September 15, 2015

To: Stakeholders and Prospective Students of the Counselor Education Program

Please accept this as an official report of the outcomes of systematic program evaluation conducted by the Counselor Education Program for our Council of Accreditation of Counseling and Related Educational Programs (CACREP) accreditation renewal. The sources of data that we pulled from to compile this report includes:

- Masters’ student Counselor Preparation Comprehensive Examination scores
- University of New Mexico TK20 Campuswide Software and associated Assessment Maturity Index score (AMI) provided by the University
- University of New Mexico TK20 Higher Education Software for individual course assessments
- Alumni and Employer Surveys 2013 to Present
- Current Student Surveys
- Minutes of Faculty Retreat Meetings
- 10 year University Academic Program Review (APR) visit Fall 2012
- Faculty Reports of Meetings with Site Supervisors (ongoing)
- CACREP Site Visit (Fall 2013) and follow-up documentation

Key Evaluation Findings: Master’s Program

A review of the CPCE scores for students across the program since inception has demonstrated that our students traditionally score very well compared to their national peers—every semester since we have required the CPCE as the master’s comprehensive test, students have scored, on average, one standard deviation above the national mean. Additionally, only one student has ever failed the test, speaking to the quality of general counseling training in the Counselor Education program at UNM.

During the academic year, site supervisor and clinical instructors have rated students’ clinical skills very highly, with all students scoring at the “meets expectations” level, and many receiving scores of “exceed expectations” on the Professional Counseling Performance Evaluations. Qualitatively, site supervisors have spoken favorably about students with faculty during site visits, with statements including “I prefer to only take UNM interns” and “yours are the best trained and most qualified in the community.” In site supervisor and employer surveys, similar information is shared, with high scores in the areas of multicultural competence (4.66, SD = 0.57), professional orientation and ethical practice (4.33, SD = 0.57), Helping Relationships (4.33, SD = 0.57). Lower areas that were ranked included Research and Program Evaluation (3, SD = 0), Assessment (3.33, SD = 0.57) and Career Development (3.5, SD = 0.7). Many site supervisors and employers qualified that they were unsure of their student/alumni’s research and career competence, as it was outside of the purview of their given job, but saw assessment skills as needing to be honed more while one is enrolled in the graduate counseling program. Alumni surveys demonstrated similar trends, with the same strengths and weaknesses being highlighted by former students. Qualitative responses discussed the need for a counseling specific research course, and
increased access to assessment instruments when students are enrolled in the Practicum course at the Manzanita Counseling Training Clinic.

**Clinical Performance.** Masters and doctoral students are assessed by university- and/or site-supervisors on a variety of counseling performance measures. For academic years 2013-2014 and 2014-2015, all but one student received a passing grade for all clinical courses (i.e., Practicum, Advanced Practicum, or Internship). The student who did not pass self-selected out of the masters program.

**Key Modifications: Masters’ Program**

The Master’s Program was revised in 2012 to better meet the needs of the CACREP (2009) standards, as well as based upon employer and site supervisor feedback to ensure that students received specific instruction in substance abuse counseling, crisis intervention, and family counseling in the clinical mental health program, as well as child and adolescent counseling in the school counseling program. The program shifted from a 54 credit hour degree in both areas, to a 60 credit hour degree for each individual track.

In addition, following our CACREP site visit in 2013 and communication with the CACREP Board immediately following, we revised program requirements for internship for those students who chose “dual track” (both clinical mental health and school counseling specializations). Students are now required to complete a 600 hour internship experience in every specialization they seek; as such, students who chose to enroll in “dual track” must both meet the course requirements of both tracks and complete a 12 hour (1200 hour) internship experience, with 600 hours in a clinical mental health setting and 600 hours in a school counseling setting.

Assessments were added to the Manzanita Counseling Training Clinic, and discussions about the appropriate use of assessments were added to the Practicum course schedule. That was done in addition to course tweaks in the COUN515: Testing and Assessment in Counseling course, to ensure that students had greater access to typically used assessments and assignments to allow students to intentionally engage with those devices. In addition, we have prioritized tenure-track faculty to teach the COUN515: Testing and Assessment in Counseling course, as we have found that students tend to understand the material, and score better on the Assessment section of the CPCE, when tenure-track faculty teach this course. We have also integrated the Professional Counseling Performance Evaluation forms into each of our skills courses to more systematically explore students’ clinical skills.

**Key Evaluation Findings: Doctoral Program**

Quantitative findings from the Doctoral Survey were very good, with no score below 4 on a 5-point scale. The lowest score was for leadership models and roles; all other areas explored by the quantitative survey were at 4.5 or 5.0. Since the program modification of the doctoral program in 2011, we have had five doctoral students graduate with an interest in securing a tenure-track faculty position. Four out of five of these students were able to secure a faculty position, with one student securing a doctoral-level school administrative position for which she was trained; this student, although interested in a faculty position had geographic restrictions not allowing her to conduct a national tenure-track faculty search.

**Key Modifications: Doctoral Program**

Based on feedback from doctoral alumni and employers, the doctoral sequence of courses was adjusted in a number of different ways to ensure that students had counseling-specific training in advanced multicultural skills, a counseling specific teaching methods course, as well as a more rigorous research sequence. Each of these changes have been applied to the program, with the latest change (Advanced Multicultural Counseling course) added in Summer 2015. In addition, the Consultation course was adjusted to include information about counseling-specific research methodology and grant writing, so that graduates had more supervised grant
writing experiences while in the Counselor Education doctoral program, as well as counseling-specific knowledge relative to research.

In addition, as the University of New Mexico requires that students can only teach the level below them, and as such doctoral students cannot teach master’s students until they are ABD, the faculty of the Counselor Education program currently are developing and implementing an undergraduate Human Services minor, both to serve as an introduction to the program for undergraduate students who typically do not take our courses, but also so that doctoral students can have stand-alone teaching experiences, compensated by the university, as part of their ongoing doctoral training.

Finally, as we had the goal to increase the rigor of doctoral dissertations. In Spring 2015, we had our first doctoral student in recent memory receive the distinction of passing his dissertation with honors. In addition, the methodology employed by doctoral students have increased, and the publication rate of doctoral students in the program has also increased since 2011.