We believe in and propose to develop a well-prepared counselor who is involved in and committed to a process of intentional growth that promotes pro-social autonomy, lifelong learning, and ethical behavior. These ideals are fostered within a dynamic and multi-modal learning setting in which diversity, critical thinking, self-in-context, scholarship, praxis, and the creation and integration of knowledge are celebrated.

### Evidence of Improvement

Based on a comparison of the 2012-2013 and 2013-2014 results, students are continuing to encounter academic rigor and high expectations for performance. In many areas students continued to perform well. The faculty raised expectations in several areas because students had been doing well and faculty wanted to continue to challenge students in their academic growth. Last year students struggled in their scores on the Counselor Preparation Comprehensive Examination (CPCE) in several different sub scales resulting in not meeting the standard on Outcome 1, method 1, Outcome 4, method 1, Outcome 5, method 1. This year students did well on this exam and improved on each of those outcomes. Faculty made changes in teaching assignments for adjunct and full time faculty as well as in course expectations, which seems to have impacted the results of these Outcomes. Faculty hired a new clinical faculty member who has taught our beginning clinical courses this year and students have made improvements on several different clinical skills. On Outcome 1 method 1 students improved from 5% to 9% meeting the standard. While our goal is 80% of students meeting this standard, we are making progress in this area. Outcome 3 method 2 met our goal of 100% of students meeting the standard, this is an improvement over last year’s 99% of students meeting the standard. This is an area where faculty made changes in how clients were recruited as well as in faculty teaching these courses and results indicate these were good changes. Students also made improvements on Outcomes 4 method 1 improvement from 79% of students meeting the standard last year to 86% this year. The program hired a new faculty member to teach the research course and her teaching style has attended to student learning thus resulting in improvements. Students improved in Outcome 5, method 1 on the Counselor Preparation Comprehensive Examination (CPCE) in the area of diversity. During the 2012-2013 academic year, 33% of students met the standard and this year 86% of students met the standard. The program also made a teaching change here and it is clear our new hire was an outstanding choice as her teaching methods have significantly impacted student learning. Students also improved on Outcome 6, method 1 on all areas of the Professional Counselor Performance Evaluation (PCPE) last year 94% of students met the standard and this year 98% of students met the standard. Faculty work very hard in these clinical courses where the PCPE is used and more individual meetings and assignments geared to help students understand and correct their mistakes in the counseling room are being done. The result of these program changes is improving student learning. Students also improved in Outcome 7, method 1, last year 88% of students met the standard and this year 100% of the students met the standard. The faculty member teaching this course made significant changes on how this assignment was approached by students as it had been clear from previous data that students were not fully understanding the components of the final project in this course. It is clear the new approach to this assignment significantly impacted student learning and performance. Overall the program made several changes to courses including the faculty who taught the course and how the assignments are approached for student learning. These changes resulted in improvement in student learning. The Counseling Program is meeting the university expectations for a diverse student population. The faculty have worked hard to recruit students from all ethnic backgrounds and are pleased to see these results.

### Action Plan

Students improved from last year but were far from reaching faculty expectation on Outcome 1, method 1 (5% of students met the expectation last year 9% this year). The expectations for this outcome are extremely high and faculty plan to look at the content covered in the course to make sure that it is inline with the expectations of the Outcome. Last year we also made a change on the expectations for the Treatment Plan in Outcome 2 Method 1. We changed the course that this assignment was given so that a full time faculty member would supervise this assignment. Results indicated that students did not meet this expectation where they had previously met the expectation with the adjunct professor teaching the course. So while it is disappointing that students did not meet the expectation, faculty feel confident this was a good decision as it is clear students are being more challenged by full time faculty. The school counseling students did not preform on the TEXES exam (Outcome 7, method 2) as well as last year which was surprising. Faculty will look at the components of this course to be sure concepts covered on the exam are appropriately covered in the school counseling courses. The program lost our tenured school counseling faculty and therefore have been short handed for this program, a new faculty member has been hired and will start in fall 2014. There are several outcomes 100% of students have met the standard, these result indicate that the changes faculty had previously made in teaching assignments, academic rigor, advising and teaching style were effective. Therefore faculty will evaluate Outcome 1, method 2, Outcome 5, method 2, Outcome 6, method 1, Outcome 6, method 2 and Outcome 7, method 1 for next year. Students have clearly benefited from the instruction as a result of these outcomes. Student retention declined this year.
when compared to last year's results. Faculty will look at possible reasons for this and develop a plan that will include more advising by faculty and contact with new students by the student organization to promote retention. The new faculty member hired will also be able to teach more beginning level classes which we expect to impact retention. The percentage of men and women in the Professional Counseling program is not balanced, with a higher percentage of women. The faculty have worked to recruit more men, however this imbalance is consistent with what is typical of professional counselors in the field. Faculty will continue to recruit more men into the program.

**Outcome 1**
The graduate will demonstrate knowledge of theoretical foundations of counseling, systematically articulate and demonstrate his/her own professional counseling philosophy, and integrate this philosophy into practice as measured below.

**Outcome 1 - Method 1**
After completing Level II coursework, 80% of Level II students will obtain a score of at least 15 out of 17 items on the Counselor Preparation Comprehensive Examination Helping Relationships subscale. This national examination is designed for counseling programs with subscales which match our accreditation standards. The Helping Relationship subscale evaluates the student's knowledge of counseling theories and the foundations of the counseling relationship.

**Outcome 1 - Method 1 - Result**
In the fall and spring semesters, 2013-2014, 46 graduate students were assessed using the Counselor Preparation Comprehensive Examination, Helping Relationships subscale, in order to measure students' ability to understand counseling theories and the foundations of the counseling relationship. The faculty set a standard that 80% of students would score 15/17 or higher. Results indicated that 4/46 students met this standard. Thus, 9% of graduate students met or exceeded expectations by demonstrating their knowledge of counseling theories and the foundations of the counseling relationship. These findings may indicate that faculty had very high expectations of student performance. It is important to note that 80% of students scored 10/17 or above so while students may not have reached the goal set by faculty they still did well in this area.

**Outcome 1 - Method 2**
After completing Level III coursework, 80% of Level III students will complete 40 hours of supervised direct client contact demonstrating their knowledge and understanding of their counseling theory and their own philosophy of counseling in a professional counseling relationship in COUN 5689, Clinical Practicum as evaluated by the instructor using the Professional Counseling Performance Evaluation (PCPE). This evaluation tool was designed by the program faculty for the purpose of evaluating students in practice related courses. The criteria for evaluation include the students' ability to demonstrate skills in utilizing professional counseling skills and counseling theory to develop interventions, and providing a therapeutic environment consistent with the students' counseling theory. As indicated on the PCPE and the course syllabus all students must be rated a 2 or 3 (ratings are 0-3) on all areas rated to successfully complete the outcome and pass the course, COUN 5689.

**Outcome 1 - Method 2 - Result**
In the fall and spring semesters, 2013-2014, 38 graduate students were assessed using the Professional Counseling Performance Evaluation in order to measure students' ability to understand counseling theories and philosophy of counseling in a professional counseling relationship. The faculty found that students were successful in exhibiting these skills in COUN 5689 Clinical Practicum. Thus, 100% of graduate students met or exceeded expectations set by the Professional Counseling faculty on the Professional Counseling Performance Evaluation by demonstrating their ability to implement their counseling theory and philosophy in a professional counseling relationship. These findings indicate that students have a strong understanding of how to implement theory into a professional counseling relationship. Given these findings, students are successful and the faculty expects them to continue to be in this area given the rigor of the courses that prepare them to implement these skills. It is important to note that COUN 5689 is a gate keeping course and not all students are expected to pass the first time in the course as some students need additional time to grow and develop their counseling skills. Faculty members' consistent attention in the program courses to developing the skills assessed by the PCPE instrument have brought us to this high success rate on this method, which is evidence that our improvement efforts in this area have been successful.

**Outcome 2**
The graduate will demonstrate appropriate intervention strategies that integrate counseling theory, client assessment information, and accepted professional counseling skills while providing a safe and secure therapeutic environment.

**Outcome 2 - Method 1**
Of the Level III students enrolled in COUN 5689, 80% of these students will earn a passing score, as determined by the instructor, by completing a treatment plan in COUN 5689 by the first edit. The criteria for grading, as agreed upon by the faculty and represented in a rubric, will include a diagnosis and treatment plan for the client which reflects proper use of theory and assessment information.

**Outcome 2 - Method 1 - Result**
In the fall and spring semesters, 2013-2014, 38 graduate students were assessed using the rubric created by the Professional Counseling Faculty in order to measure students' ability to write a treatment plan in COUN 5689 Clinical Practicum by the second edit. The faculty found that 21/38 graduate students were successful in exhibiting the ability to write a treatment plan by the second edit. Thus 55.2% of graduate students met or exceeded expectations set by this rubric by demonstrating the ability to write a treatment plan. In previous years students had performed better in
After completing Level II coursework, 80% of students will earn a passing score of 11 of 17 items on the Counselor Preparation Comprehensive Examination in order to measure students' ability to demonstrate skills in utilizing professional counseling skills, counseling theory to develop interventions, and providing a therapeutic environment.

Outcome 2 - Method 2 - Result
In the fall and spring semesters, 2013-2014, graduate students were assessed using the Communication Skills and Abilities criteria on the Professional Counseling Performance Evaluation in order to measure students' ability to utilize professional counseling skills and counseling theory to develop interventions and provide a therapeutic environment. The faculty found that 159/163 graduate students were successful in exhibiting the expected skills included on the Communication Skills and Abilities criteria on the Professional Counseling Performance Evaluation. Thus 97.5% of graduate students met or exceeded expectations by demonstrating professional counseling skills and counseling theory to develop interventions and provide a therapeutic environment for clients. These findings indicate that students are able to provide professional counseling services to clients including implementing appropriate interventions that integrate client assessment information and counseling theory as well as providing a safe and secure therapeutic environment. Students will continue to excel in this area as they learn to utilize counseling skills taught in Level I courses and implemented in Level II & III courses.

Outcome 3
The graduate will demonstrate a working knowledge of ethical standards and an ability to exercise ethical and moral reasoning in matters relative to professional practice.

Outcome 3 - Method 1
After completing Level II coursework, 80% of Level II students will earn scores of 2 or 3 (ratings are 0-3) as determined by the instructor on the Professional Counseling Performance Evaluation, a program designed instrument created for the purpose of evaluating students in practice-related courses. The criteria for evaluation include the student's ability to demonstrate skills in utilizing professional counseling skills, counseling theory to develop interventions, and providing a therapeutic environment.

Outcome 2 - Method 2
After completing Level II and III coursework 80% of students will earn scores of 2 or 3 (ratings are 0-3) as determined by the instructor on the Professional Counseling Performance Evaluation, a program designed instrument created for the purpose of evaluating students in practice-related courses. The criteria for evaluation include the student's ability to demonstrate skills in utilizing professional counseling skills, counseling theory to develop interventions, and providing a therapeutic environment.

Outcome 3 - Method 1 - Result
In the fall and spring semesters, 2013-2014, 46 graduate students were assessed using the Professional Orientation subscale of the Counselor Preparation Comprehensive Examination Professional Orientation subscale. The Professional Orientation subscale evaluates students' knowledge of ethical standards and their ability to make ethical decisions as a professional counselor.

Outcome 3 - Method 2
Upon completion of Level II and III coursework, 80% of students will earn scores of 2 or 3 (ratings are 0-3) as determined by the instructor on the Professional Responsibility criteria on the Professional Counseling Performance Evaluation. Criteria include students' ability to conduct themselves ethically as professional counselors, as evaluated by their instructors.

Outcome 3 - Method 2 - Result
In the fall and spring semesters, 2013-2014, 163 graduate students were assessed using the Professional Responsibility criteria on the Professional Counseling Performance Evaluation in order to measure students' ability to conduct themselves ethically as professional counselors. The faculty found that 163/163 graduate students met or exceeded expectations by demonstrating their ability to conduct themselves ethically as professional counselors. These results indicate that 100% of students not only have a working knowledge of the ethical standards of professional counselors but are able to implement these skills as they exercise ethical and moral reasoning in matters related to professional practice. Students can improve in this area by continuing to engage in courses that require the use of their ethical reasoning skills.

Outcome 4
The graduate will demonstrate knowledge of basic statistics and research methodology sufficient to integrate research and data based decisions into professional practice.

Outcome 4 - Method 1
After completing Level II coursework, 80% of students will earn a passing score of 11 of 17 items on the Counselor Preparation Comprehensive Examination.
Examination, Appraisal and Research and Program Evaluation subscales. The Appraisal and Research and Program Evaluation subscales measure students' knowledge of statistics and research methodology and their ability to integrate this knowledge.

**Outcome 4 - Method 1 - Result**

In the fall and spring semesters, 2013-2014, 46 graduate students were assessed using the Research and Program Evaluation subscales on the Counselor Preparation Comprehensive Examination in order to measure students' knowledge of statistics and research methodology and their ability to integrate this knowledge. The faculty found that 40/46 graduate students earned a score of 11/17 on the Research and Program Evaluation subscale. Thus 86% of graduate students met or exceeded expectations on the Research and Program Evaluation subscale of the Counselor Preparation Comprehensive Examination by demonstrating their knowledge of statistics and research methodology and their ability to integrate this knowledge. These findings indicate that students struggle in obtaining these standards. Students can improve in this area by developing a more secure grasp on research concepts in order to be more successful in implementing them in practice.

**Outcome 4 - Method 2**

While enrolled in the Research course, during Level I coursework, 80% of Level I students will earn a score of 90% or higher on the midterm examination in COUN 5391, Research. This multiple choice and short answer exam evaluates the student's understanding of statistics and research methodology.

**Outcome 4 - Method 2 - Result**

In the fall and spring semesters, 2013-2014, 37 graduate students were assessed using the midterm examination in COUN 5391, Research, in order to measure students' understanding of statistics and research methodology. The faculty found that 27/37 (73%) of graduate students scored 90% or higher on this exam. These findings indicate students are struggling in obtaining these standards. Research is often challenging for our students, however it is important to note that 90% is a rather high standard and may be difficult for students to achieve.

**Outcome 5**

Graduates will demonstrate an understanding of diversity issues and an awareness of how they impact personal, professional and community relationships.

**Outcome 5 - Method 1**

After completing Level I and II coursework, 80% of Level II students will earn a passing score of 13 of 17 items on the Counselor Preparation Comprehensive Examination, Social and Cultural Foundations Evaluation subscale. This subscale evaluates the student's knowledge and understanding of diversity issues in relationships.

**Outcome 5 - Method 1 - Result**

In the fall and spring semesters of 2013-2014, 46 graduate students were assessed using the Social and Cultural Foundations Evaluation subscale of the Counselor Preparation Comprehensive Examination in order to measure students' knowledge and understanding of diversity issues in relationships. The faculty found that 26/46 graduate students earned a score of 13/17 on this subscale. Thus 56% of graduate students met or exceeded expectations by demonstrating their knowledge and understanding of diversity issues in relationships. These results indicate students did not meet the standards set by faculty. It is important to note that 43/46 students scored 10/17. Therefore while students did not meet the standard set by faculty they are doing well in this area. However, faculty would like to see students improving in this area by studying the ethical code and increasing their awareness of cultural and social issues.

**Outcome 5 - Method 2**

After completing, Level II and III coursework, 80% of students will earn scores of 2 or 3 (ratings, 0-3) as determined by the instructor on the Integrity criteria of the Professional Counseling Performance Evaluation. The Integrity section includes criteria such as the students' ability to demonstrate a respect for and understanding of diversity issues and how these impact relationships.

**Outcome 5 - Method 2 - Result**

In the fall and spring semesters of 2013-2014, 163 graduate students were assessed using the Integrity criteria on the Professional Counseling Performance Evaluation in order to measure students' ability to demonstrate a respect for and understanding of diversity issues and how these impact relationships. The faculty found that 163/163 graduate students earned a passing score on this subscale of the Professional Counseling Performance Evaluation. Thus, 100% of graduate students met or exceeded expectations by demonstrating a respect for and understanding of diversity issues and how these impact relationships. These findings indicate students have an awareness of diversity issues as well as the ability to implement this understanding into practice as a professional counselor. Due to student success in this area, faculty will discuss other student learning outcomes to measure for Diversity in order to make the best use of student learning.

**Outcome 6**

The graduate will demonstrate a commitment to becoming a responsible and contributing member of the counseling profession.

**Outcome 6 - Method 1**

After completing Level II and III coursework, 80% of students will earn a score of 2 or 3 (ratings, 0-3) as determined by the instructor on all criteria of
the Professional Counseling Performance Evaluation. Criteria for grading include all aspects of students conducting themselves as professional counselors including: Counseling Skills, Professional Responsibility, Competence, Maturity and Integrity. All students are required to achieve these scores initially and/or further demonstrate their professional commitment by entering into and completing a plan to improve.

**Outcome 6 - Method 1 - Result**

In the fall and spring semesters of 2013-2014, 163 graduate students were assessed using the criteria on the Professional Counseling Performance Evaluation in order to measure students’ ability to conduct themselves as professional counselors including: Counseling Skills, Professional Responsibility, Competence, Maturity and Integrity. The faculty found that 161/163 graduate students earned a passing score on the Professional Counseling Performance Evaluation. Thus 98% of graduate students met or exceeded expectations by demonstrating the skills of a professional counselor including; Counseling Skills, Professional Responsibility, Competence, Maturity and Integrity. This is an improvement from last year as 94% of students met the standard. These findings indicate students are able to implement the skills they learn in their clinical courses and thus conduct themselves as professional counselors. Given student success in this area, faculty will evaluate other areas to assess for next year, as this data indicates students have succeeded in this area. It is important to note that due to a shortage of faculty, we had several adjunct faculty teach clinical courses which could impact scores in this area as adjunct faculty do not always have as high a standard as full time faculty. The faculty will discuss ways to only use full time faculty of these courses, we have hired a new faculty member who will start in the fall.

**Outcome 6 - Method 2**

In COUN 5389, Site-based Internship, 80% of Level III students will successfully complete required hours and a positive evaluation by the site-supervisor, using a rubric designed by program faculty. The faculty found that 68/70 graduate students received positive evaluations from site supervisors. Thus, 97% of graduate students met or exceeded expectations by demonstrating their ability to conduct themselves as professional counselors. 65/70 students completed the hours required for internship, these students were unable to complete their hour requirement but still received positive reviews from their supervisors. These results indicate students are able to demonstrate a commitment to becoming a responsible and contributing members of the counseling profession. Given student success, faculty will evaluate if this outcome is providing us with the proper information to guide student learning. This course is the capstone of the program and it is critical to evaluate student learning at this point in the program.

**Outcome 7**

The graduate of the School Counseling emphasis will demonstrate the ability to design and implement a comprehensive developmental school counseling program.

**Outcome 7 - Method 1**

While enrolled in COUN 5328, Level I students in the school counseling emphasis will earn a score of 90% or higher according to the grading rubric set by the instructor of COUN 5328 Counseling in Schools on the semester project that includes designing a plan for a school counseling program. The criteria of the rubric includes indications of the student’s ability to determine and address the developmental needs of students in delivering services within the framework of a comprehensive developmental guidance and counseling program.

**Outcome 7 - Method 1 - Result**

In the fall and spring semesters of 2013-2014, 70 graduate students were assessed using a rubric designed by the program faculty for internship site supervisors to evaluate student interns in order to measure students’ ability to conduct themselves as professional counselors. The faculty found that 68/70 graduate students received positive evaluations from site supervisors. Thus, 97% of graduate students met or exceeded expectations by demonstrating their ability to conduct themselves as professional counselors. 65/70 students completed the hours required for internship, these students were unable to complete their hour requirement but still received positive reviews from their supervisors. These results indicate students are able to demonstrate a commitment to becoming a responsible and contributing members of the counseling profession. Given student success in this area, faculty will evaluate other areas to assess for next year, as this was successful for this particular group of students. This was a good change for student learning and is evidence that our improvement efforts are successful in this area.

**Outcome 7 - Method 2**

At the conclusion of Level III coursework, 80% of students in the School Counseling emphasis will earn a score of 90% or above on the Planning and Implementing the Developmental Guidance and Counseling Program domain of the Texas Examination of Educational Standards (TExES) for School Counselors. This certification exam is for school counselors only and is required by the State of Texas for school counselors. The exam covers the three domains of school counselor proficiencies as prescribed by the state. The Planning and Implementing the Developmental Guidance and Counseling Program Domain is 40% of the examination.

**Outcome 7 - Method 2 - Result**
In the fall and spring semesters of 2013-2014, 19 graduate students were assessed using the Texas Examination of Educational Standards (TEExES) for School Counselors. The faculty found that 12/19 of the students scored 88% or above on the Planning and Implementing the Developmental Guidance and Counseling Program domain. Thus 63% of the students met or exceeded the expectations and demonstrated their ability to plan and implement a developmental guidance and counseling program. These findings indicate that students struggled with these expectations this year. Our tenured school counseling faculty suddenly left the program in August 2013. Thus, faculty were left with teaching her courses. It is very difficult to find qualified school counseling faculty to prepare our students for this exam. We had a successful search and were able to hire a new tenure-track faculty member to start fall 2014 and are hopefully that she will be able to impact student learning in this area.

### Outcome 8

The academic program will promote and realize gains in student success.

#### Outcome 8 - Method 1

Student retention success will be measured by observing one year retention rates of students enrolled in the academic program from their freshman to sophomore year. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Rates of retention success will be expected to be at or above the university average for this level of program.

#### Outcome 8 - Method 1 - Result

The number of entering students enrolled in the academic program who returned the second year provided the data to assess retention. In this program, 21 of the 27 entering students in fall of 2013 returned for their second year in fall of 2014 for a one year retention rate of 77.8%. This did not exceed the university master's level average of 78.9% and did not meeting the expected target. The 2013-2014 retention rate did not exceed the 2012-2013 retention rate of 97.0%, showing a decline.

#### Outcome 8 - Method 2

Student graduation success will be measured by observing the number of graduates from the academic program in during the fall, spring, and summer semesters and comparing the number of graduates to the number of students enrolled in the program. Data will be obtained from the university’s certified enrollment records for the fall, spring, and summer semesters. The number of graduates is expected to be at or above the university rate of graduation for this level of program.

#### Outcome 8 - Method 2 - Result

The number of students graduating from the degree program during the 2013-2014 fall, spring, and summer semesters along with the total number of students enrolled in the program provided the data to assess student graduation success. In this program, xx of the xx students enrolled in the program graduated in the fall, spring, and summer semesters for a graduation percentage of xx.x%, exceeding the university Masters average of xx.x% and meeting the expected target. The percentage of graduates in 2013-2014 exceeded the xxx% of graduates in 2012-2013 showing an improvement.

### Outcome 9

The academic program will promote and realize diversity among its student population.

#### Outcome 9 - Method 1

Student gender diversity will be measured by reviewing the number and percentage of male and female students enrolled in the academic program during the fall semesters. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Student gender diversity will be expected to be balanced (50/50).

#### Outcome 9 - Method 1 - Result

The number male verses female students enrolled in the academic program during the 2013-2014 fall, spring, and summer semesters provided the gender data. In this program, 220 of the 263 students or 83.7% were female while 43 of the students or 16.3% were male providing an imbalanced gender distribution and not meeting the expected target. The percentage of female and male students in 2012-2013 was 81.9% and 18.1% respectively; thus, the male-female ratio has become less balanced in 2013-2014.

#### Outcome 9 - Method 2

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall semesters. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Student racial and ethnic diversity will be expected to mirror percentages in the population of students in the other Texas Emerging Research Universities.

#### Outcome 9 - Method 2 - Result

The number students of various ethnic backgrounds enrolled in the academic program during the 2013-2014 fall semester provided the data to assess ethnic and racial diversity. In this program, 8 of the 263 students or 3.0% (compared to 3.2% in 2012-2013) were African-American; 36 of the 263 students or 13.7% (compared to 14.9% in 2012-2013) were Hispanic; 184 of the 263 students or 70.0% (compared to 72.3% in 2012-2013) were White, non-Hispanic; 34 of the 1 students or 12.9% (compared to 8.8% in 2012-2013) were of other minority or unknown backgrounds; 1 of the 263 students or 0.4% (compared to 0.8% in 2012-2013) were of non-resident International students. During 2013-2014, the state of Texas
population consisted of 9.9% African American, 30.2% Hispanic, 38.5% White, non-Hispanic, 12.8% other minority or unknown background, and 8.6% were of non-resident International students. Thus, the data for this program indicate students represent a racial and ethnic diversity distribution different from that of other Texas Emerging Research Universities, also indicating that the program is meeting the expected target. Compared to 2012-2013, the student population in 2013-2014 appears to represent a more diverse background.

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We believe in and purpose to develop a well-prepared counselor who is involved in and committed to a process of intentional growth that promotes pro-social autonomy, lifelong learning, and ethical behavior. These ideals are fostered within a dynamic and multi-modal learning setting in which diversity, critical thinking, self-in-context, scholarship, praxis, and the creation and integration of knowledge are celebrated.

Evidence of Improvement

Based on a comparison of the 2011-2012 and 2012-2013 results, students are continuing to encounter academic rigor and high expectations for performance. In many areas students continued to perform well. In 2012 the faculty raised the expectations for Student Learning Outcomes. Therefore, the percentages of students meeting or exceeding expectations has decreased. However, students are continuing to make progress toward the expectations. On Outcomes 1, 3, 4, 5, 6, and 7 over 80% of students exceeded expectations. These results indicate that students are learning strong clinical skills and experiencing academic rigor that is appropriate at the graduate level. Students made an improvement indicating the adjustments faculty made to courses and evaluations were beneficial to student learning.

Action Plan

The faculty raised expectations in several areas because students had been doing so well and faculty wanted to continue to challenge students in their academic growth. Therefore, students did not meet expectations in several areas, most specifically in their scores on the Counselor Preparation Comprehensive Examination (CPCE) in several different subscales. Last year, the faculty made a change in the adjunct professor used in teaching the Appraisal course, and we received good feedback on this instructor and expect to see an improvement in the scores in this area soon. Students were far from reaching faculty expectation in the area of Helping Relationships on the CPCE. Faculty plan to look at the content covered in the course to make sure that it is inline with the expectations of the CPCE. Last year we also made a change on the expectations for the Treatment Plan in Outcome 2 Method 1. This year we changed the course that this assignment was given so that a full time faculty member would supervise this assignment. Results indicated that students did not meet this expectation where they had previously met the expectation with the adjunct professor teaching the course. So, while it is disappointing that students did not meet the expectation, faculty feel confident this was a good decision, as it is clear students are being more challenged by full time faculty. We hope to see more progress in this area in the future. Expectations in all areas of Student Learning Outcomes increased this year therefore the percentages of students meeting or exceeding expectations has fallen slightly. However, the faculty feel confident that by increasing academic rigor student learning will improve.

Outcome 1

The graduate will demonstrate knowledge of theoretical foundations of counseling, systematically articulate and demonstrate his/her own professional counseling philosophy, and integrate this philosophy into practice as measured below.

Outcome 1 - Method 1

After completing Level II coursework, 80% of Level II students will obtain a score of at least 15 out of 17 items on the Counselor Preparation Comprehensive Examination Helping Relationships subscale. This national examination is designed for counseling programs with subscales which match our accreditation standards. The Helping Relationship subscale evaluates the student's knowledge of counseling theories and the foundations of the counseling relationship.

Outcome 1 - Method 1 - Result

In the fall and spring semesters, 2012-2013, 39 graduate students were assessed using the Counselor Preparation Comprehensive Examination, Helping Relationships subscale, in order to measure students' ability to understand counseling theories and the foundations of the counseling relationship. The faculty set a standard that 80% of students would score 15/17 or higher. Results indicated that 2/39 students met this standard. Thus, 5% of graduate students met or exceeded expectations by demonstrating their knowledge of counseling theories and the foundations of the counseling relationship. These findings may indicate that faculty had unrealistic expectations of student performance. It is important to note that 89% of students scored 10/17 or above (which was the previous criteria) so while students may not have reached the new goal set by faculty they still did well in this area.

Outcome 1 - Method 2

After completing Level III coursework, 100% of Level III students will complete 40 hours of supervised direct client contact demonstrating their knowledge and understanding of their counseling theory and their own philosophy of counseling in a professional counseling relationship in COUN 5689, Clinical Practicum as evaluated by the instructor using the Professional Counseling Performance Evaluation (PCPE). This evaluation tool was
designed by the program faculty for the purpose of evaluating students in practice related courses. The criteria for evaluation include the students’ ability to demonstrate skills in utilizing professional counseling skills and counseling theory to develop interventions, and providing a therapeutic environment consistent with the students’ counseling theory. As indicated on the PCPE and the course syllabus all students must be rated a 2 or 3 on all areas rated to successfully complete the outcome and pass the course, COUN 5689.

**Outcome 1 - Method 2 - Result**

In the fall and spring semesters, 2012-2013, 17 graduate students were assessed using the Professional Counseling Performance Evaluation in order to measure students’ ability to apply their counseling theory and philosophy of counseling in a professional counseling relationship. The faculty found that 17/17 students were successful in exhibiting these skills in COUN 5689 Clinical Practicum. Thus, 100% of graduate students met or exceeded expectations set by the Professional Counseling faculty on the Professional Counseling Performance Evaluation by demonstrating their ability to implement their counseling theory and philosophy in a professional counseling relationship. These findings indicate that students have a strong understanding of how to implement theory into a professional counseling relationship. Given these findings students are successful and the faculty expects them to continue to be in this area given the rigor of the courses that prepare them to implement these skills. It is important to note that COUN 5689 is a gate keeping course and not all students are expected to pass the first time in the course as some students need additional time to grow and develop their counseling skills.

**Outcome 2**

The graduate will demonstrate appropriate intervention strategies that integrate counseling theory, client assessment information, and accepted professional counseling skills while providing a safe and secure therapeutic environment.

**Outcome 2 - Method 1**

All Level III students will earn a passing score, as determined by the instructor by completing a treatment plan in COUN 5689 by the second edit. The criteria for grading, as agreed upon by the faculty and represented in a rubric, will include a diagnosis and treatment plan for the client which reflects proper use of theory and assessment information.

**Outcome 2 - Method 1 - Result**

In the fall and spring semesters, 2012-2013, 17 graduate students were assessed using the rubric created by the Professional Counseling Faculty in order to measure students’ ability to write a treatment plan in COUN 5689 Clinical Practicum by the second edit. The faculty found that 13/17 graduate students were successful in exhibiting the ability to write a treatment plan by the second edit. Thus 76.4% of graduate students met or exceeded expectations by demonstrating the ability to write a treatment plan. These findings indicate students are struggling in this area.

**Outcome 2 - Method 2**

After completing Level II and III coursework, students will earn scores of 2 or 3 as determined by the instructor on the Communication Skills and Abilities criteria on the Professional Counseling Performance Evaluation, a program designed instrument created for the purpose of evaluating students in practice-related courses. The criteria for evaluation include the student’s ability to demonstrate skills in utilizing professional counseling skills, counseling theory to develop interventions, and providing a therapeutic environment.

**Outcome 2 - Method 2 - Result**

In the fall and spring semesters, 2012-2013, 124 graduate students were assessed using the Communication Skills and Abilities criteria on the Professional Counseling Performance Evaluation in order to measure students’ ability to utilize professional counseling skills and counseling theory to develop interventions and provide a therapeutic environment. The faculty found that 117/124 graduate students were successful in exhibiting the expected skills included on the Communication Skills and Abilities criteria on the Professional Counseling Performance Evaluation. Thus 94% of graduate students met or exceeded expectations by demonstrating professional counseling skills and counseling theory to develop interventions and provide a therapeutic environment for clients. These findings indicate that students are able to provide professional counseling services to clients including implementing appropriate interventions that integrate client assessment information and counseling theory as well as providing a safe and secure therapeutic environment. Students will continue to excel in this area as they learn to utilize counseling skills taught in Level I courses and implemented in Level II & III courses.

**Outcome 3**

The graduate will demonstrate a working knowledge of ethical standards and an ability to exercise ethical and moral reasoning in matters relative to professional practice.

**Outcome 3 - Method 1**

After completing Level II coursework, 80% of Level II students will earn a passing score of at least 15 of 17 items on the Counselor Preparation Comprehensive Examination Professional Orientation subscale. The Professional Orientation subscale evaluates students’ knowledge of ethical standards and their ability to make ethical decisions as a professional counselor.

**Outcome 3 - Method 1 - Result**

In the fall and spring semesters, 2012-2013, 39 graduate students were assessed using the Professional Orientation subscale of the Counselor Preparation Comprehensive Examination in order to measure students’ knowledge of ethical standards and their ability to make ethical decisions as
a professional counselor. The faculty set a standard that 80% of students would score 15 of 17 points or higher on this subscale. The faculty found that 17/39 graduate students were successful in earning 15/17 points on the Professional Orientation subscale of this examination. Thus, 44% of graduate students met or exceeded expectations by demonstrating their knowledge of ethical standards and their ability to make ethical decisions as a professional counselor. It is important to note that 39/39 students scored 10/17 on this subscale (the previous criteria) which indicates students are doing well but are not achieving at the new standards set by faculty.

**Outcome 3 - Method 2**

Upon completion of Level II and III coursework students will earn scores of 2 or 3 as determined by the instructor on the Professional Responsibility criteria on the Professional Counseling Performance Evaluation. Criteria include students’ ability to conduct themselves ethically as professional counselors, as evaluated by their instructors.

**Outcome 3 - Method 2 - Result**

In the fall and spring semesters, 2012-2013, 124 graduate students were assessed using the Professional Responsibility criteria on the Professional Counseling Performance Evaluation in order to measure students’ ability to conduct themselves ethically as professional counselors. The faculty found that 123/124 graduate students met or exceeded expectations by demonstrating their ability to conduct themselves ethically as professional counselors. These results indicate that 99% of students not only have a working knowledge of the ethical standards of professional counselors but are able to implement these skills as they exercise ethical and moral reasoning in matters related to professional practice. Students can improve in this area by continuing to engage in courses that require the use of their ethical reasoning skills.

**Outcome 4**

The graduate will demonstrate knowledge of basic statistics and research methodology sufficient to integrate research and data based decisions into professional practice.

**Outcome 4 - Method 1**

After completing Level II coursework, students will earn a passing score of 11 of 17 items on the Counselor Preparation Comprehensive Examination, Appraisal and Research and Program Evaluation subscales. The Appraisal and Research and Program Evaluation subscales measure students’ knowledge of statistics and research methodology and their ability to integrate this knowledge.

**Outcome 4 - Method 1 - Result**

In the fall and spring semesters, 2012-2013, 39 graduate students were assessed using the Appraisal and Research and Program Evaluation subscales on the Counselor Preparation Comprehensive Examination in order to measure students’ knowledge of statistics and research methodology and their ability to integrate this knowledge. The faculty found that 29/39 graduate students earned a score of 11/17 on the Appraisal subscale and 31/39 graduate students earned a score of 11/17 on the Research and Program Evaluation subscale. Thus 75% of graduate students met or exceeded expectations using the Counselor Preparation Comprehensive Examination Appraisal subscale and 79% of graduate students met or exceeded expectations on the Research and Program Evaluation subscale of the Counselor Preparation Comprehensive Examination by demonstrating their knowledge of statistics and research methodology and their ability to integrate this knowledge. These findings indicate that students struggle in obtaining these standards. Students can improve in this area by developing a more secure grasp on the appraisal and research concepts in order to be more successful in implementing them in practice.

**Outcome 4 - Method 2**

While enrolled in the Research course, during Level I coursework, 80% of Level I students will earn a score of 90% or higher on the midterm examination in COUN 5391, Research. This multiple choice and short answer exam evaluates the student's understanding of statistics and research methodology.

**Outcome 4 - Method 2 - Result**

In the fall and spring semesters, 2012-2013, 39 graduate students were assessed using the midterm examination in COUN 5391, Research in order to measure students’ understanding of statistics and research methodology. The faculty found that 33/39 (85%) of graduate students scored 90% or higher on this exam. Thus, students exceeded these expectations by demonstrating their understanding of statistics and research methodology. The faculty is pleased with these results indicating students have a solid understanding of basic statistics and research methodology sufficient to integrate research and data based decisions into professional practice. Students are doing well in this area and faculty expect them to continue to do so.

**Outcome 5**

Graduates will demonstrate an understanding of diversity issues and an awareness of how they impact personal, professional and community relationships.

**Outcome 5 - Method 1**

After completing Level I and II coursework, 80% of Level II students will earn a passing score of 13 of 17 items on the Counselor Preparation Comprehensive Examination, Social and Cultural Foundations Evaluation subscale. This subscale evaluates the student's knowledge and understanding of diversity issues in relationships.
Outcome 5 - Method 1 - Result

In the fall and spring semesters of 2012-2013, 39 graduate students were assessed using the Social and Cultural Foundations Evaluation subscale of the Counselor Preparation Comprehensive Examination in order to measure students' knowledge and understanding of diversity issues in relationships. The faculty found that 13/39 graduate students earned a score of 13/17 on this subscale. Thus 33% of graduate students met or exceeded expectations by demonstrating their knowledge and understanding of diversity issues in relationships. These results indicate students did not meet the standards set by faculty. It is important to note that 33/39 students scored 10/17 (the previous criteria). Therefore while students did not meet the new standard set by faculty they are doing well in this area. However, faculty would like to see students improving in this area by studying the ethical code and increasing their awareness of cultural and social issues.

Outcome 5 - Method 2

After completing Level II and III coursework, 80% of students will earn scores of 2 or 3 as determined by the instructor on the Integrity criteria of the Professional Counseling Performance Evaluation. The Integrity section includes criteria such as the students' ability to demonstrate a respect for and understanding of diversity issues and how these impact relationships.

Outcome 6

The graduate will demonstrate a commitment to becoming a responsible and contributing member of the counseling profession.

Outcome 6 - Method 1

After completing Level II and III coursework, 80% of students will earn a score of 2 or 3 as determined by the instructor on all criteria of the Professional Counseling Performance Evaluation. Criteria for grading include all aspects of students conducting themselves as professional counselors including: Counseling Skills, Professional Responsibility, Competence, Maturity and Integrity. All students are required to achieve these scores initially and/or further demonstrate their professional commitment by entering into and completing a plan to improve.

Outcome 6 - Method 1 - Result

In the fall and spring semesters of 2012-2013, 124 graduate students were assessed using the criteria on the Professional Counseling Performance Evaluation in order to measure students' ability to demonstrate a respect for and understanding of diversity issues and how these impact relationships. The faculty found that 124/124 graduate students earned a passing score on this subscale of the Professional Counseling Performance Evaluation. Thus, 100% of graduate students met or exceeded expectations by demonstrating a respect for and understanding of diversity issues and how these impact relationships. These findings indicate students are developing an awareness of diversity issues as well as the ability to implement this understanding into practice as a professional counselor. Students are doing well in this area.

Outcome 6 - Method 2

In the fall and spring semesters of 2012-2013, 124 graduate students were assessed using the criteria on the Professional Counseling Performance Evaluation in order to measure students' ability to conduct themselves as professional counselors including: Counseling Skills, Professional Responsibility, Competence, Maturity and Integrity. The faculty found that 117/124 graduate students earned a passing score on the Professional Counseling Performance Evaluation. Thus 94% of graduate students met or exceeded expectations by demonstrating the skills of a professional counselor including; Counseling Skills, Professional Responsibility, Competence, Maturity and Integrity. These findings indicate students are able to implement the skills they learn in their clinical courses and thus conduct themselves as professional counselors.

Outcome 6 - Method 2 - Result

In COUN 5389, Site-based Internship, all Level III students will successfully complete required hours and a positive evaluation by the site-supervisor, using a rubric designed by program faculty. The rubric will measure the student's ability to apply theory to the client, conceptualization skills, use of appropriate counseling skills, assessments, self-awareness, openness to supervision/feedback, professional demeanor, and application of the Code of Ethics.

Outcome 6 - Method 2 - Result

In the fall and spring semesters of 2012-2013, 31 graduate students were assessed using a rubric designed by the program faculty for internship site supervisors to evaluate student interns in order to measure students' ability to conduct themselves as professional counselors. The faculty found that 31/31 graduate students received positive evaluations from site supervisors. Thus, 100% of graduate students met or exceeded expectations by demonstrating their ability to conduct themselves as professional counselors. 24/31 students completed the hours required for internship, these students were unable to complete their hour requirement but still received positive reviews from their supervisors. These results indicate students are able to demonstrate a commitment to becoming a responsible and contributing members of the counseling profession.

Outcome 7

The graduate of the School Counseling emphasis will demonstrate the ability to design and implement a comprehensive developmental school counseling program.

Outcome 7 - Method 1

While enrolled in COUN 5328, Level I students in the school counseling emphasis will earn a score of 90% or higher according to the grading rubric.
set by the instructor of COUN 5328 Counseling in Schools on the semester project that includes designing a plan for a school counseling program. The criteria of the rubric includes indications of the student's ability to determine and address the developmental needs of students in delivering services within the framework of a comprehensive developmental guidance and counseling program.

**Outcome 7 - Method 1 - Result**

In the fall and spring semesters of 2012-2013, 26 graduate students were assessed using a rubric designed by the program faculty for school counselors on the semester project to evaluate students’ ability to design a plan for a school counseling program. The faculty found that 23/26 students scored 90% or higher on this assignment. Thus 88% of graduate students met or exceeded expectations by demonstrating their ability to design a comprehensive school counseling program. These findings indicate students have a strong understanding of school counseling programs and are able to design a comprehensive developmental school counseling program. Students can improve in this area in attending to the detail necessary to design a comprehensive school counseling guidance program.

**Outcome 7 - Method 2**

At the conclusion of Level III coursework, 80% of students in the School Counseling emphasis will earn a score of 90% or above on the Planning and Implementing the Developmental Guidance and Counseling Program domain of the Texas Examination of Educational Standards (TExES) for School Counselors. This certification exam is for school counselors only and is required by the State of Texas for school counselors. The exam covers the three domains of school counselor proficiencies as prescribed by the state. The Planning and Implementing the Developmental Guidance and Counseling Program Domain is 40% of the examination.

**Outcome 7 - Method 2 - Result**

In the fall and spring semesters of 2011-2012, 9 graduate students were assessed using the Texas Examination of Educational Standards (TExES) for School Counselors. The faculty found that 8/9 of the students scored 90% or above on the Planning and Implementing the Developmental Guidance and Counseling Program domain. Thus 88% of the students met or exceeded the expectations and demonstrated their ability to plan and implement a developmental guidance and counseling program. These findings indicate that students have a strong understanding of the developmental guidance program and are able to plan and implement one accordingly.

**Outcome 8**

The academic program will promote and realize gains in student success.

**Outcome 8 - Method 1**

Student retention success will be measured by observing one year retention rates of students enrolled in the academic program from their freshman to sophomore year. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Rates of retention success will be expected to be at or above the university average for this level of program.

**Outcome 8 - Method 1 - Result**

The number of entering students enrolled in the academic program who returned the second year provided the data to assess retention. In this program, 32 of the 33 entering students in fall of 2011 returned for their second year in fall of 2012 for a one year retention rate of 97.0%, exceeding the university Master’s degree average of 77.0% and meeting the expected target. This was the first year to collect data on this measure. Data will serve as baseline data for future outcome assessment reports.

**Outcome 8 - Method 2**

Student graduation success will be measured by observing the number of graduates from the academic program in during the fall, spring, and summer semesters and comparing the number of graduates to the number of students enrolled in the program. Data will be obtained from the university’s certified enrollment records for the fall, spring, and summer semesters. The number of graduates is expected to be at or above the university rate of graduation for this level of program.

**Outcome 8 - Method 2 - Result**

The number of students graduating from the degree program during the 2012-2013 fall, spring, and summer semesters along with the total number of students enrolled in the program provided the data to assess student graduation success. In this program, 54 of the 249 students enrolled in the program graduated in the fall, spring, and summer semesters for a graduation percentage of 21.7%, below the university Master’s degree average of 39.7% and not meeting the expected target. This was the first year to collect data on this measure. Data will serve as baseline data for future outcome assessment reports.

**Outcome 9**

The academic program will promote and realize diversity among its student population.

**Outcome 9 - Method 1**

Student gender diversity will be measured by reviewing the number and percentage of male and female students enrolled in the academic program during the fall semesters. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Student gender diversity will be expected to be balanced (50/50).
The number male verses female student enrolled in the academic program during the 2012 fall semester provided the gender data. In this program, 204 of the 249 students or 81.9% were female while 45 of the students or 18.1% were male providing an imbalanced gender distribution and not meeting the expected target. This was the first year to collect data on this measure, and data will serve as baseline data for future outcome assessment reports.

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall semesters. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Student racial and ethnic diversity will be expected to mirror percentages in the population of students in the other Texas Emerging Research Universities.

The number students of various ethnic backgrounds enrolled in the academic program during the 2012 fall semester provided the data to assess ethnic and racial diversity. In this program, 8 of the 249 students or 3.2% were African-American; 37 students or 14.9% were Hispanic; 180 students or 72.3% were White, non-Hispanic; 22 students or 8.8% were of other minority or unknown backgrounds; and 2 students or 0.8% were of non-resident International students. During 2012-2013, student enrollment in other Texas Emerging Research Universities consisted of 9.9% Black, non-Hispanic, 29.0% Hispanic, 40.0% White, non-Hispanic, 13.0% other minority or unknown background; and 8.1% were of non-resident International students. Thus, the data for this program indicate students represent a racial and ethnic diversity distribution different from that of other Texas Emerging Research Universities, also indicating that the program is not meeting the expected target. This was the first year to collect data on this measure, and data will serve as baseline data for future outcome assessment reports.

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Mission Statement

We believe in and purpose to develop a well-prepared counselor who is involved in and committed to a process of intentional growth that promotes pro-social autonomy, lifelong learning, and ethical behavior. These ideals are fostered within a dynamic and multi-modal learning setting in which diversity, critical thinking, self-in-context, scholarship, praxis, and the creation and integration of knowledge are celebrated.

Evidence of Improvement

Based on a comparison of the 2010-2011 and 2011-2012 results, students are continuing to encounter academic rigor and high expectations for performance. In many areas students continued to perform well. In 2011 the faculty raised the expectations for Student Learning Outcomes therefore, the percentages of students meeting or exceeding expectations has decreased slightly however students are continuing to make progress toward the expectations. On Outcomes 1,2,3,5,6, and 7 over 80% of students exceeded expectations. These results indicate that students are learning clinical skills and are experiencing academic rigor that is appropriate at the graduate level. These results are consistent with the 2010-2011 results where 80% of students exceeded expectations on Outcomes 1,2,3,6 and 7. Students made improvements in Outcome 3 Method 1 indicating students are demonstrating strong communication skills in counseling. Students improved in Outcome 4 Method 1 in the Research Relationships subscale of the Counselor Preparation Comprehensive Examination. Students also improved on Outcome 5 Method 1 indicating students have a good understanding of cultural and diversity issues in counseling. In each of these areas student made an improvement indicating the adjustments faculty made to courses and evaluations were beneficial to student learning.

Action Plan

Based on this data, students preformed below expectation on Outcome 4 on the Appraisal subscale of the Counselor Preparation Comprehensive Examination, only 63% of students met expectations in this area. In 2010-2011, 72% of students met expectations in this area. The faculty is evaluating the Appraisal course to determine if it appropriately prepares students for the Counselor Preparation Comprehensive Examination. The faculty have made a change in adjunct instructors for this course and are confident the new instructor will facilitate student learning. In our effort to continue to improve student learning the faculty have decreased the number of adjuncts we use and those that are used are assigned a full time faculty mentor who assists with course preparation. In faculty meeting we plan to discuss student progress on the Counseling Preparation Comprehensive Examination and make plans to assist in student progress. Expectations in all areas of Student Learning Outcomes increased this year therefore the percentages of students meeting or exceeding expectations has fallen slightly. However, the faculty feel confident in increasing academic rigor ultimately increasing student learning.

Outcome 1

The graduate will demonstrate knowledge of theoretical foundations of counseling, systematically articulate and demonstrate his/her own professional counseling philosophy, and integrate this philosophy into practice as measured below.

Outcome 1 - Method 1

All Level II students will obtain a passing score of at least 11 out of 17 items on the Counselor Preparation Comprehensive Examination Helping Relationships subscale. This national examination is designed for counseling programs with subscales which match our accreditation standards. The Helping Relationship subscale evaluates the student's knowledge of counseling theories and the foundations of the counseling relationship.

Outcome 1 - Method 1 - Result

In the fall and spring semesters, 2011-2012, 35 graduate students were assessed using the Counselor Preparation Comprehensive Examination, Helping Relationships subscale, in order to measure students' ability to understand counseling theories and the foundations of the counseling relationship. The faculty found that 33/35 students passed this subscale. Thus, 94.2% of graduate students met or exceeded expectations by demonstrating their knowledge of counseling theories and the foundations of the counseling relationship. These findings indicate students have a strong understanding of counseling theories which will enable students to integrate counseling theory into their philosophy of counseling.

Outcome 1 - Method 2

All Level III students will complete 40 hours of supervised direct client contact demonstrating their knowledge and understanding of their counseling theory and their own philosophy of counseling in a professional counseling relationship in COUN 5689, Clinical Practicum as evaluated by the instructor using the Professional Counseling Performance Evaluation (PCPE). This evaluation tool was designed by the program faculty for the purpose of evaluating students in practice related courses. The criteria for evaluation include the students' ability to demonstrate skills in utilizing professional counseling skills and counseling theory to develop interventions, and providing a therapeutic environment consistent with the students'
counseling theory. As indicated on the PCPE and the course syllabus all students must be rated a 2 or 3 on all areas rated to successfully complete the outcome and pass the course, COUN 5689.

**Outcome 1 - Method 2 - Result**

In the fall and spring semesters, 2011-2012, 33 graduate students were assessed using the Professional Counseling Performance Evaluation in order to measure students’ ability to apply their counseling theory and philosophy of counseling in a professional counseling relationship. The faculty found that 30/33 students were successful in exhibiting these skills in COUN 5689 Clinical Practicum. Thus, 91% of graduate students met or exceeded expectations set by the Professional Counseling faculty on the Professional Counseling Performance Evaluation by demonstrating their ability to implement their counseling theory and philosophy in a professional counseling relationship. These findings indicate that students have a strong understanding of how to implement theory into a professional counseling relationship. Given these findings students are successful and the faculty expects them to continue to be in this area given the rigor of the courses that prepare them to implement these skills. It is important to note that COUN 5689 is a gate keeping course and not all students are expected to pass the first time in the course as some students need additional time to grow and develop their counseling skills.

**Outcome 2**

The graduate will demonstrate appropriate intervention strategies that integrate counseling theory, client assessment information, and accepted professional counseling skills while providing a safe and secure therapeutic environment.

**Outcome 2 - Method 1**

All Level I students will score 90% or above on the treatment plan in COUN 5359: Abnormal Behavior. The criteria for grading, as agreed upon by the faculty and represented in a rubric, will include a completed intake, diagnosis and treatment plan for the client which reflects proper use of theory and assessment information.

**Outcome 2 - Method 1 - Result**

In the fall and spring semesters, 2011-2012, 48 graduate students were assessed using the rubric created by the Professional Counseling Faculty in order to measure students’ ability to write a treatment plan in COUN 5359 Abnormal Behavior. The faculty found that 48/48 graduate students were successful in exhibiting the ability to write a treatment plan. Thus 100% of graduate students met or exceeded expectations set by this rubric by demonstrating the ability to write a treatment plan. These findings indicate students have an understanding of how to write treatment plans for clients in a professional counseling relationship which require students to use client assessment information and appropriate intervention strategies for clients. Students will continue to excel in this area as they learn to integrate theory, assessment and intervention strategies in their work with clients.

**Outcome 2 - Method 2**

All Level II and III students will earn scores of 2 or 3 as determined by the instructor on the Communication Skills and Abilities criteria on the Professional Counseling Performance Evaluation, a program designed instrument created for the purpose of evaluating students in practice-related courses. The criteria for evaluation include the student's ability to demonstrate skills in utilizing professional counseling skills, counseling theory to develop interventions, and providing a therapeutic environment.

**Outcome 2 - Method 2 - Result**

In the fall and spring semesters, 2011-2012, 134 graduate students were assessed using the Communication Skills and Abilities criteria on the Professional Counseling Performance Evaluation in order to measure students’ ability to utilize professional counseling skills and counseling theory to develop interventions and provide a therapeutic environment. The faculty found that 126/134 graduate students were successful in exhibiting the expected skills included on the Communication Skills and Abilities criteria on the Professional Counseling Performance Evaluation. Thus 94% of graduate students met or exceeded expectations by demonstrating professional counseling skills and counseling theory to develop interventions and provide a therapeutic environment for clients. These findings indicate that students are able to provide professional counseling services to clients including implementing appropriate interventions that integrate client assessment information and counseling theory as well as providing a safe and secure therapeutic environment. Students will continue to excel in this area as they learn to utilize counseling skills taught in Level I courses and implemented in Level II & III courses.

**Outcome 3**

The graduate will demonstrate a working knowledge of ethical standards and an ability to exercise ethical and moral reasoning in matters relative to professional practice.

**Outcome 3 - Method 1**

All Level II students will earn a passing score of at least 11 of 17 items on the Counselor Preparation Comprehensive Examination Professional Orientation subscale. The Professional Orientation subscale evaluates students’ knowledge of ethical standards and their ability to make ethical decisions as a professional counselor.

**Outcome 3 - Method 1 - Result**
In the fall and spring semesters, 2011-2012, 35 graduate students were assessed using the Professional Orientation subscale of the Counselor Preparation Comprehensive Examination in order to measure students' knowledge of ethical standards and their ability to make ethical decisions as a professional counselor. The faculty found that 35/35 graduate students were successful in earning a passing score on the Professional Orientation subscale of this examination. Thus, 100% of graduate students met or exceeded expectations by demonstrating their knowledge of ethical standards and their ability to make ethical decisions as a professional counselor. These findings indicate faculty are preparing students to demonstrate a working knowledge of ethical standards and an ability to exercise ethical and moral reasoning in matters relative to professional counseling practice.

**Outcome 3 - Method 2**

All Level II and III students will earn scores of 2 or 3 as determined by the instructor on the Professional Responsibility criteria on the Professional Counseling Performance Evaluation. Criteria include students' ability to conduct themselves ethically as professional counselors, as evaluated by their instructors.

**Outcome 3 - Method 2 - Result**

In the fall and spring semesters, 2011-2012, 134 graduate students were assessed using the Professional Responsibility criteria on the Professional Counseling Performance Evaluation in order to measure students' ability to conduct themselves ethically as professional counselors. The faculty found that 132/134 graduate students met or exceeded expectations by demonstrating their ability to conduct themselves ethically as professional counselors. These results indicate students not only have a working knowledge of the ethical standards of professional counselors but are able to implement these skills as they exercise ethical and moral reasoning in matters related to professional practice. Students can improve in this area by continuing to engage in courses that require the use of their ethical reasoning skills.

**Outcome 4**

The graduate will demonstrate knowledge of basic statistics and research methodology sufficient to integrate research and data based decisions into professional practice.

**Outcome 4 - Method 1**

All Level II students will earn a passing score of 11 of 17 items on the Counselor Preparation Comprehensive Examination, Appraisal and Research and Program Evaluation subscales. The Appraisal and Research and Program Evaluation subscales measure students' knowledge of statistics and research methodology and their ability to integrate this knowledge.

**Outcome 4 - Method 1 - Result**

In the fall and spring semesters, 2011-2012, 35 graduate students were assessed using the Appraisal and Research and Program Evaluation subscales on the Counselor Preparation Comprehensive Examination in order to measure students’ knowledge of statistics and research methodology and their ability to integrate this knowledge. The faculty found that 22/35 graduate students earned a passing score on the Appraisal subscale and 33/35 graduate students earned a passing score on the Research and Program Evaluation subscale. Thus 63% of graduate students met or exceeded expectations using the Counselor Preparation Comprehensive Examination Appraisal subscale and 94% of graduate students met or exceeded expectations on the Research and Program Evaluation subscale of the Counselor Preparation Comprehensive Examination by demonstrating their knowledge of statistics and research methodology and their ability to integrate this knowledge. These findings indicate that students have a good understanding of basic statistics and research methodology and are thus able to implement this knowledge in professional practice. Students can improve in this area by developing a more secure grasp on the appraisal concepts in order to be more successful in implementing them in practice.

**Outcome 4 - Method 2**

All Level I students will earn a score of 90% or higher on the midterm examination in COUN 5391, Research. This multiple choice and short answer exam evaluates the student's understanding of statistics and research methodology.

**Outcome 4 - Method 2 - Result**

In the fall and spring semesters, 2011-2012, 25 graduate students were assessed using the midterm examination in COUN 5391, Research in order to measure students' understanding of statistics and research methodology. The faculty found that 24/25 graduate students scored 90% or higher on this exam. Thus, 96% of graduate students met or exceeded expectations by demonstrating their understanding of statistics and research methodology. The faculty is pleased with these results indicating students have a solid understanding of basic statistics and research methodology sufficient to integrate research and data based decisions into professional practice. Students are doing well in this area and faculty expect them to continue to do so.

**Outcome 5**

Graduates will demonstrate an understanding of diversity issues and an awareness of how they impact personal, professional and community relationships.

**Outcome 5 - Method 1**

All Level II students will earn a passing score of 11 of 17 items on the Counselor Preparation Comprehensive Examination, Social and Cultural
Foundations Evaluation subscale. This subscale evaluates the student's knowledge and understanding of diversity issues in relationships.

Outcome 5 - Method 1 - Result
In the fall and spring semesters of 2011-2012, 35 graduate students were assessed using the Social and Cultural Foundations Evaluation subscale of the Counselor Preparation Comprehensive Examination in order to measure students' knowledge and understanding of diversity issues in relationships. The faculty found that 30/35 graduate students earned a passing score on this subscale. Thus 86% of graduate students met or exceeded expectations by demonstrating their knowledge and understanding of diversity issues in relationships. These results indicate students have a strong awareness of diversity issues and how they impact personal, professional and community relationships. Students are doing well in this area and can continue to challenge themselves for greater awareness and competencies. Students can continue to improve in this area in studying the ethical code and increasing their awareness of cultural and social issues.

Outcome 5 - Method 2
All Level II and III students will earn scores of 2 or 3 as determined by the instructor on the Social and Cultural Foundations Evaluation subscale.

Outcome 6 - Method 1
All Level II and III students will earn a score of 2 or 3 as determined by the instructor on all criteria of the Professional Counseling Performance Evaluation. Criteria for grading include all aspects of students conducting themselves as professional counselors including: Counseling Skills, Professional Responsibility, Competence, Maturity and Integrity. All students are required to achieve these scores initially and/or further demonstrate their professional commitment by entering into and completing a plan to improve.

Outcome 6 - Method 1 - Result
In the fall and spring semesters of 2011-2012, 134 graduate students were assessed using the criteria on the Professional Counseling Performance Evaluation in order to measure students' ability to demonstrate a respect for and understanding of diversity issues and how these impact relationships. The faculty found that 123/134 graduate students earned a passing score on this subscale of the Professional Counseling Performance Evaluation. Thus, 92% of graduate students met or exceeded expectations by demonstrating a respect for and understanding of diversity issues and how these impact relationships. These findings indicate students are developing an awareness of diversity issues as well as the ability to implement this understanding into practice as a professional counselor. Students are doing well in this area.

Outcome 6 - Method 2
Successful completion of required hours and evaluation by the site-supervisor, using a rubric designed by program faculty. In COUN 5389, Site-Based Internship for all Level III students. The rubric will measure the student's ability to apply theory to the client, conceptualization skills, use of appropriate counseling skills, assessments, self-awareness, openness to supervision/feedback, professional demeanor, application of Code of Ethics.

Outcome 6 - Method 2 - Result
In the fall and spring semesters of 2011-2012, 68 graduate students were assessed using a rubric designed by the program faculty for internship site supervisors to evaluate student interns in order to measure students' ability to conduct themselves as professional counselors. The faculty found that 65/68 graduate students received positive evaluations from site supervisors. Thus, 96% of graduate students met or exceeded expectations by demonstrating their ability to conduct themselves as professional counselors. 65/68 students completed the hours required for internship, one student who did not complete her hours was required by her doctor to go on bed rest and therefore was unable to complete the internship requirements, and the other two students were unable to complete their hour requirement but still received positive reviews from their supervisors. These results indicate students are able to demonstrate a commitment to becoming a responsible and contributing member of the counseling profession.
The graduate of the School Counseling emphasis will demonstrate the ability to design and implement a comprehensive developmental school counseling program.

Outcome 7 - Method 1

All Level I students in the school counseling emphasis will earn a score of 90% or higher according to the grading rubric set by the instructor of COUN 5328 Counseling in Schools on the semester project that includes designing a plan for a school counseling program. The criteria of the rubric includes indications of the student's ability to determine and address the developmental needs of students in delivering services within the framework of a comprehensive developmental guidance and counseling program.

Outcome 7 - Method 1 - Result

In the fall and spring semesters of 2011-2012, 26 graduate students were assessed using a rubric designed by the program faculty for school counselors on the semester project to evaluate students' ability to design a plan for a school counseling program. The faculty found that 26/26 students scored 90% or higher on this assignment. Thus 100% of graduate students met or exceeded expectations by demonstrating their ability to design a comprehensive school counseling program. These findings indicate students have a strong understanding of school counseling programs and are able to design a comprehensive developmental school counseling program. Students can improve in this area in attending to the detail necessary to design a comprehensive school counseling guidance program.

Outcome 7 - Method 2

All Level III students in the School Counseling emphasis will earn a score of 90% or above on the Planning and Implementing the Developmental Guidance and Counseling Program domain of the Texas Examination of Educational Standards (TExES) for School Counselors. This certification exam is for school counselors only and is required by the State of Texas for school counselors. The exam covers the three domains of school counselor proficiencies as prescribed by the state. The Planning and Implementing the Developmental Guidance and Counseling Program Domain is 40% of the examination.

Outcome 7 - Method 2 - Result

In the fall and spring semesters of 2011-2012, 10 graduate students were assessed using the Texas Examination of Educational Standards (TExES) for School Counselors. The faculty found that 9/10 of the students scored 90% or above on the Planning and Implementing the Developmental Guidance and Counseling Program domain. Thus 90% of the students met or exceeded the expectations and demonstrated their ability to plan and implement a developmental guidance and counseling program. These findings indicate that students have a strong understanding of the developmental guidance program and are able to plan and implement one accordingly.

Approval History

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<th>Approval History Event</th>
<th>Approver</th>
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<tr>
<td>Outcomes Approved Level 1</td>
<td>Linda Homeyer (lh10)</td>
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<tr>
<td>Outcomes Approved Level 2</td>
<td>Delbert Carpenter (sc33)</td>
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<tr>
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