



TEXAS A&M UNIVERSITY
CORPUS CHRISTI

Texas A&M University-Corpus Christi
Department of Counseling and Educational Psychology

Program Objectives Evaluation Plan 2019-2020 Annual Report

Per CACREP 2016 accreditation standards, the Department of Counseling and Educational Psychology (CNEP) publishes an annual report designed to update program stakeholders (students, faculty, alumni, site supervisors, and campus administrators) on the overall health and vitality of the counseling programs. Data presented in this report is specific to the 2019-2020 academic year.

Department Mission Statement

The Department of Counseling and Educational Psychology at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares graduate-level counselors and counselor educators, representing diverse backgrounds and experiences, to facilitate impactful societal changes at the local, state, national, and international levels.

Overview of the Department

Texas A&M University-Corpus Christi, through the College of Education and Human Development (COEHD), offers two Master of Science (M.S.) degrees preparing top-level counselors to work in clinical mental health settings; hospitals; school systems; marriage, couple, and family counseling centers; and private practice. The **Master of Science in Professional Counseling** (60 semester hours) offers training in three major areas: a) addictions counseling; b) clinical mental health counseling; and c) marriage, couples, and family counseling. Upon completion of the degree program, students will have met all relevant Texas Licensed Professional Counselor (LPC) educational requirements. Students who complete the marriage, couple, and family counseling emphasis will also have met all relevant Texas Licensed Marriage, Couple and Family Therapist (LMFT) educational requirements. The **Master of Science in Professional School Counseling** (60 semester hours) prepares students to counsel in PK-12 school settings. Upon completion of their degree program, students will have met all relevant educational requirements for the Texas Education Agency standard School Counselor certification and Texas professional counseling licensure (LPC). Students seeking school counseling certification should consult with the professional school counseling program liaison and certification office staff on campus regarding current state certification requirements to ensure their eligibility before graduation. Throughout their time in the program, each student will have the opportunity to have their personal and professional development periodically reviewed by faculty. When a student is unable to demonstrate basic knowledge, appropriate personal and professional deportment, communication skills, interpersonal skills, and/or counseling skills, faculty will meet with the student to develop a remediation plan aimed at addressing any noted concerns. Should remediation not be effective, the student may be recommended for dismissal from the program.

The Department of CNEP also offers a **Doctor of Philosophy (Ph.D.) degree in Counselor Education** designed to prepare students for careers as counselor educators and supervisors. The Counselor Education program is a 69-semester hour CACREP-accredited program. Students matriculate through the program in a cohort model across a minimum of three academic years. Upon completion of the program, students find themselves being competitive for placement in a variety of positions. Through curricular and extracurricular activities, program faculty strive to ensure program graduates are well-equipped to perform at the highest level of effectiveness in their anticipated work settings; functioning as competent classroom instructors, supervisors, researchers, clinicians, and leaders in the profession by effectively utilizing their knowledge and skills in advocacy. Throughout their time in the program, each doctoral student will have the opportunity to have their personal and professional development periodically reviewed by faculty. When a doctoral student is unable to demonstrate basic knowledge, appropriate personal and professional deportment, communication skills, interpersonal skills, and/or counseling skills, faculty will meet with the doctoral student to develop a remediation plan aimed at addressing any noted concerns. Should remediation not be effective, the faculty may recommend dismissal from the program for the doctoral student.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) has fully accredited all programs in the M.S. in **Professional Counseling**, M.S. in **Professional School Counseling**, and Ph.D. in **Counselor Education** degree programs through 2022.

Program Faculty

Dr. Joshua C. Watson

Professor, Chair

Dr. Jennifer Gerlach

Assistant Professor, Professional School Counseling Program Liaison

Dr. Sandy Ann Griffith

Assistant Professor

Dr. Michelle Hunnicutt Hollenbaugh

Associate Professor, Curriculum and Assessment Coordinator

Dr. Kimberlee Mincey

Clinical Assistant Professor, Counseling and Training Clinic Director

Dr. Kristina Nelson

Assistant Professor, Admissions Coordinator

Dr. Marvarene Oliver

Professor and Associate Dean, College of Graduate Studies

Dr. Wannigar Ratanavivan

Clinical Assistant Professor, Clinical Coordinator

Dr. Richard Ricard

Professor, Associate Dean, College of Education and Human Development

Dr. Robert Smith

Regents Professor

Summary of Program Evaluation Results

Enrollment

The Department of CNEP enrolls students at the masters and doctoral levels. At the master's level, students can earn M.S. degrees in either Professional Counseling or Professional School Counseling. Students who are choosing the Professional Counseling degree program can select from three available specialty tracks, including addictions counseling; clinical mental health counseling; and marriage, couple, and family counseling (MCFC). At the doctoral level, the Department of CNEP offers a Ph.D. degree in Counselor Education. Table 1 provides the current enrollment for each of the programs offered through the Department of CNEP.

Table 1. 2019-2020 Enrollment Statistics

Program	Fall 2019			Spring 2020		
	Full Time	Part-Time	Total	Full Time	Part-Time	Total
Addictions Counseling (M.S.)	1	4	5	2	2	4
Clinical Mental Health Counseling (M.S.)	43	38	81	30	38	68
Marriage, Couple, and Family Counseling (M.S.)	11	8	19	6	9	15
School Counseling (M.S.)	5	13	18	6	21	27
Counselor Education (Ph.D.)	31	7	38	27	8	35
Grand Total	94	70	164	76	82	158

In the fall 2019 semester, the Department of CNEP had a duplicate headcount of 465 students, which generated 1379 student credit hours (SCHs). For spring 2020, the Department's duplicate headcount was 369, which generated 1122 SCHs. The fall 2019 data evidences a slight decline in enrollment at the masters (-3.7%) and doctoral level (-1%). Figures 1 and 2 show the 6-year trend analysis for both duplicated headcount and SCHs.

It is important to note the spring 2020 is when the university converted to an online learning model as part of the TAUS system response to the COVID-19 pandemic. All courses in the Department of CNEP were transformed to online course delivery beginning in March 2020. This model was continued through both summer 2020 class sessions.

Figure 1. 6-Year Trend Analysis of Duplicated Headcount

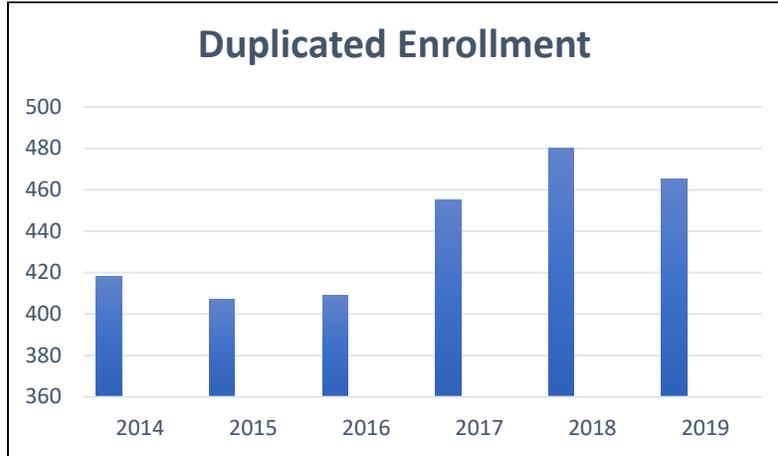
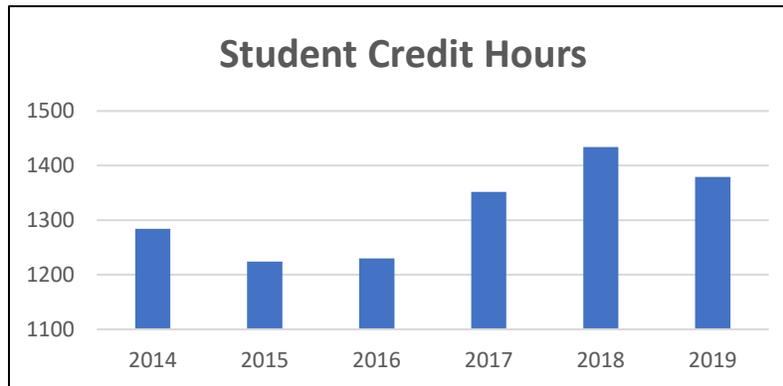


Figure 2. 6-Year Trend Analysis of Student Credit Hour Production



Overall, enrollment in the counseling programs appears to be **positive**. The noted decrease in clinical mental health counseling students corresponded to a large graduating class in December 2019. Enrollment in the Professional School Counseling degree program rose 50% and is trending the right direction. The growth in this program is supporting the search for a new faculty line in school counseling. Overall, the Department of CNEP faculty are **exploring various recruitment strategies to increase student enrollment**, especially in specialty tracks with lower headcounts (e.g., addictions counseling and marriage, couple, and family counseling). Program faculty have been working with the COEHD communications specialist to develop a strategic marketing initiative aimed at recruiting prospective undergraduate students at both TAMU-CC and neighboring institutions.

Admissions

The program continues to attract a strong applicant pool for both the M.S. degree programs and the Ph.D. program. The **2019-2020 academic year saw 54 students admitted** into one of the department's four master's degree tracks. Dr. Kristina Nelson serves as the Department of CNEP admissions coordinator and oversees all aspects of the admission process at the master's level.

The department admits students to the master’s programs in the fall, spring, and summer sessions. As part of the typical admissions process, applicants are required to participate in small group interviews with other potential students, department faculty, and current doctoral students. Also, applicants participate in a group activity providing the department faculty an opportunity to assess their interpersonal skills. This year, due to COVID-19 social distancing guidelines, interviews were conducted in a virtual format in the spring and summer semesters. Applicants still met in small groups with faculty and doctoral students. The group activity was suspended for these two admission cycles. Table 2 shows the number of M.S. program applicants who had their credentials and applications reviewed along with the decisions reached on these applications for the fall 2019 and spring 2020 admission cycles. In the fall 2019 cycle, 27/61 (44.2%) applicants were admitted to the program. In the spring 2020 cycle, we admitted 16/35 (45.7%) applicants to one of the two master’s degree programs.

Table 2. 2018-2019 Master’s Programs Admissions

	Fall 2019 PFCN ¹	Fall 2019 PFSC ¹	Spring 2020 PFCN ¹	Spring 2020 PFSC ¹
Total Applications	50	11	27	8
Admissions	21	6	11	5
• Full Admit	18	4	8	4
• Conditional Admit	3	2	3	1
Denials	7	1	4	1
Other ²	22	4	12	2

¹ Beginning with the fall 2019 semester, the counseling degree program (COUN) was split into two separate degree programs (PFCN – professional counseling and PFSC – professional school counseling).

² Other refers to students who accepted admission at other universities or students who did not respond to request for campus interview.

At the doctoral level, applicants have their submitted materials reviewed and rated using a new admissions rubric. High ranking applicants are extended an opportunity to participate in a group interview with at least four members of the doctoral admissions committee. To assist with recruiting highly qualified students, the Department of CNEP was awarded three SAGE fellow positions from the TAMU-CC College of Graduate Studies. The fellowships provide students the opportunity to have their full tuition paid and to receive a 20-hour paid graduate assistantship for the full three years of their time in the program. Interest in the SAGE fellowships was high, and we were able to select three qualified applicants. Overall, during the 2019-2020 academic year, 19 applicants were interviewed for the program with an admission offer extended to 13 individuals. Of those individuals, **nine accepted admission offers and started the program in the fall 2020 semester**³.

³ 11 students accepted admission to the doctoral program and intended to start the program in fall 2020. Two individuals requested to defer their admission decision based on the uncertainties associated with the COVID-19 pandemic and health concerns.

Graduation

Students who meet all degree requirements are eligible to participate in one of three commencement ceremonies. During the 2019-2020 academic year, the Department of CNEP saw 38 students graduate. Table 3 shows the breakdown of graduates by degree and semester.

Table 3. 2019-2020 Department of CNEP Graduates

	Fall 2019	Spring 2020	Summer 2020
M.S. Program Graduates	18	8	7
Ph.D. Program Graduates	2	1	2
Department Total:	20	9	9

Student Performance/Academic Benchmarking

Key Performance Indicators

The Department of CNEP faculty has established a series of Key Performance Indicators (KPIs) to track student learning throughout the program. A separate KPI was created for each of the eight core areas, the four specialty areas offered in the department, and the five doctoral core areas. For each KPI, three separate types of data collected across the curriculum serve as evidence of student learning. Data represents student grades on signature assignments identified as the benchmarks by which students' depth of knowledge will be assessed. The three types of data, sequenced in terms of their cognitive complexity, include:

Factual Knowledge – at this level, students are expected to demonstrate familiarity, awareness, and understanding of the basic terminology, facts, and theories foundational to the counseling profession. Factual knowledge assignments typically are found in the introductory courses entry-level students take early in the curriculum.

Conceptual Knowledge – at this level, students are expected to demonstrate the ability to identify various principles, theories, and models as related elements part of a more significant structure representative of the counseling process. Conceptual knowledge assignments are found in courses typically taken toward the end of the student's first year of training.

Procedural Knowledge – at this level, students are expected to demonstrate the ability to translate their understanding of specific techniques, processes, and methodologies into the practice of counseling. Procedural knowledge assignments are typically found toward the end of students' programs where theory-to-application occurs (e.g., practicum, internship).

Table 4. Fall 2019 Semester KPI Results (success benchmark = 80%)

Master's Core Content Areas	Factual	Conceptual	Procedural
Professional Counseling Orientation and Ethics	89.8	82.9	94.4
Social and Cultural Diversity	91.2	91.0	92.1
Human Growth and Development	**	94.6	93.4

Career Development	95.6	91.3	95.0
Counseling and Helping Relationships	81.3	93.2	91.6
Group Counseling	97.8	91.5	97.8
Assessment and Testing	73.3	92.9	92.9
Research and Program Evaluation	91.0	93.6	98.0
Speciality Areas	Factual	Conceptual	Procedural
Addictions Counseling	90.2	82.4	**
Clinical Mental Health Counseling	90.6	93.1	92.9
Marriage, Couple, and Family Counseling	86.2	89.1	93.5
School Counseling	**	**	**
Doctoral Core Content Areas	Factual	Conceptual	Procedural
Counseling	81.2	**	**
Research and Scholarship	88.1	**	**
Teaching	88.5	93.0	91.1
Leadership and Advocacy	95.4	**	**
Supervision	**	**	**

Table 5. Spring 2020 Semester KPI Results (success benchmark = 80%)

Master's Core Content Areas	Factual	Conceptual	Procedural
Professional Counseling Orientation and Ethics	94.3	66.8	97.5
Social and Cultural Diversity	**	92.1	97.1
Human Growth and Development	94.4	89.5	93.7
Career Development	92.9	96.2	100
Counseling and Helping Relationships	82.5	93.5	88.6
Group Counseling	**	82.5	97.5
Assessment and Testing	70.0	93.6	96.2
Research and Program Evaluation	**	93.6	96.1
Speciality Areas	Factual	Conceptual	Procedural
Addictions Counseling	**	**	**
Clinical Mental Health Counseling	**	93.6	**
Marriage, Couple, and Family Counseling	**	**	90.1
School Counseling	**	**	**
Doctoral Core Content Areas	Factual	Conceptual	Procedural
Counseling	**	**	87.5
Research and Scholarship	**	100	**
Teaching	**	94.5	90.9
Leadership and Advocacy	**	**	**
Supervision	81.2	90.1	94.3

Table 6. Summer 2020 Semester KPI Results (success benchmark = 80%)

Master's Core Content Areas	Factual	Conceptual	Procedural
Professional Counseling Orientation and Ethics	100	**	90.0
Social and Cultural Diversity	**	**	**

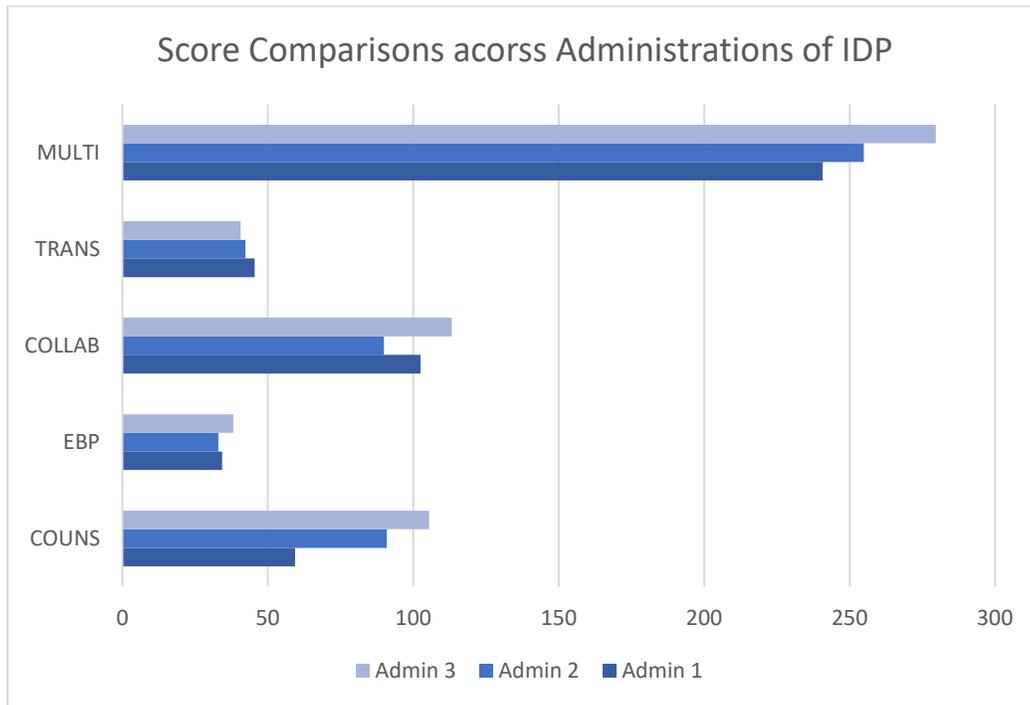
Human Growth and Development	**	**	92.7
Career Development	**	**	**
Counseling and Helping Relationships	82.7	92.7	**
Group Counseling	**	**	**
Assessment and Testing	**	93.6	**
Research and Program Evaluation	**	93.6	**
Speciality Areas	Factual	Conceptual	Procedural
Addictions Counseling	95.5	91.3	**
Clinical Mental Health Counseling	**	92.7	91.8
Marriage, Couple, and Family Counseling	85.7	**	86.9
School Counseling	94.5	90.5	94.6
Doctoral Core Content Areas	Factual	Conceptual	Procedural
Counseling	**	**	**
Research and Scholarship	**	**	86.6
Teaching	**	**	**
Leadership and Advocacy	94.3	94.3	94.3
Supervision	**	**	**

Individual Development Plans (IDPs)

The Individual Development Plan (IDP) is a tool used by faculty in the Department of CNEP to help facilitate master's students' professional counselor identity development. Master's students are required to complete the IDP and meet with their faculty advisor to review their responses at various checkpoints throughout their degree plan, such as during enrollment in the Introduction to Counseling course, before beginning CNEP 5397 Practicum, and during enrollment in CNEP 5698 Internship II. The IDP aims to measure students' knowledge of the counseling profession, their clinical skills needed to be a positive change agent for the community, and their identity development as a professional counselor. The IDP is a self-report instrument evaluating students' knowledge in professional counseling identity (13 items), their attitudes about evidence-based practice (15 items), their socialization and valuing of interprofessional treatment (21 items), their perceptions of transcultural self-efficacy (20 items), and their degree of confidence in multiculturalism and advocacy (30 items). Average IDP scores for each of the content areas are presented for students in the 2019-2020 academic year in Figure 3.

Based on data presented in Figure 3, students show growth and improved confidence in nearly all areas as they progress through the curriculum. These results suggest that students actively are integrating content presented in coursework into their professional identity and clinical skill sets. The only area where students were reporting lower scores at the third administration was for the perceptions of their transcultural self-efficacy. Scores for all three administrations did not differ significantly; however, the level of growth in this area was not consistent with what we observed in the other four areas.

Figure 3. IDP Scores across administrations for all measures



The IDP also collects data to gauge student involvement in several areas germane to developing a robust professional counselor identity. Specifically, students are asked to report on their membership in student or professional organizations, how many presentations and/or publications they have contributed to, the number of advocacy initiatives in which they have take part, and any scholarships, awards, or professional recognition they may have received. Table 7 provides descriptive data for student engagement as evidenced on their submitted IDPs.

Table 7. M.S. Student Engagement in Professional Identity Development as Reported in IDPs

Participated Activities	N	M	SD	Range
Number of student organizations	125	0.46	0.59	0 – 3
Number of professional workshops or seminars	125	3.71	5.55	0 – 33
Number of professional counseling conferences	125	0.19	0.53	0 – 3
Number of professional counseling advocacy initiatives	125	0.40	0.78	0 – 3
Number of presentations at professional conferences	125	0.09	0.40	0 – 3
Number of scholarly activities	125	0.63	2.66	0 – 20
Number of scholarships, awards, or recognitions	125	0.77	1.63	0 – 10

Results of the IDP student engagement section show **students becoming more involved in gaining additional skills through extracurricular workshops or seminars** as they progress throughout their degree plans.

At the doctoral level, the Department of CNEP began tracking student progress through Tevera in the summer 2020 semester. At the doctoral level, the IDP is administered four times across the

students' time in the program beginning with CNEP 6315 Professional, Legal, and Ethical Issues during their first semester. They are assessed a second time at the end of their first year in CNEP 6320 Advanced Appraisal Techniques and Psychometrics; a third time at the end of their second year in CNEP 6340 Diversity in Counselor Education; and a final time during their final semester in the program as a part of CNEP 6396 Internship. The doctoral IDP is comprised of 15 items and assesses students self-reported knowledge level for each of the five doctoral core content areas using a 10-point response scale. IDP results are presented in Table 8. Furthermore, Table 9 provides descriptive data for student engagement as evidenced on their submitted IDPs.

Table 8. *Doctoral Student IDP Scores for Summer 2020 Semester*

Criteria	M	SD
Counseling		
Integration of theories relevant to counseling	6.92	1.19
Methods for evaluating counseling effectiveness	7.25	1.09
Ethically and culturally relevant counseling multiple settings	7.50	0.96
Supervision		
Theoretical frameworks and models of clinical supervision	7.00	1.63
Assessment of supervisees' developmental level and other relevant characteristics	7.25	1.74
Evaluation, remediation, and gatekeeping in clinical supervision	7.17	1.72
Teaching		
Pedagogy and teaching methods relevant to counselor education	7.25	1.53
Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	7.50	1.55
The role of mentoring in counseling education	7.67	1.80
Research and Scholarship		
Research designs appropriate to quantitative and qualitative research questions	6.17	1.28
Professional writing for journal and newsletter publication	6.67	1.55
Professional conference proposal preparation	6.42	1.55
Leadership and Advocacy		
Theories and skills of leadership	7.25	1.36
Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	7.42	1.44
Models and competencies for advocating for clients at the individual, system, and policy levels	7.33	1.65

Note. *N* = 11

Table 9. *Ph.D. Student Engagement in Professional Identity Development as Reported in IDPs*

Participated Activities	N	M	SD	Range
Number of student organizations	11	3.92	2.81	0-10
Number of professional counseling conferences	11	2.50	1.45	0-5
Number of professional counseling advocacy initiatives	11	1.25	0.75	1-3
Number of presentations at professional conferences	11	1.08	1.51	0-5

Number of scholarly activities	11	0.58	1.24	0-4
Number of scholarships, awards, or recognitions	11	2.25	2.93	0-9
Number of supervisees with whom you have worked	11	2.83	2.33	1-7

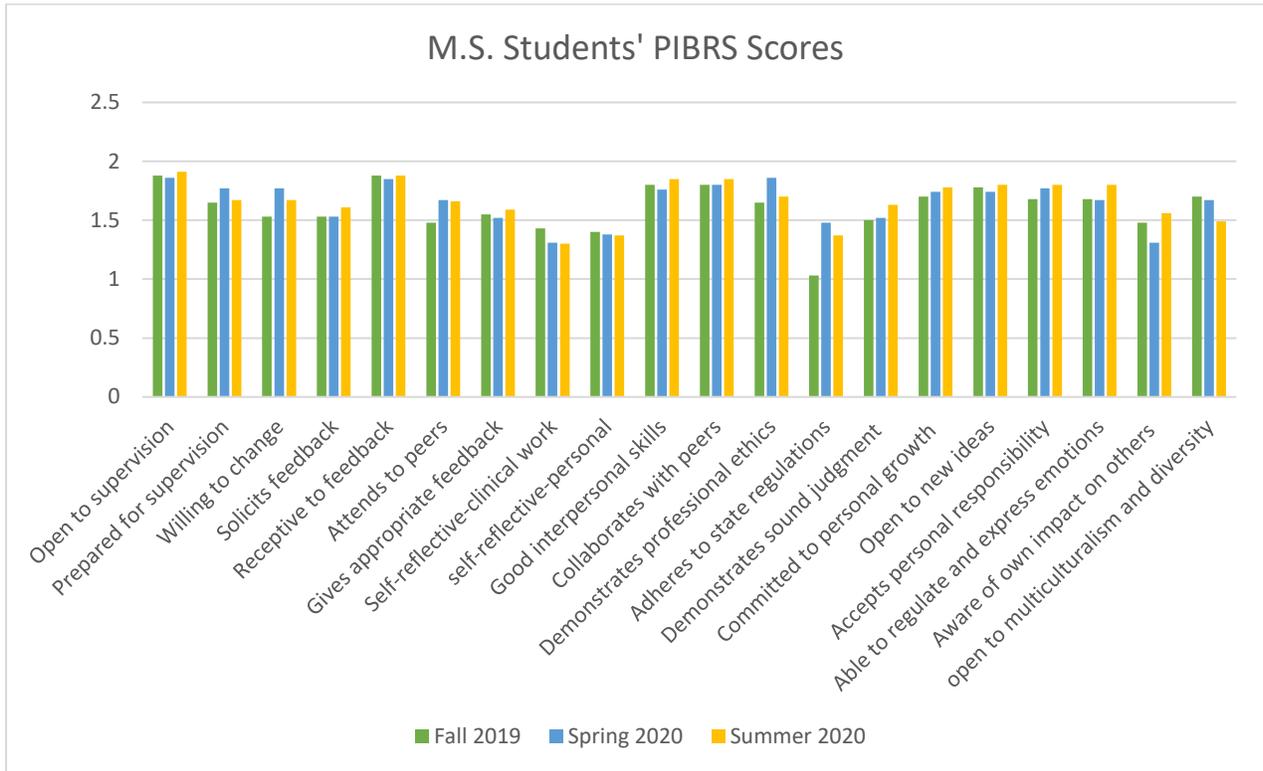
Overall, the IDP has proven to be a useful tool to evaluate students' current level of knowledge, activities, attitudes, self-efficacy, and confidence in the development of their professional counseling identity. Department of CNEP **faculty regularly utilizes this tool to help facilitate students' professional and personal growth throughout their degree plan.** In so doing, faculty help students identify their strengths and limitations as well as work collaboratively with them to increase their knowledge of the counseling profession, enhance their professional counselor identity, improve their clinical skills, and **position them to become positive change agents in their communities.**

Professional Dispositions

The Department of CNEP has begun monitoring student progress via the *Professional Issues and Behavior Rating Scale* (PIBRS). The PIBRS **is an assessment tool used by program faculty to evaluate students' ability to interact with peers, faculty, and supervisors appropriately, and their ability to accept and respond to feedback.** The master's version includes 20 items and utilizes a five-point response scale with values ranging from *poor* (-2) to *excellent* (+2). The doctoral version includes 22 items and utilizes the same response scale.

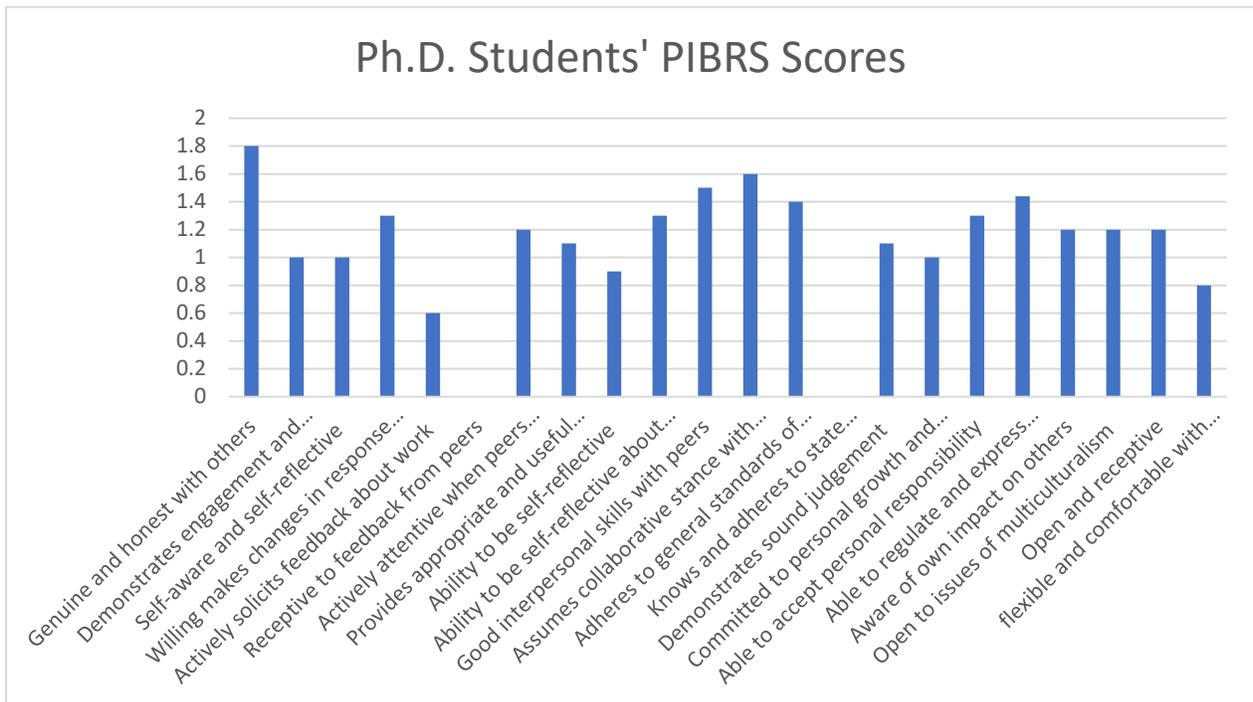
Beginning spring 2019, the Department of CNEP began tracking PIBRS data via Tevera, our online documentation system for students enrolled in practicum or internship. **Starting spring 2020, the Department of CNEP will begin tracking this information throughout students' coursework as well to provide additional points of data related to student development and personal growth.** At the master's level, the PIBRS will be administered in CNEP 5304 Introduction to Counseling, CNEP 5384 The Counseling Process, CNEP 5397 Practicum, and CNEP 5698 Internship. At the doctoral level, the PIBRS will be administered in CNEP 6315 Professional, Legal, and Ethical Issues, CNEP 6320 Advanced Appraisal Techniques and Psychometrics, CNEP 6340 Diversity in Counselor Education, and CNEP 6396 Internship. Figure 4 compares master's students' average PIBRS scores for the fall 2019, spring 2020, and summer 2020 semesters. Figure 5 looks at the doctoral student average PIBRS scores for the summer 2020 semester (the first semester data was collected for Department of CNEP students matriculating at the doctoral level).

Figure 4. Department of CNEP Master's Student PIBRS Scores



Note. N = 108

Figure 5. Department of CNEP Doctoral Student PIBRS Scores



Note. N = 11

As noted in Figures 4 and 5, students score high across the board, with **no section receiving an average score below +0.50**. Data suggests students scoring lowest in the categories requiring self-reflection and personal evaluation. At the doctoral level, students showed room for growth in asking for feedback about their work. The Department of CNEP faculty is reviewing ways to **help students become more self-aware and able to evaluate their emerging roles as professional counselors critically**.

Practicum and Internship Final Evaluations

The Department of CNEP faculty monitor student (master’s and doctoral) progress via final evaluations by university supervisors in Practicum and Internship. These evaluations include questions regarding personal behavior, basic counseling skills, and advanced counseling skills and are based on personal observations, tape reviews, performance in group supervision sessions, and conversations with site supervisors. University supervisors rate students on 24 items related to their skill and performance. A five-point response set with values ranging from *unsatisfactory* (1) to *outstanding* (5) is used to score student performance on each item. Descriptive statistics for these evaluations for the academic year 2019-2020 are included in Table 10 (master’s) and Table 11 (doctoral). Values reported represent the average rating for all 24 items on the evaluation.

Table 10. *M.S. Student Final Evaluations Completed by University Supervisors*

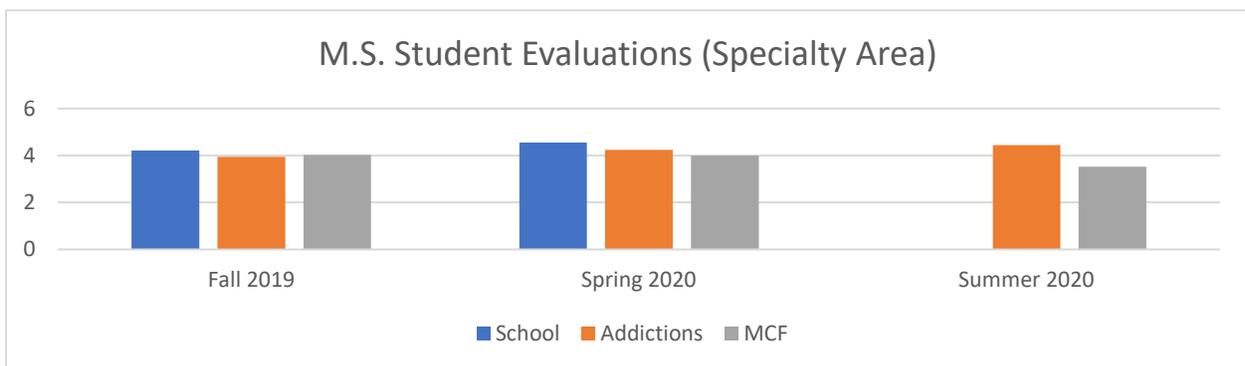
Semester	N	Mean	SD	Range
Fall 2019	40	4.25	0.40	3.80 – 4.70
Spring 2020	35	4.20	0.37	3.86 – 4.66
Summer 2020	32	4.12	0.56	3.53 – 4.66

Table 11. *Ph.D. Student Final Evaluations Completed by University Supervisors*

Semester	N	Mean	SD	Mode
Fall 2019	5	4.60	0.49	5
Spring 2020	12	4.17	0.80	5
Summer 2020 ⁴				

⁴ Neither practicum nor internship offered at the doctoral level in Summer 2020

Figure 6. *M.S. Student Final Evaluations (Specialty Area Scores)*



Note. School students did not complete field-based experiences in the summer.

Data in Tables 10 and 11 show students in the program are **rated highly on their process and skills**, suggesting they are gaining the knowledge and experience needed to become competent clinical practitioners. The relatively small standard deviation scores indicate consistent performance across students at both academic levels. Among special emphasis areas, students in these CACREP-accredited tracks appear to be gaining the knowledge, skills, and dispositions needed to effectively counsel in these settings and report high degrees of confidence in their skills and abilities.

Comprehensive Examination

Students in the master’s programs must pass a comprehensive examination as part of their degree requirements. The Department of CNEP has elected to use the Counselor Preparation Comprehensive Examination (CPCE) as its comprehensive examination. The CPCE is a 160-item multiple-choice examination that covers the eight Council for the Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation. A composite score of 95 (equal to 70%) is required to pass the examination. Table 12 highlights student performance in each semester.

Table 12. *Department of CNEP Master’s Student CPCE Scores*

	Fall 2019	Spring 2020	Summer 2020 ⁴
Number of students taking CPCE	23	23	39
Number of students who passed	21	17	23
Percentage of students passing	91.30%	73.91%	58.97%
Department of CNEP average:	93.20	90.30	91.80
National average:	81.38	83.87	82.56

⁴ During the summer 2020 semester, CCE allowed students to take the CPCE at home due to the COVID-19 pandemic. Additionally, students were able to test multiple times, so this number may represent duplicate test takers.

As noted in Table 12, the Department of CNEP students has a **higher average score on the CPCE as compared to the national average.**

At the doctoral level, students sit for their comprehensive examination at the end of their second year in the program. The doctoral comprehensive examination consists of written responses on each of the five CACREP doctoral competencies. Based on the quality of their writing and the depth of their knowledge, students may be asked to participate in an oral examination or rewrite their original responses. This year, **100% of doctoral students completed their comprehensive examination and advanced to doctoral candidacy.**

Licensure/Certification Examination

Students interested in state licensure and/or national certification are eligible to sit for the National Counselor Examination (NCE) during their final semester in the program. During the 2019-2020 academic year, **37/39 students passed the NCE for a 95% success rate** (compared to an 88% success rate at the national level). Students in the school counseling degree program

seeking school counselor certification took the TExES School Counselor (152). During the 2019-2020 academic year, **5/5 students passed the TExES examination for a 100% success rate.**

Summary of Program Modifications

During the 2019-2020 academic year, the Department of CNEP faculty examined several opportunities to improve the programs offered and overall department functioning. Many of the modifications made were put into effect, beginning with the fall 2019 semester. A description of the changes made and the rationale for them follows.

Changes to Course Prerequisites

At the master's level, students enter Department of CNEP programs throughout the year. With students starting degree plans in the fall, spring, and summer, challenges arose for some students looking to sequence courses in accordance with the scheduled course offerings. To alleviate some of these challenges, program faculty reviewed the prerequisites listed for courses and made changes where warranted. Many of the prerequisites were removed, allowing students the ability to find courses to take each semester without having to worry about registration holds in place due to not meeting prerequisites. In other cases, prerequisites were modified to better align with the changes made to the curriculum and scheduled course offerings. Beginning with the fall 2019 semester, students will find most of the course prerequisites removed and greater flexibility in putting together a class schedule. The courses where prerequisites were modified and/or removed include:

CNEP 5313 Theories and Techniques in Substance Abuse Counseling
CNEP 5321 Advanced Strategies in Process Addictions and Substance Abuse
CNEP 5327 Ethical and Legal Issues in Counseling
CNEP 5381 Psychodiagnosis and Treatment Strategies
CNEP 5698 Internship

Changes to Practicum and Internship

Beginning with the spring 2020 semester, the Practicum and Internship courses were switched from credit (CR)/no credit (NC) to a standard (A-F) grading system. The change was made based on the revision of the course syllabi to include rubrics for various assignments in the respective courses. Assigning points to various course activities allows the Department of CNEP faculty to better assess student performance and program adherence with CACREP accreditation standards.

Changes to the Comprehensive Examination Policy

Students in the master's programs in Professional Counseling and Professional School Counseling must pass a comprehensive examination as part of their graduation requirements. The Department of CNEP uses the CPCE as the comprehensive examination. Students can test multiple times to achieve the requisite passing score (95). Beginning with the fall 2019 semester, the Department policy was updated to reflect students having a maximum of five attempts to

pass before they are dismissed from the program. The average number of attempts for students to achieve a passing score on the comprehensive examination is 2.3.

Department of CNEP Student Organizations

The Department of CNEP has sponsored two student organizations recognized by the UCSO. The Theta Alpha Mu chapter of Chi Sigma Iota (CSI) is the local affiliate of the counseling profession national honor society. Students are extended invitations to join the chapter and CSI International based on their academic performance, commitment to the profession, and recommendation of the chapter's faculty advisor. The Counselor Education Research Consortium (CERC) served as an outlet for students to learn more about research and collaborate on research projects with peers and program faculty. **In the fall 2019 semester, these two organizations merged, with CERC now becoming a research committee housed in the local CSI chapter.** The combining of these two organizations allows a single faculty advisor to provide greater oversight of student activities, combines funds raised by students, and allows for program activities to more closely align with a singular mission and vision. Further, the pool of student leaders is not diffused across multiple organizations, allowing for a stronger leadership team for the unified organization.

Substantial Program Changes

In addition to the previously mentioned program modifications, several substantial program changes were voted on in the past year and are in the process of being implemented. Included in the list of substantial program changes are the following:

Administrative Structure Revisions

Beginning with the fall 2019 semester, the Department of CNEP Chair, Dr. Joshua Watson, instituted a redesigned administrative structure for the department. Coordinator positions for the professional counseling (MS), professional school counseling (MS), and counselor education (PhD) programs were eliminated. Instead of program-specific leadership, new task-specific leadership positions were created. Specifically, three new positions were created. Dr. Michelle Hollenbaugh was named the CNEP Curriculum and Assessment Coordinator, Dr. Wannigar Ratanavivan was named the CNEP Clinical Coordinator, and Dr. Kristina Nelson was named the CNEP Admissions Coordinator. Each position includes release time in the faculty member's workload to offset the increased demands on their time.

Changes at the Counseling and Training Clinic

A partnership between the Counseling and Training Clinic (CTC) and College of Nursing and Health Sciences (CONHS) resulted in a new integrated (primary and behavioral health) care program being offered to the local community. Community members can visit the clinic at no cost and speak with medical professionals as well as counselors. The collaboration increases the connection between the training site and the community. During the 2019-2020 academic year, the integrated care program was offered on Monday afternoon/evenings.

Changes to the Program

The program began infusing the use of Tevera across the entire counseling program, not just the field placement courses. Students now complete all assessments and evaluations through Tevera. The centralization of these various sources of data provides a more effective way for faculty to monitor and assess student performance and explore how well the current curriculum and training experiences are preparing students to be effective and highly marketable counseling professionals upon graduation.