

Sam Houston State University
College of Education
Department of Counselor Education
Annual Assessment Evaluation 2015 – 2016



Letter from Department Chair

I am pleased to present the Sam Houston State University, Department of Counselor Education, 2015-2016 Annual Report. As I review the content of this report, I am filled with pride at the accomplishments of the students and faculty in the 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.

I would like to highlight a few of the many efforts and accomplishments of our program and students during the 2015-2016 academic year.

- We implemented a very structured and extensive screening procedure to assess applicants' qualifications for all programs as well as their fit for the counseling profession.
- The agenda for our monthly faculty department meetings includes as standing items a review of student issues related to learning outcomes and dispositions, CACREP updates and check-in, as well as programmatic concerns and areas for review.
- Our advisory board plays a very important role in creating a productive partnership between academic preparation and community needs for our students.
- 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.
- High pass rate on the NCE and TExES for graduates.
- We are in the final stage of completing the CACREP self-study for the Marriage, Couples, Family Counseling track.
- On-going improvement efforts to meet CACREP standards and improve our program as we have implemented a comprehensive assessment plan.

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. I am pleased to submit this annual report as evidence of our quality program.

Sincerely,

Mary Nichter, Chair
Department of Counselor Education

2015-2016 Faculty, Staff and Student Assistants

Faculty

Dr. Mary Nichter, Department Chair

Dr. Rick Bruhn

Dr. Mel Butler

Dr. Yvonne Garza-Chavez

Dr. Richard Henriksen Jr.

Dr. David Lawson, II

Dr. Chi-Sing Li

Mr. Levi McClendon

Dr. Rebecca Robles Pena

Dr. Sheryl Serres

Dr. Jeffrey Sullivan

Dr. Richard Watts

Staff

Ms. Dee Dee Dirk, Department Administrative Assistant

Ms. Cindy Gallatin

Student Assistants

Kayla Arrendell

Magen Jordan

Kellie Lyons

Overview Program Evaluation

The Program Evaluation and Assessment Process is overseen by the Department of Counselor Education's CACREP Liaison and the Program Assessment Coordinator. All department faculty and staff are participants in the evaluation process. 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;

Master's Programs Systematic Developmental Assessment of Individual Students

1. **Screening of Applicants** involves initial paper review of academic, personal, and professional qualifications. Most qualified applicants are interviewed face-to-face and are evaluated for suitability to program.
2. **Initial Advising** involves student and advisor reviewing expectations and completing a Temporary Plan of Study based on the student's emphasis of School Counseling, Clinical Mental Health Counseling or Marriage, Couple, and Family Counseling.
3. **Student Potential Scales** 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 Student Potential Scale is one of the assessment tools used to help make decisions about students' admission to candidacy for the master's degree in counseling.
4. **Review and Retention** of students occurs monthly 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.
5. **Student Learning Outcomes** are assessed and reviewed continuously throughout the year with the focus being on evaluations of student outcomes in each course.

Evaluation of Program Mission, Objectives and Student Learning Outcomes

6. **Faculty members review** curricular offerings in light of accreditation, licensure, and assessment of student learning outcomes on professional identity, professional practice, and program area standards at annual Spring semester meetings.

7. **Advisory Board** reviews of curricular offerings in light of accreditation, licensure, and assessment of student learning outcomes on professional identity, professional practice, and program area standards occur at the annual advisory board meeting during the Spring semester.
8. **Surveys of program graduates** in the different specialty areas are conducted by Andy Oswald in the Accreditation office of the College of Education and by program faculty.
9. **Formal studies** of site supervisors' evaluations of the programs occur at the end of each semester.
10. **Employers of counseling graduates** surveys occur at six month intervals following the students' graduation. This evaluation is currently conducted by Andy Oswald of the College of Education Accreditation office.
11. Compilation and analysis of data from the multiple evaluation methods.
12. Annual Faculty Work Meetings to review findings, assess current 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.
13. Generation of Annual Evaluation Report.
14. 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.

The assessment, evaluation, and transition points for the MA and MED programs and the Doctoral program are depicted in Tables 1 and 2 below.

Table 1. MA and MED Program Assessments, Evaluations and Transition Points

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
1 Screening Applicants	X	X	X	X	X	X	X	X	X	X	X	X
2 Initial Advising	X					X				X		
3 Student Potential Scale		X	X	X	X	X	X	X	X	X		
4 Review & Retention		X	X	X	X	X	X	X	X	X		
5 SLOs	X				X					X		
6 Faculty Review								X	X			

7 Advisory Review									X			
8 Graduate Survey	X				X					X		
9 Supervisor Evaluation	X				X					X		
10 Employer Survey					X					X		

Doctoral Program Systematic Developmental Assessment of Individual Students

1. A review by program faculty of programs, curricular offering, and characteristics of program applicants.
2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.
3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.
4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.
5. Evidence of the use of findings to inform program modifications.
6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

Table 2. Ph.D. Program Assessments, Evaluations and Transition Points

	Aug	Sept		Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
1 Screening Applicants						X							
2 Initial Advising	X						X				X		
3 Student Potential Scale	X					X					X		
4 Review & Retention		X		X	X	X	X	X	X	X	X		
5 SLOs	X					X					X		
6 Faculty Review									X	X			
7 Advisory Review										X			

8 Graduate Survey	X					X					X		
9 Supervisor Evaluation	X										X		
10 Employer Survey						X					X		

Table 3 presents the timeline used to complete the assessment procedures and the individuals who are responsible for completing each procedure.

Table 3. Evaluation Timeline and Responsible Party for All Programs

Process Evaluation		
Assessment Measure	Responsible Party	Schedule
# Students Enrolled	CACREP Liaison	Each Semester
Student Demographics	CACREP Liaison	Each Semester
Student Course Evaluations	Faculty	Each Semester
Student Supervisor Evaluations	Faculty	Each Semester
# Staff; # Faculty; # Adjuncts	CACREP Liaison	Each Semester
Internal and External Funding Sources	Department Chair	Each Semester
Review of Mission, Goals, and Objectives	Faculty	Annual
Review of Curriculum Matrix	Faculty	Annual
Review of Syllabi	Faculty	Annual
Review of Assessment Process	CACREP Liaison, Assessment Coordinator	Annual
Outcome Evaluation		
Assessment Measure	Responsible Party	Schedule
CPCE pass rate	Comprehensive Exam Coordinator	Each semester
NCE pass rate	NBCC Coordinator	Fall & Spring
Student Learning Outcomes	Faculty	Each Semester
Supervisor Evaluations	Faculty	Each Semester
GPA	Faculty	Each Semester
# Admission to Candidacy	Program Coordinator	Each Semester
Employment Rates	Program Coordinator	Each Semester
Exit Survey	Department Chair	Each Semester
Alumni Survey	Department Chair	Annual
Supervisor Survey	Faculty	Each Semester
Employer Survey	Faculty	Each Semester
Program Development Review	Faculty	Annual
Doctoral Comps	Doctoral Program Coordinator	Annual

Dissertation	Doctoral Program Coordinator	Each Semester
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Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

The Department of Counselor Education has 13 full-time faculty members. During the 2015-2016 academic year the department employed 13 full-time faculty. Faculty workload consists of teaching (3 fall-3 spring-4 summer, teaching loads), research, service, and administrative activities with 40% of time devoted to teaching and 40% of time devoted to research. The department also employs from 10 to 20 part-time faculty who teach core, elective, and clinical courses on an as needed basis under the supervision of the full-time faculty. The number of adjunct faculty who taught courses during the past years was maintained at 48% of total courses taught or below 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. The Department of Counselor Education has one Assistant to the Chair, doctoral secretary, and two part-time 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 2015

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
1	25	5	0	0	0	4.83
2	25	5	0	0	0	4.83
3	25	5	0	0	0	4.83
4	24	5	1	0	0	4.77
5	24	5	1	0	0	4.77
Comments		Positive		Growth Promoting		None
		8		1		21

POSITIVE:

1. They are doing great.
2. Student has a well-rounded knowledge base. She taught me a few tools.
3. Don't have any suggestions at this time. Things are going smoothly with my intern. Thanks for sending us very well prepared interns!
4. No improvement needed.
5. N/A; the student has been well prepared for her practicum/internship.

6. The student is doing a great job.
7. No recommendations are noted at this time. We have been very pleased with SHSU interns and would continue to utilize them
8. Note, the student has been very well prepared.

SUGGESTIONS FOR GROWTH:

1. Over the last 10 years and 35 or so interns only 3 have been obviously subpar. With population shifts to Hispanic and mixed race households I believe it is vital to make effective adaptations professional counseling techniques for these cultural and family dynamics.

Fall 2015

Likert Scale	5	4	3.5	3	2	1	
Question #							Avg. Score
1	21	3	0	0	0	0	4.88
2	16	8	0	0	0	0	4.67
3	16	7	0	1	0	0	4.63
4	16	7	0	1	0	0	4.63
5	13	7	1	2	1	0	4.35
Comments		Positive		Growth Promoting		None	
		2		9		13	

POSITIVE:

1. None, the student was very prepared and skilled.
2. N/A, the student was our first student from SHSU and we were very impressed with her. She was well prepared and professional. We would gladly welcome SHSU students in the future.

SUGGESTIONS FOR GROWTH:

1. Interns I have worked with have limited prior experience with documentation.
2. SHSU by allowing more time on-sight would help allow for more learning opportunities.
3. Students in general are lacking in being able to do more technical jargon. Some have been very strong; however, some write more like they are speaking to a friend or peer.
4. Counseling students may benefit from additional training in trauma-informed care and increased availability of these courses. The student reported that she was unable to take the trauma course due to it conflicting with another class.
5. I felt that there should have been more required self-reflection on audio recordings for midterm/final. Counseling student could listen to recording and add improvements, or complete a self-reflection evaluation form in addition to supervisors.

6. SHSU should revisit policies surrounding field/home based services as ways to obtain experience as this is a trend in the field.
7. Everything has been excellent with the interns, however, they are often unsure and timid to write notes. This always improves with time, but if the students were a bit more prepared on how to word notes and what is significant information, it would help better prepare them for internship.
8. In general, just increasing the amount at client contact hours to reinforce skills in a practical application setting

Spring 2016

Likert Scale	5	4	3	2	1	
Question #						Avg. Score
1	24	5	2	0	0	4.71
2	21	8	2	0	0	4.61
3	20	9	2	0	0	4.58
4	22	8	1	0	0	4.68
5	22	7	2	0	0	4.65
Comments	Positive		Growth Promoting		None	
	6		5		19	

POSITIVE:

1. SHSU provides a great learning experience for counselors in training. As agency paperwork and documentation required by different locations it is challenging to prepare students for specific procedures therefore, we expose students to general documentation procedures.
2. I can't think of anything. This program is excellent and a major benefit I see is the supervised practicum before field. Students are much better prepared for field compared to those programs without a supervised practicum.
3. Doing a good job with students.
4. As a Sam Alumni, I know 1st hand about the incredible staff and curriculum. It has been a pleasure providing supervision to this student.
5. Nothing in particular - trained well.
6. I cannot think of anything – the student has been a wonderful addition to our school. Thanks!

SUGGESTIONS FOR GROWTH:

1. More multicultural/diversity training is always helpful. We are all constantly learning in these areas. Our population at the counseling center is fairly diverse. Having more dialogue and case examples would help better prepare students for our center. The college student population

is somewhat unique given their environment and our campus culture. Common concerns: anxiety, depression, relationships, self-worth, body image, substance use/abuse.

2. More experience with writing treatment plans and case notes.
3. I find students struggle with note writing; unsure if this is because our site has certain expectations or they don't know how to adequately write a note.
4. Perhaps greater emphasis on dealing with/documenting crisis situations. Overall, thought feel this student is adequately prepared to become a licensed clinician.
5. SHSU needs to consider the need of field based services in regard to supervision expectations.

CMHC Program Modifications

1. More emphasis is placed on students learning and applying clinical documentation across the curriculum. Emphasis is placed on documentation from the first practicum course (pre-practicum) to the final one, internship. Additionally, the requirement of documentation practice in pre-practicum is a newly added requirement – based on needs for students to have more practice and be better prepared and skillful conceptualizing and writing case notes based on feedback from the CMHC Advisory Committee.
2. All CMHC students are now required to take a course in Trauma Counseling.
3. Internship session analysis has been updated and revised to increase student self-reflection.

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.

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

Fall 2015 (First Semester of CACREP School Program.)

Likert Scale	5	4	3.5	3	2	1	
Question #							Avg. Score
1	6	3	0	0	0	0	4.67
2	5	3	0	1	0	0	4.44
3	6	2	0	1	0	0	4.56
4	6	3	0	0	0	0	4.67
5	7	2	0	0	0	0	4.78
Comments		Positive		Growth Promoting		None	
		2		3		4	

POSITIVE:

1. The student is doing a great job. His training is evident that is it working well,
2. SHSU does a great job preparing counselors to meet the changing and challenging demands of high schools.

SUGGESTIONS FOR GROWTH:

1. Provide more instruction/curriculum regarding school counseling.
2. Clinical note taking and subpoenas should be addressed more to better prepare counselors.
3. Preparation of counseling students might be improved by providing training with. 1) Building a master schedule 2) Crisis management

Spring 2016

Likert Scale	5	4	3	2	1	
Question #						Avg. Score
1	11	1	0	0	0	4.92
2	10	0	1	1	0	4.58

3	9	2	1	0	0	4.67
4	10	2	0	0	0	4.83
5	9	2	0	1	0	4.58
Comments		Positive		Growth Promoting		None
		1		3		8

POSITIVE:

1. As a graduate of SHSU I feel the program is amazing. There is a good balance between the school guidance plan and clinical.

GROWTH:

1. I encourage open communication between site supervisor and professor of the internship class at the beginning of the internship to make clear expectations of the university.

2. I completed this with my student as no one has ever contacted me from SHSU. I have no information on the program other than what she has shared with me.

3. As a former student of this program and a current school counselor, more exposure and/or opportunities to study the actual components of the day to day operational events of school counseling. Would be a great benefit to students in the program since many go on to become school counselors.

School Counseling Program Modifications

1. All school counseling interns have professors who are certified school counselors, make site visits to all schools at the beginning of the semester, and engage in on-going communication with site supervisors via electronic communication and telephone throughout the semester.
2. School counseling students engage in additional field experiences while completing their school counseling specific courses.

Doctoral Program

The 2015-2016 academic year saw an unusual number of students leave their planned doctoral studies for a number of personal reasons not related to their doctoral studies. This resulted in too few students to offer the needed doctoral classes for this cohort to continue to make progress toward program completion. Students completed elective courses so that they could stay within the three-year schedule for the doctoral program. Beginning with the Fall 2016 semester two doctoral cohorts will be combined so that the students can all get caught up and be on track for successful doctoral program completion.

Advisory Council Annual Board Meeting

April 8, 2016

Advisory Board members met to discuss issues relevant to the Clinical Mental Health program, the School Counseling program, and the Doctoral program in April 2016. Information from the Advisory Board Meeting can be found below

Suggestions and Information

Internship

- Reliance on field supervisors for enhancement of student experience
- 40-50 students placed in the field each semester
- Sam Houston counseling center is now taking counseling interns from our program
- Texas A&M University began taking SHSU counseling interns in their counseling center last year
- Talking with the Veterans Administration (VA) for intern placement (preliminary acceptance for fall or spring semester start)
- Community Counseling clinics opened as secondary site for student interns to ensure recordings when sites do not allow it or to allow for additional hours when sites are not able to provide enough to meet requirements
- Supervisor CEU workshop announcement for 4/22/16
- MCFC self-study to be completed this year with first graduate in May 2016
- MCFC program is small and in active recruitment
- Woodlands Clinic is in the process of expansion (open Monday through Thursday)
 - Added assessment instruments (i.e. OQ-45, CBC, PSI, etc.)
 - Database being developed for research purposes
 - Open other times depending on scheduling
 - Development of the Center for Clinical Research and Training in Trauma
- Jack Staggs open two nights a week and is “loaned” to Children’s Safe Harbor for community service
 - Digital recording system is “as functional as its ever going to be”
 - 3-4 interns seeing clients

Doctoral Program

- ACA conference attendance – SHSU well represented by faculty and alumni
 - 12 programs live streamed – 2 programs came from SHSU faculty
- In May 2016 we will have had 65 doctoral graduates since the start of the program
 - Graduates involved in counselor education (i.e. UNT, Memphis, Texas Tech, etc.)
 - Agency Directorships, School District Directors of Guidance, and Private Practice
- Financial support of students
- Increase number of assistantships

- Increase “full-time” orientation
- Research teams
- Teach faculty specialty electives (e.g. grant writing)
- One-hour Skype topics (grief & loss, blended families, mindfulness, grant writing, etc.)
- Clinical practice track
- Doc training for online/hybrid teaching
- Increase branding and marketing of the program
- *Professional Day Conference* organized and promoted by doctoral students with doctoral presenters (Faculty and alumni to offer keynotes and workshops)
 - CEU’s to fund scholarships

School

- Visit from NCATE and TEA in the fall and recommendations provided
 - 2 advisory council meetings: one in the Fall semester and one in the Spring semester.
 - Open position for school counseling. This position was fill by a military veteran who is a Certified School Counselor and joined the faculty in August 2016.

Master’s Programs

- Comps exam has been the CPCE for the last 3 years – 70 students completed it last year
- The Comprehensive Exam (CPCE) mean scores were comparable to other CACREP programs across the country.
- Working to endow a scholarship named for former dean (Brown)
- Play therapy certificate program meets requirements for APT

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
 - 4) Student training with regard to differential diagnosis (divide diagnosis course into two classes)
 - 5) Improve willingness of students to discuss religion/spirituality with clients when it is identified as part of the client’s support system.
 - 6) Increasing number of graduates in the school counseling program and providing variety of experiences

- 7) More development with regard to person-directed treatment planning – client leading goal development based on readiness (ecological and holistic approach)
 - Students learn to write and submit case notes in pre-practicum to begin their documentation training. Students typically take the pre-practicum course during the second semester enrolled in the master's programs.

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.

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, Non-CACREP Accredited), an MED program in School Counseling (CACREP Accredited), and a Ph.D. program in Counselor Education and Supervision (CACREP Accredited). The Marriage Couple and Family Counseling track is in the process of completing the self-study for submission and will be seeking CACREP Accreditation.

All counseling programs were reviewed during faculty working meetings and the monthly faculty meetings. All curricular offerings are aligned with CACREP standards and 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 self-study 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

There are currently 130 students in the MA in Clinical Mental Health Counseling program, 29 students in the MED in School Counseling program, 33 students in the Ph.D. program in Counselor Education and Supervision. Student enrollment and retention schedules are in the following tables.

Table 1. Enrollment

Cohort	Cert	CMHC	School	Doctoral	Total
2016	0	130	29	33	192
2015	2	151	29	36	220
2014	4	178	45	48	275

Table 2. Student Demographics

Cohort	Gender		Ethnicity							Unknown
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Multiple Races	International	
2016	24	168	108	35	6	38	1	4	3	5
2015	26	194	130	41	3	32	2	5	2	5
2014	28	247	157	47	4	51	1	4	3	8

Table 3.

MA Program			
Measures	2013-2014	2014-2015	2015-2016
Retention Rate from Acceptance to Enrollment	85	85	85
Retention Rate from Enrollment to Present	85	85	85
MED Program			
Retention Rate from Acceptance to Enrollment	85	85	85
Retention Rate from Enrollment to Present	85	85	85
Doctoral Program			
Retention Rate from Enrollment to Present	37.5*	100	100

* The low retention rate was due to the loss of students due to life changes (i.e., marriage, pregnancy), employment (spouse was relocated), and personal circumstances (student determined that a doctoral degree was no longer desired). All students not retained did not return for a second semester. The remaining three students have successfully moved forward toward completion of their degree.

Summary of Findings

The CMHC program has an average of approximately 153 students per year attending. In general, 30 students have been accepted per semester to meet CACREP FTE requirements. Students are predominately female (88%) 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 18 students per semester (e.g., fall, spring, and summer). In general, 18 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 29 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 (97%) and White (55%). The School program aims to graduate approximately 10 students per semester.

Faculty have reviewed recruitment for the doctoral program and will make modifications to recruitment and admission efforts and will implement those changes in the 2016-2017 academic year.

Graduating Students' Satisfaction with Program

Graduating Class	Gender		Ethnicity							Unknown
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Multiple Races	International	
2015	2	6	4	1	0	3	0	0	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.

Spring 2016

Professional Identity Standard	Number of Students passed	Pass Rate
CPCE Overall Pass Rate	16__ of __17	94%
Human Growth and Development	15__ of __17	88%
Social and Cultural Diversity	17__ of __17	100%
Helping Relationships	17__ of __17	100%
Group Work	13__ of __17	76%
Career Development	12__ of __17	71%
Assessment	13__ of __17	76%
Research and Program Evaluation	16__ of __17	94%
Professional Orientation and Ethical Practice	12__ of __17	71%

Fall 2015

Professional Identity Standard	Number of Students passed	Pass Rate
CPCE Overall Pass Rate	29__ of __30	97%
Human Growth and Development	25__ of __30	83%
Social and Cultural Diversity	29__ of __30	97%
Helping Relationships	30__ of __30	100%
Group Work	30__ of __30	100%
Career Development	30__ of __30	100%
Assessment	28__ of __30	93%
Research and Program Evaluation	30__ of __30	100%
Professional Orientation and Ethical Practice	28__ of __30	93%

Summer 2015

Professional Identity Standard	Number of Students passed	Pass Rate
CPCE Overall Pass Rate	13__ of __13	100%
Human Growth and Development	13__ of __13	100%
Social and Cultural Diversity	13__ of __13	100%
Helping Relationships	12__ of __13	100%
Group Work	12__ of __13	92%
Career Development	13__ of __13	92%
Assessment	12__ of __13	100%
Research and Program Evaluation	12__ of __13	92%
Professional Orientation and Ethical Practice	13__ of __13	92%

One student failed the CPCE in Spring 2015. One was asked to retake the CPCE in the summer semester. Another student went through an oral examination and a written examination to make up for the failing portions and passed.

Table NCE Overall Results

Semester	# of Students passing	Passing Percentage
Spring 2016	19 of 21	91
Fall 2015	11 of 11	100
Spring 2015	10 of 12	83
Fall 2014	10 of 10	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 2015, 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
14	2016	6	6	N/A
13	2015	9	9	N/A
12*	2014	6	3	N/A
11	2013	6	4	2
10	2012	11	3	8

* One dropped prior to starting of cohort, one failed to meet academic standards, and one withdrew due to medical reasons. This resulted in not having enough students to complete regularly scheduled courses; therefore, students completed their elective courses during their second year and are currently on track to complete their programs.

Table 2 Doctoral Comprehensive Exams

Cohort	Year	Students in Cohort	Completed Comps Successfully
11	2012	6	6
10	2011	11	11

Summary of Findings

1. Counselor Potential Scales are being modified to meet specifications in the 2016 CACREP Standards.

CACREP 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
Fall 2015	COUN 6363	C	Overall Course	1	Remediation included emailing the student when assignments were late as reminders, allowing the assignment to be turned in for feedback while maintaining the same grade.

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 Tables .

Table 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	2.96
B.1-B.2	Foundations – Skills and Practices	3.00
C.1-C.9	Counseling Prevention – Knowledge	2.88
D.1-9	Counseling Prevention – Skills and Practices	2.38
E.1-E.6	Diversity and Advocacy – Knowledge	2.88
F.1-F.3	Diversity and Advocacy – Skills and Practices	2.46
G.1-G.4	Assessment – Knowledge	2.90
H.1-H.4	Assessment – Skills and Practices	2.48
I.1-I.3	Research and Evaluation – Knowledge	2.68
J.1-J3	Research and Evaluation – Skills and Practices	2.43
K.1-K.5	Diagnosis – Knowledge	2.73
L.1-L.3	Diagnosis – Skills and Practices	2.47

Table CACREP School Counseling SLOs (1-3 scale)

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

Table CACREP Marriage, Couples and Family Counseling SLOs (1-3 scale)

CACREP Marriage, Couples and Family Counseling SLOs		
Standard	Student Learning Outcome Area	Score
A.1-A.7	Foundations – Knowledge	2.88
B.1-B.2	Foundations – Skills and Practices	2.50
C.1-C.4	Counseling Prevention – Knowledge	2.85
D.1-6	Counseling Prevention – Skills and Practices	2.03
E.1-E.5	Diversity and Advocacy – Knowledge	2.69
F.1-F.4	Diversity and Advocacy – Skills and Practices	2.50
G.1-G.3	Assessment – Knowledge	2.60
H.1-H.3	Assessment – Skills and Practices	2.67
I.1-I.3	Research and Evaluation – Knowledge	2.51
J.1-J3	Research and Evaluation – Skills and Practices	2.00

Table CACREP Doctoral SLOs (1-3 scale)

CACREP Doctoral SLOs		
Standard	Student Learning Outcome Area	Score
A.1-A.4	Supervision – Knowledge	3.83
*B.1-B.2	Supervision – Skills and Practices	3.00
C.1-C.3	Teaching – Knowledge	N/A
*D.1-D.3	Teaching – Skills and Practices	2.92
*E.1-E.4	Research and Scholarship - Knowledge	2.74
*F.1-F.6	Research and Scholarship – Skills and Practices	2.71
G.1-G.4	Counseling – Knowledge	2.84
H.1-H.3	Counseling – Skills and Practices	2.84
*I.1-I.5	Leadership and Advocacy – Knowledge	3.00
*J.1-J.2	Leadership and Advocacy – Skills and Practices	3.00

* This indicates that all standards in that section were not assessed due to courses not being offered because of low enrollment. Students have now caught up and are on track for program completion.

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 > 1 SD below the national mean. Faculty also discussed the process of CPCE retake for sections failed and determined tht students would retake the CPCE after the first fail and would complete a specific assignment covering the material for any section failed a second time.
2. Faculty reviewed the current assessment and evaluation plan and agreed that is satisfactory.
3. Faculty established a rotation process so that all students in both master's and doctoral programs would be evaluated annually.
4. Faculty will determine an appropriate method to report Student Potential Scale assessment as an aggregate measure.