

Annual Report and Summary of Program Evaluation Results 2021-2022

The Department of Counseling at Texas A&M University San Antonio offers a M.A. in Counseling and Guidance: School Counseling, M.A. in Clinical Mental Health Counseling, and M.A. in Marriage, Couple and Family Counseling. The faculty of the Department of Counseling, Health & Kinesiology are committed to continually assessing student learning and development in addition to evaluating program effectiveness and excellence. This document outlines all key elements of the Counseling program’s comprehensive formative and summative assessment plan as well as other pertinent factors of this process.

Program Objectives

Clinical Mental Health Program Objectives	School Counseling Program Objectives	Marriage, Couple, and Family Counseling Program Objectives	Assessment Measures
1	To recruit, train, support, and graduate a diverse and cultural responsive workforce of clinical mental health counselors who support optimal development and well-being of individuals, families, and groups.	To recruit, train, support, and graduate a diverse and cultural responsive workforce of professional school counselors who support optimal development and well-being of individuals, families, and groups.	To recruit, train, support, and graduate a diverse and cultural responsive workforce of marriage, couple and family counselors who support optimal development and well-being of individuals, families, and groups.
<p>Admissions Data A total of 106 applicants were interviewed for admission during the current reporting period (Summer 2021 (29), Fall 2021 (36), Spring 2022 (41)). Of those 106 total applicants 77 were accepted into the program. There were 62 females (80.5%) and 15 males (19.5%). 20 students (26%) identified as military affiliated. The majority of new students identified as Hispanic/Latinx (50%), with 30% identifying as white, 9% as Black or African American, 9% as Mixed/More than one identified, and 2% as Asian/Asian Indian. 58% of those admitted identified as a first generation college student.</p> <p>Employer/Alumni Surveys The process for collecting data related to employer/alumni surveys was in development during the current reporting period. A new process for collecting this information was implemented in June, 2022 and this data will be available for inclusion in future annual reports.</p>			

2	To develop reflective, technologically-competent, clinical mental health counselors who understand the multiple roles and responsibilities of counselors as well as the strategies necessary for client advocacy, personal self-care, and legal/ethical behavior.	To develop reflective, technologically-competent, school counselors who understand the multiple roles and responsibilities of counselors as well as the strategies necessary for client advocacy, personal self-care, and legal/ethical behavior.	To develop marriage, couple and family counselors, who are professional, ethical problem-solvers that are aware of roles, policy, technology and legalities relevant to the counseling field.	-Clinical Competencies Scale (CCS-R) -Comprehensive Exam -Site Supervisor Evaluations
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Clinical Competencies Scale

Texas A&M University – San Antonio’s Counseling program uses The Counselor Competencies Scale –Revised (CCS-R) to assess student skill development and the development of professional dispositions vital to being an effective professional counselor. The CCS-R provides students with feedback related to their ability to apply counseling skills and their counseling dispositions. Students are evaluated during courses at the beginning (EDCG 5342 Counseling Diverse Populations), middle (EDCG 5317 Counseling Techniques) and end (EDCG 5360, EDCG 5385, EDCG 5362, EDCG 5365) of the program. The chart below shows results of evaluation of all students during the 2021-2022 reporting period.

Professional Dispositions	Meets Expectations	Does Not Meet Expectations
Professional Ethics	100%	-
Professional Behavior	96%	4%
Professional & Personal Boundaries	100%	-
Knowledge & Adherence to Site and Course Policies	100%	-
Record Keeping & Task Completion	99%	1%
Multicultural Competence & Counseling Relationship	100%	-
Emotional Stability & Self-Control	100%	-
Motivation to Learn & Grow	100%	-
Openness to Feedback	100%	-
Flexibility & Adaptability	100%	-
Congruence & Genuineness	100%	-

Site Supervisors Evaluations

Practicum/Internship site supervisors evaluate practicum and internship students at the mid-point and end of each semester. During the current reporting period, 96 students were evaluated by their site supervisors. Of those students 4 (4.2%) received a rating in the “excellent”

range, 64 (66.7%) received a rating in the “above average” range, 27 (28.1%) received a rating in the “average” range and 4 (4.2%) received a rating in the “unacceptable” range.

Comprehensive Exam

During the current reporting period a total of 67 students attempted the comprehensive exam and 50.75% of students passed the exam.

3	To develop the multicultural counseling competencies of clinical mental health counselors to include knowledge of cultural identity and development, social justice and advocacy as well as strategies for addressing barriers, prejudices, oppression and discrimination	To develop the multicultural counseling competencies of school counselors to include knowledge of cultural identity and development, social justice and advocacy as well as strategies for addressing barriers, prejudices, oppression and discrimination.	To train marriage, couple and family counselors to be culturally competent, who modify their counseling approaches and knowledge to diverse groups / cultures and who promote social justice.	-Comprehensive Exam -NCE exam -KPI #2
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Comprehensive Exam

During the current reporting period a total of 67 students attempted the comprehensive exam and 50.75% of students passed the exam.

NCE Exam

The program was in the process of transitioning to a new comprehensive exam process during the current reporting period. The previous process did not allow for the program to access student exam scores. The new process was implemented in June, 2022 and data will be available for future annual reports.

KPI #2

KPI #2 is related to social/cultural diversity. The primary assignment for all students is a summative reflection paper assigned during EDCG 5342 Counseling Diverse Populations. The secondary assignment is the counseling session summary assigned during the internship classes. The benchmark set by the program for the summative reflection paper is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the counseling session summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Summative Reflection Paper

Students are graded on their experiences and understanding of five main areas (Culture/Family, Interactions with Diversity and Experiences with Discrimination, Transmission of Views from Caregivers, Cultural Identity, Socio-cultural Background Impact, and APA writing style). For

each criteria, students' receive a score of 0-5 (5=Outstanding/Excellent and 0-2=Inadequate/Lacking). Scores are then translated into an overall rating:

- 28-30 points = Mastery
- 22-27 points = Proficient
- 17-21 points = developing
- 11-16 points = beginning
- 0-10 points = inadequate

During the current reporting period 52 students were assessed using this grading rubric. The mean score across all five categories ranged from 4.26 (APA writing style) to 4.81 (Culture/Family). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Counseling Session Summary

Students are graded on four primary areas: their ability to understand client goals for treatment, their ability to understand issues of social and cultural diversity, their ability to demonstrate and understand ethical/legal standards and their ability to fully address each question on the counseling session summary. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

- 8 points = mastery
- 6-7 points = proficient
- 4-5 points = developing
- 2-3 points = beginning
- 0-1 point = inadequate

During the current reporting period 89 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.99 (ability to understand client goals) to 1.96 (ability to understand issues of social and cultural diversity). Overall, 100% of students assessed received a total score in the proficient or mastery range.

4	To prepare clinical mental health counselors to utilize knowledge of lifespan development, learning theory, personality development and addiction in order to facilitate behavioral change, well-being and resilience in clients.	To prepare school counselors to utilize knowledge of lifespan development, learning theory, personality development and addiction in order to facilitate behavioral change, well-being and resilience in clients.	To prepare marriage, couple and family counselors to utilize knowledge of human growth and development when designing and implementing techniques/plans to improve	-Comprehensive Exam -NCE Exam -KPI #3
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Comprehensive Exam

During the current reporting period a total of 67 students attempted the comprehensive exam and 50.75% of students passed the exam.

NCE Exam

The program was in the process of transitioning to a new comprehensive exam process during the current reporting period. The previous process did not allow for the program to access student exam scores. The new process was implemented in June, 2022 and data will be available for future annual reports.

KPI #3

KPI #3 is related to human growth and development. The primary assignment for all students is a Human Growth and Development paper assigned during EDCG 5335 Human Growth and Development. The secondary assignment is the Abnormal Biopsychosocial Case Study assigned during the EDCG 5336 Abnormal Conditions and Interventions class. The secondary assignment for our school counseling students is the Guidance Lesson Plan assigned during EDCG 5352 Counseling Curriculum and Systemic Interventions. The benchmark set by the program for the Human Growth and Development paper is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better). Similarly, the benchmark set by the program for the Abnormal Biopsychosocial Case Study and the Guidance Lesson Plan is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Human Growth and Development Paper

Students are graded on five primary criteria: the ability to identify/explain a problem in counseling, the application of human growth and development theory, the development of a treatment strategy, the use of professional counseling journals and writing style. For each criteria, students' receive a score of 1-4 (1=fails to demonstrate and 4=demonstrates fully/consistently). Scores are then translated to an overall rating:

- 19-20 points = mastery
- 16-18 points = proficient
- 14-15 points = developing
- 11-13 points = beginning
- 1-10 points = inadequate

During the current reporting period 71 students were assessed using this grading rubric. The mean score across all four criteria ranged from 3.91 (identify/explain problem in counseling) to 3.59 (application of human growth and development theories)). Overall, 96% of students assessed received a total score in the proficient or mastery range.

Abnormal Biopsychosocial Case Study

Students are graded on five primary criteria: all aspects of the paper were covered, clear understanding of reasons/benefits of biopsychosocial assessment, chosen model of biopsychosocial assessment, well-written case conceptualization and well-written treatment plan. For each criteria, students receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

10 points = mastery

8-9 points = proficient

6-7 points = developing

5 points = beginning

0-4 points = inadequate

During the current reporting period 19 students were assessed using this grading rubric. The mean score across all criteria was 2.0. Overall, 100% of students assessed received a total score in the mastery range.

Guidance Lesson Plan

No data available during this reporting period.

5	To develop clinical mental health counselors' knowledge of development, theories, skills and technological resources needed to effectively assist diverse clients in goal-setting, decision-making, and career planning.	To develop school counselors' knowledge of development, theories, skills and technological resources needed to effectively assist diverse clients in goal-setting, decision-making, and career planning.	To develop marriage, couple and family counselors knowledgeable in career development, theories, and skills to better assist their clients in career planning.	-Comprehensive Exam -NCE Exam -KPI #1 -KPI#2 -KPI #10 -KPI #11
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Comprehensive Exam

During the current reporting period a total of 67 students attempted the comprehensive exam and 50.75% of students passed the exam.

NCE Exam

The program was in the process of transitioning to a new comprehensive exam process during the current reporting period. The previous process did not allow for the program to access student exam scores. The new process was implemented in June, 2022 and data will be available for future annual reports.

KPI #1

KPI #1 is related to professional orientation and ethical practice. The primary assignment for all students is a Ethical Dilemma paper assigned during EDCG 5313 Professional Orientation and Ethics. The secondary assignment is the counseling session summary assigned during the

internship classes. The benchmark set by the program for the Ethical Dilemma paper is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the counseling session summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Ethical Dilemma Paper

Students are graded on five primary criteria: ethical dilemma identified, use of professional references, application of ethical standards, application of laws and overall content. For each criteria, students’ receive a score of 0-2 (2=clear and consistent information/content and 0=inadequate information or lack of clarity). Scores are then translated to an overall rating:

10 points = mastery

8-9 points = proficient

6-7 points = developing

5 points = beginning

0-4 points = inadequate

During the current reporting period 58 students were assessed using this grading rubric. The mean score across all criteria ranged from 1.94 (use of professional references) to 1.31 (application of laws). In all, 100% of students assessed received a total score in the master range.

Overall, 79% of students assessed received a total score in the proficient or mastery range.

Counseling Session Summary

Students are graded on four primary areas: their ability to understand client goals for treatment, their ability to understand issues of social and cultural diversity, their ability to demonstrate and understand ethical/legal standards and their ability to fully address each question on the counseling session summary. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

8 points = mastery

6-7 points = proficient

4-5 points = developing

2-3 points = beginning

0-2 point = inadequate

During the current reporting period 89 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.99 (ability to understand client goals) to 1.96 (ability to understand issues of social and cultural diversity). Overall, 100% of students assessed received a total score in the proficient or mastery range.

KPI #2

KPI #2 is related to social/cultural diversity. The primary assignment for all students is a summative reflection paper assigned during EDCG 5342 Counseling Diverse Populations. The secondary assignment is the counseling session summary assigned during the internship classes. The

benchmark set by the program for the summative reflection paper is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the counseling session summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Summative Reflection Paper

Students are graded on their experiences and understanding of five main areas (Culture/Family, Interactions with Diversity and Experiences with Discrimination, Transmission of Views from Caregivers, Cultural Identity, Socio-cultural Background Impact, and APA writing style). For each criteria, students’ receive a score of 0-5 (5=Outstanding/Excellent and 0-2=Inadequate/Lacking). Scores are then translated into an overall rating:

28-30 points = Mastery

22-27 points = Proficient

17-21 points = developing

11-16 points = beginning

0-10 points = inadequate

During the current reporting period 52 students were assessed using this grading rubric. The mean score across all five categories ranged from 4.26 (APA writing style) to 4.81 (Culture/Family). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Counseling Session Summary

Students are graded on four primary areas: their ability to understand client goals for treatment, their ability to understand issues of social and cultural diversity, their ability to demonstrate and understand ethical/legal standards and their ability to fully address each question on the counseling session summary. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

8 points = mastery

6-7 points = proficient

4-5 points = developing

2-3 points = beginning

0-3 point = inadequate

During the current reporting period 89 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.99 (ability to understand client goals) to 1.96 (ability to understand issues of social and cultural diversity). Overall, 100% of students assessed received a total score in the proficient or mastery range.

KPI #10

KPI #10 is related to the Marriage, Couple and Family specialty area. The primary assignment for all students is a Family Interview assigned during EDCG 5309 Advanced Clinical Treatment: Couples & Families. The secondary assignment is the Case Conceptualization/Session summary assigned during EDCG 5365 Practicum and EDCG 5359 Internship. The benchmark set by the program for the Family Interview is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the Case Conceptualization/ Session summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Neither EDCG 5309, EDCG 5365, nor EDCG 5359 were taught during this reporting period. Therefore there is no data to report.

KPI #11

KPI #11 is related to the Clinical Mental Health specialty area. There are two primary assignments for all students 1) a Biopsychosocial and Treatment Plan assigned during EDCG 5336 Abnormal Conditions and Interventions and 2) Case Study #2 assigned during EDCG 5325 Assessment. There are also two secondary assignments 1) the Treatment Plan assigned during Internship classes and 2) the Case Conceptualization assigned during EDCG 5360 Clinical Mental Health Practicum. The benchmark set by the program for all assignments is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Biopsychosocial Case Conceptualization and Treatment Plan

Students are graded on their ability to demonstrate knowledge in five primary areas: all aspects of paper covered, clear understating of benefits of biopsychosocial assessment, chosen model, well-articulated case, well-written treatment plan. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

10 points = mastery

8-9 points = proficient

0-1 points = developing

5 points = beginning

0-4 points = inadequate

During the current reporting period 29 students were assessed using this grading rubric. The mean score across all criteria was 2.0. Overall, 100% of students assessed received a total score in the mastery range.

Case Study #2

Students are graded on their ability to demonstrate knowledge in seven primary areas: Clinical Interview, Mental Status Exam, Organization, Reporting, Interpretation, Treatment Planning and Psychological Assessment. For each criteria, students’ receive a score of 0-3 (3=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

17-21 points = mastery

12-16 points = proficient

7-11 points = developing

3-6 points = beginning

0-2 point = inadequate

During the current reporting period 50 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.69 (Interpretation) to 2.98 (Clinical Interview and Mental Status Exam). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Treatment Plan

Students graded on their ability to demonstrate knowledge in ten primary areas: review of consent, initial intake assessment, ability to gather information, identify client concerns, mental health history, history of abuse, history of mood related concerns, treatment planning, completing all aspects of assignment, work is free from errors. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

18-20 points = mastery

15-17 points = proficient

10-14 points = developing

6-9 points = beginning

0-5 points = inadequate

During the current reporting period 55 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.81 (ability to effectively complete treatment plan) to 2.0 (ability to review and complete consent). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Case Conceptualization

Students are graded on their ability to demonstrate knowledge in five primary areas: describing client relevant background data, description of client's personal/emotional, social and career status, ability to articulate case conceptualization, identification of goals and ability to describe session details. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

9-10 points = mastery

0-1 points = proficient

5-6 points = developing

3-4 points = beginning

0-2 points = inadequate

During the current reporting period 50 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.70 (ability to thoroughly articulate case conceptualization) to 1.95 (ability to describe client's social/emotional, social and career status). Overall, 100% of students assessed received a total score in the proficient or mastery range.

6	To prepare self-aware, skilled clinical mental health counselors who are cognizant of theories, models and strategies for understanding, planning and practicing counseling and consultation within a variety of settings/situations.	To prepare self-aware, skilled school counselors who are cognizant of theories, models and strategies for understanding, planning and practicing counseling and consultation within a variety of settings/situations.	To prepare marriage, couple and family counselors who are cognizant of and can apply established and emerging counseling theories/techniques to empower their diverse client(s).	-KPI #3 -KPI #11 -Site Supervisor Evaluations of Students
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KPI #3

KPI #3 is related to human growth and development. The primary assignment for all students is a Human Growth and Development paper assigned during EDCG 5335 Human Growth and Development. The secondary assignment is the Abnormal Biopsychosocial Case Study assigned during the EDCG 5336 Abnormal Conditions and Interventions class. The secondary assignment for our school counseling students is the Guidance Lesson Plan assigned during EDCG 5352 Counseling Curriculum and Systemic Interventions. The benchmark set by the program for the Human Growth and Development paper is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the Abnormal Biopsychosocial Case Study and the Guidance Lesson Plan is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Human Growth and Development Paper

Students are graded on five primary criteria: the ability to identify/explain a problem in counseling, the application of human growth and development theory, the development of a treatment strategy, the use of professional counseling journals and writing style. For each criteria, students’ receive a score of 1-4 (1=fails to demonstrate and 4=demonstrates fully/consistently). Scores are then translated to an overall rating:

- 19-20 points = mastery
- 16-18 points = proficient
- 14-15 points = developing
- 11-13 points = beginning
- 1-10 points = inadequate

During the current reporting period 71 students were assessed using this grading rubric. The mean score across all four criteria ranged from 3.91 (identify/explain problem in counseling) to 3.59 (application of human growth and development theories)). Overall, 96% of students assessed received a total score in the proficient or mastery range.

Abnormal Biopsychosocial Case Study

Students are graded on five primary criteria: all aspects of the paper were covered, clear understanding of reasons/benefits of biopsychosocial assessment, chosen model of biopsychosocial assessment, well-written case conceptualization and well-written treatment plan. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

10 points = mastery

8-9 points = proficient

6-7 points = developing

5 points = beginning

0-4 points = inadequate

During the current reporting period 19 students were assessed using this grading rubric. The mean score across all criteria was 2.0. Overall, 100% of students assessed received a total score in the mastery range.

Guidance Lesson Plan

No data available during this reporting period.

KPI #11

KPI #11 is related to the Clinical Mental Health specialty area. There are two primary assignments for all students 1) a Biopsychosocial and Treatment Plan assigned during EDCG 5336 Abnormal Conditions and Interventions and 2) Case Study #2 assigned during EDCG 5325 Assessment. There are also two secondary assignments 1) the Treatment Plan assigned during Internship classes and 2) the Case Conceptualization assigned during EDCG 5360 Clinical Mental Health Practicum. The benchmark set by the program for all assignments is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Biopsychosocial Case Conceptualization and Treatment Plan

Students are graded on their ability to demonstrate knowledge in five primary areas: all aspects of paper covered, clear understating of benefits of biopsychosocial assessment, chosen model, well-articulated case, well-written treatment plan. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

10 points = mastery

8-9 points = proficient

0-2 points = developing

5 points = beginning

0-4 points = inadequate

During the current reporting period 29 students were assessed using this grading rubric. The mean score across all criteria was 2.0. Overall, 100% of students assessed received a total score in the mastery range.

Case Study #2

Students are graded on their ability to demonstrate knowledge in seven primary areas: Clinical Interview, Mental Status Exam, Organization, Reporting, Interpretation, Treatment Planning and Psychological Assessment. For each criteria, students' receive a score of 0-3 (3=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

17-21 points = mastery

12-16 points = proficient

7-12 points = developing

3-6 points = beginning

0-2 point = inadequate

During the current reporting period 50 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.69 (Interpretation) to 2.98 (Clinical Interview and Mental Status Exam). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Treatment Plan

Students graded on their ability to demonstrate knowledge in ten primary areas: review of consent, initial intake assessment, ability to gather information, identify client concerns, mental health history, history of abuse, history of mood related concerns, treatment planning, completing all aspects of assignment, work is free from errors. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

18-20 points = mastery

15-18 points = proficient

10-14 points = developing

6-9 points = beginning

0-5 points = inadequate

During the current reporting period 55 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.81 (ability to effectively complete treatment plan) to 2.0 (ability to review and complete consent). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Case Conceptualization

Students are graded on their ability to demonstrate knowledge in five primary areas: describing client relevant background data, description of client's personal/emotional, social and career status, ability to articulate case conceptualization, identification of goals and ability to describe session details. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

9-10 points = mastery

0-2 points = proficient
 5-6 points = developing
 3-4 points = beginning
 0-2 points = inadequate

During the current reporting period 50 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.70 (ability to thoroughly articulate case conceptualization) to 1.95 (ability to describe client’s social/emotional, social and career status). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Site Supervisors Evaluations

Practicum/Internship site supervisors evaluate practicum and internship students at the mid-point and end of each semester. During the current reporting period, 96 students were evaluated by their site supervisors. Of those students 4 (4.2%) received a rating in the “excellent” range, 64 (66.7%) received a rating in the “above average” range, 27 (28.1%) received a rating in the “average” range and 4 (4.2%) received a rating in the “unacceptable” range.

7	To develop skilled clinical mental health counselors’ knowledge of group dynamics, stages, theories, and techniques needed for designing, facilitating and leading ethically and culturally diverse groups.	To develop skilled school counselors’ knowledge of group dynamics, stages, theories, and techniques needed for designing, facilitating and leading ethically and culturally diverse groups.	To educate marriage, couple and family counselors in group dynamics, theories, and techniques appropriate for effective application with diverse groups.	-Comprehensive Exam -NCE exam -KPI #6
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Comprehensive Exam

During the current reporting period a total of 67 students attempted the comprehensive exam and 50.75% of students passed the exam.

NCE Exam

The program was in the process of transitioning to a new comprehensive exam process during the current reporting period. The previous process did not allow for the program to access student exam scores. The new process was implemented in June, 2022 and data will be available for future annual reports.

KPI #6

KPI #6 is related to group counseling and group work. The primary assignment for all students is a Group Counseling Portfolio assigned during EDCG 5328 Group Counseling Techniques. The secondary assignment is the Group Counseling Summary assigned during the practicum and internship classes. The benchmark set by the program for the Group Counseling Portfolio is that 85% of students will score at the “proficient”

or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for the Group Counseling Summary is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Group Counseling Portfolio

Students are graded on their ability to demonstrate skills in four primary areas: Knowledge of group stages, group style/theory used, description of group dynamics and small group activity log. For each criteria, students’ receive a score of 0-4 (4=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

- 16-20 points = mastery
- 11-15 points = proficient
- 6-10 points = developing
- 1-5 points = beginning
- 0 points = inadequate

During the current reporting period 60 students were assessed using this grading rubric. The mean score across all four criteria ranged from 3.53 (Group style/theory used) to 4.0 (small group activity log). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Group Counseling Summary

Students are graded on their ability to demonstrate skills in four primary areas: ability to understand group goals, ability to understand group stages, ability to demonstrate group leadership and ability to conceptualize group process. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

- 8 points = mastery
- 6-7 points = proficient
- 4-5 points = developing
- 2-3 points = beginning
- 0-1 points = inadequate

During the current reporting period 82 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.95 (ability to demonstrate group leadership) to 1.97 (ability to understand group goals). Overall, 100% of students assessed received a total score in the proficient or mastery range.

8	To train clinical mental health counselors in formal and informal assessment methods to assess, and	To train school counselors in formal and informal assessment methods to assess, and interpret	To train marriage, couple and family counselors in formal and informal assessment methods to	-Comprehensive Exam -NCE Exam
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	interpret clients' abilities, aptitudes, interests, and achievement for the purpose of diagnosis and intervention planning	clients' abilities, aptitudes, interests, and achievement for the purpose of diagnosis and intervention planning	assess and interpret couples and families' abilities, aptitudes, interests, and achievement.	KPI # 4 KPI #7
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Comprehensive Exam

During the current reporting period a total of 67 students attempted the comprehensive exam and 50.75% of students passed the exam.

NCE Exam

The program was in the process of transitioning to a new comprehensive exam process during the current reporting period. The previous process did not allow for the program to access student exam scores. The new process was implemented in June, 2022 and data will be available for future annual reports.

KPI #4

KPI #4 is related to career development and career counseling. The primary assignment for all students is the Career Counseling Case assigned during EDCG 5353 Career Counseling. The secondary assignment is the Career Assessment Evaluation & Summary assigned during the practicum and internship classes. The benchmark set by the program for the Career Counseling Case is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better). Similarly, the benchmark set by the program for the Career Assessment Evaluation & Summary is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Career Counseling Case

Students are graded on their ability to demonstrate skills in six primary areas: career models, informal career assessment, formal career assessment, strategies for career planning, strategies for skill development and case presentation. For each criteria, students' receive a score of 0-5 (5=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

- 25-30 points = mastery
- 19-24 points = proficient
- 13-18 points = developing
- 7-12 points = beginning
- 0-6 points = inadequate

During the current reporting period 53 students were assessed using this grading rubric. The mean score across all four criteria ranged from 4.5 (strategies for career planning/development) to 4.83 (informal career assessment). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Career Assessment Evaluation & Summary

Students are graded on their ability to demonstrate skills in four primary areas: ability to understand theories of career development, ability to understand strategies for assessing abilities, interests, values, etc., ability to demonstrate understanding of strategies for working with diverse populations in career development, ability to address questions in Career Assessment and Evaluation. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

- 8 points = mastery
- 6-7 points = proficient
- 4-5 points = developing
- 2-3 points = beginning
- 0-1 points = inadequate

During the current reporting period 82 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.63 (ability to understand theories of career development) to 1.95 (ability to address each question). Overall, 100% of students assessed received a total score in the proficient or mastery range.

KPI #7

KPI #7 is related to testing and assessment. The primary assignment for all students is the Case Study assigned during EDCG 5325 Assessment. The secondary assignment is the Case Conceptualization paper assigned during the practicum and internship classes. The benchmark set by the program for the Case study is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better). Similarly, the benchmark set by the program for the Case Conceptualization is that 85% of students will score at the "proficient" or "mastery" level (receive a "B" or better).

Case Conceptualization

Students are graded on their ability to demonstrate knowledge in five primary areas: describing client relevant background data, description of client's personal/emotional, social and career status, ability to articulate case conceptualization, identification of goals and ability to describe session details. For each criteria, students' receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

- 9-10 points = mastery
- 0-3 points = proficient
- 5-6 points = developing
- 3-4 points = beginning
- 0-2 points = inadequate

During the current reporting period 50 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 1.70 (ability to thoroughly articulate case conceptualization) to 1.95 (ability to describe client’s social/emotional, social and career status). Overall, 100% of students assessed received a total score in the proficient or mastery range.

Career Assessment Evaluation & Summary

Students are graded on their ability to demonstrate skills in four primary areas: ability to understand theories of career development, ability to understand strategies for assessing abilities, interests, values, etc., ability to demonstrate understanding of strategies for working with diverse populations in career development, ability to address questions in Career Assessment and Evaluation. For each criteria, students’ receive a score of 0-2 (2=ability to demonstrate skill competently/consistently and 0=inability to demonstrate skill). Scores are then translated into an overall rating:

- 9 points = mastery
- 6-8 points = proficient
- 4-6 points = developing
- 2-4 points = beginning
- 0-2 points = inadequate

During the current reporting period 82 students were assessed using this grading rubric. The mean score across all four criteria ranged from 1.63 (ability to understand theories of career development) to 1.95 (ability to address each question). Overall, 100% of students assessed received a total score in the proficient or mastery range.

9	To instruct clinical mental health counselors to understand and implement various research designs/methodology, to evaluate counseling services and to make informed counseling treatment/intervention decisions	To instruct school counselors to understand and implement various research designs/methodology, to evaluate counseling services and to make informed counseling treatment/intervention decisions.	To instruct marriage, couple and family counselors to understand and implement various research designs/methodology to evaluate counseling services and make relevant counseling applications.	-Comprehensive Exam -NCE Exam -KPI #8
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Comprehensive Exam

During the current reporting period a total of 67 students attempted the comprehensive exam and 50.75% of students passed the exam.

NCE Exam

The program was in the process of transitioning to a new comprehensive exam process during the current reporting period. The previous process did not allow for the program to access student exam scores. The new process was implemented in June, 2022 and data will be available for future annual reports.

KPI #8

KPI #8 is related to research and program evaluation. The primary assignment for all students is the research project assigned during EDCG 5333 Research in Counseling. The secondary assignment is Case study #2 assigned during EDCG 5325 Assessment. The benchmark set by the program for the research project is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for case study #2 is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Research Project

Students are graded on their ability to demonstrate skills related to six primary areas: introduction & three research questions identified, quantitative and qualitative articles included, ability to answer research questions, research designs, discussion/conclusion and APA writing format. For each criteria, students receive scores based on exceeding, meeting and not meeting expectations. Scores are then translated into an overall rating:

- 90-100 points = mastery
- 80-89 points = proficient
- 70-79 points = developing
- 60-69 points = beginning
- 0-59 points = inadequate

During the current reporting period 90 students were assessed using this grading rubric. The mean score across all criteria ranged from 7.75 (APA writing style) to 19.92 (introduction). Overall, 87% of students assessed received a total score in the proficient or mastery range.

Case Study #2

Students are graded on their ability to demonstrate skills related to seven primary areas: Clinical interview, mental status exam, organization, reporting results, interpretation/conclusion, use of data and psychological assessment. For each criteria, students receive scores 0-3 (3= mastery and 0=inadequate). Scores are then translated into an overall rating:

- 17-21 points = mastery
- 12-16 points = proficient

7-11 points = developing
 3-6 points = beginning
 0-2 points = inadequate

During the current reporting period 64 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.69 (interpretation/conclusion) to 2.98 (mental status exam/clinical interview). Overall, 100% of students assessed received a total score in the proficient or mastery range.

10		To train school counselors to collaborate with all stakeholders in schools to achieve common goals for K-12 students, school improvement and of community.		-School Counselor Certification exam -KPI #9
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School Counselor Certification Exam

KPI# 9

KPI #9 is specifically related to the school counseling specialty area. The primary assignment for all school counseling students is the Program Framework Project and is assigned in EDG 5316 School Counseling: Leadership and Advocacy. The secondary assignment is the School Counseling and Guidance Site Description and is assigned during EDCG 5362 School Counseling Internship. The benchmark set by the program for the Program Framework Project is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for School Counseling and Guidance Site Description is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Program Framework Project

Students are graded on their ability to demonstrate skills related to six primary areas: structural components, counselor position guide, delivery system components, implementation examples, program evaluation pan and other professional standards. For each criteria, students receive scores 1-3 (3= mastery and 1=inadequate). Scores are then translated into an overall rating:

17-21 points = mastery
 12-15 points = proficient
 9-11 points = developing
 7-8 points = beginning
 0-6 points = inadequate

During the current reporting period 8 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.43 (structural components to 3.0 (other professional standards). Overall, 87% of students assessed received a total score in the proficient or mastery range.

School Counseling and Guidance Site Description

Students are graded on their ability to demonstrate skills related to five primary areas: structural components, counselor position guide, delivery system components, implementation examples, program evaluation pan and other professional standards. For each criteria, students receive scores 1-3 (3= mastery and 1=inadequate). Scores are then translated into an overall rating:

- 14-15 points = mastery
- 11-13 points = proficient
- 8-10 points = developing
- 6-7 points = beginning
- 0-5 points = inadequate

During the current reporting period 0 students were assessed using this grading rubric. The school counseling internship course was not taught during the current reporting period.

11		To prepare schools counselors with theory and skills necessary to provide a Texas model of comprehensive school counseling programs in K-12.		-School Counselor Certification Exam -KPI #9
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School Counselor Certification Exam

KPI# 9

KPI #9 is specifically related to the school counseling specialty area. The primary assignment for all school counseling students is the Program Framework Project and is assigned in EDG 5316 School Counseling: Leadership and Advocacy. The secondary assignment is the School Counseling and Guidance Site Description and is assigned during EDCG 5362 School Counseling Internship. The benchmark set by the program for the Program Framework Project is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better). Similarly, the benchmark set by the program for School Counseling and Guidance Site Description is that 85% of students will score at the “proficient” or “mastery” level (receive a “B” or better).

Program Framework Project

Students are graded on their ability to demonstrate skills related to six primary areas: structural components, counselor position guide, delivery system components, implementation examples, program evaluation plan and other professional standards. For each criteria, students receive scores 1-3 (3= mastery and 1=inadequate). Scores are then translated into an overall rating:

- 17-22 points = mastery
- 12-15 points = proficient
- 9-11 points = developing
- 7-8 points = beginning
- 0-6 points = inadequate

During the current reporting period 8 students were assessed using this grading rubric. The mean score across all seven criteria ranged from 2.43 (structural components) to 3.0 (other professional standards). Overall, 87% of students assessed received a total score in the proficient or mastery range.

School Counseling and Guidance Site Description

Students are graded on their ability to demonstrate skills related to five primary areas: structural components, counselor position guide, delivery system components, implementation examples, program evaluation pan and other professional standards. For each criteria, students receive scores 1-3 (3= mastery and 1=inadequate). Scores are then translated into an overall rating:

- 14-16 points = mastery
- 11-13 points = proficient
- 8-10 points = developing
- 6-7 points = beginning
- 0-5 points = inadequate

During the current reporting period 0 students were assessed using this grading rubric. The school counseling internship course was not taught during the current reporting period.

Program Admission and Vital Stats

During the 2021-2022 academic year 184 students were enrolled in the counseling program. There were 136 students in the Clinical Mental Health program, 26 in the School Counseling program, and 22 in the Couples, Marriage and Family program. Below is a breakdown of students in each program.

Clinical Mental Health Counseling Total = 136	Gender	
	Male	27
	Female	109
	Race/Ethnicity	
	Hispanic	79
	Asian	2
	Black or African American	9
	Multiracial	3
	White/Non-Hispanic	38
Not Reported	5	

Counseling & Guidance: School Counseling Total = 26	Gender	
	Male	2
	Female	24
	Race/Ethnicity	
	Hispanic	21
	Asian	-
	Black or African American	1
	Multiracial	-
	White/Non-Hispanic	3
Not Reported	1	

Couples, Marriage and Family Counseling Total = 22	Gender	
	Male	2
	Female	20
	Race/Ethnicity	
	Hispanic	12
	Asian	-
	Black or African American	6
Multiracial	1	

	White/Non-Hispanic	2
	Not Reported	1

In 2021-2022, 26 students graduated from the Counseling program: 23 in Clinical Mental Health and 3 in School Counseling. There were no graduates from the Couples, Marriage and Family program.

KPI Outcomes

KPI #	Core Standard	KPI Primary Assignment	Aggregate KPI Score % of Students Satisfactory or Mastery	KPI Secondary Assignment	Aggregate KPI Score % of Students Satisfactory or Mastery	Change
1	Orientation/Ethical Practice	Ethical Dilemma Paper	79	Counseling Session Summary	100	21
2	Social/Cultural Diversity	Summative Reflection Paper	100	Counseling Session Summary	100	0
3	Human Growth & Development	Human Growth & Development Paper	96	Guidance Plan	NA	NA
				Abnormal Biopsychosocial Case Study	100	4
4	Career Development	Career Counseling Case	100	Career Assessment Evaluation & Summary	100	0
5	Counseling/Helping Relationships	Counseling Session/Tape Script	100	Tapescript & Counseling Skills Scale	100	0
6	Group Counseling & Group Work	Group Counseling Portfolio	100	Group Counseling Session	100	0
7	Assessment & Testing	Case Study	100	Biopsychosocial Case Conceptualization Paper	100	0

Professional Dispositions	Meets Expectations	Does Not Meet Expectations
Professional Ethics	100%	-
Professional Behavior	96%	4%
Professional & Personal Boundaries	100%	-
Knowledge & Adherence to Site and Course Policies	100%	-
Record Keeping & Task Completion	99%	1%
Multicultural Competence & Counseling Relationship	100%	-
Emotional Stability & Self-Control	100%	-
Motivation to Learn & Grow	100%	-
Openness to Feedback	100%	-
Flexibility & Adaptability	100%	-
Congruence & Genuineness	100%	-

Comprehensive Exam

During the current reporting period a total of 67 students attempted the comprehensive exam and 50.75% of students passed the exam. At the beginning of fall, 2021 semester the program made the decision to move to the CPCE as a comprehensive exam instead of the previously used program developed comprehensive exam. The comprehensive exam is typically offered once each semester. However, since the program is transitioning to a new comprehensive exam format, the program decided to offer eligible students multiple opportunities to take the comprehensive exam prior to the transition which takes place summer, 2022. Benchmark: 85% of students will successfully pass the comprehensive exam each semester. The breakdown of scores for this reporting period is listed below.

Semester	# attempt	# passed	pass rate
Summer 21	10	3	30.00
Fall 21	15	5	33.33
Spring (1) 22	15	11	73.33

Spring (2) 22	18	10	55.56
Spring (3) 22	9	5	55.56
Total	67	34	50.75

Site Supervisor Evaluations of Students

Practicum/Internship site supervisors evaluate practicum and internship students at the mid-point and end of each semester. Supervisors rate students on a scale of 1-4 (1 = unacceptable and 4 = excellent) across 35 items. The program benchmark is 85% of students evaluated will receive an evaluation total of 44 points (average/meets expectations) or higher. During the current reporting period, 99 students were evaluated by their site supervisors. Of those students 4 (4.2%) received a rating in the “excellent” range, 64 (66.7%) received a rating in the “above average” range, 27 (28.1%) received a rating in the “average” range and 4 (4.2%) received a rating in the “unacceptable” range. Mean scores across all 35 items ranged from 3.52 (Engages in Open, Comfortable and Clear Communication) to 3.10 (Recognizes & Skillfully interprets the client’s covert messages). In total, 95 students (96%) received a rating of average/meets expectations or higher.

Student Evaluations of Site Supervisors

Practicum/Internship students evaluate their site supervisors at the conclusion of the semester. Students rate their site supervisors on a scale of 1-4 (1 = unacceptable and 4 = excellent) across 24 items. During the current reporting period, 88 students completed an evaluation of their site supervisor. Of those evaluations 39 (44.32%) were rated as excellent, 37 (42.05%) were rated above average, 2 (2.27%) were rated average, and 5 (5.68%) were rated unacceptable. Sites with unacceptable evaluations are being considered for removal from site list.

Survey of Employers of Graduates

The process for collecting data related to employer/alumni surveys was in development during the current reporting period. A new process for collecting this information was implemented in June, 2022 and this data will be available for inclusion in future annual reports.

Credentialing/Licensure Exam Pass Rates

National Counselor Exam (NCE)

The program was in the process of transitioning to a new process for students to register for the National Counselor Exam (NCE). The previous process did not allow for the program to access student licensure exam scores. The new process began in the fall of 2021 when our program became an NBCC affiliate for the NCE institutional application cycle. This process was implemented in June, 2022 and data will be available for future annual reports.

TEXES-School Counselor Exam

In previous years students were required to take the TExES 152 exam to be certified as a Professional School Counselor in Texas. In September of 2021 the Texas Education Agency (TEA) transitioned to requiring applicants to take the TExES 252 exam for certification. During the current reporting period there were no students who took the TExES 152 exam. Three students took the TExES 252 exam and all 3 (100%) passed the exam. In all, 100% of students who took the TExES exam for school counselor certification exam during the current reporting period passed the exam.

Plan

- In an effort to better support our students and create an inclusive environment, the counseling program will design and implement advising days at the beginning of each fall and spring semester. Advising days will be a time for students to meet with faculty and discuss coursework, potential career opportunities, and any other topics related to professional counseling.
- Based on the data from this past year, the program would like to implement programs to better assist students in preparing for the comprehensive exam. The program, in conjunction with our Graduate Student Organization, will design and implement APA writing workshops, and comprehensive exam preparation workshops to support student success.
- In an effort to better support students and their matriculation through the program, the program will remove prerequisites and evaluate the content of 5313 Professional Orientation and Ethics. Removing prerequisites from this introductory course will allow students more opportunities and choices when registering in their first semesters.
- In an effort to recruit a diverse and culturally responsive student population, the program will develop a recruitment plan. This

recruitment plan will serve to:

1. Increase efficiency and effectiveness of recruiting activities.
2. Recruit, retain, and graduate a diverse student body.
3. Grow strong, mutually beneficial partnerships that engage our local community.