

TCU Counseling Program: Clinical Mental Health Counseling 2024-2025 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 National Counselor Exam (NCE), job placement information, and a summary of program evaluation results and subsequent program modifications is presented in this Annual Report.

Following is the Clinical Mental Health Counseling (CMHC) program data for AY 2024-2025:

CACREP Numbers		
Academic Year	2024-25	%
# of Applicants	70	100%
# Accepted into program	29	41%
# Students Enrolled	14	20%
# of Graduates	13	25%

The following two tables display demographic information on current students and graduates of the program, respectively.

2024-25 Enrollment by Sex and Ethnicity		
Ethnic Group	Male (15%)	Female (85%)
Black/African American (13%)	1	6
Hispanic/Latino (21%)	1	10
Multi-Ethnic (4%)	2	
Not Specified (2%)		1
White (60%)	4	28
Grand Total	8	45

2024-25 Graduate Demographics		
Sex:		
Male	2	15%
Female	11	85%
Ethnic Group:		
Black/African American	1	8%
Hispanic/Latino	3	23%
White	9	69%

Full-Time Faculty

During the 2024-25 academic year, there were five program faculty members, including one male from Turkey, one Latina female, and three White females. In the past four years, one White male retired in May 2022, and one male from Turkey departed in the summer of 2025. A visiting professor was hired for the academic year of 2025-2026 to ensure continuity after the faculty member's departure, and a faculty search for an assistant professor is currently underway to fill the vacant position. Candidate interviews are scheduled for fall 2025 and spring 2026. The selected finalist will begin their appointment in August 2026.

Retention and Graduation Rates

Retention rates were calculated by TCU's Office of Institutional Research. During the 2024-25 academic year, we graduated 13 students and 14 new students entered the program. Of these 14, 100% remain enrolled after one year. Looking at enrollment since fall 2021, 59 students have entered the program, and cumulatively over 96.4% remained enrolled after one year.

Over the past six years, 53 students had the opportunity to graduate in three years. 71.7% of those students have completed the program, with 50.9% completing in 4 years and 39.6% completing in 3 years. Other students from these cohorts attend part-time; a 3-year cohort model was implemented in fall 2023 to promote more timely completion.

Clinical Mental Health Counseling Retention/Completion Data for 2021-2025:

CMHC Retention and Graduation (by Term)							
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Fall 2024	Spring 2025
Number of Students entering program	12	6	6	4	17	13	1
Enrolled after 1 term	11 (91.7%)	5 (83.3%)	6 (100%)	4 (100%)	17 (100%)	13 (100%)	1 (100%)
Enrolled after 1 year	9 (75%)	5 (83.3%)	6 (100%)	4 (100%)	17 (100%)	13 (100%)	
Enrolled after 1.5 years	9 (75.5%)	5 (83.3%)	6 (100%)	4 (100%)	17 (100%)		
Enrolled after 2 years	9 (75.5%)	5 (83.3%)	6 (100%)	4 (100%)	17 (100%)		
Enrolled after 2.5 years	9 (75.5%)	4 (66.7%)	5 (83.3%)	4 (100%)	16 (94.1%)		
Graduated after 3 years	6 (50%)	2 (33.3%)	3 (50%)				
Enrolled after 3 years	3 (25%)	2 (33.3%)	2 (33.3%)				
Graduated after 4 years	8 (66.7%)	4 (66.7%)	3 (50%)				

Note: Cohort model implemented fall 2023.

Stakeholder Feedback

Feedback was obtained from stakeholders via Qualtrics surveys. Specifically, we obtained feedback from adjunct faculty (n = 3), site supervisors (n =63), program graduates (n = 9), and current students (n = 52). A link to employer survey was shared via graduates, but none (n=0) responded to the survey. Program strengths, growth areas, and other information provided by survey respondents were discussed by program core faculty on October 23, 2025. Strengths and areas for improvement listed below:

Feedback from site supervisors, students, and adjunct faculty consistently highlighted student strengths across several domains. In terms of interpersonal skills, students demonstrated strong rapport building, effective collaboration with peers and supervisors, and openness to supervisory feedback. Regarding professional dispositions, students were described as motivated, flexible, creative, and consistently demonstrating professionalism and ethical behavior, including strong supervisory relationships and adherence to ethical standards. In the area of cultural competence, students showed awareness of their own values and beliefs and practiced with cultural relevance,

including experience counseling individuals from ethnic/racial minority and low-income backgrounds and a willingness to consult. Students also demonstrated clinical skills, including competence in solution-focused practice and appropriate ability in client conceptualization. Finally, in knowledge and readiness, stakeholders identified strong basic skills and theory development, foundational knowledge for the NCE, and preparedness to apply counseling competencies in practice.

The program's growth and effectiveness are supported by strong faculty communication, a well-structured onboarding process, and a learning environment that promotes collaboration and professional relationships among students, supervisors, and faculty. Adjunct faculty highlighted access to college-provided teaching resources and data as valuable assets that strengthen instructional quality. Together, these strengths have contributed to a supportive learning experience, consistent competency development, and the program's ability to prepare students for professional counseling roles.

The program's primary areas for improvement center on course rotation, noting few electives and limited summer/winter course offerings. Stakeholders also noted a need for deeper exploration of theoretical foundations, expanding the breadth of training experiences, and increasing the number of field placement sites that provide night and weekend services if possible. These gaps contribute to challenges in key areas of student preparation such as trauma-informed care, crisis work, diagnosis and documentation. Collectively, these issues highlight the need for expanded experiential learning opportunities, broader theoretical coverage, and greater scheduling flexibility to support diverse student needs.

NCE pass rates and Employment/Doctoral Admission

Information was obtained from recent graduates via Qualtrics survey and the Texas Behavioral Health Executive Council via the online licensing system. Of the twelve graduates, ten passed the NCE, one has not passed, and testing for one graduate is still unknown. Eight of the graduates are licensed as an LPC-Associate in the state of Texas. Additionally, one recent graduate applied for the LCDC license. Of those who responded to the survey (N=9), 71% of graduates are working in the counseling field, with one graduate reporting they work in a hospital setting. No graduates indicated that they had applied for a doctoral program.

Fieldwork

During the 2024-25 academic year, 100% of interested students found placements in a variety of clinical and community settings, including private practices, community agencies, local state-funded agencies, hospital settings, and schools throughout Tarrant County. During the fall 2024 term, 13 students enrolled in Internship across 11 different sites, and 8 students enrolled in Practicum across 7 different sites. During the spring 2025 term, 11 students enrolled in Internship across 13 different sites, and 15 students enrolled in Practicum across 10 different sites. During the summer 2025 term, eight students provided services across 11 sites.

In addition to various sites in the community, internship students and a few practicum students worked at the TCU/FWISD Riverside Clinic, which is a collaborative partnership between the

Texas Christian University (TCU) Clinical Mental Health Counseling (CMHC) program and Fort Worth Independent School District (FWISD). The clinic provides a supervised internship for CMHC graduate students, allowing them to deliver counseling services to FWISD students and their families within a school-based mental health setting. All clinical work is overseen by a TCU CMHC faculty member, ensuring that services are provided in alignment with professional, ethical, and evidence-based standards while supporting student training and community mental health needs.

Evaluation of Student Learning & Dispositions

The core counseling faculty assessed student dispositions and skills on January 16 and 30, 2025. For each assessment conducted, a faculty member met with the student to review the evaluation. Students who scored below expectations were evaluated a second time during the fall 2025 term.

Student Learning Objective (SLO) Results

Student Learning Objectives were evaluated on October 23, 2025, with both core faculty (N=5) and members of advisory committee (N=4; two counselor educators at another university who graduated from TCU doc program, one of whom has served as adjunct faculty; two site supervisors, one from TCU SURS and one from our Clinic).

- 100% of students met the following:
 - SLO1 (*Demonstrate **clinical competence** using an approach that emphasizes client strengths and resiliencies*)
 - SLO2 (*Demonstrate knowledge and adherence to **professional ethics***)
 - SLO7 (*Demonstrate **knowledge of systemic and environmental factors** that affect human development, functioning, and behavior*)
 - SLO9 (*Demonstrate **counselor characteristics** and behaviors that influence the counseling process*)
 - SLO10 (*Apply knowledge of types of groups and other considerations that affect **conducting groups** in varied settings*)
 - SL11 (*Demonstrate knowledge of **ethical and culturally relevant** strategies for conducting, interpreting, and reporting the results of **research and/or program evaluation***)
 - SL12 (*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*)
- 99.6 % of students met the following:
 - SLO5 (*Perform the **assessment and intervention skills** needed to work with individuals in a variety of settings*)
- 98% of students met the following:
 - SLO3 (*Engage **in personal and professional reflections** to develop strategies for life-long learning and improvement of counseling skills*)
- 97% of students met the following:
 - SLO8 (*Practice approaches for **assessing the conditions of the work environment** on clients' life experiences*)
- 95.8% of students met the following:

- SLO4 (*Develop and maintain **culturally-responsive** counseling relationships through ongoing contemplation of counselor awareness, knowledge, skills, and advocacy*)
 - 93% improved MAKSS scores
 - 53% improved MAKSS scores by 15%
 - 47% MAKSS scores fell below 15%
- 83% of students met the following:
 - SLO6 (*Demonstrate mastery of necessary foundational knowledge to **successfully pass licensing exam** required by the Texas State Board of Examiners of Professional Counselors*)
 - Information was obtained from graduates via Qualtrics survey and the Texas Behavioral Health Executive Council via the online licensing system, as noted previously.

CMHC Programmatic Changes in Response to Program Evaluation Data

After analyzing program data and stakeholder feedback, program faculty discussed the following considerations and initiatives:

1. Investigate changing the name of the *Addiction Counseling* course to better align with best practices and language (e.g., *Counseling for Substance Use and Related Behavioral Disorders*)
2. Take developmental approach to teaching theory by including theories across courses (v. only in *Counseling Theories*)
3. More emphasis and inclusion of clinical documentation in core courses; already happening in *Advanced Skills* course
4. Add elective course options as new faculty are hired
5. Provide a summer elective that would prepare Practicum students to treat children at the Clinic. Program faculty later discussed adding *Internship in Child & Adolescent Counseling* that would additionally allow third-year students to accrue Internship hours).
6. Reconsidered requirements for hours at TCU Clinic, shifting requirement from Internship to Practicum beginning in AY2026-27
7. Update list of internship sites and their expectations to include: modalities used (e.g., virtual), populations served, evening/weekend availability, and operational year vs. academic year information
 - Will have sites complete a form with this information. Virtual counseling inquiry will be included in the required paperwork moving forward.
 - MOUs (Memorandums of Understanding; formal written agreements that outline the partnership between a university program and an external site where counseling students complete off-site clinical training) will now be part of the process moving forward.
 - Particular attention will be paid to finding sites with evening/weekend hours.
8. Develop a required training module in distance/virtual counseling for site supervisors to ensure students develop competency in technology-assisted modalities
9. Consider what portions of Practicum/Internship supervisee evaluation may be moved to an anonymous survey; also consider anonymous data collection from students earlier in the program