Institutional Information

This survey is to be completed only by programs accredited under the 2009 CACREP Standards and needs to be submitted by September 15, 2016.

If you have any questions or need assistance in completing this survey, please contact Tyler Kimbel at 703.535.5990 or tkimbel@cacrep.org.

1.) Name of Your Institution:
Please provide the name of the institution where your program is located.

Texas A and M University - Corpus Christi

2.) Institution Type:
Please select the category that describes your institutional control or affiliation.

Public

3.) Association for Counselor Education and Supervision Region (ACES) Region:
Please identify the ACES region in which your counseling program is located.

Southern (SACES)

ADDITION COUNSELING

4.) Do you have a CACREP-accredited ADDICTION COUNSELING program?

Yes
4.A.) What is the minimum number of credit (semester) hours required for your ADDICTION COUNSELING degree?
For programs operating on a quarter hour system: Please convert the minimum number of required quarter hours to semester hours by multiplying the number of quarter hours by 2/3 to provide your answer. (Example: If the minimum number of quarter hours required for a degree is 72, then 72 x (2/3) = 48 semester hours.)

60

4.B.) How many students are currently enrolled in your ADDICTION COUNSELING program?
Please provide a headcount of students currently enrolled in your Addiction Counseling program. ("currently enrolled" = students enrolled in your program at the time this survey is being completed)

10

ADDICTION COUNSELING PROGRAM/STUDENT OUTCOMES
Unless a specific time frame is identified, you should respond to the questions below using the most recent data you have available for the program.

Addictions Counseling Program Objectives
The objectives of the clinical mental health counseling program are:
1. To prepare students with the core counseling knowledge necessary for licensure in Texas as a License Professional Counselor and Texas Licensed Chemical Dependency Counselor, and as a National Certified Counselor through NBCC. Students will meet the educational requirements for the Master Addictions Counselor (MAC) through NBCC. (as measured by comprehensive examination and NCE scores)
2. To prepare students to provide addiction counseling services, including assessment, prevention, and intervention strategies that address the needs of the client and/or family system. (as measured by practical/applied experience ratings in practicum and internship and curricular experiences in CNEP 5312, 5313, and 5321 as evaluated by examinations and rubrics)
3. To prepare students to use relevant assessment, research, and program evaluation methods to provide addiction counseling services across programs and a cross-cultural client base. (as measured by program evaluation component in CNEP 5371 and examination in CNEP 5312)
4. To prepare students to provide addictions counseling and interdisciplinary advocacy services for clients at risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders. (as measured by graduates successfully completing case study projects in CNEP 5312, CNEP 5313 and CNEP 5321 as evidenced by rubric ratings.)
Addiction Counseling Program Student Learning Outcomes

1. Students in the Addictions Counseling Program will demonstrate core counseling knowledge as evidenced by passing the comprehensive exam. In addition, 80% of graduates who take the NCE will pass the exam on their first attempt. Successful performance in core courses as evidenced by rubric ratings.

2. Students in the Addictions Counseling Program will demonstrate knowledge of the eight practice dimensions for LCDC certification as evidenced by 80% of graduates successfully passing the Texas LCDC exam with a passing score at the end of the program of study.

3. Students in the Addictions Counseling Program will provide addiction counseling services, including assessment, prevention, and intervention strategies, as evidenced by 90% of the students receiving rankings of very good (4) to outstanding (5) on practicum and internship evaluations.

4. Students in the Addictions Counseling Program will demonstrate the use of standardized and nonstandardized assessment strategies specific to addictions counseling as evidenced by 90% of graduates successfully completing case study projects in CNEP 5313 and CNEP 5321 as evidenced by rubric ratings.

5. Students in the Addictions Counseling Program will demonstrate knowledge related to providing interdisciplinary advocacy services for clients at risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders specific to addictions counseling as evidenced by 90% of graduates successfully completing case study projects in CNEP 5312, CNEP 5313 and CNEP 5321 as evidenced by rubric ratings.

4.C.) How many students graduated from your ADDICTION COUNSELING program in the past year?

Please provide the combined total number of graduates from Summer 2016, Fall 2016, and Spring 2017.

4

4.D.) To the best of your knowledge, what is the completion rate of students from your ADDICTION COUNSELING program?

To the best of your ability, please use the following information as a guide to report your program's completion rate:A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students' expected time from admission to graduation. If this is the case, your program's completion rate is the average of the full-time student completion rate and the part-time student completion rate.

100
4.E.) To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your ADDICTION COUNSELING program?

Please use the drop down menu below to choose the licensure [or certification] examination pass rate, to the best of your knowledge, of students from your program. (NOTE: CACREP does not dictate the applicable licensure [or certification] examination for any program area in any state. Please provide the licensure [or certification] examination pass rate for the examination that is currently available for students in this program.)

N/A

4.F.) To the best of your knowledge, what is the job placement rate of graduates from your ADDICTION COUNSELING program who were actively seeking employment?

To the best of your ability, please use the following calculation as a guide to report your program’s job placement rate:

Numerator: the number of students who, within 180 days of the day they received their master's counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation.

Denominator: the number of students who, during the award year, received the master's counseling degree awarded for successfully completing the program and were actively seeking employment.

100

CAREER COUNSELING

5.) Do you have a CACREP-accredited CAREER COUNSELING program?

No

CL REHAB

6.) Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program that is dually accredited as a MENTAL HEALTH COUNSELING program?

No
7.) Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?
Please note, this question pertains to programs accredited solely as Clinical Mental Health Counseling programs.

Yes

CMHC Cont'd

7.A.) What is the minimum number of credit (semester) hours required for your CLINICAL MENTAL HEALTH COUNSELING degree?
For programs operating on a quarter hour system: Please convert the minimum number of required quarter hours to semester hours by multiplying the number of quarter hours by 2/3 to provide your answer. (Example: If the minimum number of quarter hours required for a degree is 72, then 72 x (2/3) = 48 semester hours.)

60

7.B.) How many students are currently enrolled in your CLINICAL MENTAL HEALTH COUNSELING program?
Please provide a headcount of students currently enrolled in your Clinical Mental Health Counseling program. ("currently enrolled" = students enrolled in your program at the time this survey is being completed)

90

CLINICAL MENTAL HEALTH COUNSELING PROGRAM/STUDENT OUTCOMES
Unless a specific time period is identified, you should respond to the questions below using the most recent data you have available for the program.
Clinical Mental Health Counseling Program Objectives
The objectives of the clinical mental health counseling program are:
1. To prepare students with the core counseling knowledge necessary for professional practice as a Licensed Professional Counselor and as a National Certified Counselor through NBCC and the CCMHC specialization through NBCC. (as measured by passing scores on the NCE or comprehensive examination, and course examinations)
2. To prepare students, through a process of personal and professional reflection, to identify a guiding theory of counseling that will serve as a foundation for counseling in mental health settings. (as measured by faculty of the students' comprehensive theory paper required of all students)
3. To prepare students to recognize their strengths and limitations through participation in counseling supervision and professional development. (as measured by the students Individual Development Plan,(IDP) supervision ratings and experiences in practicum and university internships)
4. To prepare students to provide mental health counseling and interdisciplinary advocacy services for clients at risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders. (as measured by course examinations, case studies, evaluation of community resources)

Clinical Mental Health Counseling Program Student Learning Outcomes
1. Students will demonstrate core counseling knowledge as evidenced by passing the comprehensive exam. In addition, 80% of graduates who take the NCE will pass the exam on their first attempt. Successful performance in core courses as evidenced by rubric ratings also serves as evidence for this outcome.
2. Students will demonstrate personal and professional reflection in choosing and understanding a guiding theory of counseling by 90% of graduates successfully completing a comprehensive theory paper with a score of 80 or above based on a class rubric.
3. Students will demonstrate an understanding of their strengths and limitations with 100% of students developing an IDP at the beginning of the course of study, continued and monitored throughout their program and again reviewed at the end of their program and 90% showing growth in their professional identity. This growth will also be evidenced by ratings of 4.0 or above on the final evaluations given by the University Supervisor in each student’s final internship.
4. Students will demonstrate knowledge of risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders with 90% successfully passing course examinations at a score 80% or above.
5. Students will demonstrate an understanding of cultural differences and multicultural competencies as evidenced by rubric ratings in CNEP 5314.
5. To prepare students to develop and maintain effective, culturally responsive counseling relationships. (as measured by self-evaluations through the multicultural competency survey, role playing, and case studies with diverse clientele)

7.C.) How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the past year?
Please provide the combined total number of graduates from summer 2016, fall 2016, and spring 2017.

32
7.D.) To the best of your knowledge, what is the completion rate of students from your CLINICAL MENTAL HEALTH COUNSELING program?

To the best of your ability, please use the following information as a guide to report your program's completion rate: A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students' expected time from admission to graduation. If this is the case, your program's completion rate is the average of the full-time student completion rate and the part-time student completion rate.

100%

7.E.) To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?

Please use the drop down menu below to choose the licensure [or certification] examination pass rate, to the best of your knowledge, of students from your program. (NOTE: CACREP does not dictate the applicable licensure [or certification] examination for any program area in any state. Please provide the licensure [or certification] examination pass rate for the examination that is currently available for students in this program.)

100%

7.F.) To the best of your knowledge, what is the job placement rate of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

To the best of your ability, please use the following calculation as a guide to report your program's job placement rate: Numerator: the number of students who, within 180 days of the day they received their master's counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation. Denominator: the number of students who, during the award year, received the master's counseling degree awarded for successfully completing the program and were actively seeking employment.

100%
7.G.) Within your academic unit, do you have a second program accredited as a CLINICAL MENTAL HEALTH COUNSELING program?

Please note, this option is for programs that have two or more programs currently accredited as CMHC programs. Only select "Yes" if you have a second CMHC program for which you need to report vital statistics.

No

MCFC

8.) Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

Yes

MCFC Cont'd

8.A.) What is the minimum number of credit (semester) hours required for your MARRIAGE, COUPLE, AND FAMILY COUNSELING degree?

For programs operating on a quarter hour system: Please convert the minimum number of required quarter hours to semester hours by multiplying the number of quarter hours by 2/3 to provide your answer. (Example: If the minimum number of quarter hours required for a degree is 72, then 72 x (2/3) = 48 semester hours.)

60

8.B.) How many students are currently enrolled in your MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

Please provide a headcount of students currently enrolled in your Marriage, Couple, and Family Counseling program. ("currently enrolled" = students enrolled in your program at the time this survey is being completed)

41

MARRIAGE, COUPLE, AND FAMILY COUNSELING PROGRAM/STUDENT OUTCOMES

Unless a specific time frame is identified, you should respond to the questions below using the most recent data you have available for the program.
Marriage, Couple, and Family Counseling Program Objectives:
The objectives of the marriage, couple, and family counseling program are:
1. To prepare students with the knowledge and understanding necessary for licensure in Texas as a Licensed Professional Counselor, a Licensed Marriage and Family Therapist, and/or a National Certified Counselor through NBCC (as measured by the NCE, AMFTRB, and/or comprehensive examination results).
2. To prepare students with the knowledge and understanding to apply systemic principles in working with diverse developmental, economic, social, ethnic, and cultural groups including traditional and nontraditional relationship structures (as measured by rating rubrics used in demonstrations, case studies, and curricular experiences; examination scores in CNEP 5320, 5322, 5324, and 5326; and ratings at or above very good on site supervisor and instructor evaluations).
3. To prepare students with the knowledge and skills necessary to address a wide variety of issues in the context of relationships and families (as measured by demonstrations, case studies, and other curricular experiences assessed by rubrics; examination scores in CNEP 5320, 5322, 5324, and 5326; and ratings at or above very good on site supervisor and instructor evaluations).
4. Students will demonstrate an ability for relationship-focused work in a variety of settings including child and family counseling agencies, youth intervention programs, community mental health agencies, churches, schools, substance abuse treatment facilities, and hospitals (as measured by case studies and treatment plans assessed by rubrics in CNEP 5326, and rankings of very good or above on site supervisor and instructor evaluations over three semesters of practicum/internship).
5. To prepare students to recognize their strengths and limitations through participation in counseling supervision and professional development (as measured by student IDPs, SAES ratings, and ratings of very good or above on site supervisor and instructor evaluations).

Marriage, Couple, and Family Counseling Student Learning Outcomes
1. Students will demonstrate core counseling knowledge as evidenced by passing the comprehensive exam. In addition, 80% of graduates who take the NCE will pass the exam on their first attempt. MCFC learning outcomes will also be evaluated by curricular experiences in MCFC coursework, including examinations, demonstrations, and case studies as evidenced by rubric ratings.
2. Students will demonstrate knowledge and understanding of applying systemic principles in working with diverse developmental, economic, social, ethnic, and cultural groups including traditional and nontraditional relationship structures with 80% successfully passing examinations in CNEP 5320, 5322, 5324, and 5326 examinations with a score of 80% or above; passing scores using rubrics used in demonstrations, case studies, and curricular experiences; and 80% of students receiving ratings at or above very good on site supervisor and instructor evaluations in practicum and internship).

3. Students will demonstrate the knowledge and skills necessary to address a wide variety of issues in the context of relationships and families as evidenced by 80% of students receiving rankings of very good or above on site supervisor and instructor evaluations over three semesters of practicum and internship; and rating rubric scores on demonstrations, case examinations, and curricular experiences in CNEP 5320, 5322, and 5326.

4. Students will demonstrate an ability for relationship-focused work in a variety of settings including child and family counseling agencies, youth intervention programs, community mental health agencies, churches, schools, substance abuse treatment facilities, and hospitals as evidenced by 80% of students receiving rankings of very good or above on site supervisor and instructor evaluations over three semesters of practicum/internship; and passing scores case studies and treatment plans in CNEP 5326.

5. Students will demonstrate an understanding of their strengths and limitations with 100% of the students working with an Individual Development Plan throughout their course of study and with 80% of students being rated at very good or above on site supervisor and instructor evaluations in practicum and internship.

8.C.) How many students graduated from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program in the past year?

Please provide the combined total number of graduates from Summer 2016, Fall 2016, and Spring 2017.

7

8.D.) To the best of your knowledge, what is the completion rate of students from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

To the best of your ability, please use the following information as a guide to report your program’s completion rate: A program’s completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students’ expected time from admission to graduation. If this is the case, your program’s completion rate is the average of the full-time student completion rate and the part-time student completion rate.

100%
8.E.) To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program? Please use the drop down menu below to choose the licensure [or certification] examination pass rate, to the best of your knowledge, of students from your program. (NOTE: CACREP does not dictate the applicable licensure [or certification] examination for any program area in any state. Please provide the licensure [or certification] examination pass rate for the examination that is currently available for students in this program.)

N/A

8.F.) To the best of your knowledge, what is the job placement rate of graduates from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program who were actively seeking employment? To the best of your ability, please use the following calculation as a guide to report your program’s job placement rate: Numerator: the number of students who, within 180 days of the day they received their master's counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation. Denominator: the number of students who, during the award year, received the master's counseling degree awarded for successfully completing the program and were actively seeking employment.

100%

SCHOOL COUNSELING

9.) Do you have a CACREP-accredited SCHOOL COUNSELING program? Yes

SCHOOL COUNSELING Cont’d

9.A.) What is the minimum number of credit (semester) hours required for your SCHOOL COUNSELING degree? For programs operating on a quarter hour system: Please convert the minimum number of required quarter hours to semester hours by multiplying the number of quarter hours by 2/3 to provide your answer. (Example: If the minimum number of quarter hours required for a degree is 72, then 72 x (2/3) = 48 semester hours.)

60
9.B.) How many students are currently enrolled in your SCHOOL COUNSELING program?

Please provide a headcount of students currently enrolled in your School Counseling program. ("currently enrolled" = students enrolled in your program at the time this survey is being completed)

19

SCHOOL COUNSELING PROGRAM/STUDENT OUTCOMES

Unless a specific time frame is identified, you should respond to the questions below using the most recent data you have available for the program.

School Counseling Program Objectives

The objectives of the school counseling program are:

1. To prepare students with core school counseling knowledge necessary for Certification as a Professional School Counselor in Texas (measured by in class comprehensive exam ratings and successful completion of state school counseling certification examination results).

2. To prepare students to provide school counseling services, including individual, preventative, and developmental interventions that address learner needs in a school environment (measured by practical/applied experience ratings in practicum and internship within the schools, curricular experiences, and SAES results).

3. To prepare students to develop and maintain appropriate, effective, and culturally responsive programming in school settings (measured by project [portfolio] ratings in CNEP 5316 required of all school counseling students).

4. To prepare students to provide school-based intervention and advocacy services for students at risk due to crisis, disaster, trauma, addiction, and other issues that adversely impact learner academic development (measured by ratings in practicum and internship and cases in CNEP 5315, case studies CNEP 5326, and in-service PTA presentation in CNEP 5318).

5. To prepare students to use relevant research and assessment procedures to evaluate school counseling programs and services (measured by ratings on the assessment section of the students required portfolio in CNEP 5316 and program evaluation exercise in CNEP 5371).
School Counseling Student Learning Outcomes
1. School counseling students will demonstrate core school counseling knowledge as evidenced by 80% of graduates passing the TExES examination for Professional School Counselor certification and final exam scores in CNEP 5316.
2. School counseling students will demonstrate the ability to provide school counseling services, including individual, preventative, and developmental issues that address learner needs in a school environment as evidenced by 90% of students receiving rankings of “very good” to “outstanding” on practicum and internship evaluations across three semesters.
3. School counseling students will demonstrate the ability to develop and maintain appropriate, effective, and culturally responsive programming in school settings as evidenced by 80% of students earning a grade of 80% or higher on the CNEP 5316 portfolio. In addition, 90% of students will receive rankings of “good” to “outstanding” on practicum and internship evaluations across three semesters.
4. School counseling students will demonstrate the ability to provide school-based intervention and advocacy services for students at risk due to crisis, disaster, trauma, addiction, and other issues that adversely impact learner academic development as evidenced by 80% of students earning a grade of 80% or better on activity kits and poster presentations in CNEP 5315, case studies in CNEP 5326, and in-service/PTA presentation in CNEP 5318.
5. School counseling students will demonstrate the ability to use research and assessment procedures to evaluate school counseling programs as evidenced by 80% of students earning a score of 80% or above on the Evaluation section of the CNEP 5316 portfolio and program evaluation exercises in CNEP 5371.

9.C.) How many students graduated from your SCHOOL COUNSELING program in the past year?

Please provide the combined total number of graduates from summer 2016, fall 2016, and spring 2017.

5

9.D.) To the best of your knowledge, what is the completion rate of students from your SCHOOL COUNSELING program?

To the best of your ability, please use the following information as a guide to report your program’s completion rate: A program’s completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students’ expected time from admission to graduation. If this is the case, your program’s completion rate is the average of the full-time student completion rate and the part-time student completion rate.

85%
9.E.) To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your SCHOOL COUNSELING program?

Please use the drop down menu below to choose the licensure [or certification] examination pass rate, to the best of your knowledge, of students from your program. (NOTE: CACREP does not dictate the applicable licensure [or certification] examination for any program area in any state.

Please provide the licensure [or certification] examination pass rate for the examination that is currently available for students in this program.)

90%

9.F.) To the best of your knowledge, what is the job placement rate of graduates from your SCHOOL COUNSELING program who were actively seeking employment?

To the best of your ability, please use the following calculation as a guide to report your program’s job placement rate: Numerator: the number of students who, within 180 days of the day they received their master’s counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation. Denominator: the number of students who, during the award year, received the master’s counseling degree awarded for successfully completing the program and were actively seeking employment.

100%

9.G.) Within your academic unit, do you have a second program accredited as a SCHOOL COUNSELING program?

Please note, this option is for programs that have two or more programs currently accredited as SCHOOL COUNSELING programs. Only select "Yes" if you have a second SCHOOL COUNSELING program for which you need to report vital statistics.

No

SA/CC

10.) Do you have a CACREP-accredited STUDENT AFFAIRS AND COLLEGE COUNSELING program?

No
Applications and Non CACREP Programs

11.) How many applications for your MASTER'S level CACREP-accredited program(s) did you receive in the past year?
Please identify the number of master's program applications you received from June 1, 2016 to May 31, 2017.

186

12.) Non-CACREP-Accredited Programs:
Please check all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

- None

Masters Students w Disabilities

13.) Are you able to provide information about the number of students with disabilities enrolled in your CACREP-accredited MASTER'S level counseling program(s)?
You will be asked to provide the number of students with disabilities by gender. Only select "Yes" if you have information about students with disabilities by gender.

Yes

Masters Students w Disabilities Cont'd

13.A.) How many MALE students with disabilities are enrolled in your CACREP-accredited MASTER'S level counseling programs(s)?

1

13.B.) How many FEMALE students with disabilities are enrolled in your CACREP-accredited MASTER'S level counseling program(s)?

1
13.C.) Alternative Identity: (optional)
If there are students with disabilities enrolled in your CACREP-accredited master's level program(s) who identify with a gender category different from above (e.g., transgender), use the text box below to report this information for these students. Please identify one or more alternative/preferred gender categories as well as the headcount of students with disabilities included in each category you list. Note, there is a 500 word limit for responses.

(No response)

Masters Student Demographics

14.) Are you able to provide racial/ethnic background information about students enrolled in your CACREP-accredited MASTER'S level counseling program(s)?
You will be asked to provide the number of students in each racial/ethnic category by gender. Only select "Yes" if you have information about each racial/ethnic category by gender.

Yes

Masters Student Demographics Cont'd

14.A.) MASTER'S Student Demographics:
Please provide the headcount of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. (NOTE: nonresident alien is defined as "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.")*All categories require an answer. If you do not have any students that identify with a particular category, please enter "0".

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<td>14.A.) MASTER'S Student Demographics:</td>
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14.A.) MASTER'S Student Demographics: | FEMALE: Native Hawaiian/Pacific Islander 0
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14.A.) MASTER'S Student Demographics: | FEMALE: Multiracial 2
14.A.) MASTER'S Student Demographics: | MALE: Other/Undisclosed 0
14.A.) MASTER'S Student Demographics: | FEMALE: Other/Undisclosed 0
14.A.) MASTER'S Student Demographics: | MALE: Nonresident Alien 2
14.A.) MASTER'S Student Demographics: | FEMALE: Nonresident Alien 0

14.B.) Alternative Identity: (optional)
If there are students enrolled in your CACREP-accredited master’s level program(s) who identify with another gender category (e.g., transgender) or race/ethnicity that does not fit with the categories previously provided, use the text box below to report demographic information for these students. Please identify one or more alternative/preferred gender categories as well as the headcount of students included in each category you list and their corresponding race/ethnicity. Note, there is a 500 word limit for responses.

(No response)

DOCTORAL CES Programs

15.) Do you have a CACREP-accredited doctoral degree program in COUNSELOR EDUCATION AND SUPERVISION?
Yes

DOCTORAL CES Programs Cont'd

15.A.) What type of COUNSELOR EDUCATION AND SUPERVISION doctoral degree do you offer?
Please choose one of the options below.

- Ph. D
15.B. How many credit (semester) hours beyond a CACREP-accredited master's degree do you require for your COUNSELOR EDUCATION AND SUPERVISION doctoral degree?
Please provide the specific number of credit (semester) hours required beyond a master's degree. For programs operating on a quarter hour system: Please convert the minimum number of required quarter hours to semester hours by multiplying the number of quarter hours by 2/3 to provide your answer. (Example: If the minimum number of quarter hours required for a doctoral degree is 144, then 144 x (2/3) = 96 semester hours.)

70

15.C. How many applications for your COUNSELOR EDUCATION AND SUPERVISION doctoral program did you receive in the past year?
Please identify the number of doctoral program applications you received from June 1, 2016 to May 31, 2017.

24

15.D. How many students are currently enrolled in your COUNSELOR EDUCATION AND SUPERVISION doctoral program?
Please provide a combined total headcount of doctoral students and doctoral candidates currently enrolled in your doctoral program. ("currently enrolled" = students and candidates enrolled in your program at the time this survey is being completed)

33

COUNSELOR EDUCATION AND SUPERVISION PROGRAM/STUDENT OUTCOMES
Unless a specific time frame is identified, you should respond to the questions below using the most recent data you have available for the program.
15.E.) How many students graduated from your COUNSELOR EDUCATION AND SUPERVISION doctoral program in the past year?

Please provide the combined total number of graduates from Summer 2016, Fall 2016, and Spring 2017.

13

15.F.) To the best of your knowledge, what is the completion rate of students from your COUNSELOR EDUCATION AND SUPERVISION doctoral program?

To the best of your ability, please use the following information as a guide to report your program’s completion rate: A program’s completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students’ expected time from admission to graduation. If this is the case,
your program's completion rate is the average of the full-time student completion rate and the part-time student completion rate.

90%

15.G.) To the best of your knowledge, what is the job placement rate of graduates from your COUNSELOR EDUCATION AND SUPERVISION doctoral program who were actively seeking employment?

To the best of your ability, please use the following calculation as a guide to report your program's job placement rate:

Numerator: the number of students who, within 180 days of the day they received their doctoral CES degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation.

Denominator: the number of students who, during the award year, received the doctoral CES degree awarded for successfully completing the program and were actively seeking employment.

100%

Doctoral Students w Disabilities

15.H.) Are you able to provide information about the number of students with disabilities enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program?

You will be asked to provide the number of students with disabilities by gender. Only select "Yes" if you have information about doctoral students with disabilities by gender.

Yes

Doctoral Students w Disabilities Cont'd

15.H.i.) How many MALE students with disabilities are enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program?

1

15.H.ii.) How many FEMALE students with disabilities are enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program?

1
15.H.iii.) Alternative Identity: (optional)

If there are students with disabilities enrolled in your CACREP-accredited Counselor Education and Supervision doctoral program who identify with a gender category different from above (e.g., transgender), use the text box below to report this information for these students. Please identify one or more alternative/preferred gender categories as well as the headcount of students with disabilities included in each category you list. Note, there is a 500 word limit for responses.

(No response)

Doctoral Student Demographics

15.I.) Are you able to provide racial/ethnic background information about students enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program?

You will be asked to provide the number of students in each racial/ethnic category by gender. Only select "Yes" if you have information about each racial/ethnic category by gender.

Yes

Doctoral Student Demographics Cont'd

15.I.i.) DOCTORAL Student Demographics:

Please provide the headcount for students currently enrolled in your CACREP-accredited Counselor Education and Supervision doctoral program for each category below. (NOTE: nonresident alien is defined as "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.")*All categories require an answer. If you do not have any students that identify with a particular category, please enter "0".

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
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<tbody>
<tr>
<td>15.I.i.) DOCTORAL Student Demographics:</td>
<td>MALE: African American/Black</td>
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<tr>
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<td>FEMALE: African American/Black</td>
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<tr>
<td>15.I.i.) DOCTORAL Student Demographics:</td>
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<td>FEMALE: American Indian/Native Alaskan</td>
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<td>15.I.i.) DOCTORAL Student Demographics:</td>
<td>MALE: Asian American</td>
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<tr>
<td>15.I.i.) DOCTORAL Student Demographics:</td>
<td>FEMALE: Asian American</td>
</tr>
<tr>
<td>15.I.i.) DOCTORAL Student Demographics:</td>
<td>MALE: Caucasian/White</td>
</tr>
<tr>
<td>15.I.i.) DOCTORAL Student Demographics:</td>
<td>FEMALE: Caucasian/White</td>
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</tbody>
</table>
15.I.i.) DOCTORAL Student Demographics: | MALE: Hispanic/Latino/Spanish American | 1
15.I.i.) DOCTORAL Student Demographics: | FEMALE: Hispanic/Latino/Spanish American | 6
15.I.i.) DOCTORAL Student Demographics: | MALE: Native Hawaiian/Pacific Islander | 0
15.I.i.) DOCTORAL Student Demographics: | FEMALE: Native Hawaiian/Pacific Islander | 0
15.I.i.) DOCTORAL Student Demographics: | MALE: Multiracial | 0
15.I.i.) DOCTORAL Student Demographics: | FEMALE: Multiracial | 0
15.I.i.) DOCTORAL Student Demographics: | MALE: Other/Undisclosed | 0
15.I.i.) DOCTORAL Student Demographics: | FEMALE: Other/Undisclosed | 0
15.I.i.) DOCTORAL Student Demographics: | MALE: Nonresident Alien | 3
15.I.i.) DOCTORAL Student Demographics: | FEMALE: Nonresident Alien | 5

15.I.ii.) Alternative Identity: (optional)
If there are students enrolled in your CACREP-accredited Counselor Education and Supervision doctoral program who identify with another gender category (e.g., transgender) or race/ethnicity that does not fit with the categories previously provided, use the text box below to report demographic information for these students. Please identify one or more alternative/preferred gender categories as well as the headcount of students included in each category you list and their corresponding race/ethnicity. Note, there is a 500 word limit for responses.

(No response)

Faculty

16.) How many FULL-TIME faculty members do you have in your academic counseling unit? If you have a CES doctoral program, your academic counseling unit is comprised of both your CES doctoral program and your master's level counseling program(s).

Please provide only the number of faculty members with full-time appointments in your academic counseling unit. This should be a whole number (i.e., no decimals or fractions).

9

17.) Are you able to provide racial/ethnic background information about FULL-TIME faculty members in your academic counseling unit?
Similar to the student demographic question, you will be asked to provide the number of full-time faculty in each racial/ethnic category by gender. Only select "Yes" if you have information about each racial/ethnic category by gender.
Faculty Demographics

17.A.) FULL-TIME Faculty Demographics:
Please provide the headcount of full-time faculty members in your academic counseling unit for each category below. (NOTE: nonresident alien is defined as "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.")*All categories require an answer. If you do not have any full-time faculty that identify with a particular category, please enter "0".

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<tr>
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<td>FEMALE: Nonresident Alien</td>
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</tbody>
</table>

17.B.) Alternative Identity: (optional)
If there are full-time faculty members in your academic counseling unit who identify with another gender category (e.g., transgender) or race/ethnicity that does not fit with the categories previously provided, use the text box below to report demographic information for these faculty members.
Please identify one or more alternative/preferred gender categories as well as the headcount of full-time faculty members included in each category you list and their corresponding race/ethnicity. Note, there is a 500 word limit for responses.

(No response)

Program Questions

18.) This year CACREP sponsored its third "CACREP Advocacy Week" which took place February 22-26, 2016. To the best of your knowledge, please indicate the Advocacy Week activities in which students and/or faculty members from your program(s) participated.

Use these Advocacy Week activity examples as a reference for your response:

*Transformational Advocacy (ex: viewed Chi Sigma Iota's instructional video on transformational advocacy; engaged in recommended advocacy strategies)

*Social Network Advocacy (ex: promoted public awareness of counselors by sharing information via social networks and/or posting about current professional issues in online forums)

*Political Advocacy (ex: wrote to state licensure board, department of education, or appropriate government representative(s) advocating for unified educational standards for counselors and/or licensure portability)

*Program Advocacy (ex: developed an advocacy project to address a need within your own program and/or raised campus and community awareness about your counseling program)

*Professional Advocacy (ex: created a video about your advocacy efforts on behalf of the profession for the Advocacy Week Video Contest)

- Political Advocacy
- Professional Advocacy

19.) If you have any comments or suggestions related to CACREP Advocacy Week, please share them below.

(No response)

Contact Info/Comments

20.) Please provide a contact email address:

This address will be used if the CACREP office has any questions about the information provided in this survey.

robert.smith@tamucc.edu
21.) Final comments? Please share them below:
Please note, there is a 500 word limit for comments.

(No response)

REMINDER: Posting Program/Student Outcomes the highlighted heading, “COUNSELING PROGRAM/STUDENT OUTCOMES” was listed under each individual program area on the Vital Statistics Survey. Your responses to the questions below this heading need to be made publically available on your program’s website by September 15, 2016, and a hyperlink to that webpage needs to be sent to cacrep@cacrep.org. This link will be made public on the CACREP website to meet recognition requirements set forth by the Council for Higher Education Accreditation (CHEA). The information to be posted includes the following four data points regarding each of your accredited program areas: (a) number of graduates in the past year, (b) completion rate, (c) licensure or certification examination pass rate, and (d) job placement rate of students/graduates. If you are a new program completing the Vital Statistics Survey for the first time, you need to publically report these data points in a program outcomes report on your program website. Once this report has been posted, you then need to send a hyperlink to the report via email to cacrep@cacrep.org. If your program submitted a Vital Statistics Survey last year and you have previously posted program outcomes on the program website, you need to update your program outcomes report to reflect the most current data. If the hyperlink to the outcomes report changes when you update this information, you need to send a copy of the new hyperlink via email to cacrep@cacrep.org.