

## **Performance Evaluation Outcomes Report 2025 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. This review will cover the program's evaluation results 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), which accredits the Clinical Mental Health Counseling program.

### **Counseling Program**

TAMUT’s Clinical Mental Health Counseling program is a 60-semester credit-hour program that encompasses CACREP’s 8 curriculum standards and the clinical mental health counseling standards. This information and other details are provided in the 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, student expectations, the academic appeal policy, the written endorsement policy, and the policies on retention, remediation, and dismissal. The Counseling webpage provides updated information on accreditation, student outcomes, and career market projections.

This performance outcomes report is derived from data from the previous academic year, such as faculty-to-student ratios, student performance on Key Performance Indicators, and Counseling Preparation Comprehensive Exam scores.

### **Faculty to Student Ratios**

Texas A & M University – Texarkana and the counseling program are steadfast in the belief that core curricular design and execution should be the responsibility of 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 students (FTES) to full-time equivalent faculty (FTEF) has not exceeded CACREP’s recommended maximum of 12:1. Students typically take 9 hours each semester but take 6 hours (half-time) in their last two semesters while taking Internship I & II.

## FTEF/FTES

Semester	FTEF	FTES	Student/ Faculty
Fall 2024	3.33	8.4	2.5:1
Spring 2025	1.1	7.7	7.1

### Program Objectives

The counseling program's objectives align with 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 program's strengths and weaknesses, informing 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 I & II. 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 assessed at any time 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 the number of graduates, comprehensive and credentialing examination pass rates, completion rates, and job placement rates, which are posted annually under accreditation on the program’s website.

**CACREP Statistics for TAMUT Clinical Mental Health Counseling Graduates**

<b>Year</b>	2024-2025
<b>Number Enrolled</b>	36
<b>Number of Graduates</b>	10
<b>Completion Rate</b>	100%
<b>LPC Examination Pass Rate</b>	100%
<b>Job Placement Rate</b>	100%*

*\*Percentage of students actively seeking employment in the counseling field within one year after licensure.*

Employment of mental health counselors is projected to grow 17 percent from 2024 to 2034, much faster than the average for all occupations.

**Key Performance Indicators**

The TAMUT counseling program faculty evaluates student performance in eight CACREP core standards in the clinical mental health counseling specialty. Faculty use Key Performance Indicators, which are various formative and summative measures collected at multiple points throughout the program, to assess 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**

The following list shows the CACREP standards in which core courses are offered and KPIs extracted in relation to the Clinical Mental Health Counseling specialty program learning objectives.

1. KPI 1 *\_Profession Counseling Orientation and Professional Practice* – Demonstrate effective and professional ethical conduct and ethical decision making.
2. KPI 2 *\_Social and Cultural Diversity* – Exhibit professional practices with diverse clients.
3. KPI 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. KPI 4\_ *Counseling and Helping Relationships* – Utilize and demonstrate proficiency in providing a counseling relationship to clients.

6. KPI 5\_ *Group Counseling* – Show competence and understanding of the processes and procedures for effective group leadership and facilitation.

7. KPI 6\_ *Assessment and Testing* – Accurately and professionally demonstrate knowledge and skills in the process of clinical assessment and understanding assessment results.

8. KPI 7\_ *Research and Program Evaluation* – Demonstrate the use of data and statistical methods to understand counseling-related issues through rigorous and thorough research.

9. KPI 8\_ *Clinical Mental Health Counseling* – Articulate and practice within a clear and well-conceptualized professional counselor identity.

### **Student Portfolios**

Students submit all Key Performance Indicators in their courses via the Canvas learning management system. The Technology Innovation and Digital Education (TIDE) department assists in collecting data on assignments and assessments designated as Key Performance Indicators (KPIs), which are compiled into a student portfolio. The program faculty assess aggregate and disaggregate data to measure overall student performance and individual student progress. This information helps guide faculty in data-driven program decisions and student retention, remediation, and dismissal procedures.

Students must meet or exceed the criteria expectations in each of the 9 KPIs to progress in the program and graduate. If students fall below the criterion, the faculty will meet with the student and develop a remediation plan. The student must successfully complete the remediation plan in order to continue in the program. Remediation is designed to support the student in their development as a counselor and for gatekeeping purposes mandated by professional ethics.

### **Counselor Preparation Comprehensive Exam**

Another important measure of student performance is the Counselor Preparation Comprehensive Examination (CPCE). This exam is a 136-item exam. The exam includes eight subsets covering the eight CACREP Core Standards. A passing score on the exam is 1 standard deviation above the national average. This is a new criterion set by the core faculty, who reviewed the program's average scores relative to the national average and the required passing criteria of other counseling programs. This created a fairer evaluation of students' knowledge in comparison to other students in similar counseling programs. The following is a report from NBCC's 2024 program scores, compared with the national average.

<b>Counselor Preparation Comprehensive Examination</b>				
<i>Examination Cycle: Fall 2024 (Sept 2024 – Dec 2024)</i>				YTD
Number Tested Nationally	4238	Number Tested in Program	8	8
National % Emerging	0.8%	National % Emerging	0%	0%
National % Satisfactory	8.8%	National % Satisfactory	0%	0%
National % Proficient	56.2%	National % Proficient	87.5%	87.5%
National % Advanced	34.2%	National % Advanced	12.5%	12.5%

Students are given two chances to take the exam. The pass rate for the comprehensive exam is 100%. In the fall of 2025, all students passed the comprehensive exam on their first attempt. Additionally, subset scores improved, particularly in career development, group counseling, assessment, and research.

### **CPCE Results**

Looking at the national scores on two exams (Versions A & B), TAMUT’s counseling students’ scores are overall on par with the national sample for 2025. The table below shows results for 2025. TAMUT scores are higher than the national average overall and across many subsets, except assessment and research, which were slightly lower but still within the proficiency range.

<b>TAMUT CPCE Scores</b>										
	N	C1 Couns Prof & Ethics	C2 Diversity	C3 Human Growth	C4 Career	C5 Counseling	C6 Group	C7 Assessment	C8 Research	Total Mean
<b>Spring 2025</b> <i>Version 100A25</i>	3	12.5	10.0	12.0	11	11	13	8.5	8	83
<b>Fall 2025</b> <i>Version 100B25</i>	3	13.0	11.7	13.7	14.0	11.7	15.3	10.7	12	102
<b>Overall Average 2025</b>	<b>6</b>	<b>12.75</b>	<b>10.85</b>	<b>12.85</b>	<b>12.5</b>	<b>11.35</b>	<b>14.15</b>	<b>9.6</b>	<b>10</b>	<b>92.5</b>
<b>Rubric Score</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>	
<b>National Sample</b> <i>Version: 100A25</i>	750	12.13	10.63	11.82	11.36	11.15	12.88	10.54	10.35	90.87
<b>National Sample</b> <i>Version: 100B25</i>	728	11.28	10.44	11.70	10.89	11.23	11.58	9.90	10.59	85.2
<b>Overall Average 2025</b>	<b>2,043</b>	<b>11.56</b>	<b>10.32</b>	<b>11.61</b>	<b>10.98</b>	<b>10.87</b>	<b>12.09</b>	<b>10.12</b>	<b>10.33</b>	<b>88</b>

The results below show the average rubric scores for KPIs compared to the CPCE for the 2024-2025 academic year.

The *highest KPI* rubric scores are in assessment (4) and social and cultural diversity (3.9). The *lowest* scores are in human growth and development (3.5). All other areas are at 3.6 or 3.7. Overall, these scores meet or exceed the program's criteria.

The CPCE subset scores are averaged across 17 test items each and assigned a rubric score based on percentages. All subsets were at a rubric score of 3 or 4, except diversity (2), assessment (2), and research (2). These lower subset scores are similar to the national average.

**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	3.6	3
Standard 2. Social and Cultural Diversity	3.9	2
Standard 3. Human Growth and Development	3.5	3
Standard 4. Career Development	3.6	3
Standard 5. Counseling and Helping Relationships	3.7	3

Standard 6. Group Counseling	3.6	4
Standard 7. Assessment and Testing	4.0	2
Standard 8. Research and Program Evaluation	3.7	2

**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 also qualitative outcomes. This is extremely important when reviewing students’ overall skills and professional dispositions as counseling therapists, especially in practicum and internship courses.

Pre-Practicum, Practicum, and Internship help supervisors and faculty gain a window into a student’s ability to be an effective counselor. During these courses, students are assessed on their ability to put what they have learned into practice and on their willingness to accept feedback from faculty supervisors, site supervisors, and peers. Each semester, practicum and internship students are evaluated by site supervisors using a Practicum/Internship Student Evaluation form to assess 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 (2024-25).** An updated form will be provided with a 4-point scale for 2025-26. The results of these surveys are in the tables below.

**Student Evaluation Rating Scale**

- N = Not required and/or no opportunity to observe
- 1 = Does not meet the 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 the student’s level of preparation and experience
- 4 = Exceeds criteria expected for the student’s level of preparation and experience

Student Evaluations by Site Supervisor (2024-25)	
Knowledge, Skills, Dispositions	Scores
Adaptation to Placement Site	3.5
Basic Counseling Skills	3.5
Advanced Counseling Skills	3.4

Treatment Planning	3.2
Supervision	3.6
Administrative Responsibilities	3.3
Professional Relations	3.3
Professional Behavior	3.6

The *highest* scores for interns were in Supervision (3.6), Professional Behavior (3.6), Adaptation to Placement Site (3.5), and Basic Counseling Skills (3.5). The *lowest* scores were in Treatment Planning (3.2), Administrative Responsibilities (3.3), and Professional Relations (3.3).

### Surveys

Due to faculty turnover, program coordinator changes, and program/curriculum improvements, it was decided to postpone the survey to 2026 once new faculty and the program are settled. This will prevent unpredictable variables from creating outliers in the sample data. Additionally, it will create a robust dataset if done every 3 years when students matriculate. See the following table for 2023 results.

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 survey results showed that the majority of graduates *strongly agree* or *agree* that they were well educated and well 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 was about needing more training from internship partners to develop treatment plans.

The results of the site supervisor surveys showed that the majority *strongly agreed* or *agreed* 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 from the graduates. For instance, 18% felt no changes were needed. The areas supervisors felt needed more coverage were 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 meet clients where they are intellectually and emotionally, assist student interns in developing more self-awareness and solution-focused thinking, and with 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 from those of 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 ethical issues, and another mentioned setting boundaries with challenging clients.

### **Steps Taken**

In 2025, two new full-time core program faculty were hired for the 2025-26 academic year. These faculty have expertise in trauma, EMDR, DBT, play therapy, addiction counseling, and marriage and family counseling. These two faculty members have exceeded the expectations and program goals for 2025-26.

Improvements were made to core courses based on the updated curriculum matrix; standards were addressed across multiple courses; course delivery was adjusted; and Canvas course formatting was updated to better meet students' needs. These efforts may have

influenced students' overall scores on their comprehensive exam, subset scores, and first-attempt pass rates for fall 2025 test-takers.

Additionally, in 2025, measures were taken to increase CPCE scores by adding study materials and practice exam items to the CPCE Prep section of the Counseling Program Guide Map and to CANVAS courses for extra practice, and by changing the criterion pass rate.

In 2025-26, the program implemented enhanced digital documentation to keep data accessible and secure for program evaluation and accreditation reports in a single location, SharePoint.

Faculty have also developed and disseminated a practicum and internship handbook that is currently being revised for 2026. Student interns and area supervisors were provided a P & I handbook. The newly revised 2026 handbook will include updated digital forms.

In 2024, a needs assessment was conducted to identify the program's strengths and weaknesses. Assessment results showed that students were interested in adding more online courses and in becoming a hybrid program. Most students were not interested in becoming a fully online program. For spring 2026, the program transitioned to a hybrid program and started admitting new students in January 2026.

Students also expressed a desire for consistency in formatting across Canvas courses, adding Zoom sessions to asynchronous courses, and offering more electives in trauma, child and adolescent, and marriage and family counseling.

These requests were fully satisfied in the 2025-26 academic year. Core faculty have added optional Zoom sessions to the few asynchronous courses, created similar Canvas layouts for all courses, added more learning materials, such as articles, videos, and CPCE practice exams to Canvas courses, and updated syllabi.

### **Next Steps**

Core faculty will meet with the Student Advisory Committee to discuss the program outcomes report and review program improvements made since last year's needs assessment. This information will also be shared with the Professional Advisory Board later in the spring 2026 semester.

The program goal for 2026-27 is to have students collect Key Performance Indicators (KPIs) into Canvas Portfolios. This will help students look at their progress in the program and improve the collection of scores for faculty and the CACREP Liaison to analyze.

Lastly, the program is interested in working with TAMUT's Counseling Center to provide after-hours counseling, have Chi Sigma Iota explore opportunities to offer continuing education for area counselors, and provide mentoring of new students.