



WESTERN
NEW MEXICO UNIVERSITY
SCHOOL OF EDUCATION
Counseling Program

**Western New Mexico University
M.A. in Counseling Program**

**2020-2021
Annual Report**

**ANNUAL REPORT
WNMU COUNSELING PROGRAM
2020-2021 Academic Year**

At the end of each year program faculty are required to complete an annual review of the Counseling Program in fulfillment of the Council for the Accreditation of Counseling and Related Educational Program (CACREP) standards for program evaluation guidelines. Although, this review is a requirement, the program highly values its students, stakeholders, and community partners, and publishes this review for their benefit as well as for the overall benefit of the Counseling Program.

This document is the first comprehensive review of the WNMU Counseling Program, and it will be published to the Counseling Program's website on an annual basis. This report describes data collected and suggested program modifications. Since this is the first report, there are many gaps within the data, but future reports will be more comprehensive in nature. The following data is included within this report:

- Key Performance Indicators
- NCE Pass Rates
- Counseling Core Dispositions Assessment
- Counseling Advanced Skills Assessment
- Number of Graduates
- Current Student Body Race/Ethnicity
- CPCE Pass Rates

Suggestions for program modification and improvement are provided in connection to each data point collected. Modifications are determined by the following:

1. Themes that emerged from course, student, and program data
2. Issues evident in preparation for CACREP accreditation and writing of the program's self-study
3. Decisions made at strategic planning meetings with the core faculty, graduate assistants, and the Counseling Program's advisory committee.

Program Overview

The Counseling Program at Western New Mexico University (WNMU) is a three-year, 60 credit online program that prepares students to become professional counselors within a variety of settings including schools, community mental health centers, state agencies, clinics, hospitals, and private practices. The focus of the program is to assist students in developing the skills and nurturing the dispositions needed to provide innovative and effective counseling experiences for diverse clients in multicultural settings. The Counseling Program provides four separate specialties which include Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Substance Abuse Counseling. More detail regarding each specialty can be found below, under the Counseling Specialties section of the website. Graduates of the Counseling Program at WNMU are eligible for licensure as School

Counselors, Licensed Mental Health Counselors (LMHC), and Licensed Rehabilitation Counselors (LRC) in New Mexico. The program is also designed to meet the National Board for Certified Counselor requirements for students who wish to become National Certified Counselors (NCC) as well as the Commission on Rehabilitation Counselor Certification requirements for students who want to become Certified Rehabilitation Counselors (CRC).

Program Mission

The principal mission of the Counseling Program in the School of Education at Western New Mexico University is to prepare competent counselors to work with diverse populations throughout the United States and beyond. It is our mission to inspire and educate counseling students to provide effective counseling that will promote growth, wellness, and advocacy among the communities of the world.

Graduate Faculty and Staff

Benjamin C. Jenkins, PhD, CRC, LRC

Program Lead & Associate Professor

Clinical Rehabilitation Counseling Coordinator

Email: benjamin.jenkins@wnmu.edu

Areas of expertise: Clinical Rehabilitation Counseling

William B. Lane Jr., PhD, NCC

Assistant Professor

CACREP Liaison

NCE/CPCE Coordinator

Practicum/Internship Coordinator

School Counseling Coordinator

Email: william.lanejr@wnmu.edu

Areas of Expertise: School Counseling, Clinical Mental Health Counseling, trauma, child counseling

Kristine Gonzalez, MA

Assistant Professor

Email: kristine.gonzalez@wnmu.edu

Renee Howells

Academic Advisor

Email: renee.howard@wnmu.edu

Brandy Thornburg

Student Graduate Assistant

Email: thornburgb@wnmu.edu

Program Learning Objectives

The overall objective of the Master of Arts in Counseling degree is to prepare students to be professional counselors. The Counseling Program faculty believe that the development of a

strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to functioning as a professional counselor.

The Master of Arts in Counseling degree is designed to be a strong foundation upon which graduates enter a lifetime career in the counseling profession. This program prepares counselors to respond to social, psychological, and environmental challenges. In addition to knowledge and experience in the below eight common-core areas, graduates have specialized knowledge and skills as identified in the objectives of the program's four specialties. For specific details, please reference <https://www.cacrep.org>.

The Counseling Program has curricular and professional objectives for each student.

Curricular Objectives

1. Students will have knowledge of human growth and development in order to understand the nature and needs of persons at all developmental levels and in multicultural contexts.
2. Students will have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in counseling and consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to assessment and evaluation.
7. Students will be knowledgeable about various research methods and statistical analysis, needs assessments and program evaluation.
8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

Student Professional Objectives

In addition to the above curricular objectives, the Counseling Program has program specific objectives. These include the following:

9. All students will become National Certified Counselors.
10. Clinical Mental Health Counseling students will obtain appropriate state licensure as professional counselors.
11. School Counseling students will obtain appropriate state licensure as school counselors.
12. Clinical Rehabilitation Counseling students will obtain certification as rehabilitation counselors and appropriate state licensure as professional counselors.
13. Substance Abuse Counseling students will obtain appropriate state licensure professional counselors.

Counseling Program Activity

The Counseling Program experienced many successes during the 2020-2021 academic year. A third core faculty member, Dr. William Lane, was hired and began as an Assistant Professor

during the Fall 2020 semester. He received a course release to begin working on the CACREP self-study during the Spring 2021 semester. This year also brought changes to leadership within the program. Dr. Benjamin Jenkins became the lead of the program during the Spring 2021 semester. Toward the end of the academic year an additional faculty member, Kristine Gonzalez, was hired to fill a vacancy within the program. She will begin teaching during the next academic year. Brandy Thornburg, a student graduate assistant, was also hired to begin work next year.

The focus of the 2020-2021 academic year for the Counseling Program was to begin reorganizing many elements of the program to more properly align with CACREP standards. A few of the many changes that occurred include the following: standard syllabi were created, a remediation plan was developed, the program handbook was vastly redeveloped, the program website was aligned to CACREP standards, and the application process was streamlined in order to more efficiently process applicants.

Another focus of the program during this year was to get aligned with CAEP standards.

Program Data Report and Modifications

The Counseling Program collects and analyzes multiple data regarding student learning outcomes, dispositions, and important factors regarding the progress of students and the program. These data include the following:

- Key Performance Indicators
- NCE Pass Rates
- Counseling Core Dispositions Assessment
- Counseling Advanced Skills Assessment
- Number of Graduates
- Number of Job Placements
- Current Student Body Race/Ethnicity
- CPCE Pass Rates

Key Performance Indicators

The Counseling Program has 13 Key Performance Indicators that occur at multiple points throughout the program and which coincides with the 8 core areas of CACREP. The follow is a report on this data along with suggested program modifications:

CACREP Area	KPI	Goal	Data Results	Program Modifications/Future Actions	Data for Subsequent Year
--------------------	------------	-------------	---------------------	---	---------------------------------

Counseling Program Annual Report 2020-2021 6

Counseling Orientation and Professional Practice	COUN 501: Ethics Case Studies	90% of students will do an average of 90% or better on the three case studies	80% of students did an average of 90% or better on the three case studies (Fall, Spring, Summer)	Provide students with specific examples of applying the ethical code to various cases before students submit the first ethical case study assignment.	
Social and Cultural Diversity	COUN 505: Advocacy Plan for Diverse Population	90% of students will do 90% or better	No Data Available		
Human Growth and Development	COUN 534: Stories of Development Self-Reflection Paper	90% of students will do 90% or better	81% of students did 90% or better (Fall)	Provide students with specific examples of milestones and how they might impact individuals.	
	COUN 525: Child Counseling Activity Video Role-Play	90% of students will do 90% or better	65% of students did 90% or better (Spring)	Change program to offer two theories courses that students take before they take the Child & Adolescent Counseling course.	
Career Development	COUN 586: Career Development Narrative Paper	90% of students will do 90% or better	No Data Available		
Counseling and Helping Relationships	COUN 502: Theory Overview & Integration Papers	90% of students will do 90% or better	92% of students did 90% or better (Summer)	Maintain what is being done to continue reaching our goal	

Counseling Program Annual Report 2020-2021 7

	COUN 582: Case Conceptualization and Presentation	90% of students will do an average of 90% or better on the two case studies	No Data Available		
Group Counseling and Group Work	COUN 587: Group Counseling Project	90% of students will do 90% or better	No Data Available		
Assessment and Testing	COUN 527: Individual Assessment Evaluation and Presentation	90% of students will do 90% or better	100% of students did 90% or better (Fall)	Maintain what is being done to continue reaching of goal	
Research and Program Evaluation	COUN 500: Evidence-Based Counseling Practice	90% of students will do 90% or better	No Data Available		
Clinical Mental Health Counseling	COUN 544: Diagnosis Group Presentation	90% of students will do 90% or better	No Data Available		
	COUN 523: Individual Case Study Analysis	90% of students will do 90% or better	No Data Available		

School Counseling	COUN 555: School Counseling Practice Model Project	90% of students will do 90% or better	80% of students did 90% or better (Spring)	Provide extra reminders to students that they must engage in dialogue with their peers.	
--------------------------	--	---------------------------------------	--	---	--

NCE Pass Rates

The Counseling Program offers its students the National Board for Certified Counselors (NBCC) Graduate Student Application (GSA) for taking the National Counselor Exam (NCE). This program allows the Counseling Program to collect data regarding NCE pass rates. The follow is a report on this data along with suggested program modifications:

Other Data	Goal	Data Results	Program Modifications/Future Actions	Data for Subsequent Year
NCE Pass Rates	90% of students who take the exam pass	No Data Available		

Counseling Core Dispositions Assessment

The Counseling Program assesses students on core counseling dispositions which include mindfulness, empathy, reflexivity, curiosity, integrity, engagement, and cultural humility. This is done at multiple points throughout the program, but for purposes of the Annual Report, data from the last assessment is reported herein. The following is the report with suggested modifications:

Other Data	Goal	Data Results	Program Modifications/Future Actions	Data for Subsequent Year

Counseling Core Dispositions Assessment	90% of students score higher than an average of "2" during their last semester of Internship	No Data Available
--	--	-------------------

Counseling Advanced Skills Assessment

The Counseling Program assesses students on advanced counseling skills, some of which include advocacy, case conceptualization, systems work, and appropriate use of assessment tools. This assessment is conducted at multiple points throughout the program, but for purposes of the Annual Report, data from the last assessment is reported herein. The following is the report with suggested modifications:

Other Data	Goal	Data Results	Program Modifications/Future Actions	Data for Subsequent Year
Counseling Advanced Skills Assessment	90% of students score higher than an average of "2" during their last semester of Internship	No Data Available		

Number of Graduates

The Counseling Program had 8 graduates for the 2020-2021 academic year.

Number of Job Placements

The Counseling Program does not currently have data regarding this factor

Current Student Body Race/Ethnicity

The Counseling Program does its best to honor the diversity found within its surrounding community. Western New Mexico University is a Hispanic Serving Institution, and the Counseling Program does its best to attract Hispanic students as well as students from diverse backgrounds. The follow is a report on this data along with suggested program modifications:

Other Data	Goal	Data Results	Program Modifications/Future Actions	Data for Subsequent Year
Current Student Body Race/Ethnicity	Majority of students are Hispanic with at least 2 other race/ethnicities of at least 10%	Majority of current student body was White (45%). Next greatest race/ethnicity was Hispanic (28%). American Indian or Alaskan Native was 7%, 5% were Black or African American, and 4% were Asian. 12% did not respond to this question	Promote the program to the local Hispanic and American Indian or Alaskan Native Populations	

CPCE Pass Rates

The Counseling Program utilizes the Counselor Preparation Comprehensive Exam (CPCE) as its comprehensive exam. This exam consists of 136 questions. Students take this exam during their last semester of classes. Do to not having completed all courses by the time they take the exam, students are required to answer at least 90 of the 136 questions correctly. This is considered a passing score on the CPCE for the Counseling Program’s comprehensive exam purposes. The follow is a report on this data along with suggested program modifications:

Other Data	Goal	Data Results	Program Modifications/Future Actions	Data for Subsequent Year

CPCE Pass Rates	90% of students will get a 90 or above on the CPCE	No Data Available
------------------------	--	-------------------

Executive Summary

The Counseling program has an extensive program assess and evaluation plan. The plan includes multiple data points across the curriculum based on the results of selected comprehensive assignments, counseling dispositions and skills assessments completed by students, site supervisors, and faculty, comprehensive exam scores, graduate and employer surveys. The results of the plan summarized in this document represent the portion of the program evaluation plan that aligns with the program’s student learning objectives.

Overall, the plan is intended to better inform faculty of the success of the program as well as measure student learning. The Counseling Program evaluation plan is an evolving process as feedback from the data gathered each academic year allows faculty to assess student learning and identify strengths and areas for improvement.

Our 2020-2021 program assessment results have revealed that while there have been successes, there have also been shortcomings. Some assignments will remain in the overall plan for the coming 2021-2022 academic year and will continue to be monitored. Other assignments have been revised and all will be reexamined during the coming academic year.

Respectfully submitted,

William B. Lane Jr., PhD, NCC
Assistant Professor of Counseling
Western New Mexico University

Completed: October 14, 2021