Texas A&M University-Corpus Christi

Detailed Assessment Report
2007-2008 Ph.D. Counselor Education

Mission/Purpose

The purpose of the Doctoral Program in Counselor Education is to prepare the future generation of graduate level university professors as faculty members in counselor education and counseling psychology programs. Emphasis is placed on the attainment of high levels of research, teaching, and supervision skills to be successful in working with diverse populations in the global community.

Doctoral graduates demonstrate knowledge and expertise in teaching, research/scholarship, and service with an emphasis on professional/personal development, wellness, clinical counseling skills, supervision skills, and leadership/advocacy.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 0: Professional involvement and development

Graduates will be involved in professional organizations by presenting and participating in conferences and by submitting their research for publication.

Strategic Plans:

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.8 Build & sustain mutually supportive relationships.

Related Measures:

M 7: Documentation of professional involvement

Graduate students submit a report to the departmental office each semester recording professional development activities.

Source of Evidence: Academic Direct Measure

Achievement Target:

100% of the graduates will attend and present at two local, regional, state, national, or international conferences.

100% of the graduates will submit two research articles for
publication.

**Findings (2007-2008) - Achievement Target: Partially Met**

100% of the graduates presented at professional conferences

50% of the graduates submitted research articles for publication.

**O 1: Clinical skills in counseling**
Graduate will demonstrate clinical competence in counseling.

**Strategic Plans:**

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.
1.3 Promote lifelong learning and global citizenship.

**Related Measures:**

**M 2: Practicum and internship counseling skills scale**
The counseling skills scale is used to rate students clinical competence.

Source of Evidence: Evaluations

**Achievement Target:**

100% of the doctoral graduates will be rated at a “4” or above on their clinical counseling skills using a 5 point likert assessment.

**Findings (2007-2008) - Achievement Target: Met**

100% of the doctoral graduates received a rating of “4” or above on their clinical counseling skills using a 5 point likert assessment.

**O 2: Graduate level teaching expertise**
Graduates will demonstrate professional competence in teaching.

**Strategic Plans:**

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.
1.3 Promote lifelong learning and global citizenship.

**Related Measures:**

**M 1: Monitor and evaluation of teaching expertise**

Students are required to participate in the management, design, and co-teaching as a teaching assistant in at least two graduate courses that are monitored and evaluated by faculty.

Source of Evidence: Evaluations

**Achievement Target:**
100% of doctoral graduates will perform as “satisfactory” or above in all teaching assignments as a TA.

100% of the doctoral graduates will be rated as “satisfactory” or above in all teaching presentations, using power point in graduate courses.

**Findings (2007-2008) - Achievement Target: Met**

100% of the doctoral graduates performed at a “satisfactory” level or above in their ratings as a teaching assistant.

100% of the doctoral graduates performed at a “satisfactory” level or above on their power point presentations in graduate courses.

**O 4: Counseling supervision skills**

Doctoral graduates will demonstrate supervisory competencies and an understanding of theories and skills in clinical supervision.

**Strategic Plans:**

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.
1.3 Promote lifelong learning and global citizenship.

**Related Measures:**

**M 3: Ratings of doctoral students**

Ratings of doctoral students by supervisees and faculty. A supervisor rating scale is used to evaluate doctoral students' supervision expertise. Source of Evidence: Supervisor rating scale

Source of Evidence: Evaluations

**Achievement Target:**

100% of the doctoral graduates will be rated as “satisfactory” or above by their supervisees and faculty.

**Findings (2007-2008) - Achievement Target: Met**

100% of the doctoral student graduates performed at a “satisfactory” or above level on ratings of clinical supervision.

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**
**O 0: Faculty teaching**

Faculty who teach in the Ph.D. Program will demonstrate effective teaching by attaining at least a rating of 4.0 on a five point scale on course evaluations.

**Related Measures:**

**M 8: Course evaluation**

Semester course evaluations

Source of Evidence: Evaluations

**Achievement Target:**

100% of the faculty will demonstrate effective teaching by attaining at least a 4.0 overall mean in course evaluations

**Findings (2007-2008) - Achievement Target: Met**

100% of the faculty attained at least a 4.0 overall mean in course evaluations.

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**O 0: Understanding of wellness**

Doctoral graduates will participate in a wellness program, apply wellness strategies to reduce personal stressors, and develop wellness programs for others.

**Strategic Plans:**

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.

1.3 Promote lifelong learning and global citizenship.

**Related Measures:**

**M 6: Personal stressor ratings and wellness program**

Personal stress reduction ratings and wellness program evaluations of graduate student will be used.

Source of Evidence: Evaluations

**Achievement Target:**

100% of the doctoral graduates will demonstrate their knowledge of stress reduction by obtaining a “satisfactory” rating when applied to their own stressors.

100% of the doctoral graduates will receive a “satisfactory” evaluation on their wellness designed program.

**Findings (2007-2008) - Achievement Target: Met**

100% of the doctoral graduates demonstrated their knowledge of stress reduction by receiving a “satisfactory” when applied to their own stressors.
100% of the doctoral graduates received a “satisfactory” on their wellness designed program.

O 3: Research knowledge and expertise
Graduates will demonstrate expertise in research.

**Strategic Plans:**
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.

**Related Measures:**

M 5: Ratings and evaluation in research
Ratings and evaluation of the students knowledge and skills in research through coursework assignments, the doctoral comprehensive examination, and the dissertation.

Source of Evidence: Evaluations

**Achievement Target:**
100% of the doctoral graduates will receive “satisfactory” ratings on qualitative and quantitative research projects, an “approval” rating on the dissertation, and a “pass” rating on the research section of the doctoral comprehensive examination.

**Findings (2007-2008) - Achievement Target: Met**
100% of the doctoral graduates received “satisfactory” ratings on the qualitative and quantitative research projects, an “approval” rating on their dissertation, and a “pass” rating on the research section of the doctoral comprehensive examination.

O 5: Faculty scholarly activities
Faculty who teach in the Doctoral program will produce a minimum of two scholarly products each year including at least one refereed article, book chapter, or refereed proceeding.

**Strategic Plans:**
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.

**Related Measures:**

M 10: Annual development and evaluation plans (ADEP) 2
The Annual Development and Evaluation plan will be used.

Source of Evidence: Evaluations

Achievement Target:

100% of the faculty who teach in the Ph.D. Program will publish a minimum of one scholarly product annually, (referred article, book chapter or refereed proceeding) and produce two scholarly products (scholarly nationally/international papers/presentations)

Findings (2007-2008) - Achievement Target: Met

100% of faculty teaching in the Ph.D. program published at least one refereed article produced at least two scholarly products.

O 7: Faculty service

Faculty teaching in the CNEP program will contribute to two or more service activities within the university, and/or community.

Strategic Plans:

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment

Related Measures:

M 9: Annual Development and Evaluation Plans (ADEP)

Annual Development and Evaluation plans provide a record of service activities within the university and/or community. Source of Evidence: Annual ADEP Reports

Source of Evidence: Evaluations

Achievement Target:

100% of the faculty teaching in the CNEP program will be involved in two or more service activities.

Findings (2007-2008) - Achievement Target: Met

100% of the faculty were involved in two or more service activities

Findings (2006-2007) - Achievement Target: Met

100% of faculty teaching in the Ph.D. program have met this objective.

O 8: Service, leadership, and advocacy

Doctoral graduates will demonstrate and participate in leadership, community service, and advocacy efforts.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.

**Related Measures:**

**M 4: Satisfactory ratings in community service projects**

**Satisfactory ratings on the development and implementation of two community service advocacy projects.** Professor ratings of community advocacy projects are used.

Source of Evidence: Evaluations

**Achievement Target:**

100% of the doctoral graduates will obtain a “satisfactory” rating on their community service advocacy projects.

**Findings (2007-2008) - Achievement Target: Met**

100% of the doctoral students received a “satisfactory” rating on their community service advocacy projects.

**Details for Action Plans Established This Cycle**

**Resources for doctoral students**

Provide additional support for doctoral student research so students will have an established research agenda upon graduation. This involves the organization of a faculty/student research consortium. This will provide opportunities for doctoral students to receive mentoring in establishing a research agenda, identifying publication outlets, and submitting research for publication. There is a need to provide funding for doctoral research assistants RAs in the department.

Provide additional support for doctoral students’ professional development. This involves further collaboration between faculty and students that are presenting research at national and international conferences. There is a need for financial support for doctoral students to attend national and international conferences so they can present their research.

Provide addition teaching assistantship positions in the department so doctoral students can experience graduate level teaching in at least five courses. Currently there are not enough TA funds to support all doctoral students.

Due to the number of students working on their dissertation, there is a need for a full professor with experience in working with doctoral students, assisting in their research and chairing dissertations.
Although assessments of doctoral students’ clinical counseling skills were met there is a need to expand or change the departmental counseling clinic in order to accommodate all doctoral students and to supervise their clinical skill. Currently the clinic has 5 counseling rooms. This space needs to be doubled. Updated technology is also needed. Ideally a separate building or privacy space near the current clinic would allow the clinic to continue to meet the needs of the community and of doctoral students.

**Priority:** High  
**Target Date:** 05/2009  
**Responsible Person/Group:** Faculty and Administration

**Analysis Answers**

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

The faculty believes the current course objectives have been met. The doctoral program is viewed as a premier program as indicated by *The Association of Counselor Educators and Supervisors,* that presented the department with the *Outstanding Counselor Education Program Award in 2007.* Identified strengths of the program are faculty, students, and curriculum. Teaching in the department has always been rated high by the students, however there is a need to provide multiple methods to assess teaching. The research output by faculty has increased. However, progress in the area of faculty research needs to be continued.

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

Objective #7, Students Demonstrate Professional Involvement and Development, was only partially met. Findings for 2007-2008 showed a slight improvement from 2006-2007. The purpose of this objective is to allow all doctoral students to establish a research agenda prior to graduation. This includes the submission and publication of several refereed articles.

**Annual Reports**

**Executive Summary**

Findings revealed that the 7 student learning objectives in the Ph.D. Program in Counselor Education have been met, with two being partially met. The learning objectives correlate closely with those established by the Council for Accreditation of Counseling and Related Educational Programs, (CACREP). The Department has met all of the CACREP standards and is fully accredited by that body. With the recognition of the Ph.D. program and the university designated as a doctoral granting institution, the department has accelerated its research productivity and status in the counseling profession. In order to continue with its quality research endeavors the action plan identified several activities for the next cycle including the need for doctoral research assistants RAs, and the establishment of a faculty/student research consortium.

**Public/Community Service**
Faculty and doctoral students have played a major role in working with local, regional, national, and the international communities. This includes collaboration efforts with mental health centers, local school districts, and other entities as the Garcia Center. In the larger professional community faculty members serve on licensure boards and officers on state and national organizations in counseling. International efforts include faculty and student collaboration with programs in Mexico, Venezuela, Nicaragua, and other countries in South America.

**Anticipated Challenges**

There are opportunities to expand the programs in the department. However, this will drain faculty resources. There continues to be the challenge of increasing both the number of students served and maintaining quality.

**Closing the Loop / Planned Actions**

New students from across the country are recruited into the doctoral program. The majority of students in the doctoral program are Hispanic. Fifty percent of the 45 Ph.D. graduates in Counselor Education are of Hispanic origin. Efforts to recruit diverse students will continue. Modifications to the doctoral program are made at every three year cycle. In 2009 the department will be conducting a Three Year Comprehensive Review of the Doctoral Program and sending findings to CACREP.

**Summary of Requested Resources**

Resources Requested:

Provide additional support for doctoral student research so students will have an established research agenda upon graduation. This involves the organization of a faculty/student research consortium. This will provide opportunities for doctoral students to receive mentoring in establishing a research agenda, identifying publication outlets, and submitting research for publication. There is a need to provide funding for doctoral research assistants RAs in the department.

Provide additional support for doctoral students’ professional development. This involves further collaboration between faculty and students that are presenting research at national and international conferences. There is a need for financial support for doctoral students to attend national and international conferences so they can present their research.

Provide addition teaching assistantship positions in the department so doctoral students can experience graduate level teaching in at least five courses. Currently there are not enough TA funds to support all doctoral students.

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Although assessments of doctoral students’ clinical counseling skills were met there
is a need to expand or change the departmental counseling clinic in order to accommodate all doctoral students and to supervise their clinical skill. Currently the clinic has 5 counseling rooms. This space needs to be doubled. Updated technology is also needed. Ideally a separate building or privacy space near the current clinic would allow the clinic to continue to meet the needs of the community and of doctoral students.

**Administrative Unit Accomplishments**

The Department of Counseling and Educational Psychology in 2007 was selected by ACES as the Outstanding Counselor Education Program in the country.

Faculty have been the recipients’ of numerous Research, Leadership, and Service Awards.

Doctoral graduates have been employed as Assistant or Associate Professors in Counselor Education Programs across the country.

Doctoral students have been the recipients’ of numerous Research, Leadership, and Service Awards.

**Teaching Results / Accomplishments**

Professors in the doctoral program obtain some of the highest teacher ratings on the campus. Follow-up studies with employers of doctoral graduates report that students are well prepared in the areas of teaching, research/scholarship, and service. The products produced by the department are of high quality as the result of the teaching and mentoring by faculty.

**Research/Scholar Activity Accomplishment**

Doctoral faculty in the Department of Counseling and Educational Psychology have pursued an aggressive research agenda as indicated by their respective curriculum vitae (see Departmental CVs). Examples of research/scholarly activity over the last three years include:

- **Two textbooks**, one of which is used across the country and internationally
- **One procedural manual** - used with licensure bodies across the country
- **Over forty referred articles** and book chapters
- **Over sixty professional presentations**, most of which are national or international