



WESTERN
NEW MEXICO UNIVERSITY
COLLEGE OF EDUCATION
Counseling Program

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

**2021-2022
Annual Report**

**ANNUAL REPORT
WNMU COUNSELING PROGRAM
2021-2022 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
- Graduate Race/Ethnicity
- Completion Rates
- Number of Job Placements
- 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
Department Chair & Associate Professor
Clinical Rehabilitation Counseling Coordinator
Email: benjamin.jenkins@wnmu.edu
Areas of expertise: Clinical Rehabilitation Counseling

William B. Lane Jr., PhD, LPCC, NCC
Counseling Program Lead
CACREP Liaison
School Counseling Coordinator
Assistant Professor
Email: william.lanejr@wnmu.edu
Areas of Expertise: School Counseling, Clinical Mental Health Counseling, trauma, child counseling

Kristine Gonzalez, MA
Clinical Mental Health Coordinator
NCE/CPCE Coordinator
Assistant Professor
Email: kristine.gonzalez@wnmu.edu

Katie Sacco, PhD, LPC (ID), NCC
Substance Abuse Coordinator
Practicum/Internship Coordinator
Assistant Professor
Email: katie.sacco@wnmu.edu

Renee Howard

Academic Advisor

Email: renee.howard@wnmu.edu

Brandy Thornburg

Student Graduate Assistant

Email: counselingGA@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 2021-2022 academic year. A fourth core faculty member, Dr. Katie Sacco, was hired. She will begin with the program starting the Fall 2022 semester. She was hired to oversee the Substance Abuse concentration within the Counseling Program. The School of Education became the College of Education. This will take effect during the Fall 2022 semester. The Counseling Program is now housed within the Department of Advanced Clinical and Education Programs, with Dr. Benjamin Jenkins as the Department Chair. Dr. William Lane is the new Program Lead, and other responsibilities have been assigned as follows: Prof. Kristine Gonzalez is the new CPCE/NCE Coordinator and Katie Sacco is the new Practicum/Internship Coordinator.

The focus of the 2021-2022 academic year for the Counseling Program was to continue reorganizing many elements of the program to more properly align with CACREP standards. The CACREP self-study is currently complete and being reviewed by Dr. Benjamin Jenkins for submittal to CACREP by the end of the Fall 2022 semester.

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
- Graduate Race/Ethnicity
- Completion Rates
- Number of Job Placements
- Current Student Body Race/Ethnicity
- CPCE Pass Rates

Key Performance Indicators

The Counseling Program has 15 Key Performance Indicators that occur at multiple points throughout the program and which coincides with the 8 core areas of CACREP as well each

concentration. During the previous reporting period the majority of goals read as “90% of students will do 90% or better,” but this has been changed to “80% of students will do 90% or better.” This change has been made to better reflect program potential as well as to reduce the likelihood of grade inflation. The following is a report on the 15 Key Performance Indicator data along with suggested program modifications:

CACREP Area	KPI	Goal	Data Results	Program Modifications/Future Actions	Data for Subsequent Year
Counseling Orientation and Professional Practice	COUN 501: Ethics Case Studies	80% of students will do an average of 90% or better on the three case studies	71% of students did an average of 90% or better.	Additional lecture on biases and values, require students to purchase APA student manual, and emphasize the importance of reviewing feedback. -Individualized lecture on biases and multiculturalism	80% of students did an average of 90% or better.
Social and Cultural Diversity	COUN 505: Advocacy Plan for Diverse Population	80% of students will do 90% or better	52% of students did 90% or better.	Create another video description of the assignment, but be clearer with what students need to include.	No data available because the course with the KPI was not taught until 2021-2022 academic year
Human Growth and Development	COUN 534: Stories of Development Self-Reflection Paper	80% of students will do 90% or better	86% of students did 90% or better.	Be clearer with deadlines	81% of students did 90% or better.
	COUN 525: Child Counseling Activity Video Role-Play	80% of students will do 90% or better	88% of students did 90% or better.	Be clear about the need to review assignment feedback and include citations/references in course work.	65% of students did 90% or better.
Career Development	COUN 586: Career Development Narrative Paper	80% of students will do 90% or better	94% of students did 90% or better.	Emphasize instructions and items that need to be addressed in paper.	No data available because the course with the KPI was not taught until 2021-2022 academic year
Counseling and Helping Relationships	COUN 502: Theory Overview & Integration Papers	80% of students will do 90% or better	74% of students did 90% or better.	Create a clearer assignment description and make sure students understand APA. -Be sure to remind students to clearly cover each bullet of the assignment.	92% of students did 90% or better
	COUN 581-583: Case	80% of students will do an	100% of students did 90% or better	May be beneficial to record case feedback	No data available because the

Counseling Program Annual Report 2021-2022 7

	Conceptualization and Presentation	average of 90% or better on the two case studies		following student presentations -These classes should be recorded for students to review later	course with the KPI was not taught until 2021-2022 academic year
Group Counseling and Group Work	COUN 587: Group Counseling Project	80% of students will do 90% or better	100% of students did 90% or better	Reiterate the need to cite references and be clearer and concise about student expectations. -Emphasize APA formatting, references and citing in all program KPI Assignments	No data available because the course with the KPI was not taught until 2021-2022 academic year
Assessment and Testing	COUN 527: Individual Assessment Evaluation and Presentation	80% of students will do 90% or better	0% of students did 90% or better.	Reiterate the need to cite references	100% of students did 90% or better.
Research and Program Evaluation	COUN 500: Evidence-Based Counseling Practice	80% of students will do 90% or better	No data available because the course with the KPI will be taught for the first time Spring 2023		
Clinical Mental Health Counseling	COUN 562: Diagnosis Group Presentation	80% of students will do 90% or better	No data available because the course will be taught for the first time Spring 2023		
	COUN 589: Individual Case Study Analysis	80% of students will do 90% or better	60% of students did 90% or better.	Stress the importance of reviewing assignment feedback for previous work and how students may improve on future assignments. Include additional information and potentially an additional lecture to emphasize the importance of cultural factors and how this can impact diagnosis and treatment	No data available because the course with the KPI was not taught until 2021-2022 academic year
School Counseling	COUN 554: School Counseling Practice Model Project	80% of students will do 90% or better	No data available because this course was not taught during the 2021-2022		
	COUN 555: School Counselor Interview	90% of students will do 90% or better	91% of students did 90% or better	Emphasize importance of informed consent form	No Data Available
Addiction Counseling	COUN 522: <i>When a Man Loves a Woman</i> Case Study	80% of students will do 90% or better	89% of students did 90% or better	Clarify deadlines.	No data available because the course with the KPI was not taught until 2021-2022 academic year

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	67% of students who took the exam passed	Incorporate some study materials with in Practicum/Internship class	No data available because the contact has not provided the data at this time

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	100% of students did an average of "2" during their last semester of Internship	Perhaps grading needs to be reexamined.	No data available because this was not assessed until 2021-2022 academic year

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	100% of students did an average of "2" during their last semester of Internship	Perhaps grading needs to be reexamined.	No data available because this was not assessed until 2021-2022 academic year

Number of Graduates

The Counseling Program had 5 graduates who were awarded degrees during the 2021-2022 academic year.

Graduate Race/Ethnicity

The graduates of the 2021-2022 academic year included 40% Hispanic, 40% White, and 20% Black or African American. This met our goal of having the majority of graduates be Hispanic with at least two other races/ethnicities of at least 10% or the majority of graduates will be of minority populations.

Completion Rates

The graduation rate for students who were admitted to the program during the 2015-2016 academic year and who graduated by the 2021-2022 academic year is 33%. In order to improve this rate, faculty should have contact with each advisee every semester.

Number of Job Placements

The Counseling Program does not currently have data regarding this factor because graduates have not yet returned the graduate survey.

Current (Fall 2022) Student Body Race/Ethnicity

The Counseling Program does its best to honor the diversity found within its surrounding community. As a Hispanic Serving Institution (HSI) we work 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% or the majority of graduates will be of minority populations.	Majority of current student body selected no response (41%). Next greatest race/ethnicity was White (28%). Hispanic (14%). American Indian or Alaskan Native (7%), Black or African American (7%), Asian (4%).	Promote the program to the local Hispanic and American Indian or Alaskan Native populations. Do more to retain and recruit Black or African American and Asian students.	Majority of current student body were White (45%). Next greatest race/ethnicity was Hispanic (28%). No response (12%). American Indian or Alaskan Native (7%). Black or African American (5%), Asian (4%).

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	17%	More clearly explain the importance of the exam. Incorporate more quizzes and exams that assess core areas. Include some review during Practicum and Internship	No data available because this was not assessed until 2021-2022 academic year

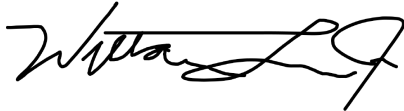
Executive Summary

The Counseling Program has an extensive program assessment 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 how the program is doing so they can make improvements and adjustments to better meet program objectives and student learning outcomes. 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 2021-2022 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 2022-2023 academic year and will continue to be monitored. Other assignments have been revised in order to help students better meet learning objectives. All assignments will be reexamined during the coming academic year.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "William B. Lane Jr.", written in a cursive style.

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

Completed: August 4, 2022