

Dissertation	Doctoral Program Coordinator	Each Semester
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Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

During the 2019-2020 academic year the department employed 12 full-time faculty. Faculty workload consists of teaching (4 fall-4 spring-4 summer (optional), teaching loads), research (faculty receive a one course teaching reduction in each fall and spring semester so they can conduct research activities), service, and administrative activities with 40% of time devoted to teaching, 40% of time devoted to research, and 20% service. The department also employs from 1 to 3 part-time faculty who teach core, elective, and clinical courses on an as needed basis under the supervision of the department chair. The number of adjunct faculty who taught courses during the past years was maintained at well below 49% of total courses taught in compliance with our accreditation standard of below 50%. For the Doctoral program, Counselor Education faculty taught all of the Counselor Education and Supervision core courses except for statistical research courses. No part-time faculty are employed to teach at the doctoral level. All but one of the doctoral faculty are categorized as core faculty. The Department of Counselor Education has one Assistant to the Chair and two administrative assistants for the two counseling clinics.

Site Supervisors and Advisory Board

Internship site supervisors continue to play an invaluable role in the education and development of our students. Site supervisors provide ratings on skill-based SLOs during each internship semester of the MA and MED programs as well as completing a survey assessing the effectiveness of the overall MA and MED program objectives. Finally, doctoral students' site supervisors also provide ratings on skill-based SLOs during each scheduled internship semester of the doctoral program as well as completing a survey assessing the effectiveness of the overall doctoral program objectives.

Site Supervisors Program Evaluations

CMHC Counseling

In the section below you will find the results of the site supervisors' evaluations of the master's degree programs. Information on all questions asked is provided.

Data for Supervisor Evaluation of COUN 6386

Clinical Mental Health Counseling (CMHC)

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 per Semester

Summer 2019

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	13	4	-	-	-	4.76
2	12	5	-	-	-	4.71
3	13	4	-	-	-	4.76
4	14	3	-	-	-	4.82
5	12	4	1	-	-	4.65
Comments	Positive		Growth Promoting		None	
	3		2		13	

POSITIVE:

1. SHSU interns are excellent so to me that is a reflection of SHSU.
2. SHSU is excellent.
3. SHSU has a solid master’s degree program to prepare counseling students fulfilling their practicum and licensure requirements.

SUGGESTIONS FOR GROWTH:

1. Better understanding of basic documentation using formats such as DOPE or SOAP.

2. One suggestion I have is that perhaps all the required mid-term evaluations from the Supervisor could have been more spread out to give more time for the Supervisor to complete. In addition, I also felt that the deadline for the Fall Internship Application was brought to my attention a little last minute to which I only had less than a week to respond. If those things could be improved, I think it will definitely enhance the experience for both students and the supervisors.

Fall 2019

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	20	1	-	-	-	4.95
2	18	3	-	-	-	4.75
3	19	2	-	-	-	4.90
4	20	1	-	-	-	4.95
5	18	3	-	-	-	4.86
Comments	Positive		Growth Promoting		None	
	6		3		13	

POSITIVE:

1. SHSU is such an excellent program. I say that based on the quality of the interns I've worked with here at the co-op.
2. Overall SHSU provides excellent preparation.
3. I believe that a prepared counselor is a blend of training, personality and characteristics. The student's personality and character is nurturing and natural. Her training is great. She is well-prepared and educated.
4. SHSU is fantastic. You all do a fantastic job of working with your students and with us. It is a privilege to work with your interns.
5. Based on my interaction with the student, it appears that SHSU is doing a great job of preparing her to not only meet the needs of the clients but to excel in her counseling career.
6. Doing a great job. I have enjoyed supervising several students from your program.

SUGGESTIONS FOR GROWTH:

1. Criminal Justice is a specialty field within counseling. I am currently unaware of whether SHSU has a class other than multicultural that covers the needs of this population or employment opportunities. While there are agencies that target the needs of the population i.e. SA groups, anger management, CPS, co-parenting, etc., not enough awareness of this field or the potential is known.

2. Students need more experience with writing case notes and completing intake forms and routine paperwork. Students need more awareness of the roles and responsibilities of a counselor.
3. I believe it would be beneficial for students to understand about the importance of seeking counseling for themselves as a requirement. I believe this has the potential to facilitate a student's own self-care. Being a client also has the potential to facilitate self-development and growth.

Spring 2020

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	19	1	-	-	-	4.95
2	15	5	-	-	-	4.75
3	17	3	-	-	-	4.85
4	17	3	-	-	-	4.85
5	16	4	-	-	-	4.80
Comments	Positive		Growth Promoting		None	
	6		7		7	

POSITIVE:

1. It is a privilege to work in collaboration with this student and with the SHSU counseling department and the interns that have chosen to gain experience with us. Thank you for all that you do.
2. SHSU does a great job preparing CMHC counselors.
3. I and we at The Mental Health Co-op continue to appreciate and feel gratitude for our working internship collaboration with SHSU. Interns like this student show the care and training that your university promotes.
4. Sam Houston counseling students are always ready to hit the ground running when they arrive at SBCC...makes my job enjoyable as well as easier!
5. SHSU continues to do a great job preparing interns for the work we do. I just wish we could get more interns from you!
6. Sam Houston has a very organized and structured program which helps students coming into private practice understand the expectations of the counseling field.

SUGGESTIONS FOR GROWTH:

1. As a criminal justice environment perhaps having an option for counseling in CJ as an elective might be nice for anyone thinking about working in those settings.
2. The only need is training in case management.

3. It would perhaps benefit SHSU and the students to have more education and training in the area of telehealth/conferencing.
4. I think it would be helpful to offer students an in-depth training on SI assessment, protocol, safety planning, and emergency procedures. Thank you!
5. Perhaps greater emphasis on the hard reality that in dealing with/treating children...it is necessary to meet with/treat their parents and caregivers, which can be challenging!
6. Increase number of site visits, check in with site earlier in the semester. Discuss demands/needs of agency/expectations.
7. Prepare more for working in a private practice setting such as information about billing/insurance/intakes.

CMHC Program Modifications (For Dr. H to Complete)

1. Beginning AY 2019-2020 there are no longer summer admissions to the CMHC program
2. Changes to move to the CACREP 2016 standards will be made for the 2020-2021 academic year.

MCFC Counseling

Site supervisors' Evaluations

In the section below you will find the results of the site supervisors' evaluations of the master's degree programs. Information on all questions asked is provided.

Data for Supervisor Evaluation of COUN 6386

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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 per Semester

Summer 2019

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	4	-	-	-	-	5.00
2	1	3	-	-	-	4.25
3	1	3	-	-	-	4.25
4	3	1	-	-	-	4.75
5	2	2	-	-	-	4.50
Comments	Positive		Growth Promoting		None	
	0		0		4	

POSITIVE:

None.

SUGGESTIONS FOR GROWTH:

None.

Fall 2019

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	8	1	-	-	-	4.89
2	7	2	-	-	-	4.78
3	8	1	-	-	-	4.89
4	8	1	-	-	-	4.89
5	8	1	-	-	-	4.89
Comments	Positive		Growth Promoting		None	
	4		2		4	

POSITIVE:

1. SHSU is unique in its ability to prepare students for the counseling profession, and I get the sense that your students walk away with a consistent education year-to-year.
2. All-in-all, SHSU provides excellent training for their interns.
3. I think SHSU does a great job preparing students for real world counseling.
4. I have been very pleased with my SHSU supervisees. SHSU does a great job preparing their students for our profession. It's been a pleasure to be able to give back to my field in this way!

SUGGESTIONS FOR GROWTH:

1. A couple of areas that I hear students struggling with are the clarification of responsibilities in internship and the surprise over additional costs in their final years (additional exams, liability insurance, etc.).
2. Students could use instruction and guidance on client note taking.

Spring 2020

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	9	-	-	-	-	5.00
2	7	2	-	-	-	4.78
3	8	1	-	-	-	4.89
4	9	-	-	-	-	5.00
5	8	1	-	-	-	4.89
Comments	Positive		Growth Promoting		None	
	2		1		6	

POSITIVE:

1. I cannot think of additional information that needs to be offered to the students at this time.
2. The quality of the counseling program at SHSU cannot be matched by other universities. Sam Houston students are well-equipped in counseling and all interactions with clients and other staff/team members. I am happy to have SHSU practicum students at my site, and feel proud to be an SHSU alumni.

SUGGESTIONS FOR GROWTH:

1. SHSU can help assist students more with documentation, as most programs can improve upon. Assessments & DSM-IV coding. Pharmacology should also be required.

MCFC Program Modifications

Based on the fall 2018 semester (e.g., two students exhibited a lack of understanding of theories in their last semester of the program) these are the adjustments we propose for the KPI I assessment.

All students in 6376 will be required to take the CPCE exam and the MCFC KPI I exam. Students will take the MCFC exam the week of the CPCE. If students do not take these exams then once the graduate handbook has been updated, students will be blocked from Internships. Advisors will ensure students know expectations and will help enforce procedures. This will help students to not put off the KPI I assessment until the next to the last or last semester and risk not graduating. This also will help instructors of MCFC application courses (6333, 6370, 6386) understand which students are struggling with theoretical understanding. Remediation can begin earlier with this new procedure in place.

Additionally, A longer exam was added to the MCFC Theories class (6332) to help mimic the KPI I Theories assessment.

School Counseling

Data for Supervisor Evaluation of COUN 6386

School Counseling (SC)

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 students.

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Survey Results per Semester

Summer 2019

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	1	-	-	-	-	5.00
2	1	-	-	-	-	5.00
3	1	-	-	-	-	5.00
4	1	-	-	-	-	5.00
5	1	-	-	-	-	5.00
Comments	Positive		Growth Promoting		None	
	0		0		1	

POSITIVE:

None.

SUGGESTIONS FOR GROWTH:

None.

Fall 2019

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	4	-	-	-	-	5.00
2	4	-	-	-	-	5.00
3	4	-	-	-	-	5.00
4	4	-	-	-	-	5.00
5	4	-	-	-	-	5.00
Comments	Positive		Growth Promoting		None	
	1		0		3	

POSITIVE:

1. This is my fourth intern and my first one from SHSU. At first I was overwhelmed with the expectations put on me. But compared to my previous experience with interns from other programs...well, there is none. The student's accountability to me has made the experience all the more rewarding for me and I gather for her as well. I feel like I have a teammate! As a graduate of Sam Houston Counseling Program (back in the 80's) I appreciate the thoroughness of the Sam program; your preparation is the best! You provide opportunity for a variety of counseling experiences. You prepare professionals.

GROWTH PROMOTING:

None.

Spring 2020

Likert Scale	5	4	3	2	1	
Question #						Avg. Score
1	3	-	-	-	-	5.00
2	3	-	-	-	-	5.00
3	3	-	-	-	-	5.00
4	3	-	-	-	-	5.00
5	3	-	-	-	-	5.00
Comments	Positive		Growth Promoting		None	
	2		2		0	

POSITIVE:

1. As a SHSU post-graduate in both counseling and principal certification programs, I find the intensity and integrity of the programs to be of highest quality. I have worked with interns from other programs; the expectations do not come close to those of the Sam Houston programs in education.
2. SHSU does a good job of preparing students for real world experiences.

GROWTH:

1. After this spring, I think it would be great to train candidates in online programs.
2. From the school counseling perspective emphasis can also be placed on online platforms for student connections. Traditional elementary and secondary school systems have now gone from brick and mortar to virtual distance learning environments.

School Counseling Program Modifications

Changes for 2019-2020 academic year include:

- Moving to the 2016 CACREP standards
- The proposal of the Cy-Fair ISD Cohort
- Allowing students to take either 6335 or 5333 as part of the candidacy requirement (this was due to when this course is offered)
- Moving the program to 60 hours. This move added: 5336 (Adv Behavior Pharmacology), 6332 (Theories: Mar, Cple & Fam Coun), 6350 (Coun Ethics: Mgmt, Law, Prac), and 6364 (Counseling For Addictions)
- School counseling students can now complete the practical requirement of Supervised Practicum (6376) in the schools. This will be effective Spring 2021.

Student Dispositions Assessment

Each semester in each individual course master's student's dispositions related to their development as professional counselors are assessed on an individual level. These assessments allow faculty to assess the growth, strengths, and areas needing improvement for each individual student. The counselor potential scales are used to evaluate students' on a semester by semester basis, at the time of candidacy, and during the annual review of students. Included below are the aggregate scores on the potential scales for 2019-2020. This is the first time we were able to aggregate the scores and look at the dispositions of the master's students holistically. Students are evaluated on a Likert scale that ranges from Strongly Disagree (0) to Strongly Agree (6). Individual students who receive a 4 or below on any of the scales are asked to meet with their advisor. Faculty will discuss the meaning of the aggregate scores found below in October 2018 to determine if there is a need to address any part of the scale or if there are any overall concerns that need to be addressed.

Clinical Mental Health Counseling Dispositions

Number	Counselor Potential Scales	Mean	Standard Deviation
1	Knowledge: The students is able to retain and understand content knowledge associated with core program courses relevant to her/his respective track as evidenced by high grades in this course and/or on assignments.	5.391	0.74

2	Skill Development: The student excels in the application of content knowledge in counseling situations as evidence by case study assignments, review of practice tapes, or other application oriented activities and written work.	5.307	0.79
3	Professional Behavior: I have no concerns about the student's behavior inside or outside of class in situations associated with the counseling program. Behavioral issues may include one or more of the following: frequent tardiness and/absences; texting and/or talking in class; unethical actions; lack of involvement in reflection; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direct intervention.	5.383	0.85
4	Openness to Diversity: The student displays behaviors consistent with cultural social justice, advocacy, and conflict resolution, other culturally supported behavior that promote optimal wellness and growth of	5.517	0.72

	the human spirit, mind, or body.		
5	Ethical Behavior: The student demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling or school counseling.	5.456	0.72
6	Progress: The student is making excellent progress toward the attainment of their degree requirements (e.g. theoretical understanding and application, working toward completion of dissertation, practicum/internship skill development, etc.).	5.372	0.82

Marriage Couples and Family Counseling Dispositions

Number	Counselor Potential Scales	Mean	Standard Deviation

1	<p>Knowledge: The students is able to retain and understand content knowledge associated with core program courses relevant to her/his respective track as evidenced by high grades in this course and/or on assignments.</p>	5.473	0.63
2	<p>Skill Development: The student excels in the application of content knowledge in counseling situations as evidence by case study assignments, review of practice tapes, or other application oriented activities and written work.</p>	5.434	0.64
3	<p>Professional Behavior: I have no concerns about the student's behavior inside or outside of class in situations associated with the counseling program. Behavioral issues may include one or more of the following: frequent tardiness and/absences; texting and/or talking in class; unethical actions; lack of involvement in reflection; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direct intervention.</p>	5.543	0.68

4	Openness to Diversity: The student displays behaviors consistent with cultural social justice, advocacy, and conflict resolution, other culturally supported behavior that promote optimal wellness and growth of the human spirit, mind, or body.	5.629	0.62
5	Ethical Behavior: The student demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling or school counseling.	5.583	0.58
6	Progress: The student is making excellent progress toward the attainment of their degree requirements (e.g. theoretical understanding and application, working toward completion of dissertation, practicum/internship skill development, etc.).	5.505	0.64

School Counseling Dispositions

Number	Counselor Potential Scales	Mean	Standard Deviation
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1	<p>Knowledge: The students is able to retain and understand content knowledge associated with core program courses relevant to her/his respective track as evidenced by high grades in this course and/or on assignments.</p>	5.308	0.73
2	<p>Skill Development: The student excels in the application of content knowledge in counseling situations as evidence by case study assignments, review of practice tapes, or other application oriented activities and written work.</p>	5.221	0.80
3	<p>Professional Behavior: I have no concerns about the student's behavior inside or outside of class in situations associated with the counseling program. Behavioral issues may include one or more of the following: frequent tardiness and/absences; texting and/or talking in class; unethical actions; lack of involvement in reflection; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direct intervention.</p>	5.279	0.81

4	Openness to Diversity: The student displays behaviors consistent with cultural social justice, advocacy, and conflict resolution, other culturally supported behavior that promote optimal wellness and growth of the human spirit, mind, or body.	5.394	0.77
5	Ethical Behavior: The student demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling or school counseling.	5.365	0.70
6	Progress: The student is making excellent progress toward the attainment of their degree requirements (e.g. theoretical understanding and application, working toward completion of dissertation, practicum/internship skill development, etc.).	5.282	0.80

Counselor Education (PhD) Dispositions

Number	Counselor Potential Scales	Mean	Standard Deviation

1	<p>Knowledge: The students is able to retain and understand content knowledge associated with core program courses relevant to her/his respective track as evidenced by high grades in this course and/or on assignments.</p>	5.316	0.70
2	<p>Skill Development: The student excels in the application of content knowledge in counseling situations as evidence by case study assignments, review of practice tapes, or other application oriented activities and written work.</p>	5.347	0.68
3	<p>Professional Behavior: I have no concerns about the student's behavior inside or outside of class in situations associated with the counseling program. Behavioral issues may include one or more of the following: frequent tardiness and/absences; texting and/or talking in class; unethical actions; lack of involvement in reflection; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direct intervention.</p>	5.421	0.74

4	Openness to Diversity: The student displays behaviors consistent with cultural social justice, advocacy, and conflict resolution, other culturally supported behavior that promote optimal wellness and growth of the human spirit, mind, or body.	5.663	0.50
5	Ethical Behavior: The student demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling or school counseling.	5.568	0.52
6	Progress: The student is making excellent progress toward the attainment of their degree requirements (e.g. theoretical understanding and application, working toward completion of dissertation, practicum/internship skill development, etc.).	5.253	0.85

Doctoral Program Feedback and Program Changes (Dr. H will complete)

The doctoral Program did not make any substantive changes during the 2019-2020 academic year. The program will undergo modifications in the 2020-2021 academic year to bring it into compliance with the 2016 CACREP standards in preparation for the upcoming CACREP reaccreditation process.

Advisory Council Board Meeting Minutes – Includes Program Modifications

Due to the Covid-19 virus becoming a major issue in March 2020 and the university shutting down all campus activities, the Advisory Board meeting scheduled for April 2020 was cancelled and will not be rescheduled until April 2021.

Program Modifications, Completed Modifications

- Majority of previous topics discussed in past years have been addressed or are being addressed
 - 1) Teaching professional writing, documentation, and time management skills (e.g. appearance and scheduling)
 - 2) More interaction by faculty at internship sites or with internship site supervisors
 - 3) Students need to understand diagnostic/assessment limitations and when to make referrals now a part of supervised practicum training.
 - 4) Student training with regard to differential diagnosis students now take a course in basic diagnostic and treatment planning processes and in advanced diagnosis and psychopharmacological processes.
 - 5) Increasing number of graduates in the school counseling program and providing variety of experiences. We now have two school counseling cohorts in the Aldine School District and the New Caney School district and are in the process of adding a cohort in the Cypress Fairbanks Independent School District. We are also in the process of expanding the school counseling program to 60 hours so that students can also meet the LPC education requirements.

Review of Department Mission Statement

Site Supervisors and Advisory Council Members, along with current students, alumni, and employers are called upon to review and evaluate the mission and program objectives. Input from these key stakeholders is used to modify the mission statement and program objectives.

No changes were made to the mission statement or program objectives as a result of feedback from site supervisors and the advisory board and because many meetings were cancelled due to Covid-19

Program Area Goals

Within the context of department mission, the goals of the Counseling Program are to:

- ❖ Provide assistance to qualified students in learning the knowledge and 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 that holds to the integrity of CACREP standards.
- ❖ Facilitate the Supervised Counseling Practicum in both the Jack Staggs Counseling Clinic and Community Counseling Clinic at the Woodlands Center, 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. Because of the availability of practicum interns, the Supervised Counseling Practicum also provides assessment and counseling for the general public in both the greater Huntsville and Woodlands region.
- ❖ Promote understanding and acceptance of the cultural diversity of our society.
- ❖ Model the standards of integrity, performance, and concern for clients' welfare.

Resources

There were no significant changes in appropriated funding for the counseling programs for this fiscal year. Budget requests for next fiscal year include increased funds to meet CACREP needs and to expand faculty support services. There is also a request to expand the physical facilities of the counseling programs and to update the technology used in the counseling labs. Additional funding has been requested for scholarships in all programs.

Evaluation of Program Outputs

Program Activities

The Counselor Education Department offered an MA program in Counseling with a track in Clinical Mental Health Counseling (CACREP Accredited) and Marriage, Couple, and Family Counseling (MCFC, CACREP Accredited), an MED program in School Counseling (CACREP Accredited), and a Ph.D. program in Counselor Education (CACREP Accredited). The Marriage Couple and Family Counseling track was CACREP Accredited in July 2019.

All counseling programs were reviewed during faculty working meetings and the monthly faculty meetings. All curricular offerings are aligned with CACREP standards and Student Learning Outcomes (SLOs) and key assessments have been incorporated into all course offerings. Knowledge SLOs are measured in all courses and especially in early courses in the programs, while skill SLOs, which are largely based on the acquisition of knowledge, are generally measured in the clinical courses that are taken later in the program.

The mission, goals, and objectives of the Department of Counselor Education were reviewed as part of the CACREP mid-cycle review process. The department mission, goals, and objectives are aligned with those of SHSU and the College of Education. During the coming year, the mission statement and objectives for the masters' programs and the doctoral program will be

reviewed by faculty, current students, alumni, site supervisors, and advisory council members for possible changes in light of changes in the department of Counselor Education.

The assessment and evaluation procedure were also reviewed this year. Minor modifications were made to the assessment model to guide the assessment and evaluation process. Measures for all parts of the evaluation process were reviewed and revised as needed. This will also become an ongoing process that will occur yearly. Alumni, Supervisor, and Employer surveys were revised as needed.

Program Recipients, Enrollment, and Retention

The following information provides yearly and semester breakdowns of our student populations. It includes demographics, applicants, admittances, and graduation rates.

Counseling Program Demographics (All Programs) Academic Year 2019-2020

<u>Statistic</u>	<u>2019-2020</u>
Total Enrollment	228
Women	86.8%
Men	13.2%
African American	14.5%
American Indian/Alaskan Native	.01% (1 Student)
Asian American	.03% (7 students)
Hispanic	22.8%
International	.02% (5 Students)
Multiple Heritage	.00% (0 students)
White	55.3%
Not Reported	.02% (4 students)

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Statistic	2019-2020
Applicants	205
Accepted	70
Number of Students Enrolled	132
Average Class size	15
Academic Class (Face to Face 20 and On-line15)	
Practicum 6	
Internship 12	
Number of Graduates	24
Completion Rate	95%
GSA-NCE Examination Pass Rate	90.2%
Job Placement Rate*	85%

*Represents the percentage of graduates actively seeking employment who responded to survey

The 90% completion rate represents students who were admitted into the CMHC program between 2014 and 2017 and graduated within the expected time frame of six years. The NCE examination pass rate was calculated using the numbers of students who took the NCE exam between 2019 and 2020

MARRIAGE COUPLES AND FAMILY COUNSELING PROGRAM

Statistic	2019-2020
Applicants	53
Accepted	18
Number of Students Enrolled	32
Average Class size	15
Academic Class (Face to Face 20 and On-line15)	
Practicum 6	
Internship 12	
Number of Graduates	11
Completion Rate	80%
GSA-NCE Examination Pass Rate	100%
Job Placement Rate*	75%

*Represents the percentage of graduates actively seeking employment who responded to survey
The 90% completion rate represents students who were admitted into the CMHC program between 2008 and 2014 and graduated within the expected time frame of six years. The NCE examination pass rate was calculated using the numbers of students who took the NCE exam between 2016 and 2017

SCHOOL COUNSELING PROGRAM

Statistic	2019-2020*
Applicants	49
Accepted	24
Number of Students Enrolled	31
Average Class Size	
Academic Class	15 (Face to Face 20 and On-line 15)
Practicum	6
Internship	12
Number of Graduates	5
Completion Rate	90%
TEA School Counselor Exam Pass rate	100%
Job Placement Rate	85%

DOCTORAL COUNSELING PROGRAM**

Statistic	2019-2020
Applicants	33
Accepted	9
Number of Students Enrolled	33

Average Class Size	8
Number of Graduates	4g
Completion Rate (Overall)	85%
Job Placement Rate*	100%

*Represents the percentage of graduates actively seeking employment who responded to survey

Summary of Findings

The CMHC program has an average of approximately 130 students per year attending. In general, 23 students have been accepted per semester to meet CACREP FTE requirements. Students are predominately female (84.8%) and White (56%). The Doctoral program currently admits a maximum of 10 students per cohort and completes admission once per year.

The CMHC program aims to graduate approximately 16 students per semester (e.g., fall, spring, and summer). In general, 23 students have been admitted per semester with faculty anticipating a 10% to 15% attrition rate from first enrollment to graduation.

The School Counseling program has an average of approximately 30 students per year attending. In general, 11 students have been accepted per semester to meet CACREP FTE requirements with faculty anticipating a 10% to 15% attrition rate from first enrollment to graduation. Students are predominately female (90%) and White (56%). The School program aims to graduate approximately 10 students per semester.

The MCFC program has an average of approximately 30 students per year attending. In general, 10 students have been accepted per semester to meet CACREP FTE requirements. Students are predominately female (94%) and White (56%).

The Doctoral program currently admits a maximum of 10 students per cohort and completes admission once per year.

Faculty have reviewed recruitment for all programs and will implement changes in the 2020-2020 academic year.

Graduating Master's Students' Satisfaction with Program

Graduating Class	Gender		Ethnicity							Unknown
	Male	Female	White	Hispanic	Asian-American	African American	Native American	Multiple Races	International	
2019/2020	5	48	32	11	0	9	0	1	0	0

Summary of Findings

1. All graduates found the counseling program to be of high standards, caring faculty and staff, and relevant to current counseling practices.
2. All students found having CACREP accreditation to be a major asset for attending the counselling program at SHSU.

Evaluation of Program Student Learning Outcomes

Professional, Personal, and Academic Review

All students are reviewed at least once a year to assess professional, personal, and academic development. All faculty participate in the review. Students are required to meet a standard of professional ethical behavior, and appropriate personal behavior, as well as participate in professional and personal growth and development activities.

Faculty concerns regarding individual students were discussed at regular monthly faculty meetings and students were reviewed by the faculty using the Counselor Potential Scales (CPS). The CPS was last revised by the faculty in 2013 and was made a part of all Blackboard class support systems. The CPS will be revised to meet the 2016 CACREP standards.

Students are also required to maintain a 3.0 GPA or higher, achieve grades of B or better in all graduate level courses, and achieve a B or better in COUN 5385 (Pre-Practicum in Counseling), COUN 5374 Practicum in Group Counseling), COUN 6376 (Supervised Practicum), and 6386 (Internship). Doctoral students are also evaluated yearly focusing on professional and academic development. With two C's, the student is reviewed by the faculty (according to university policy) and a decision is made concerning the student continuing in the program with a growth plan having been developed or the student may be terminated from the program. A grade of F automatically removes a student from the program and college.

Students are also scheduled to meet with their advisor when they receive one grade of C in any of their coursework or if they are issued a dismissal from one of the counseling programs when retention and remediation planning are not successful and the pattern of behavior that led to the original referral continues.

Counselor Potential Scale are used as part of the assessment process to determine if students are approved to become candidates for the Counseling program. Candidacy is a transition for students who when admitted to the program are admitted to take counseling courses. Once approved for candidacy students have been admitted as a candidate for one of the two master's degrees.

CACREP Professional Identity Standards

Counselor Preparation Comprehensive Exam (CPCE) and National Counselor Exam (NCE) scores were reviewed to assess knowledge and performance on Professional Identity Standards

for MA and MED students. These scores are continuously monitored to determine if there is a need for course and program modifications. The faculty has determined that there are no modifications required at this time. In addition, the Department of Counselor Education completes assessments and reports the findings to the Southern Association of Colleges and Schools (SACS) on an annual basis.

Two of the three students who failed the initial administration of the CPCE in the Spring 2020 semester passed the CPCE on the second administration. One student continues to make preparations to retake comps in the Fall 2020 semester.

Table NCE Overall Results

Semester	# of Students passing	Passing Percentage
Spring 2020 *		
Fall 2019 - CMHC	13 of 13	100

Due to the COVID 19 virus changes were made by NBCC to the administration of the NCE exam in the Spring 2020 Semester and we have not yet received the results of that exam administration.

Table CPCE Overall Results

Semester	# of Students passing	Passing Percentage
Spring 2020	20 of 23	87
Fall 2019	8 of 8	100

Doctoral students are assessed on knowledge and performance outcomes through the completion of their comprehensive exams and their dissertations (see Table 1 below). During 2017, six doctoral students completed both the written and oral comprehensive exams. All six students successfully completed the on campus written portion of the exams. For the research take-home portions of the exam five students passed and one student failed the quantitative section of the exam. The one student passed the rewrite for that section. All six students completed the oral exams.

Table 1 Completed Dissertations

Cohort	Year Entered	# of Students Accepted	Current Students	# of Dissertations Completed
15	2017	8	8	1
14	2016	6	6	0
13	2015	9	9	2

- Doctoral students in cohorts 16 and 15 have not yet reached the point of completing the dissertation. Cohort 17 will complete comps this academic year and will begin work on their dissertations in the Summer of 2021. In previous years, approximately 72% of

students who started their doctoral studies at SHSU have completed the dissertation and graduated.

Table 2 Doctoral Comprehensive Exams

Cohort	Year	Students in Cohort	Completed Comps Successfully
16	2020	5	5
15	2019	8	7

Summary of Findings

1. Counselor Potential Scales have been modified to meet specifications in the 2016 CACREP Standards and to be applicable to doctoral students.
2. In academic year 2019-2020, is the study plan the catalog was updated to meet 2016 standards and additional programmatic changes to include electives and required degree completion credit hours.

CACREP STUDENT LEARNING OUTCOMES (SLOs)

SLOs were measured through Key Assessments in both core and specialty courses for the CMHC and School counseling programs. Performance on SLOs are rated through rubrics with a 1-3 scale (1 = Novice, does not meet standard; 2 = Competent, Meets, standard, 3 = Proficient, exceeds standard). Students are required to achieve a minimum score of 2.0 on each SLO. Students receiving a score lower than a 2.0 on an SLO are required to complete additional assignments until the SLO is met at a level of at least 2.0. Table indicates the term, course where the problem occurred, and actions taken by the faculty.

Table Academic Development Problems

Term	Course	Course Grade	SLO	# of Students	Action
Summer 2020	COUN 6386	F		1	Student was not able to meet the requirement for internship hours and missed the deadline for dropping the class. I talked with the student regarding time and stress management. Student agreed to take a break

					for one semester to handle her personal and emotional stress. Student was in counseling and planned to come back next year.
Spring 2020	COUN 5334	C		1	I met with students and provided detailed and timely feedback on ways to improve their grades. Provided examples of case studies to assist with their assignments.
Fall 2019	COUN 5393	F		1	I met with student several times throughout the semester and gave specific and detailed feedback. Unfortunately, grades did not improve and plagiarism on the last assignment occurred.
Fall 2019	COUN 6376	C		1	Student did not have the skills to pass supervised practicum. She was remediated one-on-one
Summer 2019	CPCE	Second Fail		1	Student was required to complete to complete a 1 semester credit hour course to prepare for the retaking of the CPCE or CECE exam which the student did during the Spring 2020 semester
Summer 2019	MCFC KPI Exam I	Failed (novice)		4	Students were given the opportunity to participate in a “boot camp” study session with one of the MCFC

					<p>faculty to help them identify areas of weakness and improve study skills.</p> <p>One student had to be remediated further at the Department Chair level, with permission by the Dean. The student took an oral exam covering KPI1a questions</p>
Summer 2019	CPCE Comps	Failed		1	<ul style="list-style-type: none"> • She was offered a 1-hour independent study with me to prepare for her comps. She declined this independent study. • She opted for a self-directed study plan with weekly emails to me of her studying progress. • She did not follow this plan. • She failed her second attempt at comps. • She was allowed to take a third time on the condition she complete the 1-hour independent

					<p>study with Dr. Green, her new advisor.</p> <ul style="list-style-type: none"> • She passed her third attempt.
Summer 2019	Course COUN 7336	C		1	Student lost camera that was checked out to them by the department, so was unable to submit recording of final teaching assignment, bringing the student's grade down to a C for the semester.
Summer 2019	COUN 6386	C		1	Student was late to class on several occasions and failed to submit paperwork in a timely manner. I discussed this issue with the student several times throughout the semester and referred him to his advisor for additional feedback. Student repeated this semester of internship and hours accumulated did not carry over.

CMHC and School SLO Assessment Data

Average CACREP SLOs for the MA in Clinical Mental Health Counseling, MED in School Counseling, and the Ph.D. in Counselor Education and Supervision are reported by SLO Area in following tables. Scores range from 0-3 with 3 being the highest score possible.

Table 1 CACREP Clinical Mental Health Counseling SLOs (1-3 scale)

CACREP Clinical Mental Health Counseling SLOs		
Standard	Student Learning Outcome Area	Score
A.1-A.10	Foundations – Knowledge	2.93
B.1-B.2	Foundations – Skills and Practices	2.89

C.1-C.9	Counseling Prevention – Knowledge	2.8
D.1-9	Counseling Prevention – Skills and Practices	2.93
E.1-E.6	Diversity and Advocacy – Knowledge	2.92
F.1-F.3	Diversity and Advocacy – Skills and Practices	2.91
G.1-G.4	Assessment – Knowledge	2.78
H.1-H.4	Assessment – Skills and Practices	2.89
I.1-I.3	Research and Evaluation – Knowledge	2.64
J.1-J3	Research and Evaluation – Skills and Practices	2.79
K.1-K.5	Diagnosis – Knowledge	2.78
L.1-L.3	Diagnosis – Skills and Practices	2.86

Table 2 CACREP School Counseling SLOs (1-3 scale)

CACREP School Counseling SLOs		
Standard	Student Learning Outcome Area	Score
A.1-A.7	Foundations – Knowledge	3.0
B.1-B.2	Foundations – Skills and Practices	3.0
C.1-C.6	Counseling Prevention – Knowledge	2.97
D.1-5	Counseling Prevention – Skills and Practices	2.85
E.1-E.4	Diversity and Advocacy – Knowledge	3.0
F.1-F.4	Diversity and Advocacy – Skills and Practices	2.96
G.1-G.3	Assessment – Knowledge	3.0
H.1-H.5	Assessment – Skills and Practices	2.98
I.1-I.5	Research and Evaluation – Knowledge	3.0
J.1-J3	Research and Evaluation – Skills and Practices	2.85
K.1-K.3	Academic Development – Knowledge	3.0
L.1-L.3	Academic Development – Skills and Practice	2.96
M.1-M.7	Collaboration and Consultation – Knowledge	3.0
N.1-N.5	Collaboration and Consultation – Skills and Practices	2.97
O.1-O.5	Leadership – Knowledge	3.0
P.1-P.2	Leadership – Skills and Knowledge	2.96

Table 3 CACREP Doctoral SLOs (1-3 scale)

CACREP Doctoral SLOs		
Standard	Student Learning Outcome Area	Score
A.1-A.4	Supervision – Knowledge	2.92
B.1-B.2	Supervision – Skills and Practices	2.83
C.1-C.3	Teaching – Knowledge	3.0
D.1-D.3	Teaching – Skills and Practices	3.0
E.1-E.4	Research and Scholarship - Knowledge	2.96
F.1-F.6	Research and Scholarship – Skills and Practices	2.96
G.1-G.4	Counseling – Knowledge	2.98
H.1-H.3	Counseling – Skills and Practices	3.0
I.1-I.5	Leadership and Advocacy – Knowledge	2.95

J.1-J.2	Leadership and Advocacy – Skills and Practices	2.98
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The MCFC Program is accredited under the 2016 CACREP standards and assessments of students learning is based on the assessment of the KPIs for the specialty. The following tables provide data focused on MCFC students' outcomes.

MCFC Assessment Data

KPI I Specialty Standards

	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020
# Students KPI 1a	3	0	2	4	8	10	1	0	1
# Passed	2	0	2	1	4 ^a	6	1	0	1
# Failed	1	0	0	3	4 ^b	4 ^{def}	0	0	0
# Students KPI 1b	3	0	2	4	7	8	1	0	1
# Passed	3	0	2	3	5	8	1	0	1
# Failed	0	0	0	1	2 ^c	0	0	0	0

*In fall 2019 the MCFC exam was collapsed into one 50 question exam that covers ethics and theories.

Fall 2017 KPI 1a

Student who failed was advised as to areas of weakness, how to study, and retook exam Spring 2018

(Passed)

Fall 2018 KPI 1a

Students who failed were advised as to areas of weakness, how to study, and two retook exam Fall 2018

2018 (Passed) and remaining student will retake exam Spring 2019

Fall 2018 KPI 1b

Student who failed was advised as to areas of weakness, how to study, and retook exam Fall 2018

(Passed)

Spring 2019 KPI 1a

^aOne student retook KPI1a spring 2019 (passed) due to a fail fall 2018.

^b Four students who failed KPI1a spring 2019 were advised as to areas of weakness, how to study, and retook exam summer 2019

(2/2 Passed; The two students who failed are included in ^d)

Spring 2019 KPI1b

^cTwo students who failed KPI1b spring 2019 were advised as to areas of weakness, how to study, and retook exam summer 2019

(2/2 passed)

Summer 2019 KPI1a (Theories)

^dTwo students who failed KPI1a spring 2019 and second time summer 2019 were given the opportunity to participate in a “boot camp” study session with one of the MCFC faculty to help them identify areas of weakness and improve study skills. (1/2 passed).

^eTwo students who failed KPI1a summer 2019 (first take) were given the opportunity to participate in a “boot camp” study session with one of the MCFC faculty to help them identify areas of weakness and improve study skills. (2/2 passed).

^fOne student had to be remediated at the Department Chair level, with permission by the Dean. The student took an oral exam covering KPI1a questions (1/1 passed)

Summary of KPI 1 issues.

Initially we had a 50% pass rate on KPI1a (Theories). Questions were adjusted on the MCFC KPI 1a exam to be more in line with what was taught in the theories course (COUN6332) instead of aligning with the National MFT Exam. Additionally, for future students taking KPI1a, they will be better prepared because COUN6332 exams are closed book, which encourages better study habits. Last, students were given the opportunity to engage in a study session with an MCFC faculty member as a way to remediate the students who failed on that portion of the exam. After making these adjustments our pass rate increased to 75%. One student passed after an oral exam.

Initially we had a 60% pass rate on KPI1b (Ethics). Questions were adjusted on the MCFC KPI 1b exam to align with what was taught in the MCFC ethics course (COUN6334) instead of the National MFT exam. As a result the pass rate increased to 100%.

*We also collapsed part A and B of the KPI I exam. Therefore, students that struggled in one area or the other may still pass the exam if they are strong in the subsequent area.

Use of Findings to Inform Program Modifications

Suggestions and modifications were reviewed during monthly faculty meetings and during the annual Spring Faculty retreat. 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 for sections failed and determined that students would retake the CPCE after the first fail further discussion as to the process for completing comps following a second fail will take place resulting in a standard set of guidelines.
2. Faculty reviewed the current assessment and evaluation plan and agreed that is satisfactory. Work has begun to prepare for the transition of the assessment from the 2009 standards to the 2016 standards.
3. Faculty established a rotation process so that all students in both master's and doctoral programs would be evaluated annually using all available individual assessment data during the evaluation process.
4. Aggregate data for the Counselor Potential Scales is available for the first time for the 2017-2018 academic year. This data will be reviewed during the Faculty Retreat to be held in October 2018.
5. Faculty will continue to monitor SLO outcomes to determine if there is a need to make any program or course adjustments. An effort will be made to ensure that all individual SLO standards are addressed in a specific course, assessed, and that the assessment outcomes are used to evaluate individual students and to make any needed program adjustments or to provide remediation for individual students.