



WESTERN
NEW MEXICO UNIVERSITY
COLLEGE OF EDUCATION
Counseling Program

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

**2022-2023
Annual Report**

ANNUAL REPORT WNMU COUNSELING PROGRAM 2022-2023 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. 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 third comprehensive review of the WNMU Counseling Program, and it is published to the Counseling Program's website on an annual basis. This report describes data collected and suggested program modifications. Since this is only the third report, and since the program continues to make programmatic changes for the benefit of students and clients, some data types herein may be different from previous reports. 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
- Employer Satisfaction
- Supervisor Satisfaction
- 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 and addendum
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 to diverse clients in multicultural settings. The Counseling Program has 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 above, 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). Additionally, students who graduate from the program receive the necessary training to become Board Certified-TeleMental Health (BC-TMH) providers

Program Mission

The principal mission of the Counseling Program in the College 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, BC-TMH
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, PhD
Clinical Mental Health Coordinator
NCE/CPCE Coordinator
Assistant Professor
Email: kristine.gonzalez@wnmu.edu

Meaghan Nolte, PhD, NCC
Substance Abuse Coordinator

Practicum/Internship Coordinator
Assistant Professor
Email: meaghan.nolte@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 evaluation, assessment, and documentation.
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 eligible for credentialing National Certified Counselors.
10. Clinical Mental Health Counseling students will be eligible to pursue appropriate state licensure as professional counselors.
11. School Counseling students will be eligible to pursue appropriate state licensure as school counselors.

12. Clinical Rehabilitation Counseling students will be eligible to pursue certification as rehabilitation counselors (CRC) and appropriate state licensure as professional counselors.
13. Substance Abuse Counseling students will be eligible to pursue appropriate state licensure professional counselors.
14. All students will receive the necessary training applicable to becoming Board Certified-TeleMental Health (BC-TMH) providers.

Counseling Program Activity

The Counseling Program experienced many successes during the 2022-2023 academic year. A fourth core faculty member, Dr. Meaghan Nolte, was hired to begin as a core faculty during the 2023-2024 academic year. Within the program she currently serves as Practicum/Internship Coordinator and the Substance Abuse Specialization Coordinator.

A new Dean of the College of Education was appointed, Dr. Cindy Martinez. The Counseling Program continues to be housed within the Department of Advanced Clinical and Education Programs, with Dr. Benjamin Jenkins as the Department Chair. Dr. William Lane remains as the Program Lead.

Dr. Kristine Gonzalez obtained her PhD in Rehabilitation Counseling and can now be considered core faculty. She continues to serve as the CPCE/NCE Coordinator.

The focus of the 2022-2023 academic year for the Counseling Program was to continue reorganizing many elements of the program to more properly align with CACREP standards. The program's CACREP Self-Study was officially submitted on November 11th, 2022. The program received a request for an addendum review from CACREP on May 15th, 2023. Faculty within the program have diligently worked on this addendum, which included a request for added documentation for 34 of the 273 standards that were addressed in the original Self-Study. The program will turn in the respond to the addendum no later than November 15th, 2023.

During the 2022-2023 academic year on November 29th, 2022, the Counseling Program held its inaugural Advisory Board Meeting. Multiple new board members, including stakeholders, participating in that meeting. The program was given feedback to adjust program objectives to specifically teach about documentation. Curricular objective #6 was changed to reflect this feedback and multiple assignments were created and implemented within the Clinical Mental Health Counseling specialty courses to help better prepare student for documentation.

As of July 11th, 2023, the Counseling Program has officially become a Registered Credential Training Provider (RCTP# 1004-BC-TMH) for the Center for Credentialing & Education (CCE) to provide the required training for the Board Certified-TeleMental Health provider credential. Moving forward, all students who graduate from the program will receive the required training for that application process. This has been added as a student professional objective for the program.

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
- Employer Satisfaction
- Supervisor Satisfaction
- Current Student Body Race/Ethnicity
- CPCE Pass Rates

Key Performance Indicators

The faculty within the Counseling Program have learned a lot about key performance indicators (KPIs) through the request for an addendum received from CACREP. The program has new and revised KPIs to include a total of 13 KPIs that occur at multiple points throughout the program and which coincides with the 8 core areas of CACREP as well as each specialty. Previously, faculty believed that assessments were KPIs. They now understand that assessments and KPIs are two separate things, with the assessments evaluating specific KPIs. These adjustments will be reflected within the 2023-2024 Annual Report.

During the 2022-2023 academic year, the program developed assessments for the Clinical Rehabilitation Counseling specialty, and an additional Human Growth and Development assessment. The Addiction Counseling assessment was switched from COUN 522, which was a core class, to COUN 566, which is an Addiction Counseling Specialty specific class. The following is a report on the 17 assessments, which were previously believed to be KPIs, the data, and suggested program modifications:

CACREP Area	KPI	Goal	Data Results	Program Modifications	Data for Subsequent Year
Counseling Orientation and Professional Practice	COUN 501: Ethics Case Studies	80% will do on average 90% or better	79% of students did an average of 90% or better	Emphasize submitting assignment on time and incorporating feedback	71% of students did an average of 90% or better
Social and Cultural Diversity	COUN 505: Advocacy Plan for Diverse Population	80% will do 90% or better	76% of students did	Create specific lectures to help build up to this assignment	52% of students did 90% or better

Counseling Program Annual Report 2022-2023 7

			90% or better		
Human Growth and Development	COUN 534: Stories of Development Self-Reflection Paper	80% will do 90% or better	84% of students did 90% or better	Emphasize deadlines and provide students with multiple reminders	86% of students did 90% or better
	COUN 525: Child Counseling Activity Video Role-Play	80% will do 90% or better	84% of students did 90% or better	Emphasize all elements of this assignment and turning it in on time	88% of students did 90% or better
	COUN 531: Theory Role Play & Integration Paper	80% will do 90% or better	100% of students did 90% or better	N/A	This course was not taught the previous academic year
Career Development	COUN 586: Career Development Narrative Paper	80% will do 90% or better	86% of students did 90% or better	Review assignment instructions	94% of students did 90% or better
Counseling and Helping Relationships	COUN 502: Theory Overview & Integration Papers	80% will do 90% or better	80% did 90% or better	Emphasize the instructions and turning assignments in on time	74% of students did 90% or better
	COUN 581-583: Case Conceptualization and Presentation	80% will do 90% or better	97% did 90% or better	Provide site supervisors with calendar of due dates for assessments and important semester dates. Meet with supervisors in the beginning of the term to build and strengthen relationships	100% of students did 90% or better
			100% did 90% or better	N/A	
88% did 90% or better	Continue to grow capacity in site supervisors to accurately assess interns and provide valuable and critical feedback. Schedule more one-on-one meetings with students throughout semester challenging undesirable counselor behavior.				
Group Counseling and Group Work	COUN 587: Group Counseling Project	80% will do 90% or better	75% did 90% or better	Require groups meet with instructor when working through their group project or schedule regular check-ins for project feedback.	100% of students did 90% or better
Assessment and Testing	COUN 527: Individual Assessment Evaluation and Presentation	80% will do 90% or better	89% did 90% or better	Make sure every student submits the assignment. Make sure students know they have to choose a test that was not discussed in class	0% of students did 90% or better
Research and Program Evaluation	COUN 500: Evidence-Based Counseling Practice	80% will do 90% or better	100% did 90% or better	N/A	No Data From Previous Year
Clinical Mental Health Counseling	COUN 562: Diagnosis Group Presentation	80% will do 90% or better	100% did 90% or better	N/A	No Data From Previous Year
	COUN 589: Individual Case Study Analysis	80% will do an average of 90% or better	78% of students did an average of 90% or better	Emphasize due date. Encourage students to interact more with each other on discussion board posts and utilize APA formatting. Ensure students understand and incorporate feedback	60% of students did 90% or better

School Counseling	COUN 554: School Counseling Practice Model Project	80% will do 90% or better	100% did 90% or better	N/A	No Data From Previous Year because the course was not taught during that year
	COUN 555: School Counselor Interview	80% will do 90% or better	80% did 90% or better	Emphasize APA formatting and greater depth to the assignment	91% of students did 90% or better
Addiction Counseling	COUN 566: When a Man Loves a Woman Case Study	80% will do 90% or better	33% did 90% or better	The students need to focus on the 3,000-word requirement which is 20% of the grade	89% of students did 90% or better
Clinical Rehabilitation Counseling	RHAB 503: Employment Experience Paper	80% of students will do 90% or better	100% did 90% or better	N/A	No Data From Previous 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. No graduates/students took the exam through the GSA program during 2022. A change that was incorporated during the 2022-2023 academic was incorporating a practice comprehensive exam to be taken by all students within the COUN 581 – Practicum in Counseling Course. The following is a report on data as provided by CCE for those graduates who took the NCE during 2022 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	27% of students who took the exam passed	More students took the exam this year. Build into courses more quizzes and exams	67% of students who took the exam passed

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 semester of internship is reported herein. Moving forward, the 2023-2024 Annual Report will report on this data for each field-based course rather than just the last semester of internship. 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% did an average of "2" during their last semester of internship	N/A	100% of students did an average of "2" during their last semester of Internship

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 semester of internship is reported herein. Moving forward, the 2023-2024 Annual Report will report on this data for each field-based course rather than just the last semester of internship. 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% did an average of "2" during their last semester of internship	N/A	100% of students did an average of "2" during their last semester of Internship

Number of Graduates

The Counseling Program had 14 graduates who were awarded degrees during the 2022-2023 academic year, which is a significant increase from the previous academic year in which the program had 5 graduates.

Graduate Race/Ethnicity

The graduates of the 2022-2023 academic year included 22% Hispanic, 50% White, and 14% Black or African American, 7% American Indian or Alaskan Native, and 7% who did not respond to race/ethnicity. This did not meet our full 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. Hispanic, White, and Black or African American were all race/ethnicities that had 10% or more representation among our graduates.

Completion Rates

The graduation rate for students who were admitted to the program during the Spring, Summer, and Fall semesters of 2016 who graduated by the 2022-2023 academic year is 60%, which is an improvement from 33% for the previous academic year. During the 2022-2023 academic year, the Program Lead took the responsibility to contact every student within the program each semester to check up on them. Advisors also kept notes of interactions with advisees in order to better keep track of students. This has helped improve completions rates.

Number of Job Placements

The Counseling Program had 9 graduates respond to the WNMU Graduate Survey, and all 9 respondents stated they were currently employed as a counselor.

Employer Satisfaction

The goal is that 90% of respondents will be “Satisfied” or “Very Satisfied” with our graduates’ work as professional counselors. Two respondents identified as both a supervisor and employer. One indicated that they were “Satisfied” with the graduate and the other indicated that they were “Very Satisfied,” making 100% of respondents “Satisfied” or “Very Satisfied” with our graduates’ work as professional counselors.

Supervisor Satisfaction

The goal is that 90% of respondents will be “Satisfied” or “Very Satisfied” with our graduates’ work as professional counselors. Two respondents identified as both a supervisor and employer, and two respondents identified as just a supervisor. Three respondents indicated that they were “Satisfied” with the graduate and one indicated that they were “Very Satisfied”, making 100% of respondents “Satisfied” or “Very Satisfied” with our graduates’ work as professional counselors.

Current (Fall 2023) Student Body Race/Ethnicity

The Counseling Program does its best to honor the diversity found within its surrounding communities. As a Hispanic Serving Institution (HSI) we work to attract Hispanic students as well as students from diverse backgrounds. There have been a few changes to the website to be more welcoming to diverse populations. Names and images of diverse student officers and graduates have been included on the website. During the 2022-2023 academic year, the

Counseling Program was able to hire diverse adjunct faculty to teach within the program. The following 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 identify as White (41%). Hispanic (39%). American Indian/Alaskan Native (6%). Black or African American (6%). Asian (2%). Native Hawaiian or Other Pacific Islander (2%). and Two or More Races (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. Continue to build representation on the program website and within the make-up of the faculty.	Majority of current student body selected no response (41%). White (28%). Hispanic (14%). American Indian or Alaskan Native (7%). Black or African American (7%). 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 72 of the 136 questions correctly. This is considered a passing score on the CPCE for the Counseling Program’s comprehensive exam purposes. This is a change from the program’s previous cutoff score of 90. The cutoff score for this exam was changed, to better reflect a developing and rapidly changing program. Also, previously this data was calculated for the previous academic year. It has been changed to report data for the previous full calendar year, 2022. Another changed included during the 2022-2023 academic year was incorporating a practice comprehensive exam to be taken by all students within the COUN 581 – Practicum in Counseling Course. The following 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	60%	More clearly explain the importance of the exam. Incorporate more quizzes and exams that assess core areas. Include some review during Practicum and Internship	17%

Executive Summary

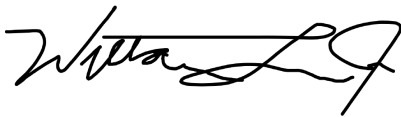
The Counseling Program has an extensive program assessment and evaluation plan. The plan includes multiple data points across the curriculum based on the results of selected comprehensive assignments, counseling dispositions, comprehensive exam scores, graduate and employer surveys, and skill assessments completed by students, site supervisors, and faculty. 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. It is also to inform stakeholders of our continual progress and improvement. 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 2022-2023 program assessment results have revealed that while there have been successes, there have also been shortcomings. Some assignments to assess for KPIs will remain in the overall plan for the coming 2023-2024 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. Additionally, the whole KPI tracking system has been adapted to capture data on KPIs rather than assignments.

Respectfully submitted,



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

Completed: October 5th, 2023