

Texas State University

Outcomes Report

General Information

| | |
|-----------------------------|---|
| Academic Year: | 2021-2022 |
| College: | Education |
| Department: | Counseling, Leadership, Adult Ed. & School Psych. |
| Program: | Professional Counseling (MA) |
| Program Code: | 42.28 |
| Outcome Type: | Student Learning (GR) |
| Degree: | Masters |
| Coordinator/Contact: | Maria Haiyasoso |
| Status: | Data Entry Closed |

Mission Statement

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 cultural responsiveness, social justice, client and professional advocacy, 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 2020-2021 and 2021-2022 results, students are continuing to encounter academic rigor and high expectations for performance, and they are performing well overall with opportunity for growth in several areas. Faculty see improvement in the administrative outcomes with slightly higher levels of retention and time-to-degree rates. For Outcome 1 Method 1, 52.6% of counseling students earned a minimum of 12 out of 17 points on the Counselor Preparation Comprehensive Examination (CPCE), meeting or exceeding faculty expectations by demonstrating their knowledge of issues and trends in a multicultural and diverse society. For Outcome 4 Method 1, gender diversity as measured by the male/female binary is consistent with other professional counseling programs in the U.S. For Outcome 5, Methods 1 and 2, the faculty saw an increase from the previous academic year in timely movement through the program. For Method 1, 82.5% of students in the Fall 2020 cohort were still retained one year after entering the program. For Method 2, 80% of students from the 2017 cohort graduated in 4 years. Students' CPCE performance on the social cultural subscale (Outcome 1 Method 1), retention rates (Outcome 5 Method 1), and the increase in the percentage of students who graduated in 4 years (Outcome 5 Method 2) may be a reflection of faculty increasing course availability, increasing efforts to proactively provide advising to students, and providing a forum to ask questions about the CPCE.

Action Plan

Based on results of the CPCE, not all students met the standards set by faculty for Social and Cultural Foundations, Assessment, and Career subscales. The Professional Counseling Program Faculty set standards very high which is why our students are well prepared and well received in the community after they graduate. Although nearly all students passed the exam and scored higher than the national average, faculty will assess for needed changes in the Counseling Diverse Populations, Assessment, and Career Counseling courses. For example, for Career, faculty will query students who have taken the course to assess what factors from the course they believe influenced their success on the CPCE. For Counseling Diverse Populations, it is possible that faculty overemphasized personal growth related to the topic, given the importance to counseling, and under-emphasized some course content needed to perform well on objective exams across the course. Although faculty discussed increasing objective exams in this course, they will revisit this issue. For COUN 5305, Assessment in Counseling (Outcome 2), faculty teaching this course will continue to consult to ensure consistency in lessons and course assessments to not only improve student learning outcomes, but also so that outcomes are more reliably combined across courses. Additionally, because assessment is an area that students frequently struggle with given their general tendency to be stronger in verbal rather than quantitative abilities, those teaching the Assessment course will consider giving more objective exams to increase students' study skills and memorization of material. This may also involve giving more quantitative exercises and spending time on comprehensive exam preparation. The instructors of this course will encourage students to create study guides or flash cards with key terms they can easily access when they study for the comprehensive exam. The faculty will continue to have intentional conversations to ensure specific classes and the program atmosphere encourage appreciation, respect, and material that honor a variety of cultures and learning styles. The program faculty will also continue to consider ways in which their recruitment methods can be altered to attract a more diverse group of candidates, such as advertising the program in undergraduate student honor societies for diverse populations in fields related to counseling.

Outcome 1

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

Outcome 1 - Method 1

After completing Level I and II coursework, students will earn at least 12 of 17 points 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. This subscale is part of a standardized test recognized as having merit in the profession and is administered and scored by the Center for Credentialing and Education.

Outcome 1 - Method 1 - Result

In the Fall and Spring semesters of 2021-2022, 76 students were assessed using the Social and Cultural Foundations Evaluation subscale of the CPCE to measure students' knowledge and understanding of diversity issues in relationships. Based on results of this assessment, 40 out of 76 counseling students earned a minimum of 12 out of 17 points. Thus, 52.6% of counseling students taking the CPCE met or exceeded faculty expectations by demonstrating their knowledge of issues and trends in a multicultural and diverse society. Although students did not meet the standards set by faculty, it is important to note that 58 of 76 (76.3%) scored at least 11 of 17 points for this subscale and the mean for the subscale was 11.7, which is slightly below the target and well above the national mean (9.7 in August 2021; 10.3 in January 2022). Student performance decreased from the previous year in which 66.6% of students met the criteria. As students did not meet the target, faculty would like to see students improve their knowledge and understanding of diversity issues in relationships. Differences in performance were not assessed by campus location as all students take the CPCE at various testing locations. These data were inclusive of students attending classes virtually and at the Main and the Round Rock campuses where students receive face-to-face instruction.

Outcome 1 - Method 2

After completing Level II coursework, students will earn scores of 92% or higher across objective exams in COUN 5316, Counseling Diverse Populations. These multiple choice and short answer exams evaluate students' understanding of diversity issues and their potential impact on personal, professional, and community relationships and administered by the instructor.

Outcome 1 - Method 2 - Result

Based on results from the Fall and Spring semesters for the 2021-2022 academic year, 32 of the 45 (71%) enrolled in COUN 5316, Counseling Diverse Populations scored at or above a 92% across objective exams evaluating students' understanding of diversity issues and their potential impact on personal, professional, and community relationships. There is a slight decrease from the prior year in which 74% met the target. Sections of COUN 5316 took place at the Main Campus in the 2021-2022 academic year. In the Fall, 16 of 22 students (73%) enrolled in COUN 5316 scored a 92% or higher across objective exams in this course, while 16 of 23 (70%) of students met the criteria in the Spring. The differences between campuses are so slight that discrepancies between the two semesters are more likely the result of group differences. It is noteworthy that for this particular course, students' program of origin may vary greatly.

Outcome 2

The graduate will demonstrate knowledge of problems and principles of individual and group approaches to assessment and evaluation sufficient to integrate assessment information into decisions and interventions related to professional practice.

Outcome 2 - Method 1

After completing Level I and II coursework, students will earn at least 12 of 17 points on the Counselor Preparation Comprehensive Examination, Assessment subscale. This subscale evaluates the student's knowledge and understanding of diversity issues in relationships. This subscale is part of a standardized test recognized as having merit in the profession and is administered and scored by the Center for Credentialing and Education.

Outcome 2 - Method 1 - Result

In the Fall and Spring semesters for 2021-2022, 76 students were assessed using the Assessment subscale of the CPCE. The Assessment subscale was used to measure students' knowledge of individual and group approaches to assessment and evaluation. For this subscale, 31 of 76 students earned a minimum of 12 out of 17 points. Thus, 40.8% of counseling students taking the CPCE met or exceeded faculty expectations by demonstrating their knowledge of individual and group approaches to assessment and evaluation. This result is a decrease from the prior academic year in which 55.5% of students met the criteria. Although students did not meet the standards set by faculty, it is important to note that 50 of 76 students (65.8%) scored at least 11 of 17 points for this subscale and the mean for the subscale was 10.7, below the target but well above the national mean (9.3 in August 2021 and January 2022). Therefore, even though students did not meet the standard set by faculty, they are doing well in this area. Regardless, faculty would like to see students improve their knowledge and understanding of individual and group approaches to assessment and evaluation such that they can meet a higher level of performance on the CPCE Assessment subscale. Differences in performance were not assessed by campus location as all students take the CPCE at various testing locations. These data were inclusive of students attending classes virtually and at the San Marcos and the Round Rock campuses where students receive face-to-face instruction.

Outcome 2 - Method 2

After completing Level I coursework, students will earn scores of 92% or higher on exams in COUN 5305, Assessment in Counseling. These multiple choice and short answer exams evaluate students' understanding of problems and principles of individual and group approaches to assessment and their potential impact on professional practice and administered by the instructor.

Outcome 2 - Method 2 - Result

Based on results from the Fall and Spring semesters for the 2020-2021 academic year, 42 of 63 (67%) students enrolled in COUN 5305, Assessment in Counseling, scored at or above a 92% across objective exams. These exams evaluate students' understanding of problems and principles of individual and group approaches to assessment and their potential impact on professional practice. In comparison, 34 of 42 students (91%) enrolled in COUN 5305, Assessment in Counseling, at the Round Rock campus scored a 92% or higher across objective exams in this course, while 8 of 21 students (38%) met the criteria at the Main campus. These results represent a decrease from the previous year at the Round

Rock campus in which 92% of students met the target and an increase at the Main campus in which 33% of students met the target in 2020-2021. Because students enrolled in the Professional Counseling Program take courses at both locations where these classes are taught face-to-face, and the same faculty taught the courses used for these results, differences are likely a result of group differences not accounted for by location alone.

Outcome 3

The graduate will demonstrate knowledge of career development including career development theories, program planning, assessment, career counseling processes, and the interrelations of career and life roles and factors.

Outcome 3 - Method 1

After completing Level I and II coursework, students will earn at least 11 of 17 points on the Counselor Preparation Comprehensive Examination, Career Development subscale. This subscale evaluates the student's knowledge and understanding of career development theory and practice. This subscale is part of a standardized test recognized as having merit in the profession and is administered and scored by the Center for Credentialing and Education.

Outcome 3 - Method 1 - Result

In the Fall and Spring semesters of for 2021-2022, 76 students were assessed using the Career Development subscale of the Counselor Preparation Comprehensive Examination to measure students' knowledge and understanding of career development and related life factors. Based on results of this assessment, 53 out of 76 counseling students (69.7%) earned a minimum of 11 out of 17 points. Thus, 69.7% of counseling students met or exceeded faculty expectations by demonstrating their knowledge of career development and related life factors. This result is an decrease from the prior academic year in which 79.1% of students met the criteria. Although students did not meet the standards set by faculty, the mean for the subscale was 12.0, which is at the target and above the national mean (9.4 in August 2021; 11.4 in January 2022) for this subscale. Because students did not meet the standard, faculty would like to see students improve their knowledge and understanding of career development and related life factors. Differences in performance were not assessed by campus location as all students take the CPCE at various testing locations. Thus, these data were inclusive of students attending classes virtually and at the San Marcos and the Round Rock campuses where students receive face-to-face instruction.

Outcome 3 - Method 2

After completing Level I and II coursework, students will earn scores of 92% or higher on the career program development project, as determined by the instructor, for COUN 5355, Career Counseling. The criteria for grading, as agreed upon by the faculty and represented in a rubric, will include demonstrating the ability to apply career theory and knowledge to create a career development program appropriate to address the career needs of diverse populations.

Outcome 3 - Method 2 - Result

Based on results from the Fall and Spring semesters for the 2020-2021 academic year, 25 of the 30 students enrolled in COUN 5355 Career Counseling, scored at or above a 92% on a career development program designed to address the career needs of diverse populations. Thus, 83% of students obtained 92% or greater on the designated assignment, which is higher than the previous year when 80% of students met the target. In the 2021-2022 academic year, faculty taught all course sections at the Main campus. Because the differences between the Fall semester (10/13 or 77% scored 92% or above) and the Spring semester (15/17 or 88% scored 92% or above) differences in scores are likely a result of group differences. Based on the results, the preponderance of students demonstrated the ability to develop a career program geared toward meeting the needs of a specific population.

Outcome 4

The Professional Counseling Program (COUN) will promote diversity in enrolled student population.

Outcome 4 - Method 1

Student gender diversity will be measured by reviewing the number and percentage of male and female COUN 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 as reported to the Texas Higher Education Coordinating Board (THECB) and Integrated Postsecondary Education Data System (IPEDS). Student gender diversity will be expected to exceed national percentages of 83% female students and 17% male students in Council for the Accreditation for Counseling and Related Educational Programs (CACREP) programs in the United States according to CACREP vital statistics reports in 2017 and 2015.

Outcome 4 - Method 1 - Result

Of the 207 students enrolled in the Professional Counseling Program for the Fall 2021 semester, 172 students (83%) identified as female and 35 (17%) identified as male. Thus, the gender breakdown for current enrollment meets the expectations set forth by the faculty. This year's results are similar to the previous year (Fall 2020) when 36 (16.8%) of the 214 students identified as male and 178 (83.2%) identified as female.

Outcome 4 - Method 2

Student racial and ethnic diversity will be measured by observing race and ethnicity of COUN students enrolled during the fall semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester as reported to the THECB and IPEDS. Student racial

and ethnic diversity will be expected to exceed national percentages of 60% White and 40% Students of Color in CACREP programs in the United States according to CACREP vital statistics reports in 2017 and 2015.

Outcome 4 - Method 2 - Result

Of the 207 students enrolled in the Professional Counseling Program for the Fall 2021 semester, 147 (71%) were White, non-Hispanic and 60 (29%) identified as another race or ethnicity. Thus, the race and ethnicity demographic distribution for the program does not meet the goal set by faculty. The results for this year were closer to the desired outcome than the Fall 2020 enrollment when 166 (78%) of the 214 students identified as White, non-Hispanic and 48 (23%) students identified as another race or ethnicity.

Outcome 5

The Professional Counseling Program (COUN) will graduate students in a timely fashion.

Outcome 5 - Method 1

Student persistence rates for all first-time (full-time and part-time) COUN students who begin in the fall semester will be tracked from their first to second year, as measured by reports from Institutional Research. Data will be obtained from the university's certified enrollment records from the end of the fall semester. Rates of persistence will be expected to be at or above 83.5%, which is the program's average one-year persistence rates from Fall 2017 to Fall 2020.

Outcome 5 - Method 1 - Result

For the Fall 2020 cohort, 82.5% (33/40) of Professional Counseling Program students were still enrolled at the end of the Fall 2021 semester. This is slightly lower than the 83.5% expected persistence rates. It is also lower than the one year persistence rate of the Fall 2019 cohort (86.5%) but higher than the Fall 2018 cohort's one year persistence rate (81.6%).

Outcome 5 - Method 2

Completions, by time to degree, will meet or exceed 83.6%, the highest percent of graduates who completed the program from Fall 2017 to Fall 2020, for full-time and part-time students and will be measured by completion in 4 years.

Outcome 5 - Method 2 - Result

Of the 35 students enrolled in the Fall 2017 cohort (the most recent cohort for which we have 4-year retention data), 28 (80%) graduated within 4 years. This is lower than the target rate, but higher than the rate of the Fall 2016 cohort when 28 of the 41 students (73.2%) graduated within 4 years. The impact of COVID-19 in delaying students graduation plans for 2020 may have depressed the 2020 numbers and may explain the increase in 2021 graduation numbers.

Approval History

Approval History Event

Outcomes Approved Level 1
Outcomes Approved Level 2
Outcomes Audit Report Submitted
Results Approved Level 1
Results Approved Level 2
Results Audit Report Submitted

Approver

Kevin Fall (kf22)
Michael O'Malley (mo20)
Sonya Armstrong (sla113)
Kevin Fall (kf22)
Michael O'Malley (mo20)
Sonya Armstrong (sla113)