

**The University of Texas Permian Basin
Counseling Department | College of Education**

**Comprehensive Assessment Report
2018 – 2019**



Comprehensive Assessment Report 2018 –2019

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Comprehensive Assessment Report 2018 –2019

In accordance with national standards, The University of Texas Permian Basin’s Counseling Department faculty develop an annual assessment report which includes a comprehensive evaluation of the Clinical Mental Health Counseling and School Counseling programs. The annual Comprehensive Assessment Report includes a summary of the program evaluation results, subsequent program modifications, and any other substantial program changes. In addition, the annual report identifies specific information for each specialty area that includes the number of graduates for the past academic year, pass rates on credentialing examinations, completion rates, and job placement rates.

The Program Coordinator disseminates the report and notifies program constituents when the annual report is made available through the program website. Constituents include current counseling students, program alumni, faculty, administrators, employers, site supervisors, and the advisory committee.

Program Data

General program data includes student enrollment, number of graduates by specialization, faculty to student ratios, graduation rates and job placement rates.

Program Enrollment

The following table provides data regarding student enrollment in the Clinical Mental Health Counseling (CMHC) and School Counseling programs.

TERM	CMHC		School		Total
	Full-time	Part-time	Full-time	Part-time	
Summer 2019	19	2	17	3	41
Spring 2019	2	22	7	12	43
Fall 2018	7	12	1	29	49

Student to Faculty Ratio

Counseling students are considered to be full-time equivalent (FTE) students if they enroll in 9 credit hours (three courses) during full semesters (i.e., spring and fall, 16-week semesters) and 6 credit hours (two courses) during summer semesters (10 weeks). Part-time students are those who enroll in 6 credit hours or less during full semesters, and 3 credit hours or less during summer semesters. The table below provided information about the student to faculty ratio.

Year	FTE Students to FTE Faculty	Total Students to FTE Faculty
2018 - 2019	3:1	11:1

Student Ethnicity

The following table illustrates the diversity within the Counseling Department.

Term	Caucasian	Hispanic	African Am.	Asian/P.I.	Other	Total
FA 2018	12 40%	12 40%	4 13%	1	1	30
SP 2019	15 29%	27 53%	6 12%	1 2%	2 4%	51
SU 2019	14 35%	21 51%	4 10%	1 2%	1 2%	41

The University of Texas Permian Basin is a Hispanic Serving Institution (HSI), indicating that it has an enrollment of undergraduate full-time equivalent students that is at least 25% Hispanic. The ethnic demographics of the Counseling Department are reflective of this as well, with over half of our students

identifying as Hispanic. As faculty who train “majority minority” counselors-in-training, we are proud to produce ethnically diverse practitioners who are reflective of the Permian Basin’s growing population.

2018-2019 Additional Student Data

The following table provides additional demographic information about students enrolled in the Counseling Department.

	School	CMHC	Total	Percent
Female	29	17	46	85%
Male	4	4	8	15%
Employed Full-time	24	15	39	80%
Employed Part-time	0	5	5	10%
Not Employed	0	5	5	10%
First Generation	12	9	21	58%
Non-First Gen.	9	6	15	42%
Speaks Spanish	14	4	18	42%
No Spanish	9	16	25	58%

Additional demographic data presented above reflect that our students tend to identify as women with full-time employment obligations outside of graduate school. Over half of our students also identify as first-generation college students; in conjunction with the full-time employment status of our students, it is imperative that faculty consider these factors when advising, making potential modifications to course cycles, and determining whether to allow some course offerings online through Canvas (UTPB’s Learning Management System).

Graduation and Placement

Graduation and placement of students in the Clinical Mental Health Counseling (CMHC) and School Counseling programs follow.

Specialization	FA 2018	SP 2019	SU 2019
CMHC	2	2	0
School	0	0	2
Total Graduated	2	2	2
NCE Passed	2	-	-
TExES Passed	-	NA	2
Placement (100%)	2	2	2

The graduation rates listed above are not reflective of our admissions, primarily because a large number of students enroll part-time because of schedules and needs. Moreover, as a handful of our students began in the 48-hour program and transitioned into the 60-hour program in line with state and national accrediting standards in Fall 2016, it has created a longer path towards graduation for these students. It is additionally worth noting that the number of clinical hours required before graduation increased from 300 (Internship I and II) in the 48-hour program to 700 (Practicum, Internship I and II) in the 60-hour programs. Because the vast majority of our students work full-time, they sometimes require an additional semester of Internship II to accrue the number of hours necessary for graduation.

We expect to see an increase in graduation rates in next academic year, as students who were recruited to the 60-hour program finish their academic coursework and successfully complete practicum and internship hours in our on-campus Counseling Training Clinic and local schools and mental health agencies.

2018 – 2019 Application & Progression Data	
Applications Accepted	12
Matriculated	8
Currently Enrolled	6
Left Program	2
Retention Rate	76%
Average GPA	3.56

As mentioned on page one, we have experienced a significant increase in enrollment since instituting the 60-hour School and Clinical Mental Health Counseling programs in Fall 2016. We attribute this increase to intentional marketing efforts by program faculty, pro bono trainings provided to local schools and clinical mental health agencies, and concerted outreach efforts to community stakeholders across the Permian Basin.

Evaluation of Students

The UTPB Counseling Department faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The measurement of student learning is conducted via multiple measures and over multiple points in time. Measurements include counselor examinations such as the Counselor Preparation Comprehensive Examination (CPCE) and the TExES School Counselor practice exam, progression (grades and cumulative grade point average), a fitness-to-practice dispositional evaluation (FTP), and site supervisor and faculty evaluations of counselor candidates. The results that follow include outcomes for the 2018 - 2019 Academic Year.

Counselor Preparation Comprehensive Examination (CPCE)

The UTPB Counseling Department began utilizing the Counselor Preparation Comprehensive Examination (CPCE) as an exit exam during the Summer 2018 semester. Students enrolled in Practicum are required to pass the CPCE before they are released off-campus to continue clinical practice in Internship I. A comparison for three iterations of the examination against the national average is included below.

Core Areas	UTPB Averages by Core Area				National Average
	FA 2018	SP 2019	SU 2019	2018-2019 Ave.	
Human Development	10.00	9.25	10.30	9.85	11.62
Social/Cultural	9.00	9.25	9.30	9.18	10.30
Helping Relationship	14.00	10.00	8.59	10.86	11.94
Group	11.00	7.75	9.20	9.31	10.84
Career	8.50	9.00	10.30	9.27	9.38
Assessment/Appraisal	11.50	7.75	10.00	9.75	10.63
Research	12.50	9.50	9.80	10.60	11.04
Orientation & Ethics	12.00	10.25	8.30	10.18	11.38
Total	88.50	72.75	75.8	79.00	87.13

Because students perform strongly in Helping Relationships, Group, Assessment/Appraisal, and Research when compared with national averages, department faculty will continue teaching these classes utilizing the current pedagogical practices in place for the courses associated with these domains. These courses include COUN 6377 Counseling Techniques, COUN 6378 Group Counseling, COUN 6374 Assessment and Appraisal, and COUN 6376 Research Design.

Specific considerations for improving student outcomes in weaker areas include the incorporation of additional practice-based learning opportunities in content-heavy courses (e.g., COUN 6373 Career Counseling, COUN 6370 Life Span Development). Areas in which students tend to perform better include numerous practice-based learning opportunities; for example, in COUN 6377 Counseling Techniques (analogous to Helping Relationships domain), students have a lived experience participating in a semester-long mock counseling relationship as both the "counselor" and the "client." Students continually describe these practice-based experiences as both important and meaningful to their development in such courses, and faculty will continue to refine pedagogical practices to include more of these opportunities where possible.

School Counseling Practice Exam (SCPE)

Students within the School Counseling program must take and pass the TExES School Counseling Practice Exam to be eligible to take the TExES exam for School Counselor Certification. Students are eligible to take this exam once they are enrolled in COUN 6391 Practicum and must pass this exam before entering COUN 6393 Internship II.

School Counseling Practice Exam (SCPE)				
Year	Tested	Passed	Mean Score	Pass Rate
2018 - 2019	4	4	86%	100%

Historical data from 2016 and 2017 indicate a favorable pass rate for students taking the School Counselor Practice Exam. Pass rates have improved for individuals from the 60-hour School Counseling Program; currently, we have a 100% pass rate for those students matriculating through the 60-hour program.

National Counselor Examination (NCE)

Six students have graduated during the 2018 – 2019 academic year, with four representing the School Counseling track and the remaining two representing the Clinical Mental Health Counseling track. Despite being eligible to sit for the National Counselor Examination (NCE), none of the School Counseling graduates have registered for or attempted to take the examination thus far.

Both graduates from the Clinical Mental Health Counseling track have taken and passed the NCE, indicating a 100% pass rate from the department since the institution of the 60-hour program in 2016.

Evaluation of Counselor Candidate

Students completing practicum and internship hours are evaluated by both site supervisors and clinical faculty. Practicum and internship students receive a mid-term and final evaluation using the Evaluation of Counselor Candidate form. Students with multiple sites are required to receive site supervisor evaluations from each placement.

Counselor candidate performance is scaled from 1 to 3, with 1 being “needs improvement” and 3 being “exemplary.” Counselor candidates may also be rated as “not observed” on particular performance indicators, reflecting the need for experience with particular training activities. Aggregate evaluation data for the 2018 Academic Year is provided below.

Counselor Candidate Evaluations by Site Supervisor			
Term	COUN 6391	COUN 6392	COUN 6393
FA 2018 Midterm	2.81	2.78	2.73
FA 2018 Final	2.77	2.81	2.75
SP 2019 Midterm	1.99	2.83	2.94
SP 2019 Final	2.28	2.88	2.83
SU 2019 Midterm	2.52	2.31	2.78
SU 2019 Final	2.67	2.50	2.97

Counselor Candidate Evaluations by Faculty Supervisor			
Term	COUN 6391	COUN 6392	COUN 6393
FA 2018 Midterm	2.63	2.79	2.73
FA 2018 Final	2.56	2.82	3.00
SP 2019 Midterm	1.99	2.64	2.85
SP 2019 Final	2.28	3.00	2.61
SU 2019 Midterm	2.52	2.34	2.83
SU 2019 Final	2.67	2.69	2.92

Evaluations of Counselor Candidates completed by site supervisors tend to reflect higher indicators of student performance than those completed by clinical faculty. Before computing data for the CACREP Self-Study, this moderate difference was not apparent. A potential explanation for discrepancies in evaluations may be the fact that site supervisors provide their evaluations directly to the intern at specified dates.

Although student performance is continually discussed in weekly site supervision and areas of growth should not be a surprise for interns, the notion that students will see their evaluations may potentially lead site supervisors to providing more favorable ratings of student performance than if they were submitted directly to the student's faculty supervisor. Department faculty have considered modifying this process so that site supervisors may submit midterm and final Evaluations of Counselor Candidates directly to the students' faculty supervisor. Two modifications under consideration are 1) having site supervisors scan and e-mail hard copies of the evaluation directly to the faculty supervisor and 2) inputting the evaluation into an online data management system such as Qualtrics or TK20, pending university approval to purchase such software.

Skills and Disposition

Counseling department faculty meet at the end of each long semester (Spring and Fall) to discuss the outcomes of student Fitness to Practice Evaluations. During these meetings, faculty discuss any issues of note at a departmental level, identify dispositional strengths of current students, and pinpoint students who may be in need of more directed guidance and mentorship to achieve fitness in future semesters. Faculty from the Psychology Department are included as needed, especially if a counseling student has demonstrated behavior of concern in a course taught by a psychology instructor.

Key: CA = Competence Achieved
 D = Development
 CAN = Competence Not Achieved
 CNO = Competence Not Observed

Standard	Fall 2018 – Summer 2019 Fitness to Practice Evaluation											
	6371				6377				6391			
	CA	D	CNA	CNO	CA	D	CNA	CNO	CA	D	CNA	CNO
Follows ethical & legal considerations	0	2	3	13	0	2	0	0	8	3	2	0
Displays multicultural competence.	0	7	2	9	0	2	0	0	12	1	0	0
Open to new ideas.	14	3	1	0	2	0	0	0	12	1	0	0
Aware of own impact on others	5	6	7	0	1	1	0	0	7	4	2	0
Responsive, adaptable, & cooperative	12	5	1	0	2	0	0	0	11	2	0	0
Receptive to and uses feedback	13	4	0	1	2	0	0	0	8	3	2	0
Responds to conflict appropriately	2	1	2	13	2	0	0	0	8	3	2	0
Accepts personal responsibility	13	3	2	0	2	0	0	0	11	1	1	0
Expresses feelings effectively & appropriately	13	3	2	0	2	0	0	0	11	1	1	0
Dependable in meeting obligations	14	2	2	0	2	0	0	0	10	0	3	0
Percentages	48%	20%	12%	20%	75%	25%	0%	0%	75%	15%	10%	0%

Between the Fall 2018 and Spring 2019 semesters, Counseling Department faculty elected to revise the Dispositional Evaluation form to include a fourth category entitled “Developing.” This lends itself to a more thorough and meaningful evaluation of our students, as they are no longer viewed through an all-or-nothing else (i.e., Competence Achieved or Not Achieved). While data above reflect student outcomes for the Fall 2018 – Summer 2019 semesters, please note that the “Developing” category was not instituted until Spring 2019 and, if students from the Fall 2018 semester were re-evaluated, many of their “Competence Not Observed” scores would have shifted into this “Developing” category.

Counseling department students within both the School and Clinical Mental Health Counseling programs increasingly demonstrate competency in the 10 domains assessed as they matriculate through the program.

Three domains which assess the student’s ability to follow ethical and legal considerations, display multicultural competence, and respond appropriately to conflict often remain “unobserved” until after students enter clinical practice; while they have the opportunity to reflect competence in this domain through more traditional coursework, it is not until they begin seeing clients of their own that faculty are able to accurately assess their ability to follow ethical and legal considerations as future mental health practitioners.

Student Evaluations of Faculty & Site Supervisors

Evaluation of Faculty Supervisors

Students in practicum and internship have the opportunity to evaluate their faculty supervisors at the end of each semester using the Evaluation of Faculty Supervisor Form. Practicum/internship faculty do not collect these evaluation forms until the last group supervision meeting to ensure that students do not feel the need to provide an artificially inflated evaluation.

While the Counseling Department has been eliciting feedback on Faculty Supervisor performance through university-provided end-of-semester course evaluations since the program’s inception, we began collecting information specific to the training needs of counseling practicum/internship students using the Evaluation of Faculty Supervisors form in Spring 2018.

Faculty supervisor performance is scaled from 1 to 4, with 1 being “extremely unsatisfied” and 4 being “extremely satisfied.” Aggregate evaluation data for the 2018 Academic Year is provided below.

Term	Faculty Supervisor Evaluations		
	COUN 6391	COUN 6392	COUN 6393
Fall 2018	3.89	4.00	4.00
Spring 2019	3.91	3.98	4.00
Summer 2019	3.99	4.00	4.00

Both quantitative and qualitative evaluations of Faculty Supervisor performance reflect strong student satisfaction with faculty supervisor performance. As with the Evaluation of Counselor Candidates described above, another potential modification to ensure the integrity of evaluation results might be to incorporate the Evaluation of Faculty Supervisors within an online data management system such as Qualtrics or TK20 to allow students to submit their evaluations anonymously (pending university approval to purchase software).

Evaluation of Site and Site Supervisors

Students in practicum and internship are asked to provide feedback about their experiences at their site(s) and with their supervisor(s) at the end of each semester using the Evaluation of Site and Supervisors form. Students with multiple site placements are required to evaluate each site at which they gathered clinical hours during that semester.

The following sites and supervisors were added and removed by the Clinical Coordinator during the 2018-2019 school year:

Sites and Supervisors Added

- High Sky Children's Ranch – Amber Chapman, MA, LPC
- Stonegate Fellowship - Bobbi Dobler, MA, LMFT
- Jennifer Mason Counseling – Jennifer Mason, MA, LPC-S
- Midland Rape Crisis and Children's Advocacy Center – Maura Jarldane, MA, LPC-S
- Nessa Villalobos Counseling, LCC – Nessa Villalobos, MA, LPC
- On the Couch Counseling – Maureena Benavides, MA, LPC

Sites and Supervisors Removed

- Crisis Center of West Texas – Stephanie Ikuku-Palmer, MA, LPC
Removed due to site supervisor leaving facility. No Master's level clinicians currently on staff.
- Springboard Center for Drug and Alcohol Treatment – Stephanie Schoen-Orr, MA, LPC
Removed due to site supervisor leaving facility. No Master's level clinicians currently on staff.

Program Evaluation

Counseling faculty at the University of Texas Permian Basin conduct an annual evaluation to evaluate the efficacy of the School and Clinical Mental Health Counseling programs in preparing students to become competent and ethical counseling professionals and to enhance gatekeeping procedures. Measurements include key performance indicator outcomes, learning and course objective outcomes, site supervisor perceptions of the counseling program, and alumni and employer surveys.

Site Supervisor Perceptions of Program

Counseling faculty continuously elicit site supervisor perceptions of the Counseling Program. The Clinical Coordinator and faculty teaching COUN 6392/6393 Internship I/II are responsible for conducting site visits within the first six weeks of each semester. During these visits the Clinical Coordinator and/or internship faculty discuss:

- Internship student needs
 - Strengths of students providing services
 - Assessment of “student fit” for the site and population
 - Potential training deficits, including any ethical issues
 - Topics reviewed during individual/triadic (site) and group (university) supervision

- Site needs
 - Supervisor feedback about Counseling Department’s ability to prepare interns for placement in community
 - Avenues for the Counseling Department to support the site (e.g., conducting trainings for site staff about issues of importance)
 - Supervisor development opportunities (e.g., upcoming conferences, both where program faculty present and elsewhere)

Notes from these meetings are utilized to inform program development, guide additional training for students in clinical placements, and ensure counseling faculty are supporting both site supervisors and schools/clinical mental health agencies in their endeavors to serve the Permian Basin.

Alumni Survey

Four students graduated over the last academic year, and all student returned the Alumni Survey. Information about these graduates include the following:

- 100% are working full-time as counselors in their specialization
 - 2 school counselors are certified and work as school counselors
 - 2 clinical mental health counseling students are working in the community under an LPC-Intern licensure
- 3 of the students were employed before or right after graduation. The remaining student was employed within 5 months after graduation.
- 100% are members of the American Counseling Association; 1 (25%) is a member of Texas Counseling Association, and 1 (25%) is a member of the Permian Basin Counseling Association.

These alumni identified how satisfied they were in terms of how well their education prepared them to perform the following tasks. They were asked to rank each item as Extremely Satisfied, Satisfied, Neutral, Unsatisfied, or Extremely Unsatisfied.

	Extremely Satisfied	Satisfied	Neutral	Unsatisfied	Extremely Unsatisfied
Enter the field as a beginning counselor	4				
Identify and address ethical issues	4				
Exercise ethical reasoning	4				
Become a contributing member of the counseling profession	4				
Commitment to collaborating with others	4				
Conduct case conceptualization	4				
Employ appropriate interventions	4				
Employ evidence-based & culturally responsive therapy	2	2			
Evaluate and utilize counseling research	1	3			
Advocate for the counseling profession	4				
Advocate for clients	4				
Demonstrate awareness of issues across the life span	3	1			
Utilize appropriate counseling skills	4				
Effectively facilitate therapeutic groups	1	2	1		
Client assessment	3	1			
Respond to crisis/emergency situations	1	3			
Work as a part of an interdisciplinary team	4				
Demonstrate roles & functions of a professional counselor	4				
Understand the relationship between wellness and professional effectiveness	4				
Demonstrate dispositions for the counseling profession	4				
Demonstrate competencies that address personal, social, academic and career concerns.	3	1			
Collaborate with parents, educators, and other professionals	3	1			

When asked about the strengths of the counseling program, alumni shared the following:

- The advisors are great. They are always willing to help and give feedback. I was never made to feel like I was doing anything wrong, even when feedback was given. Another strength is being able to work along-side your cohorts. It makes a huge difference having other students to consult with.

- Learning and working alongside the supportive guidance of my exceptional professors/supervisors/mentors gave me the encouragement and motivation to challenge myself in being a professional and authentic counselor.
- The counseling program course topics (e.g. techniques, trauma, addiction, family, etc.) and content assisted in my knowledge and exposure of various areas within my mental health profession.
- Being able to practice counseling on campus as a requirement before interning off campus was a significant stepping stone that contributed to my competency as a counselor.
- The professionalism, intelligence, experience and commitment of the Counseling Department Staff. The University clinic for seeing clients. The feedback and instruction process. The complete range of information developed in the program. No limitations on learning and gathering information. Accountability for performance and support for graduate students.
- This was an amazing experience and program for me and I felt prepared to take the NCE, which I passed easily. The width and depth of information was more than adequate in all areas.

Alumni shared the following thoughts regarding program improvement.

- More clients (I think this has been already been resolved). Being able to work with more groups, couples, and families would be helpful.
- Due to my group therapy course not having the opportunity to facilitate a group as practice, I would encourage the group therapy course to have a mandatory requirement to facilitate the class group. However, I was able to gain some experience in facilitating groups through my internship locations off campus during my time as a graduate student.
- Community awareness for building potential clientele and increase group therapy opportunities. Learning more about dealing with insurance companies.

Alumni provided the following final points:

- Being a part of the counseling graduate program was an essential, positive experience in becoming who I am as a professional and as an individual.
- This is such an amazing program with fantastic staff. The advisors care about the students and the clients and it shows. They are always willing to help in any way needed. The clinic is an amazing experience that I am grateful to have had. I believe working with clients in this setting helps set the counseling students up for success. It gives the students the opportunity to work with clients for success. It gives the students the opportunity to work with clients in a safe environment with immediate feedback. It also gives the student the opportunity to see other students work with clients. This was an amazing experience and program for me and I felt prepared to take the NCE, which I passed easily. The with and depth of information was more than adequate in all areas.

Graduates of the Counseling Program indicated that that they felt “extremely satisfied” when speaking to their preparedness on 14 (64%) of the tasks they were asked to respond to. Seven (31%) items were ranked as “satisfied” and one (.05%) as neutral.

Although none of the responses were rated negatively, program faculty made note of several items. For instance, three graduates ranked their ability to “respond to crisis/emergency situations” as “satisfied”; two individuals ranged their ability to “effectively facilitate a therapeutic group” and satisfied and one ranked this as “neutral”. Three individuals indicated that they were only “satisfied” with their ability to “evaluate and utilize research”, and two were satisfied with their ability to “employ evidenced-based and cultural responsive therapy.”

Lastly, one individual indicated that they were only “satisfied” with their ability to “demonstrate awareness of issues across the life span,” “demonstrate competencies to address personal, social, academic & career concerns,” and “Collaborate with parents, educators, and other professionals.”

Employer Evaluation of Program Graduates

Employer surveys were delivered to the supervisors of the graduates from 2018. Four surveys were delivered and three (75%) were returned to the Program Coordinator. Employers were asked to identify how satisfied they were regarding how the program graduate was able to perform the following tasks, by ranking each item as Extremely Satisfied, Satisfied, Neutral, Unsatisfied, or Extremely Unsatisfied. The result can be found in the table below.

	Extremely Satisfied	Satisfied	Neutral	Unsatisfied	Extremely Unsatisfied
Enter the field as a beginning counselor	3				
Identify and address ethical issues	3				
Exercise ethical reasoning	3				
Become a contributing member of the counseling profession	3				
Commitment to collaborating with others	3				
Conduct case conceptualization	3				
Employ appropriate interventions	3				
Employ evidence-based & culturally responsive therapy	3				
Evaluate and utilize counseling research	2	1			
Advocate for the counseling profession	2	1			
Advocate for clients	3				
Demonstrate awareness of issues across the life span	2	1			
Utilize appropriate counseling skills	3				
Effectively facilitate therapeutic groups	3				
Client assessment	3				
Respond to crisis/emergency situations	2	1			
Work as a part of an interdisciplinary team	3				
Demonstrate roles & functions of a professional counselor	3				
Understand the relationship between wellness and professional effectiveness	2	1			
Demonstrate dispositions for the counseling profession	3				
Demonstrate competencies to address personal, social, academic and career issues.	3				
Collaborate with parents, educators, and other professionals	3				

The employers/supervisors of three individuals who graduated in 2018 ranked 17 (77%) of the items “extremely satisfied.” One supervisor indicated that they were “satisfied” with the graduate’s ability to “evaluate and utilize counseling research,” “advocate for the counseling profession,” “demonstrate awareness of issues across the life span,” “respond to crisis/emergency situations,” “work as a part of an interdisciplinary team,” and “understand the relationship between wellness and professional effectiveness.”

Evaluation of Program Objectives

Below is a detailed list of the Program Objectives that constitute what the UTPB counseling faculty consider to be the most essential points of knowledge for School and Clinical Mental Health Counseling students. The table below provides an average rating for each objectives using the following scale: 4: Exceeds Expectations, 3: Meets Expectations, 2: Below Expectations, 1: unacceptable.

Evaluation of Program Objectives for 2018 - 2019	Average
1. Demonstrate knowledge of the roles, functions, credentialing, and identity of professional counselors including professional standards as described by the American Counseling Association, Texas State Board of Examiners of Professional Counselors, and the American Counseling Association.	3.83
2. Demonstrate a working knowledge of ethical standards and an ability to exercise ethical reasoning in all matters relative to professional practice.	3.53
3. Demonstrate knowledge of policies, laws, legislation, and other issues relevant to professional counselors.	4.00
4. Demonstrate a commitment to becoming a collaborative and contributing member of the counseling profession.	4.00
5. The student will demonstrate appropriate case conceptualization and employ effective intervention strategies that integrate theory, client assessment information, diagnosis, and accepted professional counseling skills.	3.29
6. Demonstrate appropriate counseling skills, and employ effective, evidence-based, and culturally responsive therapy interventions for individuals, children, couples, families, and groups.	3.80
7. Demonstrate knowledge of basic statistics and research methodology, and integrate this knowledge into professional practice.	3.50
8. Examine the relationship between self-awareness and professional effectiveness as it relates to cultural attitudes, personal wellness and the unique dispositions essential to the practice of counseling.	3.07
9. Articulate the professional roles including the themes of advocacy, social justice, and interdisciplinary professional collaboration, including as a member of an emergency management response team.	3.35
10. Demonstrate knowledge and ability to develop, implement, and maintain a data-driven comprehensive school counseling program.	3.60
11. Students will demonstrate the competencies required to work with all students K-12 individually or in groups to address their personal, social, academic, and career concerns.	4.00
12. Students will demonstrate consultative and coordinating competencies required to work with parents, educators, other professionals, and community stakeholders collaboratively to address the developmental needs of all students.	3.67

Students are performing at or above expectations for each program objective. We note a particularly strong performance in objectives 3, 4, and 11, which relate to student knowledge of policies, laws, and legislation; commitment to the profession; and demonstrated competence in working with K-12 students (specific to school counseling students).

It is important to note that because many of our School and Clinical Mental Health Counseling courses overlap, learning outcomes are designed to be inclusive of both specialty areas. Course assignments in shared classes also specifically target the student's desired work setting post-graduation to ensure that both School and Clinical Mental Health counseling students' needs are considered and targeted by program faculty.

Beyond designing inclusive experiences for both School and Clinical Mental Health Counseling students, faculty continually assess program objectives across multiple courses and with multiple indicators or assignments. This ensures that students have the ability to develop and demonstrate competence in these areas as they matriculate through the program.

Key Performance Indicators (KPI)

Program faculty identified key performance indicators (KPI's) to measure student learning outcomes with multiple measures and at multiple points of time across the program. The purpose of the assessment of student learning outcomes is to determine how, in aggregate form, students are demonstrating the knowledge and skills identified as indicators of students' preparedness for the counseling profession. Counseling faculty identified 19 key performance indicators for each of the CACREP core area curricular standards (CAS) as well as a minimum of two assessment points in each specialty area standards (Clinical Mental Health Counseling and School Counseling).

Each KPI is specifically aligned to our program objectives, and assessments are related to course assignments which are measured by rubrics with a 1-4 scale (1 = Unsatisfactory, 2 = Below Expectations, 3 = Meet Expectations, and 4 = Exceeds Expectations). A mean of 3.00 or above indicates student mastery. The table below includes the 2018-2019 results.

Key Performance Indicator (KPI)	KPI Type	Course	Term	Mean	Overall Mean
F1. Professional Counseling Orientation and Ethical Practice			Core Area Mean	3.45	
KPI 1: F1b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation. (b)					
Crisis Intervention Project	Knowledge	6381 Crisis, Trauma & Grief	8	4.00	3.90
Intervention/Prevention Program	Skill	6384 Consultation & Program Eval	11	3.80	
KPI 2: F1e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.					
Advocacy Project	Skill	6371 Prof. Orientation & Ethics	1	3.52	3.29
Social Justice Intervention	Knowledge	6379 Multicultural Coun & Advocacy	5	3.05	
KPI 3: F3i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal consideration in professional counseling.					
Personal Ethics Paper	Knowledge	6371 Prof. Orientation & Ethics	1	3.31	3.16
Evaluation: Counselor Candidate	Skill	6391 Practicum	9	3.00	
F2. Social and Cultural Diversity			Core Area Mean	3.42	
KPI 4: TF2e. The effects of the power and privilege for counselors and clients.					
Cultural Self-Analysis	Knowledge	6379 Multicultural Coun. & Advocacy	5	4.00	3.70
Case Conceptualization	Skill	6382 Couples & Family Counseling	4	3.39	
KPI 5: F2c. Multicultural counseling competencies					
Case Conceptualization	Knowledge	6379 Multicultural Coun. & Advocacy	5	3.25	3.13
Self-Assessment	Skills	6392 Internship I	10	3.00	
F3. Human Growth and Development			Core Area Mean	3.12	
KPI 6: F3f. Systemic and environmental factors that affect human development, functioning, and behavior.					
Life Span Presentation	Knowledge	6370 Life Span Development	1	4.00	3.42
Family Genogram	Skill	6382 Couples & Family Counseling	4	2.84	
KPI 7: F3d. Theories and etiology of addictions and addictive behaviors.					
Addiction Across the Life Span	Knowledge	6370 Life Span Development	1	3.04	3.48
Abstinence Experience	Skill	6380 Addictions Counseling	9	3.92	
KPI 8: F3g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.					
Professional Analysis	Skill	6370 Life Span Development	1	1.06	2.45
Cultural & Trauma Paper	Knowledge	6381 Crisis, Trauma & Grief	8	3.83	

Key Performance Indicator (KPI)	KPI Type	Course	Term	Mean	Overall Mean
F4. Career Development			Core Area Mean		3.19
KPI 9: F4a. Theories and models of career development, counseling, and decision making.					
Research Paper	Knowledge	6373 Career Development & Coun.	3	3.00	3.09
Mid-term Exam	Skills	6374 Assessment & Appraisal	6	3.18	
KPI 10: F4f. Strategies for career development program planning, organization, implementation, administration, and evaluation.					
Module 16 Research Paper	Knowledge	6373 Career Development & Coun.	3	3.00	3.29
Quick Write: Career Assessment	Knowledge	6371 Prof. Orientation & Ethics	1	3.57	
F5. Counseling and the Helping Relationships			Core Area Mean		3.70
KPI 11: F5b. A systems approach to conceptualizing clients.					
Theory Chart	Knowledge	6371 Prof. Orientation & Ethics	1	4.00	3.44
Case Conceptualization 1	Skill	6382 Couples & Family Counseling	4	2.88	
KPI 12: F5g. Essential interviewing, counseling, and case conceptualization skills.					
Self-Critique	Skill	6377 Counseling Techniques	7	4.00	4.00
Case Conceptualization 2	Skill	6391 Practicum	9	4.00	
KPI 13: F5m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.					
Treatment and SOAP Note	Skill	6377 Counseling Techniques	7	3.50	3.67
Resource File	Knowledge	6381 Crisis, Trauma & Grief	8	3.83	
F6. Group Counseling and Group Work			Core Area Mean		3.31
KPI 14: F6d. Characteristics and functions of effective group leaders.					
Experiential Activity & Self Critique	Skill	6378 Group Theory & Practice	8	3.14	3.32
Group Counseling Reflection	Skill	6393 Internship II	11	3.50	
KPI 15: F6e. Approaches to group formation, including recruiting, screening, and selecting members.					
Group Proposal	Knowledge	6378 Group Theory & Practice	8	3.29	3.29
Group Counseling Reflection	Skill	6393 Internship II	11	---	
F7. Assessment and Testing			Core Area Mean		3.30
KPI 16: F7c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.					
Clinical Interview Paper	Knowledge	6374 Assessment & Appraisal	2	3.41	3.54
Case Conceptualization #2	Skill	6381 Crisis, Trauma & Grief	8	3.67	
KPI 17: F7c-d. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, suicide and for identifying trauma and abuse for reporting abuse.					
Final Exam	Knowledge	6374 Assessment & Appraisal	2	2.76	3.05
Case Conceptualization #1	Skill	6381 Crisis, Trauma & Grief	8	3.33	

Key Performance Indicator (KPI)	KPI Type	Course	Term	Mean	Overall Mean
F8. Research and Program Evaluation			Core Area Mean	3.68	
KPI 18: F8a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice					
Interview with Professor	Knowledge	6376 Research Design	3	3.92	3.63
Literature Review	Skill	6384 Consultation & Program Eval.	7	3.33	
KPI 19: F8d. Development of outcomes measures for counseling programs.					
Article Analysis 3	Knowledge	6376 Research Design	3	3.67	3.73
Application & Intervention Plan	Skill	6384 Consultation & Program Eval.	7	3.78	
Clinical Mental Health Counseling			Specialty Mean	3.38	
KPI 20: C2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.					
Trauma Resource File	Knowledge	6381 Crisis, Trauma, & Grief	8	3.33	3.50
Intervention/Prevention Program	Skill	6384 Consultation & Program Eval.	7	3.67	
KPI 21: C1c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning					
Treatment and SOAP Note	Skill	6377 Counseling Techniques	7	3.50	3.25
Evaluation of Counselor Candidate	Skill	6392 Internship I	10	3.00	
School Counseling			Specialty Mean	2.92	
KPI 22: G3a. development of school counseling program mission statements and objectives					
Counseling Philosophy	Knowledge	6371 Prof. Orientation & Ethics	1	3.57	2.89
School Mission & Philosophy	Skills	6385 Adv. Principles in School Coun.	6	2.20	
KPI 23: G3b. design and evaluation of school counseling programs					
Data Project	Skills	6384 Consultation & Program Eval.	7	---	2.70
CSCP Presentation	Skills	6385 Adv. Principles in School Coun.	6	2.70	
KPI 24: G3c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies					
Milestone Assignment	Knowledge	6370 Life Span Development	1	3.48	3.19
Curriculum Lesson	Skills	6385 Adv. Principles in School Coun.	6	2.90	

Key Performance Indicators in Core Area Curricular Standards

A mean of 3.00 or above indicates student mastery. Core areas with a mean of 3.40 or above include The Counseling and Helping Relationship (3.70); Research and Program Evaluation (3.68); Professional Orientation and Ethics (3.45); and Social and Cultural Diversity (3.42). Key Performance Indicators with means at or above 3.50 include:

- KPI 12** (4.00) F5g. Essential interviewing, counseling, and case conceptualization skills. (Counseling and Helping Relationship)
- KPI 1** (3.90) F1b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation. (Professional Orientation and Ethics)
- KPI 4** (3.70) TF2e. The effects of the power and privilege for counselors and clients. (Social and Cultural Diversity)
- KPI 19** (3.73) F8d. Development of outcomes measures for counseling programs.
- KPI 13** (3.68) F5m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid. (Counseling and Helping Relationship)

Core areas with the lowest mean include Human Growth and Development (3.12); and Career Development 3.19). Student not master the following KPI (below 3.0):

- KPI 8** (2.45) F3g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.

Key Performance Indicators in Specialty Standards

Students mastered both Clinical Mental Health Counseling KPIs measured this academic year, including

- KPI 20** (3.50) C2c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
- KPI 21** (3.19) C1c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Students mastered one School Counseling KPI, with a mean of 3.19, but did not master the following:

- KPI 22** (2.89) G3a. development of school counseling program mission statements and objectives
- KPI 23** (2.70) G3c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

Information as to how program faculty used this information can be found in the next section of the report.

Use of Assessment Data for Program Improvement

Counseling faculty members meet at the end of each academic year for review of program data, identify areas for improvement and to make program modifications. Program faculty have identified the following areas for improvement.

Program Data

The Counseling Program will continue to work towards attracting and retaining a diverse student body in our marketing and outreach efforts. We believe these efforts are important for supporting our local community, which continues to diversify and grow exponentially due to record U.S. energy growth in on-shore crude oil production.

Additional demographic data presented above reflect that our students tend to identify as women with full-time employment obligations outside of graduate school. Over half of our students also identify as first-generation college students; in conjunction with the full-time employment status of our students, it is imperative that faculty consider these factors when advising, making potential modifications to course cycles, and determining whether to allow some course offerings online through Canvas (UTPB's Learning Management System).

A particular point of note is that approximately half of our current students are fluent Spanish-speakers. Taken in conjunction with the ethnic demographics of both our program and the Permian Basin as a whole, this presents the Counseling Department with the unique opportunity to train Spanish-speaking counselors to support our schools and clinical mental health agencies. The Counseling Department has begun exploring the feasibility of creating a certificate in Counseling Spanish Speakers, wherein eligible students would have the opportunity to utilize their dual language capabilities to increase their skill in providing mental health services to Spanish-speaking individuals in our communities.

Department faculty are particularly sensitive to the retention needs of our students, especially given the amount of first-generation college students we serve. To support these retention efforts, we have worked to create ongoing opportunities for engagement with faculty, other students matriculating through the program, and the mental health community at large within the Permian Basin. A list of retention strategies currently employed by counseling faculty is enumerated below:

- Instructional videos within Canvas (e.g., How to Read Your Syllabus, APA 6th Edition Style and Formatting Guide)
- Mandatory program meetings each semester
- Ongoing advising from program faculty
- Falcon Counseling Honor Society
- Intentional engagement with community (e.g., mandatory attendance at a Professional Development Activity held by the Permian Basin Counseling Association or another mental health organization in 6371, 6391, 6392, and 6393).

Finally, when looking at the retention along with program matriculation, program faculty were able to identify that students who in the summer session are more likely to leave the program than those who matriculate in the fall and spring terms. All summer courses are delivered online, leaving little opportunity for new students to connect with program faculty. Relationships between program faculty and students has been found to increase retention, especially with first generation students. Because there is not an opportunity for students who enroll in the summer to engage with program faculty on a regular basis, these students are more likely to leave and not respond to efforts made by faculty to contact them. Because of this, the program will no longer allow students to begin their coursework in the summer; rather, new students may only enroll for the fall and spring terms.

Evaluation of Students

Counselor Preparation Comprehensive Examination (CPCE)

To address knowledge deficits in Counselor Preparation Comprehensive Examination (CPCE), Counseling Department faculty will review and update course materials in conjunction with Psychology Program faculty, who are responsible for teaching classes associated with the content areas in which students perform lower

than the national averages. Psychology Program faculty have been supportive and amenable to addressing CACREP standards within these courses. Counseling Program faculty will continue to meet regularly with these faculty to support all student needs.

Beyond refining curriculum to include additional practice-based learning opportunities, counseling faculty also continually seek professional development to improve their pedagogical practices. For example, the UTPB College of Education frequently invites all faculty to attend AVID Trainings to increase teacher effectiveness and student learning outcomes. Outside of local trainings such as these, counseling faculty are supported in their requests to attend state and national conferences such as the Texas Counseling Association's Professional Growth Conference and the Association for Counselor Education and Supervision's yearly conferences.

Evaluations of Counselor Candidates

Evaluations of Counselor Candidates completed by site supervisors tend to reflect higher indicators of student performance than those completed by clinical faculty. Before computing data for the CACREP Self-Study, this moderate difference was not apparent. A potential explanation for discrepancies in evaluations may be the fact that site supervisors provide their evaluations directly to the intern at specified dates.

Although student performance is continually discussed in weekly site supervision and areas of growth should not be a surprise for interns, the notion that students will see their evaluations may potentially lead site supervisors to providing more favorable ratings of student performance than if they were submitted directly to the student's faculty supervisor. Program faculty have considered modifying this process so that site supervisors may submit midterm and final Evaluations of Counselor Candidates directly to the students' faculty supervisor. Two modifications under consideration are 1) having site supervisors scan and e-mail hard copies of the evaluation directly to the site supervisor and 2) inputting the evaluation into an online data management system such as Qualtrics or TK20, pending university approval to purchase such software.

Skills and Disposition

In an effort to provide students additional opportunities to demonstrate competence in multicultural competence and respond appropriately to conflict, program faculty have intentionally incorporated more group work into face-to-face courses. Group projects and think-pair-share exercises allow students the opportunity to demonstrate their ability to effectively consider, honor, and integrate others' perspectives (displaying multicultural competence) and navigate disagreements in a professional and respectful manner (responding to conflict appropriately).

Student Evaluations of Faculty & Site Supervisors

Program faculty perceive a much greater variation in site and site supervisor evaluations than in faculty supervisor evaluations, which is unsurprising given the variety of clinical placements students are asked to evaluate (e.g., school campuses, drug and alcohol treatment facilities, crisis centers, etc.). As such, aggregate data on student satisfaction with site placements and supervisor performance are less meaningful indicators of student experiences than the individual evaluations themselves.

While faculty supervisors continually explore student concerns with their site and supervisors during weekly group supervision, the Clinical Coordinator uses the Evaluation of Site and Site Supervisor forms to inform potential site/supervisor training needs and to determine the site's fitness for student placement in upcoming semesters.

Program Evaluation

Site Supervisors Evaluation of the Counseling Program

The Clinical Coordinator and faculty teaching COUN 6392/6393 Internship I/II are responsible for conducting site visits within the first six weeks of each semester. During these visits the Clinical Coordinator and/or internship faculty discuss the needs of internship students and needs of each site and site supervisor. These meetings with site supervisors provide important perspectives about the Counseling Program's current and future trajectory and have been used to highlight program and student strengths, address training deficits, and ensure our graduates are as prepared as possible to support the mental health needs

of schools and agencies across the Permian Basin. However, the program has not kept formal records of these meetings or gathered quantitative data regarding site supervisors' perceptions of the programs.

Program faculty developed an annual survey of site supervisor perceptions about the Counseling Program and formally document program meetings that are already in place to ensure that site supervisor recommendations for program development and considered and implemented as appropriate.

Alumni Survey

Although none of the responses were rated negatively, program faculty made note that the areas students identified as "satisfied" or "neutral" correlated with the key performance indicators that were not assessed consistently across the counseling curriculum. For example, faculty could only identify two points throughout the program's curriculum when all students engage with content related to group theory and practice skills in facilitating a group, which occurs in COUN 6378 Group Theory and Practice, where students have one opportunity to facilitate a group in class, and in COUN 6396 Internship II, while obtaining the required 10 hours of leading or facilitating a group. To address this, faculty will limit the enrollment in the group course to 12 students so that each student has more opportunities to facilitate a group. In the COUN 6377 Counseling Techniques and other skills classes, students typically practice their skills in dyads or triads. Efforts will be made to allow students to practice their newfound skills in a group format. Lastly, program faculty agreed that a full-time faculty member in the program should teach the group course, rather than an adjunct instructor so that the content and examples obtained in this course can be reviewed with students in other classes.

Two graduates indicated that they were only "satisfied" with their ability to "employ evidenced-based and cultural responsive therapy." COUN 6379 Multicultural Counseling and Advocacy has been taught online for the last several years. Faculty agreed that this course needs to be delivered in a face-to-face format so that students have the opportunity to practice their skills in counseling diverse individuals. Student have multiple opportunities to evaluate their counseling skills through the use of video recorded sessions and through transcription of sessions. Students will be asked to evaluate their multicultural competence in recorded sessions and transcriptions and will be asked to identify evidence-based techniques to used when conducting case conceptualizations.

Three graduates ranked their ability to "respond to crisis/emergency situations" as "satisfied." All program students are required to take COUN 6381 Crisis, Trauma and Grief Counseling. A semester-long assignment for this class has been developed so that students will develop a Crisis Intervention Plan that can be used immediately after graduating. They will be asked to identify what crisis the plan will address, examine the impact of the crisis, identify existing efforts to address this type of crisis, develop a multidisciplinary team to assist in the development of their plan, identify local resources, define roles within their team, develop methods of communication, develop assessments, etc. This will give students the opportunity to learn about local resources, efforts that are already in place, and give the opportunity to engage in the steps needed to develop a crisis plan to apply in real life emergency situations.

Finally, three individuals indicated that they were only "satisfied" with their ability to "evaluate and utilize research". Throughout the program, students are asked to conduct research papers on various counseling theories and asked to apply their knowledge in case conceptualizations. Yet, there were not many opportunities for students to use this process with real clients. The Counseling Training Clinic was still being developed when these graduates were completing their program. With the Clinic in place for over a year, the instructor for the practicum class and the Clinic Director have made intentional efforts to have students conceptualize clients using research and various theoretical frameworks. Students in the training clinic often come to supervising faculty for answers as to what they should do in subsequent sessions with clients. Faculty supervisors will support students through the process of identifying relevant research and developing a plan for their clients using evidence-based techniques.

Employer Evaluation of Program Graduates

Two employers indicated that are "extremely satisfied" with the program graduate's skills in all areas. One supervisor indicated that there were a few tasks that their supervisee could improve on. Both program

graduates and this supervisor indicated that they were “satisfied” with the graduates’ ability to: evaluate and utilize counseling research” and “respond to crisis/emergency situations.” Faculty have identified the steps to be taken to address these items. They are identified in the previous section.

One supervisor identified that he/she was “satisfied” with her supervisee’s ability to “advocate for the counseling profession,” “demonstrate awareness of issues across the life span,” “work as a part of an interdisciplinary team,” and “understand the relationship between wellness and professional effectiveness.” Program faculty evaluated this information and determined that these areas are being addressed through normal program enhancements and do not require significant program or curricular changes.

Evaluation of Program Objectives

Students are performing at or above expectations for each program objective. We note a particularly strong performance in objectives 3, 4, and 11, which relate to student knowledge of policies, laws, and legislation; and commitment to the profession.

Although the outcomes are positive, program faculty decided that they would use this opportunity to review and restructure the current objectives so that they clearly align to CACREP’s eight core standards. Faculty also decided to develop objectives for each specialty area (Clinical Mental Health Counseling and School Counseling). Program faculty believe that the new objectives will allow faculty to fine tune the evaluation of student learning, which will create new opportunities for program improvement.

The revamped program objectives and the new objectives developed for the Clinical Mental Health Counseling and School Counseling specializations are listed below.

Program Objectives

Students who graduate from the UTPB Counseling Department will be able to:

- Articulate the professional roles and functions, themes of advocacy and social justice, interdisciplinary professional collaboration, ethical and legal standards of practice and apply ethical decision-making.
- Demonstrate an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.
- Articulate and employ theories of normal and abnormal human development related to counseling across the lifespan.
- Demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Demonstrate effective individual, group, couples, family and child counseling skills which facilitate client growth and demonstrate the ability to employ case conceptualization, effective intervention strategies that integrate theory, client assessment information, diagnosis, and accepted professional counseling skills.
- Articulate and employ an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Demonstrate an understanding of group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals and the use of appraisal results in helping processes.
- Demonstrate an understanding of types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations related to research and program evaluation.

Clinical Mental Health Counseling Objectives

In addition to the basic objectives previously listed, those completing the program with an emphasis in clinical mental health counseling will:

- Demonstrate knowledge of the roles, functions, and professional identity of mental health counselors and the structures and operations of professional organizations, preparation standards, credentialing

bodies, legal and ethical practices, and current trends relevant to the practice of clinical mental health counseling;

- Students will demonstrate an understanding and apply counseling theories and models related to clinical mental health counseling; neurobiological and medical foundation and etiology of mental health, substance use and cooccurring disorders
- Demonstrate knowledge of prevention, assessment, diagnosis, evidenced-based treatment, referral, and aftercare of mental and emotional disorders; crisis and emergency interventions (suicide, disasters, and other trauma-related events), as well as knowledge of psychopharmacology.
- Demonstrate knowledge and skills related to principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning; psychological tests and assessments specific to clinical mental health counseling

School Counseling Objectives

in addition to the basic objectives previously listed, those completing the program with an emphasis in school counseling will:

- Demonstrate knowledge of the roles, functions, and behaviors of the professional school counselor, including professional standards and behaviors as described in Texas Education Agency's Comprehensive School Counseling Program Model and the American School Counselor Association's National Standards for School Counselors.
- Develop and demonstrate knowledge of methods of planning, developing, implementing, monitoring, and evaluation of comprehensive school counseling program;
- Explore the counselor's roles in social justice, advocacy, and understanding of human diversity and how to apply this knowledge to ensure that the comprehensive school counseling program is responsive to all students.
- Identify consultation strategies to promote, develop, and enhance effective teamwork and collaboration within the school, families, and larger community; including an exploration of the stages of consultation and the major models of consultation;
- Demonstrate the competencies required to work with all students K-12 individually or in groups to address their personal, social, academic, and career concerns.

Key Performance Indicators

The purpose of the assessment of key performance indicators (KPIs) is to determine how, in aggregate form, students are demonstrating the knowledge and skills identified as indicators of students' preparedness for the counseling profession. Counseling faculty believe that the information from this evaluation was fruitful and provided data which could be used to modify the assessment used to measure the KPIs as well as information as to how students are performing on CACREP core area and specialty standards.

Faculty used measures that reflected both knowledge and skill-based assessments for all but three KPIs (12,14 and 21). Counseling faculty are committed to modifying current or developing new measures so that student knowledge and skills are used to evaluate each KPI.

Core Counseling Key Performance Indicators

The results of the Core Counseling KPI measures yielded the following insights:

F.1. Professional Orientation and Ethics (3.45)

The measures used to evaluate the KPIs in the Counseling and the Helping Relationship domain were obtained from the following courses:

- 6371 Professional Orientation and Ethics
- 6379 Multicultural Counseling and Advocacy
- 6381 Crisis, Trauma, and Grief Counseling
- 6384 Consultation and Program Evaluation
- 6391 Practicum

The measures used to evaluate learning in this area and that have been developed so that students have multiple opportunities to apply their newfound knowledge and skills in a meaningful way. Counseling faculty

give students multiple opportunities to ask questions and consult with classmates at the beginning of each class. One standard that seems worthy of more intentional support is related to the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal consideration in professional counseling. Counseling faculty will provide students with more opportunities to evaluate ethical situations.

F.2. Social and Cultural Diversity (3.42)

The measures used to evaluate the KPIs in the Counseling and the Helping Relationship domain were obtained from the following courses:

- 6379 Multicultural Counseling and Advocacy
- 6382 Couples and Family Counseling
- 6392 Internship I

Measures within this domain require students to evaluate the effects of power and privilege for counseling and clients and their personal multicultural and social justice competencies. Students conduct case conceptualization and develop treatments plans and are asked to conduct a cultural self-analysis and explore personal biases that could influence the counseling relationship.

Students are expected to demonstrate the ability to use their knowledge in ways that will translate to real-life clinical practice, and they appreciate the opportunity to engage with the content in meaningful ways. Two of the assignments within this domain require students to engage with counseling professionals who provide services within the Permian Basin. We believe this type of engagement is imperative for strengthening knowledge and skills as well as making students aware of the needs of counseling practitioners within our professional community. Counseling faculty hope to enhance measures in this core area by continuing to incorporate the American Counseling Association's *Multicultural and Social Justice Advocacy Competencies* into the assignments and courses associated with this domain.

F.3. Human Growth and Development (3.12)

The measures used to evaluate the KPIs in the Human Growth and Development domain were obtained from the following courses:

- 6370 Lifespan Development
- 6380 Addictions Counseling
- 6382 Couples and Family Counseling
- 6381 Crisis, Trauma, and Grief

Students struggle with some of the measures within this domain. While these assignments ask students to explore and evaluate their development and family relationships, some students struggle with exploring these aspects of themselves using a professional lens or theoretical bent.

For example, students often struggle with the professional analysis assignment in the Life Span course and the genogram assignment in the Couples and Family course. After reviewing samples of these assignments across multiple iterations of these courses, it is evident that the instructions for these assignments have not been clear. Counseling faculty have made modifications to the assignment instructions to clarify the difference between describing one's growth and development and conceptualizing one's growth and development from a theoretical framework or lens. Finally, faculty have developed video instructions for online courses to be responsive to the needs of distance learners.

F.4. Career Counseling (3.19)

The measures used to evaluate the KPIs in the Career Counseling domain were obtained from the following courses:

- 6371 Professional Orientation and Ethics
- 6373 Career Development and Counseling
- 6374 Assessment and Appraisal

As with the School Counseling domain mentioned below, Counseling Department faculty are focused on integrating additional opportunities for students to learn and practice applying career counseling-specific knowledge.

Although this key performance indicator deficit isn't particularly reflective of student performance outcomes on the Counselor Preparation Comprehensive Examination (9.27 [dept.] vs. 9.38 [national]), we recognize that students within our particular department and across all counseling programs as a whole often have trouble integrating this knowledge in meaningful ways. As such, we intend to continue assessing for opportunities to build in career-specific knowledge across both the School Counseling and Clinical Mental Health Counseling programs of study.

F.5. Counseling and the Helping Relationship (3.70)

The measures used to evaluate the KPIs in the Counseling and the Helping Relationship domain were obtained from the following courses:

- 6371 Orientation and Ethics
- 6377 Counseling Techniques
- 6381 Crisis, Trauma, and Grief
- 6382 Couples and Family Counseling
- 6391 Practicum

The measures within this core counseling area required students to demonstrate their ability to apply their newfound knowledge in a meaningful way, and they are asked to do this at multiple points within the curriculum. For example, within 6377 Counseling Techniques, students are given a semester-long (16-week) opportunity to develop a therapeutic relationship, serving as both a student counselor and a mock client. These practice-based learning opportunities are highly valued by our students and we will look for ways to continue integrating them throughout content-heavy courses as well.

One challenge we have observed within these courses is that students tend to struggle with case conceptualization assignments. Faculty have addressed this by using a common case conceptualization format and devising similar instructions so that it is easier to assess students' ability to conceptualize cases and develop evidence-based treatment plans.

Performance within this domain also merits a strong comparison with national averages on the CPCE (10.60 [dept.] vs. 11.04 [national]), lending further evidence for students' competency in this domain.

F.6. Group Counseling and Group Work (3.31)

The measures used to evaluate the KPIs in the Group Counseling and Group Work domain were obtained from the following courses:

- 6378 Group Theory & Practice
- 6393 Internship II

There are two points within the core counseling curriculum where students explore the approaches of group formation and evaluate the characteristics of effective group leaders. Although the overall mean for the KPIs in this section indicate students have mastered the content, alumni indicate that they would have appreciated more opportunities to lead and co-facilitate groups. Counseling faculty are working with the Vice President of Student Life to find ways in which counseling students enrolled in practicum and internship can serve the study body at UTPB. Members of student life and counseling faculty agree that one way to do this is through group work and group counseling.

F.7. Assessment and Testing (3.30)

The measures used to evaluate the KPIs in the Assessment and Testing domain were obtained from the following courses:

- 6374 Assessment & Appraisal
- 6381 Crisis, Trauma & Grief

These key performance indicators reflect students' abilities to assess for risk of aggression or danger to others, self-inflicted harm, and suicide as well as their ability to identify and report trauma or abuse.

While we perceive students to be doing well on the majority of assessment methods for these KPIs, we also intend to make some changes with how we evaluate students' knowledge of abuse reporting requirements. One assessment method we utilize for this is the final examination in 6374 (Assessment & Appraisal). Not only do students tend to perform lower on this measure than others within this domain, we believe it may not be an accurate reflection of student preparedness to engage in this vital skill. As such, counseling faculty have begun designing additional assessment measures for this skill before the course's next iteration in Spring 2020.

F.8. Research and Program Evaluation (3.98)

The measures used to evaluate the KPIs in the Research and Program Evaluation domain were obtained from the following courses:

- 6376 Research Design
- 6384 Consultation and Program Evaluation

Although Research and Program Evaluation content is integrated into fewer select courses within a student's program of study, we perceive this as one of the strongest areas for our students in terms of key performance indicators. Performance with this domain also merits a strong comparison with national averages on the CPCE (UTPB 10.60 vs. national 11.04), lending further evidence for students' competency in this domain. This said, it is important to be able to evaluate these skills in other areas of the curriculum.

Counseling faculty responsible for teaching these courses have structured them to be heavily experiential (e.g., writing a workable research prospectus, engaging in a consultation project specific to the student's future work setting, developing evidence-based programming to fit needs of community mental health agencies and schools). We find that our students tend to appreciate experiential, project-based learning opportunities and intend to ingrate them more fully into our course offerings and evaluation methods to ensure that meaningful growth and development occurs within each key performance domain.

Core Counseling Key Performance Indicators

The results of the specialty areas measures yielded the following insights:

Clinical Mental Health Counseling (3.38)

KPIs in this area focus address students' knowledge of mental health service modalities within the continuum of care and biopsychosocial case conceptualization and treatment. While students are prepared to become clinical mental health counselors throughout their program, key performance indicators for this specialty area are measured specifically within the following courses:

- 6377 Counseling Techniques
- 6381 Crisis, Trauma, & Grief
- 6384 Consultation & Program Evaluation
- 6392 Internship I

Students mastered both Clinical Mental Health Counseling KPIs measured this academic year. Faculty will continue to structure course offerings and assessment methods in the same manner for the upcoming 2019 – 2020 academic year.

School Counseling (2.92)

School counseling-specific knowledge is a priority area of growth and development for the Counseling Department. Despite the fact that all students who have taken the TExES School Counselor Practice Exam have passed with strong scores, we note a score deficit in key performance indications for this area that we are committed to addressing.

Because students tend to struggle with the development of a comprehensive school counseling program (G3b) and the mission/philosophy associated with the practice of school counseling (G3a), faculty have instituted additional educational opportunities as well as assessment measures to ensure school counseling students are effectively prepared to serve in this multifaceted role upon graduation.

We have intentionally integrated the American School Counseling Association (ASCA)'s *National Model: A Framework for School Counseling Programs*, 4th edition into the following courses:

- 6370 Lifespan Development
- 6371 Professional Orientation and Ethics
- 6374 Assessment and Appraisal
- 6376 Research Design
- 6378 Group Counseling
- 6379 Multicultural Counseling and Advocacy
- 6381 Trauma, Crisis, and Grief Counseling
- 6384 Consultation and Program Development

As one example of the integration of practice-based learning, we have integrated a Data Project into 6384 Consultation and Program Development to allow students the opportunity to analyze and extract meaningful datapoints from regulatory entities such as the Texas Education Agency in order to identify needs and develop programming to address particular concerns faced by students (specifically) and school districts (broadly).

By integrating this content with greater intentionality across the curriculum and providing additional opportunities for assessment and evaluation with these key performance indicators, we expect to see greater mastery of this content during the next academic year (2019 – 2020).