAMUCT internship supervisors	Every semester	Internship students complete written evaluations uploaded in to Qualtrics	Internship course instructors

Students' professional activities 1. Publications 2. Presentations 3. Professional leadership position 4. Professional activities and involvement	Once a year	E-mail request sent to students for updated information	CACREP liaison
TAMUCT CHMC Advisory Board feedback	Once a year	Feedback from advisory board members is collected during annual board meeting	TAMUCT Assessment coordinator
CPCE results	Each Semester	Receive results from Center for Credentialing and Education	TAMUCT Program Coordinator
NCE results	Once a year	Email students for results	TAMUCT Program Coordinator

Key Performance Indicators (KPIs) identified by the Texas A&M University – Central Texas (TAMUCT) Clinical Mental Health Counseling program are assessed using multiple measures and over multiple points of time. Each KPI is assessed for both Knowledge and Skill. Each Knowledge KPI and Skill KPI is assessed at least twice (formatively and summatively). The table below includes program objectives, KPIs, CACREP standards, required courses that are measured, and signature assignments (*assessment measures*).

*Table 2: Key Performance Indicators, CACREP Standards, Courses Measured, & Signature Assignments*

## SECTION I: Assessment of Student Learning

### KEY PERFORMANCE INDICATORS, CACREP STANDARDS, COURSES MEASURED, & SIGNATURE ASSIGNMENTS

*(CACREP Standard 4.F. 1-2)*

\*Each Knowledge and Skill is assessed twice – formatively and summatively

**1. PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE**

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> <li><b>KPI 1.1. Knowledge:</b> Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations.</li> <li><b>KPI 1.2. Skill:</b> Students will demonstrate the ability to apply and adhere to ethical and legal standards.</li> </ul>	2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li><b>COUN 5365 :</b> <i>Ethics in the Discipline Presentations (formative &amp; summative):</i> Students will gather information and resources to present on ethical considerations.</li> </ul> <p><u>Skill:</u></p> <ul style="list-style-type: none"> <li><b>COUN 5393: (Practicum)</b> <i>Practicum Evaluations (formative and summative):</i> Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on ethical practice.</li> </ul>

**2. SOCIAL AND CULTURAL DIVERSITY**

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<p><u>KPI 2.1. Knowledge:</u> Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population.</p> <p><u>KPI 2.2. Skill:</u> Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students.</p>	□ 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li><b>COUN 5311:</b> <i>Cultural Self-Assessment (formative and summative):</i> To increase students' cultural self-awareness, they will complete a cultural self-assessment based on Hays's (2016) ADDRESSING model.</li> </ul> <p><u>Skill:</u></p> <ul style="list-style-type: none"> <li><b>COUN 5393: (Practicum)</b> <i>Practicum Evaluations (formative and summative):</i> Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on social and cultural diversity.</li> </ul>

**3. HUMAN GROWTH AND DEVELOPMENT**

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
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<ul style="list-style-type: none"> <li>• <b>KPI 3.1. Knowledge:</b> Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.</li> <li>• <b>KPI 3.2. Skill:</b> Students will demonstrate understanding by applying developmental theories to their work with clients/students.</li> </ul>	<ul style="list-style-type: none"> <li>□ 2.F.3.a. theories of individual and family development across the lifespan</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5304:</b> <i>Developmental Reading Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of development across the lifespan based on assigned readings.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5393: (Practicum)</b> <i>Practicum Evaluations (formative and summative):</i> Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on developmental applications.</li> </ul>
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#### 4. CAREER DEVELOPMENT

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> <li>• <b>KPI 4.1. Knowledge:</b> Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow-up, and evaluation within the counseling profession</li> </ul> <p><b>KPI 4.2. Skill:</b></p> <p>Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.</p>	<ul style="list-style-type: none"> <li>□ 2.F.4.j. ethical and culturally relevant strategies for addressing career development</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5351:</b> <i>Career Development &amp; Counseling Theory Video Presentation (formative and summative):</i> Students will work to design a presentation on a career development topic of their choosing with a theoretical application.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5351:</b> <i>Career Development Program Proposal (formative and summative):</i> Students will work to design a career development program for a REAL agency, school, or counseling center.</li> </ul>

#### 5. COUNSELING AND HELPING RELATIONSHIPS

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> <li>• <b>KPI 5.1. Knowledge:</b> Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.</li> </ul>	<ul style="list-style-type: none"> <li>□ 2.F.5.g. essential interviewing, counseling, and case conceptualization skills</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5356:</b> <i>Counseling Tapescripts (formative and summative):</i> Students will prepare 2 tapescripts of role playing counseling dyads.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5393: (Practicum)</b> <i>Practicum Evaluations (formative and summative):</i> Students will be evaluated</li> </ul>



<ul style="list-style-type: none"> <li>• <b>KPI 5.2. Skill:</b> Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students.</li> </ul>		<p>using the Practicum Evaluation (CCS-R), which includes a section on interviewing, counseling, and case conceptualization skills.</p>
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**6. GROUP COUNSELING AND GROUP WORK**

<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>Courses Measured and Signature Assignments</b>
<ul style="list-style-type: none"> <li>• <b>KPI 6.1. Knowledge:</b> Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.</li> <li>• <b>KPI 6.2. Skill:</b> Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies.</li> </ul>	<p>□ 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5354:</b> <i>Group Proposal (formative and summative):</i> Students will outline a group that they would implement and facilitate</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5393: (Practicum)</b> <i>Practicum Evaluations (formative and summative):</i> Students will be evaluated using the Practicum Evaluation (CCS-R), which includes a section on facilitating a group using ethical and culturally relevant strategies.</li> </ul>

**7. ASSESSMENT AND TESTING**

<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>Courses Measured and Signature Assignments</b>
<ul style="list-style-type: none"> <li>• <b>KPI 7.1. Knowledge:</b> s. Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and</li> </ul>	<p>□ 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5381:</b> <i>Assessment Instrument Evaluation (formative and summative):</i> Students will evaluate an inventory or assessment instrument. Students will research a selected topic thoroughly and will analyze the tool/instrument and research the literature related to the selected assessment.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• <b>COUN 5307 Abnormal Behavior Report (formative and summative)::</b> Students will be evaluated using the abnormal behavioral report assignment, a full report covering both diagnostic impressions and treatment plan options.</li> </ul>

<p>correlations; and discuss ethical and legal issues related to testing.</p> <ul style="list-style-type: none"> <li>• <b>KPI 7.2. Skill:</b> Students will demonstrate understanding of treatment options and techniques for behavioral change.</li> </ul>		
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**8. RESEARCH AND PROGRAM EVALUATION**

<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>Courses Measured and Signature Assignments</b>
<p><input type="checkbox"/> <b>KPI 8.1. Knowledge:</b> To understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs interventions and programs.</p>	<p><input type="checkbox"/> 2.F.8.e. evaluation of counseling interventions and programs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• <b>COUN 5302:</b> <i>Literature Review (formative and summative):</i> Students will demonstrate their capacity to develop a research question of their own interest by completing a two-part document: 1) a literature review; and 2) a research proposal. Knowledge of ways to evaluate counseling interventions and programs.</li> </ul>

<p><input type="checkbox"/> <b>KPI 8.2. Skill:</b> Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes.</p>		<p><u>Skill:</u></p> <p><b>COUN 5383:</b> <i>Case Supervision and Reflection (formative and summative)</i> Students will be evaluated using the Cast Supervision and Reflection Assignment, which includes a section on evaluating counseling interventions and programs.</p>
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**CLINICAL MENTAL HEALTH COUNSELING**

<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>Courses Measured and Signature Assignments</b>
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<p><u>KPI 9.1. Knowledge:</u> Students will demonstrate understanding of treatment options and techniques for behavioral change.</p> <ul style="list-style-type: none"> <li>• <u>KPI 9.2. Skill:</u> Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients.</li> </ul>	<p>□ 5-C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• <b>COUN 5307:</b> <i>Abnormal Behavior Report (formative and summative):</i> Students will submit a full report covering both diagnostic impressions and treatment plan options.</li> </ul> <p><u>Skill:</u></p> <ul style="list-style-type: none"> <li>• <b>COUN 5386: (Internship)</b> <i>Case Conceptualization Presentation (formative and summative):</i> Students will present a formal case conceptualization and treatment plan using de-identified client information.</li> </ul>
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### Student Learning Outcome Data

The table listed below shows the student learning outcome data as measure by Key Performance Indicators (KPIs) of student learning.

#### *Summer 2019-Spring 2020 KPI Assessment of Student Learning Data Results*

<b>SUMMER 2019-SPRING 2020 KPI ASSESSMENT OF STUDENT LEARNING DATA RESULTS</b>				
<b>MASTER'S STANDARDS &amp; KPIs</b>				
<b>PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE</b>	<b>COURSE</b>	<b>SEMESTER</b>	<b>1<sup>ST</sup> ASSESSMENT</b>	<b>2<sup>ND</sup> ASSESSMENT</b>
<b>CORE STANDARD 2.F.1.i.</b>				
<p><b>Key Performance Indicator 1.1</b></p> <ul style="list-style-type: none"> <li>• <u>KPI 1.1. Knowledge:</u> Students will learn about ethical decision making for a variety of counseling settings,</li> </ul>	<p>COUN 5365: Ethical Foundations in Counseling</p>	<p>Fall 2019  Spring 2020  N=48</p>	<p>1 = Unsatisfactory 6= Emerging 18 = Proficient 23 = Distinguished</p>	<p>1=Unsatisfactory 0 = Emerging 26 =Proficient 21= Distinguished</p>

client populations, and counseling-related situations. (2.F.1.i)				
<b>Key Performance Indicator 1.2</b>  <u>Skill</u> : Students will demonstrate the ability to apply and adhere to ethical and legal standards. (2.F.1.i)	COUN 5393: Practicum	Fall 2019  Spring 2020  Summer 2020  N=17	1 = Unsatisfactory 0= Emerging 16= Proficient 0 = Distinguished	1=Unsatisfactory 0 = Emerging 14 =Proficient 2= Distinguished

<b>SOCIAL AND CULTURAL DIVERSITY</b>  <b>CORE STANDARD 2.F.2.b.</b>	<b>COURSE</b>	<b>SEMESTER</b>	<b>1<sup>ST</sup> ASSESSMENT</b>	<b>2<sup>ND</sup> ASSESSMENT</b>
<b>Key Performance Indicator 2.1</b>  <u>Knowledge</u> : Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. (2.F.2.b.)	COUN 5311: Multicultural Counseling	Summer 2020   N=18	0=Unsatisfactory 0= Emerging 2 = Proficient 16=Distinguished	0=Unsatisfactory 0 = Emerging 13 =Proficient 5= Distinguished
<b>Key Performance Indicator 2.2</b>  <u>Skill</u> : Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students.  (2.F.2.b.)	COUN 5393: Practicum	Fall 2019  Spring 2020  Summer 2020  N=17	1 =Unsatisfactory 0= Emerging 16= Proficient 0 = Distinguished	1=Unsatisfactory 0 = Emerging 14 =Proficient 2= Distinguished

<b>HUMAN GROWTH AND DEVELOPMENT</b>  <b>CORE STANDARD 2.F.3.a.</b>	<b>COURSE</b>	<b>SEMESTER</b>	<b>1<sup>ST</sup> ASSESSMENT</b>	<b>2<sup>ND</sup> ASSESSMENT</b>
<b>Key Performance Indicator 3.1</b>  <u>Knowledge:</u> Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development. (2.F.3.a.)	COUN 5304: Human Development	Summer 2020  N=15	0=Unsatisfactory 0= Emerging 7 = Proficient 8 =Distinguished	0=Unsatisfactory 0 = Emerging 11 =Proficient 4= Distinguished
<b>Key Performance Indicator 3.2</b>  <u>Skill:</u> Students will demonstrate understanding by applying developmental theories to their work with clients/students. (2.F.3.a.)	COUN 5393: Practicum	Fall 2019  Spring 2020  Summer 2020  N=17	1 =Unsatisfactory 0= Emerging 16= Proficient 0 = Distinguished	1=Unsatisfactory 0 = Emerging 14 =Proficient 2= Distinguished

<b>CAREER DEVELOPMENT</b> <b>CORE STANDARD 2.F.4.j.</b>	<b>COURSE</b>	<b>SEMESTER</b>	<b>1<sup>ST</sup> ASSESSMENT</b>	<b>2<sup>ND</sup> ASSESSMENT</b>
<b>Key Performance Indicator 4.1</b>  <u>Knowledge:</u> Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. (2.F.4.j.)	COUN 5351: Career Counseling	Fall 2019  Spring 2020  N=18	2=Unsatisfactory 2= Emerging 12 = Proficient 2 =Distinguished	2= Unsatisfactory 1= Emerging 10 =Proficient 5= Distinguished

<p><b>Key Performance Indicator 4.2</b></p> <p><u>Skill</u>: Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. (2.F.4.j.)</p>	<p>COUN 5351: Career Counseling</p>	<p>Fall 2019</p> <p>Spring 2020</p> <p>N=18</p>	<p>1=Unsatisfactory 2= Emerging 12 = Proficient 3 =Distinguished</p>	<p>2=Unsatisfactory 1= Emerging 11 =Proficient 4= Distinguished</p>
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<p><b>COUNSELING AND HELPING RELATIONSHIPS</b></p> <p><b>CORE STANDARD 2.F.5.g.</b></p>	<p><b>COURSE</b></p>	<p><b>SEMESTER</b></p>	<p><b>1<sup>ST</sup> ASSESSMENT</b></p>	<p><b>2<sup>ND</sup> ASSESSMENT</b></p>
<p><b>Key Performance Indicator 5.1</b></p> <p><u>Knowledge</u>: Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients. (2.F.5.g.)</p>	<p>COUN 5356: Methods in Counseling</p>	<p>Fall 2019</p> <p>Spring 2020</p> <p>Summer 2020</p> <p>N=33</p>	<p>0=Unsatisfactory 4= Emerging 21 = Proficient 8 =Distinguished</p>	<p>0=Unsatisfactory 0 = Emerging 25 =Proficient 8= Distinguished</p>
<p><b>Key Performance Indicator 5.2</b></p> <p><u>Skill</u>: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students. (2.F.5.g.)</p>	<p>COUN 5393: Practicum</p>	<p>Fall 2019</p> <p>Spring 2020</p> <p>Summer 2020</p> <p>N=17</p>	<p>1=Unsatisfactory 0= Emerging 16= Proficient 0 =Distinguished</p>	<p>1=Unsatisfactory 0 = Emerging 14 =Proficient 2= Distinguished</p>
<p><b>GROUP COUNSELING AND GROUP WORK</b></p> <p><b>CORE STANDARD 2.F.6.g.</b></p>	<p><b>COURSE</b></p>	<p><b>SEMESTER</b></p>	<p><b>1<sup>ST</sup> ASSESSMENT</b></p>	<p><b>2<sup>ND</sup> ASSESSMENT</b></p>

<p><b>Key Performance Indicator 6.1</b></p> <p><u>Knowledge:</u> Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness. (2.F.6.g.)</p>	<p>COUN 5354: Group Counseling</p>	<p>Fall 2019</p> <p>Summer 2020</p> <p>N=20</p>	<p>0=Unsatisfactory 0= Emerging 17 = Proficient 3 =Distinguished</p>	<p>0= Unsatisfactory 0 = Emerging 18 =Proficient 2= Distinguished</p>
<p><b>Key Performance Indicator 6.2</b></p> <p><u>Skill:</u> Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies.</p> <p>(2.F.6.g.)</p>	<p>COUN 5393: Practicum</p>	<p>Fall 2019</p> <p>Spring 2020</p> <p>Summer 2020</p> <p>N=17</p>	<p>1=Unsatisfactory 0= Emerging 16= Proficient 0 =Distinguished</p>	<p>1=Unsatisfactory 0 = Emerging 14 =Proficient 2= Distinguished</p>

<p><b>ASSESSMENT AND TESTING</b></p> <p><b>CORE STANDARD 2.F.7.m.</b></p>	<p><b>COURSE</b></p>	<p><b>SEMESTER</b></p>	<p><b>1<sup>ST</sup> ASSESSMENT</b></p>	<p><b>2<sup>ND</sup> ASSESSMENT</b></p>

<p><b>Key Performance Indicator 7.1</b></p> <p><u>Knowledge:</u> Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing. (2.F.7.m.)</p>	<p>COUN 5381: Assessment and Evaluation</p>	<p>Summer 2020</p> <p>N=12</p>	<p>0=Unsatisfactory 1= Emerging 10 = Proficient 1 =Distinguished</p>	<p>0= Unsatisfactory 0 = Emerging 11 =Proficient 1= Distinguished</p>
<p><b>Key Performance Indicator 7.2</b></p> <p><u>Skill:</u> Students will demonstrate understanding of treatment options and techniques for behavioral change. (2.F.7.m.)</p>	<p>COUN 5307 Abnormal Behavior</p>	<p>Spring 2020</p> <p>Summer 2020</p> <p>N=15</p>	<p>0=Unsatisfactory 0= Emerging 13= Proficient 2 =Distinguished</p>	<p>0=Unsatisfactory 0 = Emerging 13 =Proficient 2= Distinguished</p>

<p><b>RESEARCH AND PROGRAM EVALUATION</b></p> <p><b>Core Standard 2.F.8.e.</b></p>	<p><b>COURSE</b></p>	<p><b>SEMESTER</b></p>	<p><b>1<sup>ST</sup> ASSESSMENT</b></p>	<p><b>2<sup>ND</sup> ASSESSMENT</b></p>
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<p><b>Key Performance Indicator 8.1</b></p> <p><u>Knowledge:</u> To understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs interventions and programs.</p> <p>(2.F.8.e.)</p>	<p>COUN 5302: Intro to Research</p>	<p>No data for Fall 2019-2020</p> <p><b>New Course</b></p>	<p>0=Unsatisfactory 0= Emerging 0 = Proficient 0 =Distinguished</p>	<p>0=Unsatisfactory 0 = Emerging 0 =Proficient 0= Distinguished</p>
<p><b>Key Performance Indicator 8.2</b></p> <p><u>Skill:</u> Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes. (2.F.8.e.)</p>	<p>COUN 5383 Consultation and Supervision</p>	<p>Fall 2019</p> <p>Summer 2020</p> <p>N=13</p>	<p>0=Unsatisfactory 0= Emerging 13 = Proficient 0 =Distinguished</p>	<p>0= Unsatisfactory 0 = Emerging 12 =Proficient 1= Distinguished</p>
<p><b>CLINICAL MENTAL HEALTH COUNSELING STANDARD</b></p> <p><b>CMHC Standard 5-C.1.c.</b></p>	<p><b>COURSE</b></p>	<p><b>SEMESTER</b></p>	<p><b>1<sup>ST</sup> ASSESSMENT</b></p>	<p><b>2<sup>ND</sup> ASSESSMENT</b></p>
<p><b>Key Performance Indicator 9.1</b></p> <p><u>Knowledge:</u> Students will demonstrate understanding of treatment options and techniques for behavioral change. (5-C.1.c.)</p>	<p>COUN 5307: Abnormal Behavior</p>	<p>Spring 2020</p> <p>Summer 2020</p> <p>N=15</p>	<p>0=Unsatisfactory 0= Emerging 13= Proficient 2 =Distinguished</p>	<p>0= Unsatisfactory 0 = Emerging 13 =Proficient 2= Distinguished</p>

<b>Key Performance Indicator 9.2</b>  <u>Skill:</u> Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients. (5-C.1.c.)	COUN 5386: Internship	Fall 2019	0=Unsatisfactory	0= Unsatisfactory
		Spring 2020	0= Emerging	0 = Emerging
		Summer 2020	11 = Proficient	5 =Proficient
		N=22	11=Distinguished	17= Distinguished

The table listed below is aggregate data on the fitness to practice evaluation given to students in specific courses which are prerequisites to our clinical fieldwork courses. This evaluation may also be used at any time during the program, when a student may be in need of remediation as outlined in the Clinical Mental Health Counseling Program Handbook.

**Fitness to Practice Data**  
**Data Collected Spring 2020 in COUN 5350, 5353, 5356 & 5365**

Question	Competence Achieved	No Competence Achieved	No Opportunity to Observe	Percentage of Students Who Achieved Competence
Follows ethical and legal considerations	46	0	1	97.87%
Displays multicultural competence	46	0	1	97.87%
Open to new ideas	46		1	97.87%
Aware of own impact of others	46	1		97.87%
Responsive, adaptable, and cooperative	46	1		97.87%
Receptive to and uses feedback	46		1	97.87%
Responds to conflict appropriately	46		1	97.87%
Accepts personal responsibility	46		1	97.87%
Expresses feelings effectively and appropriately	46		1	97.87%

Dependable in meeting obligations	46	1		97.87%
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During COUN 5393 and 5386 (Practicum and Internships) students are assessed using the CCS measure by faculty and site supervisors. CCS average scores by semester are detailed in the table below. Student who do not meet specific criteria within these evaluations may be placed on a remediation plan by faculty before they are allowed to progress to the next clinical fieldwork step.

### Counseling Competencies Scale Target Scores

*Part 1 (60 points possible with a target score of 48)*

*Part 2 (55 points possible with a target score of 44)*

Semester	Total Students	Average Score Part 1	Average Score Part 2	Percentage of Student Meeting Target on Part 1	Percentage of Student Meeting Target on Part 2
Fall 2019	18	50.5/60	52.38/55	66%	100%
Spring 2020	18	48.77/60	46.83/55	66%	88%
Summer 2020	16	53.25/60	51.31/55	87.5%	100%

## SECTION II: Entrance and Admission

### Applicant Data, Student and Faculty Vital Statistics

*CACREP Standard 1.L.: Entry-level admission decision recommendations are made by the program selection committee, made up of 3 Clinical Mental Health Counseling (CMHC) faculty and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.*

The Texas A&M University CMHC program accepts applicants year round, with specific due dates for each of the 3 terms. CMHC faculty meet once per term to go over admission materials and discuss applicants.

1. Relevance of Career Goals - All applicant's write a letter of application to the TAMUCT CMHC Program. CMHC faculty score students using our admission rubric.
2. Aptitude for Graduate-level Study - Along with the letter of application, aptitude for graduate college is determined by the Candidate's Cumulative Grade Point Average (GPA). In addition, GRE scores are required with a minimal score of 285 for admission.

3. Potential success in forming effective counseling relationships and respect for cultural differences – These two considerations are assessed in multiple ways, including: (a) scores and comments from at least three references, (b) Diversity Essay. Faculty use rubrics to score materials and exercises.

Data showing number of applications received, number of students offered admission, number enrolled at TAMUCT, and their average GPA’s can be found in Table 1. \*GPA reported is cumulative GPA which may include undergraduate and graduate GPA.

**NUMBER OF APPLICANTS, OFFERED ADMISSION, ENROLLED AT TAMUCT**

YEAR	APPLICANTS	OFFERED ADMISSION	ENROLLED AT TAMUCT	ADMITTED STUDENT GPA*
2017-2018	17	17	12	3.37
2018 - 2019	23	23	16	3.22
2019 - 2020	19	19	16	3.38

\*average of students enrolled

**VITAL STATISTICS OF STUDENTS IN CMHC PROGRAM**

Program	Male/Female		White	Hispanic	Black/African American	Other	Full-Time	Part-time	Cum Total Students
	M	F							
CMHC	M	F							
2016-17	15	68	34	14	25	10	49	34	83
2017-18	20	66	39	14	25	8	46	40	86
2018-19	19	64	41	17	19	6	53	30	83
2019-20	23	69	44	17	24	7	62	30	92

The number of students identified as Transgender/Gender Non-conforming or as a Student with Disability were reported to CACREP, but are not reported here as aligned with ethical reporting recommendations of group representations lower than n=10.

**VITAL STATISTICS OF FACULTY IN 2019-20**

Faculty	Other		Black/African American		Hispanic		White		Unknown		TOTALS
	M	F	M	F	M	F	M	F	M	F	
Full-time			1			1	2	1			5

## SECTION III: Exit/Graduation and Follow Up

### CPCE Scores, Licensing Exam Pass Rates, Completion Rates, Job Placement

*CACREP Standard 4.B.: The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.*

(NOTE: Component (1) and (2) of Standard 4.B. are reported in Section I of this report.

Component

3 is reported in Section III and IV of this report.)

(1) Student Assessment of Knowledge - In addition to monitoring of grades in specific courses, CMHC students complete the Counselor Preparation Comprehensive Examination (CPCE/"Comps") to show evidence of comprehensive knowledge acquisition gained in their program of study toward the completion of it (typically last semester of program).

#### CPCE SCORES AGGREGATED BY STUDENT GROUPS BY SEMESTER VS. NATIONAL AVERAGE

Term	Number TAMUCT Student Exams	TAMUCT CPCE Average	CPCE National Average (CPCE "Exit Scores" used)
Summer 2017	9	85.66	87.33
Fall 2017	11	84.09	87.33
Spring 2018	7	86.57	87.33
Summer 2018	5	87.8	87.33
Fall 2018	5	85.5	87.33
Spring 2019	9	78.2	84.66
Summer 2019	7	83.0	84.66
Fall 2019	9	81.44	82.09
Spring 2020	5	90.40	84.39

(2) Once students complete all coursework with a cumulative GPA of ‘B’ or better, and pass comprehensive exams they are eligible for graduation. Table represents Texas A&M University – Central Texas Clinical Mental Health Counseling graduates. Table reports the completion rate of students based on number of students who enter the program and complete it in 3-6 years. ^Students who do not complete may have chosen another major, did not complete program requirements successfully, or decided not to pursue counseling as a profession.

### COMPLETION RATES OF STUDENTS

Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students	15	11	6	13	14
First Year	80	10	83.3	84.6	57.1
Second Year	73.3	100	66.7	84.6	N/A
Third Year	60	100	16.7	N/A	N/A
Fourth Year	66.7	90.9	N/A	N/A	N/A

### PROGRAM GRADUATES PER FISCAL YEAR

Program	FY 2018	FY 2019	FY 2020
CMHC	19	17	18

### LICENSURE EXAM PASS RATES

Program	% Passed 2019-2020
Clinical Mental Health Counseling	91%

Table represents students’ self-reported licensure exam passing rates when taken.

## JOB PLACEMENT RATES OF GRADUATES BY YEAR

Program	% Placed* 2019-2020
Clinical Mental Health Counseling	83.33%

\*Placement indicates job acquisition in counseling or related field based student self-reports.

## SECTION IV: Program Evaluation Data

### Student Survey, Site Supervisor Survey, Employers Survey, Alumni Survey, Stakeholders Feedback, Course and Program Modification/Recommendations

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. Below are results from surveys that were sent to program alumni, site supervisors, and employers of program graduates.

### Current Student Program Assessment Survey Results

Master's Program Student Survey Results Summary (n = 52)		
QUESTION/PROMPT	RESPONSE SUMMARY	
I received adequate information from the Counseling and Psychology Department prior to screening/applying that allowed me to assess whether the program was ideal for my goals.	Strongly agree	60%
	Somewhat agree	26%
	Neither agree nor disagree	12%
	Somewhat disagree	2%
	Strongly disagree	0%
The Counseling and Psychology Department gave me accurate and timely information regarding the admissions process.	Strongly agree	71%
	Somewhat agree	11%
	Neither agree nor disagree	12%
	Somewhat disagree	4%
	Strongly disagree	2%
The admitted student handbook answers my questions about the program.	Strongly agree	46%
	Somewhat agree	36%
	Neither agree nor disagree	14%
	Somewhat disagree	2%
	Strongly disagree	2%

The information I need regarding courses, requirements for admission, and program progress is available on the TAMUCT CMHC website.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	60% 21% 13% 4% 2%
My advisor was responsive to my individual academic needs.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	48% 32% 8% 6% 6%
I receive adequate information about the classes I should take from my advisor.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	48% 30% 12% 6% 4%
I have been able to take the courses I need in a timely manner.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	63% 29% 4% 4% 0%
The CMHC faculty is knowledgeable about the content of the courses they teach.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	88% 12% 0% 0% 0%
CACREP Standards are evidently integrated into courses in my program.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	90% 4% 6% 0% 0%
I am challenged by the faculty to do my best.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	83% 12% 5% 0% 0%
When I receive feedback from faculty, I am able to respond and or ask questions about the specific feedback items with faculty.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	77% 21% 2% 0% 0%
Faculty listen to my questions or concerns in a respectful manner.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	83% 13% 0% 4% 0%
The CMHC program goals and objectives, found in the admitted student handbook and course syllabi are clear to me.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	80% 16% 0% 2% 2%
The CMHC program has impacted my multicultural growth and development.	Strongly agree Somewhat agree	71% 17% 6%



	Neither agree nor disagree Somewhat disagree Strongly disagree	0% 6%
The process for applying to practicum/internship and the deadlines for these applications are clear to me.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	69% 21% 6% 2% 2%
I understand the program expectations of the practicum experience.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	67% 23% 4% 4% 2%
When demonstrating counseling skills, I receive feedback that helps me to improve.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	73% 17% 6% 4% 0%
I understand the requirements to become a Licensed Professional Counselor.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	46% 30% 10% 10% 4%
Overall, I am satisfied with my CMHC program experience.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	61% 27% 4% 6% 2%
I would recommend this program to others.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree	73% 17% 6% 0% 4%

### **Summary of Findings from CMHC Students Program Assessment Surveys**

*Strengths:* Faculty pairing with courses, challenging students, incorporating CACREP standards, application to practicum streamlined and expectations are understood.

*Identified areas for improvement:* Advising, Information about courses, Not understanding path to licensure. Satisfaction with program experience is lower than we would like.

*Recommendations:* Split advising amongst faculty for improved student connections; rewrite recommended course sequence; Further Develop Canvas (online portal) for the CMHC program, update the orientation to the program (professional counseling interview assignment) and canvas shell for comps/graduation. Improving advising will eliminate many issues associated with satisfaction. Work to improve communication via canvas and our website (improving visibility, etc.). Hiring an assistant director in the clinic.

## Current Student Evaluations of Site Supervisors

The following tables represent aggregate data from site supervisor evaluations completed by students. Not all qualitative responses are included in this table, but salient issues are mentioned in the summary findings below.

Please indicate the level of agreement with each of the following statements regarding the site supervision that you received by circling one of the following numbers:

(5) excellent (4) very good (3) good (2) fair (1) poor (N/A) not applicable

Question	5		4		3		2		1		N/A		Total
Performs supervisory functions as teacher, counselor, or consultant as appropriate.	80.56%	58	15.28%	11	1.39%	1	1.39%	1	0.00%	0	1.39%	1	72
Challenges, questions, and encourages the supervisee to explore alternatives in responding to clients and movement through the counseling process.	75.00%	54	20.83%	15	4.17%	3	0.00%	0	0.00%	0	0.00%	0	72
Establishes good rapport with supervisee.	86.11%	62	11.11%	8	1.39%	1	0.00%	0	0.00%	0	1.39%	1	72
Supports supervisee's professional development.	91.67%	66	6.94%	5	0.00%	0	0.00%	0	0.00%	0	1.39%	1	72
Provides clear and useful suggestions.	79.17%	57	16.67%	12	1.39%	1	1.39%	1	0.00%	0	1.39%	1	72
Demonstrates flexibility and is sensitive to individual differences in the supervisory relationship.	83.33%	60	11.11%	8	4.17%	3	0.00%	0	0.00%	0	1.39%	1	72
Assists supervisee in conceptualizing cases.	68.06%	49	19.44%	14	5.56%	4	2.78%	2	0.00%	0	4.17%	3	72
Gives appropriate feedback to the supervisee.	84.72%	61	9.72%	7	2.78%	2	0.00%	0	0.00%	0	2.78%	2	72
Confronts supervisee when appropriate.	66.67%	48	29.17%	21	0.00%	0	2.78%	2	0.00%	0	1.39%	1	72
Helps supervisee assess own strengths and areas of improvement	72.22%	52	19.44%	14	5.56%	4	1.39%	1	0.00%	0	1.39%	1	72
Has knowledge of supervisee's professional and personal strengths and areas of growth.	70.83%	51	19.44%	14	6.94%	5	1.39%	1	0.00%	0	1.39%	1	72
Collaborates with supervisee in treatment planning when cases are shared.	61.11%	44	16.67%	12	8.33%	6	2.78%	2	1.39%	1	9.72%	7	72

Question	5		4		3		2		1		N/A		Total
Your overall satisfaction with supervisory relationship.	83.33%	60	11.11%	8	2.78%	2	0.00%	0	1.39%	1	1.39%	1	72
Interactions with supervisor enhanced your professional growth.	77.78%	56	16.67%	12	1.39%	1	1.39%	1	1.39%	1	1.39%	1	72
Interactions with supervisor enhanced your sense of self-confidence and competence as a counselor.	72.22%	52	18.06%	13	2.78%	2	4.17%	3	1.39%	1	1.39%	1	72
Interactions with my supervisor contributed to my awareness of social justice issues that impact members of the community.	56.94%	41	23.61%	17	12.50%	9	2.78%	2	2.78%	2	1.39%	1	72
Interactions with my supervisor fostered a sense of personal understanding and responsibility for the role of advocacy related to the counseling relationship and counselor identity.	59.72%	43	26.39%	19	6.94%	5	2.78%	2	2.78%	2	1.39%	1	72

Question	5		4		3		2		1		N/A		Total
Site was appropriate to your professional goals.	76.39 %	5 5	12.50 %	9	8.33 %	6	0.00 %	0	0.00 %	0	2.78 %	2	72
Appropriate orientation to site and training was provided.	70.83 %	5 1	16.67 %	2	6.94 %	5	2.78 %	2	0.00 %	0	2.78 %	2	72
Availability of clients for counseling sessions.	65.28 %	4 7	20.83 %	5	6.94 %	5	2.78 %	2	2.78 %	2	1.39 %	1	72
Physical facilities functional to your learning needs.	65.28 %	4 7	19.44 %	4	11.11 %	8	0.00 %	0	0.00 %	0	4.17 %	3	72
Receptivity of staff toward you as a counseling student.	84.72 %	6 1	5.56 %	4	5.56 %	4	1.39 %	1	0.00 %	0	2.78 %	2	72
Receptivity of clients to you as a counseling student	75.00 %	5 4	19.44 %	4	4.17 %	3	0.00 %	0	0.00 %	0	1.39 %	1	72
Provision of a variety of professional tasks and activities	65.28 %	4 7	26.39 %	9	6.94 %	5	0.00 %	0	0.00 %	0	1.39 %	1	72
Availability of needed resources	63.89 %	4 6	23.61 %	7	6.94 %	5	2.78 %	2	1.39 %	1	1.39 %	1	72
Staff available for additional consultation as needed.	83.33 %	6 0	11.11 %	8	2.78 %	2	0.00 %	0	1.39 %	1	1.39 %	1	72
OVERALL RATING of this site for future students.	76.39 %	5 5	9.72 %	7	9.72 %	7	2.78 %	2	0.00 %	0	1.39 %	1	72

### Summary of Findings from CMHC Student Evaluations of Site Supervisors

*Strengths:* Students feel strongly that they are benefitting from these relationships. Site supervisor’s availability to students is rated highly. Students overwhelming feeling supported.

*Identified areas for improvement:* Fostering advocacy and community needs awareness remains a strong desire of the program, indications from the evaluations show this is an area we can improve. Increasing opportunities for treatment planning has been limited. Not all sites allow recording and students raised concerns about that impacting their course requirements. Students identified needs for additional opportunity for case conceptualization as time is often limited.

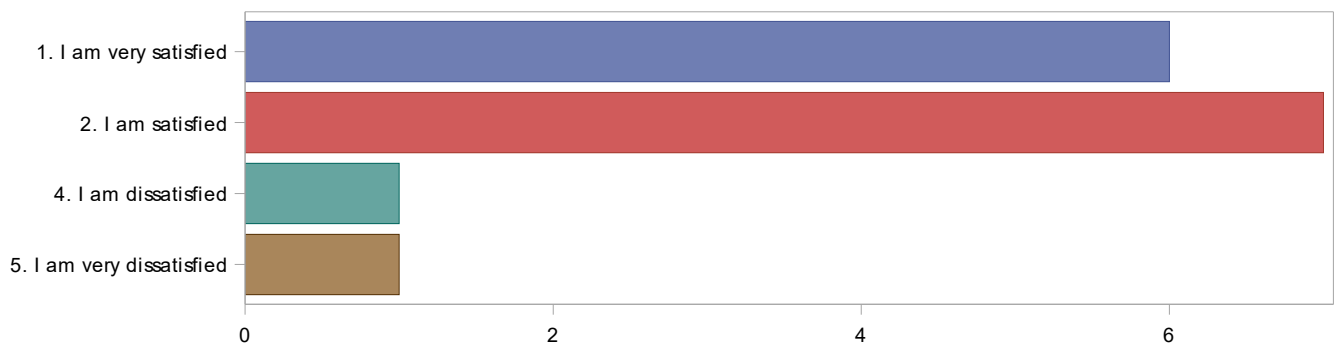
*Recommendations:* Program faculty will work to improve the training we provide site supervisors. In addition, we will communicate needs with site supervisors relevant to student recordings of clinical experiences and make accommodations to these assignments where this is not possible. Practicum and Internship faculty are making changes to syllabi to include more instructions around assessments and treatment planning.

## Alumni Survey Results

**Table 1. Career Satisfaction**

Shows respondents' satisfaction level in regards to their career at the 1-year, 3-year, and 5-year after graduation.

### Overall



### 1 Year responses

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
1. I am very satisfied	4	57%	0	2	2	0
2. I am satisfied	3	43%	1	0	0	2
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

### 3 Year responses

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. I am very satisfied	2	29%	1	0	0	1	0
2. I am satisfied	4	57%	0	0	2	0	2
4. I am dissatisfied	1	14%	0	1	0	0	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

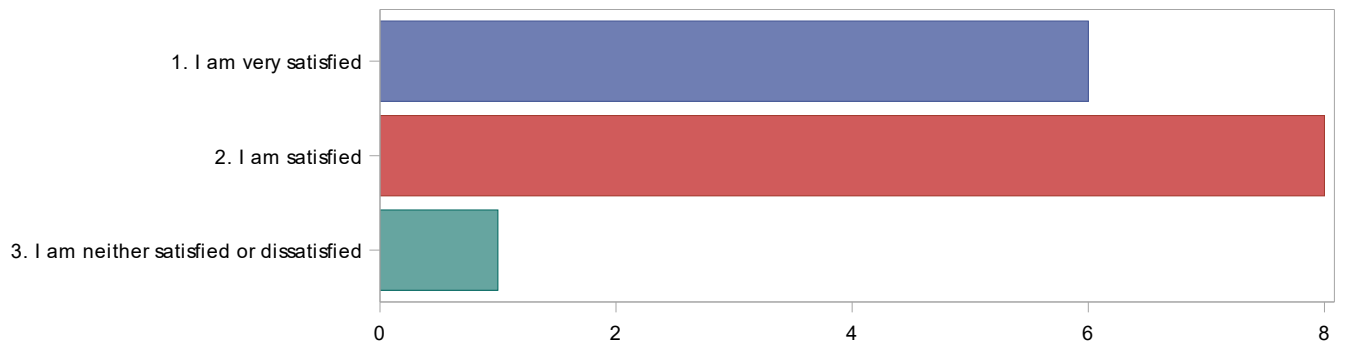
### 5 Year responses

Response	Total	Percent of Total	Summer 2015
5. I am very dissatisfied	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

### Table 2. Education Level Satisfaction

Shows respondents' satisfaction level in regards to their education level at the 1-year, 3-year, and 5-year after graduation.

#### Overall



### 1 Year responses

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
1. I am very satisfied	2	29%	0	0	0	2
2. I am satisfied	5	71%	1	2	2	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

### 3 Year responses

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. I am very satisfied	4	57%	1	0	1	0	2
2. I am satisfied	3	43%	0	1	1	1	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

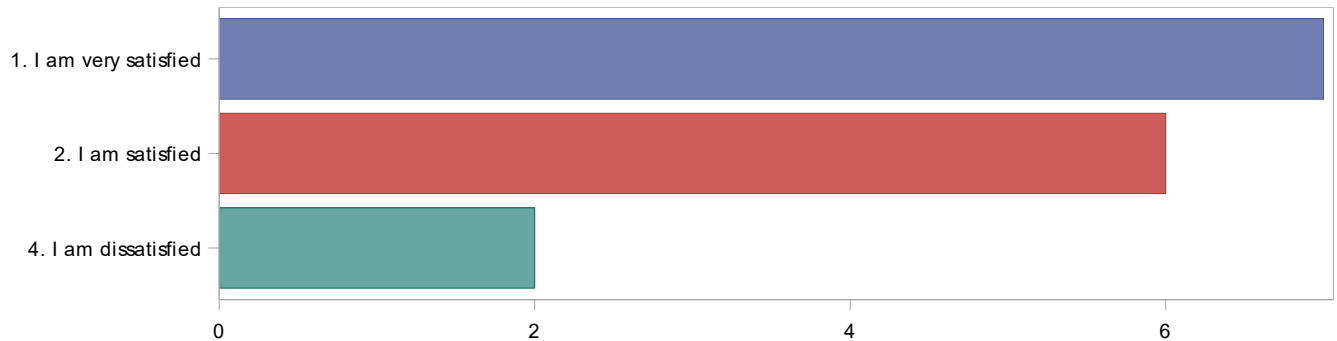
### 5 Year responses

Response	Total	Percent of Total	Summer 2015
3. I am neither satisfied or dissatisfied	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

### Table 3. Enrollment Satisfaction

Shows respondents' satisfaction level in regards to their enrollment at the university at the 1-year, 3-year, and 5-year after graduation.

### Overall



### 1 Year responses

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
2. I am satisfied	5	71%	1	0	2	2
4. I am dissatisfied	2	29%	0	2	0	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

### 3 Year responses

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. I am very satisfied	6	86%	1	1	2	1	1
2. I am satisfied	1	14%	0	0	0	0	1
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

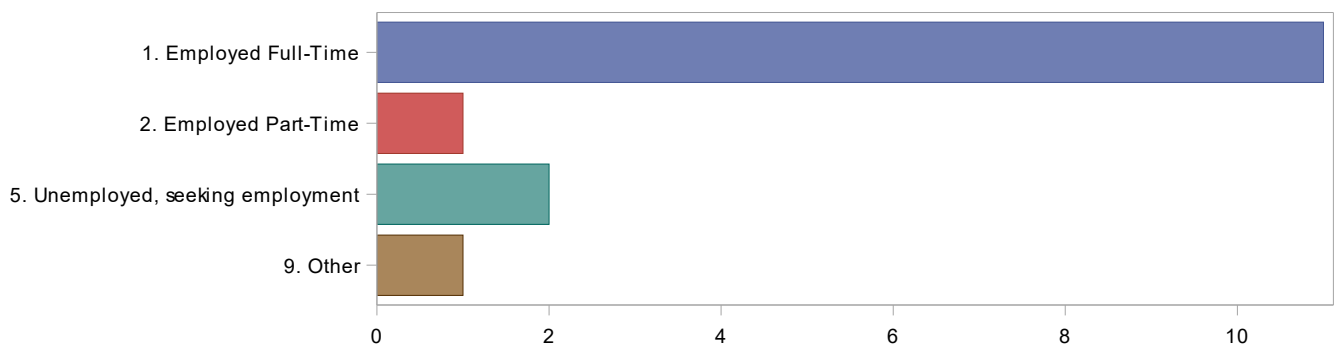
### 5 Year responses

Response	Total	Percent of Total	Summer 2015
1. I am very satisfied	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

**Table 4. Employment Status**

Shows respondents' employment status at the 1-year, 3-year, and 5-year after graduation.

### Overall



### 1 Year responses

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
1. Employed Full-Time	5	71%	1	2	2	0

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
5. Unemployed, seeking employment	2	29%	0	0	0	2
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

### 3 Year responses

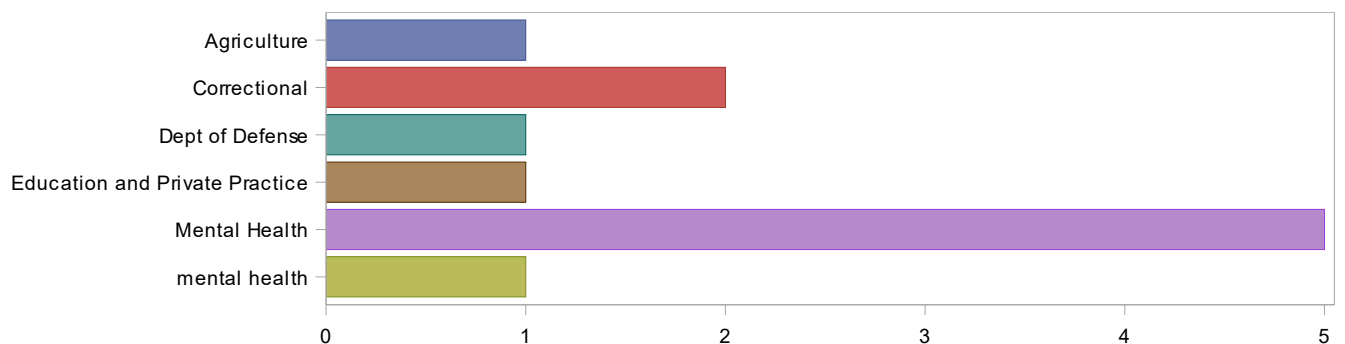
Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. Employed Full-Time	6	86%	1	1	2	1	1
2. Employed Part-Time	1	14%	0	0	0	0	1
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

### 5 Year responses

Response	Total	Percent of Total	Summer 2015
9. Other	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

The career industry identified by respondents.

### Overall



### 1 Year responses



Response	Total	Percent of Total	Spring 2018	Fall 2018
Correctional	2	67%	0	2
Education and Private Practice	1	33%	1	0
<b>Total</b>	<b>3</b>	<b>100%</b>	<b>1</b>	<b>2</b>

### 3 Year responses

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Dept of Defense	1	14%	0	0	1	0	0
Mental Health	5	71%	1	1	1	1	1
mental health	1	14%	0	0	0	0	1
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

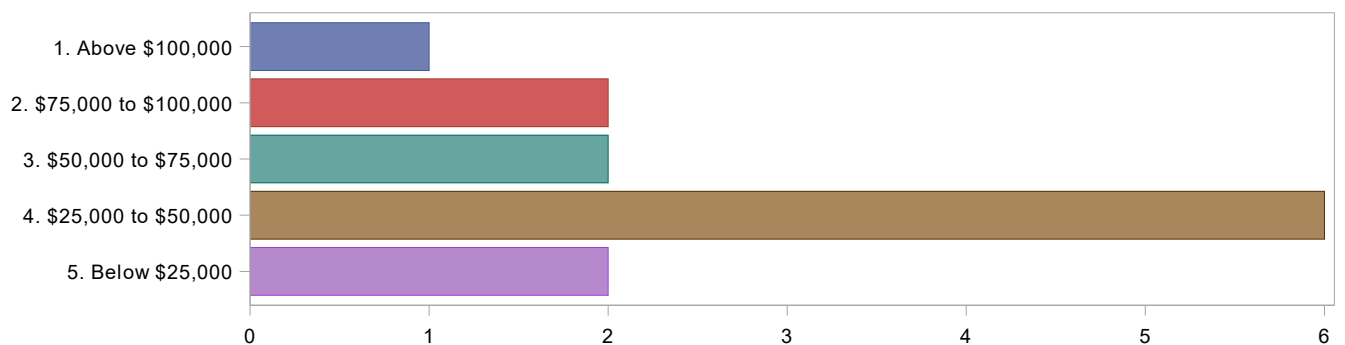
### 5 Year responses

Response	Total	Percent of Total	Summer 2015
Agriculture	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

**Table 6. Annual Salary**

Shows respondents' annual salary at the 1-year, 3-year, and 5-year after graduation.

### Overall



1 Year responses

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018
2. \$75,000 to \$100,000	1	20%	1	0	0
4. \$25,000 to \$50,000	4	80%	0	2	2
<b>Total</b>	<b>5</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>

3 Year responses

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. Above \$100,000	1	14%	0	0	1	0	0
2. \$75,000 to \$100,000	1	14%	0	0	1	0	0
3. \$50,000 to \$75,000	2	29%	1	0	0	1	0
4. \$25,000 to \$50,000	2	29%	0	1	0	0	1
5. Below \$25,000	1	14%	0	0	0	0	1
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

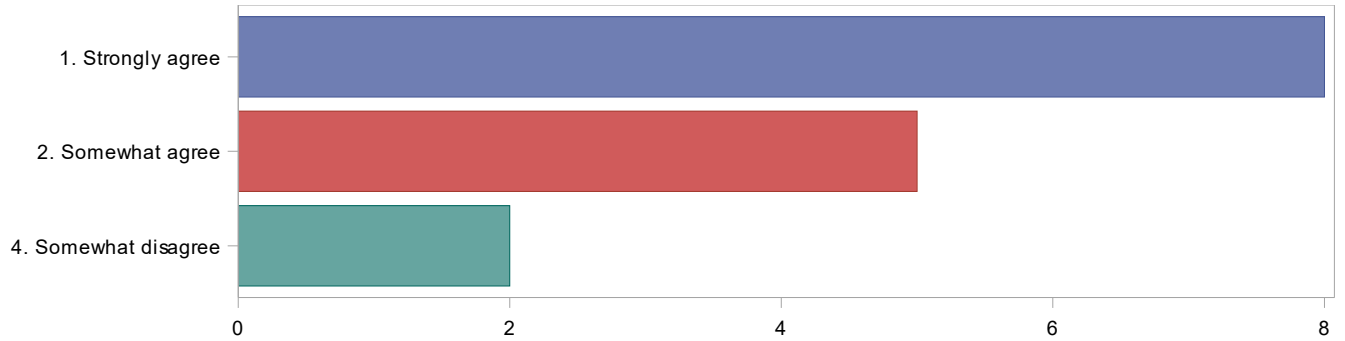
5 Year responses

Response	Total	Percent of Total	Summer 2015
5. Below \$25,000	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

**Table 7. Writing Challenges**

Shows respondents' answers to the following question at the 1-year, 3-year, and 5-year after graduation. After attending A&M-Central Texas, I was able to meet the written communication challenges I faced in my academic and professional career.

**Overall**



### 1 Year responses

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
1. Strongly agree	3	43%	1	0	0	2
2. Somewhat agree	2	29%	0	0	2	0
4. Somewhat disagree	2	29%	0	2	0	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

### 3 Year responses

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. Strongly agree	5	71%	1	1	1	1	1
2. Somewhat agree	2	29%	0	0	1	0	1
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

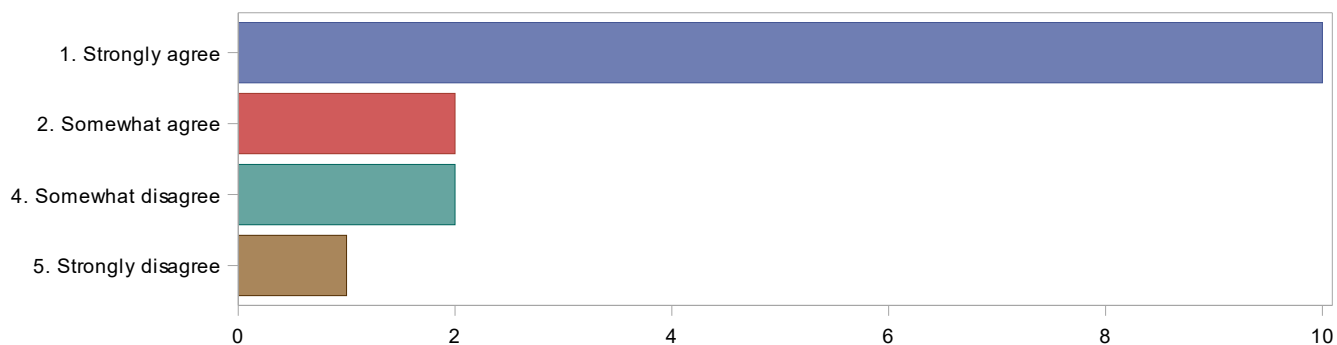
### 5 Year responses

Response	Total	Percent of Total	Summer 2015
2. Somewhat agree	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

**Table 8. Writing Audiences**

Shows respondents' answers to the following question at the 1-year, 3-year, and 5-year after graduation. At A&M-Central Texas, I received writing instruction that prepared me to address multiple audiences in a variety of different academic and professional contexts.

### Overall



### 1 Year responses

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
1. Strongly agree	4	57%	0	0	2	2
4. Somewhat disagree	2	29%	0	2	0	0
5. Strongly disagree	1	14%	1	0	0	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

### 3 Year responses

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. Strongly agree	6	86%	1	1	1	1	2
2. Somewhat agree	1	14%	0	0	1	0	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

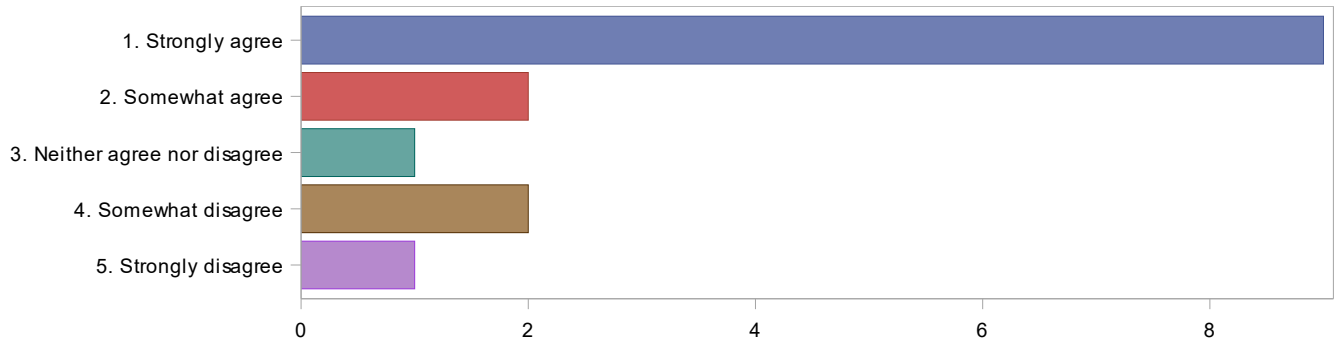
### 5 Year responses

Response	Total	Percent of Total	Summer 2015
2. Somewhat agree	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

Table 9. Written Profession

Shows respondents' answers to the following question at the 1-year, 3-year, and 5-year after graduation. At A&M-Central Texas, I learned to compose effectively for the academic discipline and professional field I entered.

**Overall**



**1 Year responses**

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
1. Strongly agree	4	57%	0	0	2	2
4. Somewhat disagree	2	29%	0	2	0	0
5. Strongly disagree	1	14%	1	0	0	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

**3 Year responses**

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. Strongly agree	5	71%	1	1	1	1	1
2. Somewhat agree	2	29%	0	0	1	0	1
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

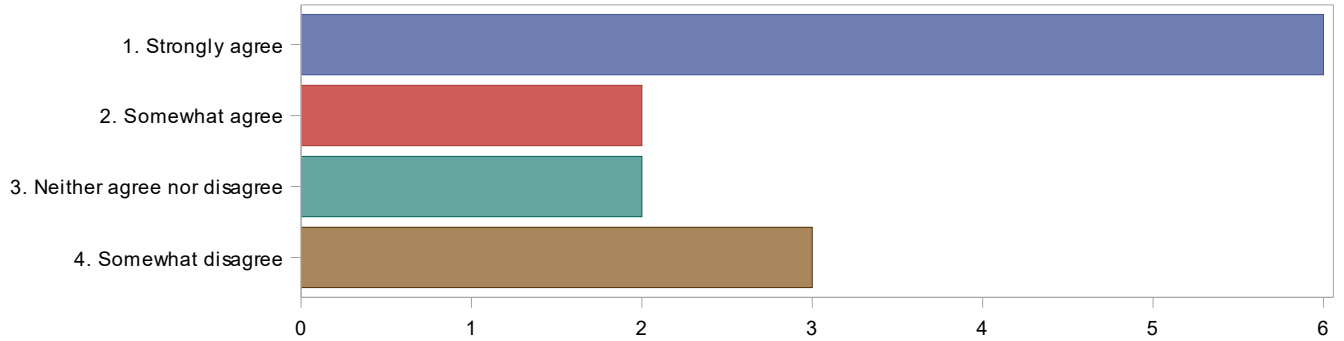
**5 Year responses**

Response	Total	Percent of Total	Summer 2015
3. Neither agree nor disagree	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

**Table 10. Writing Research**

Shows respondents' answers to the following question at the 1-year, 3-year, and 5-year after graduation. At A&M-Central Texas, I learned to conduct successful research in my intended academic discipline and professional field.

**Overall**



**1 Year responses**

Response	Total	Percent of Total	Summer 2018	Fall 2018	Summer 2019
1. Strongly agree	2	33%	0	0	2
2. Somewhat agree	2	33%	0	2	0
4. Somewhat disagree	2	33%	2	0	0
<b>Total</b>	<b>6</b>	<b>100%</b>	<b>2</b>	<b>2</b>	<b>2</b>

**3 Year responses**

Response	Total	Percent of Total	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. Strongly agree	4	67%	1	1	1	1
3. Neither agree nor disagree	2	33%	0	1	0	1
<b>Total</b>	<b>6</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

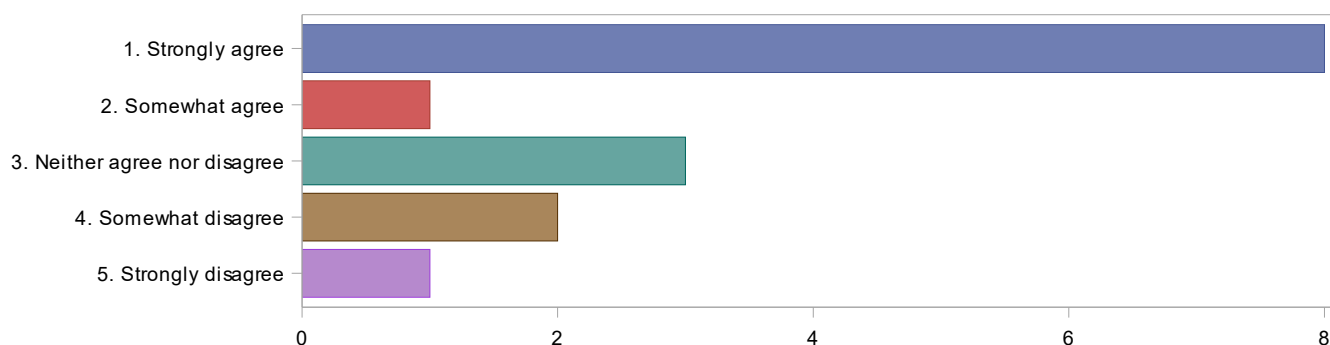
**5 Year responses**

Response	Total	Percent of Total	Summer 2015
4. Somewhat disagree	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

**Table 11. Writing Syntax**

Shows respondents' answers to the following question at the 1-year, 3-year, and 5-year after graduation. At A&M-Central Texas, I learned to compose in a grammatically correct manner that is clear and concise confidently.

**Overall**



**1 Year responses**

Response	Total	Percent of Total	Spring 2018	Summer 2018	Fall 2018	Summer 2019
1. Strongly agree	2	29%	0	0	2	0
3. Neither agree nor disagree	2	29%	0	0	0	2
4. Somewhat disagree	2	29%	0	2	0	0
5. Strongly disagree	1	14%	1	0	0	0
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

**3 Year responses**

Response	Total	Percent of Total	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
1. Strongly agree	6	86%	1	1	2	1	1
3. Neither agree nor disagree	1	14%	0	0	0	0	1
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

**5 Year responses**

Response	Total	Percent of Total	Summer 2015
2. Somewhat agree	1	100%	1
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>1</b>

### Summary of Findings from CMHC Program Alumni Surveys

*Strengths:* Annual Salary information useful for marketing and transparency of career options for students.

*Identified areas for improvement:* Low number of responses, survey not designed for impactful program data.

*Recommendations:* Program Faculty have discussed incorporating more programmatic data driven questions into the alumni assessment tool distributed by the University. These would include questions assessing alumni feeling prepared for documentation in clinical settings, prepared to work in a multicultural environment, employment status (full/part), setting, etc.

### Site Supervisor Survey Results

Table provides a summary of survey results from site supervisors.

Question	Ineffective	Somewhat Effective	Adequate	Effective	Very Effective	Unable to Assess / Not Applicable	Total
Knowledge of theory in counseling	0.00%	25.00%	0.00%	75.00%	0.00%	0.00%	4
Knowledge of current research in counseling	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Knowledge of skills in counseling	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Assessment and diagnostic skills	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Case management and referral skills	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%	4
Group counseling skills	0.00%	25.00%	25.00%	25.00%	0.00%	25.00%	4
Career counseling skills	0.00%	0.00%	25.00%	25.00%	0.00%	50.00%	4
Addictions counseling skills	0.00%	0.00%	25.00%	25.00%	0.00%	50.00%	4



Knowledge of human development and application in counseling	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Multicultural skills in counseling	0.00%	25.00%	0.00%	50.00%	25.00%	0.00%	4
Professional behaviors	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%	4
Ethical behaviors	0.00%	0.00%	0.00%	25.00%	75.00%	0.00%	4
Behaviors that promote self-growth, including seeking new learning opportunities	0.00%	0.00%	50.00%	25.00%	25.00%	0.00%	4
Ability to collaborate with peers, supervisors, staff, and community members	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%	4
Openness and responsiveness to supervision	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%	4
Dependability and conscientiousness	0.00%	0.00%	0.00%	25.00%	75.00%	0.00%	4
Leadership skills	0.00%	0.00%	50.00%	25.00%	0.00%	25.00%	4
Communication between faculty and site supervisors	0.00%	0.00%	50.00%	0.00%	25.00%	25.00%	4

*Strengths of Intern's Education Preparation:* While a small response rate, strong response in ethics, professional behaviors and other counseling dispositions.

*Identified areas for improvement:* Low response; career counseling skills adequate; addictions adequate; human development adequate;

*Recommendations:* Send out survey instrument earlier and more consistently. Revamping textbook for Human Development, pairing new faculty with expertise in career to our career and addictions coursework.

## Employers of CMHC Program Graduates Survey Results

Table provides a summary of survey results from employers of CMHC program graduates.

Question	Ineffective	Somewhat Effective	Adequate	Effective	Very Effective	Unable to Assess / Not Applicable	Total
Knowledge of theory in counseling	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	3
Knowledge of current research in counseling	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	3
Knowledge of skills in counseling	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	3
Assessment and diagnostic skills	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	3
Case management and referral skills	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	3
Group counseling skills	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	3
Career counseling skills	0.00%	0.00%	33.33%	0.00%	0.00%	66.67%	3
Addictions counseling skills	0.00%	0.00%	33.33%	0.00%	0.00%	66.67%	3
Knowledge of human development and application in counseling	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	3
Multicultural skills in counseling	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	3
Professional behaviors	0.00%	0.00%	33.33%	0.00%	66.67%	0.00%	3
Ethical behaviors	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%	3
Behaviors that promote self-growth, including seeking <del>seeking</del> new learning opportunities	0.00%	0.00%	33.33%	0.00%	66.67%	0.00%	3
Ability to collaborate with peers, supervisors, staff, and community members	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%	3
Openness and responsiveness to supervision	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	3
Dependability and conscientiousness	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	3
Leadership skills	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%	3
Communication between faculty and site supervisors	0.00%	0.00%	0.00%	66.67%	0.00%	33.33%	3

*Strengths of Graduates Education Preparation:* Counseling dispositions strong

*Identified areas for improvement:* Low response rate. Knowledge of research in counseling

*Recommendations:* Send out survey instrument earlier and more consistently. New intro to research (designed more for counselors)

## TAMUCT Clinical Mental Health Counseling Advisory Council Feedback

TAMUCT Advisory Council met at the beginning of the Fall 2019 Semester. The advisory council is made up of several TAMUCT faculty, representatives from community agencies such as Cedar Crest Hospital, Strong Star (Ft. Hood Clinic), private practitioners and school officials from Copperas Cove and Killeen ISD's. In addition several graduate students attended our advisory council meeting. In total the meeting was attended by 12 individuals. The meeting agenda included discussions on site supervisor trainings, development of an honor society for our graduate students, and updates on CACREP accreditation. In addition, discussions related to community need, ways our program can improve communication, engagement and partnerships within the community were discussed. The table below represents feedback from the advisory council meeting.

Feedback/Recommendations For Program	Feedback/Recommendations For CMHC Students
Hosting an open house event	Put some focus on understanding terminology for internship
Site Supervisor Meet & Greet	Progress notes (not all community agencies use soap notes)
Internship Fair	Learn to justify Dx in notes
Develop a Relationship with the VA (Veterans Affairs)	Improve quality and speed of documentation
Suggestion for Equine Therapy Elective	

### SECTION V: Use of Findings to Inform Program Modifications (CACREP Standards 4.B., 4.C., 4.D., 4.F., & 4.G.)

During the 2019-2020 academic year, recommended program modifications were discussed during faculty end of term retreat. After reviewing and analyzing program and student learning outcomes data that was collected, program faculty made decisions to implement the following program and course modifications which are listed in the table below.

#### *Subsequent Program and Course Modifications*

SUBSEQUENT PROGRAM AND COURSE MODIFICATIONS (CACREP Standards 4.B., 4.C., 4.D., 4.F., & 4.G.)
<b>PROGRAM MODIFICATIONS</b>

Change	Reason(s) for Change & Data Used to Make Informed Decision	Implementation
Remove COUN 5383 Consultation and Supervision and COUN 5300 Behavioral Stats and COUN 5301 Research Methods from Degree Plan and Created COUN 5302 Intro to Research and additional electives.	CACREP Board Recommendations from Site Visit  Survey Data from Site Supervisors and Employers of Graduates.	Course Modifications made and will be implemented in Fall 2020.
<p>Required text to be modified Sperry, L. &amp; Sperry, J. (2020). <i>Case Conceptualization: Mastering This Competency with Ease and Confidence</i>. Second Edition. Routledge.</p> <p>for 5386 (Internship) ; Resources provided to students about expectation for assignment adapted: Mock Case Presentation created and reviewed by professor prior to first case presentation.</p>	KPI 9.2 – To enhance students ability to perform skill based assignment (Case Presentations) ; improve theory integration	Will be required text for Spring 2021; Mock case presentation with enhanced emphasis on theory will be provided in Spring 2021
Add Theravue: <a href="https://www.theravue.com/">https://www.theravue.com/</a> assignments to COUN 5357 Methods and Practices	Recommendation from outgoing program faculty Student course evaluations Additional Practice between classes to support: KPI 5.1. Knowledge: Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.	Add Theravue: <a href="https://www.theravue.com/">https://www.theravue.com/</a> assignments to COUN 5357 Methods and Practices
Elective Course: COUN 5367 Play Therapy. Revised course description and SLOs	Department Chair Recommendation, course was listed in graduate catalog, but was not being offered in the rotation.  Aligned SLO requirements to Association for Play Therapy and CACREP standards.  Stakeholder Advisory Board request for additional training working with children and adolescents.	Elective Course: COUN 5367 Play Therapy. Revised course description and SLOs
Elective Course: COUN 5366 Sandtray Therapy added to Graduate Catalog	Department Chair Recommendation, course was listed in graduate catalog, but	Elective Course: COUN 5366 Sandtray Therapy added to Graduate Catalog

	<p>was not being offered in the rotation.</p> <p>Aligned SLO requirements to Association for Play Therapy and CACREP standards.</p>	
<p>COUN 5386 Internship in Counseling:</p> <p>Case Conceptualization. Modification of case conceptualization presentation to include diagnostic criteria supported with quantitative and qualitative assessments.</p>	<p>KPI 7.2. Skill: Students will demonstrate understanding of treatment options and techniques for behavioral change.</p>	<p>COUN 5386 Internship in Counseling:</p> <p>Case Conceptualization. Modification of case conceptualization presentation to include diagnostic criteria supported with quantitative and qualitative assessments.</p>
<p>COUN 5358 Psychopathology</p> <p>Redesigned course to align with CACREP standards.</p> <p>Course focused on teaching future counselors how to understand psychopathology, assessment for diagnosis, using the MSE, differential diagnosing, and treatment planning.</p>	<p>Stakeholder advisory board recommendation: learn to justify diagnosis in the progress notes.</p>	<p>Summer 2020</p>
<p>COUN 5365 Ethics</p> <p>Redesigned course to include ethical dilemmas and a comprehensive self-care assignment. Included an updated textbook for ethics and a textbook on self-care.</p>	<p>Response to site supervisor survey.</p> <p>Response to student survey.</p> <p>Response to KPI 1.1 and KPI 1.2</p>	<p>Spring 2020</p>

## Recommendations For Program Improvement

After review of program assessment data collected during the 2019-2020 academic year, recommendations for program improvement were formulated and are listed in Table

### RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

*(CACREP Standards 4.B., 4.C., 4.F., & 4.G.)*

Recommendation	Data Used to Support Recommendation
Improve the Orientation to the Program and incorporating new advising guides and advisor assignments	Current Student Survey Data
Updated Program Handbook, including updating recommended course sequence.	Current Student Survey Data Departmental and College Recommendations
<p>Full Separation from additional programs in the Department</p> <p>This will include the following courses:</p> <p>COUN 5304 Human Development COUN 5381 Assessment and Evaluation COUN 5358 Psychopathology</p>	<p>Based on Survey Data and Board Response. Separation allows focus in courses to be counseling specific.</p> <p>CPCE and NCE Licensure Exam Data</p>
Develop School Counseling Certification Track	Stakeholders Meeting and Student/Alumni Surveys
Develop additional Elective offerings	<p>Student Feedback</p> <p>Students are having to seek electives outside of the program.</p>
Make changes to clinical course scheduled class times to accommodate student schedules (creating one evening and one daytime option for practicum and internship)	Student Survey Data
Develop inaugural chapter of Chi Sigma Iota National Honor Society	Based on CACREP Recommendations ( <b>delayed due to Covid-19</b> )
Develop Relationships with Additional Field Placement Sites Including Local VA Clinics.	Stakeholders Meeting
<p>Increase rigor of COUN 5354 Group Procedures for Counselors KPI. Add screening role-plays and mock screening assessment and interpretation requirements.</p> <p>New course Rubric, syllabus</p>	<p><u>KPI 6.1. Knowledge</u>: Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.</p>