



## **Clinical Mental Health Counseling 2022-2023 Annual Report**

Programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are required to publicly report vital statistics and program evaluation information annually. This 2022-2023 evaluation report for the Clinical Mental Health Counseling (CMHC) Program at The University of Texas at Tyler includes essential program statistics—such as demographics, enrollment, graduation rates, credentialing exam performance, and job placement—along with a summary of evaluation results, program modifications based on those results, and other significant program changes.

### **Substantial Program Changes**

- We successfully completed the preside visit documentations and we are getting ready for the CACREP site visit in Fall 2023.
- Drs. Erin West and Randy Moate will be leaving the CMHC core faculty in Summer 2023.
- Dr. Zahide Sunal started as the CMHC Program Coordinator in Spring 2023.
- Dr. Jessica Holm started as the CMHC Internship and Practicum Coordinator in Spring 2023.
- Dr. Ramona Grad started as the CMHC CPCE Coordinator in Spring 2023.
- We have completed a successful CMHC Core faculty search and Dr. Diane Smedley will be joining the CMHC Core Faculty in Fall 2023.

### **2022-2023 CMHC Vital Statistics**

In accordance with CACREP 2016 Standards, the following information outlines (4.B.2) the demographics and other characteristics of students, graduates, and applicants, as well as (4.E.1) the number of graduates for the past academic year, (4.E.2) pass rates on credentialing examinations, (4.E.3) completion rates, and (4.E.4) job placement rates.

**Table 1: Enrolled Student Demographics**

<b>Semester</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Age Mean and Range</b>
<b>Fall 2022</b> N=103	Female: 86 (83.5%) Male: 17 (16.50%)	White: 56 (54.37%) Black: 13 (12.62%) Hispanic: 7 (6.80%) Asian or Pacific Islander: 3 (2.91%) Multiracial: 23 (22.33%) Not Reported: 1 (0.97%)	27.52 18 to 58
<b>Spring 2023</b> N=104	Female: 84 (80.77%) Male: 20 (19.23%)	White: 58 (55.77%) Black: 15 (14.42%) Hispanic: 7 (6.73%) Asian or Pacific Islander: 3 (2.88%) Multiracial: 19 (18.27%) Not Reported: 2 (1.92%)	27.75 19 to 54
<b>Summer 2023</b> N=76	Female: 59 (77.63%) Male: 17 (22.37%)	White: 42 (55.26%) Black: 11 (14.47%) Hispanic: 6 (7.89%) Asian or Pacific Islander: 1 (1.32%) Multiracial: 14 (18.42%)	29.85 21 to 55

		Not Reported: 2 (2.63%)	
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**Table 2: Graduating Student Demographics and Other Characteristics**

Semester	Gender	Ethnicity	Age Mean and Range	Licensure Exam Pass Rate*	Job Placement Rate*
<b>Fall 2022</b> N=9	Female: 8 (88.29%) Male: 1 (11.11%)	White: 2 (22.22%) Black: 2 (22.22%) Hispanic: 1 (11.11%) Multiracial: 4 (44.44%)	29 26 to 40	CPCE: 83.33% NCE: *	*
<b>Spring 2023</b> N=4	Female: 3 (75%) Male: 1 (25%)	White: 3 (75%) Black: 1 (25%)	30 25 to 44	CPCE: 100% NCE: *	*
<b>Summer 2023</b> N=7	Female: 6 (85.71%) Male: 1 (14.29%)	White: 4 (57.14%) Black: 2 (28.57%) Multiracial: 1 (14.29%)	32 26 to 54	CPCE: 92.86% NCE: *	*

\* NCE Pass Rate and Job Placement Rate Data are missing due to change in faculty. Moving forward, missing data will be collected with the CMHC exit survey and reported in the annual report.

**Table 3: Applicant Demographics**

Semester	Gender	Ethnicity	Age Mean and Range
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<b>Fall 2022</b> N= 36 <b>Applied Fall 2022 to be admitted in Spring 2023</b>	Female: 26 (72.22%) Male: 10 (27.78%)	White: 18 (50%) Black: 6 (16.67%) Hispanic: 4 (11.11%) Asian: 2 (5.56%) Multiracial: 5 (13.89%) Not Reported: 1 (2.78%)	28 19 to 48
<b>Spring 2023</b> N= 59 <b>Applied Spring 2023 to be admitted in Fall 2023</b>	Female: 47 (79.66%) Male: 11 (18.64%)	White: 40 (67.80%) Black: 6 (10.17%) Hispanic: 2 (3.39%) Asian: 4 (6.78%) Multiracial: 5 (8.47%) Not Reported: 2 (3.39%)	26 18 to 59

**Table 4: CMHC Completion Rates**

<b>Load</b>	<b>Completion Rate</b>
Full Time	68.75%
Part Time	22.22%
Total	66.95%

In accordance with CACREP 2016 Standards the following summary of the 2022-2023 CMHC program evaluation results capturing (4.B.1) aggregate student assessment data related to student knowledge, skills, and professional dispositions and (4.B.3) the systematic follow-up studies of graduates, site supervisors, and employers of program graduates. In the annual CMHC Program Assessment Committee meeting, the program evaluation data is reviewed and analyzed in order to make the curricular and programmatic improvements, as needed. The final program evaluation data is posted on the program website.

### **Student Knowledge and Skills Aggregate Data**

CACREP requires that within core and specialty areas, Key Performance Indicators (KPIs) are identified. KPIs are capstone assignments which measure teaching and learning. Faculty assess the measure (e.g., assignment) with a rubric. The student knowledge and skills data is collected every semester that data is available. Please see Table 5 below for the summary of Student Knowledge and Skills data.

**Table 5: Aggregate Student Assessment Data Related to Student Knowledge and Skills**

<b>KPI</b>	<b>Data</b>	<b>Success Threshold Criterion</b>	<b>Results Status (Met/Not Met)</b>
<b>KPI 1 Professional Counseling Orientation and Ethical Practice: Students will apply appropriate ethical decision-making through analyzing ethical cases and applying ethical codes.</b>	<b>Two types of data are collected for KPI 1:</b> 1) Formative knowledge data is collected from COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling using the Ethics Case Study Assignment.	90% of students will earn a score of 80% or above on the Ethics Case Study Assignment in COUN 5328.	<u><b>Criterion Met</b></u>
	2) Summative knowledge data is collected from the CPCE scores for the Professional Counseling Orientation and Ethical Practice subscale.	90% of students will score at or above 1 S.D. below the national mean on the Professional Counseling Orientation and Ethical Practice Subscale of the CPCE exam.	<u><b>Criteria Not Met</b></u> 22 students took the CPCE in the 2022-23 AY. 18/22 (81.81%) scored at or above 1 S.D. below the national mean.
<b>KPI 2 Social and Cultural Diversity: Students will be able</b>	<b>Four types of data are collected for KPI 2:</b> 1) Formative knowledge data is	90% of students will earn a score of 80% or above on the Cultural Diversity	<u><b>Criterion Met</b></u>

<b>to evaluate the impact of diversity on mental health and help seeking behaviors and will apply multicultural competencies to conceptualize and work with clients in counseling settings.</b>	collected from COUN 5324 using the Cultural Diversity and Advocacy Essay Assignment.	and Advocacy Essay Assignment in COUN 5324.	
	2) Summative knowledge data is collected from the CPCE scores for the Social and Cultural Diversity subscale.	90% of students will score at or above 1 S.D. below the national mean on the Social and Cultural Diversity Subscale of the CPCE exam.	<b><u>Criteria Not Met</u></b> 22 students took the CPCE in the 2022-23 AY. 19/22 (86.36%) scored at or above 1 S.D. below the national mean.
	3) Formative skills data is collected from COUN 5393 Practicum using faculty and site supervisor evaluations from the CCS-R, item 2.F.	90% of students will earn an average score of 3.5 or better on item 2.F in COUN 5393 Final CCS-S Evaluations.	<b><u>Criterion Met</u></b>
	4) Summative skills data is collected from COUN 5397 Internship II using faculty and site supervisor evaluations from the CCS-R, item 2.F.	90% of students will earn an average score of 4 or better on item 2.F in COUN 5397 CCS-R Final Evals.	<b><u>Criterion Met</u></b>
<b>KPI 3 Human Growth and Development: Students will analyze clinical issues from a developmental perspective and plan appropriate care based on developmental needs.</b>	<b>Two types of data are collected for KPI 3:</b> 1) Formative knowledge data is collected from PSYC 5320 Advanced Human Growth and Development using the Human Growth and Development Application Presentation.	90% of students will earn a score of 80% or above on the Human Growth and Development Application Presentation in PSYC 5320: Advanced Human Growth and Development.	<b><u>Criteria Met</u></b>
	2) Summative knowledge data is collected from the CPCE scores for	90% of students will score at or above 1 S.D. below the national mean on the	<b><u>Criteria Not Met</u></b> 22 students took the CPCE in the 2022-23 AY. 16/22 (72.73%)

	the Human Growth and Development subscale.	Human Growth and Development Subscale of the CPCE exam.	scored at or above 1 S.D. below the national mean.
<b>KPI 4 Career Development: Students will apply knowledge of career counseling to formulate counseling plans that are congruent with clients' goals.</b>	<b>Three types of data are collected for KPI 4:</b> 1) Formative knowledge data is collected from COUN 5335 Career Counseling using the cumulative Final Exam.	90% of students will earn a score of 80% or above on the Final Exam in COUN 5335.	<u><b>Criterion Met</b></u>
	2) Summative knowledge data is collected from the CPCE scores for the Career Development subscale.	90% of students will score at or above 1 S.D. below the national mean on the Career Development Subscale of the CPCE exam.	<u><b>Criteria Not Met</b></u> 22 students took the CPCE in the 2022-23 AY. 15/22 (68.18%) scored at or above 1 S.D. below the national mean.
	3) Formative skills data is collected from COUN 5335 Career Counseling using the Career Counseling Sessions and Reflections Assignment.	90% of students will earn a score of 80% or above on the Career Counseling Sessions and Reflections Assignment in COUN 5335.	<u><b>Criterion Met</b></u>
<b>KPI 5 Counseling Helping Relationship Skills: Students will combine a variety of counseling skills to benefit the counseling process.</b>	<b>Three types of data are collected for KPI 5:</b> 1) Formative knowledge data is collected from COUN 5391 Basic Counseling Skills using the Final Skills Tape Assignment.	90% of students will earn a score of 80% or above on the Tape #4: Final Examination in COUN 5391.	<u><b>Criteria Met</b></u>
	2) Summative knowledge data is collected from the CPCE scores for the Counseling and Helping Relationships subscale.	90% of students will score at or above 1 S.D. below the national mean on the Counseling Helping Relationship Skills Subscale of the CPCE exam.	<u><b>Criteria Not Met</b></u> 22 students took the CPCE in the 2022-23 AY. 16/22 (72.73%) scored at or above 1 S.D. below the national mean.

	3) Summative Skills data is collected from COUN 5397 Internship II using faculty and site supervisors evaluations from the CCS-R, items 1.A., 1.B., 1.C., 1.D., 1.E., 1.F., 1.G., 1.H., 1.I., AND 1.J.	90% of students will earn an average score of 4 (Meets Expectations) or better on items 1.A. - 1.J. in COUN 5397 CCS-R Final Evals.	<b><u>Criterion Met</u></b>
<b>KPI 6 Group Counseling and Group Work: Students will construct group counseling experiences with effective, ethical, and culturally relevant skills.</b>	<b>Three types of data are collected for KPI 6:</b> 1) Formative knowledge data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment.	90% of students will earn a score of 80% or above on the Group Proposal Assignment in COUN 5345.	<b><u>Criteria Not Met</u></b> 30 students were assessed. 26/30 (86.67%) earned at or above the criterion.
	2) Summative knowledge data is collected from the CPCE scores for the Group Counseling and Group Work subscale.	90% of students will score at or above 1 S.D. below the national mean on the Group Counseling and Group Work Subscale of the CPCE exam.	<b><u>Criteria Not Met</u></b> 22 students took the CPCE in the 2022-23 AY. 17/22 (77.27%) scored at or above 1 S.D. below the national mean.
	3) Formative skills data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment.	90% of students will earn a score of 80% or above on the Group Proposal Assignment in COUN 5345.	<b><u>Criteria Not Met</u></b> 30 students were assessed. 26/30 (86.67%) earned at or above the criterion.
<b>KPI 7 Assessment and Testing: Students will combine assessment and clinical skills to render appropriate client diagnosis and treatment.</b>	<b>Two types of data are collected for KPI 7:</b> 1) Formative knowledge data is collected from COUN 5368 Assessment Techniques in Counseling using the Comprehensive Assessment Report.	90% of students will score an 80% or above on the Comprehensive Assessment Report in COUN 5368.	<b><u>Criteria Not Met</u></b> 25 students were assessed. 22/25 (88%) earned at or above the criterion.



	2) Summative knowledge data is collected from the CPCE scores for the Assessment and Testing subscale.	90% of students will score at or above 1 S.D. below the national mean on the Assessment and Testing Subscale of the CPCE exam.	<b><u>Criteria Not Met</u></b> 22 students took the CPCE in the 2022-23 AY. 18/22 (81.82%) scored at or above 1 S.D. below the national mean.
<b>KPI 8 Research and Program Evaluation: Students will utilize research skills to critically assess counseling research and client care.</b>	<b>Two types of data are collected for KPI 8:</b> 1) Formative knowledge data is collected from COUN 5340 Research and Program Evaluation using the Final Article Critique Assignment.	90% of students will earn a score of 80% or above on the Final Article Critique Assignment in COUN 5340.	<b><u>Criteria Not Met</u></b> 42 students were assessed. 35/42 (83.33%) earned at or above the criterion.
	2) Summative knowledge data is collected from the CPCE scores for the Assessment and Testing subscale.	90% of students will score at or above 1 S.D. below the national mean on the Research and Program Evaluation Subscale of the CPCE exam.	<b><u>Criteria Not Met</u></b> 22 students took the CPCE in the 2022-23 AY. 17/22 (77.27%) scored at or above 1 S.D. below the national mean.
<b>KPI CMHC: Students will utilize the theories and models of clinical mental health counseling and effectively use client case conceptualizations to assess, diagnose, identify, and apply appropriate treatment modalities to a wide range of client situations.</b>	<b>Two types of data are collected for KPI CMHC:</b> 1) Formative skills data is collected from COUN 5393 Practicum using faculty and site supervisor evaluations from the CCS-R, items 2.D. and 2.E.	90% of students will earn a score of 3.5 or better on items 2.D. and 2.E. in COUN 5393 Final CCS-S Evaluations.	<b><u>Criteria Met</u></b>
	2) Summative skills data is collected from COUN 5397 Internship II using faculty and site supervisor evaluations from the CCS-R, items 2.D. and 2.E.	90% of students will earn a score of 4 (Meets Expectations) or better on items 2.D. and 2.E. in COUN 5397 CCS-R Final Evals.	<b><u>Criterion Met</u></b>

### **Program Modifications Based on Aggregated Student Assessment Data on Knowledge and Skills**

1. **CPCE:** The CMHC program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.
  - a. Program faculty updated the success criterion from 1/2 S.D. to 1 S.D. below the national mean on the Professional Counseling Orientation and Ethical Practice subscale as planned.
2. **KPI 6:** Based on faculty analysis of KPI 6 results, several modifications will be implemented in the COUN 5345 instructional approach to enhance student performance. More specifically, faculty will conduct in-class review of the student deliverables for this assignment, review the grading rubric and emphasize with students the importance of adhering to the rubric, and address any questions raised by students. place a heightened emphasis on adhering to the grading rubric when completing assignments. Furthermore, they will conduct in-class review of the student deliverables for this assignment and grading rubric, and address any questions raised by students. Lastly, the faculty will underscore the significance of timely assignment submissions.
3. Following the CMHC CACREP Site Visit Report in Fall 2023, the CMHC Faculty updated the Program Assessment Plan to ensure alignment with CACREP Standards. The new assessment plan will be utilized starting 2023-2024 AY.

### **Professional Dispositions Aggregate Data**

CACREP requires professional disposition data to be collected and used to evaluate program outcomes. While the CMHC program evaluated professional disposition, this data was not included as part of the program evaluation. Following the CMHC CACREP Site Visit Report in Fall 2023, the CMHC Faculty updated the Program Assessment Plan to ensure alignment with CACREP Standards. As a result, starting 2023-2024 AY, the CMHC disposition data will be collected using the Assessment of Professional Counseling Dispositions Scale (APCD; Mullen, 2013) and the Counselor Competencies Scale- Revised (CCS-R; Lambie et al., 2015) over multiple points in time: 1) Candidacy Interviews (after completing three identified foundational courses: COUN 5312, COUN 5328, and COUN 5391); 2) Annual Student Review Meetings; 3) Final Practicum Evaluations.

Professional Disposition data will be reviewed in a two-step process: 1) The CMHC core faculty will review and analyze the disposition data at scheduled student review meetings (i.e., the candidacy interview and annual student review meetings). 2) The CMHC core faculty will present the Aggregate Student Dispositions Report for review and discussion during the CMHC Assessment Committee meeting.

### **Systematic Stakeholders Follow-Up Studies on Program Objectives**

In compliance with CACREP Standard 4.B.3., the CMHC program completes Follow-Up Studies with graduates/alumni, employers of graduates, and site supervisors. Please see Table 6 below for the summary of 2022-2023 Follow-Up Study data.

**Table 6: Systematic Stakeholders Follow-Up Studies with on Program Objectives**

Stakeholders	Data	Success Threshold Criterion	Results Status (Met/Not Met)
<b>Graduates</b>	UT Tyler Graduation Exit Survey	90% of survey responders will indicate "Met or Exceeded Expectations" on each selected item and "Satisfied or Higher" with Entire Educational Experience.	<b><u>Criterion Partially Met</u></b> Fourteen students took the Graduation Exit Survey in 2022-23. The success criterion was met in all areas except for Research Opportunities. Of students who responded "Did not meet expectations," 20 percent were female, 33 percent were Hispanic of any race, and 33 percent were Black/African American. Faculty plan to work with the Office of Assessment and Institutional Effectiveness to add additional questions to the GES specifically for CMHC students. Additionally, the Core faculty plan to create a CMHC Program Assessment Committee, which will be charged with reviewing GES results annually and developing continuous improvement plans.

### **Program Modifications Based on Stakeholder Follow-Up Regarding Program Objectives**

1. **UT Tyler Exit Survey:** Faculty updated the assessment method to remove the questions pertaining to advising. The new items are Expectations of Discipline Literature Knowledge, Progressively More Advanced in Academic Content Compared with Undergrad Program, Appropriate Professional Practice and/or Training Experience, and Overall Satisfaction with Entire Educational Experience at UT Tyler. The Institutional Effectiveness Committee reviewed the GES and has planned to pilot the updated survey in Fall 2023, however, the questions selected to evaluate the overall effectiveness of the CMHC program were not changed.
2. Following the CMHC CACREP Site Visit Report in Fall 2023, the CMHC Faculty updated the Program Assessment Plan to ensure alignment with CACREP Standards. As a results: CMHC exit Survey, Alumni Survey, Employer Survey, and Site Supervisor Survey are added to the CMHC assessment plan starting 2023-2024 AY.