

**TCU Counseling Program: Clinical Mental Health Counseling
2020-2021 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 (48-credit hours), and a general Counseling (36-credit hours; non-licensure). Following is the Counseling Program data for 2020-2021:

Counseling Program Numbers 2020-21	
# of Applicants	27
# Accepted into program	25
# Students Enrolled	18
# of Graduates	5

Applicant Demographics 2020-21	
<i>Sex:</i>	
Male	5 (0)
Female	22 (7)
<i>Ethnic Group:</i>	
American Indian/ Alaskan Native	1 (0)
Asian	0 (0)
Black	5 (1)
Hispanic	2 (0)
Multi-Ethnic	1 (0)
Not Specified	1 (1)
White	17 (5)

Note: Number in parentheses refers to number of applicants who were offered admission but did not accept/enroll.

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

CMHC Student Demographics 2020-21	
<i>Sex:</i>	
Male	7
Female	35
<i>Ethnic Group:</i>	
American Indian/ Alaska Native	1
Asian	1
Black	9
Hispanic	6
Multi-Ethnic	1
Not Specified	1
White	23

CMHC Graduate Demographics 2020-21	
<i>Sex:</i>	
Male	0
Female	5
<i>Ethnic Group:</i>	
American Indian/ Alaska Native	0
Asian	0
Black	0
Hispanic	0
Multi-Ethnic	0

Not Specified	0
White	5

Job placement and NCE pass rates

Of the five graduates (graduating May-August 2021), two students reported employment in the counseling field at agencies. Three of the five graduates have taken their NCE and passed. Another student was continuing to study in preparation for her NCE at the time of the survey. The final graduate has taken and passed their LCDC exam.

Completion/Retention rates

Retention rates were calculated by TCU's Office of Institutional Research. During the 2020-2021 academic year, 20 students entered the program and 17 (85% remain enrolled). The overall retention rate for the program is 79%. In 2021, four students graduated from the program (with one more completing degree requirements in August 2021), and the program completion rate is currently 89%. One student who began the program in Fall 2017 changed to a school counseling emphasis and graduated in May 2021.

Graduates by Cohort and Completion Term

Cohort	Spring 2020	Spring 2021	Summer 2021	Total
Fall 2017	3			3
Fall 2018		2		2
Spring 2019		2	1	3
Fall 2019		One student changed to school counseling		0
Total	3	4	1	8

NCE/Employment rates

Based on the five CMHC graduates who responded to follow-up survey, two graduates reported working as counselors in agencies, and one graduate is working in higher education as an academic advisor, and one graduate is conducting a job search. Three graduates reported they had taken and passed the National Counselor Exam (NCE), and the other two reported studying for the NCE.

Summary of Program Evaluation Results

Qualtrics Surveys

Adjunct instructors: No adjunct instructors responded to the survey. However, feedback was obtained during a program faculty meeting, in which adjunct faculty indicated agreement with

program objectives, expressed appreciation for communication, and requested that they be invited to such meetings in the future.

Site supervisors: We received 17 (6 in fall and 11 in spring) responses to our site supervisor survey, and with only one exception, their responses were largely positive, rating students as outstanding in most cases.* All supervisors agreed that program objectives were appropriate and recommended no changes. Strengths included an SF program focus, excellent supervision and communication, and student flexibility and eagerness to learn. Suggestions for improvement included more prep in crisis and trauma-informed care, and practice of or exposure to theories outside of Solution Focused.

*Note: one student received indiscriminate 3s on their evaluation. Two students in practicum did not have evaluations completed by supervisors. This will be reflected later in the evaluation of student learning objectives section of the report.

Employers: One employer responded to the survey. They detailed that their employee is advanced beyond their peers at the same stage and that they would love to have more TCU students at their facility.

Graduates: Five graduates completed the survey to provide feedback. The former students had incredibly positive reports of feeling prepared for the profession. They shared that role plays, interactive discussions, critical thinking skills and case studies were helpful in their education. The students also reported that multicultural counseling skills were emphasized to prepare them for “work with clients from diverse backgrounds.” Other strengths were experienced and knowledgeable professors, as well as preparation for the NCE. Some areas for growth were a play therapy course and more diversity in internship sites, meaning more schools, clinics and hospitals. Another suggestion was to invite more guest speakers to present on their experiences, which could also potentially introduce the students to more LPC-S to reach out to in the future.

Students: Feedback was solicited from 19 students (6 in the fall and 13 in the spring) who were enrolled in Practicum and Internship classes. All students reported agreement with program objectives. Overall, students reported that their training was reflective of what is happening in the real world. Students shared that pre-practicum and case studies were particularly helpful. Suggestions included courses on positive psychology, grief therapy, and expressive therapies. Students shared that although they felt well-prepared, more instruction on how to confront parents, as well as information on LGBTQ+ issues in Counseling Diverse populations, could have been helpful. Another suggestion was further instruction on how to take therapeutic notes.

Applicants who were selected but did not enroll: Seven applicants completed the applicant survey. Two students chose not to enroll because they accepted offers from other programs which better aligned with their career goals (for example, clinical psychology). Three students cited financial reasons for not enrolling. Two of the three enrolled in other programs, one did not enroll elsewhere. Another student chose a program which was already CACREP accredited and noted that if the program was have accredited they might have enrolled. The final applicant chose to enter a field outside of counseling.

Evaluation of Student Learning & Dispositions

The core counseling faculty assessed student dispositions and skills on December 4, 2020 and September 10, 2021. Student Learning Objectives were evaluated on December 4, 2020 and September 23, 2021. For each assessment conducted, a faculty member met with the student to review the evaluation. Student Learning Objective data for students pursuing clinical mental health counseling 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% of students (N = 38) met expectations: all earned A's	n/a
	2. Skills portion of Disposition and Skills rating form	87% of students (N = 38) met expectations. 33 students had all 4s and 5s for their skills (excluding the cultural competency standard for which students are given an automatic 3 before they take Counseling Diverse Populations). Of the 5 students who did not meet the standard, two had only one 3.	The requirement may change from only 4s and 5s on items to encompass some 3s, which represent average scores, as well as 4s and 5s.
	3. Case presentation for oral examination	100% of students (N = 13) students passed Orals on first attempt.	n/a
	4. Practicum supervisor evaluation	55% of students (N = 11) Met the standard and had all 4s and 5s from supervisors. The remaining students had 3s or below on some or all evaluation items. *Note: one student received indiscriminate 3s on their	Due to supervisor evaluation issues, supervisor evaluations will be removed for assessment of SLO and replaced by other accurate measurements. Future evaluations

		evaluation. Two students in practicum did not have evaluations completed by supervisors.	will be continue for stakeholder feedback purposes.
SLO2 - Demonstrate knowledge and adherence to professional ethics	1. Disposition section of Disposition and Skills rating form	95% of students (N = 38) met expectations. Only two students earned below a 4; one of the students had only one item below 4, the other had two items below 4.	n/a
	2. Practicum ethics exam	100% of students (N = 13) passed.	n/a
	3. Internship ethics exam	100% of students (N = 7) passed	n/a
	4. Practicum supervisor ratings	82% of students (N = 11) had all 4s and 5s on their supervisor items. The remaining students had some or all 3s.	Replace supervisor evaluations with other accurate measurements due to unequal supervisor responses.
SLO3 - Engage in personal and professional reflections to develop strategies for life-long learning and improvement of counseling skills	1. Reflectiveness during oral examination	100% of students (N = 13) included reflective explanations of interventions in session transcript of case study.	n/a
	2. Evaluation of Site, Self, and the TCU Program survey	100% of students (N = 13) offered thoughtful responses on this portion of the survey indicating areas for growth and how they plan to address them.	n/a

	3. Practicum supervisor evaluation	77% of students (N = 11) had all 4s and 5s on their supervisor evaluation items. The remaining students had one or multiple 3s.	Replace supervisor evaluations with other accurate measurements due to unequal supervisor responses.
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	96% of students who have completed counseling diverse populations (N = 28) met this standard with 4s and 5s. One student received a 3.	n/a
	2. Improvement of MAKSS score by 15% from pre-test to post-test in Counseling Diverse Populations	96% of students (N = 28) Increased their score by at least 15%. The one student who did not meet this standard had a high pre-test score.	n/a
	3. Practicum Supervisor Evaluation	64% of students (N = 11) Had a 4 or 5 on this standard. The other students received 3s.	Replace supervisor evaluations with other accurate measurements due to unequal supervisor responses.
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	100% of students (N = 29) met this standard for the career case study. 100% of students (N = 24) met this standard for the assessment project.*	n/a

	Counseling	*Note: three students transferred in this course.	
	2. Case presentation from oral examination	100% of students (N = 13) students passed Orals on first attempt.	n/a
	3. Practicum supervisor evaluation	73% of students (N = 11) had all 4s and 5s for supervisor items. Other students received 3s.	Replace supervisor evaluations with other accurate measurements due to unequal supervisor responses.
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.	100% of students who have reported taking the NCE after graduating (N = 3) received a passing score.	n/a
	2. Maintain cumulative GPA of at least 3.0.	100%	n/a
	3. Earn a "C" or better in all courses Note: Some students earned Incomplete grades in Practicum due to COVID19	100%	Students with incomplete grades are continuing to make up their requirements.
SLO7 - Demonstrate knowledge of systemic and	1. Exams in Theories of Human Development	100% of students (N = 19) met this standard.	n/a

environmental factors that affect human development, functioning, and behavior			
	2. Case presentation for oral examination	100% of students (N = 13) included a genogram and reviewed systemic and environmental factors in their case presentations.	n/a
	3. Case presentations during Internship	100% of students (N = 7) met this standard.	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% of students (N = 29) met this standard on their career case study.	n/a
	2. Students successfully carried out career related portions of Final Assessment Project in Assessment in Counseling.	100% of students (N = 24) met this standard.* *Note: three students transferred in this course.	n/a
SLO9 - Demonstrate counselor characteristics and behaviors that influence the counseling process	1. Final video in EDGU 50223 Helping Relationships	100% of students (N = 38) met expectations.	n/a

	2. Disposition and Skills rating form	87% of students (N = 38) met expectations. 33 students had all 4s and 5s for their skills (excluding the cultural competency standard for which students are given an automatic 3 before they take Counseling Diverse Populations). Of the 5 students who did not meet the standard, two had only one 3.	n/a
	3. Case presentation for oral examination	100% of students (N = 13) passed.	n/a
	4. Practicum supervisor evaluation	55% of students (N = 11) Met this standard with 4s and 5s. The remaining students had one or all 3s/	The requirement may change from only 4s and 5s on items to some 3s, as well as some 4s and 5s.
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% of students (N = 31) met this standard.	n/a
	2. Plan and facilitate developmentally appropriate psychoeducational group (i.e., guidance lesson): earn an "A" or "B" on assignment	100% of students (N =31) met this standard for their executive summary. 100% of students (N =23) met this standard for orientation & programs. 100% of students (N =29) met this standard for career development.	n/a
SLO11 - Demonstrate	1. Completion of CITI Human	100% completed CITI training.*	n/a

knowledge of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Subjects Training during EDUC 70953 Research in Education	*Note: Two students transferred this standard in.	
	2. Correct answers for items related to ethics in Quiz 1 in Assessment in Counseling	100% of students (N =24) met this standard.* *Note: three students transferred in this course.	n/a
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% of students (N = 24) met this standard.* *Note: three students transferred in this course.	n/a
	2. Case presentations during Internship	100% of students (N = 7) met competency in case presentations.	n/a

Response to Program Evaluation Results

With few exceptions, students are meeting objectives. However, one method of evaluation has proved problematic. Action plans were made to make changes in evaluation methods, recruit more diverse students, and address feedback from stakeholders. Specifically, the Program plans the following adjustments:

- Recruitment of culturally diverse students – collaborate with Riverside neighborhood schools working with **our new clinic**; recruit Advise TX advisors affiliated with TCU; consider communicating with schools nearby who do not have a counseling program about our opportunities.
- Incorporate note-taking procedures into *Pre-practicum* course. Allowing the future clinic director to cover this with students.
- Rework *Counseling Interventions* course to incorporate different courses that students desire. Including, but not limited to: crisis intervention, PCIT, and grief therapy, while removing narrative.
- Plan to teach *Play Therapy* again in Spring of 2023 and add to course catalog
- Make *Strengths-based Theories* course, which includes positive psychology content, an elective.
- Replace supervisor evaluations with other methods of evaluations on SLOs, due to some supervisors rating indiscriminately. We would still gather and incorporate feedback from stakeholders, but not use it for assessment of learning objectives.
- Reconsider assessment standards to allow some 3s, which represent an average score, on dispositions & skills and supervisor evaluations.
- Include input from adjunct faculty in Disposition & Skills assessments; invite adjunct professors to faculty meetings again.
- Complete Dispositions & Skills evaluations prior from Program Evaluation meetings, as they are used in assessing some learning objectives.
- Obtain feedback from those who have been in the work force for longer and what they may have needed from the program.