

Annual Program Evaluation Report

2024-25 Academic Year

University of Houston - Victoria

(currently Texas A&M Victoria)

Professional Counseling Program

Department of Health and Human Performance, Nursing, and Counseling

College of Education and Health Professions

Professional Counseling Program Mission Statement (CACREP 2.A)

The mission of the Professional Counseling Program at UHV is to educate, train, and mentor students from diverse backgrounds to equip them to be highly qualified counselors who are competent to practice in a culturally sustaining and responsive manner within a multicultural and global society.

Program Vital Statistics

STUDENT DEMOGRAPHICS (CACREP 2.E.3.a)

Total enrollment 75

CMHC – 69

SCH - 6

	Male	Female
Asian	0	8
Black	2	14
Hispanic	2	15
Two or more	1	3
Unknown	0	1
White	6	23
International Student	0	0
Active Duty Military	0	0
Veteran	1	0
With a Disability	0	7
Total	11	64

Review of Demographic Data of Student Body (CACREP 2.E.3.a)

Upon review of the demographics of our current student body, the faculty identified three underrepresented populations we would like to focus on for recruitment: males, veterans, and students from rural communities. As an online program, we are now more accessible beyond our current catchment area. We will identify venues to reach the identified populations with recruiting materials.

ADMISSIONS

Fall 2024 Cohort

Applications received 24

Students accepted 24

Students enrolled 23

COUNSELING PROFESSIONAL COMPREHENSIVE EXAMINATION (CPCE)

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

The program policy during this academic year allowed students the option of completing a portfolio if they were unsuccessful after one attempt at taking the exam. Therefore, several students selected that option. However, the completion of the portfolio is not reflected in the passing rate. The policy has been changed and will be implemented in the 2025-26 academic year. Students will be required to attempt the test a minimum of two times before a written comprehensive exam will be an option.

GRADUATE OUTCOMES (CACREP 2.E.2)

	CMHC	SCH
Number of Graduates	19	1
Degree completion rate	93%	67%
National Counseling Exam passing rate	74%	
School Certification exam passing rate		100%
Employment and doctoral admission rate	100%	100%

The degree completion rate is the opposite of the previous year, in which was 67% for CMHC and 100% for School. The completion rate is calculated based on the requirement to complete the degree in 6 years. The calculations were based on students who enrolled in the Fall of 2019. At that time, there was a training grant that provided funding and other resources for students.

FACULTY (CACREP 2.E.3.b)

The program is committed to the recruitment and retention of a diverse faculty body. During the 2024-25 academic year, the program had a total of 6 faculty members. Two new faculty members joined the program. Both identify as LPCs and School Counselors.

Faculty demographics are presented below:

	Male	Female
Asian		1
Black	1	
Hispanic		1
Two or More		1
White	1	1

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 Texas A&M 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 are in the process of reaffirmation of the accreditation through the self-study process prior to October 31, 2026. Both programs are currently accredited under the 2016 Standards. The self-study was submitted in May 2025.

The 2024-25 academic year was one of transition. It was the first year of alignment with the 2024 CACREP Standards. New curriculum alignment was in place, as well as a revised program and student assessment system. In addition to transitioning to new accreditation standards, the program also transitioned to fully online program delivery. The decision was made due to a mandate for all programs to vacate the University of Houston Katy campus. Given the number of students enrolled who were from the greater Houston area, the faculty recognized the need for online delivery to maintain the viability of the program. We were informed in February of 2025 of legislation introduced to transfer the institution from the University of Houston system to the Texas A&M system. That legislation was passed and was signed by the governor with a September 1, 2025, date of transition.

COUNSELING PROGRAM LEARNING OUTCOMES (CACREP 2.B)

Texas A&M Victoria students will become professionals who:

1. Articulate their counselor professional identity and advocate for their profession and community
2. Utilize evidence-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 andtherapeutic 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 facilitating 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
KPI 10	Full Case Study Presentation	Knowledge/Skills	COUN 6349 – Sem 8

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 2.C.2)

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

Aggregate Assessment of Student Success (CACREP 2.E.1)			
Student Success Indicator	Established Minimum Threshold(s) by Assessment Type (if applicable)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
Key Performance Indicators – Entry Level			
1. Advocacy Letter	80% of students will achieve a score of 80 or above	Fall 2024	24-25 – 84%
2. Advocacy Project	80% of students will achieve a score of 80 or above	23-24 Academic Year Spring 2025	23-24 – 100% 24-25 – 100%
3. Clinical Assessment and Treatment Plan of Case Vignette	80% of students will achieve a score of 80 or above	23-24 Academic Year	23-24 – 100% 24-25 – 97%
4. Case Study Treatment Plan and Intervention Model Paper	80% of students will achieve a score of 80 or above	23-24 Academic Year Summer 2025	23-24 – 87% 24-25 – 100%

5. Techniques Role Play 2	80% of students will achieve a score of 80 or above	Spring 2025	24-25 – 100%
6. Group Facilitation Evaluation	80% of students will achieve a score of 80 or above	Spring 2025	24-25 – 100%
7. Ethical and Legal Case Study Analysis Paper	80% of students will achieve a score of 80 or above	23-24 Academic Year Spring 2025	23-24 – 92% 24-25 – 86%
8. Field Placement Ethical Dilemma Case Presentation	80% of students will achieve a score of 80 or above	23-24 Academic Year Spring 2025	23-24 – 100% 24-25 – 95%
9. Legal and Ethics Quiz (SCH only)	80% of students will achieve a score of 80 or above	Fall 2024	24-25 - 100%
Professional Dispositions – Entry-Level			
1. Professional behavior	90% of students will achieve a score of 4 (meets expectations) or above	Data has been collected in each offering of Practicum, Internship I and Internship II. Data is provided for the last 2 years.	23-24 98% 24-25 95%
2. Congruence & Genuineness	90% of students will achieve a score of 4 (meets expectations) or above	Data has been collected in each offering of Practicum, Internship I and Internship II. Data is provided for the last 2 years.	23-24 98% 24-25 93%
3. Emotional stability and self-control	90% of students will achieve a score of 4 (meets expectations) or above	Data has been collected in each offering of Practicum, Internship I and Internship II. Data is provided for the last 2 years.	23-24 97% 24-25 93%
4. Openness to feedback	90% of students will achieve a score of 4 (meets expectations) or above	Data has been collected in each offering of Practicum, Internship I and Internship II. Data is provided for the last 2 years.	23-24 98% 24-25 93%
5. Motivation to learn and grow/initiative	90% of students will achieve a score of 4 (meets expectations) or above	Data has been collected in each offering of Practicum, Internship I and Internship II. Data is provided for the last 2 years.	23-24 98% 24-25 90%
6. Flexibility and adaptability	90% of students will achieve a score of 4 (meets expectations) or above	Data has been collected in each offering of Practicum, Internship I and Internship II. Data is provided for the last 2 years.	23-24 97% 24-25 93%

The program met all benchmarks for the KPI's associated with the program evaluation.

Aggregate Assessment of Graduate Outcomes (CACREP 2.E.2)			
Type	Established Minimum Threshold	Times When Data Was Collected	Aggregate Achievement Level by Program Delivery Type and Specialized Practice Area(s)
Pass Rates on Credentialing Examinations	90% of students will pass the NCE (scores are only available for students who take the exam while still enrolled)	23-24 24-25	95% 74%
	TExES School Certification	23-24 24-25	100% 100%
Degree Completion Rates	90% of students will complete their degree within the 6 year allowed by policy	23-24 CMHC SCH	67% 100%
		24-25 CMHC SCH	93% 67%
Employment and Doctoral Admission Rates (if applicable)	95% of responders will be employed, admitted to a doctoral program, or working in the home	24-25	100%

The program did not meet the identified benchmarks on the passing rate on credentialing exams or the degree completion rate. Faculty have discussed ways to infuse NCE study materials into coursework to better prepare students for the exam. Faculty are currently meeting together at least two times a month and a consistent agenda item is related to student monitoring and concerns. These efforts have assisted us in a stronger focus on retention and remediation.

Aggregate Assessment of Fieldwork Placements (CACREP 2.E.4)			
Type	Established Minimum Threshold	Times When Data Was Collected	Aggregate Achievement Level by Program Delivery Type and Specialized Practice Area(s)
Practicum	100% of students will find field placement	23-24 24-25	100% 100%
Internship	100% of students will find field placement	23-24 24-25	100% 100%

COMMUNITY PARTNER ENGAGEMENT AND ACCOUNTABILITY (CACREP 2.F)

In addition to the identified Academic Quality Indicators and Key Performance Indicators, the program gathers feedback from stakeholders at various times through follow-up studies and an Advisory Committee

Follow-up Studies

Graduate Survey

The graduate survey received no responses.

Employer Survey

Because we were unable to obtain graduate survey results, we did not have employer contact information to distribute the employer survey.

Site Supervisor Evaluation of Program

Question	Responses	Mean
The support provided by UHV faculty and staff	72	5.58
Ability to train student to apply theoretical knowledge	72	7.36
Ability to train student in rapport building skills	72	7.83
Ability to train student to implement ethical behavior	72	8.03
Ability to train student to apply clinical skills	72	7.44
Overall ability to prepare student	72	7.47

Responses were coded on a 10-point scale.

The low score in the amount of support provided by UHV faculty and staff was congruent with negative comments related to minimal contact with the program during the semester. Comments varied by the assigned Faculty Supervisor. The majority of the negative comments were connected to adjunct faculty. The Core Faculty made the decision that we will assume responsibility for teaching these courses and utilize adjuncts for courses that have been developed by the Course Leads.

Site supervisors requested more frequent communication, a more efficient manner of completing paperwork, and consistency in information provided.

Advisory Committee

The Advisory Board met on April 9. The agenda included the closure of the Katy campus, the transition to online delivery, and the transfer to the TAMU system. In addition, a CACREP update was provided. The Committee reviewed the 2023-24 Annual Report. The revised assessment system was presented and the board provided feedback. The Advisory Committee recommended an update of the mission statement to better align with CACREP standards. The

Assessment Plan, Recruiting Plan, and the Remediation, Retention, and Dismissal Policy were all approved.