

Annual Program Evaluation Report

2023-24 Academic Year

University of Houston – Victoria

Professional Counseling Program

Department of Health and Human Performance, Nursing, and Counseling

College of Education and Health Professions

Professional Counseling Program Mission Statement

The mission of the Professional Counseling Program at UHV is to educate, train, and mentor students from diverse backgrounds to earn a master's degree in Clinical Mental Health Counseling or Professional School Counseling.

Vital Statistics

STUDENT DEMOGRAPHICS

Total enrollment 63

	Male	Female	Non-Binary/Gender Fluid
Asian	0	5	0
Black	1	9	0
Hispanic	3	17	0
Two or more	1	2	0
Unknown	2	1	0
White	3	17	0
International Student	0	0	0
Active Duty Military	0	0	0
Veteran	1	1	0
With a Disability	0	0	0
Total	11	52	

ADMISSIONS

Fall 2023 Cohort

Applications received	110
Students accepted	36
Students enrolled	36

COUNSELING PROFESSIONAL COMPREHENSIVE EXAMINATION (CPCE)

Twenty students took the test and 17 achieved a passing score for a passing rate of 85%.

GRADUATE OUTCOMES

Degree completion rate	
Clinical Mental Health	67%
School Counseling	100%
National Counseling Exam passing rate	91% (10/11 students)
School Certification exam passing rate	100% (9/9 students)
Employment and doctoral admission rate	no data available

FACULTY

The program is committed to the recruitment and retention of a diverse faculty body. During the 2023-24 academic year, the program had a total of 5 faculty members.

Faculty demographics are presented below:

	Male	Female	Non-Binary/Gender Fluid
Asian		1	
Black		1	
Hispanic			
Two or More	1	2	
White			

Program Evaluation

Counseling for Accreditation of Counseling and Related Educational Programs (CACREP)

The M.S. programs in Professional School Counseling and Clinical Mental Health Counseling at the University of Houston – Victoria are accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The School Counseling Program was initially accredited on January 17, 2009 and the Clinical Mental Health Counseling Program attained accreditation on January 7, 2015. Both programs have continuously maintained the accreditation and will seek reaffirmation of the accreditation through the self study process prior to October 31, 2026. Both programs are currently accredited under the 2016 Standards.

The 2024 Standards were approved in February 2023 and went into effect July 1, 2024. The faculty spent much of the 2023-24 academic year reviewing the new standards and adapting the Professional Counseling Program to meet the new standards. This included realigning the curriculum standards and developing a new program evaluation plan, which went into effect with the Fall 2024 semester. The plan was developed with the assistance of a CACREP consultant in an all-day faculty retreat held on January 10, 2024 resulting in the writing of the Program Learning Outcomes and Student Learning Outcomes.

During the 2023-24 academic year, the Counseling Program faculty engaged in a review of the program evaluation plan for the purpose of aligning it with new training standards released by the Council for Accreditation of Counseling Related Education Programs (CACREP). The

program also recognized the need to better align student learning outcomes with individual assignments in courses rather than utilizing results from national comprehensive examinations and licensure examinations. This academic year was spent transitioning from the previous assessment plan to the newly revised plan that went into effect with the Fall 2024 semester. The plan provides the articulation of Key Performance Indicators and identified targets for achievement.

COUNSELING PROGRAM LEARNING OUTCOMES (Beginning Fall 2024)

University of Houston – Victoria students will become professionals who:

1. Articulate their counselor professional identity and advocate for their profession and community
2. Utilize evidenced-based prevention and intervention techniques within a theoretical framework
3. Effectively counsel individuals, couples, groups, and families in a developmentally and culturally appropriate manner.
4. Practice professional counseling demonstrating the ability to utilize an ethical decision-making model in alignment with the statutory requirements of the Texas State Board of Examiners of Professional Counselors and ethical standards of the American Counseling Association and the American School Counselor Association.

AQI 1	PLO 1	Advocacy Letter	K	COUN 6321 – Sem 1
AQI 2	PLO 1	Advocacy Project	K/S	COUN 6330 – Sem 5
AQI 3	PLO 2	Clinical Assessment and Treatment Plan of Case Vignette	K/S	COUN 6322 – Sem 3
AQI 4	PLO 2	Case Study Treatment Plan and Intervention Model Paper	K/S	COUN 6343 – Sem 4
AQI 5	PLO 3	Techniques Role Play 2	S	COUN 6333 – Sem. 2
AQI 6	PLO 3	Group Facilitation Evaluation	S	COUN 6349 – Sem 6
AQI 7	PLO 4	Ethical and Legal Case Study Analysis Paper	K/S	COUN 6330 – Sem 5
AQI 8	PLO 4	Field Placement Ethical Dilemma Case Presentation	K/S	COUN 6330 – Sem 5
AQI 9	PLO 4	Legal and Ethics Quiz (SCH only)	K/S	COUN 6310 – Sem 4
AQI 10	PLO 2 – 4	CCS-R	K/S/D	COUN 6349 – Sem 6

K=Knowledge, S=Skills, D=Dispositions

STUDENT LEARNING OUTCOMES

1. Students will be able to articulate the elements related to professional identity including: the history and philosophy of the counseling profession, the value of

professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served. (CACREP 3.A)

KPI 1	Personal Belief Statement	Knowledge	COUN 6321 – Sem 1
KPI 2	Advocacy Letter	Knowledge	COUN 6321 – Sem 1
KPI 21	Advocacy Project	Knowledge/Skills	COUN 6330 – Sem 8

2. Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population. (CACREP 3.B)

KPI 12	Multicultural Role Play	Knowledge/Skills	COUN 6311 – Sem. 1
KPI 16	Practicum Final Evaluation	Skills/Dispositions	COUN 6303 – Sem 6
KPI 22	Internship 1 Final Evaluation	Skills/Dispositions	COUN 6348 – Sem 7
KPI 23	Internship 2 Final Evaluation	Skills/Dispositions	COUN 6349 – Sem 8

3. Students can demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning. (CACREP 3.C)

KPI 5	Personal Lifespan Development Paper	Knowledge	COUN 6332 – Sem 2
KPI 6	Interview with an Elderly Individual	Knowledge/Skills	COUN 6332 - Sem 2
KPI 17	Case Vignettes	Knowledge/Skills	COUN 6322 - Sem 5

4. Students can utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions. (CACREP 3.D)

KPI 7	Career Interview and Assessment Paper	Knowledge/Skills	COUN 6325 - Sem 3
KPI 8	Career Development Program and Class Presentation	Knowledge/Skills	COUN 6325 - Sem 3
KPI 24	Case Conceptualization Paper	Knowledge/Skills	COUN 6349 – Sem 8

5. Students can demonstrate the skills necessary to engage in an effective and

therapeutic helping relationship.

KPI 13	Clinical Assessment and Treatment Plan of Case Vignette	Knowledge/Skills	COUN 6322 – Sem 5
KPI 9	Techniques Role Play 2	Skills/Disposition	COUN 6333 – Sem 4
KPI 15	Practicum Final Evaluation	Skills	COUN 6303 – Sem 6

6. Students demonstrate competency in preparing for and facilitation of group counseling. (CACREP 3.F)

KPI 10	Group Counseling Proposal	Knowledge	COUN 6329 – Sem 2
KPI 11	Group Counseling Facilitation	Skills	COUN 6329 – Sem 2
KPI 15	Group Facilitation Evaluation	Skills	COUN 6349 – Sem 8

7. Students demonstrate the ability to identify effective assessment strategies to facilitate treatment planning. (CACREP 3.G)

KPI 3	Biopsychosocial Assessment and Mental Status Exam	Knowledge/Skills	COUN 6318 – Sem 4
KPI 4	Final Assessment Project	Knowledge/Skills	COUN 6318 – Sem 4
KPI 25	Full Case Study Presentation	Knowledge/Skills	COUN 6349 - Sem 8

8. Students will demonstrate an understanding of research methods to inform evidence-based practice. (CACREP 3.H)

KPI 14	Literature Review	Knowledge/Skills	COUN 6345 – Sem 2
KPI 18	Psychopharmacology Case Study	Knowledge/Skills	COUN 6343 – Sem 7

9. Clinical Mental Health students will develop effective treatment plans utilizing the diagnostic process, assessment data and evidence-based practices (CACREP 5-C)

KPI 19	Case Study Treatment Plan and Intervention Model Paper	Knowledge/Skills	COUN 6343 – Sem 7
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KPI 10	Full Case Study Presentation	Knowledge/Skills	COUN 6349 – Sem 8
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10. School Counseling students will develop a comprehensive school counseling program based on data and utilizing the Texas Model for Comprehensive School Counseling Programs (CACREP 5-H)

SC KPI 1	Comprehensive Program Project	Knowledge	COUN 6310 – Sem 4
SC KPI 2	Small Group Curriculum	Knowledge/Skills	COUN 6341 – Sem 6

11. Students will show sensitivity, genuineness, and positive regard for others, practice high levels of self-awareness, and demonstrate a commitment to personal growth and ongoing professional development. (CACREP)

KPI 15	Annual Evaluation	Dispositions	Annually during Summer Semester
KPI 20	Practicum Final Evaluation	Dispositions	COUN 6303 – Sem 6
KPI 22	Internship 1 Final Evaluation	Dispositions	COUN 6348 – Sem 7
KPI 23	Internship 2 Final Evaluation	Dispositions	COUN 6349 – Sem 8

COMMUNITY PARTNER ENGAGEMENT AND ACCOUNTABILITY

In addition to the identified Academic Quality Indicators and Key Performance Indicators, the program gathers feedback from stakeholders at various times.

Follow-up Studies

Graduate Survey

The graduate survey asks the students to identify the major strengths and weaknesses of the program. A qualitative review of the five responses received are presented below.

Strengths

Professors who are committed and invested in students (indicated not all faculty are committed and invested)

Application of methods in classes such as ethics, role-playing, assessments, and group

Adherence to CACREP Standards

Weaknesses

Need more focus on theories

Advising is inconsistent and lacks follow-up

Access to online professors

Disorganization and professors who are unprepared and unresponsive

Site Supervisor Evaluation of Program

Question	Responses	Mean
The support provided by UHV faculty and staff	44	8.14
Ability to train student to apply theoretical knowledge	44	9.05
Ability to train student in rapport building skills	44	9.18
Ability to train student to implement ethical behavior	44	9.32
Ability to train student to apply clinical skills	44	9.14
Overall ability to prepare student	44	9.05

Comments:

Site supervisors who have more than one student are being asked to complete a program evaluation for each student. Thus, the number of responses include duplicates from the same site supervisor.

Site supervisors would like more contact with the university supervisor. This is consisted with the lower rating on support provided. Of the 44 responses, 5 site supervisors indicated it was not observed and 2 indicated it was below acceptable standards.

Survey of Employers

A survey of employers was not done during this reporting period.

Advisory Board

The Advisory Board did not meet during this reporting period.