

Performance Evaluation Outcomes Report 2024 Clinical Mental Health Counseling Program

This Performance Evaluation Outcomes Report is a review of the Texas A & M University – Texarkana’s Clinical Mental Health Counseling program evaluation of the program. This review will cover evaluation results of the program and aggregate student performance. This report is shared with students, supervisors, all stakeholders, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for which the Clinical Mental Health Counseling program is accredited.

Counseling Program

TAMUT’s Clinical Mental Health Counseling program is a 60 semester credit hour program, encompassing CACREP’s 8 curriculum standards and clinical mental health counseling standards. This information and other details are provided in Clinical Mental Health Counseling program handbook.

The student handbook and the counseling program website provide potential, new, and current students with the most up-to-date information about the program requirements and policies. The faculty review the counseling program handbook and webpage each year to assess for discrepancies and add new information as needed. The handbook and the counseling program webpage clearly display the mission statement, information about professional organizations, matriculation requirements, expectations of students, academic appeal policy, written endorsement policy, and policy for retention, remediation, and dismissal.

The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community. Faculty use the following data to inform decisions concerning enrollment and retention of diverse students.

Gender of Students

Gender	2022 - 2023	2023 - 2024
Female	20	18
Male	6	6
Total	26	24

Racial Demographics of Students

Race	2022 - 2023	2023 - 2024
Black Non-Hispanic	4	4
Hispanic	1	1
Two or More	2	1
Unknown	0	0
White Non-Hispanic	19	18
Total	26	24

Texas A & M University – Texarkana and the counseling program are steadfast in the belief that core curricular design and execution should be made by core faculty members. In this regard, our program benefits from the vast majority of classes being taught by faculty members whose full-time academic appointments are in counselor education.

Because counseling programs, particularly those with CACREP accreditation, require more extensive clinical training, practice, and supervision, TAMUT administrators continue to support the counseling program's efforts to maintain 3 core faculty members as outlined by CACREP standards.

For any calendar year, the ratio of full-time equivalent (FTE) students to (FTE) faculty has not exceeded CACREP's recommended maximum of 12:1. Students typically take 6 – 9 hours but will take 3 – 6 hours in their last two semesters (6 hours is half-time).

Semester	FTEF	FTES	Student/ Faculty
Spring 2024	3.33	8.4	2.5:1
Fall 2024	2.66	9.2	3.5:1

Program Objectives

The counseling program objectives are parallel to CACREP's standards deemed necessary for counseling programs. The faculty have worked diligently to align course objectives to the program objectives based on CACREP's 8 core standards for counseling programs and the clinical mental health counseling specialization standards. Faculty use these objectives to help develop course materials, class discussions, assignments, exams, and other curricular activities. The program objectives for all students in the counseling program are as follows:

- Articulate and practice within a clear and well conceptualized professional counselor identity
- Demonstrate effective and professional ethical conduct and ethical decision making
- Exhibit professional practices with diverse clients
- Show understanding and skill in working with clients at various and varied stages along the lifespan spectrum.
- Identify and utilize current approaches to working with clients with needs regarding career counseling, career information and career decision making
- Utilize and demonstrate proficiency in providing a counseling relationship to clients
- Show competence and understanding of the processes and procedures for effective group leadership and facilitation
- Accurately and professionally demonstrate knowledge and skills in the process of clinical assessment and understanding assessment results

- Demonstrate the use of data and statistical methods to understand counseling-related issues through rigorous and thorough research investigation.

Program Evaluation

Counseling program faculty evaluate program effectiveness and overall student knowledge, skills, and dispositions throughout the program. Program faculty use student and program data to reflect on the strengths and weaknesses of the program to inform programmatic and curricular decisions.

Data Collection & Analysis

Data is collected by semester and annually. The data collected involves Key Performance Indicators (KPI) on student academic performance outcomes and Key Professional Dispositions (KPD) pulled from student performance evaluations collected from Pre-Practicum, Practicum, and Internship. This data allows faculty to monitor student progress in counseling knowledge and skills, as well as professional dispositions each semester. However, student performance may be examined anytime throughout the program to support student development, remediation, and retention.

Annual evaluations also include program evaluation and vital statistics on student demographics, trends, and other student performance outcomes, such as number of graduates, comprehensive and credentialing examination pass rates, completion rates, and job placement rates, which are posted annually on the program's website in an easily accessible location. Data on vital statistics for past years is also available.

CACREP Statistics for TAMUT Clinical Mental Health Counseling Graduates

Year	2023-2024
Number Enrolled	24
Number of Graduates	7
Completion Rate	100%
LPC Examination Pass Rate	100%
Job Placement Rate	100%*

**Percentage of students actively seeking employment in the counseling field.*

Key Performance Indicators

The TAMUT counseling program faculty evaluates student performance in the eight core standards and the clinical mental health counseling specialty standards. Faculty use various formative and summative measures at multiple points throughout the program to measure student knowledge and skills. Faculty review and analyze student progress each semester and collectively at the end of the academic year.

Key Performance Indicators in Relation to Program Goals

1. *Profession Counseling Orientation and Professional Practice* – Demonstrate effective and professional ethical conduct and ethical decision making.
2. *Social and Cultural Diversity* – Exhibit professional practices with diverse clients.
3. *Human Growth and Development* – Show understanding and skill in working with clients at various and varied stages along the lifespan.
4. *Career Development* – Identify and utilize current approaches to working with clients with needs regarding career counseling, career information, and career decision making.
5. *Counseling and Helping Relationships* – Utilize and demonstrate proficiency in providing a counseling relationship to clients.
6. *Group Counseling* – Show competence and understanding of the processes and procedures for effective group leadership and facilitation.
7. *Assessment and Testing* – Accurately and professionally demonstrate knowledge and skills in the process of clinical assessment and understanding assessment results.
8. *Research and Program Evaluation* – Demonstrate the use of data and statistical methods to understand counseling-related issues through rigorous and thorough research.
9. *Clinical Mental Health Counseling* – Articulate and practice within a clear and well conceptualized professional counselor identity.

Student Portfolios

Students submit all assignments in the learning management system, CANVAS. The Technology Innovation and Digital Education (TIDE) department collects data on assignments and assessments selected as Key Performance Indicators (KPI), which is collected into a student portfolio. The program faculty assess aggregate and disaggregate data to measure individual student progress in the program and overall student performance. This information helps guide faculty in data-driven program decisions and student remediation. The program goal for 2024-25 is to have Key Performance Indicators (KPIs) collected into Folio within CANVAS for student portfolios.

Students must meet or exceed criteria expectations in each of the 9 KPIs to progress in the program and graduate. If students fall behind, they must go through the remediation process successfully to continue.

Counselor Preparation Comprehensive Exam

Another important measure of student performance is the Counselor Preparation Comprehensive Examination (CPCE). This exam is a 136-question. A passing score for the exam is 65% overall. The exam includes eight subsets covering the eight CACREP Core Standards. Candidates must answer 11 out of 17 items correctly to pass the subsets, and candidates are required to pass 6 out of the 8 subsets to pass the CPCE.

Students are given two chances to take the exam. 100 percent of students passed their comprehensive exam in 2024. Some subset results on the core competency areas on the CPCE

may be lower than expected at any given time. There are a number of variables that may account for changes in scores. One variable is how the CPCE exam items change every 6 months. Other reasons for changes in scores can be attributed to the time when courses were taken, transfer hours from other universities, and/or lack of preparation for the exam by participants, or if the exam was a second or third attempt. In 2024, the counseling program developed a CPCE Prep course and CPCE Prep materials and practice exams on the Counseling Program Guide Map, a program community CANVAS course that students sign up to access. This helped increase scores significantly.

Looking at the national scores on two of the exams, it appears that the dip in subset scores with TAMUT counseling program students matches the dip in subset scores nationally. TAMUT's counseling students' scores are overall on par with the national sample for 2024. The table below shows results for 2024. Results are very close to the national averages. These sample scores come from the first versions published for 2024.

TAMUT CPCE Scores										
	N	C1 Couns Prof & Ethics	C2 Diversity	C3 Human Growth	C4 Career	C5 Counseling	C6 Group	C7 Assessment	C8 Research	Total Mean
Spring 2024 <i>Version 100A24</i>	7	13	9.9	10	9.3	11	9.7	8.6	10	82
Sum 2024 <i>Version 100A24</i>	1	15	10	13	15	11	11	12	10	97
Sum 2024 <i>Version 100B24</i>	2	14	11.5	13.5	14	9.5	12.5	12	12	99.0
Fall 2024 <i>Version 100B24</i>	8	12.4	9.8	12.3	11.9	10.9	12.3	10.9	13.3	93.5
Overall Average 2024	24	13.6	10.3	12.2	12.55	10.6	11.38	10.88	11.33	92.88
National Sample <i>Version: 100A24</i>	554	10.82	10.23	11.27	11.01	10.85	10.25	10.75	12.08	87.29
National Sample <i>Version: 100B24</i>	801	12.40	10.69	11.79	12.82	11.35	12.97	11.94	12.52	96.51
Overall Average 2024	1,355	11.61	10.46	11.92	11.92	11.1	11.61	11.35	12.3	91.9

The results below are the average rubric scores for KPIs and CPCEs between 2023-2024. The top 3 *highest* scores on the KPIs are in social and cultural diversity, group counseling (4), professional counseling orientation (3.9). The *lowest* scores are in career development, counseling and helping relationships, assessment and testing.

The CPCE scores are an average of all scores, which includes first tries along with second and sometimes 3rd tries. The top 3 *highest* scores on the CPCE are in professional counseling and

ethics (13.6), career (12.55), human growth and development (12.2). The 3 *lowest* scores are in social and cultural diversity (10.3), counseling and helping relationships (10.6), and assessment and testing, (10.88).

Key Performance Indicator Key

- 4 = Exceeds Criteria 4 = Exceeds Criteria ($\geq 80\%$)
- 3 = Meets Criteria 3 = Meets Criteria (70% - 79%)
- 2 = Partially Meets Criteria 2 = Partially Meets Criteria (60% - 69%)
- 1 = Does Not Meet Criteria 1 = Does Not Meet Criteria ($\leq 59\%$)

CPCE Score Key

- 4 = Exceeds Criteria ($\geq 80\%$)
- 3 = Meets Criteria (65% - 79%)
- 2 = Partially Meets Criteria (50% - 64%)
- 1 = Does Not Meet Criteria ($\leq 49\%$)

Comparison of KPI to CPCE

CACREP 2016 Standards	Counseling Program KPI Mean	CPCE
Standard 1. Professional Counseling Orientation & Practice	3.9	3
Standard 2. Social and Cultural Diversity	4.0	2
Standard 3. Human Growth and Development	3.6	3
Standard 4. Career Development	3.5	2
Standard 5. Counseling and Helping Relationships	3.5	3
Standard 6. Group Counseling	4.0	3
Standard 7. Assessment and Testing	3.1	2
Standard 8. Research and Program Evaluation	3.8	3

Practicum & Internship Mid-term & Final Student Evaluation:

Faculty spend a great deal of time reviewing student performance informally and formally. Assessment of student performance is ongoing throughout the semester and throughout their time in the program. Faculty not only review quantitative student outcomes, but qualitative outcomes as well. This is extremely important when reviewing student overall skills and professional dispositions as a counseling therapist, especially in practicum and internship courses.

Pre-Practicum, Practicum, and Internship help give supervisors and faculty a window into the student's ability to be an effective counselor. During these courses, students are assessed by their abilities to put into practice what they have learned and to show their willingness to accept feedback from faculty supervisors, site supervisors, and peers. Each semester, practicum and internship students are evaluated with a Practicum/Internship Student Evaluation form by site supervisors to measure knowledge, skills, and dispositions. Students in practicum and internship are evaluated during the middle and end of the semester.

Student evaluations are broken into subcategories and evaluated by the site supervisor. These scores are calculated using the following 3-point rating scale. **The 3-point rating scale was converted to a 4-point scale** to match the KPI rubric and the evaluation form will be updated to reflect the change starting spring 2024.

Rating Scale

N = Not required and/or no opportunity to observe

1 = Does not meet criteria expected for the student's level of preparation and experience

2 = Minimally meets criteria expected of the student's level of preparation and experience

3 = Consistently meets criteria expected for student's level of preparation and experience

4 = Exceeds criteria expected for student's level of preparation and experience

Student Evaluations by Site Supervisor	
Knowledge, Skills, Dispositions	Scores
Adaptation to Placement Site	3.6
Basic Counseling Skills	3.5
Advanced Counseling Skills	3.5
Treatment Planning	3.3
Supervision	3.7
Administrative Responsibilities	3.4
Professional Relations	3.4
Professional Behavior	3.6

Site supervisors' evaluation of practicum and internship student performance assesses their counseling knowledge, skills, and professional dispositions.

The *highest* scores for interns were in Adaption to Placement Site (3.6), Basic Counseling

Skills (3.5), Advanced Counseling Skills (3.5), Supervision (3.7), and Professional Behavior (3.5). The *lowest* scores were in Treatment Planning (3.3), Administrative Responsibilities (3.4), and Professional Relations (3.4).

Surveys

To better evaluate the program, surveys were sent out to graduates of the program, site supervisors, and employers (2023). The results of these surveys are in the tables below.

Graduate Survey					
Counseling program helped me:	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
develop professional dispositions and ethical practice.	60%	30%	10%		
use integrative theoretical approach and techniques effectively.	30%	40%	10%		
conduct intake interviews, assessments, and develop a treatment plan.	20%	30%	30%	10%	10%
use core facilitative counseling skills.	60%	30%	10%		
develop competence in working with diverse clients.	60%	30%		10%	
use group leadership skills, understand group dynamics and techniques.	30%	40%	30%		
conceptualize client cases across the lifespan and understand the impact of contextual dimensions.	40%	40%	10%		

Employer Survey			
Counseling program helped graduates to:	Above	Average	Below
use integrative theoretical approach and techniques effectively.	67%	33%	
conduct intake interviews, assessments, and develop a treatment plan.	56%	44%	

use core facilitative counseling skills.	63%	37%	
develop and maintain a therapeutic alliance.	67%	33%	
develop competency in working with diverse clients.	25%	75%	
develop professional dispositions and follow ethical and legal guidelines.	44%	56%	
use group leadership skills, understand group dynamics, and use group counseling techniques.	33%	67%	
conceptualize client cases across the lifespan and consider the impact of developmental and contextual dimensions.	50%	50%	
counseling graduates ask for feedback, research current literature, and seek professional development.	67%	33%	

	Graduate	Site Supervisor	Employer
Spend more time teaching:	Percent	Percent	Percent
No Changes Needed		18%	22%
Professional Counseling Orientation & Practice		45%	22%
Social & Cultural Diversity	10%		
Human Growth & Development		9%	11%
Career Development	20%		
Counseling & Helping Relationships	20%		
Group Counseling & Group Work	10%		
Assessment & Testing	10%		22%
Research & Program Evaluation	10%		
Other	20%	27%	22%

The results of the surveys showed the majority of graduates *strongly agree* or *agree* they were well educated and trained by the counseling program faculty. When looking at core areas of learning, graduates felt more time was needed in counseling and helping relationships (20%), career development (20%), other areas (20%), social and cultural diversity (10%), group counseling (10%), assessment and testing (10%), and research and program evaluation (10%). One comment was about needing help in all areas, and another comment revolved around needing more training from internship partners to develop treatment plans.

The results of the site supervisor surveys showed the majority of site supervisors *strongly agree* or *agree* that interns were well educated and trained by the counseling program faculty. The view on what the counseling program needed to spend more time on was completely different than the graduates view. For instance, 18% felt no changes were needed. The areas they felt needed more coverage was in professional counseling orientation and practice (45%), other areas (27%), and human growth and development (9%). The comments mentioned covering areas to train students to meeting clients where they are intellectually and emotionally, assist student interns on developing more self-awareness and solution-focused thinking, and documentation.

Overall, employers are very pleased with the counselors they've hired from TAMUT's counseling program. Most scored them above average (52%) and others scored them average (48%). Their views were also different than graduates. Some felt no changes were needed (22%), and others felt the program needed to spend more time on professional counseling orientation and practice (22%), assessment and testing (22%), other areas (22%), and human growth and development (11%). One comment mentioned covering areas with ethics and another on setting boundaries with challenging clients.

Steps Taken

In 2023 and 2024, the program made changes such as creating digital documentation to keep data accessible and secure for program evaluation and accreditation in one location. Faculty reviewed syllabi ,added missing standards in calendars to reflect the standards being covered in class lectures, assignments, and exams and reviewed coverage in a curriculum matrix. Additionally, a CPCE/NCE Prep course in spring 2024 was created to help students review material from earlier coursework and prepare for their comprehensive exams and national counselor exam for licensure. Other measures to increase scores for the CPCE were study materials and practice exams in the CPCE Prep located in the Counseling Program Guide Map and in CANVAS courses for extra practice. Additionally, the handbook was updated to reflect changes in assessment and measurement of student academic performance and professional behaviors.

Faculty have also developed and disseminated a practicum and internship handbook and invited area site supervisors to a practicum/internship orientation and provided a P & I handbook.

To better meet the needs of students in the counseling program, program and town hall meetings were provided for student feedback and Q and A. A needs assessment was also conducted to determine what areas were strong or weak in the program. This assessment is

on-going. However, results are showing students are interested in adding more online and hybrid courses but not willing to become a fully online program.

Students overall feel satisfied with the program and their courses. However, they would like to see some consistency across CANVAS courses, Zoom sessions for asynchronous courses, and provide more elective courses offered in the area of trauma, child and adolescence, and marriage and family. For the spring 2025 semester, faculty have added more synchronous Zoom sessions to asynchronous courses, created similar CANVAS layouts to courses, and added more detail in the syllabi and CANVAS courses. Faculty have met and developed a plan to continue to provide a consistent experience across courses.

Faculty determined that along with the advisory board of professionals, an advisory board for students will be established to address students' needs and provide input on how to address students' needs. Elections for board members as taken place and advisory board meetings will being in February.

Next Steps

Program faculty will continue to improve documentation, digital forms, and protocol to improve continuity, security, and accreditation reports. Additionally, faculty are reviewing student and program outcomes and curriculum to determine which courses are appropriate for providing additional coverage in areas where students performed the lowest. Program faculty are making improvements to these courses. Additionally, program faculty are reviewing courses to determine which courses are most conducive to online instruction based on student survey results and knowledge of student performance in these courses.

To meet the needs of the university and community, interns will continue to work with TAMUT's Counseling Center for after-hours counseling, and Chi Sigma Iota will provide more continuing education opportunities with their annual spring conference. A mentor program may be recreated to help new students navigate graduate school, how to handle the stress involved in being in clinical counseling program, and training on applying for licensure, seeking employment, resumes, and interviewing skills.

Faculty will meet with the Counseling Program Advisory and Student Advisory boards to review program outcomes and get valuable feedback on ways to improve the counseling curriculum and instruction for the following year and focus on areas needing more attention based on KPIs, KPDs, and graduate, site supervisor, and employer survey results as well.