Sam Houston State University

College of Education

Department of Counselor Education

Annual Assessment Evaluation 2022 – 2023

Department of Counselor Education

This report highlights the numerous educational efforts of a very successful year for our department. While we are not without areas for improvement and growth, we have been successful this year in implementing a quality CACREP standards driven program aimed at training highly knowledgeable, skilled professional counselors to enter the work force as master's level clinical mental health counselors, school counselors, and doctoral level counselor educators and supervisors.

The following are highlights of the many efforts and accomplishments during the 2022-2023 academic year:

- We have improved our applicant screening procedure to ensure a better fit for the counseling profession. The department first conducts a prescreen to ensure applicants meet minimum department admission standards. Approved applicants are then invited to an interview conducted by all department faculty. Interviewees are scored using a rubric. The rubric assigns a score based on GPA, purpose statement, and responses to interview questions. The applicants with the highest scores receive an invitation to enroll.
- The department held an advisory board meeting on 10/8/23, which yielded important information to guide the department decision in the future.
- The counseling program is a data driven program in that we routinely modify students' learning experiences and activities based on feedback from site supervisor evaluations, results from CPCE, NCE and TExES (School Counseling Certification Examination), as well as results from surveying our graduates.
- We had a 100% pass rate for our school counseling students taking the TExES and students taking the NCE.
- We conducted a thorough review of department core syllabi to make sure all are consistent in how they meet CACREP core and specialty standards.
- We onboarded over a hundred students into two significant digital platforms to enhance clinical training (i.e., Supervision Assist and Titanium).

The faculty in the Department of Counselor Education take great pride in offering a quality CACREP program to students who are seeking a career in the counseling field. We are making a difference for our communities and schools by graduating well-prepared entry-level counselors.

Sincerely,

Counseling Faculty

Department of Counselor Education

Department of Counselor Education Mission Statement

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

Program Area Goals
Within the context of this mission, the goals of the Department of Counselor Education are to:
- 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.
- Provide academic coursework and clinical experience that support and enhance the professional development of the student following CACREP standards.
- Facilitate the Supervised Counseling Practicums in the Jack Staggs Counseling Clinics 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 public in Huntsville and the Woodlands.
- Promote an understanding and acceptance of the cultural diversity of our society.
- Model the standards of integrity, performance, and concern for clients' welfare.

Overview Program Evaluation

The Evaluation Plan is systematic and ongoing from year to year. Multiple methods of assessment are used throughout the academic year. Annual assessments include evaluations of current students' academic, professional, and personal development, level of learning based on students' accomplishment of student learning outcomes, development in professional identity, including research and advocacy, ethical and legal issues, and advanced counseling skills. All faculty members evaluate the programs, curriculum, coursework, admissions process, and current student functioning. Site supervisors evaluate current internship students and overall program outcomes. Graduates are evaluated by assessing alumni knowledge of student learning outcomes and employer evaluations.

Stakeholders that include faculty, staff, students, alumni, employers, and field supervisors are all involved in the evaluation and assessment process. The overall process consists in the following;

Evaluation Method	Description	Data Collection
Screening of Applicants	Initial applicant screening of academic success, recommendations, and professional statement. Qualified applicants are interviewed by faculty and are scored on suitability for desired program. Higher scoring applicants are invited to enroll. Once enrolled, applicant demographic information (i.e., race, gender, GPA) is added to a centralized student spreadsheet. The spreadsheet also contains key benchmarks for data tracking such as comprehension exams, clinic course grades, candidacy completion, and graduation.	Scoring rubric completed November and May.
Initial Advising	Student and advisor reviewing expectations and completing course sequence based on the student's program emphasis. Advising is primarily centralized by fewer faculty advisors to improve consistency of messages and course enrollment.	Centralized spreadsheet updated ongoing.
Counselor Potential Scales	(CPS) are used to evaluate the overall academic performance, professional, and personal development of each student and is completed by the instructor at completion of each class throughout the student's tenure in the master's and doctoral programs. The forms are kept electronically by the department. The CPS is one of	CPS completed at end of each semester with courses.

	the assessment tools used to help make decisions about students' admission to candidacy for the master's degree in counseling.	
Review and Retention	Student reviews occur at program faculty meetings where students with academic, personal, or professional concerns are discussed, and action plans are devised. Summer reviews are conducted on an as needed basis.	Monthly faculty meetings.
Key Performance Indicators	Are assessed and with the focus on measuring student success related to CACREP eight core areas.	Reviewed continuously throughout the year with courses.
Faculty curriculum review	Curriculum review ongoing basis to ensure adherence to accreditation, licensure, and assessment of key performance indicators.	Monthly faculty meetings.
Advisory Board	Program alumni and campus/community partners provides the department feedback on current trends, notes strengths of programs, and areas of improvement.	Completed October
Surveys of program stakeholders	Information is gathered from stakeholders (i.e., internship site supervisors, current students, alumni, and employers) to provide department feedback.	Completed end of semester.
Analysis of data	Annual Faculty Work Meetings to review findings, assess status of all aspects of the programs and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing programs.	Completed May-August
Annual Evaluation Report	Outcomes of program evaluation data and demographic information.	Completed May-August
Annal Evaluation Report Distribution	Sharing findings and suggested changes with students, administration, site supervisors, advisory board members, alumni and others interested in the Counseling Masters' and the Doctoral Program at Sam Houston State University.	

Evaluation of Data Points

Program Applicants, Enrollment, and Retention

During the 2022-2023 academic year the department enrolled the following students. The table below highlights average GPA, program enrollment, and available demographic information.

All Programs
Academic Year 2022-2023

Accepted Applicant undergrad GPA average	3.41
Enrolled New Applicants	93
Total Enrollment	228
Women	87%
Men	13%
Caucasian	58%
Hispanic	20%
African American	18%
Asian American	<1%
Multiple Heritage	<1%

International	<1%
American Indian/Alaskan Native	<1%
Not Reported	1%

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Statistic	2022-2023
Accepted	81
Total Number of Students Enrolled	164
Average Class size	15
Academic Class (Face to Face and On-line)	20
Practicum	6
Internship	12
Number of Graduates	51
Completion Rate	95%
GSA-NCE Examination Pass Rate	95%
Job Placement Rate	85%

SCHOOL COUNSELING PROGRAM

Statistic	2022-2023
Accepted	12
Total Number of Students Enrolled	40
Average Class Size	15
Academic Class (Face to Face and On-line)	20
Practicum	6
Internship	12
Number of Graduates	16
Completion Rate	100%
TEA School Counselor Exam Pass rate	92%
Job Placement Rate	100%

DOCTORAL COUNSELING PROGRAM

Statistic	2022-2023
Accepted	8
Number of Students Enrolled	24
Average Class Size	10
Number of Graduates	4
Completion Rate (Overall)	90%
Job Placement Rate	100%

Summary of Findings

The clinical mental health counseling program has seen an increase in application and enrollment the past 3 years. While a positive sign of interest in profession and university program, the department has encountered imbalance with required CACREP ratio (faculty to student) standards. As a result, the department has implemented more restrictive acceptance to help meet the needed ratio. Additionally, the department has been working to replace and even add faculty to assist with ratios.

The school counseling program application and enrollment has declined from approximately 30 students entering the program in 2020 to 10-15 students. This is primarily due to the department's limited capacity to maintain multiple off-campus program offerings, applicants are required to have teaching certificates, and admission once per

year. The program is actively working on ways to offer the program to meet the needs of working teachers in Texas and program capacity.

The doctoral program continues to maintain enrollment of approximately 10 students per cohort and completes admission once per year. The department determined no changes for upcoming year.

Across all programs, students are predominately female and identify as Caucasian. All programs continue to have high completion and job placement rates.

Counselor Potential Scales

Counselor Potential Scales are used to evaluate the overall academic performance, professional, and personal dispositions of each student and is completed by the instructor at completion of each class throughout the student's tenure in the program. Concerns may include, but are not limited to, academic/clinical skills issues not clearly captured by assignments (e.g., low activity, frequent exceptions requested, struggles to implement feedback or follow deadlines), ethical (e.g., poor boundaries, breaching confidentiality of others, problematic behaviors not easily identified as violations in the code), professionalism (e.g., interpersonal conflict, unstable emotional regulation).

Concerns are either handled within the course by instructor or brought to faculty for discussion on next steps in remediation process defined in the program handbooks. The forms are collected electronically by the College of Education Tk20 program and reviewed at the end of each semester and during the candidacy review period.

Students are evaluated using a decision tree. First, instructors determine if there are any concerns: yes or no. If yes, the concern is identified. Then the instructor determines level of concern and course of action. The course of action could be either addressed in class (e.g., improve grade, attendance, etc.) or brought to all faculty for review.

Number of completed student CPS Fall 2021-Spring 2022	No Concerns	Yes Concerns	Concern Addressed in Course	Concern Required meeting with all faculty
876	841	35	4	0

Performance Indicators

Key Performance Indicators

New KPI structure was created to address areas of need for CACREP accreditation. Specifically, the department's organization of KPI identification, organization, implementation, and data capturing was unclear and inefficient. Previous KPI assignments and their connection to courses remained, but the organization and the capturing of data changed. As such, data was unavailable for master's programs but was available for doctoral program for this cycle. KPI's are evaluated using the following rubric (master's and doctoral programs):

Novice (70%-79%)	Competent (80%-89%)	Proficient (90%-100%)
Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.	**Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.**	**Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.**

CACREP Core Area and related KPI for Master's Programs 2022-2023 Most completed data unavailable.	Capture Point #1	Student Outcome (% novice, competent, proficient)	Capture Point #2	Student Outcome (% novice, competent, proficient)
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE				
KPI #1 Knowledge: Define and recognize standards and rules of professional counseling organizations and credentialing bodies, licensure, and applications of ethical and legal considerations in professional counseling.	Year 1 COUN 5011 Assignment: Professional Counselor Interview		Year 2 COUN 6350 Assignment: Professional Ethics Paper	
KPI #2 Skill: 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	Year 2 COUN 6376 Assignment: Final Evaluation		Year 3 COUN 6386 Assignment: Final Evaluation	
SOCIAL AND CULTURAL DIVERSITY				
KPI #3 Knowledge: Identify multicultural counseling competencies.	Year 1 COUN 5334 Assignment: Conceptualization Paper		Year 2 COUN 5392 Assignment: Multicultural Learning Experience	
KPI #4 Skill: Apply learned cultural competencies to counseling related work and investigate personal bias and other influential factors in counseling.	Year 1 COUN 5334 Assignment: Conceptualization Paper		Year 3 COUN 6386 Assignment: Final Evaluation	

HUMAN GROWTH AND DEVELOPMENT				
KPI #5 Knowledge: Demonstrate knowledge of the theories of individual and family development across the lifespan.	Year 1 COUN 5397 Assignment: Service Learning Project		Year 2 CPCE	95% proficient
KPI #6 Skill: Synthesize and conceptualize developmental factors as they arise and apply a wellness focus to treatment plans and interventions.	Year 2 COUN 6376 Assignment: Final Evaluation		Year 3 COUN 6386 Assignment: Final Evaluation	
CAREER DEVELOPMENT				
KPI #7 Knowledge: Demonstrate knowledge regarding strategies for career development and understanding related program planning, organization, implementation, administration, and evaluation.	Year 2 COUN 5370 Assignment: Program Design Paper		Year 2 CPCE	95% proficient
KPI #8 Skill: Apply learned career related concepts through case conceptualization and treatment/interventions.	Year 2 COUN 6376 Assignment: Final Evaluation		Year 3 COUN 6386 Assignment: Final Evaluation	
COUNSELING AND HELPING RELATIONSHIP				
KPI #9 Knowledge: Define and identify theories/models of counseling and relationship dynamics.	Year 1 COUN 5364 Assignment: Theory Presentation/Paper		Year 2 CPCE	95% proficient
KPI #10 Skill: Apply concepts of counseling, essential interviewing, and counseling skills.	Year 2 COUN 5385 Assignment: Final Recording		Year 2 COUN 6376 Assignment: Final Evaluation	
GROUP COUNSELING AND GROUP WORK				
KPI #11 Knowledge: Demonstrate knowledge of the theoretical foundations of group counseling and group work and dynamics associated with group process and development.	Year 1 COUN 6374 Assignment: Final Group Project/Group Counseling Proposal		Year 2 CPCE	95% proficient
KPI #12 Skill: Apply concepts of group work, group dynamic skills, and group process.	Year 1 COUN 6374 Assignment: Final Group Project/Group Counseling Proposal		Year 3 COUN 6386 Assignment: Final Evaluation	
ASSESSMENT AND TESTING				
KPI #13 Knowledge: Define and identify basic concepts of standardized and non-standardized testing, norm-referenced, criterion-referenced assessments, and group and individual assessments.	Year 1 COUN 6363 Assignment: Test Critique		Year 2 CPCE	95% proficient

KPI #14 Skill: Apply assessments, analyze results, and infuse results as part of treatment/intervention plans.	Year 2 COUN 5385 Assignment: Suicide Assessment		Year 3 COUN 6386 Assignment: Final Evaluation	
RESEARCH AND PROGRAM EVALUATION				
KPI #15 Knowledge: 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.	Year 1 COUN 5379 Assignment: Program Evaluation		Year 2 CPCE	95% proficient
KPI #16 Skill: Formulate plan for applying research into case conceptualization and implementing programs.	Year 1 COUN 5379 Assignment: Program Evaluation		Year 3 COUN 6386 Assignment: Final Evaluation	

CACREP Core Area and related KPI for doctoral program 2021-2022 data collected completed.	Capture Point #1	Student Outcome (% novice, competent, proficient)	Capture Point #2	Student Outcome (% novice, competent, proficient)
COUNSELING PROFESSIONAL IDENTITY:				
KPI #1 Knowledge: Compare and contrast theoretical conceptualization of clients from multiple theoretical perspectives.	Year 1 COUN 7331 Assignment: Leading Theory Paper	100% proficient	Year 2 COUN 7339 Assignment: Final Evaluation	100% competent and proficient
KPI #2 Skill: Design and synthesize the process of conceptualization to advance professional identify as counselors.	Year 1 COUN 7337 Assignment: Assessment of theory skill via observation midterm	100% proficient	Year 1 COUN 7337 Assignment: Assessment of theory skill via observation final	100% competent and proficient
SUPERVISION PROFESSIONAL IDENTITY:				
KPI #3 Knowledge: Construct and critique a personal, ethical, research-based and culturally relevant counseling supervisor identity.	Year 2 COUN 7334 Assignment: Supervision Style Presentation/Paper	100% proficient	Year 2 COUN 7335 Assignment: Supervision Style Presentation/Paper Critique	100% proficient
KPI #4 Skill: Apply counseling supervision theories and models.	Year 2 COUN 7335 Assessment of theory skill via observation midterm	80% proficient	Year 2 COUN 7335 Assessment of theory skill via observation final	89% proficient

TEACHING PROFESSIONAL IDENTITY:				
KPI #5 Knowledge: Develop, implement, and critically evaluate a teaching philosophy.	Year 2 COUN 7336 Assignment: teaching philosophy paper	100% proficient	Year 3 COUN 7339 Assignment: final evaluation	100% competent and proficient
KPI #6 Skill: Implement teaching strategies and philosophy.	Year 3 COUN 7339 Assignment: Midterm evaluation	100% competent and above	Year 3 COUN 7339 Assignment: final evaluation	100% proficient
RESEARCH AND SCHOLARSHIP PROFESSIONAL IDENTITY:				
KPI #7 Knowledge: Define and identify research concepts related counseling profession.	Year 1 COUN 7110 Assignment: Literature Review	100% proficient	Year 2 COUN 7363 Assignment: Mock Dissertation Proposal	Data not available
KPI #8 Skill: Analyze counseling research in terms of validity, style, theoretical meaningfulness, implications for counseling practice.	Year 3 COUN 8033 Assignment: dissertation proposal	100% proficient	Year 4 COUN 8033 Assignment: final dissertation defense	Data not available
LEADERSHIP AND ADVOCACY PROFESSIONAL IDENTITY:				
KPI #9 Knowledge: Recognize and contrast research-based counseling leadership and advocacy opportunities within the current counseling profession.	Year 1 COUN 7110 Assignment: class advocacy evaluation item # 3 on evaluation	100% proficient	Year 3 COUN 7339 Assignment: final evaluation	100% proficient
KPI #10 Skill: Design and implement professional leadership and advocacy pursuits.	Ph.D. competency checklist	Data not available	Ph.D. competency checklist	Data not available

Comprehension Exam – Master's Programs

Counselor Preparation Comprehensive Exam (CPCE) was last use Fall 2019 due to COVID restrictions. As such, no data was available until Spring 2023 when it was implemented back as the required comprehension exam for the master's programs. Passing score (one standard deviation below national average) for this cycle was determined by faculty vote. Program students consistently performed above the national average in assessed areas. The faculty determined no further modifications required at this time.

Spring 2023

Professional Identity Standard	# of Students passed	Pass Rate
CPCE Overall Pass Rate	61 of 64	95%

	SHSU Mean (out of 17)	National Mean (out of 17)
C1: Professional Orientation and Ethical Practice	11.5	11.2
C2: Social and Cultural Diversity	10.5	10.0
C3: Human Growth and Development	11.0	10.6
C4: Career Development	10.9	10.3
C5: Counseling and Helping Relationships	10.5	9.8

C6: Group Counseling and Group Work	12.3	11.7
C7 Assessment and Testing	10.5	10.1
C8: Research and Program Evaluation	12.6	11.7

Students who failed the initial administration of the CPCE in Spring 2023 semester were offered a second administration of the CPCE to be taken Summer 2023.

NCE – Master's Programs

NCE information was not available at time of this report. However, the most recent information is reported below. Overall, students in the program performed well on the exam. The faculty determined no further modifications required at this time.

Semester	# of Students passing	Pass Rate
Spring 2022	24 of 26	92%

Completed Dissertations – PhD Program

Doctoral students are assessed on knowledge and performance outcomes through the completion of their comprehensive exams and their dissertations. Starting Fall 2022 (cohort 18), faculty voted to change comprehension exams to dissertation completion. This was done to address significant changes to doctoral program. It was deemed a temporary change until a more thorough conversation could occur regarding the evaluation structure of the program. As such, no data is currently available. However, AY 2021-2022, seven doctoral students completed written comprehensive exams.

Cohort	Year	Students in Cohort	Completed Comps Successfully
18	2020	7	N/A
17	2019	7	7

Doctoral students in cohorts 17 and 18 have engaged dissertation process. In previous years, approximately 70% of students who started their doctoral studies at SHSU have completed the dissertation and graduated. Cohort 17 is currently 57% with the remaining pending defense. Cohort 18 has all currently started dissertation.

Cohort	Year Entered	# of Students Accepted	Current Students	# of Dissertations Completed
18	2020	9	7	N/A
17	2019_	8	7	4

<u>Advisory Board</u>

The advisory board (i.e., program alumni and campus/community partners) met October 2022 to provide the department feedback on current trends, notes strengths of programs, and areas of improvement.

Council recommended improved timeline of development so students know steps related to clinical experiences.

1. *__The addition of the web-based platform Supervision Assist will provide the student a real-time clinical folder that also captures program benchmarks like candidacy. This platform will also infuse clinical experience handbook information for student, instructor, and supervisor so they are informed of vital information. Supervision Assist went live midway through the Fall semester. By Fall 2023 all students will be onboarded to the system.__*

Council recommended helping students know what happens after graduation – comprehensive list of places and option after graduation.

2. *__The department offered its first ever career fair Fall 2022. 12 different local agencies attended. Approximately 30 students attended. This was to improve internship connection, but also assist with learning about places for future employment.__*
3. *__Planning phase: A page on the COUN student blackboard shell for Graduation Planning and Beyond.__*

Council recommended the program be more infused with social justice/awareness, ACE courses – and bring in topics of discomfort.

4. *__About half of COUN courses are designated ACE courses (SHSU is a service focused institution. It strives to have course efforts connect to community for service.) However, the department will continue to market and track these efforts.__*

- Council recommended that students assess their assumptions and biases when interpreting assessments, working with clients, doing any assignment that has a clinical focus.
    5. *__Supervision Assist is currently addressing many of these. In addition, the department is currently undertaking a major handbook overhaul. The Jack Staggs Counseling Clinics are also advancing the scope of services. The clinics are a more formalized and structured environment.__*

Council recommended improved integration into the community.

6. *__ This is occurring with frequent professional development series provided by department and increased partnerships between clinics and community.__*

Other recommendations to be addressed in the future:
- When advising, do a wellness check.
- Infuse multiculturalism into all classes.
- Improved Clinical Experiences with progress note preparation, experience leading groups, and improve theory usage.

<div align="center">Surveys of Stakeholders</div>

Site Supervisors

Internship site supervisors continue to play an invaluable role in the education and development of our students. Site supervisors provide ratings on skill-based student-based learning outcomes during each internship semester as completing a survey assessing the effectiveness of the department.

Using a Likert Scale data collection format, the tables below represent supervisor ratings of the following statements regarding their experiences with and evaluation of the performance of Sam Houston State University (SHSU) master's level counseling.

1. SHSU prepares counseling students to follow ethical counseling practices.

2. SHSU prepares counseling students to provide counseling services appropriate to the needs of the clients served at the agency (i.e. Clinical Mental Health, School).

3. SHSU prepares counseling students to carry out the daily functions of a professional counselor in an agency or school setting.

4. SHSU prepares counseling students to meet the counseling needs of clients from diverse backgrounds

5. SHSU prepares counseling students to complete notes and records in accordance with the guidelines/procedures of the agency or school.

Additionally, a second table is provided, for each semester, which represents the number and types of comments offered by supervisors regarding either student intern performance, or recommendations for the SHSU counseling program. Supervisors were asked to offer the following information:

"Please provide feedback as to how SHSU might improve the preparation of counseling students to meet the changing needs of clients and the changing demands of the agency or school."

Survey Results

Fall 2021 – Spring 2022

Question #	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	Avg. Score
1	20	3	0	0	0	4.87
2	17	6	0	0	0	4.73
3	20	3	0	0	0	4.87
4	18	5	0	0	0	4.78
5	18	5	0	0	0	4.78
Comments						
Love having SHSU practicum students. Love working with SHSU students. More consistency with practicum supervisors. More information from supervisors about paperwork. Students to receive courses in counseling as a business.						

Use of Findings to Inform Program Modifications

Suggestions and modifications were reviewed during faculty meetings. Upon review of the program and data collected, faculty recommended the following:

1. Faculty reviewed the CPCE pass/fail criteria. Faculty decided to retain the current standard of passing score of 1 standard deviation below the national mean. Faculty also discussed the process of CPCE retake.
2. Aggregate data for the Counselor Potential Scales was available for the first time for the 2017-2018 academic year. The faculty determined no further modifications required at this time.
3. Faculty determined a need to centralize much data related to individual students in a spreadsheet to increase the department's ability to assess and summarize data. Faculty also agreed to move more data capturing mechanism in place to reduce gaps in data collection efforts.