

## Summary of Program Evaluation Results, Modifications, and Changes

### Academic Year 2015-2016

The counseling program faculty and staff reviewed the changes in State of Texas licensing laws and certification requirements for professional counselors, updates within the professional field of counseling, and the data points as outlined below as a team of counseling program faculty and staff, and then in three meetings of the 2015-2016 Counseling Degree Program Assessment Committee. This interdisciplinary committee is comprised of representatives from various degree programs of the Seminary of the Southwest including the Academic Dean. The counseling degree assessment committee examined the changes in the licensure laws and policies as well as internal program assessment data and agreed that although there are modifications needed to align our curriculum requirements with the evolving laws and policies, the current counseling degree assessment shows that our students are effectively advancing in the professional counseling field.

Each annual and three-year review generates recommendations that are then forwarded to appropriate department, whether it be recruiting, admissions, enrollment, institutional advancement, financial aid, registrar, or counseling program faculty and staff. Certain modifications require approval by one of two administrative committees: 1) the SSW Academic Affairs committee, or 2) the SSW Faculty and Administrative Committee. Policy changes, significant procedural changes, and changes requiring notification and/or approval by accrediting bodies must be proposed and approved by one or both of these committees before changes can be implemented.

Overall results are summarized below, along with modifications or improvements recommended.

### External Data Type 1 - Changes in State of Texas Laws and Licensure Policies

In 2017, the State of Texas is moving to require all new applications for LPC to graduate from a 60 credit-hour program, which includes new curriculum requirements including a required course in Professional Orientation, Addictions, Psychopathology, and a second required course in Ethics. These requirements align well with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards.

#### ***Changes/Modifications Recommended:***

The recommendation was made for the Masters in Counseling (MAC) degree to be replaced with the CACREP-compliant Master of Arts in Clinical Mental Health Counseling (MHC) degree beginning in the 2016-2017 academic year. All improvements recommended in this report will become a part of the MHC degree assessment plan.

The updated MHC degree requirements will be as follows:

Course Requirements for the MHC Degree (66 hours)

*Core Spiritual Integration Courses (12 credit hours)*

CMH5309 Interpretation of the Bible for Counseling and Ministry

CMH5310 Ethics for Counseling and Ministry

CMH5311 American Religions for Counseling and Ministry

CMH5312 Theological Studies for Counseling and Ministry

*Pre-Requisite Counseling Courses (36 credit hours) - Courses below must be taken before enrolling in the Clinical Practicum (MHC5320)*

CMH5301 Professional Orientation and Counselor Identity  
 CMH5302 Assessment and Testing  
 CMH5303 Helping Relationships and Methods  
 CMH5304 Group Counseling  
 CMH5305 Human Growth and Development Across the Lifespan  
 CMH5306 Career and Lifestyle Development  
 CMH5307 Research and Evaluation  
 CMH5308 Social, Cultural and Family Diversity  
 CMH5313 Introduction to Counseling Theories  
 CMH5314 Abnormal Behavior  
 CMH5316 Ethics in Counseling Practice  
 CMH5319 Crisis and Trauma Counseling

*Clinical Practicum and Internship (9 credit hours)*

CMH5320 Clinical Practicum (3 hours)  
 CMH5321 Clinical Internship I (3 hours)  
 CMH5322 Clinical Internship 2 (3 hours)

*Non Pre-Requisite Counseling Courses (9 credit hours)*

CMH5315 Psychopathology  
 CMH5317 Couples, Parents and Family Systems  
 CMH5318 Addictions Counseling

*Additional Candidacy and Graduation Requirements*

Candidacy – Student Counseling Requirement; GPA; KLO & KPD Assessment; Advisor Endorsement  
 Graduation – Comprehensive Examination (CPCE); GPA; KPD Assessment; Advisor Recommendation

These changes reflect the renaming of two required core counseling classes and four required core spiritual integration courses:

- Theories and Methods of Individual Counseling was renamed Helping Relationships and Methods
- Theories and Methods for Marriage and Family Counseling was renamed Couples, Parents, and Family Systems
- Interpretation of the Bible for Ministry was renamed Interpretation of the Bible for Counseling and Ministry
- Historical Studies for Ministry was renamed American Religious for Counseling and Ministry
- Theological Studies for Ministry was renamed Theological Studies for Counseling and Ministry
- Ethics for Ministry was renamed Ethics for Counseling and Ministry

These changes also reflect the addition of two new courses, combining Clinical Practicum A & B into one course, and adding two new 3-hour Clinical Internship courses:

- Professional Orientation and Counselor Identity
- Psychopathology
- Practicum A & B were combined into one course named Clinical Practicum
- Clinical Internship I
- Clinical Internship II

This proposal was made by the counseling program faculty to the necessary committees in Fall of 2015 and the changes were approved, for an implementation date of Fall of 2016.

### **External Data Type 2 - Professional Field Considerations**

Data on the State of Texas demonstrates low utilization rates for mental health and counseling services (see [http://www.samhsa.gov/data/sites/default/files/State\\_BHBarometers\\_2014\\_2/BHBarometer-TX.pdf](http://www.samhsa.gov/data/sites/default/files/State_BHBarometers_2014_2/BHBarometer-TX.pdf)) and these rates are even lower for rural, low-income, and Spanish speaking populations.

Part of this problem is due to a shortage of qualified mental health professionals. Of the state's 254 counties, roughly 200 are designated as Mental Health Professional Shortage Areas (see <https://www.texastribune.org/2015/07/04/texas-struggles-attract-mental-health-care-workers/>)

Another factor the program considered is data showing Texas remains one of the nation's more "religious" states, with the majority of Texas residents indicating some form of Christian church affiliation (see <http://texasalmanac.com/topics/religion/religious-affiliation-texas>)

A final factor the program considered involves data showing that approximately 30% of Texas residents speak Spanish at home (see <https://www.texastribune.org/2015/11/26/languages-spoken-texas-homes/>).

#### ***Changes/Modifications Recommended:***

The recommendation was made that the counseling degree program focus on Clinical Mental Health Counseling with an emphasis on preparing graduates to provide spiritually competent mental health services in urban and rural settings. The SSW faculty body and administrators agreed with this shift in emphasis.

The additional recommendation was made to include an emphasis on Hispanic and Latino Studies, and to designate an MHC faculty member as liaison to work with the SSW Hispanic and Latino Studies Program Director to infuse the MHC curriculum with necessary components to equip graduates to effectively serve Spanish speaking clients. This proposal was approved by the SSW faculty and administrators and the SSW Hispanic and Latino Studies Program Committee.

### **Program Data Type 1 - MHC Program Vital Statistics**

Vital Statistics were informative to the program. No changes recommended.

### **Program Data Point 2 - MHC Program Admission and Enrollment**

Applications and admissions were consistent with benchmarks. The committee discussed the low numbers for graduation and retention in academic years 2012-2013 and 2013-2014 and will be monitoring this closely in the yearly assessments as recruiting efforts for the MHC degree program are currently underway.

### **Program Data Type 3 - Student Remediation Plans**

Student remediation plan rates were at 0% for the past three years, however advisers will be implementing updated assessment procedures for counseling students beginning Fall 2016, with benchmarks added for Professional Dispositions. This could increase the number of remediation plans needed to assist students to achieve standards. The committee will monitor this closely and make recommendations to faculty and advisers accordingly.

### **Program Data Type 4 – Key Learning Objectives Assessments**

Collection of KLO data is being implemented for updated MHC program Key Learning Objectives. Faculty will complete and submit these reports next academic year. For 2015, according to previous assessment, the program met the benchmark in all of its objectives.

#### ***Change/Modification Recommended:***

Even though scores in all learning objective areas met the designated benchmark, the recommendation was made that all key learning objectives be updated to align with CACREP 2016 standards and State of Texas 2017 requirements. Further recommendations were made based on the committee's determination that the current methods for assessing student outcomes in the knowledge and skills objectives are inadequate.

The recommendation included using KLO Assessments, the Counselor Preparation Comprehensive Exam (CPCE), and including the KLO domains on the Practicum/Internship Supervisor Evaluations. For the CPCE Exam measure, the benchmark that will be set is 100% passing rate for exam, and the determination of a passing score will be set as within 1 standard deviation from the national average score for that academic year. These direct assessments will more accurately measure the success of the program on the learning domains that are crucial to state licensure and CACREP accreditation.

The additional recommendation was made to include key learning objective items in the Alumni Survey as an indirect assessment method and graduates will be asked to respond to questions pertaining to all core domains as well as the Clinical Mental Health Specialty Area Objectives and Practice Skills.

### **Program Data Type 5 - Key Professional Disposition Assessments**

Collection of KPD data is being implemented for updated Being objectives. Faculty will complete and submit these reports next academic year. For 2015, according to previous assessment, the program met the benchmark in all of its Being objectives.

#### ***Change/Modification Recommended:***

Even though scores in Being objectives met the designated benchmark, the recommendation was made that all key professional dispositions be updated to align with CACREP 2016 standards, ACA Code of Ethics and the mission and objectives of the MHC degree program. Further recommendations were

made based on the committee's determination that the current methods for assessing student outcomes in the knowledge and skills objectives are inadequate.

The recommendation included using KPD Assessments and including the KPD domains on the Practicum/Internship Supervisor Evaluations. These direct assessments will more accurately measure the success of the program on these learning domains.

### **Program Data Type 6 – Candidacy Endorsements**

Candidacy Endorsements will be implemented as an assessment data type this coming academic year.

### **Program Data Type 7 – Final Clinical Internship Evaluations**

100% of Clinical Internship II students met or exceeded standards according to Final Clinical Supervisor Evaluation Forms, however, current forms do not include certain items pertinent to updated MHC program objectives.

#### ***Change/Modification Recommended:***

The recommendation was made to update this tool to reflect Key Learning Objectives and Key Professional Dispositions.

### **Program Data Type 8 – Student Site Evaluations**

100% of Clinical Practice sites met or exceeded standards according to Student Site Evaluation Forms. No changes recommended.

### **Program Data Type 9 - Counseling Program Comprehensive Exams (CPCE)**

50% of exams taken were passed by students at all points in the program. 100% of exams taken were passed by students by graduation. No changes recommended.

### **Program Data Type 10 – National Counseling Exam (NCE)**

100% of exams taken were passed by students post-graduation. No changes recommended.

### **Program Data Type 11 – Alumni Feedback**

Alumni Survey data confirmed the program achieved benchmarks on Knowing, Being, and Doing objectives for the past year.

#### ***Change/Modification Recommended:***

The recommendation was made to include more specific learning objectives on the Alumni Survey so that responses can be utilized as data for both program and aggregate student assessment purposes. This change will be implemented starting this academic year.

### **Program Data Type 12 – Stakeholder/Constituent Feedback**

Collection of Stakeholder/Constituent data is being implemented for updated MHC program mission and objectives. The program will obtain this data beginning next academic year.

### **Program Data Type 12 – Faculty to Student Ratios**

For the past 3 years, the student to faculty ratio has ranged from 2.4:1 to 4.7:1. Ratios are expected to remain below 10:1 this upcoming academic year. CACREP 2016 standards require a 12:1 student to faculty ratio in accredited programs. No changes recommended.

### **Program Data Type 13 – Faculty Utilization**

For the past 3-5 years, the average utilization rates for counseling courses have been useful as a measure of capacity and equitability among faculty teaching loads and optimal course rotation schedules. Of the 54 courses taught, 17 were enrolled at less than 50% optimum capacity (31%), and 4 were enrolled at over 100% optimum capacity (7%). The Optimum Capacity levels for required courses remain set at 25 students enrolled, with the exception of clinical practice courses. CACREP establishes a maximum limit of 12 students per Clinical Practicum or Clinical Internship Course.

#### ***Change/Modification Recommended:***

The recommendation was made to update the MHC program course rotation and the impact the new schedule has on the Faculty Utilization data will be monitored in coming academic years.