

## TCU Counseling Program: Clinical Mental Health Counseling 2018-2019 Annual Report

As required for CACREP accreditation, information on demographics of students, enrollment numbers, retention numbers, completion rates, number of graduates, pass rates on the Counselor Preparation Comprehensive Examination (CPCE; required exam for CMHC students), job placement information, and a summary of program evaluation results and subsequent program modifications is presented in this Annual Report.

The TCU Counseling Program currently encompasses three separate programs of study: Clinical Mental Health Counseling (CMHC; 60-credit hours; in keeping with Texas LPC requirements), School Counseling (36-credit hours, soon to be 48-credit hours; in keeping with TEA requirements), and Student Affairs (36-credit hours).

Following is the Counseling Program data for 2018-19:

<b>Counseling Program Numbers</b>	
Academic Year	2018-19
# of Applicants	41
# Accepted into program	34
# Students Enrolled	44
# of Graduates	15

<b>Applicant Demographics</b>	
Academic Year	2018-19
<i>Sex:</i>	
Male	4
Female	37
<i>Ethnic Group:</i>	
Asian	3
Black	2
Hispanic	9
Not Specified	1
White	26

The Program plans to seek CACREP accreditation for the CMHC program of study only. Fifteen students were enrolled in the CMHC program of study last year. Their demographics are as follows:

<b>CMHC Student Demographics</b>	
Academic Year	2018-19
<i>Sex:</i>	
Male	0
Female	15
<i>Ethnic Group:</i>	
American Indian/Alaska Native	1
Asian	1
Black	1
Hispanic	2
Multi-Ethnic	1
Not Specified	1
White	8

**Job placement and NCE pass rates** were determined by responses to a graduate survey. According to the responses of 17 graduates (none were CMHC, as the program just started in Fall 2017), 10 graduates had taken the NCE. 80% (n = 8) reported a passing score, and two students did not report a score. Nine students (90%) indicated employment in the counseling field. One student did not complete all the items of the survey, but her social media (FaceBook) profile indicates that she is also employed in the counseling field.

**Retention and Completion Rates** were calculated by TCU’s Office of Institutional Research. TCU did not separate codes between the three master’s-level counseling programs until Fall 2019. As such, the data related to retention numbers and completion rates is for the entire counseling program.

## EDGU-MED, EDGU-PHD

	Cohort	
	Fall 2017	Fall 2018
Student N	10	13
% Enrolled After 1 Term	90.0%	92.3%
% Graduated After 1 Yr	10.0%	7.7%
% Enrolled After 1 Yr	90.0%	92.3%
% Graduated After 1.5 Yrs	10.0%	
% Enrolled After 1.5 Yrs	90.0%	
% Graduated After 2 Yrs	10.0%	
% Enrolled After 2 Yrs	80.0%	
	Spring 2018	Spring 2019
Student N	6	3
% Enrolled After 1 Term	100.0%	100.0%
% Graduated After 1 Yr	0.0%	
% Enrolled After 1 Yr	100.0%	0.0%

Institutional Research, September 2019

## Summary of Program Evaluation Results

### *Qualtrics Surveys*

**Students:** Feedback was solicited from students enrolled in Practicum ( $N = 16$ ). Overall, students reported that they liked their sites, got adequate hours and supervision, and felt prepared for the experience. All students agreed that program objectives were appropriate and met, but students on the student affairs track asked for more incorporation of higher education preparation. Suggestions for improvement included more emphasis on self-care, the need for an orientation meeting prior to the start of practicum and more elective course options.

**Site supervisors:** Sixteen (16) site supervisors responded to our survey, and their responses were overwhelmingly positive, rating students as outstanding in most cases. All of the supervisors agreed that program objectives were appropriate and recommended no changes. Several supervisors expressed their appreciation for our solution-focused approach, use of videos, and the addition of the addictions course. Whereas some supervisors expressed need for more time spent in school setting, other supervisors saw ability for students to gain experience in both school and clinical settings as a strength. Other suggestions for improvement included more efficiency with note taking and treatment plans and practice/training in specified areas.

Adjunct faculty: Five (5) faculty responded to our survey. The respondents agreed that program objectives were mostly appropriate and fitting, although one respondent reported objectives #10 and #11 as neither fits nor is lacking. All agreed or strongly agreed with statements “I have strong professional relationships with one or more faculty in the College,” “Through the COE, I have access to resources to improve my teaching,” and “Resources provided by the college allow me to teach effectively.” 20% ( $n = 1$ ) of faculty would like more access to data about student performance, learning, and outcomes and more collaboration.

Applicants who were selected but did not enroll: Six applicants completed the applicant survey. Reasons that students decided not to enroll in the TCU M.Ed. program included: another program was a better fit, wanting more opportunities for research, geography, and not having one-to-one interactions with faculty or current students during the interview.

### **Evaluation of Student Learning & Dispositions**

The Counseling Faculty assessed student dispositions and skills on multiple dates between December 2018 and May 2019. Whereas most students met or exceeded expectations, one student received a rating of 2 on one criterion. In all cases, a faculty member met with the student to review the evaluation. The Counseling Faculty met on May 7, 2019 to evaluate student learning objectives and discuss potential changes. Student Learning Objective data are reported in the table below.

Learning Objective	Measuring Points	Students meeting competency	Action taken
SLO1 - Demonstrate clinical competence using an approach that emphasize client strengths and resiliencies	1. Final video in EDGU 50223 Helping Relationships	100%	n/a
	2. Skills portion of Disposition and Skills rating form	100% - Two-thirds of 15 students earned average ratings of 4-5. One third had one or more items of 3.	Two students recommended to take pre-practicum
	3. Case presentation for oral examination	2/3 of the students passed on first attempt; 100% (N = 3) by second attempt	n/a
	4. Practicum supervisor evaluation	100% - Supervisor ratings were high, except for one supervisor who provided average marks on every criterion.	n/a
SLO2 - Demonstrate knowledge and adherence to professional ethics	1. Disposition section of Disposition and Skills rating form	Over 93% the students met or exceeded expectations.	A faculty member met with one student who had an item that did not meet expectations.
	2. Practicum ethics exam	100% of students passed with an A or A-.	n/a
	3. Internship ethics exam	<i>Internship class had not yet been offered.</i>	n/a
	4. Practicum supervisor ratings	100% - Supervisor ratings were high, except for one	n/a

		supervisor who provided average marks on every criterion.	
SLO3 - Engage in personal and professional reflections to develop strategies for life-long learning and improvement of counseling skills	1. Questioning during oral examination	2/3 of the students passed on first attempt; 100% (N = 3) by second attempt	n/a
	2. Evaluation of Site, Self, and the TCU Program survey	100%	n/a
	3.		
	4. Practicum supervisor evaluation	100%	n/a
	5.		
SLO4 - Develop and maintain culturally-responsive counseling relationships through ongoing contemplation of counselor awareness, knowledge, skills, and advocacy	1. Disposition and Skills rating form item	100% - While most students exceeded expectations, two students earned ratings of 3.	n/a
	2. Improvement of MAKSS score by 15% from pre-test to post-test in Counseling Diverse Populations	90% - all but one student increased score by 15%.	n/a – Student has since withdrawn from program.
	3. Practicum Supervisor Evaluation	100% - Supervisor ratings were high, except for one supervisor who provided average marks on every criterion.	n/a
SLO5 - Perform the assessment and intervention skills needed to work with individuals in a variety of settings	1. A or B on required reports – Career Case Study in Career Development and Assessment Project in Assessment in Counseling	100%	n/a

	2. Case presentation from oral examination	2/3 of the students passed on first attempt; 100% (N = 3) by second attempt	n/a
	3. Practicum supervisor evaluation	100% - Supervisor ratings were high, except for one supervisor who provided average marks on every criterion.	n/a
SLO6 - Demonstrate mastery of necessary foundational knowledge to successfully pass licensing exam required by the Texas State Board of Examiners of Professional Counselors	1. Graduate successfully passing NCE.	Based on survey results, all graduates who have attempted the NCE have passed.	n/a
	2. Maintain cumulative GPA of at least 3.0.	100%	n/a
	3. Earn a "C" or better in all courses	100% of CMHC students - Two students who are on different tracks received failing grades in the Fall 2018 semester.	Both students have or are currently retaking necessary coursework.
SLO7 - Demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior	1. Exams in Theories of Human Development	100%	n/a
	2. Case presentation for oral examination	2/3 of the students passed on first attempt; 100% (N = 3) by second attempt	n/a
	3. Case presentations during Internship	<i>Internship class had not yet been offered.</i>	n/a

SLO8 - Practice approaches for assessing the conditions of the work environment on clients' life experiences	1. "A" or "B" on career case study assignment in EDGU 60233 Career Development and Information	100%	n/a
	2. Students successfully carried out career-related portions of Final Assessment Project in Assessment in Counseling.	100%	n/a
SLO9 - Demonstrate counselor characteristics and behaviors that influence the counseling process	1. Final video in EDGU 50223 Helping Relationships	100%	n/a
	2. Disposition and Skills rating form	100% - Two-thirds of 15 students earned average ratings of 4-5. One third had one or more items of 3.	Two students were recommended to take Pre-practicum.
	3. Case presentation for oral examination	2/3 of the students passed on first attempt; 100% (N = 3) by second attempt	n/a
	4. Practicum supervisor evaluation	Supervisor ratings were high, except for one supervisor who provided average marks on every criterion.	n/a
SLO10 - Apply knowledge of types of groups and other considerations that affect conducting groups in varied settings	1. Create plan for 6-week small group; earn an "A" or "B" on assignment	100%	n/a
	2. Plan and facilitate developmentally-appropriate psychoeducational group	100%	n/a



	(i.e., guidance lesson): earn an “A” or “B” on assignment		
SLO11 - Demonstrate knowledge of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	1. Completion of CITI Human Subjects Training during EDUC 70953 Research in Education	100%	n/a
	2. Correct answers for items related to ethics in Quiz 1 in Assessment in Counseling	<i>This measure was not yet added during the 2018-19 year.</i>	
SLO12 - Present client cases that include the following: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1. A or B on Assessment Project in Assessment in Counseling	100%	n/a
	2. Case presentations during Internship	<i>Internship class had not yet been offered.</i>	n/a

### Response to Program Evaluation Results

In response to assessment data, the program has implemented changes and is considering further adjustments.

- To address practicum site supervisors’ feedback, internship will place more emphasis on more efficient note taking and treatment planning.
- The one internship/practicum site where student reported difficulty will be made a secondary site to account for supervisor availability while ensuring students receive adequate supervision.
- To address student feedback regarding greater emphasis on self-care, one Practicum instructor includes a weekly self-care check-in, and other Practicum/Internship instructors will be encouraged to do the same.
- To address request for orientation meeting to the start of practicum, program faculty discussed the possibility of requiring clinical mental health counseling students to take EDGU 60223 Pre-Practicum, which may address students’ questions and concerns prior to the start of Practicum

and eliminate the need for a Practicum-specific orientation meeting. The change will be proposed to the graduate council in 2020.

- Regarding suggestions of additional courses: The program has already added an ethics course, and art therapy is already offered through the Art Education department. Special needs and LGBTQ+ are discussed throughout EDGU 60003, Counseling Diverse Populations. Faculty are investigating potential practicum sites that could provide training in play therapy. Crisis intervention and trauma will be included in both EDGU 60143 Counseling Interventions and EDGU 60613 Orientation and Programs in Guidance and Counseling.
- Core faculty will meet with EDUC 70953 instructors to discuss potential adjustments to EDUC 70953: Research in Education.
- To address student requests for the Student Affairs program to provide more information regarding working in higher education, faculty will continue their discussion with Higher Education colleagues about the possibility of merging the two programs.
- In response to adjunct faculty's request to collaborate more with core faculty, they will be invited to one faculty meeting each semester. Additionally, adjunct faculty will be provided with the annual report to data regarding student performance, learning, and outcomes.
- To provide program applicants one-on-one time with faculty or other students during the interview process, faculty will discuss the possibility of current students meeting with applicants.

#### Additional Modifications Proposed

- Program faculty discussed providing new students with a copy of the ACA Code of Ethics at orientation and requiring students to sign, date, and return a signature page within one week.
- Faculty may provide further detail on instructions for written portion of case study oral examination.