

Summary of Program Data Collection 2019–2020

Academic Year 2019–2020

Each annual and three-year review generates recommendations that are then forwarded to the 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.

Data from academic year 2019–2020 are summarized below for review in determining any program or curricular modifications that might be needed.

External Data Type 1 - Changes in State of Texas Laws, Licensure Policies, and Accreditation Standards

In Spring 2020, the State of Texas responded to a “stay-at-home” order due to the COVID-19 pandemic and followed CACREP guidance in terms of accommodations for MHC students to continue their academic and practicum learning activities via technology-assisted formats. The accommodations allowed for by CACREP included moving program delivery to remote learning without filing a substantive change proposal, and allowing students to enroll in Practicum and Internship simultaneously to allow for further time to complete direct client contact hour requirements.

Improvements/Modifications Recommended:

For 2020–2021, it is recommended that all MHC courses be delivered with a remote learning option for students sheltering-in-place, per CACREP allowance, and that students who received an incomplete in Clinical Practicum due to COVID-19 related difficulties fulfilling direct client contact hour requirements be permitted to enroll in Internship I, with the understanding that they must fulfill all Clinical Practicum requirements prior to logging hours toward Internship I requirements. It is further recommended that Clinical Practicum and Internship students use the program’s G-Suite account apps (mail, drive, Google Meet) for any client-related supervision, consultation, assignments, or correspondence and adhere to HIPAA policies and procedures developed by the MHC faculty for that purpose.

External Data Type 2 – Professional Field Considerations

This past year, the professional counseling field saw a growing demand for telemental health services in 2019–2020 due to an increased recognition for the need to expand access to care for underserved communities, as well as COVID-19 related needs for social distancing in Spring 2020. The committee also noted a trend among CACREP programs to offer a 60 hour degree, which meets the requirements of the State of Texas licensure board; in addition we identified a need in diverse client communities for trauma-informed and culturally-responsive counseling related to race-based trauma, as well as expressive modalities, and matters related to human sexuality, which indicated a need for our counseling program to respond by creating an elective rotation within our curriculum wherein we might address some of these training needs for our students.

Improvements/Modifications Recommended:

For 2020–2021, it is recommended that the MHC program evaluate the focus toward technology-assisted services in relevant courses and identify places where additional focus on telemental health in our curriculum is needed to adequately equip all students to provide telemental health as needed going forward.

In addition, the recommendation is made to redesign the spiritual integration outcomes and infuse these throughout the required curriculum while reducing the number of required common theological and spiritual integration courses by 3 hours, thereby reducing the number of required credit hours from 63 to 60 for the MHC degree program.

Furthermore, the recommendation is made to redesign the course description and objectives for CMH5314 Abnormal Behavior to accommodate the crisis and trauma-related learning outcomes of CMH5319 Crisis and Trauma Counseling, thereby opening up a space within the required credit hours for an elective on rotation.

Program Data Type 1 - MHC Program Vital Statistics

Vital Statistics were informative to the program.

In academic year 2019–2020, there were four MHC graduates. Our graduates achieved a 100% pass rate on the NCE exam (there were no graduates who reported taking the NCMHCE exam). Last year, 100% of graduates completed the program in the expected time period—three academic years for full-time students. Also based on our alumni feedback, 94% of graduates sought and successfully secured a job placement post-graduation. Of this past year’s four graduates, 75% reported having secured a job placement by graduation. Approximately 67 students are currently enrolled in the Clinical Mental Health Counseling program. Our counseling program accommodate both part-time and full-time students and our program serves populations from mostly Central, South, and East Texas. Based on alumni survey results, 100% of our graduates pursued post-graduate licensure, with the majority pursuing an LPC/LPC-Intern license post-graduation.

Program Data Point 2 - MHC Program Admission and Enrollment

In academic year 2019–2020, admission rates exceeded goal at 140% (benchmark was 20; actual was 28). Retention rate held steady at 93% (benchmark is 75%). Course completion rates remained similar to last academic year’s also at an average of 93%.

Program Data Type 3 - Student Remediation Plans

In academic year 2019–2020, approximately 16% of students were placed on a pre-remediation plan, and 4% were placed on formal remediation. 100% of those on pre-mediation plans successfully fulfilled the goals of their plan, and 50% of those on formal remediation plans successfully fulfilled the goals of their plan.

Pre-remediation plans are put into place by faculty advisors or instructors anytime a student obtains a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard, and an intervention is implemented to assist the student in making the required improvement prior to formal remediation.

Formal remediation plans are required anytime a student achieves a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard.

It should be noted that the Admissions KPD is conducted during the first month of the first semester for new students and is therefore based primarily on students' self-report, and goals are established to ensure student is making adequate progress toward meeting benchmark, but these baseline ratings are not included in pre-remediation data unless the faculty advisor conducts a re-assessment and determines the student is still not making adequate progress and needs further intervention.

Improvements/Modifications Recommended:

For 2020–2021, the recommendation is made to update the KPD Assessment Form to reflect a “Program Entry” rating, and a “Junior” rating, which would reflect the faculty advisor’s assessment of the student in the middle of their junior year in the program.

Program Data Type 4 – Key Learning Objectives Assessments

KLO data for 2019–2020 showed 91% of students meeting standards or higher (Benchmark 2.0 = Meeting Standard) for core curriculum. MHC faculty noted the lowest scores were observed in the areas of Assessment and Testing (KLO average 2.13; Benchmark 2.0 = Meeting Standard); and the KPD scores for five students assessed in Social, Cultural, and Family Diversity rated 1.0 – Needing Improvement (Benchmark 2.0 = Meeting Standard) in one or more areas related to Key Professional Dispositions. Improvements in these domains were discussed, generating the following recommendations:

Improvements/Modifications Recommended:

Beginning in academic year 2020–2021, it is recommended that the MHC faculty ensure these courses are taught by core faculty rather than adjunct instructors, as they are core to the MHC curriculum and assessment domains. Students going into the next AY needing improvement related the KLO data from the previous year have already been placed on pre-remediation or formal remediation plans and faculty advisors are working with students on interventions designed to assist them with meeting expectations in the coming year. It is further recommended that KLO content and assessment for standards 5.C.2.a-h be retained in their current form, but moved from CMH5314 Abnormal Behavior to CMH5315 Psychopathology as the course description and objectives for CMH5314 are going to be redesigned to accommodate more crisis and trauma-related learning outcomes.

Program Data Type 5 - Key Professional Disposition Assessments

KPD data for 2019–2020 showed 100% of students met the benchmark set at 2.0 – Meets Standard for the Key Professional Dispositions conducted at graduation in Spring 2020. The lowest scores were found in the areas of Cultural Empathy (2.5) which was a decrease from the prior academic year.

Improvements/Modifications Recommended:

Beginning in academic year 2020–2021, the recommendation is given for MHC faculty to engage in professional development opportunities related to Anti-Racist Pedagogy and experiment with recommended techniques for infusing cultural empathy and anti-racist learning activities into each course. Faculty will convene in the coming year to clarify our expectations related to this KPD of Cultural Empathy and identify concrete steps we can implement to assist our students with

displaying this disposition. This recommendation will be revisited each year and KPD scores related to cultural empathy monitored each semester. Also related to student remediation data, the recommendation is made to update the KPD Assessment Form to reflect a “Program Entry” rating, and a “Junior” rating, which would reflect the faculty advisor’s assessment of the student in the middle of their junior year in the program.

Program Data Type 6 – Candidacy Endorsements

Candidacy endorsement data for 2019–2020 showed 100% of candidacy applications filed during the last academic year were endorsed, reflecting that MHC students entered the final year of their MHC program having satisfactorily met all prerequisite benchmarks in knowledge, skills and dispositions.

Program Data Type 7 – Final Clinical Internship Evaluations

Final Clinical Internship Evaluations for 2019–2020 showed 100% of Clinical Internship II students met or exceeded standards according to Final Clinical Supervisor Evaluation Forms.

Program Data Type 8 – Student Site Evaluations

Student Site Evaluation data for 2019–2020 showed 75% of sites evaluated were rated as meeting or exceeding standards and were retained as approved sites for the coming academic year. One site was found needing improvement. The MHC faculty met with the director of the site regarding the student whose feedback scored the site as below meeting the standards. No intervention was determined to be needed; for future student placement at this site, consideration will be given to the fit of the student and the site’s specific requirements.

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

CPCE data from 2019–2020 showed that 4 students completed the CPCE exam, and 100% of exams taken were passed by students at all points in the program. One student passed the overall exam, but per MHC program requirements, was given an oral exam for one deficient domain (Research and Evaluation) and passed the oral re-take of that domain, fulfilling the requirement.

Improvements/Modifications Recommended:

For 2020–2021, MHC faculty will monitor student scores on the Research and Evaluation domain of the CPCE exams taken to determine if attention to the curriculum in that course is needed to ensure students are adequately prepared to pass domain-related content.

Program Data Type 10 – Capstone Paper Assessments

Capstone Paper Assessment data from 2019–2020 showed that 100% of papers evaluated were found to meet the Benchmark set at 2.0 or above, per rubric completed by the Internship II instructor and verified by MHC faculty at End-of-Semester Review.

Improvements/Modifications Recommended:

For 2020–2021, MHC faculty noted that though 100% of students met the Benchmark of 2.0 for the overall paper, the area of less consistent performance was related to the area related to counseling theory application to practice; MHC faculty will monitor student performance in this Capstone Paper assessment section going forward to determine if there is a theme indicating a curricular area to be improved upon.

Program Data Type 11 – National Counselor Qualifying Exam Data (NCE & NCMHCE)

NCE and NCMHCE data from 2019–2020 collected from program graduates showed a 100% pass rate reported by respondents.

Program Data Type 12 – Alumni Feedback

Alumni Feedback data from 2019–2020 was collected via the Alumni Survey and Graduate Student Questionnaire and results showed that alumni reported 95% of program components as effective at forming them to meet the standards of a professional counselor, with ratings from Alumni on one domain (Assessment and Testing) showing improvement needed (Average Rating 1.9; Benchmark 2.0 = Meeting Standard).

Improvements/Modifications Recommended:

For 2020–2021, MHC faculty will monitor alumni feedback on the domain of Assessment and Testing to determine if attention to the curriculum in that course is needed to ensure graduates assess themselves as adequately prepared to meet these standards in their role as professional counselors post-graduation.

Program Data Type 13 – Stakeholder/Constituent Feedback

Stakeholder and Constituent Feedback data from 2019–2020 was collected via a survey and results showed that stakeholders reported 100% of program components as effective at forming graduates to meet the standards of a professional counselor, with ratings in the domains of Research and Evaluation and Providing Services in Rural Settings receiving the lowest scores (2.5; Benchmark 2.0 = Meeting Standards), and the highest number of respondents indicating “Not Observed” for these two items.

Improvements/Modifications Recommended:

For 2020–2021, MHC faculty will brainstorm strategies for improving response rate on Stakeholder/Constituent Survey and ensure respondents represent the vast diversity of practice settings in which our graduates are serving, including urban and rural settings. MCH faculty teaching Assessment and Testing in the coming AY will implement learning activities with students designed to equip them to apply Research and Evaluation skills in clinical work regardless of the setting and will continue to monitor this item in survey responses going forward.

Program Data Type 14 – Faculty to Student Ratios

Student to Faculty Ratio data for 2019–2020 were calculated as 7.8:1 for the Fall 2019 semester and 8:1 for the Spring 2020 semester, higher than the previous academic year yet well under the 12:1 threshold as established by CACREP, ensuring faculty accessibility and the capacity to provide personal attention to student needs through instruction, advising, remediation, and mentorship into the profession.

Program Data Type 15 – Faculty Utilization

Of the 21 courses taught in academic year 2019–2020, 18 (86%) were taught by core MHC faculty; 2 were taught by adjunct MHC instructors; 1 course was taught by a full-time seminary instructor who is not core to the MHC program.

Of the 21 courses taught in 2019–2020, 4 courses saw enrollment above 100% optimum capacity (Benchmark 25 students), but not more than 150% capacity; 9 courses saw enrollment between 50-99% optimum capacity, and 2 courses saw enrollment below than 50% optimum capacity.

The Optimum Capacity levels for required courses remain set at 25 students enrolled, with the exception of auxiliary and independent study courses and clinical practice courses which are capped at 12. Counseling program course rotations and frequencies are continuously updated and Faculty Utilization data will be monitored in coming academic years.