

## TCU Counseling Program: Clinical Mental Health Counseling 2019-2020 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 Student Affairs (36-credit hours).

Following is the Counseling Program data for 2019-2020:

<b>Counseling Program Numbers 2019-20</b>	
# of Applicants	24
# Accepted into program	22
# Students Enrolled	12
# of Graduates (May 2020)	3

<b>Applicant Demographics 2019-20</b>	
<i>Sex:</i>	
Male	2
Female	10 (10)
<i>Ethnic Group:</i>	
Asian	0 (1)
Black	3 (0)
Hispanic	3 (3)
White	6 (6)

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

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<b>CMHC Student Demographics 2019-20</b>	
<i>Sex:</i>	
Male	2
Female	24
<i>Ethnic Group:</i>	
American Indian/ Alaska Native	1
Asian	1
Black	4
Hispanic	6
Not Specified	1
White	13

### **Job placement and NCE pass rates**

Of the three graduates (May 2020), one individual had been hired to begin her employment in the counseling field in July pending obtaining her LPC-Intern temporary license.

None had yet taken the NCE. All three graduates indicated that they were preparing, but the COVID-19 pandemic has influenced availability of the test.

### **Completion/Retention rates**

Retention rates were calculated by TCU's Office of Institutional Research. Students who began in Spring 2020 (N = 3) and students who graduated in the current term (N = 3) are not yet posted due to delays related to COVID-19. Once posted, the completion rate will be 60% for students who began in the first semester of the program (i.e., Fall 2017). Of 26 students admitted to Clinical Mental Health Counseling, four individuals left the program. In one of these cases, the student changed her major from Clinical Mental Health Counseling to School Counseling. Thus, the retention rate is 85%.

Cohort	N	Enrolled After 1 Term	Enrolled After 1 Yr	Enrolled after 1.5Yrs	Enrolled After 2Yrs	Enrolled After 2.5 Yrs
Fall 2017	5	5	5	5	5	5
Spring 2018	2	1	1	0	0	
Fall 2018	6	6	6	6		
Spring 2019	4	3	3			
Fall 2019	9	8				
<b>Grand Total</b>	<b>26</b>	<b>23</b>	<b>15</b>	<b>11</b>	<b>5</b>	<b>5</b>

## **Summary of Program Evaluation Results**

### *Qualtrics Surveys*

Adjunct instructors: Four (4) adjunct instructors responded to our survey, and all agreed or strongly agreed with relationships and resources items. Program goals that only fit somewhat well (i.e., 4 on a 5 point scale) pertained to items (e.g., assessment for treatment planning) that are covered in other courses that may be taken later in a student's program.

Site supervisors: We received thirty-one (31; 14 in fall and 17 in spring) responses to our site supervisor survey, and with only one exception, their responses were overwhelmingly positive, rating students as outstanding in most cases. All supervisors agreed that program objectives were appropriate and recommended no changes. Strengths included communication, proficiency in SFBT, working with group/systems, and students being ready to jump right in. Suggestions for improvement included more exposure to culturally-diverse populations prior to taking Practicum, development of an art therapy specialization, more training in trauma treatment, and more content specific to school settings.

Employers: None of the three graduates have started counseling positions (note: they just graduated in May).

Graduates: Of three graduates, two individuals completed the survey to provide feedback. Both students reported feeling prepared for the profession, and they experienced appreciation for the program's professors and their emphasis on "self-care and appropriate therapeutic relationship with clients." They indicated training to work with younger children as an area for growth and also suggested that a panel of graduates to discuss licensure application and post-graduate opportunities could be helpful. While one student expressed a desire for a presentation of practicum options, she admitted that conducting the search herself helped prepare her for the job search process.

Students: Feedback was solicited from 34 students (15 in the fall and 19 in the spring) who were enrolled in Practicum and Internship classes. All students reported agreement with program objectives. Overall, students reported that they liked their sites and that they received adequate hours and supervision. Although most students felt prepared for the experience, there were comments that more assistance in finding sites/supervisors and information related to what they should expect in Practicum were needed. Multiple students suggested the addition of play therapy and trauma counseling courses. Students also suggested specific content such as communicating with clients' families, private practice, and non-therapeutic tasks required by school counselors.

Applicants who were selected but did not enroll: Two applicants completed the applicant survey. Reasons that students decided not to enroll in the TCU M.Ed. program included accepting offer from another program with higher national ranking and inability to afford tuition (applicant is not enrolling anywhere else).

*Evaluation of Student Learning & Dispositions*

The core counseling faculty assessed student dispositions and skills on January 14<sup>th</sup> and May 8<sup>th</sup>. For assessments conducted during in the January meeting, a faculty member met with the student to review the evaluation. Similar meetings are planned for next fall with those students assessed at the May meeting. Student Learning Objective data for students pursuing clinical mental health counseling are reported in the table below.

<b>Learning Objective</b>	<b>Measuring Points</b>	<b>Students meeting competency</b>	<b>Action taken</b>
SLO1 - Demonstrate clinical competence using an approach that emphasize client strengths and resiliencies	1. Final video in EDGU 50223 Helping Relationships	100% (N = 10) met expectations: all earned A's	n/a
	2. Skills portion of Disposition and Skills rating form	100% (N = 26) met expectations. On a 5-point scale, average ratings ranged from 4.42 (asked goal formation questions, authentically offered feedback based on goals) to 4.88 (uses appropriate nonverbals, pace, tone, and use of silence). Only three students scored lower than 4 on any items.	
	3. Case presentation for oral examination	100% (N = 7) students passed Orals on first attempt.	Instructor and doctoral TA will continue to work with student to improve skills.
	4. Practicum supervisor evaluation	100% (N = 7) Supervisor ratings were high with average of 4.8/5.	n/a
SLO2 - Demonstrate knowledge and adherence to professional ethics	1. Disposition section of Disposition and Skills rating form	100% (N = 26) met expectations. Ratings were high with an average 4.92/5. Only one student (N = 26) earned below a 4 rating on one item.	Mid-year, new students were asked to sign acknowledgement of reading and abiding by ACA Code of Ethics upon admission.

	2. Practicum ethics exam	100% of students (N = 7) passed	n/a
	3. Internship ethics exam	100% of students (N = 3) passed	n/a
	4. Practicum supervisor ratings	100% (N = 7) Supervisor ratings were high with average of 4.92/5.	n/a
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 = 7) included reflective explanations of interventions in session transcript of case study	n/a
	2. Evaluation of Site, Self, and the TCU Program survey	100% (N = 10) - All students 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	100% (N = 7) Supervisor ratings were high with average of 4.9/5.	n/a
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% (N = 26) Average rating of 4.73/5. All students who completed the Counseling Diverse Populations course earned a rating of 5.	n/a
	2. Improvement of MAKSS score by 15% from pre-test to post-test in Counseling Diverse Populations	100% (N = 6) Group showed an average 29% increase.	n/a

	3. Practicum Supervisor Evaluation	100% (N = 7) Supervisor ratings were high with average of 4.75/5.	Faculty discussed increasing students' exposure to multicultural populations via assignments or extra credit opportunities
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% - Only one student earned a B on career case study; all other students earned A's (N = 13). All students (N = 8) earned A's on final assessment project.	n/a
	2. Case presentation from oral examination	100% (N = 7) students passed Orals on first attempt.	n/a
	3. Practicum supervisor evaluation	100% (N = 7) Supervisor ratings were high with an average of 4.85/5.	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.	N/A – Three graduates have not yet taken the NCE.	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	100%	Students with fewer than 160 clock hours will make up hours in Internship. Students with

	in Practicum due to COVID19		fewer than 40 direct hours will repeat Practicum in fall.
SLO7 - Demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior	1. Exams in Theories of Human Development	100% met competency	n/a
	2. Case presentation for oral examination	100% (N = 7) All students included a genogram and reviewed systemic and environmental factors in their case presentations.	n/a
	3. Case presentations during Internship	100% (N = 3)	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 = 13) Only one student earned a B on career case study; all other students earned A's.	n/a
	2. Students successfully carried out career-related portions of Final Assessment Project in Assessment in Counseling.	100% (N = 13) Only one student earned a B; the rest earned A's	n/a
SLO9 - Demonstrate counselor characteristics and behaviors that influence the counseling process	1. Final video in EDGU 50223 Helping Relationships	100% (N = 10) met expectations: all earned A's	n/a
	2. Disposition and Skills rating form	100% met expectations. On a 5-point scale, disposition ratings ranged from 4.69	Recommendation of pre-practicum to students who

		(prepares thoroughly and consistently) to 5.0 (strict code of academic honesty, maintains confidentiality). Only one student (N = 26) scored lower than 4 on any items. On skills, average ratings ranged from 4.42 (asked goal formation questions, authentically offered feedback based on goals) to 4.88 (uses appropriate nonverbals, pace, tone, and use of silence). Only three students (N = 26) scored lower than 4 on any items.	rated lower than 4 on skills items. Pre-practicum has already been added to POS for students who started program in 2019.
	3. Case presentation for oral examination	100% (N = 7) passed.	n/a
	4. Practicum supervisor evaluation	100% (N = 7) Supervisor ratings were high with average of 4.8/5	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% - all students earned an A or A- on assignment	n/a
	2. Plan and facilitate developmentally-appropriate psychoeducational group (i.e., guidance lesson): earn an "A" or "B" on assignment	100% (N = 13) - all students earned an A or A- on assignment	n/a
SLO11 - Demonstrate knowledge of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of	1. Completion of CITI Human Subjects Training during EDUC 70953 Research in Education	100% completed CITI training	n/a

research and/or program evaluation			
	2. Correct answers for items related to ethics in Quiz 1 in Assessment in Counseling	50% (N = 8) missed one or more items related to ethics	Decision making process will be covered more explicitly in Assessment course; it will also be covered in LEPI course
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 = 8). All students earned A's on final assessment project.	n/a
	2. Case presentations during Internship	100% (N = 3) met competency in case presentations.	n/a

### Response to Program Evaluation Results

In response to assessment data, the program plans the following adjustments:

- Bring in guest speakers for classes (e.g., Career, Pre-Practicum, Guidance) who are school counselors, who work in private practice, who work with trauma clients regularly, and who often communicate with families.
- Cover talking about results such as dyslexia in Assessment course
- Explore confidentiality in school context in LEPI;
- Continue addressing trauma more in the Counseling Interventions class
- Plans to develop play therapy class to begin 2021-22 academic year
- Cover decision making process more explicitly in Assessment and LEPI
- Invite non-core faculty to one or more faculty meetings or social engagements each year.
- Increasing students' exposure to multicultural populations via assignments or extra credit opportunities in classes such as interventions, abnormal, DSM, etc.
- Review communication between counselors and clients' families in LEPI and Pre-Practicum
- During Pre-Practicum, requiring students to meet with potential site supervisors and discuss expectations for Practicum.