

## Department of Counselor Education, Sam Houston State University

### Program Effectiveness Plan

CACREP 2016 Standards, Section 4 Evaluation in the Program, Standards A-K

#### Departmental Mission

The mission of the SHSU Department of Counselor Education (DCE) is to facilitate the development of professional counseling generalists who play an active role in enhancing individual, family, and community wellness in a diverse and changing world.

#### Departmental Goals

Within the context of this mission, the goals of the (DCE) are to:

1. Provide assistance to qualified students in learning the skills necessary to perform as competent and knowledgeable professionals in the counseling field. This includes encouraging students to develop themselves as well-rounded individuals combining their academic experience, personal values, interests and individual personalities.
2. Provide academic coursework and clinical experience that support and enhance the professional development of the student following CACREP standards.
3. Facilitate the Supervised Counseling Practicums in the Jack Staggs Counseling Clinic and the Community Counseling Clinic primarily for clinical training where advanced graduate students have opportunities for direct client contact and individual and group supervision from counseling faculty and counselor education doctoral students. The Supervised Counseling Practicum provides counseling for the general public in Huntsville and the Woodlands.
4. Promote an understanding and acceptance of the cultural diversity of our society.
5. Model the standards of integrity, performance, and concern for clients' welfare.

#### Department of Counselor Education Program Effectiveness Plan

CACREP 2016 Standard 4. A-E

The counselor education and supervision faculty assess the programs within the department through a variety of mechanisms to evaluate overall program effectiveness. The collected data is analyzed and viewed within context of what is known about the students, the programs, the community, supervisor and employer informal reports, and trends over time to inform curriculum and program decisions. Program evaluation is categorized into two areas: 1) Student Key Performance Indicators (KPIs), and 2) Program Performance Measures.

#### Student Key Performance Indicators (CACREP 2016 4.A, F, G)

Students' learning and progress throughout the program is evaluated in the areas of knowledge, skills, and professional dispositions. Key Performance Indicators (KPIs) assess student learning in CACREP's

eight foundational curriculum areas and each CACREP specialized practice area (Clinical Mental Health Counseling and School Counseling). Doctoral program assesses each of the five doctoral curriculum areas.

At the masters' level, students' mastery of curriculum content is evidenced by scores on the Counselor Preparation Comprehensive Exam (CPCE). Additionally, students' mastery of clinical skills is evaluated by faculty and site supervisors on multiple evaluations within the capstone, two-semester internship.

#### **Program Performance Measures (CACREP 2016 4.A, B)**

The collection of program performance measures is evaluated throughout the program and are used to assess the program goals. These measures include:

Aggregate student assessment data that address student knowledge, skills, and professional dispositions

Demographic and other characteristics of applicants, students, and graduates

Data from systematic follow up students of graduates, site supervisors, and employers of program graduates

- Application and Admission Data
- Enrollment information
- Program progression (course grades)
- Aggregate Key Performance Indicators for students
- Disposition Data (Counselor Potential Scale)
- Pass rates on Comprehensive Exam
- Site Evaluations completed by students and site supervisors in Practicum and Internship courses
- Student Course Evaluations of all faculty (Core and Non-Core)
- Completer Data
- Graduate and Alumni Surveys
- Employer Surveys

#### **Systematic Data Use, Planning, and Reporting (CACREP 2016 4.B, C, D, E)**

Data is collected every semester by the Department Chair, Program Coordinators, and Coordinator of Clinical Experiences. Faculty review the data annually for university and program purposes. Since 2023, faculty have analyzed signature assessments, rubrics, and associated data multiple times to determine appropriateness and alignment with KPI. With full implementation of the Program Effectiveness Plan in 2024-2025, faculty review and analysis occur annually to inform program change.

The Data Collection Plan (TABLE 1) below outlines the data collection and analysis schedule. The assigned faculty or staff will compile data from TK20, Qualtrics, Blackboard, Supervision Assist, or another platform. Compilation is distributed to program coordinators who then lead department-wide Assessment meetings. These meetings focus on data analysis and implications to inform curriculum and program decisions. All faculty participates in this critical function.

An annual report summarizing the program effectiveness data, outlines the program's successes, and highlights the curricular and program changes is written by the Department Chair and Program Coordinators. This report is disseminated to College of Education leadership and portions are posted on

website for each academic year. The department also uploads portions of the Program Effectiveness Plan into Anthology, SHSU’s platform for regional accreditation (SACSCOC). Notification of the report is made to key stakeholders, including faculty and current students, College of Education administrators, and community members. Additionally, the CACREP Vital Statistics snapshot is posted on the departmental website each year.

**Plan must outline (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.**

**TABLE 1: Data Collection, Analysis and Reporting Timelines for Program Effectiveness Plan**

<b>Data Collected</b>	<b>Data Source</b>	<b>Report</b>	<b>Timeline</b>
<b>Application and Admission Data:</b> 1. Number applied 2. Number admitted 3. Demographics of all applicants to include the following: a. Gender b. Race c. Date of birth d. GPA e. Program pursuing	Institutional Research Ticket #	Counselor Education Program Data Report	Provided in spring semester
<b>Enrollment Data</b> 1. Enrollment by program 2. Demographics to include: a. Gender b. Race c. Program pursuing d. Number of hours enrolled	Institutional Research Ticket #	Counselor Education Program Data Report	Provided each semester
<b>Program Progression (Course Grades)</b> Progression of plan of study taken each semester	Institutional Research Ticket #		October each year
<b>Aggregate Key Performance Indicators for Students</b> Master programs have identified 16 KPI in eight core areas. Each KPI has two capture points.	TK20 Blackboard Qualtrics Supervision Assist	See table 2 for KPI, associated courses, rubrics	August each year
Doctoral program has identified 10 KPI in five core areas. Each KPI has two capture points.		See table 5 for KPI, associated courses, rubrics	
<b>Pass rates on Comprehensive Exams</b>		See table 2 for pass rates	Each semester

<b>Disposition Data (Counselor Potential Scale)</b> Faculty assess dispositions of students within each class. Used for candidacy decisions and remediation plans	TK20	See tables 2 and 5	Provided each semester
<b>Site Evaluations completed by students and supervisors</b>	Supervision Assist		Each semester
<b>Data Collected</b>	<b>Data Source</b>	<b>Report</b>	<b>Timeline</b>
<b>Student Course Evaluations (IDEA) of all faculty</b> Aggregated ratings for courses by instructor and course	SHSU COGNOS		January each year
<b>Completer Data</b> 1. Completers for each academic year	SHSU COGNOS Supervision Assist	Degree Candidates list	Requested each semester
2. Completion rate across cohorts		Anthology report for SHSU	May each year
3. Demographics of all completers a. Gender b. Race c. GPA d. Program completed		Vital Statistics Survey (CACREP)	December each year
<b>Graduate and Alumni Surveys</b> 1. Counselor Education Exit Survey Surveys current academic year graduates for satisfaction and employment data.	Qualtrics	Counselor Education Program Data Report	Survey is administered during final weeks of Internship (COUN 6386)
2. Counselor Education Alumni Survey Surveys graduates from previous three academic years for program satisfaction, employment, and licensure status. Data are analyzed by graduation year.			August each year

<b>Employer Survey</b> Surveys employers of graduates from the three previous academic years for graduates' knowledge, skills, and dispositions.	Qualtrics	Counselor Education Program Data Report	August each year
<b>Data Collected</b>	<b>Data Source</b>	<b>Report</b>	<b>Timeline</b>
<b>Student Credit Hour Production</b>	Institutional Report Ticket #	Counselor Education Program Data Report	Each semester
<b>Faculty to Student Ratios</b>	Institutional Report ticket #	Calculated internally from student credit hour production	Each semester

### 2024 Student Key Performance Indicators (KPIs)

Key Performance Indicators (KPIs): Knowledge, Skills, and Professional Dispositions

At the master's level, KPIs for students are identified by the Department of Counselor Education to assess student learning in the areas of the eight core areas of the Professional Counseling Identity Standards (Section 2) and in their Specialty Area (Clinical Mental Health or School, Section 5). The KPI's are used for both individual student assessment and for program evaluation when aggregated.

Each KPI is assessed by examining student performance on identified key assignments within courses, clinical experiences, and comprehensive exams. Table 2 outlines the identified KPIs for student learning outcomes.

TABLE 2: KPI for all Core Areas of the Professional Counseling Identity Standards

CACREP Core Area and related KPI for MASTERS programs	Capture Points
<b>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>	
<b>KPI #1 Knowledge:</b> Define and recognize standards and rules of professional counseling organizations and credentialing bodies, licensure, and applications of ethical and legal considerations in professional counseling.	Capture point 1 COUN 5011, Exam 1  Capture point 2 COUN 6376: Ethics Quiz
<b>KPI #2 Skill:</b> Develop and apply theories and models of counseling, effectively use case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of situations, cultural backgrounds, ethical decisions, and developmental levels	Capture point 1 COUN 6376: Final Evaluation  Capture point 2 COUN 6386 case presentation
<b>SOCIAL AND CULTURAL DIVERSITY</b>	

<b>KPI #3 Knowledge:</b> Identify multicultural counseling competencies.	Capture point 1 COUN 5385 Pretest on multicultural competencies  Capture point 2 COUN 5392 Multicultural Learning Experience
<b>KPI #4 Skill:</b> Apply learned cultural competencies to counseling related work and investigate personal bias and other influential factors in counseling.	Capture point 1 COUN 5392 Multicultural Learning Experience  Capture point 2 COUN 6386 case presentation
<b>HUMAN GROWTH AND DEVELOPMENT</b>	
<b>KPI #5 Knowledge:</b> Demonstrate knowledge of the theories of individual and family development across the lifespan.	Capture point 1 COUN 5397 Developmental Issues presentation  Capture point 2 Comprehensive exams (CPCE)
<b>KPI #6 Skill:</b> Synthesize and conceptualize developmental factors as they arise and apply a wellness focus to treatment plans and interventions.	Capture point 1 COUN 6376: Final Evaluation  Capture point 2 COUN 6386 case presentation
<b>CAREER DEVELOPMENT</b>	
<b>KPI #7 Knowledge:</b> Demonstrate knowledge regarding strategies for career development and understanding related program planning, organization, implementation, administration, and evaluation.	Capture point 1 COUN 5011 Career Quiz  Capture point 2 COUN 5370 Program Design
<b>KPI #8 Skill:</b> Apply learned career related concepts through case conceptualization and treatment/interventions.	Capture point 1 COUN 5334 Case conceptualization paper  Capture point 2 COUN 5370 Career assessment implementation
<b>COUNSELING AND HELPING RELATIONSHIP</b>	
<b>KPI #9 Knowledge:</b> Define and identify theories/models of counseling and relationship dynamics.	Capture point 1 COUN 5364 Assignment: Theory Presentation  Capture point 2 Comprehensive exams (CPCE)
<b>KPI #10 Skill:</b> Apply concepts of counseling, essential interviewing, and counseling skills.	Capture point 1 COUN 5385: Final Recording  Capture point 2 COUN 6376 Final Evaluation
<b>GROUP COUNSELING AND GROUP WORK</b>	
<b>KPI #11 Knowledge:</b> Demonstrate knowledge of the theoretical foundations of group counseling and group work and dynamics associated with group process and development.	Capture point 1 COUN 5364: Theory presentation  Capture point 2 COUN 6374: Final Group project/proposal

<b>KPI #12 Skill:</b> Apply concepts of group work, group dynamic skills, and group process.	Capture point 1 COUN 5385: Group Role Play  Capture point 2 COUN 6374: Final Group project
<b>ASSESSMENT AND TESTING</b>	
<b>KPI #13 Knowledge:</b> Define and identify basic concepts of standardized and non-standardized testing, norm-referenced, criterion-referenced assessments, and group and individual assessments.	Capture point 1 COUN 6363: Test Critique  Capture point 2 Comprehensive exams (CPCE)
<b>KPI #14 Skill:</b> Apply assessments, analyze results, and infuse results as part of treatment/intervention plans.	Capture point 1 COUN 5334 Movie case conceptualization  Capture point 2 COUN 6376: Final Evaluation
<b>RESEARCH AND PROGRAM EVALUATION</b>	
<b>KPI #15 Knowledge:</b> Demonstrate knowledge regarding strategies for using different research methodologies, including qualitative, quantitative, and mixed methods designs, to develop outcome measures for counseling programs in the program evaluation of counseling programs and interventions.	Capture point 1 COUN 5379: Program Evaluation  Capture point 2 Comprehensive exams (CPCE)
<b>KPI #16 Skill:</b> Formulate plan for applying research into case conceptualization and implementing programs.	Capture point 1 COUN 5379: Program Evaluation Presentation  Capture point 2 COUN 6386: Case presentation

TABLE 3: KPI for Entry Level Specialty Area: Clinical Mental Health Counseling Standards

CACREP Specialty Area and related KPI for Clinical Mental Health Counseling	Capture Points
<b>FOUNDATIONS</b>	
<b>KPI #1CMHC</b> History and development CMHC  Theories and models related CMHC  Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning  Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Capture point 1 COUN xxxx  Capture point 2 COUN xxxx

Psychological tests and assessments specific to cmhc	
<b>CONTEXTUAL DIMENSIONS</b>	
<p><b>KPI #2CMHC</b> Roles and settings of clinical mental health counselors</p> <p>Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</p> <p>Mental health service delivery modalities within the continuum of care</p> <p>Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems</p> <p>Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</p> <p>Impact of crisis and trauma on individuals</p> <p>Impact of biological and neurological mechanisms on mental health</p> <p>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications</p> <p>Legislation and government policy relevant to clinical mental health counseling</p> <p>Cultural factors relevant to clinical mental health counseling</p> <p>Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</p> <p>Legal and ethical considerations specific to clinical mental health counseling</p> <p>Record keeping, third party reimbursement, and other practice and management issues</p>	<p>Capture point 1 COUN xxxx</p> <p>Capture point 2 COUN xxxx</p>
<b>PRACTICE</b>	
<p><b>KPI #3CMHC</b> Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p> <p>Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<p>Capture point 1 COUN xxxx</p> <p>Capture point 2 COUN xxxx</p>



Strategies for interfacing with the legal system regarding court-referred clients	
Strategies for interfacing with integrated behavioral health care professionals	
Strategies to advocate for persons with mental health issues	

TABLE 4: KPI for Entry Level Specialty Area: School Counseling Standards

CACREP Specialty Area and related KPI for School Counseling	Capture Points
<b>FOUNDATIONS</b>	
<b>KPI #1 School</b> History and development School Counseling  Models of school counseling programs  Models of P-12 comprehensive career development  Models of school-based collaboration and consultation  Assessments specific to P-12 education	Capture point 1 COUN xxxx  Capture point 2 COUN xxxx
<b>CONTEXTUAL DIMENSIONS</b>	
<b>KPI #2 School</b> School counseling roles as leaders, advocates, and systems change agents in P-12 schools  School counselor roles in consultations with families, P-12 and postsecondary school personnel, and community agencies  School counselor roles in relation to college and career readiness  School counselor roles in school leadership and multidisciplinary teams  School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma  Competencies to advocate for school counseling roles  Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders  Common medications that affect learning, behavior, and mood in children and adolescents	Capture point 1 COUN xxxx  Capture point 2 COUN xxxx

<p>Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs</p> <p>Qualities and styles of effective leadership in schools</p> <p>Community resources and referral sources</p> <p>Legal and ethical considerations specific to clinical mental health counseling</p> <p>Professional organizations, preparation standards, and credentials relevant to the practice of school counseling</p> <p>Legislation and government policy relevant to school counseling</p> <p>Legal and ethical considerations specific to school counseling</p>	
<b>PRACTICE</b>	
<p><b>KPI #3School</b></p> <p>Development of school counseling program mission statements and objectives</p> <p>Design and evaluation of school counseling programs</p> <p>Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional practices</p> <p>Interventions to promote academic development</p> <p>Use of developmentally appropriate career counseling interventions and assessments</p> <p>Techniques of personal/social counseling in school settings</p> <p>Strategies to facilitate school and postsecondary transitions</p> <p>Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p> <p>Approaches to increase promotion and graduation rates</p> <p>Interventions to promote college and career readiness</p> <p>Strategies to promote equity in student achievement and college access</p> <p>Techniques to foster collaboration and teamwork within schools</p>	<p>Capture point 1 COUN xxxx</p> <p>Capture point 2 COUN xxxx</p>

Strategies for implementing and coordinating peer intervention programs	
Use of accountability data to inform decision making	
Use of data to advocate for programs and students	

TABLE 5: KPI for Doctoral Standards

CACREP Core Area and related KPI for PhD program	Capture Points
<b>COUNSELING PROFESSIONAL IDENTITY</b>	
<b>KPI #1 Knowledge:</b> Compare and contrast theoretical conceptualization of clients from multiple theoretical perspectives.	Capture point 1 COUN 7331: Leading Theory Paper  Capture point 2 Comprehensive Exams
<b>KPI #1 Skill:</b> Design and synthesize the process of conceptualization to advance professional identity as counselors.	Capture point 1 COUN 7337: Theory Paper  Capture point 2 COUN 7337 External evaluation by site supervisor
<b>SUPERVISION PROFESSIONAL IDENTITY</b>	
<b>KPI #3 Knowledge:</b> Construct and critique a personal, ethical, research-based and culturally relevant counseling supervisor identity.	Capture point 1 COUN 7334: Supervision Style Presentation  Capture point 2 COUN 7335: Supervision Style Presentation/Paper
<b>KPI #4 Skill:</b> Apply counseling supervision theories and models.	Capture point 1 COUN 7334: Shadow evaluation  Capture point 2 COUN 7335: Assessment of theory skill
<b>TEACHING PROFESSIONAL IDENTITY</b>	
<b>KPI #5 Knowledge</b> Develop, implement, and critically evaluate a teaching philosophy.	Capture point 1 COUN 7336: teaching philosophy presentation  Capture point 2 COUN 7336: Teaching philosophy final
<b>KPI #6: Skill</b> Implement teaching strategies and philosophy.	Capture point 1 COUN 7339: Teaching: Midterm  Capture point 2 COUN 7339: Teaching: Final
<b>RESEARCH AND SCHOLARSHIP PROFESSIONAL IDENTITY</b>	
<b>KPI #7 Knowledge</b> Define and identify research concepts related to the counseling profession	Capture point 1 COUN 7110: Literature Review  Capture point 2 COUN 7363: Mock dissertation proposal
<b>KPI #8: Skill</b> Analyze counseling research in terms of validity, style, theoretical meaningfulness, implications for counseling practice	Capture point 1 COUN 8033: dissertation proposal  Capture point 2 COUN 8033: Final dissertation defense

LEADERSHIP AND ADVOCACY PROFESIONAL IDENTITY	
<p><b>KPI #9 Knowledge</b> Recognize and contrast research-based counseling leadership and advocacy opportunities within the current counseling profession</p>	<p>Capture point 1 COUN 7110: Evaluation, item #3</p> <p>Capture point 2 COUN 7339: final evaluation</p>
<p><b>KPI #10: Skill</b> Design and implement professional leadership and advocacy pursuits.</p>	<p>Capture point 1 PhD competency checklist</p> <p>Capture point 2 Comprehensive exams</p>