

**Annual Report and Summary of Program Evaluation Results
2020-2021**

The program

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

Program Objectives

	Clinical Mental Health Program Objectives	School Counseling Program Objectives	Marriage, Couple, and Family Counseling Program Objectives	Assessment Measures
1	To develop reflective, technologically-competent, clinical mental health counselors who understand the multiple roles and responsibilities of counselors as well as the strategies necessary for client advocacy, personal self-care, and legal/ethical behavior.	To develop reflective, technologically-competent, school counselors who understand the multiple roles and responsibilities of counselors as well as the strategies necessary for client advocacy, personal self-care, and legal/ethical behavior.	To develop marriage, couple and family counselors, who are professional, ethical problem-solvers that are aware of roles, policy, technology and legalities relevant to the counseling field.	-Clinical Competencies Scale (CCS-R) -Comprehensive Exam -Site Supervisor Evaluations
2	To develop the multicultural counseling competencies of clinical mental health counselors to include knowledge of cultural identity and development, social justice and advocacy as well as strategies for addressing barriers, prejudices, oppression and discrimination	To develop the multicultural counseling competencies of school counselors to include knowledge of cultural identity and development, social justice and advocacy as well as strategies for addressing barriers, prejudices, oppression and discrimination.	To train marriage, couple and family counselors to be culturally competent, who modify their counseling approaches and knowledge to diverse groups / cultures and who promote social justice.	-Comprehensive Exam -NCE exam -KPI #2
3	To prepare clinical mental health counselors to utilize knowledge of	To prepare school counselors to utilize knowledge of lifespan	To prepare marriage, couple and family counselors to utilize	-Comprehensive Exam -NCE Exam

	lifespan development, learning theory, personality development and addiction in order to facilitate behavioral change, well-being and resilience in clients.	development, learning theory, personality development and addiction in order to facilitate behavioral change, well-being and resilience in clients.	knowledge of human growth and development when designing and implementing techniques/plans to improve their clients' well-being and understanding.	-KPI #3
4	To develop clinical mental health counselors' knowledge of development, theories, skills and technological resources needed to effectively assist diverse clients in goal-setting, decision-making, and career planning.	To develop school counselors' knowledge of development, theories, skills and technological resources needed to effectively assist diverse clients in goal-setting, decision-making, and career planning.	To develop marriage, couple and family counselors knowledgeable in career development, theories, and skills to better assist their clients in career planning.	-Comprehensive Exam -NCE Exam -KPI #1 -KPI#2 -KPI #10 -KPI #11
5	To prepare self-aware, skilled clinical mental health counselors who are cognizant of theories, models and strategies for understanding, planning and practicing counseling and consultation within a variety of settings/situations.	To prepare self-aware, skilled school counselors who are cognizant of theories, models and strategies for understanding, planning and practicing counseling and consultation within a variety of settings/situations.	To prepare marriage, couple and family counselors who are cognizant of and can apply established and emerging counseling theories/techniques to empower their diverse client(s).	-KPI #3 -KPI #11 -Site Supervisor Evaluations of Students
6	To develop skilled clinical mental health counselors' knowledge of group dynamics, stages, theories, and techniques needed for designing, facilitating and leading ethically and culturally diverse groups.	To develop skilled school counselors' knowledge of group dynamics, stages, theories, and techniques needed for designing, facilitating and leading ethically and culturally diverse groups.	To educate marriage, couple and family counselors in group dynamics, theories, and techniques appropriate for effective application with diverse groups.	-Comprehensive Exam -NCE exam -KPI #6
7	To train clinical mental health counselors in formal and informal assessment methods to assess, and interpret clients' abilities, aptitudes, interests, and achievement for the	To train school counselors in formal and informal assessment methods to assess, and interpret clients' abilities, aptitudes, interests, and achievement for the	To train marriage, couple and family counselors in formal and informal assessment methods to assess and interpret couples and	-Comprehensive Exam -NCE Exam KPI # 4 KPI #7

	purpose of diagnosis and intervention planning	purpose of diagnosis and intervention planning	families' abilities, aptitudes, interests, and achievement.	
8	To instruct clinical mental health counselors to understand and implement various research designs/methodology, to evaluate counseling services and to make informed counseling treatment/intervention decisions	To instruct school counselors to understand and implement various research designs/methodology, to evaluate counseling services and to make informed counseling treatment/intervention decisions.	To instruct marriage, couple and family counselors to understand and implement various research designs/methodology to evaluate counseling services and make relevant counseling applications.	-Comprehensive Exam -NCE Exam -KPI #8
9		To train school counselors to collaborate with all stakeholders in schools to achieve common goals for K-12 students, school improvement and of community.		-School Counselor Certification exam -KPI #9
10		To prepare schools counselors with theory and skills necessary to provide a Texas model of comprehensive school counseling programs in K-12.		-School Counselor Certification Exam -KPI #9

Program Admissions and Vital Statistics

During the 2020-2021 academic year 159 students were enrolled in the counseling program. 111 for Clinical Mental Health Counseling, 30 for School Counseling and 18 for Marriage, Couple and Family Counseling. During these terms, a total of 56 new students were admitted to the program.

In 2020-2021, 14 students graduated from the Counseling Program: 9 in Clinical Mental Health, 5 in School Counseling, and 0 in Marriage, Couple and Family Counseling.

Based on enrollment data and processes. Approximately one year ago, Counseling Faculty made the decision to adjust program admission criteria and no longer require the GRE for admission. Since making the change, the Program has seen an increase in admissions.

KPI Outcomes

KPI #	Core Standard	KPI Primary Assignment	Aggregate KPI Score % of Students Satisfactory or Mastery		KPI Secondary Assignment	Aggregate KPI Score % of Students Satisfactory or Mastery	Change
1	Orientation/Ethical Practice	Ethical Dilemma Paper	81		Counseling Session Summary	100	19
2	Social/Cultural Diversity	Summative Reflection Paper	90		Counseling Session Summary	100	10
3	Human Growth & Development	Human Growth & Development Paper	94		Guidance Plan	100	6
					Abnormal Biopsychosocial Case Study	100	6
4	Career Development	Career Counseling Case	100		Career Assessment Evaluation & Summary	96	-4
5	Counseling/Helping Relationships	Counseling Session/Tape Script	86		Tapescript & Counseling Skills Scale	100	14
6	Group Counseling & Group Work	Group Counseling Portfolio	100		Group Counseling Session	100	0
7					Case Conceptualization Paper	100	0
	Assessment & Testing	Case Study	100		Family Interview	NA	NA
8	Research & Program Evaluation	Research Project	47		Case Study #2	100	53
9	5G: 1b, 2a, 3a, 3b	Program Framework Project	100		School Counseling and Guidance Site Description	NA	NA
10	5F: 2b, 2f, 2k, 3b, 3c, 3d	Family Interview	NA		Case Conceptualization/Session Summary	NA	NA
	5F: 2b, 2f, 3c, 3d	Family Interview	NA		Case Conceptualization	100	NA
11	5C: 1c	Case Conceptualization and Treatment Plan	100		Treatment Plan assignment	95	-5
	5C: 3a	Case Study #2	100		Case Conceptualization Paper	100	0

- Benchmark for each KPI is 85% will score at “proficiency” or “Mastery”
- Areas marked with “NA” include KPI information that was not collected during the year.

Clinical Competencies

The clinical competencies scale (CCS-R) assess counselors’ and trainees’ skills development and professional competencies. Students are assessed throughout the program in EDCG 5342 (Counseling Diverse Populations), ECG 5317 (Counseling Techniques), and all Practicum/Internship Courses. There are eleven competencies students are evaluated on with scores ranging from 1 (Harmful) to 5 (Exceeds Expectations/Demonstrates Competencies). A score of 4 or 5 (44 points or higher) indicates students’ demonstrate competencies. During this evaluation period 108 students were evaluated and 68 (63%) scored at 44 points or higher. A closer look at the raw data shows that many students scoring below 44 points received scores of “not observed” instead of an actual score on many standards, thus skewing the data and lowering their overall score considerably.

Based on the data and differences in scoring, program faculty discussed and made changes related to how “non-observed” standards would be scored.

Comprehensive Examination

In total, 41 students took the comprehensive exam during this evaluation period and 20 passed (49%). The numbers for each test date are listed below.

Date	# Taking exam	# Passing Exam
Fall 2020	13	8
Spring 2021	18	9
Summer 2021	10	3

Site Supervisor Evaluations of Students

At the conclusion of their Practicum/Internship semester, students are given a final evaluation by their respective site supervisors. The evaluation consists of 35 questions related to students’ general counseling skills, case conceptualization skills, and general supervision comments. Students are scored on a scale of 1-4 with 1 = unacceptable and 4= excellent. During this evaluation period, site supervisors completed final evaluations for 66 students. Of the 66 students evaluated, 43 (65%) scored at 105 or higher (above average or excellent). 21 students (32%) were scored as average and 2 students (3%) scored as unacceptable.

Student Evaluations of Clinical Sites

Fifty-nine students in practicums and internships completed evaluations of their sites and site supervisors. 51 students (86%) scored their site/site supervisor at an 80 or above on a 100 point scale.

Surveys of Graduates of Employers

No data was collected during this evaluation period.

Credentialing/Licensure Exam Pass Rates

Test results for the administration of the National Counselor Exam, the standardized examination required for Texas Licensure as a Professional Counselor, for 2020-2021 were unable to be determined.

During this same time, nine students sat for the TExES-School Counselor exam, the examination required for Texas Certification as a School Counselor, and all nine passed (100%).

Based on difficulty in determining pass rates and getting reports related to student pass rates on the NCE exam, the program made application to and was approved as a NBCC Institutional Participating Program. This will allow our students to take the National Counselor Exam (NCE) in their final semester(s) of their program. Additionally, the NBCC will send pass rates and statistical information directly to the program.

Plan

- The Counseling program will research and move to a new method for delivering the comprehensive exam. The program will move towards using the CPCE as a comprehensive exam starting fall, 2022.

- The Counseling program will establish a quality enhancement committee. The primary charge for this committee will be to develop ways to and conduct surveys of program graduates and employers of program graduates. This committee will begin by spring, 2022.

- The Counseling program will become a NCC Participating University which will allow students to take the NCE licensure exam prior to graduation and allow for better tracking of NCE pass scores.