**Program Evaluation of the Counselor Education Program**

**College of Education**

**Texas Tech University**

**Fall 2016-Spring 2021**

**Submitted by**

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**September, 2021**

**The Program**

The Counselor Education Program (EPCE) is one of six degree programs in the Department of Educational Psychology, Leadership, and Counseling (EPLC) in the College of Education (COE) at Texas Tech University. The program was established to prepare professional counselors at the master’s (MEd) and doctoral (PhD) levels. The master’s-level program in counselor education offers two counseling tracks, School Counseling and Clinical Mental Health Counseling. The doctoral level (PhD) has one track, a basic counselor education program. The degree programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The EPCE has a Program Coordinator who receives a stipend. The EPCE also employs an administrative assistant who works one half time (20 hours/week).

**The Department**

The EPLC Department consists of six programs, including the EPCE Program, with each offering degrees at the masters and doctoral levels and with some programs offering certificates. It houses 19 full professors, seven associate professors, 23 assistant professors, and four instructors. Adjuncts are employed as needed each semester. It is staffed by a full-time chair and an administrative assistant.

**The College**

The College of Education (COE) is home to 2,200+ students with two bachelors degrees, nine doctoral programs, 10 masters degrees and a variety of specialization and certification options being offered. The college is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The education program has existed at Texas Tech University since 1925.

**The University**

TTU is a [public](https://en.wikipedia.org/wiki/Public_university) research university. It is the leading institution of the four-institutions in the [Texas Tech University System](https://en.wikipedia.org/wiki/Texas_Tech_University_System). [As of Spring 2021, the university's student enrollment is the fifth-largest in the state of Texas](https://www.worldatlas.com/articles/biggest-universities-in-texas.html). The university shares its campus with [Texas Tech University Health Sciences Center](https://en.wikipedia.org/wiki/Texas_Tech_University_Health_Sciences_Center), making it the only university campus in Texas to house an undergraduate university, [law school](https://en.wikipedia.org/wiki/Law_school), and [medical school](https://en.wikipedia.org/wiki/Medical_school) at the same location. With 15 Colleges and Schools and 60 research centers and institutes, the university offers degrees in more than 150 courses of study. As of Spring 2020, Texas Tech University has awarded 296,844 degrees since 1927, including over 50,000 graduate and professional degrees. The [Carnegie Foundation](https://en.wikipedia.org/wiki/Carnegie_Foundation_for_the_Advancement_of_Teaching) classifies Texas Tech as having “highest research activity.” Though the majority of the university's students are from the [southwestern United States](https://en.wikipedia.org/wiki/Southwestern_United_States), the university has served students from all 50 states and more than 100 countries. Texas Tech University alumni and former students have achieved prominent careers in business, education, entertainment, government, medicine, science, and sports.

**The Evaluation’s Rationale**

This evaluation was developed to address the Council for the Accreditation of Counseling & Related Programs (CACREP) requirements. Additionally, it was developed to help the program better address and serve the needs of its students.

SECTION 4: EVALUATION IN THE PROGRAM

Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students’ knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

EVALUATION OF THE PROGRAM

1. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.
2. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.
3. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.
4. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.
5. Counselor education program faculty must annually post on the program’s website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.

ASSESSMENT OF STUDENTS

1. The counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

1. The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
2. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

EVALUATION OF FACULTY AND SUPERVISORS

1. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.
2. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.
3. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.

### As per CACREP 2016 Section 4: Evaluation in the Program, Standard A. This EPCE Program Evaluation plan outlines: (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

1. The data collected in this program evaluation includes surveys from students, graduates, employers, site supervisors, and advisory board members. The questions in the surveys are designed to assess students’ knowledge, skills and professional dispositions.

2. The data is collected through emailing the surveys to students, graduates, employers, site supervisors, and advisory board members. The data collected in this program evaluation is obtained every 3 to 5 years.

3. The data is reviewed and analyzed by counselor education core faculty and summarized in the report. The data is sent to all core counselor faculty and posted on the website under the Program Evaluation report, which is distributed to faculty, administration, students, graduates, employers, site supervisors, and advisory board members.

4. The core counselor faculty discuss this data after it has been received at Counselor Education meetings where they discuss curriculum and program improvement based on the results. Additionally, the data from the entire Program Evaluation Report is discussed at Counselor Education Advisory Board Meetings and reviewed to determine future curriculum and program improvements.

**Master’s Non-Admissions Fall 2016 – Fall 2021**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Major** | | **Sem**  **Admt.** | **Gen** | **Eth** | **Age** | **Hm** | **Notes** |
| **CMH** | **SCH** |
| X |  | F ‘16 | F | H | 1994 | TX | NEr |
| X |  | F ‘16 | F | H | 1992 | TX | Chg pg |
| X |  | F ‘16 | F | B | 1993 | L | D |
|  | X | F ‘16 | F | W | 1994 | US | WA |
| X |  | F ‘16 | M | W | 1974 | L | MloA |
| X |  | F ‘16 | M | W | 1985 | US | WA |
| X |  | F ‘16 | F | W | 1994 | US | D |
| X |  | F ‘16 | F | W | 1993 | TX | Ner |
| X |  | F ‘16 | F | W | 1992 | US | Ner |
| X |  | F ‘16 | N | H | 1994 | TX | Ner |
| X |  | F ‘16 | M | W | 1990 | TX | Ner |
|  | X | F ‘16 | F | H | 1994 | TX | Ner |
| X |  | F ‘16 | F | W | 1994 | US | Ner |
| X |  | F ‘16 | F | B | 1972 | L | Ner |
| X |  | F ‘16 | F | B | 1991 | TX | Ner |
| X |  | F ‘16 | F | W | 1994 | TX | WA |
|  | X | F ‘16 | F | O | 1990 | I | Ner |
|  | X | F ‘16 | M | W | 1991 | L | Ner |
| X |  | F ‘16 | F | H | 1962 | L | WA |
| X |  | F ‘16 | F | B | 1990 | L | Drop |
| X |  | F ‘16 | F | W | 1970 | L | Ner |
| X |  | F ‘16 | F | W | 1994 | US | Ner |
| X |  | F ‘16 | F | W | 1993 | TX | WA |
| X |  | F ‘16 | M | B | 1994 | TX | InAct |
| X |  | F ‘16 | F | W | 1990 | TX | Ner |
| X |  | Sp ‘17 | M | W | 1994 | L | Ner |
| X |  | Sp ‘17 | F | H | 1993 | TX | WA |
| X |  | Sp ‘17 | F | W | 1991 | L | Ner |

Key:

   Ner       – Never enrolled

            MLOA  -- Medical Leave of Absence

            LOA      -- Leave of Absence

            D           -- Deny

            Drop      -- Dropped no reason given

            WA     -- Withdraw after admission

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Major** | | **Sem**  **Admt.** | **Gen** | **Eth** | **Age** | **Hm** | **Notes** |
| **CMH** | **SCH** |
| X |  | Sp ‘17 | F | W | 1986 | L | Ner |
|  | X | Sp ‘17 | F | H | 1994 | TX | D |
|  | X | F ‘17 | F | B | 1992 | US | W |
| X |  | F ‘17 | F | W | 1995 | TX | W |
| X |  | F ‘17 | F | W | 1994 | L | Ner |
| X |  | F ‘17 | M | AI | 1991 | US | InAct |
| X |  | F ‘17 | M | B | 1965 | US | HDFS |
| X |  | F ‘17 | M | O | 1991 | US | WA |
| X |  | F ‘17 | F | H | 1995 | TX | WA |
| X |  | F ‘17 | F | W | 1996 | TX | WB/18 |
|  | X | F ‘17 | F | W | 1994 | TX | InAct |
| X |  | F ‘17 | M | W | 1993 | TX | WA |
| X |  | F ‘17 | F | W | 1995 | TX | WA |
| X |  | F ‘17 | M | W | 1981 | TX | Ner |
|  |  | Su ‘17 | F | W | 1990 | TX | CSC |
| X |  | F ‘18 | F | W | 1996 | TX | Ner |
| X |  | F ‘18 | F | W | 1974 | TX | WA |
| X |  | F ‘18 | F | W | 1997 | TX | Ner |
| X |  | F ‘18 | F | W | 1990 | L | LoA |
| X |  | F ‘18 | F | H | 1997 | I | Ner |
| X |  | F ‘18 | F |  |  |  | WA |
| X |  | F ‘18 | F | W | 1996 | TX | WA |
| X |  | F ‘18 | F | W | 1992 | L | WA |
| X |  | F ‘18 | F | H | 1984 | L | Complete/Cert |
| X |  | F ‘19 | F | W | 1998 | L | WA |
| X |  | F ‘19 | F | H | 1997 | TX | WA |
|  | X | F ‘19 | F | O | 1982 | I | D |
|  | X | F ‘19 | F | O | 1982 | I | D |
| X |  | F ‘19 | F | O |  | I | D |
| X |  | F ‘19 | F | W | 1998 | TX | Ner |
| X |  | F ‘19 | F | W | 1996 | US | Ner |
| X |  | F ‘19 | M | H |  | TX | W |
| X |  | F ‘19 | M | W | 1989 | TX | Ner |
| X |  | F ‘19 | F | W | 1973 | L | D |
| X |  | F ‘19 | M | O | 1993 | I | Ner |
| X |  | F ‘19 | M | W | 1996 | TX | Ner |
| X |  | F ‘19 | F | W | 1997 | TX | WA |
|  | X | F ‘20 | F | O | 1997 | I | D |
| X |  | F ‘20 | M | W | 1990 | US | Ner |
| X |  | F ‘20 | F | W | 1999 | TX | D |
| X |  | F ‘20 | F | W | 1998 | TX | WA |
| X |  | F ‘20 | F | W | 1988 | L | WA |
| X |  | F ‘20 | F | W | 1998 | US | Ner |
| X |  | F ‘20 | F | W | 1994 | TX | WA |

Key:

   Ner       – Never enrolled

            MLOA  -- Medical Leave of Absence

            LOA      -- Leave of Absence

            D           -- Deny

            Drop      -- Dropped no reason given

            WA     -- Withdraw after admission

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Major** | | **Sem**  **Admt.** | **Gen** | **Eth** | **Age** | **Hm** | **Notes** |
| **CMH** | **SCH** |
| X |  | F ‘20 | F | A | 1998 | TX | Ner |
| X |  | F ‘20 | F | W | 1998 | TX | WA |
| X |  | F ‘20 | M | W | 1996 | TX | Ner |
| X |  | F ‘20 | F | W | 1993 | L | WA |
| X |  | F ‘20 | F | A | 1998 | TX | Ner |
| X |  | F ‘21 | F | W | 1967 | L | Waitlisted |
| X |  | F ‘21 | F | W | 1998 | TX | Denied |
| X |  | F ‘21 | M | W | 1990 | L | Withdrew |
| X |  | F ‘21 | M | W | 1982 | L | Denied |
| X |  | F ‘21 | F | W | 1999 | TX | Declined |
| X |  | F ‘21 | F | O | 2000 | TX | Declined |
| X |  | F ‘21 | F | W | 1977 | L | Waitlisted |
| X |  | F ‘21 | F | W | 1999 | L | Declined |
| X |  | F ‘21 | M | W | 1995 | TX | Declined |
| X |  | F ‘21 | F | W | 1998 | TX | Denied |
| X |  | F ‘21 | F | W | 1997 | TX | Declined |
| X |  | F ‘21 | F | I | 1997 | TX | Denied |
| X |  | F ‘21 | F | B | 1997 | US | Declined |
| X |  | F ‘21 | F | B | 1985 | I | Waitlisted |
| X |  | F ‘21 | F | W | 1998 | TX | Denied |
| X |  | F ‘21 | F | W | 1998 | TX | Declined |
| X |  | F ‘21 | F | W | 1996 | L | Declined |
| X |  | F ‘21 | F | W | 1992 | L | Denied |
| X |  | F ‘21 | F | W | 1999 | TX | Declined |
| X |  | F ‘21 | M | H | 1998 | TX | Denied |
| X |  | F ‘21 | F | W | 1998 | US | Declined |
| X |  | F ‘21 | M | H | 1997 | TX | Withdrew |
| X |  | F ‘21 | F | H | 1998 | L | Declined |
| X |  | F ‘21 | M | W | 2000 | US | Waitlisted |
| X |  | F ‘21 | M | W | 1999 | US | Denied |
| X |  | F ‘21 | F | H | 1999 | TX | Declined |
| X |  | F ‘21 | M | W | 1993 | TX | Declined |
| X |  | F ‘21 | M | H | 1999 | US | Declined |
| X |  | F ‘21 | F | B | 1997 | US | Denied |
| X |  | F ‘21 | F | W | 1999 | US | Denied |
| X |  | F ‘21 | M | W | 1996 | TX | Waitlisted |
| X |  | F ‘21 | M | W | 1965 | L | Waitlisted |
| X |  | F ‘21 | F | W | 1997 | TX | Waitlisted |

Key:

   Ner       – Never enrolled

            MLOA  -- Medical Leave of Absence

            LOA      -- Leave of Absence

            D           -- Deny

            Drop      -- Dropped no reason given

            WA     -- Withdraw after admission

**PhD Non-Admissions Fall 2016 – Fall 2021**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem. Admt.** | **Gen** | **Eth** | | **Age** | | **Hm** | **Notes** |
| F ‘16 | F | O | |  | | L | D |
| F ‘16 | F | W | | 1983 | | TX | MLA |
| F ‘16 | M | B | | 1980 | | TX | D |
| F ‘16 | M | W | | 1988 | | TX | D |
| F ‘16 | F | W | | 1987 | | L | D |
| F ‘16 | F | W | | 1966 | | TX | D |
| F ‘16 | M | B | | 1990 | | TX | D |
| F ‘17 |  |  | |  | |  | W |
| F ‘17 |  |  | |  | |  | W |
| F ‘17 | M | O | | 1988 | | L | Ner |
| F ‘17 |  |  | |  | |  | D |
| F ‘17 |  |  | |  | |  | D |
| F ‘17 | F | W | | 1980 | | TX | MLA |
| F ‘17 | F | W | | 1973 | | TX | MLA |
| F ‘17 | F | | W | | 1960 | US | LOA |
| F ‘18 | M | W | | 1982 | | TX | MLA |
| F ‘18 | M | H | | 1972 | | L | WD |
| F ‘18 | F | H | | 1975 | | TX | Wdrn |
| F ‘18 | M | W | | 1967 | | TX | WD |
| F ‘18 | M | | W | 1979 | | L | Dismissed |
| F ‘19 | F | W | | 1990 | | L | LOA |
| F ‘19 | F | O | |  | | I | D |
| F ‘19 | M | W | | 1979 | | TX | WD |
| F ‘19 | F | W | | 1972 | | TX | Ner |
| F ‘19 | F | O | | 1991 | | I | WD |
| F ‘20 | F | W | | 1996 | | TX | WA |
| F ‘20 | M | B | | 1983 | | I | D |
| F ‘20 | M | W | | 1981 | | TX | WA |
| F ‘20 | F | W | | 1995 | | TX | WA |
| F ‘20 | M | W | | 1962 | | L | MLA |
| F ‘20 | F | W | | 1975 | | TX | WA |
| F ‘20 | F | O | | 1965 | | L | D |
| F ‘20 | F | W | | 1966 | | TX | D |
| F ‘21 | M | W | | 1984 | | TX | Deny |
| F ‘21 | F | W | | 1988 | | L | Deny |
| F ‘21 | M | W | | 1995 | | TX | Declined |
| F ‘21 | F | W | | 1994 | | TX | Declined |
| F ‘21 | F | F | | 1967 | | TX | W/Admitted |

Key:

   Ner       – Never enrolled

            MLOA  -- Medical Leave of Absence

            LOA      -- Leave of Absence

            D           -- Deny

            Drop      -- Dropped no reason given

            WA     -- Withdraw after admission

**Current Masters Students**

**Fall 2016-Spring 2021**

|  |  |  |
| --- | --- | --- |
| **Year** | **Gender** | **Number of Student** |
| 2016 | Male | 39 |
| Female | 63 |
| Non-Binary/Other | 0 |
| 2017 | Male | 25 |
| Female | 63 |
| Non-Binary/Other | 0 |
| 2018 | Male | 24 |
| Female | 51 |
| Non-Binary/Other | 0 |
| 2019 | Male | 21 |
| Female | 57 |
| Non-Binary/Other | 1 |
| 2020 | Male | 22 |
| Female | 56 |
| Non-Binary/Other | 1 |

|  |  |  |
| --- | --- | --- |
| **Year** | **Race** | **Number of Student** |
| 2016 | African American/Black | 8 |
| American Indian/Native Alaskan | 2 |
| Asian American | 0 |
| Caucasian/White | 59 |
| Hispanic/Latino/Spanish American | 31 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 1 |
| 2017 | African American/Black | 8 |
| American Indian/Native Alaskan | 3 |
| Asian American | 0 |
| Caucasian/White | 54 |
| Hispanic/Latino/Spanish American | 23 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 0 |
| 2018 | African American/Black | 5 |
| American Indian/Native Alaskan | 2 |
| Asian American | 0 |
| Caucasian/White | 53 |
| Hispanic/Latino/Spanish American | 15 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 0 |
| 2019 | African American/Black | 7 |
| American Indian/Native Alaskan | 2 |
| Asian American | 2 |
| Caucasian/White | 39 |
| Hispanic/Latino/Spanish American | 18 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 0 |
| 2020 | African American/Black | 8 |
| American Indian/Native Alaskan | 2 |
| Asian American | 1 |
| Caucasian/White | 44 |
| Hispanic/Latino/Spanish American | 15 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 1 |

|  |  |  |
| --- | --- | --- |
| **Year** | **Location** | **Number of Student** |
| 2016 | International Student | 2 |
| Resident | 100 |
| 2017 | International Student | 6 |
| Resident | 82 |
| 2018 | International Student | 3 |
| Resident | 72 |
| 2019 | International Student | 1 |
| Resident | 78 |
| 2020 | International Student | 0 |
| Resident | 79 |

|  |  |  |
| --- | --- | --- |
| **Year** | **Disability** | **Number of Student** |
| 2016 | Yes | 7 |
| No | 95 |
| 2017 | Yes | 7 |
| No | 81 |
| 2018 | Yes | 4 |
| No | 71 |
| 2019 | Yes | 1 |
| No | 78 |
| 2020 | Yes | 4 |
| No | 75 |

**Application and Enrollment of Current Master’s Students Spring 2021**

Admission and enrollment information regarding current master’s students by gender, major, ethnicity, home location, and age is presented below.

*Admission and Enrollment by Gender, Major, Ethnicity, Home Location, and Age*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Admissions** | **Gender** | | **Major** | | **Ethnicity** | | | | **Home Location** | | | | **Age** | | | | |
| **M** | **F** | **CM** | **S** | **W** | **B** | **H** | **O** | **L** | **TX** | **US** | **I** | **20s** | **30s** | **40s** | **50s** | **60s** |
| **Enrolled** | 20 | 65 | 72 | 13 | 50 | 8 | 21 | 6 | 44 | 40 | - | 1 | 41 | 21 | 16 | 7 | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Denied** | - | 2 | 1 | 1 | 1 | - | - | 1 | - | 1 | - | 1 | 2 | - | - | - | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **W/After Adm.** | - | 4 | 4 | - | 4 | - | - | - | 2 | 2 | - | - | 3 | 1 | - | - | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **W/Other** | - | 1 | 1 | - | 1 | - | - | - | - | 1 | - | - | 1 | - | - | - | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Never Enrolled** | 2 | 3 | 5 | - | 3 | - | - | 2 | - | 3 | 2 | - | 5 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Other** | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTALS** | 22 | 75 | 83 | 14 | 59 | 8 | 21 | 9 | 46 | 47 | 2 | 2 | 52 | 22 | 16 | 7 | - |

Legend:

M = Male/ F = Female/C = Clinical Mental Health/ S = School/ Ethnicity W=White, B= Black, H=Hispanic, O=Other; L = Local/ TX = Texas/ US = United States/ I = International/Age categories 20-29; 30-39; 40-49; 50-59; 60 >

Enr=Enrolled/ Denied/Withdraw after admission//Withdraw after some attendance/other

**Summary**

The above information indicates the following about current master’s students:

* Only approximately 3% of students were denied admission
* The majority of the students are enrolled in the Clinical Mental Health Program
* Approximately 40% of the students identify as an ethnicity other than white
* The majority of students are from Lubbock
* The modal age category is 20-29

**Job Titles of Current Masters Students**

* *Teacher (x 10)*
* *Case Manager (x 7)*
* *Unemployed (x 5)*
* *Administrative Assistant (x 3)*
* *Graduate Assistant (x 3)*
* *Program Coordinator (x 3)*
* *School Counselor (x 2)*
* *Student (x 2)*
* *Manager/ Assistant Manager (x 2)*
* *Lead Counselor (x 2)*
* *Accessibility Specialist (x 2)*
* *Captioning Assistant*
* *Therapist*
* *Leader Drafter*
* *Lead supervisor*
* *Jail Division Specialist*
* *Business Coordinator*
* *Business Development Representative*
* *Self-employed*
* *Benefit Review Officer*
* *Family & Adoption Specialist*
* *Full Time Drive Thru Teller*
* *Student Intern*
* *Microcomputer systems specialist*
* *Hospitality service trainer*
* *Store Associate*
* *Hospice Spiritual Care Giver (part-time)*
* *Senior Advisor*
* *Student assistant*
* *Behaviorist*
* *LCDC-I*
* *Legal Assistant*
* *SEBSS Paraprofessional/Teacher’s Aide*
* *Substitute Teacher*

**Summary**

* The majority of current master’s students are employed
* The current jobs of students vary across many fields

**How Many Hours Have You Taken Thus Far?**

Mean = 33.43

**How Many semester Hours of Course Work Would You Like to Take in Fall and Spring**

* 15 hours = 1
* 12 hours = 11
* 9 hours = 31
* 6 hours = 18
* 3 hours = 7

**Summary**

* The vast majority of students prefer to take 9 semester hours of course work in the fall and spring semesters

**Which program are you majoring in?**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 1 | Clinical Mental Health Counseling | |  |  | | --- | --- | |  |  | | 55 | 81% | | 2 | School Counseling | |  |  | | --- | --- | |  |  | | 13 | 19% | |  |

**Summary**

* The vast majority of master’s students major in clinical mental health versus school counseling

**Do you belong to a professional organization?**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 1 | Yes | |  |  | | --- | --- | |  |  | | 49 | 72% | | 2 | No | |  |  | | --- | --- | |  |  | | 19 | 28% | |  |

**If so, which ones?**

* *Texas Counseling Association (TCA) (x 21)*
* *American Counseling Association (ACA) (x 19)*
* *American School Counselor Association (ASCA) (x 4)*
* *Chi Sigma Iota (x 3)*
* *TAEA*
* *TCTA*
* *ARHE*
* *Phi Beta Sigma Fraternity Inc.*
* *TEA*

**Please briefly summarize why you decided to enroll the in the Counselor Education Program at Texas Tech University.** (Summary of student comments.)

**Summary**

Themes from the question, “Please describe why you decided to enroll in the Counselor Education Program at TTU.”

* Graduated from TTU as an undergraduate (13 respondents)
* The Program’s excellent reputation (10 respondents)
* CACREP accreditation (6 respondents)
* To obtain LPC and establish a firm professional counseling identity (6 respondents)
* Graduates have better job prospects (5 respondents)
* District created a cohort for school counselors (5 respondents)
* The professors in the program (3 respondents)
* To help others with their mental health concerns

**What were the major strengths of the Counselor Education preparation program(s) in which you are currently enrolled?** (Summary of student comments.)

**Summary**

* The professors
* Flexibility with courses time, delivery method, and structure
* Cohesion among cohort members
* CACREP accreditation
* Ethical information and practices
* Diversity awareness (6 respondents)

**In what ways could the Counselor Education preparation program(s) in which you are currently enrolled be improved?** (Summary of student comments.)

**Summary**

* Desire for more opportunities to practice counseling skills through role plays or additional activities
* Increased organization in courses (clearer expectations and structure)
* Advising
* Fewer online classes
* Additionally, there were some specific recommendations made for specific courses which were shared with the instructors of those courses

**Master’s Student Performance on the Exit Exam**

All students enrolled in the Counselor Education Master’s Degree programs must pass a Counselor Preparation Comprehensive Examination (CPCE) prior to receiving their degree. Students are permitted to take the examination during their last semester of coursework. The examination is offered once each semester (usually October, March, June). To be eligible to take the CPCE examination, students must be enrolled in a minimum of one semester hour of coursework. Students are encouraged to inquire about the CPCE during their first semester of coursework. During their last semester, the advising office sends an email to students informing them to enroll to take the CPCE and to file an intent to graduate as deadlines apply. After students respond to the Advising Office indicating they plan to take the CPCE, a list of students is sent to the EPCE Business Manager. The Business Manager sends the names of the students to the CCE office at NBCC. The EPCE Business Manager contacts the students and informs them to 1. Enroll with the CCE to take the exam, 2. Enroll with Pearson and pay the exam fee of $75.00, 3. Plan to pay $20.00 to the TTU Testing Center the day the test is administered.

The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by the CACREP: 1. Professional Orientation & Ethical Practice, 2. Social & Cultural Diversity, 3. Human Growth & Development, 4. Career Development, 5. Counseling & Helping Relationships, 6. Group Counseling & Group Work, 7. Assessment & Testing, 8. Research & Program Evaluation. The CPCE is designed as a summative evaluation of relevant knowledge obtained by students during their counselor preparation programs.

The CPCE consists of 160 multiple-choice questions of which 136 questions are scored. The remaining 24 questions are not scored but are used as pilot questions that may be used as future test items. The examination administration time is four hours. Students are asked to select the best response to each question from four alternative responses. To pass the Master’s Comprehensive Examination, students must achieve a Z-score equivalent of -.524 or higher, (e.g., the score must be at or above the 30th percentile). Students may take the evaluation a maximum of two times. In certain instances to be determined by the TTU Dean of the Graduate School, a student may take the evaluation three times. Students who must re-take the exam must meet with their advisor to develop a remediation plan of study for the exam re-take. The student then presents this plan to the entire counseling faculty who will provide additional input and assistance. The entire exam is retaken with a passing score remaining at the 30th percentile. Any student failing the third administration of the exam will not be awarded a master’s degree. After the examination has been administered and scored, a letter indicating the examination results (Pass or Fail) will be sent to students by the Business Manager, students will receive a second letter providing specific feedback about their performance in the eight areas of the examination.

Students are responsible for completing the necessary paperwork required for the Master's Comprehensive Examination. All questions regarding applications for first and second administrations of the examination and graduation procedures should be directed to the COE Associate Dean's office ED Bldg. Room 105, (Phone 806-834-2751).

The following table presents the Counselor Education master’s students’ scores by area for the past 11 semesters. The first table presents the mean scores and the next table presents the percentile equivalents.

**CPCE Exams: Summer 2016 – Spring 2021**

**Mean Scores by Year and Area**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Areas** | **Spring 2021** | **Spring 2020** | **Spring 2019** | **Fall 2018** | **Summer 2018** | **Spring 2018** | **Fall 2017** | **Summer 2017** | **Spring 2017** | **Fall 2016** | **Summer 2016** | **MEAN** |
| n = 16 | n = 21 | n = 25 | n = 3 | n = 12 | n = 11 | n = 6 | n = 11 | n = 8 | n = 11 | n = 5 | n = |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C1**: Professional Orientation & Ethical Practice | 12.4 | 12.7 | 10.7 | 12.7 | 12.8 | 12.0 | 12.0 | 12.1 | 12.6 | 11.5 | 11.6 | 12.1 |
| **C2**: Social & Cultural Diversity | 8.9 | 9.9 | 9.7 | 10.3 | 11.0 | 9.6 | 10.3 | 10.1 | 9.4 | 9.1 | 10.0 | 9.8 |
| **C3**: Human Growth & Development | 9.7 | 11.7 | 12.7 | 12.3 | 13.2 | 12.5 | 13.5 | 10.7 | 10.5 | 9.4 | 9.4 | 11.4 |
| **C4**: Career Development | 10.8 | 10.9 | 11.0 | 9.3 | 10.2 | 10.7 | 9.8 | 9.1 | 10.8 | 10.0 | 9.0 | 10.1 |
| **C5**: Counseling  & Helping Relationships | 10.3 | 12.1 | 10.3 | 14.3 | 13.1 | 12.4 | 13.3 | 11.6 | 11.8 | 10.8 | 10.4 | 11.9 |
| **C6**: Group Counseling & Group Work | 12.1 | 11.4 | 10.3 | 13.0 | 11.0 | 10.7 | 12.5 | 12.1 | 12.3 | 10.6 | 8.0 | 11.3 |
| **C7**: Assessment & Testing | 9.4 | 11.0 | 11.2 | 11.0 | 11.8 | 11.5 | 11.0 | 8.6 | 11.0 | 9.3 | 10.0 | 10.5 |
| **C8**: Research  & Program Evaluation | 11.0 | 9.9 | 10.9 | 11.3 | 12.8 | 11.0 | 12.7 | 10.2 | 12.0 | 10.8 | 10.8 | 11.2 |
| **TOTALS** | 84.71 | 89.48 | 86.90 | 94.33 | 94.75 | 90.50 | 95.17 | 84.55 | 90.25 | 81.45 | 79.20 | 88.30 |

**CPCE Exams: Summer 2016 – Spring 2021**

**Percentile Equivalent by Year and Area**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Areas** | **Spring 2021** | **Spring 2020** | **Spring 2019** | **Fall 2018** | **Summer 2018** | **Spring 2018** | **Fall 2017** | **Summer 2017** | **Spring 2017** | **Fall 2016** | **Summer 2016** | **MEAN** |
| n = 16 | n = 21 | n = 25 | n = 3 | n = 12 | n = 11 | n = 6 | n = 11 | n = 8 | n = 11 | n = 5 | n = |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C1**: Professional Orientation & Ethical Practice | 69.01 | 65.95 | 39.13 | 70.44 | 72.21 | 59.95 | 59.95 | 61.71 | 68.05 | 53.67 | 40.05 | 60.01 |
| **C2**: Social & Cultural Diversity | 35.27 | 45.86 | 41.06 | 50.00 | 60.41 | 39.59 | 50.00 | 54.10 | 43.05 | 38.44 | 65.84 | 47.60 |
| **C3**: Human Growth & Development | 6.21 | 65.95 | 64.88 | 67.94 | 70.82 | 62.21 | 74.67 | 55.57 | 52.55 | 36.24 | 43.29 | 54.58 |
| **C4**: Career Development | 57.14 | 55.84 | 73.57 | 51.24 | 62.06 | 69.64 | 56.47 | 32.78 | 57.18 | 45.46 | 58.47 | 56.35 |
| **C5**: Counseling  & Helping Relationships | 63.27 | 61.22 | 27.89 | 80.04 | 65.80 | 56.51 | 68.65 | 53.03 | 56.04 | 40.98 | 35.72 | 55.38 |
| **C6**: Group Counseling & Group Work | 65.87 | 63.34 | 42.70 | 76.88 | 52.15 | 48.09 | 71.40 | 55.53 | 58.59 | 32.92 | 14.46 | 52.90 |
| **C7**: Assessment & Testing | 14.05 | 61.52 | 59.83 | 56.43 | 68.76 | 64.77 | 56.43 | 33.21 | 64.65 | 40.79 | 35.23 | 50.52 |
| **C8**: Research  & Program Evaluation | 68.93 | 63.04 | 48.25 | 53.27 | 71.33 | 49.48 | 69.92 | 45.11 | 68.23 | 53.03 | 50.16 | 58.25 |
| **TOTALS** | 43.76 | 64.69 | 49.94 | 66.60 | 67.51 | 57.97 | 68.40 | 48.05 | 53.27 | 40.71 | 38.51 | 54.49 |

**Summary**

* The overall percentile equivalent scores of EPCE students ranged from 40.71 to 67.51
* The grand percentile mean over the reported semesters equals 54.49
* Although the mean percentile scores are fairly uniform, on a relative basis, the area of assessment and testing is lowest while professional orientation and ethical practice is highest

**Performance of Students on the LPC Exam**

*Graduates National Counseling Examination (NCE) Between 2016 and 2020*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Pass | Fail | Total | Pass Rate % |
| 2020 | 19 | 7 | 26 | 73% |
| 2019 | 24 | 9 | 33 | 73% |
| 2018 | 24 | 3 | 27 | 89% |
| 2017 | 15 | 6 | 21 | 71% |
| 2016 | 15 | 4 | 19 | 79% |

**Mean 77%**

Prior to 2018, the LPC Board provided the pass rates for universities in Texas. In 2018, the LPC Board ceased the sharing of this information with universities. In 2016, the mean pass rate of examinees across the state was 78%. In 2017, the mean pass rate of examinees across the state was 63%. For both 2016 and 2017, the Texas Tech University Counselor Education graduates had a higher pass rate than the graduates on average across the state.

**Summary**

* The mean passing rate for all years was 77%

**Performance of Students on the School Counseling Exam**

The following table presents how our graduates scored on the TExES Exam for school counseling certification.

*Results of the TExES for School Counseling Certification*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gender** | **Ethnicity** | **Admin Date** | **Test Name** | **Result** |
| Female | White | 10/13/2016 | School Counselor | P |
| Female | White | 5/13/2017 | School Counselor | P |
| Female | Hispanic/Latino | 4/18/2020 | School Counselor | P |
| Female | White | 8/8/2020 | School Counselor | P |

**Summary**

* All graduates majoring in school counseling passed the state certifying exam

**Survey Results of Current Master’s Students**

The tables below describe the responses of current master’s students regarding their knowledge of counseling areas, their skills in the same counseling areas, and their evaluation of TTU’s counseling master’s program.

*Current Master’s Students’ Knowledge of Counseling Areas (Self-report)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1 School Counseling (ASCA Model) 1 2 6 10 16 64 4.95

2 Clinical Mental Health Counseling 0 2 10 22 27 64 4.27

3 Group Counseling 2 1 8 24 21 64 4.33

4 Theories of Counseling 0 0 10 22 31 64 4.36

5 Career and Lifestyle Counseling 2 0 14 18 21 64 4.30

6 Multicultural Counseling 1 4 8 16 35 64 4.25

7 Human Growth and Development 1 4 13 21 24 64 4.03

8 Testing and Assessment 4 5 17 13 16 64 3.92

9 Crisis Counseling 5 6 9 15 16 64 4.09

10 Family Counseling 2 1 12 20 16 64 4.34

11 Dysfunctional Behavior 5 4 11 13 20 64 4.13

12 Techniques of Counseling 1 2 5 16 34 64 4.53

13 Addictions 4 4 8 13 22 64 4.31

14 Supervision Received 6 1 6 9 24 64 4.51

15 Research/Statistics/Evaluation 6 9 10 8 19 64 3.95

16 Diagnosis 4 9 9 15 13 64 4.03

17 Child and Adolescent Counseling 7 4 13 12 19 64 3.92

18 Counseling Persons with Special Needs 10 7 9 13 15 64 3.72

19 Ethical and Legal Matters 1 2 6 18 36 64 4.39

20 Advocacy 0 7 9 16 25 64 4.25

21 Treatment Planning/Case Management 2 7 11 11 21 64 4.22

22 Technology 2 4 8 12 25 64 4.45

23 Psychopharmacology 4 10 16 8 10 64 3.91

24 Couples/Marriage Counseling 5 1 15 13 15 64 4.17

25 Professional Credentialing 3 3 17 9 21 64 4.17

26 Professional Organizations 2 6 11 15 24 64 4.11

27 Individual Counseling 0 1 4 13 38 64 4.75

28 Sexuality 6 4 13 13 19 64 3.97

29 Gender Identity 6 4 16 10 20 64 3.91

30 LGBTQIA+ Counseling 6 9 10 18 17 64 3.67

**Mean 4.20**

**Summary**

* Ratings regarding knowledge from subject matter ranged from a low of 3.67 (LGBTQIA+ Counseling) to a high of 4.95 (School Counseling)
* Some areas were not rated as many students had not taken advanced coursework
* The overall mean rating equaled 4.20

*Current Master’s Students’ Skill Development in Counseling Areas (Self-report)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

# **Question Poor Poor Fair Good Good Response Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1 School Counseling (ASCA Model) 2 4 5 7 12 55 4.78

2 Clinical Mental Health Counseling 0 3 7 15 27 55 4.36

3 Group Counseling 0 2 8 16 21 55 4.43

4 Theories of Counseling 0 1 11 17 24 55 4.24

5 Career and Lifestyle Counseling 0 1 12 15 19 55 4.38

6 Multicultural Counseling 0 4 7 15 27 55 4.26

7 Human Growth and Development 1 4 9 19 21 55 4.05

8 Testing and Assessment 2 7 8 14 16 55 4.07

9 Crisis Counseling 3 6 5 14 17 55 4.20

10 Family Counseling 1 4 11 15 15 55 4.20

11 Dysfunctional Behavior 3 5 5 14 20 55 4.22

12 Techniques of Counseling 2 1 5 10 30 55 4.56

13 Addictions 2 3 7 11 21 55 4.44

14 Supervision Received 1 1 8 9 21 55 4.69

15 Research/Statistics/Evaluation 3 5 8 11 17 55 4.22

16 Diagnosis 3 6 9 13 11 55 4.13

17 Child and Adolescent Counseling 2 4 13 13 16 55 4.05

18 Counseling Persons with Special Needs 4 7 11 9 16 55 3.91

19 Ethical and Legal Matters 0 2 4 17 28 55 4.51

20 Advocacy 1 1 12 16 18 55 4.24

21 Treatment Planning/Case Management 1 6 11 9 18 55 4.22

22 Technology 1 1 9 11 22 55 4.55

23 Psychopharmacology 4 5 13 10 9 55 4.04

24 Couples/Marriage Counseling 2 5 8 15 15 55 4.20

25 Professional Credentialing 1 4 10 13 18 55 4.27

26 Professional Organizations 1 5 10 13 21 55 4.15

27 Individual Counseling 0 1 4 7 35 55 4.80

28 Sexuality 1 5 9 13 19 55 4.24

29 Gender Identity 2 6 10 12 18 55 4.07

30 LGBTQIA+ Counseling 2 8 9 12 19 55 3.96

**Mean 4.28**

**Summary**

* The range of ratings regarding skills ranged from a low of 3.96 (LGBTQIA+ Counseling) to a high of 4.8 (Individual Counseling)
* The overall mean ratings of skills equaled 4.28, which is slightly higher than the rating for knowledge (4.20), possibly reflecting the application oriented nature of the program seeking to translate knowledge into skills

*Current Master’s Students’ Evaluation of General Program Attributes.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

# **Question Poor Poor Fair Good Good Response Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1 Comprehensiveness of the curriculum 1 4 6 17 26 56 4.23

2 Supervision received overall 1 3 4 9 27 56 4.68

(TTU + Site)

3 Site supervision from 3 0 4 5 19 56 4.19

practicum/internship

4 On-campus individual supervision 3 1 3 9 17 56 4.48

5 On-campus group supervision 2 1 3 9 20 56 4.91

6 Instructional classroom (i.e., teaching) 1 4 6 14 28 56 4.30

7 Professional competence of faculty 0 2 3 17 32 56 4.52

8 Accessibility/availability of the faculty 0 3 6 12 34 56 4.43

9 Academic advisement provided by 5 3 5 11 30 56 4.14

faculty

10 Facilities and resources 2 1 5 15 28 56 4.45

11 In class role-played practice with 1 1 3 9 33 56 4.77

feedback

12 Faculty as mentors 0 5 3 15 27 56 4.46

13 Evaluation/assessment of student 0 3 5 14 26 56 4.55

performance by faculty, e.g. use

of rubrics

14 Duration (i.e., academic length) 2 1 6 14 31 56 4.38

of the program(s)

15 Timely and meaningful feedback 3 4 4 15 29 56 4.18

on student work by faculty

16 Sequence of the curriculum 1 2 5 14 32 56 4.43

17 Identification of course trademark 1 2 3 13 32 56 4.55

outcomes

18 Offering remediation as needed 0 0 4 6 29 56 4.53

19 Offering role-played opportunities 0 2 6 12 29 56 4.59

as appropriate

20 Creating opportunities for a sense 2 3 6 13 29 56 4.30

of community among students

21 Overall rating of the Program 0 4 7 17 27 56 4.25

**Mean 4.53**

**Summary**

* The range of ratings on program attributes ranged from a low of 4.14 (Academic advisement by faculty) to a high of 4.91 (On campus group supervision)
* The overall rating of program attributes equaled 4.53, which is quite high on the five-point scale

**Master’s Program Graduates**

**Fall 2016- Spring 2021**

58 Graduates responded to the survey.

The age of the graduates ranged from 24 to 57 with a mean age of 32.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Male | |  |  | | --- | --- | |  |  | | 12 | 30% | |  | Female | |  |  | | --- | --- | |  |  | | 27 | 67% | |  | Non-binary/third gender | |  |  | | --- | --- | |  |  | | 0 |  | | | | | | |  |
| 2 | Prefer not to say | |  |  | | --- | --- | |  |  | | 1 | 3% |

African American 3 8%

Asian-American 0

Caucasian 27 67%

Hispanic 7 18%

Native American 0

Other 3 7%

**Which degree(s) have you received from the counselor education program at TTU?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Clinical Mental Health Counseling | |  |  | | --- | --- | |  |  | | 37 | 83% |
| School Counseling | |  |  | | --- | --- | |  |  | | 3 | 7% |

**During which month did you graduate?**

December 6 17%

May 25 69%

August 5 14%

**What year did you graduate?**

2020 12 30%

2019 6 15%

2018 12 30%

20176 15%

2016 4 10%

**Current Job Title:**

|  |
| --- |
| * Founder + Creator |
| * Case management |
| * None |
| * Case Manager |
| * Research Assistant |
| * Related Services Counselor |
| * Program Director |
| * Counselor |
| * Lead Counselor |
| * LPC- Associate at a private practice |
| * LPC -associate |
| * Volunteer |
| * LPC |
| * Licensed Professional Counselor |
| * Counsleor |
| * LPC Associate |
| * Re-entry Coordinator |
| * Mental Health Professional |
| * School Counselor/Therapist intern |
| * Regional Program Director |
| * Opioid Counselor |
| * Counselor |
| * LPC |
| * Accounts receivable |
| * Primary Therapist |
| * Mental Health Counselor |
| * Program Therapist |
| * Inbound Operations |
| * Program Manager |
| * LPCC |
| * Mental Health Clinician |
| * School-Based Mental Health Provider |
| * Middle School Counselor, also LPC in private practice |
| * Assistant Director, Career Advising and Counseling |
| * Therapist |
| * Counselor |
| * Applying to PhD program |
| * Juvenile Probation Officer |
| * Counselor |

**Summary**

* The majority of graduates are counselors or working in the field of mental health

**What was your initial, post-graduation starting salary (to nearest thousand)?**

Ranged from $7,200.00 to $60,000.00 with a mean of $36,894.42

**What is your current salary (to nearest thousand)?**

Ranged from $7,200.00 to $75,000.00 with a mean of $45,811.74

**What professional certifications and/or licensures do you currently hold and for how many years? Check all that apply.**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | | **Answer** | | |  |  | | --- | --- | |  |  | | | **Response** | | **%** | |
| 1 | Certified School Counselor | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | |  |  | | | | | 2 | | 5% | |
| 2 | LPC | | |  |  | | --- | --- | |  |  | | | 8 | | 20% | |
| 3 | LPC-Associate | | |  |  | | --- | --- | |  |  | | | 19 | | 48% | |
| 4 | LPC-Supervisor | |  | | 0 | | 17% | |
| 5 | LPCC | | |  |  | | --- | --- | |  |  | | | 1 | | 3% | |
| 6 | NCC | | |  |  | | --- | --- | |  |  | | | 1 | | 2% | |
| 7 | LMFT/LMFT-A | |  | | 0 | | 0% | |
| 8 | LCDC | |  | | 7 | | 17% | |
| 9 | Other | | |  |  | | --- | --- | |  |  | | | 2 | | 5% | |

*Master’s Program Graduates’ Knowledge of Counseling Areas (Self-report)*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1 School Counseling (ASCA Model) 0 1 4 3 6 14 4.00

2 Clinical Mental Health Counseling 0 0 2 10 28 40 4.65

3 Group Counseling 0 0 2 11 27 40 4.63

4 Theories of Counseling 0 0 4 10 26 40 4.55

5 Career and Lifestyle Counseling 1 0 8 13 18 41 4.17

6 Multicultural Counseling 0 1 1 9 29 41 4.65

7 Human Growth and Development 1 0 3 16 21 41 4.45

8 Testing and Assessment 0 3 13 14 10 41 3.77

9 Crisis Counseling 0 1 8 17 14 41 4.10

10 Family Counseling 0 3 6 15 16 41 4.10

11 Dysfunctional Behavior 0 2 5 14 19 41 4.25

12 Techniques of Counseling 0 1 1 7 31 41 4.70

13 Addictions 4 4 3 13 16 41 3.83

14 Supervision Received 1 0 4 13 22 41 4.38

15 Research/Statistics/Evaluation 2 3 5 18 12 41 3.88

16 Diagnosis 0 2 6 12 18 41 4.21

17 Child and Adolescent Counseling 0 2 9 9 16 41 4.08

18 Counseling Persons with Special Needs 2 5 11 6 11 41 3.54

19 Ethical and Legal Matters 0 0 1 16 23 41 4.55

20 Advocacy 0 2 5 10 22 41 4.33

21 Treatment Planning/Case Management 0 3 3 12 21 41 4.31

22 Technology 0 4 8 11 13 41 3.92

23 Psychopharmacology 1 6 9 8 9 41 3.55

24 Couples/Marriage Counseling 1 3 8 17 11 41 3.85

25 Professional Credentialing 0 3 7 8 19 41 4.16

26 Professional Organizations 0 2 4 12 20 41 4.32

27 Individual Counseling 0 0 0 7 32 41 4.82

28 Sexuality 2 3 8 10 13 41 3.81

29 Gender Identity 2 2 8 12 13 41 3.86

30 LGBTQIA+ Counseling 1 5 6 12 12 41 3.81

**Mean 4.17**

**Summary**

* Ratings regarding knowledge from subject matter ranged from a low of 3.54 (Counseling Persons with Special Needs to a high of 4.65 (Clinical Mental Health Counseling and Multicultural Counseling)
* The overall mean rating equaled 4.17

*Current Master’s Students’ Skill Development in Counseling Areas (Self-report)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

# **Question Poor Poor Fair Good Good Response Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1 School Counseling (ASCA Model) 0 1 1 3 9 14 4.42

2 Clinical Mental Health Counseling 0 0 1 9 29 41 4.72

3 Group Counseling 0 0 3 14 22 41 4.49

4 Theories of Counseling 0 0 5 12 22 41 4.44

5 Career and Lifestyle Counseling 0 1 7 14 17 41 4.21

6 Multicultural Counseling 0 1 1 9 29 41 4.65

7 Human Growth and Development 0 0 5 14 20 41 4.38

8 Testing and Assessment 0 3 11 14 11 41 3.85

9 Crisis Counseling 0 2 8 14 15 41 4.08

10 Family Counseling 0 3 5 13 18 41 4.18

11 Dysfunctional Behavior 0 2 6 14 17 41 4.18

12 Techniques of Counseling 0 0 4 8 27 41 4.59

13 Addictions 3 5 8 9 14 41 3.67

14 Supervision Received 0 0 6 11 22 41 4.41

15 Research/Statistics/Evaluation 0 5 11 11 12 41 3.77

16 Diagnosis 0 2 9 10 16 41 4.18

17 Child and Adolescent Counseling 1 2 4 13 16 41 4.28

18 Counseling Persons with Special Needs 0 7 8 9 10 41 3.95

19 Ethical and Legal Matters 0 0 2 12 25 41 4.59

20 Advocacy 0 0 8 9 21 41 4.38

21 Treatment Planning/Case Management 0 2 4 16 16 41 4.26

22 Technology 0 2 10 9 15 41 4.18

23 Psychopharmacology 1 1 14 4 10 41 3.82

24 Couples/Marriage Counseling 1 5 8 9 16 41 3.87

25 Professional Credentialing 0 1 12 7 17 41 4.18

26 Professional Organizations 0 1 5 10 23 41 4.41

27 Individual Counseling 0 0 0 9 30 41 4.77

28 Sexuality 2 4 7 10 13 41 3.95

29 Gender Identity 1 5 7 11 12 41 3.95

30 LGBTQIA+ Counseling 1 5 6 12 11 41 4.00

**Mean 4.25**

**Summary**

* The range of ratings regarding skills ranged from a low of 3.67 (Addictions) to a high of 4.77 (Individual Counseling)
* The overall mean ratings of skills equaled 4.25, which is slightly higher than the rating for knowledge (4.17), possibly reflecting the application oriented nature of the program seeking to translate knowledge into skills

*Current Master’s Students’ Evaluation of General Program Attributes.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

# **Question Poor Poor Fair Good Good Response Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1 The sequencing of courses 0 0 4 11 22 39 4.49

2 Supervision received overall 0 0 4 7 28 39 4.62

(TTU + Site)

3 Identifying course trademark 0 0 3 11 24 39 4.55

outcomes

4 Providing timely feedback about 0 0 2 14 23 39 4.54

performance, e.g., use of rubrics

5 On-campus group supervision 0 1 4 7 26 39 4.53

6 Providing remediation when needed 0 2 1 10 21 39 4.47

7 Professional competence of faculty 0 0 2 7 30 39 4.72

8 Imparting skills, values, and 0 0 2 11 26 39 4.62

expertise highly valued in the

workplace

9 Academic advisement provided 0 1 5 13 20 39 4.33

by faculty

10 Offering an experience that set this 0 2 3 11 23 39 4.41

program apart from others

11 In class role-played practice with 0 1 2 8 28 39 4.62

feedback

12 Promoting a sense community 0 1 2 8 28 39 4.62

among its students and graduates

13 Evaluation/assessment of student 0 0 2 13 24 39 4.56

performance by faculty, e.g. use of

rubrics

14 Establishing viable opportunities 0 0 3 9 27 39 4.62

for role-played practice

15 Timely and meaningful feedback 0 0 6 9 24 39 4.46

on student work by faculty

16 Offering valuable opportunities 0 3 6 10 20 39 4.21

for practicum and internship

placement

17 Identification of course trademark 0 0 4 9 25 39 4.55

outcomes

18 Having excellent mentors and role 0 1 5 8 25 39 4.46

models among the faculty

19 Offering role-played opportunities 0 0 4 11 24 39 4.51

as appropriate

20 Overall rating of the program 0 2 3 6 28 39 4.54

**Mean 4.52**

**Summary**

* The range of ratings on program attributes ranged from a low of 4.21 (offering valuable opportunities for practicum and internship placement) to a high of 4.62 on several areas
* The overall rating of program attributes equaled 4.52, which is quite high on the five-point scale

**What were the strengths of your counselor preparation program?** (Summary of student comments.)

|  |
| --- |
|  |

**Summary**

* The professors
* Role-playing
* Ethical and legal training
* Cohort support

**What were the weaknesses of your counselor preparation program?** (Summary of student comments.)

**Summary**

* Additional information on LGBTQ+ and psychopharmacology
* More face-to-face courses
* Increased information on licensure and job opportunities
* Increased advising
* More approved practicum and internship sites
* Some feedback was given regarding specific courses which was provided to the instructors of those courses

**Site Supervisors Ratings of Current Masters Students**

**Fall 2020-Spring 2021**

To assist in evaluating students’ professional dispositions, site supervisors rated their students on their counseling competency. While knowledge and skills are reflected in the site supervisor evaluations, the evaluation also assesses their self-awareness, multicultural awareness and advocacy, ethical awareness and conduct, professionalism, and display of strong personal characteristics. Below are site supervisors’ ratings on seven areas of student performance during practicum and internship classes.

*Site Supervisor Evaluation*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Areas N Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Basic Work Requirements**
   1. Arrives on time consistently 13 4.85
   2. Uses time effectively 13 4.85
   3. Informs supervisor and makes arrangements for absences 13 4.85
   4. Completes requested or assigned tasks on time 13 4.77
   5. Completes required total number of hours or days on site 13 4.85
   6. Is responsive to norms about clothing, language, etc., on site 13 4.92

**Section Score 4.85**

1. **Ethical Awareness and Conduct**
   1. Exhibits knowledge of general ethical guidelines 13 4.70
   2. Exhibits knowledge of ethical guidelines of internship/  
      practicum 13 4.77
   3. Demonstrates awareness and sensitivity to ethical issues 13 4.70
   4. Exhibits personal behavior consistent with ethical  
      guidelines 13 4.70
   5. Consults with others about ethical issues if necessary 13 4.70

**Section Score 4.71**

1. **Knowledge and Learning**
2. Exhibits knowledge about the client population 13 4.85
3. Exhibits knowledge of treatment setting and approach 13 4.77
4. Is receptive to learning new information 13 4.77
5. Actively seeks new information from staff or supervisor 13 4.85
6. Exhibits ability to learn and understand new information 13 4.77
7. Exhibits understanding of counseling concepts, theories,   
   and skills 13 4.77
8. Exhibits ability to apply new information in clinical  
   school setting 13 4.77
9. Evidence has been demonstrated to show increased   
   achievement, improved behavior, and other documented   
   needs in a K-12 setting. 13 4.77
10. Exhibits knowledge of all components of the ASCA Model 13 4.70

**Section Score 4.78**

1. **Response to Supervision**
   1. Actively seeks supervision when necessary 13 4.83
   2. Is receptive to feedback and suggestions from supervisor 13 4.77
   3. Understands information communicated in supervision 13 4.77
   4. Successfully implements suggestions from supervisor 13 4.77
   5. Is aware of areas that need improvement 13 4.92
   6. Is willing to explore personal strengths and weaknesses 13 4.77

**Section Score 4.81**

1. **Work Products**
   1. Records are accurately kept and are completed on time 13 4.62
   2. Written or verbal reports are accurate and factually correct 13 4.62
   3. Written or verbal reports are presented in a professional manner 13 4.62
   4. Reports are clinically and/or administratively useful 13 4.70
   5. Treatment Plan was correctly developed and included parents  
      involvement if appropriate 13 4.70
   6. Treatment Plan brought about positive outcomes for the client 13 4.70
   7. Postsecondary options instructional strategies and other   
      components of the ASCA Model were implemented effectively 13 4.70

**Section Score 4.67**

1. **Interactions with Clients**
   1. Appears comfortable interacting with clients 13 4.85
   2. Initiates interactions with clients 13 4.92
   3. Communicates effectively with clients 13 4.92
   4. Builds rapport and respect with clients 13 4.92
   5. Is sensitive and responsive to client’s needs 13 4.92
   6. Is sensitive to issues of multicultural counseling 13 4.92
   7. Is sensitive to issues of diversity including but not limited   
      to race/ethnic group, age, gender, physical challenges, SES 13 4.85

**Section Score 4.89**

1. **Interactions with Coworkers**
   1. Appears comfortable interacting with other staff members 13 4.77
   2. Initiates interactions with staff 13 4.77
   3. Communicates effectively with staff 13 4.77
   4. Effectively conveys information and expresses own opinions 13 4.77
   5. Effectively receives information and opinions from others 13 4.85

**Section Score 4.79**

**Grand Mean 4.79**

Ratings based on the current students in Fall 2020 and Spring 2021

Five point scale with 5 being far above expectations

**Summary**

* The mean rating of student interns by site supervisors ranged from a low of 4.62 (in record keeping and report writing to a high of 4.92 in numerous domains
* The mean rating over all areas equaled 4.79 which represented a rubric rating above expectations
* The variability of ratings was low

**Site Supervisor Ratings for Graduated Masters Students**

To assist in evaluating students’ professional dispositions, site supervisors rated their students on their counseling competency. While knowledge and skills are reflected in the site supervisor evaluations, the evaluation also assesses their self-awareness, multicultural awareness and advocacy, ethical awareness and conduct, professionalism, and display of strong personal characteristics. Below are site supervisors’ ratings on seven areas of student performance during practicum and internship classes for graduated students from Fall 2016-Spring 2020. The ratings range from 1 (low) to 5 (high).

*Site Supervisor Evaluation*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Areas N Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Basic Work Requirements**
   1. Arrives on time consistently 71 4.51
   2. Uses time effectively 71 4.52
   3. Informs supervisor and makes arrangements for absences 71 4.55
   4. Completes requested or assigned tasks on time 70 4.54
   5. Completes required total number of hours or days on site 71 4.52
   6. Is responsive to norms about clothing, language, etc., on site 72 4.54
2. **Ethical Awareness and Conduct**
   1. Exhibits knowledge of general ethical guidelines 72 4.56
   2. Exhibits knowledge of ethical guidelines of internship/  
      practicum 72 4.58
   3. Demonstrates awareness and sensitivity to ethical issues 72 4.60
   4. Exhibits personal behavior consistent with ethical   
      guidelines 72 4.60
   5. Consults with others about ethical issues if necessary 72 4.61
3. **Knowledge and Learning**
4. Exhibits knowledge about the client population 72 4.47
5. Exhibits knowledge of treatment setting and approach 72 4.42
6. Is receptive to learning new information 72 4.61
7. Actively seeks new information from staff or supervisor 72 4.64
8. Exhibits ability to learn and understand new information 72 4.56
9. Exhibits understanding of counseling concepts, theories,   
   and skills 71 4.45
10. Exhibits ability to apply new information in clinical/  
    school setting 71 4.44
11. Evidence has been demonstrated to show increased   
    achievement, improved behavior, and other documented   
    needs in a K-12 setting. 64 4.47
12. Exhibits knowledge of all components of the ASCA Model 60 4.48
13. **Response to Supervision**
    1. Actively seeks supervision when necessary 72 4.61
    2. Is receptive to feedback and suggestions from supervisor 72 4.65
    3. Understands information communicated in supervision 72 4.60
    4. Successfully implements suggestions from supervisor 72 4.58
    5. Is aware of areas that need improvement 72 4.57
    6. Is willing to explore personal strengths and weaknesses 72 4.63
14. **Work Products**
    1. Records are accurately kept and are completed on time 72 4.44
    2. Written or verbal reports are accurate and factually correct 72 4.50
    3. Written or verbal reports are presented in a professional manner 72 4.49
    4. Reports are clinically and/or administratively useful 71 4.49
    5. Treatment Plan was correctly developed and included parent   
       involvement if appropriate 69 4.45
    6. Treatment Plan brought about positive outcomes for the client 69 4.46
    7. Postsecondary options instructional strategies and other   
       components of the ASCA Model were implemented effectively 62 4.48
15. **Interactions with Clients**
    1. Appears comfortable interacting with clients 72 4.54
    2. Initiates interactions with clients 72 4.58
    3. Communicates effectively with clients 72 4.56
    4. Builds rapport and respect with clients 72 4.58
    5. Is sensitive and responsive to client’s needs 72 4.57
    6. Is sensitive to issues of multicultural counseling 72 4.58
    7. Is sensitive to issues of diversity including but not limited   
       to race/ethnic group, age, gender, physical challenges, SES 72 4.63
16. **Interactions with Coworkers**
    1. Appears comfortable interacting with other staff members 71 4.61
    2. Initiates interactions with staff 71 4.61
    3. Communicates effectively with staff 71 4.62
    4. Effectively conveys information and expresses own opinions 71 4.55
    5. Effectively receives information and opinions from others 71 4.62

**Grand Mean 4.55**

Ratings based on the five most recent years (2015-2021)

Five-point scale with 5 representing far above expectations

**Summary**

* The mean rating of student intern performance by site supervisors ranged from a low of 4.4 (exhibits knowledge of treatment setting and approach) to a high of 4.6 (Is receptive to feedback and suggestions from supervisor).
* The overall mean rating for all areas was 4.55. a rubric rating representing above expectations
* The variability of ratings was low

**Students’ Strengths and Areas for Improvement as Identified by Site Supervisors**

**Strengths**

* *Integrity*
* *Honesty*
* *Work ethic*
* *Dependability*
* *Compassion*
* *High positive regard*
* *Strong rapport building*
* *Interpersonal skills*
* *Caring*
* *Skilled*
* *Comfortable*
* *Self-motivated*
* *Self-evaluation*
* *Client- oriented*
* *Aware of needs*
* *Hard working*
* *Volunteerism*
* *Ethical*
* *Conscientious*
* *Compassionate*
* *Affective*
* *Adaptable*
* *Responsible*
* *Confident*
* *Ability to connect*
* *Strong desire to help*
* *Professional*
* *Diligent*
* *Gracious*
* *Dedicated*
* *Passionate*
* *Multiculturally competent*
* *Patient*
* *Empathetic*
* *Eager to learn*
* *Consistent*
* *Intuitive*
* *Self-aware*
* *Creative*
* *Strong Communication*
* *Calm*
* *Gifted*
* *Natural*
* *Collaborative*
* *Sensitive to needs*
* *Humanistic*
* *Genuine*
* *Motivated*

**Summary**

* Supervisors described interns as skilled, competent, ethical, professional, hard- working, compassionate, and dependable

**Areas needing improvement**

* Implement theoretical principles
* Improve technical application
* Obtain an LPC license
* Needs experience with documentation/ Improve record keeping
* Needs experience in handing insurance needs
* Trusting in ability and judgement
* Building confidence
* Exposure to the field
* Viewing internship site as a work environment
* Exposure to diverse clientele
* Improve authenticity
* Managing self-care
* Working with an increased number of clients
* Exposure to diverse client issues
* Needs an increased use of clinical vocabulary
* Avoiding perfectionism
* Improve time management
* Being open to feedback
* Research diverse topics
* Broaden treatment approaches

**Summary**

* The most salient area mentioned by site supervisors as needing improvement is more experience in counseling clients from a variety of backgrounds and enhancing record keeping methods.

**Current Doctoral Students**

**Fall 2016-Spring 2021**

|  |  |  |
| --- | --- | --- |
| **Year** | **Gender** | **Number of Student** |
| 2016 | Male | 18 |
| Female | 39 |
| Non-Binary/Other | 0 |
| 2017 | Male | 13 |
| Female | 38 |
| Non-Binary/Other | 0 |
| 2018 | Male | 22 |
| Female | 44 |
| Non-Binary/Other | 0 |
| 2019 | Male | 19 |
| Female | 40 |
| Non-Binary/Other | 0 |
| 2020 | Male | 20 |
| Female | 47 |
| Non-Binary/Other | 0 |

|  |  |  |
| --- | --- | --- |
| **Year** | **Race** | **Number of Student** |
| 2016 | African American/Black | 8 |
| American Indian/Native Alaskan | 2 |
| Asian American | 0 |
| Caucasian/White | 45 |
| Hispanic/Latino/Spanish American | 2 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 0 |
| 2017 | African American/Black | 8 |
| American Indian/Native Alaskan | 2 |
| Asian American | 0 |
| Caucasian/White | 38 |
| Hispanic/Latino/Spanish American | 3 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 0 |
| 2018 | African American/Black | 9 |
| American Indian/Native Alaskan | 3 |
| Asian American | 0 |
| Caucasian/White | 45 |
| Hispanic/Latino/Spanish American | 8 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 1 |
| Unknown/Other | 0 |
| 2019 | African American/Black | 10 |
| American Indian/Native Alaskan | 2 |
| Asian American | 5 |
| Caucasian/White | 43 |
| Hispanic/Latino/Spanish American | 8 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 0 |
| 2020 | African American/Black | 10 |
| American Indian/Native Alaskan | 1 |
| Asian American | 2 |
| Caucasian/White | 45 |
| Hispanic/Latino/Spanish American | 8 |
| Native Hawaiian/Pacific Islander | 0 |
| Two or More | 0 |
| Unknown/Other | 2 |

|  |  |  |
| --- | --- | --- |
| **Year** | **Location** | **Number of Student** |
| 2016 | International Student | 1 |
| Resident | 56 |
| 2017 | International Student | 1 |
| Resident | 50 |
| 2018 | International Student | 2 |
| Resident | 66 |
| 2019 | International Student | 2 |
| Resident | 57 |
| 2020 | International Student | 2 |
| Resident | 65 |

|  |  |  |
| --- | --- | --- |
| **Year** | **Disability** | **Number of Student** |
| 2016 | Yes | 0 |
| No | 57 |
| 2017 | Yes | 1 |
| No | 56 |
| 2018 | Yes | 5 |
| No | 61 |
| 2019 | Yes | 0 |
| No | 59 |
| 2020 | Yes | 1 |
| No | 66 |

**Application/Enrollment of Current Students – Doctoral Students Spring 2021**

*Application and Enrollment of Current Doctoral Students by Gender, Ethnicity, Home Location and Age*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Admissions** | **Gender** | | **Ethnicity** | | | | **Home Location** | | | | **Age** | | | | |
| **M** | **F** | **W** | **B** | **H** | **O** | **L** | **TX** | **US** | **I** | **20s** | **30s** | **40s** | **50s** | **60s** |
| **Enrolled** | 21 | 50 | 46 | 10 | 7 | 8 | 25 | 39 | 5 | 2 | 18 | 25 | 16 | 8 | 4 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Denied** | - | 2 | 1 | - | - | 1 | 1 | 1 | - | - | - | - | - | 2 | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **W/After Adm.** | 1 | 2 | 3 | - | - | - | - | 3 | - | - | 1 | 1 | 1 | - | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **W/Other** | 1 | - | 1 | 1 | 1 | 1 | 1 | - | - | - | - | - | - | 1 | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Never Enrolled** | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Other** | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTALS** | 23 | 54 | 51 | 10 | 7 | 9 | 24 | 43 | 5 | 2 | 19 | 26 | 17 | 11 | 4 |

Legend:

M = Male/ F = Female/C = Clinical Mental Health/ S = School/ Ethnicity W=White, B= Black, H=Hispanic, O=Other; L = Local/ TX = Texas/ US = United States/ I = International/Age categories 20-29; 30-39; 40-49; 50-59; 60 >

Enr=Enrolled/ Denied/Withdraw after admission//Withdraw after some attendance/other

**Summary**

* The majority of doctoral applicants are admitted
* The majority of doctoral students are female
* The majority of doctoral students are white
* Approximately half of the doctoral students are from Texas
* The modal age range of doctoral students is in the range of 30-39

**Job Titles of Current Doctoral Students**

* *Private Practitioner/ LPC – (7 respondents)*
* *Instructor – (4 respondents)*
* *Research Assistant – (4 respondents)*
* *LPC- Associate Clinician – (2 respondents)*
* *Assistant Program Director – (2 respondents)*
* *Associate Director – (1 respondent)*
* *Counselor Education Program Coordinator – (1 respondent)*
* *Health Coach/ Behavioral Health Counselor/ Health and Wellness Coordinator/Senior Director, Behavioral Health Services– (1 respondent)*
* *Professional School Counselor/ High School Special Service Counselor/ High School Counselor/ Lead High School Counselor– (1 respondent)*
* *Internal Review Consultant - CACREP, private practice LPC– (1 respondent)*
* *Mentor Support Specialist II– (1 respondent)*
* *Director of the Counseling Care Center– (1 respondent)*
* *Clinical Manager– (1 respondent)*
* *Master Resiliency Trainer/Performance Expert Licensed Professional Counselor/Supervisor**– (1 respondent)*

**Summary**

* The majority of current doctoral students practice as LPCs, which reflects the fact all doctoral students have completed a master’s degree

**Cohort Identification of Current Doctoral Respondents**

* 2020=9
* 2019=8
* 2018=8
* 2017=7
* 2016=8
* 2015=4
* 2014=0
* 2013=0
* 2012=0
* 2011=1

**Summary**

* The majority of current doctoral students completing the survey where associated with the 2016 through 2020 cohort groups

**Please briefly summarize why you decided to enroll the in the Counselor Education Program at Texas Tech University.** (Summary of student comments.)

**Summary**

Themes from the question, “Please describe why you decided to enroll in the Counselor Education Program at TTU.”

* The professors in the program (12 respondents)
* The program’s excellent reputation (9 respondents)
* CACREP accreditation and professional counseling identity (8 respondents)
* The hybrid delivery method attracted some students (6 respondent)
* Increase students personal and professional growth (4 respondents)
* Graduated from TTU program before (3 respondents)
* Graduates have better job prospects (1 respondent)

**Which degree(s) have you received from the counselor education program at TTU? Check all that apply.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** |
| 1 | MEd-school counseling | |  |  |  | | --- | --- | --- | |  |  | | |  | |  | | 1 | 3% |
| 2 | MEd-Clinical mental health | |  |  | | --- | --- | |  |  | | 11 | 30% |
|  | Other TTU Program: | |  |  | | --- | --- | |  |  | | 5 | 14% |
| 3 | Degree from other institution : | |  |  | | --- | --- | |  |  | | 19 | 53% |
|  | Total |  | 36 | 100% |

**Summary**

* The academic backgrounds of current doctoral students varied considerably

**Have you presented a program or a poster session at a local, state, national, or international conference since entering the doctoral program?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 32 | 71% |
| 2 | No | |  |  | | --- | --- | |  |  | | 13 | 29% |
|  | Total |  | 45 | 100% |

**If yes, how many?**

Mean=6.97

**Have you submitted a manuscript for publication since working on your doctorate?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 9 | 20% |
| 2 | No | |  |  | | --- | --- | |  |  | | 36 | 80% |
|  | Total |  | 45 | 100% |

**If yes, number of publications?**

Mean=.67

**Do you belong to a professional organization? At the local, state, or national level?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** |
| 1 | Yes, if so which ones | |  |  | | --- | --- | |  |  | | 40 | 89% |
| 2 | No | |  |  | | --- | --- | |  |  | | 5 | 11% |
|  | Total |  | 45 | 100% |

**Yes, if so which ones**

* Texas Counseling Association (TCA) – (37 respondents)
* American Counseling Association (ACA) – (31 respondents)
* Association for Counselor Education and Supervision (ACES) – (8 respondents)
* Texas Association for Counselor Education and Supervision (TACES) – (8 respondents)
* Southern Association for Counselor Education and Supervision (SACES) – (6 respondents)
* National Career Development Association (NCDA) – (4 respondents)
* American School Counselor Association (ASCA) – (4 respondents)
* International Association of Marriage and Family Counselors (IAMFC) – (3 respondents)
* respondent)
* American Association for Marriage and Family Therapy (AAMFT) – (3 respondents)
* Chi Sigma Iota – (3 respondents)
* Three Rivers Counseling Association – (3 respondents)
* National Board for Certified Counselors (NBCC) – (2 respondents)
* Association for Creativity in Counseling (ACC) – (2 respondents)
* Texas Career Development Association (TCDA) – (2 respondents)
* Texas Association for Adult Development and Aging (TAADA) – (2 respondents)
* Texas Association for Marriage and Family Therapy (TAMFT) – (2 respondents)
* West Texas Counseling Association (WTCA) – (2 respondents)
* Texas Association for Multicultural Counseling and Development (TexAMCD) – (1 respondent)
* Texas Association of Addiction Professionals (TAAP) – (1 respondent)
* New Mexico Counseling Association (NMCA) – (1 respondent)
* Military and Government Counseling Association (MGCA) – (1 respondent)
* Association for Student Conduct Administration (ASCA) – (1 respondent)
* EMDR International Association (EMDR) – (1 respondent)
* International Society for the Study of Trauma and Dissociation (ISSTD) – (1 respondent)
* International Society for Mental Health Online (ISMHO) – (1 respondent)
* American Psychological Association (APA) – (1 respondent)
* International Association of Addiction & Offender Counselors (IAAOC) – (1 respondent)
* Texas Association for Assessment in Counseling and Education (TAACE) – (1 respondent)
* Texas Mental Health Counselor Association (THMCA) – (1 respondent)
* Association for Specialists in Group Work (ASGW) – (1 respondent)
* RAMES– (1 respondent)
* Piney Woods Counseling Association (PWCA) – (1 respondent)
* Phi Kappa Phi– (1 respondent)
* VFIL– (1 respondent)
* VHA– (1 respondent)

**Summary**

* More than half of current doctoral students are active in making conference presentations and/or submitting manuscripts for publication
* It is mandatory for current doctoral students to belong to professional organizations

**Based on your experience in the Counselor Education Doctoral Program thus far, what are its strengths?** (Summary of student comments.)

**Summary**

* Program faculty – (27 respondents)
* Professional leadership and scholarly development – (7 respondents)
* Accommodating class schedule (7 respondents)
* Advocacy for clients and communities (3 respondents)

**In what ways could the Counselor Education preparation program(s) in which you are currently enrolled be improved?** (Summary of student comments.)

**Summary**

* Although several students couldn’t identify weakness, those who did cited: limited ability to engage in person instruction due to COVID, additional help with dissertations and publications, opportunity to complete quals sooner, increased gatekeeping with admissions and continued rigor with courses, and add psychopharmacology course.

**Survey Results of Current Doctoral Students**

The information below describes the responses of current doctoral students regarding their knowledge of counseling areas, their skills in the same counseling areas, and their evaluation of TTU’s counseling doctoral program.

*Current Doctoral Students’ Knowledge of Counseling Areas (Self-report)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. School Counseling (ASCA Model) | 2 | 4 | 5 | 6 | 6 | 44 | 4.66 |
| 1. Clinical Mental Health Counseling | 0 | 0 | 2 | 7 | 7 | 42 | 4.81 |
| 1. Group Counseling | 0 | 0 | 3 | 10 | 10 | 44 | 4.64 |
| 1. Theories of Counseling | 0 | 1 | 0 | 13 | 13 | 44 | 4.66 |
| 1. Career and Lifestyle Counseling | 0 | 2 | 5 | 12 | 12 | 42 | 4.48 |
| 1. Multicultural Counseling | 0 | 1 | 5 | 7 | 7 | 44 | 4.57 |
| 1. Human Growth and Development | 0 | 2 | 8 | 14 | 14 | 43 | 4.33 |
| 1. Testing and Assessment | 0 | 5 | 10 | 8 | 8 | 43 | 4.19 |
| 1. Crisis Counseling | 1 | 5 | 9 | 5 | 5 | 43 | 4.21 |
| 1. Family Counseling | 0 | 5 | 7 | 7 | 7 | 43 | 4.37 |
| 1. Dysfunctional Behavior | 1 | 2 | 9 | 9 | 9 | 43 | 4.30 |
| 1. Consultation | 0 | 1 | 8 | 7 | 7 | 43 | 4.42 |
| 1. Techniques of Counseling | 0 | 0 | 4 | 10 | 10 | 43 | 4.65 |
| 1. Addictions | 2 | 3 | 6 | 8 | 8 | 42 | 4.40 |
| 1. Supervision Given | 0 | 0 | 4 | 5 | 5 | 43 | 4.86 |
| 1. Supervision Received | 0 | 0 | 2 | 5 | 5 | 44 | 4.95 |
| 1. Research Methods/ Statistics | 0 | 3 | 9 | 11 | 11 | 44 | 4.16 |
| 1. Diagnosis | 1 | 2 | 9 | 11 | 11 | 44 | 4.32 |
| 1. Child and Adolescent Counseling | 1 | 2 | 7 | 13 | 13 | 43 | 4.35 |
| 1. Counseling Persons with Special Needs | 4 | 3 | 11 | 6 | 6 | 44 | 4.00 |
| 1. Ethical and Legal Matters | 0 | 0 | 2 | 6 | 6 | 44 | 4.77 |
| 1. Sexuality | 4 | 1 | 5 | 10 | 10 | 43 | 4.35 |
| 1. Gender Identity | 4 | 1 | 5 | 10 | 10 | 44 | 4.34 |
| 1. LGBTQIA+ Counseling | 3 | 0 | 9 | 10 | 10 | 44 | 4.32 |
| 1. Social Justice Advocacy | 0 | 0 | 4 | 8 | 8 | 44 | 4.64 |
| 1. Treatment Planning/ Case Management | 1 | 1 | 6 | 7 | 7 | 42 | 4.60 |
| 1. Technology | 0 | 2 | 9 | 9 | 9 | 43 | 4.47 |
| 1. Psychopharamacology | 3 | 4 | 8 | 7 | 7 | 44 | 4.39 |
| 1. Couples/ Marriage Counseling | 1 | 2 | 9 | 4 | 4 | 44 | 4.61 |
| 1. Professional Credentialing | 0 | 1 | 4 | 8 | 8 | 44 | 4.70 |
| 1. Professional Organizations | 0 | 0 | 5 | 7 | 7 | 43 | 4.65 |
| 1. Individual Counseling | 0 | 0 | 3 | 5 | 5 | 44 | 4.93 |
| 1. Teaching/Pedagogy | 1 | 1 | 4 | 7 | 7 | 44 | 4.64 |
| 1. Professional Writing | 0 | 1 | 6 | 12 | 12 | 43 | 4.40 |
| 1. Methods to Evaluate Counseling Effectiveness | 0 | 2 | 3 | 15 | 15 | 44 | 4.55 |
| 1. Supervision Theory/Application | 0 | 0 | 5 | 7 | 7 | 44 | 4.77 |
| 1. Program Evaluation | 0 | 1 | 7 | 11 | 11 | 44 | 4.50 |
| 1. Leadership for Advocacy/ Professional Organizations | 0 | 0 | 3 | 9 | 9 | 43 | 4.70 |
| 1. Practicum | 0 | 0 | 4 | 6 | 6 | 44 | 4.86 |
| 1. Internship | 0 | 0 | 3 | 6 | 6 | 44 | 4.93 |
| 1. Professionalism/ Professional Identity | 0 | 0 | 2 | 5 | 5 | 44 | 4.86 |
| 1. Opportunities to Collaborate with Professors/Classmates | 0 | 0 | 2 | 10 | 10 | 44 | 4.68 |
| 1. Scholarship/Grant Writing/ 2. Publications | 2 | 3 | 9 | 6 | 6 | 44 | 4.20 |

**Mean 4.54**

**Summary**

* The ratings regarding knowledge ranged from a low of 4.16 (Research Methods) to a high of 4.93 (Individual Counseling; Internship)
* The overall mean rating of all knowledge items equaled 4.54

*Current Doctoral Students’ Skill Development in Counseling Areas (Self-report)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. School Counseling (ASCA Model) | 4 | 2 | 3 | 4 | 4 | 32 | 4.47 |
| 1. Clinical Mental Health Counseling | 0 | 0 | 4 | 4 | 21 | 32 | 4.72 |
| 1. Group Counseling | 0 | 1 | 3 | 5 | 23 | 32 | 4.56 |
| 1. Theories of Counseling | 0 | 1 | 3 | 6 | 22 | 32 | 4.53 |
| 1. Career and Lifestyle Counseling | 1 | 0 | 5 | 5 | 16 | 32 | 4.56 |
| 1. Multicultural Counseling | 0 | 1 | 4 | 5 | 22 | 32 | 4.50 |
| 1. Human Growth and Development | 0 | 2 | 5 | 8 | 11 | 32 | 4.44 |
| 1. Testing and Assessment | 1 | 2 | 6 | 6 | 11 | 32 | 4.31 |
| 1. Crisis Counseling | 1 | 2 | 3 | 7 | 14 | 32 | 4.44 |
| 1. Family Counseling | 1 | 1 | 2 | 5 | 14 | 31 | 4.74 |
| 1. Dysfunctional Behavior | 1 | 1 | 4 | 5 | 16 | 31 | 4.48 |
| 1. Consultation | 0 | 1 | 6 | 8 | 15 | 31 | 4.29 |
| 1. Techniques of Counseling | 0 | 0 | 4 | 6 | 19 | 31 | 4.61 |
| 1. Addictions | 3 | 1 | 4 | 3 | 14 | 31 | 4.35 |
| 1. Supervision Given | 0 | 0 | 3 | 4 | 18 | 31 | 4.87 |
| 1. Supervision Received | 0 | 0 | 3 | 3 | 21 | 31 | 4.84 |
| 1. Research Methods/ Statistics | 0 | 2 | 8 | 8 | 13 | 31 | 4.03 |
| 1. Diagnosis | 1 | 1 | 4 | 5 | 15 | 31 | 4.52 |
| 1. Child and Adolescent Counseling | 2 | 0 | 4 | 7 | 10 | 31 | 4.52 |
| 1. Counseling Persons with Special Needs | 3 | 1 | 5 | 6 | 9 | 31 | 4.23 |
| 1. Ethical and Legal Matters | 0 | 0 | 2 | 4 | 25 | 31 | 4.74 |
| 1. Sexuality | 3 | 1 | 2 | 9 | 11 | 31 | 4.26 |
| 1. Gender Identity | 3 | 0 | 3 | 10 | 10 | 31 | 4.26 |
| 1. LGBTQIA+ Counseling | 2 | 2 | 3 | 10 | 10 | 31 | 4.16 |
| 1. Social Justice Advocacy | 0 | 0 | 3 | 4 | 24 | 31 | 4.68 |
| 1. Treatment Planning/ Case Management | 1 | 0 | 5 | 6 | 14 | 31 | 4.52 |
| 1. Technology | 0 | 3 | 2 | 8 | 14 | 31 | 4.45 |
| 1. Psychopharamacology | 2 | 2 | 4 | 8 | 5 | 31 | 4.35 |
| 1. Couples/ Marriage Counseling | 2 | 2 | 3 | 5 | 14 | 31 | 4.35 |
| 1. Professional Credentialing | 0 | 2 | 2 | 5 | 20 | 31 | 4.58 |
| 1. Professional Organizations | 0 | 0 | 2 | 5 | 22 | 31 | 4.77 |
| 1. Individual Counseling | 0 | 0 | 2 | 4 | 22 | 31 | 4.84 |
| 1. Teaching/Pedagogy | 0 | 0 | 5 | 2 | 19 | 31 | 4.77 |
| 1. Professional Writing | 0 | 0 | 4 | 8 | 18 | 31 | 4.52 |
| 1. Methods to Evaluate Counseling Effectiveness | 0 | 0 | 4 | 6 | 16 | 31 | 4.71 |
| 1. Supervision Theory/Application | 0 | 0 | 4 | 4 | 18 | 31 | 4.77 |
| 1. Program Evaluation | 1 | 0 | 5 | 2 | 19 | 31 | 4.61 |
| 1. Leadership for Advocacy/ Professional Organizations | 0 | 0 | 2 | 5 | 22 | 31 | 4.77 |
| 1. Practicum | 0 | 1 | 4 | 1 | 20 | 31 | 4.77 |
| 1. Internship | 0 | 1 | 3 | 1 | 21 | 31 | 4.84 |
| 1. Professionalism/ Professional Identity | 0 | 0 | 1 | 3 | 25 | 31 | 4.90 |
| 1. Opportunities to Collaborate with Professors/Classmates | 0 | 0 | 3 | 5 | 22 | 31 | 4.68 |
| 1. Scholarship/Grant Writing/ 2. Publications | 2 | 4 | 5 | 4 | 13 | 31 | 4.00 |

**Mean 4.54**

**Summary**

* The range regarding skills ranged from a low of 4.0 (Scholarship/Grant Writing/Publications) to a high of 4.84 (Individual Counseling; Internship)
* The mean rating of all skill areas equaled 4.54, which is the exact same mean rating of all knowledge items (4.54). Although, it should be noted that not all items on the scale were scored the same

*Current Doctoral Students’ Evaluation of Program Attributes of the Counseling Doctoral Program*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1 Comprehensiveness of the 0 0 3 8 26 38 4.66

curriculum

2 Supervision received overall 0 0 2 3 27 38 4.97

(TTU + Site)

3 Site supervision from 0 1 2 3 24 38 4.95

practicum/internship

4 On-campus individual 0 0 2 3 23 37 4.68

supervision

5 On-campus group supervision 0 0 2 4 25 38 4.84

6 Instructional classroom 0 0 1 10 27 38 4.76

(i.e., teaching)

7 Professional competence of 0 0 1 4 33 38 4.68

faculty

8 Accessibility/availability 0 0 2 5 31 38 4.68

of the faculty

9 Academic advisement 0 1 3 5 27 38 4.61

provided by faculty

10 Facilities and resources 0 0 5 2 31 38 4.87

11 In class role-played practice 0 0 5 6 26 38 4.76

with feedback

12 Faculty as mentors 0 0 2 3 31 38 4.61

13 Evaluation/assessment of 0 0 4 3 29 38 4.63

student performance by

faculty

14 Duration (i.e., academic 0 0 4 7 27 38 4.66

length) of the program(s)

15 Timely and meaningful 0 0 3 8 27 38 4.68

feedback on student

work by faculty

16 Sequence of the curriculum 0 0 4 6 27 38 4.97

17 Identification of course 0 0 3 7 27 38 4.74

trademark outcomes

18 Offering remediation as 0 0 4 3 21 38 4.66

needed

19 Offering role-played 0 0 5 4 25 38 4.76

opportunities as

appropriate

20 Creating opportunities for a 0 0 5 5 26 38 4.66

sense of community

among students

21 Providing action research 0 0 4 6 23 38 4.76

opportunities

**Mean 4.77**

**Summary**

* The ratings by current doctoral students on the program attributes ranged from a low of 4.61 (Academic advisement provided by faculty; Faculty as mentors) to a high of 4.97 (Supervision received overall (TTU+Site);Sequence of the curriculum)
* The overall mean rating of all program attributes equaled 4.77, which is very high on a five-point scale

**Site Supervisors Ratings of Doctoral Students**

**Fall 2020-Spring 2021**

To assist in evaluating students’ professional dispositions, site supervisors rated their students on their counseling competency. While knowledge and skills are reflected in the site supervisor evaluations, the evaluation also assesses their self-awareness, multicultural awareness and advocacy, ethical awareness and conduct, professionalism, and display of strong personal characteristics. Below are site supervisors’ ratings on seven areas of student performance during practicum and internship classes.

*Site Supervisor Evaluation*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Areas N Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Basic Work Requirements**
   1. Arrives on time consistently 7 4.71
   2. Uses time effectively 7 4.71
   3. Informs supervisor and makes arrangements for absences 7 4.71
   4. Completes requested or assigned tasks on time 7 4.71
   5. Completes required total number of hours or days on site 7 4.71
   6. Is responsive to norms about clothing, language, etc., on site 7 4.71

**Section Score 4.71**

1. **Ethical Awareness and Conduct**
   1. Exhibits knowledge of general ethical guidelines 7 4.57
   2. Exhibits knowledge of ethical guidelines of internship/  
      practicum 7 4.71
   3. Demonstrates awareness and sensitivity to ethical issues 7 4.57
   4. Exhibits personal behavior consistent with ethical  
      guidelines 7 4.57
   5. Consults with others about ethical issues if necessary 7 4.71

**Section Score 4.63**

1. **Knowledge and Learning**
2. Exhibits knowledge about the client population 7 4.43
3. Exhibits knowledge of treatment setting and approach 7 4.14
4. Is receptive to learning new information 7 4.57
5. Actively seeks new information from staff or supervisor 7 4.57
6. Exhibits ability to learn and understand new information 7 4.57
7. Exhibits understanding of counseling concepts, theories,   
   and skills 7 4.43
8. Exhibits ability to apply new information in clinical  
   school setting 7 4.43
9. Evidence has been demonstrated to show increased   
   achievement, improved behavior, and other documented   
   needs in a K-12 setting. 7 4.43
10. Exhibits knowledge of all components of the ASCA Model 7 4.14

**Section Score 4.41**

1. **Response to Supervision**
   1. Actively seeks supervision when necessary 7 4.71
   2. Is receptive to feedback and suggestions from supervisor 7 4.71
   3. Understands information communicated in supervision 7 4.57
   4. Successfully implements suggestions from supervisor 7 4.57
   5. Is aware of areas that need improvement 7 4.71
   6. Is willing to explore personal strengths and weaknesses 7 4.71

**Section Score 4.66**

1. **Work Products**
   1. Records are accurately kept and are completed on time 7 4.43
   2. Written or verbal reports are accurate and factually correct 7 4.43
   3. Written or verbal reports are presented in a professional manner 7 4.57
   4. Reports are clinically and/or administratively useful 7 4.43
   5. Treatment Plan was correctly developed and included parents  
      involvement if appropriate 7 4.71
   6. Treatment Plan brought about positive outcomes for the client 7 4.14
   7. Postsecondary options instructional strategies and other   
      components of the ASCA Model were implemented effectively 7 4.43

**Section Score 4.45**

1. **Interactions with Clients**
   1. Appears comfortable interacting with clients 7 4.14
   2. Initiates interactions with clients 7 4.43
   3. Communicates effectively with clients 7 4.43
   4. Builds rapport and respect with clients 7 4.43
   5. Is sensitive and responsive to client’s needs 7 4.43
   6. Is sensitive to issues of multicultural counseling 7 4.43
   7. Is sensitive to issues of diversity including but not limited   
      to race/ethnic group, age, gender, physical challenges, SES 7 4.43

**Section Score 4.39**

1. **Interactions with Coworkers**
   1. Appears comfortable interacting with other staff members 7 4.43
   2. Initiates interactions with staff 7 4.43
   3. Communicates effectively with staff 7 4.43
   4. Effectively conveys information and expresses own opinions 7 4.57
   5. Effectively receives information and opinions from others 7 4.57

**Section Score 4.49**

**Grand Mean 4.52**

Ratings based on the current students in Fall 2020 and Spring 2021

Five point scale with 5 being far above expectations

**Summary**

* The mean rating of student interns by site supervisors ranged from a low of 4.14 (in appearing comfortable with clients; exhibiting knowledge of the ASCA model; treatment planning; exhibiting knowledge of the treatment setting approach) to a high of 4.71 in numerous domains
* The mean rating over all areas equaled 4.52 which had a rubric rating above expectations
* The variability of ratings was low

**Survey Results of Doctoral Graduates**

Fall 2016-Summer 2017=9

Fall 2017-Summer 2018=2

Fall 2018-Summer 2019=5

Fall 2019-Summer 2020=7

Fall 2020-Summer 2021=4

Twenty seven doctoral students graduated between fall 2016 and spring 2021. Eighteen of those students responded to the doctoral graduate survey. The following information was derived from those responses.

*Doctoral Graduates*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**# Age Gender Ethnicity**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1 50 Female Caucasian

2 33 Female Caucasian

3 29 Female Caucasian

4 38 Female Caucasian

5 47 Male Caucasian

6 40 Male Caucasian

7 32 Female Caucasian

8 41 Female Caucasian

9 53 Male Caucasian

10 39 Female Caucasian

11 36 Male Caucasian

12 38 Female Other

13 30 Male African-American

14 35 Female Native American

15 45 Male Caucasian

16 37 Female Caucasian

17 44 Female Caucasian

18 33 Male Caucasian

**Mean 39**

**Summary**

* The mean age of doctoral graduates surveyed equaled 39 years
* Seven graduates were male while 11 were female
* Fifteen graduates were Caucasian and one was African-American, one was Native American and one listed other

**Which degree(s) have you received from the counselor education program at TTU? Check all that apply.**

**# Answer Response %**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | MEd - School Counseling | |  |  | | --- | --- | |  |  | | 1 | 4% |
| 2 | MEd - Clinical Mental Health / Community | |  |  |  |  | | --- | --- | --- | --- | |  | |  |  | | --- | --- | |  |  | | | 5 | 21% |
| 3 | PhD - Counselor Education and Supervision | |  |  | | --- | --- | |  |  | | 24 | 75% |

**When did you first enter your doctoral program in the Counselor Education Program in the College of Education at Texas Tech University?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** |
| 1 | 2016 | |  |  |  |  | | --- | --- | --- | --- | |  | |  |  | | --- | --- | |  |  | | | 1 | 6% |
| 2 | 2015 | |  |  |  | | --- | --- | --- | |  |  | | |  | |  | | | 6 | 33% |
| 3 | 2014 | |  |  |  | | --- | --- | --- | |  |  | | |  | | | 3 | 17% |
| 4 | 2013 | |  |  |  | | --- | --- | --- | |  |  | | |  | | | 3 | 17% |
| 5 | 2012 | |  |  |  | | --- | --- | --- | |  |  | | |  | | | 3 | 17% |
| 6 | 2011 | |  |  |  | | --- | --- | --- | | |  | | --- | |  | |  | | 1 | 5% |
| 7 | 2010 | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 8 | 2009 | |  | | --- | |  | | 0 | 0% |
| 9 | 2008 | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | |  |  | | | 1 | 5% |
|  | Total |  | 7 | 100% |

**Which semester did you begin the program?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** |
| 1 | Fall | |  |  | | --- | --- | |  |  | | 14 | 78% |
| 2 | Spring | |  |  |  | | --- | --- | --- | |  |  | | |  | | | 3 | 17% |
| 3 | Summer | |  |  |  | | --- | --- | --- | |  | |  | | --- | |  | | | 1 | 5% |

**Summary**

* Few of the graduates received their master’s degree at TTU
* Survey respondents graduated primarily between 2012 to 2015
* Most respondents entered the program in the fall

**Did you present a program or a poster session at a local, state, national, or international conference since working on doctoral program? If so, where?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 16 | 89% |
| 2 | No | |  |  |  |  | | --- | --- | --- | --- | |  | |  |  | | --- | --- | |  |  | | | 2 | 11% |
|  | Total |  |  | 100% |

**Yes**

* *TCA, NMFTA*
* *Texas, Tennessee, Louisiana*
* *I have presented at state, regional, and national conferences including the Texas Association for Counselor Educators; Colorado Counseling Association; Colorado Association for Play Therapy; Rocky Mountain Association for Counselor Educators; Association for Creativity in Counseling; and American Counseling Association.*
* *Multiple at each level*
* *ACA, TCA, WTCA*
* *TCA - Galveston, ACA - Atlanta, PSCC - Galveston*
* *Texas Counseling Association Texas School Counseling Association New Mexico Counseling Association American Counseling Association*
* *Texas Counseling Association, San Antonio, TX Texas Counseling Association, Dallas, TX Adolescent Symposium - Dallas, TX*
* *Annual Gender & Sexual Identities Colloquium, Lubbock, TX Annual All-University Conference on the Advancement of Women, Lubbock, TX (Women's & Gender Studies Program at TTU) Texas Counseling Association Texas Tech Counselor Education Conference. Lubbock, TX Permian Basin Counselor’s Association. Midland, TX West Texas Assessment Conference. Lubbock, TX Engagement Scholarship Consortium. Lubbock, TX*
* *ACC TCA TACES WACES IAMFC*
* *ACA, TCA, TACES*
* *Texas Counseling Association 2016, 2017, 2018*
* *North Texas Area Aging Conference, Wichita Falls, TX North Texas Regional Training Conference, Wichita Falls, TX Region 9 Technology Conference, Wichita Falls, TX Texas Tech Mini Social Justice Conference, Lubbock, TX Texas Association of School Business Officials, Wichita Falls, TX Greenbelt Counseling Association, Wichita Falls, TX Texas Counseling Association Conference, Corpus Christi, TX Counselor Share & Exchange, Wichita Falls, TX Texas Tech Counselor Education Growth Conference, Lubbock, TX North East Counseling Association, Pittsburg, TX Northern Metro Counseling Association, Plano, TX Texas Counseling Association Professional Growth Conference, Dallas, TX Texas Counseling Association Professional Growth Conference, Ft. Worth, TX*
* *National Association of Rural Mental Health Fresno County Department of Behavioral Health*

**Have your submitted a manuscript for publication since working on your doctorate? If yes, how many?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** | |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 14 | 78% | |
| 2 | No | |  |  | | --- | --- | |  |  | | 4 | 22% | |
|  | Total |  | 18 | 100% | |
| **Yes**   * *One* | | | | |
| * *8* | | | | |
| * *I have submitted one manuscript and have been published in the Journal of Mental Health Counseling.* | | | | |
| * *4* | | | | |
| * *1* | | | | |
| * *3* | | | | |
| * *2* | | | | |
| * *2* | | | | |
| * *3 journal articles and 2 book chapters* | | | | |
| * *8* | | | | |
| * *Two* | | | | |
| * *1* | | | | |
| * *Two* | | | | |
| * *2* | | | | |

**Do you belong to a professional organization? At the local, state, or national level?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Answer** | |  |  | | --- | --- | |  |  | | **Response** | **%** |
| 1 | Yes, if so which ones | |  |  | | --- | --- | |  |  | | 14 | 78% |
| 2 | No | |  |  | | --- | --- | |  |  | | 4 | 22% |
|  | Total |  | 18 | 100% |
|  |  |  |  |  |

**Yes, If so which ones?**

* *TCA, ACA*
* *WTCA, TCA, ACA*
* *I belong to the following Associations: NATIONAL: ACA, APT, ACES, ACC STATE: TCA, TACES, TAADA; CCA REGIONAL: RMACES*
* *No*
* *ACA ACCA ACES NCACES IAMFC*
* *I did while I was in program. I have since let my memberships lapse.*
* *ACA*
* *ACA and TCA*
* *ACA NMCA NMAservic*
* *No.*
* *American Counseling Association (ACA) Texas Counseling Association (TCA)*
* *ACA, AMCD, & TCA*
* *TCA TACES WACES SACES RMACES IAMFC ACC ACA ACES AMCD*
* *Yes, ACA, ACES, NARMH, SACES, TCA, TACES*
* *Texas Counseling Association*
* *Yes, Texas Counselor Associaton, ASCA, TACES, Greenbelt Counselor Association*
* *California Association of Marriage and Family Therapists California Behavioral Health Directors Association*

|  |
| --- |
|  |
| **Summary**   * Graduates were active in belonging to professional associations and making presentations at annual conferences * Most graduates submitted manuscripts for publication following graduation |

*Doctoral Graduates’ Current Employment*

|  |  |  |
| --- | --- | --- |
| **Job title** | **Primary clientele** | **Primary job functions** |
| Owner, Therapist | Kids, teens, adults, adoption, anxiety, depression, ADHD | Therapist, business management |
| Counselor | Children and Adolescents | Counseling children and adolescents |
| Assistant Professor | N/A | I serve as an Assistant Professor in which I am required to teach assigned courses, participate in faculty meetings, and contribute to the overall development of our program. |
| N/A | N/A | N/A |
| Associate Professor, Director of Clinical Training - Clinical Administrator | CES and CMHC students | Director of Clinical Training |
| Radio/TV Personality | America | Mental health and Relationships / Coaching / Radio Show, etc. |
| Assistant Professor |  |  |
| Crisis and UM Manager | Adults and children with mental health issues - community mental health agency | Crisis support and consultation for assessments; UM functions; approval of hospitalization bed days; overseer of Respite facility |
| Executive Director/Assistant Professor | Outpatient counseling/Students | Management of clinic/Teaching counseling courses and serving as a Graduate Coordinator |
| counselor | adults with anxiety | individual counseling |
| Senior Director, Student Support Services | Uplift Education is the largest open-enrollment charter school network in North Texas and serves 22,000 PreK-12 students and their families across the DFW metroplex. The majority of Uplift schools serve under-resourced, minority communities. | Serves as the executive leader over all of Student Support functions of Uplift Education, including a robust school-based mental health counseling program, behavioral intervention, family therapy services, prevention programs and restorative practices. In all, there are 70+ staff that report through Student Support Services serving Uplift's 22,000 students and families. |
| Counselor | adults & expats | individual counseling multicultural counseling career counseling women and gender issues LGBTQIA |
| Full Time Faculty | Counselor education | Counselor educator |
| Assistant Professor | Graduate Students | Counselor Education Professor |
| Department Head / Assistant Professor | Graduate and Undergraduate Students | Graduate and Undergraduate Instructor Department Head Clinical Coordinator |
| school counselor | high school students | help students in their journey towards graduation |
| Asst Professor | Masters level counseling students | Teach masters level counseling classes |
| Utilization Review Specialist | Medicaid/Medi-Cal beneficiaries | Reviews provider's client admission data and clinical documentation to ensure compliance with federal, state and county regulations relating to medical necessity and case documentation. Consults with medical and treatment staff regarding client diagnosis, medical justification, length of treatment, and case documentation. Provides training and information regarding utilization requirements to substance use disorder, clinical, supervisory, and management staff. Works with state and federal representatives to ensure departmental compliance with utilization review regulations. Evaluates new state and federal regulations and makes recommendations for provider and departmental compliance. Participates in utilization and peer review meetings and projects with departmental staff. Gathers data, prepares reports, and conducts studies and research on utilization review, quality assurance, and substance use disorder issues. May assist with the preparation and completion of site certification and recertification reviews specific to Mental Health Services Act (MHSA) and/or Drug Medi-Cal regulation compliance. May oversee the work of site review monitoring staff. |

|  |  |
| --- | --- |
|  |  |

**What professional certifications and/or licensures do you currently hold and for how many years? Check all that apply.**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | | **Answer** | | |  |  | | --- | --- | |  |  | | | **Response** | | **%** | |
| 1 | Certified School Counselor | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | |  |  | | | | | 4 | | 14% | |
| 2 | LPC | | |  |  | | --- | --- | |  |  | | | 12 | | 41% | |
| 3 | LPC-Associate | | |  |  | | --- | --- | |  |  | | | 1 | | 3% | |
| 4 | LPC-Supervisor | | |  |  | | --- | --- | |  |  | | | 5 | | 17% | |
| 5 | LPCC | | |  |  | | --- | --- | |  |  | | | 1 | | 3% | |
| 6 | NCC | | |  |  | | --- | --- | |  |  | | | 3 | | 10% | |
| 7 | LMFT/LMFT-A | | |  |  | | --- | --- | |  |  | | | 1 | | 3% | |
| 8 | LCDC | |  | | 0 | | 0% | |
| 9 | Other | | |  |  | | --- | --- | |  |  | | | 2 | | 7% | |

**Summary**

* Graduates hold positions as professors, directors of their organization/office, private practitioners, and agency counselors
* Graduates hold licensure as LPCs and LPC-Supervisors

**Do you provide professional (e.g., counseling or development) services other than in your primary employment setting (e.g., in a private practice)? If so, please briefly describe your activities in this capacity:**

|  |
| --- |
| **Text Response** |
| * *We have telehealth therapists across the state. Would like to expand more into consultation, supervision and training, but have not developed this area of our practice yet.* |
| * *Yes, I work at a counseling center.* |
| * *I also have a private practice in which I provide counseling services to children and adolescents. I am the owner of the business and see approximately 10 clients per week.* |
| * *Private practice counseling and supervision* |
| * *Mental health counseling with agency* |
| * *I am a self-employed contractor for Scurry county's adult/juvenile probation department. I facilitate groups on a monthly basis here and do some sporadic, as needed individual counseling. I am also an adjunct professor for Midwestern State University - Wichita Falls.* |

**Based on your experiences in the Counselor Education Doctoral Program, what were the strengths of the Program (please describe briefly):** (Summary of student comments.)

**Summary:**

* Graduates view the faculty very positively
* Graduates appreciated CACREP accreditation
* Graduates valued the cohort structure of the program and the timeframe in which the classes are offered
* Graduates feel the program prepared them well as counselors and scholars

**Based on your experiences in the Counselor Education Doctoral Program, what were the weaknesses of the Program (please describe briefly):** (Summary of student comments.)

|  |
| --- |
|  |
| **Summary**   * Some of the participants identified the following areas of growth: additional resources or assistance throughout the dissertation writing process or scholarly writing, identify additional opportunities to develop curriculum, increased online lecture recordings, difficulty finding supervisors and practicum sites, and high expectations for faculty |

The three tables below describe the responses of graduates of the doctoral program regarding their knowledge of counseling areas, their skills in the same counseling areas, and their evaluation of TTU’s counseling doctoral program.

*Doctoral Graduates’ Knowledge of Counseling Areas (Self-report)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Counseling Theory | 0 | 0 | 0 | 44 4 | 14 | 18 | 4.78 |
|  | Methods to Evaluate Counseling Effectiveness | 0 | 0 | 0 | 5 | 13 | 18 | 4.72 |
|  | Group Counseling | 0 | 0 | 1 | 3 | 14 | 18 | 4.72 |
|  | Legal and Ethical Issues | 0 | 0 | 0 | 2 | 15 | 17 | 4.88 |
|  | Supervision Received | 0 | 0 | 4 | 0 | 14 | 18 | 4.56 |
|  | Supervision Theory/Application | 0 | 0 | 1 | 7 | 10 | 18 | 4.50 |
|  | Multicultural Counseling | 0 | 0 | 2 | 3 | 13 | 18 | 4.61 |
|  | Social Justice/Advocacy | 0 | 0 | 1 | 2 | 15 | 18 | 4.78 |
|  | Teaching/Pedagogy | 0 | 0 | 4 | 5 | 9 | 18 | 4.28 |
|  | Research Methodology/Statistics | 0 | 0 | 3 | 5 | 10 | 18 | 4.39 |
|  | Program Evaluation | 0 | 0 | 4 | 3 | 11 | 18 | 4.39 |
|  | Professional Writing | 0 | 0 | 1 | 5 | 12 | 18 | 4.61 |
|  | Consultation | 0 | 0 | 3 | 4 | 11 | 18 | 4.44 |
|  | Leadership for Advocacy/Professional Organizations | 0 | 0 | 0 | 6 | 12 | 18 | 4.67 |
|  | Practicum | 0 | 0 | 0 | 6 | 12 | 18 | 4.67 |
|  | Internship | 0 | 0 | 0 | 5 | 13 | 18 | 4.72 |
|  | Professionalism/Professional Identity | 0 | 0 | 0 | 2 | 16 | 18 | 4.89 |
|  | Opportunities to Collaborate with Professors and Classmates | 0 | 0 | 0 | 1 | 17 | 18 | 4.94 |
|  | Scholarship/Grant Writing/Publications | 0 | 0 | 4 | 6 | 8 | 18 | 4.22 |
|  | Professional Credentialing | 0 | 0 | 2 | 5 | 11 | 18 | 4.50 |

**Mean 4.61**

**Summary**

* The mean ratings on knowledge ranged from low of 4.22 on Scholarship/Grant Writing/Publications to a high of 4.94 on Opportunities to Collaborate with Professors and Classmates
* The mean rating for knowledge equaled 4.61

*Doctoral Graduates’ Skill Development in Counseling Areas (Self-report)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Counseling Theory | 0 | 0 | 0 | 4 4 | 13 | 17 | 4.76 |
|  | Methods to Evaluate Counseling Effectiveness | 0 | 0 | 0 | 6 | 11 | 17 | 4.65 |
|  | Group Counseling | 0 | 0 | 2 | 2 | 13 | 17 | 4.65 |
|  | Legal and Ethical Issues | 0 | 0 | 0 | 2 | 15 | 17 | 4.88 |
|  | Supervision Received | 0 | 0 | 3 | 2 | 12 | 17 | 4.53 |
|  | Supervision Theory/Application | 0 | 0 | 1 | 4 | 12 | 17 | 4.65 |
|  | Multicultural Counseling | 0 | 0 | 2 | 3 | 12 | 17 | 4.59 |
|  | Social Justice/Advocacy | 0 | 0 | 1 | 2 | 14 | 17 | 4.76 |
|  | Teaching/Pedagogy | 0 | 0 | 3 | 4 | 10 | 17 | 4.41 |
|  | Research Methodology/Statistics | 0 | 0 | 2 | 6 | 9 | 17 | 4.41 |
|  | Program Evaluation | 0 | 0 | 2 | 6 | 9 | 17 | 4.41 |
|  | Professional Writing | 0 | 0 | 1 | 6 | 10 | 17 | 4.53 |
|  | Consultation | 0 | 0 | 2 | 4 | 11 | 17 | 4.53 |
|  | Leadership for Advocacy/Professional Organizations | 0 | 0 | 0 | 6 | 11 | 17 | 4.65 |
|  | Practicum | 0 | 0 | 2 | 3 | 12 | 17 | 4.59 |
|  | Internship | 0 | 1 | 1 | 3 | 12 | 17 | 4.53 |
|  | Professionalism/Professional Identity | 0 | 0 | 0 | 4 | 13 | 17 | 4.76 |
|  | Opportunities to Collaborate with Professors and Classmates | 0 | 0 | 0 | 2 | 14 | 16 | 4.88 |
|  | Scholarship/Grant Writing/Publications | 0 | 0 | 4 | 7 | 6 | 17 | 4.12 |
|  | Professional Credentialing | 0 | 0 | 1 | 6 | 10 | 17 | 4.53 |

**Mean 4.59**

**Summary**

* The mean ratings on skills ranged from a low of 4.12 in Scholarship/Grant Writing/ Publications to a high on 4.88 in Opportunities to Collaborate with Professors and Classmates

*Doctoral Graduates’ Personal Evaluation of the Doctoral Program in Counseling*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | **Mean** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | |
| 1 | Comprehensiveness of the curriculum | 0 | 0 | 1 | 6 | 10 | 17 | 4.53 |
| 2 | Supervision received overall (TTU + Site) | 0 | 0 | 1 | 5 | 11 | 17 | 4.59 |
| 3 | Site supervision from practicum/internship | 0 | 2 | 2 | 2 | 11 | 17 | 4.29 |
| 4 | On-campus individual supervision | 0 | 0 | 2 | 5 | 10 | 17 | 4.47 |
| 5 | On-campus group supervision | 0 | 0 | 2 | 3 | 12 | 17 | 4.59 |
| 6 | Instructional classroom (i.e., teaching) | 0 | 0 | 1 | 4 | 12 | 17 | 4.65 |
| 7 | Professional competence of faculty | 0 | 0 | 0 | 3 | 14 | 17 | 4.82 |
| 8 | Accessibility/availability of the faculty | 0 | 0 | 1 | 1 | 15 | 17 | 4.82 |
| 9 | Academic advisement provided by faculty | 0 | 0 | 2 | 1 | 14 | 17 | 4.71 |
| 10 | Facilities and resources | 0 | 0 | 0 | 5 | 11 | 17 | 4.69 |
| 11 | In class role-played practice with feedback | 0 | 0 | 0 | 6 | 11 | 16 | 4.65 |
| 12 | Faculty as mentors | 0 | 0 | 1 | 3 | 13 | 17 | 4.71 |
| 13 | Evaluation/assessment of student performance by faculty, (e.g., use of rubrics) | 0 | 0 | 0 | 3 | 14 | 17 | 4.82 |
| 14 | Duration (i.e., academic length) of the program(s) | 0 | 0 | 0 | 2 | 15 | 17 | 4.88 |
| 15 | Timely and meaningful feedback on student work by faculty | 0 | 0 | 0 | 5 | 12 | 17 | 4.71 |
| 16 | Sequence of the curriculum | 0 | 0 | 1 | 2 | 15 | 17 | 4.88 |
| 17 | Identification of course trademark outcomes | 0 | 0 | 0 | 2 | 15 | 17 | 4.88 |
| 18 | Offering remediation as needed | 0 | 0 | 0 | 2 | 12 | 14 | 4.86 |
| 19 | Offering role-played opportunities as appropriate | 0 | 0 | 0 | 3 | 14 | 17 | 4.82 |
| 20 | Creating opportunities for a sense of community among students | 0 | 0 | 0 | 3 | 14 | 17 | 4.82 |
| 21 | Providing action research opportunities | 0 | 0 | 1 | 6 | 10 | 17 | 4.53 |
| **22** | **Overall rating** | **0** | **0** | **0** | **4** | **13** | **17** | **4.76** |

**Summary**

* Graduates rated program attributes from a low of 4.29 Site Supervision from Practicum/Internship opportunities to a high 4.88 for multiple areas
* The overall rating of program attributes equaled 4.76

**Site Supervisor Ratings for Graduated PhD Students**

To assist in evaluating students’ professional dispositions, site supervisors rated their students on their counseling competency. While knowledge and skills are reflected in the site supervisor evaluations, the evaluation also assesses their self-awareness, multicultural awareness and advocacy, ethical awareness and conduct, professionalism, and display of strong personal characteristics. Below are site supervisors’ ratings on seven areas of student performance during practicum and internship classes for Fall 2016-Spring 2020. The ratings range from 1 (low) to 5 (high).

*Site Supervisor Evaluation*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Areas N Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Basic Work Requirements**
   1. Arrives on time consistently 20 4.55
   2. Uses time effectively 20 4.60
   3. Informs supervisor and makes arrangements for absences 20 4.60
   4. Completes requested or assigned tasks on time 20 4.55
   5. Completes required total number of hours or days on site 20 4.65
   6. Is responsive to norms about clothing, language, etc., on site 20 4.65
2. **Ethical Awareness and Conduct**
   1. Exhibits knowledge of general ethical guidelines 20 4.70
   2. Exhibits knowledge of ethical guidelines of internship/  
      practicum 20 4.70
   3. Demonstrates awareness and sensitivity to ethical issues 20 4.65
   4. Exhibits personal behavior consistent with ethical   
      guidelines 20 4.75
   5. Consults with others about ethical issues if necessary 20 4.70
3. **Knowledge and Learning**
4. Exhibits knowledge about the client population 20 4.70
5. Exhibits knowledge of treatment setting and approach 20 4.70
6. Is receptive to learning new information 20 4.70
7. Actively seeks new information from staff or supervisor 20 4.70
8. Exhibits ability to learn and understand new information 20 4.70
9. Exhibits understanding of counseling concepts, theories,   
   and skills 20 4.70
10. Exhibits ability to apply new information in clinical/  
    school setting 20 4.65
11. Evidence has been demonstrated to show increased   
    achievement, improved behavior, and other documented   
    needs in a K-12 setting. 12 4.92
12. Exhibits knowledge of all components of the ASCA Model 8 4.88
13. **Response to Supervision**
    1. Actively seeks supervision when necessary 20 4.68
    2. Is receptive to feedback and suggestions from supervisor 20 4.68
    3. Understands information communicated in supervision 20 4.68
    4. Successfully implements suggestions from supervisor 20 4.68
    5. Is aware of areas that need improvement 20 4.68
    6. Is willing to explore personal strengths and weaknesses 20 4.74
14. **Work Products**
    1. Records are accurately kept and are completed on time 20 4.58
    2. Written or verbal reports are accurate and factually correct 20 4.63
    3. Written or verbal reports are presented in a professional manner 20 4.73
    4. Reports are clinically and/or administratively useful 20 4.63
    5. Treatment Plan was correctly developed and included parent   
       involvement if appropriate 16 4.75
    6. Treatment Plan brought about positive outcomes for the client 15 4.73
    7. Postsecondary options instructional strategies and other   
       components of the ASCA Model were implemented effectively 10 4.70
15. **Interactions with Clients**
    1. Appears comfortable interacting with clients 20 4.68
    2. Initiates interactions with clients 20 4.68
    3. Communicates effectively with clients 20 4.68
    4. Builds rapport and respect with clients 20 4.73
    5. Is sensitive and responsive to client’s needs 20 4.68
    6. Is sensitive to issues of multicultural counseling 20 4.63
    7. Is sensitive to issues of diversity including but not limited   
       to race/ethnic group, age, gender, physical challenges, SES 20 4.68
16. **Interactions with Coworkers**
    1. Appears comfortable interacting with other staff members 20 4.70
    2. Initiates interactions with staff 20 4.75
    3. Communicates effectively with staff 20 4.70
    4. Effectively conveys information and expresses own opinions 20 4.65
    5. Effectively receives information and opinions from others 20 4.75

**Grand Mean 4.69**

Ratings based on the five most recent years (2015-2021)

Five-point scale with 5 representing far above expectations

**Summary**

* The mean rating of student intern performance by site supervisors ranged from a low of 4.5 (arrives on time consistently) to a high of 4.9 (evidence has been demonstrated to show increased achievement, improved behavior, and other documented   
  needs in a K-12 setting).
* The overall mean rating for all areas was 4.69. a rubric rating representing above expectations
* The variability of ratings was low

**Students’ Strengths and Areas for Improvement as Identified by Site Supervisors**

**Strengths**

* *Demonstrates maturity*
* *Demonstrates experience*
* *Confident*
* *Positive regard*
* *Willingness to help*
* *Work conduct*
* *Caring*
* *Great clinical skills*
* *Willingness to learn/ Pursue knowledge*
* *Ethical*
* *Knowledgeable*
* *Builds and maintains rapport*
* *Natural communicator*
* *Desire to connect*
* *Accepting*
* *Non-judgmental*
* *Ability to apply theory and technique*
* *Client-centered*
* *Talented*
* *Well-liked*
* *Interpersonal skills*
* *Hard-working*
* *Resilient*
* *Eager*
* *Implement unique interventions*

**Summary**

* Supervisors viewed interns as experienced, skilled, knowledgeable, and ethical.
* Supervisors viewed interns as contributing uniquely to the profession in specialized ways

**Areas Needing Improvement**

* *Obtain an LPC license*
* *Continue seeking knowledge*
* *Continue to grow*
* *Continue to help clients develop*
* *Implement self-care*
* *Explore transference and countertransference*

**Summary**

* The most salient areas for improvement included continued counselor development and self-care.

**Survey Results Employers Feedback on Program Graduates**

**What is/are the primary clientele served in your agency/institution?**

* 3 years old and up, individual, family and couples
* Educational leadership program serves aspiring principals and superintendents across Texas. There are some outside the state that receive the Ed.D. doctoral degree.
* Our university students
* At risk youth
* We are an institution of higher education. Mr. Ryan's employment with us was not a counseling role.
* Public high school students.
* Mental health and substance abuse
* high school students
* People with on e r more mental health diagnosis attend outpatient services to receive group therapy as well as a multidisciplinary individualized treatment approach to learn coping skills and manage symptoms related to their diagnosis.
* At the Camino Real Community Services location at 1749 Hwy 97 East in Jourdanton, Texas we provide Mental Health Services for Children and adult population.
* Director of Clinical Training for the Counselor Education Department - Online. CMHC and CES programs
* self pay adults and children
* adult, all gender, substance use disorder / mental health treatment and transitional supportive housing services
* College students
* We serve juveniles between the ages of 10-17 who have committed a criminal offense.
* Adult male probationers on probation for alcohol and drug related offenses court ordered to our facility for 9-24 months.
* Integrated Health Services employs a diverse and highly credentialed team of individuals to include Licensed Professional Counselors, Licensed Clinical Social Workers, Trauma Certified Therapists, Certified Substance Abuse Counselors, Certified Sex-Offender Treatment Providers, Board Certified Art Therapists, and many others who have served in both the public and private sectors. These talented individuals ensure the provision of compassionate and specialized care as well as oversee daily operations and service delivery to our clients. We offer a range of services to children, adolescents, and families (whether traditional, blended, single-parent, or foster). Treatment options include outpatient therapy, specialized intensive in-home treatment, substance abuse counseling, trauma focused therapy, sex offender treatment, behavioral interventions for those diagnosed with autism spectrum disorder, and an array of other services.
* Outpatient Counseling
* Comprehensive Community College.
* We provide hope through products, services and advice to the general public, related to financial and mental wellness, marriage, career and leadership.
* Professionals seeking a degree to lead toward licensed mental health professionals.
* Students enrolled in grades PK-12 at one of the campuses in Lubbock ISD
* Veterans, First Responders, Frontline Health Care Workers and their family members.
* Youth ages 6-17 and their families with crisis intervention counseling. (Danna works in Youth & Family Department) Also provides parent skills training and parent support through educational workshops.
* We serve 23 counties in Rural west Texas. We provide mental health services for those 23 counties. We serve adults and children. Most of our clientele are indigent, but we do serve those with Medicaid and insurance as well. We provide psychiatric services, nursing services, case management, psychosocial rehab, skills training, COPSD, and crisis services.
* (Name Omitted for Confidentiality) is a faculty member in the Clinical Mental Health Program, which is a masters-level counseling program.
* Students enrolled in grades PK-12 at one of the campuses in Lubbock ISD
* Adults facing loss of liberty due to criminal charges and defendants with special needs.
* Children, Adolescents and Young Adults
* Adult inmates
* Students (undergraduate/graduate) employers, faculty and staff
* Students (undergraduate/graduate), employers, faculty, staff
* University students
* Community based children, teens and adults
* Outpatient mental health and substance abuse
* Undergraduate, graduate, and doctoral students are served as the university of North Texas is an R-1 Institution.
* Substance Abuse primary, co-occurring disorders secondary. Process addictions
* Clinical Mental Health students (including School Counseling)

**Summary**

* Graduates contribute to the profession of counseling in unique and specialized ways

**How many counselors other than the person being evaluated are employed at your agency/institution?**

* 2
* N/A
* We have advisors - not counselors
* 3
* I do not know.
* 10
* 5-6
* 4
* 4
* 7 estimation
* Department abut 30
* 6
* 12
* 3
* 3
* 3
* 40
* 2000
* 2
* Combined financial coaches/counselors are around 12
* 86
* 17
* 1 LPC, 1 LCDC, 1 LPC-A
* 5
* Full-time= 4
* 86
* 1
* 3
* 1
* 5
* 5
* 3-7
* 64
* 5
* 21
* 10
* 3

**Summary:** Counselors employed at the stie ranged from 1-2,000

*Employers’ Ratings of Program Graduates’ Knowledge by Area*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. School Counseling (ASCA Model) | 0 | 0 | 1 | 3 | 7 | 11 | 4.55 |
| 1. Clinical Mental Health Counseling | 0 | 0 | 3 | 2 | 23 | 28 | 4.50 |
| 1. Group Counseling | 0 | 0 | 2 | 4 | 16 | 22 | 4.64 |
| 1. Theories of Counseling | 0 | 1 | 2 | 6 | 19 | 28 | 4.54 |
| 1. Career and Lifestyle Counseling | 0 | 0 | 3 | 3 | 17 | 23 | 4.61 |
| 1. Multicultural Counseling | 0 | 0 | 2 | 6 | 18 | 26 | 4.61 |
| 1. Human Growth and Development | 0 | 0 | 2 | 4 | 19 | 25 | 4.68 |
| 1. Testing and Assessment | 0 | 0 | 3 | 5 | 19 | 27 | 4.59 |
| 1. Crisis Counseling | 0 | 0 | 2 | 5 | 22 | 29 | 4.69 |
| 1. Family Counseling | 0 | 0 | 2 | 6 | 16 | 26 | 4.23 |
| 1. Dysfunctional Behavior | 0 | 0 | 2 | 6 | 18 | 26 | 4.62 |
| 1. Consultation | 0 | 1 | 2 | 6 | 20 | 29 | 4.48 |
| 1. Techniques of Counseling | 0 | 1 | 1 | 7 | 21 | 30 | 4.60 |
| 1. Addictions | 0 | 1 | 2 | 8 | 14 | 25 | 4.44 |
| 1. Supervision Given | 0 | 1 | 1 | 5 | 13 | 20 | 4.50 |
| 1. Supervision Received | 0 | 1 | 0 | 6 | 22 | 29 | 4.69 |
| 1. Research/Statistics/Evaluation | 0 | 0 | 1 | 4 | 16 | 21 | 4.71 |
| 1. Diagnosis | 0 | 1 | 2 | 5 | 16 | 24 | 4.50 |
| 1. Child and Adolescent Counseling | 0 | 1 | 0 | 4 | 17 | 22 | 4.68 |
| 1. Counseling Persons with Special Needs | 0 | 1 | 1 | 5 | 15 | 22 | 4.55 |
| 1. Ethical and Legal Matters | 0 | 0 | 2 | 5 | 22 | 29 | 4.69 |
| 1. Advocacy | 0 | 0 | 3 | 2 | 20 | 25 | 4.68 |
| 1. Treatment Planning/Case Management | 0 | 1 | 0 | 5 | 21 | 27 | 4.70 |
| 1. Technology | 0 | 1 | 1 | 5 | 22 | 29 | 4.66 |
| 1. Psychopharmacology | 0 | 0 | 2 | 4 | 8 | 14 | 4.43 |
| 1. Couples/Marriage Counseling | 0 | 1 | 3 | 3 | 10 | 17 | 4.29 |
| 1. Professional Credentialing | 0 | 1 | 2 | 2 | 19 | 24 | 4.63 |
| 1. Professional Organizations | 0 | 1 | 2 | 2 | 18 | 23 | 4.61 |
| 1. Individual Counseling | 0 | 0 | 2 | 5 | 21 | 28 | 4.68 |
| 1. Sexuality | 0 | 0 | 4 | 4 | 14 | 22 | 4.45 |
| 1. Gender Identity | 0 | 0 | 5 | 5 | 13 | 23 | 4.35 |
| 1. LGBTQIA+ Counseling | 0 | 0 | 4 | 6 | 13 | 23 | 4.39 |

**Mean 4.56**

**Summary**

* Employers rated program graduates’ knowledge from a low of 4.23 (Family Counseling) to a high of 4.71 (Research/Statistics/Evaluation)
* Employers overall rating of program graduates’ knowledge equaled 4.56

*Employers Ratings of Program Graduates’ Skills by Area*

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**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. School Counseling (ASCA Model) | 0 | 0 | 0 | 1 | 8 | 9 | 4.89 |
| 1. Clinical Mental Health Counseling | 0 | 0 | 1 | 1 | 21 | 23 | 4.87 |
| 1. Group Counseling | 0 | 0 | 1 | 1 | 16 | 18 | 4.83 |
| 1. Theories of Counseling | 0 | 0 | 1 | 2 | 20 | 23 | 4.83 |
| 1. Career and Lifestyle Counseling | 0 | 0 | 1 | 2 | 16 | 19 | 4.79 |
| 1. Multicultural Counseling | 0 | 0 | 1 | 3 | 17 | 21 | 4.76 |
| 1. Human Growth and Development | 0 | 0 | 1 | 3 | 16 | 20 | 4.75 |
| 1. Testing and Assessment | 0 | 0 | 1 | 2 | 17 | 20 | 4.80 |
| 1. Crisis Counseling | 0 | 0 | 1 | 4 | 19 | 24 | 4.75 |
| 1. Family Counseling | 0 | 0 | 0 | 4 | 16 | 20 | 4.80 |
| 1. Dysfunctional Behavior | 0 | 0 | 1 | 4 | 18 | 23 | 4.74 |
| 1. Consultation | 0 | 0 | 0 | 3 | 19 | 22 | 4.86 |
| 1. Techniques of Counseling | 0 | 0 | 0 | 4 | 20 | 24 | 4.83 |
| 1. Addictions | 0 | 0 | 0 | 3 | 18 | 21 | 4.86 |
| 1. Supervision Given | 0 | 0 | 0 | 3 | 13 | 16 | 4.81 |
| 1. Supervision Received | 0 | 0 | 0 | 3 | 21 | 24 | 4.87 |
| 1. Research/Statistics/Evaluation | 0 | 0 | 0 | 2 | 17 | 19 | 4.79 |
| 1. Diagnosis | 0 | 0 | 0 | 3 | 17 | 20 | 4.85 |
| 1. Child and Adolescent Counseling | 0 | 0 | 0 | 4 | 15 | 19 | 4.79 |
| 1. Counseling Persons with Special Needs | 0 | 0 | 0 | 3 | 15 | 18 | 4.83 |
| 1. Ethical and Legal Matters | 0 | 0 | 1 | 2 | 21 | 24 | 4.83 |
| 1. Advocacy | 0 | 0 | 2 | 1 | 19 | 22 | 4.63 |
| 1. Treatment Planning/Case Management | 0 | 0 | 0 | 3 | 20 | 23 | 4.87 |
| 1. Technology | 0 | 0 | 0 | 4 | 19 | 23 | 4.83 |
| 1. Psychopharmacology | 0 | 0 | 0 | 3 | 9 | 12 | 4.75 |
| 1. Couples/Marriage Counseling | 0 | 0 | 0 | 3 | 10 | 13 | 4.77 |
| 1. Professional Credentialing | 0 | 0 | 2 | 1 | 18 | 21 | 4.76 |
| 1. Professional Organizations | 0 | 0 | 2 | 1 | 15 | 18 | 4.72 |
| 1. Individual Counseling | 0 | 0 | 1 | 3 | 19 | 23 | 4.78 |
| 1. Sexuality | 0 | 0 | 1 | 1 | 14 | 16 | 4.81 |
| 1. Gender Identity | 0 | 0 | 1 | 3 | 13 | 17 | 4.71 |
| 1. LGBTQIA+ Counseling | 0 | 0 | 1 | 3 | 13 | 17 | 4.71 |

**Mean 4.80**

**Summary**

* Employers rated program graduates’ skills from a low of 4.63 (Advocacy) to a high of 4.89 (School Counseling (ASCA Model))
* Employers overall rating of program graduates’ skills equaled 4.80

*Employers Ratings of Program Graduates’ Attributes*

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**Very Very Total**

**# Question Poor Poor Fair Good Good Responses Mean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Professional/ Legal/ Ethical Behavior | 0 | 0 | 3 | 1 | 26 | 30 | 4.77 |
| 1. Responsiveness to Supervision, Feedback, and/ or Suggestions | 0 | 0 | 2 | 2 | 26 | 30 | 4.80 |
| 1. Professional Demeanor | 0 | 0 | 2 | 2 | 26 | 30 | 4.80 |
| 1. Multicultural and Gender Sensitivity | 0 | 0 | 3 | 4 | 22 | 29 | 4.66 |
| 1. Relationships with Others in the Work Setting | 0 | 1 | 1 | 5 | 23 | 30 | 4.67 |
| 1. General Work Attitude/ Enthusiasm | 0 | 0 | 2 | 5 | 23 | 30 | 4.70 |
| 1. Dependability/ Conscientiousness Responsibility | 0 | 0 | 3 | 3 | 24 | 30 | 4.70 |
| 1. Professional Development | 0 | 0 | 3 | 3 | 24 | 30 | 4.70 |
| 1. Adaptability as Needed | 0 | 0 | 2 | 5 | 23 | 30 | 4.70 |
| 1. Interpersonal Effectiveness and Appropriateness | 0 | 1 | 1 | 4 | 24 | 30 | 4.70 |
| 1. Overall Competence | 0 | 0 | 2 | 3 | 25 | 30 | 4.76 |

**Mean 4.72**

**Summary**

* Employers rated program graduates’ attributes from a low of 4.67 (Relationships with Others in the Work Setting) to a high of 4.80 (Responsiveness to Supervision and Professional Demeanor)
* Employers overall rating of program graduates’ attributes equaled 4.72

*Employers Ratings of the Program in Counseling*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | **Mean** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | |
| 1 | Comprehensiveness of the curriculum | 0 | 0 | 1 | 3 | 17 | 21 | 4.76 |
| 2 | Supervision received overall (TTU + Site) | 0 | 0 | 0 | 2 | 16 | 18 | 4.89 |
| 3 | Site supervision from practicum/internship | 0 | 0 | 1 | 1 | 15 | 17 | 4.82 |
| 4 | On-campus individual supervision | 0 | 0 | 1 | 1 | 14 | 16 | 4.81 |
| 5 | On-campus group supervision | 0 | 0 | 1 | 2 | 11 | 14 | 4.71 |
| 6 | Instructional classroom (i.e., teaching) | 0 | 0 | 0 | 2 | 14 | 16 | 4.88 |
| 7 | Professional competence of faculty | 0 | 0 | 0 | 2 | 15 | 17 | 4.88 |
| 8 | Accessibility/availability of the faculty | 0 | 0 | 0 | 3 | 15 | 18 | 4.83 |
| 9 | Academic advisement provided by faculty | 0 | 0 | 0 | 2 | 14 | 16 | 4.88 |
| 10 | Facilities and resources | 0 | 0 | 0 | 2 | 15 | 17 | 4.88 |
| 11 | In class role-played practice with feedback | 0 | 0 | 0 | 1 | 9 | 10 | 4.90 |
| 12 | Faculty as mentors | 0 | 0 | 0 | 2 | 14 | 16 | 4.88 |
| 13 | Evaluation/assessment of student performance by faculty, (e.g., use of rubrics) | 0 | 0 | 0 | 3 | 13 | 16 | 4.81 |
| 14 | Duration (i.e., academic length) of the program(s) | 0 | 0 | 0 | 2 | 14 | 16 | 4.88 |
| 15 | Timely and meaningful feedback on student work by faculty | 0 | 0 | 0 | 2 | 13 | 15 | 4.87 |

**Mean 4.85**

**Summary**

* Employers rated of the counseling from a low of 4.71 (On-campus group supervision) to a high of 4.90 (In class role-played practice with feedback)
* Employers overall rating of the counseling program equaled 4.85

**Survey Results from the Advisory Board**

*Advisory Board Ratings of Knowledge and Skills by Area*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Areas n Knowledge Skills

Mean Mean

School Counseling (ASCA Model) 8 5 5

Clinical Mental Health Counseling ` 8 4.86 4.71

Group Counseling 7 4.57 4.86

Theories of Counseling 8 4.88 4.71

Career and Lifestyle Counseling 7 4.86 5

Multicultural Counseling 8 5 4.86

Human Growth and Development 8 5 4.86

Testing and Assessment 8 4.71 4.71

Crisis Counseling 7 4.86 4.83

Family Counseling 8 5 4.67

Dysfunctional Behavior 7 4.83 4.67

Consultation 8 5 4.67

Techniques of Counseling 8 5 4.86

Addictions 8 4.67 4.6

Supervision Given 8 5 5

Supervision Received 8 5 5

Research/Statistics/Evaluation 8 4.5 5

Diagnosis 8 4.4 4.67

Child and Adolescent Counseling 8 5 5

Counseling Persons with Special Needs 8 5 4.71

Ethical and Legal Matters 7 5 5

Advocacy 8 4.88 5

Treatment Planning/Case Management 8 5 4.83

Technology 8 5 5

Psychopharmacology 7 5 4.25

Couples/Marriage Counseling 8 5 4.4

Professional Credentialing 8 5 4.86

Professional Organizations 7 5 5

Individual Counseling 8 5 5

Sexuality 8 4.86 4.6

Gender Identity 8 4 4.6

LGBTQIA+ Counseling 8 4.86 4.8

**Overall Mean 4.87 4.77**

Scale 1 = very poor; 2 = poor; 3 = fail; 4 = good; 5 = very good; NA = not applicable

**Summary**

* The Board rated knowledge on Gender Identity as a low of 4 to a high of 5 on several areas
* The Board rated skill areas from a low of 4.25 for Psychopharmacology to a high of 5 on several areas
* The Board’s mean rating of knowledge, 4.87, slightly higher than skill areas, 4.77

Table 21

*Advisory Board Ratings of Program Attributes of EPCE Students as Employees*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attributes M n

Employee’s readiness for duties and responsibilities 4.88 8

Distinctiveness of the employee’s skills 5 8

Professionalism of the employee 5 8

Employee’s willingness to be a team player 4.88 8

Employee’s work ethic 5 8

Dependability of the employee 4.88 8

Initiative of the employee 5 8

Interpersonal skills of the employee 5 8

Overall rating of the employee 5 8

**Overall Mean (SD) 4.96**

**Summary**

* The Board rated all areas as vert high (4.96 from possible 5.0)
* On a relative basis, the lowest ratings of attributes was a mean of 4.88 for employee’s readiness for duties and responsibilities; employee’s willingness to be a team player; and dependability of employee while the highest rating of 5 was all other areas.
* The mean rating of all attributes equaled 4.96

**What are the major professional strengths of the program being evaluated?** (Summary of respondents’ comments.)

**Summary**

* Diverse qualified faculty
* CACREP accreditation

**In what ways could the professional preparation of the program being evaluated be most improved?** (Summary of respondents’ comments.)

**Summary**

* Increased gatekeeping
* Increased flexibility
* More information on psychopharmacology, human trafficking, Social Emotional Learning. Virtual learning, etc.

**Student Faculty Ratio**

The following table presents the student-faculty ratio for EPCE.

*EPCE Student-Faculty Ratio by Academic Year*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Year/Semester** |  | **Ratio** | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

|  |  |
| --- | --- |
| Fall 2016 - Summer 2017 | 11.23 |
| Fall 2017 - Summer 2018 | 10.31 |
| Fall 2018 - Summer 2019 | 10.88 |
| Fall 2019 - Summer 2020 | 10.65 |
| Fall 2020 – Summer 2021 | 11.45 |
| **Average** | **10.90** |

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Core Teaching** | **Non Core Teaching** |
| Fall 2016 - Summer 2017 | 59% | 41% |
| Fall 2017 - Summer 2018 | 63% | 37% |
| Fall 2018 - Summer 2019 | 69% | 31% |
| Fall 2019 - Summer 2020 | 67% | 33% |
| Fall 2020 - Summer 2021 | 69% | 31% |
| **Average** | **66%** | **34%** |
|  |  |  |
| **Academic Year** | **Courses Taught by Full-Time Faculty** | **Courses Taught by Non-Core Faculty** |
| Fall 2016 - Summer 2017 | 33 | 23 |
| Fall 2017 - Summer 2018 | 33 | 19 |
| Fall 2018 - Summer 2019 | 31 | 14 |
| Fall 2019 - Summer 2020 | 31 | 15 |
| Fall 2020 - Summer 2021 | 34 | 15 |
| **Average** | 32.4 | 17.2 |

**Summary**

* The student-faculty ratio in the past year exceeded the limit set by CACREP. Admissions was capped at a lower number this last year to ensure that the faculty ratio is within the CACREP limit.
* From fall 2016 to Summer 2021 the core faculty taught on average 66% of the courses in the Counselor Education program and non-core faculty taught 34%

**Final Summary**

* **The return rate for doctoral graduates was (91%); for masters graduates the return rate was moderate (52%); for current doctoral students as moderate (64%); for current masters students was high (82%); for site supervisors was very high (nearly 100%); and for the advisory board was very high (nearly 100%).**
* **The following themes were identified as program attributes throughout the surveys:**

1. **support students in establishing a firm professional counseling identity**
2. **foster professional and personal growth among counseling students**
3. **create ethically responsible counselors**
4. **encourage students and graduates to contribute to the profession in unique and specialized manners**
5. **embody advocacy and social justice approaches**

* **Masters students chose the Counselor Education Program at TTU because of the following: they graduated from TTU as an undergraduate; the Program’s reputation; CACREP accreditation; and consistent with career goals/obtaining their LPC**
* **Current doctoral students decided to enroll at TTU because of the professors in the program, the program’s reputation, CACREP accreditation, hybrid delivery, and they graduated from a TTU program before**
* **Masters students’ performance on the exit exam (CPCE) placed them in the 55th percentile equivalent when compared to national norms**
* **The past rate on the National Counseling Exam for master’s graduates for licensure as an LPC 77%**
* **All masters students taking the school counseling certification exam passed**
* **Survey of current master’s students indicated an overall mean rating of 4.20 for knowledge and 4.28 for skills (5=high) while the attributes of the Program equaled a mean of 4.53**
* **The overall mean rating by site supervisors of current master’s (Fall 2020- Spring 2021) interns equaled 4.79, and the overall mean rating by site supervisors of graduated master’s student interns (Fall 2016-Spring 2020) equaled 4.55**
* **There were numerous strengths of master’s interns identified by site supervisors ranging from ability to establish strong rapport to being client oriented, and the following were listed as areas of growth: implementing theoretical principles, building confidence, exposure to the field and record keeping**
* **The overall mean rating by site supervisors of current doctoral (Fall 2020- Spring 2021) interns equaled 4.52 and the overall mean rating by site supervisors of graduated doctoral student interns (Fall 2016-Spring 2020) equaled 4.69**
* **There were numerous strengths of master’s interns identified by site supervisors ranging from ability to build and maintain rapport to demonstrate experience, and the following were listed as areas of growth: continue seeking knowledge, continue to grow and implement self-care**
* **The rate of acceptance of applicants for both masters and doctoral students was very high (90% +)**
* **The ratio of female to male current master’s students is about 3 to 1**
* **The ratio of female to male current doctoral students is about 2 to 1**
* **The modal age range of current master’s students is in the 20s**
* **The modal age range of current doctoral students is in the 30s**
* **The majority of current master’s students are employed**
* **Current master’s and doctoral students are very active in professional organizations and conference presentations**
* **Current master’s and doctoral students view the program’s strengths as being the program’s excellent reputation and CACREP accreditation while the weaknesses identified were desire for more opportunities to practice counseling skills, advising and the courses being taught online**
* **Current master’s students rated their overall skills as 4.28, which is slightly higher than their rating for knowledge (4.20), possibly reflecting the application-oriented nature of the program seeking to translate knowledge into skills**
* **The overall rating of program attributes by current master’s students equaled 4.53, which is quite high on the five-point scale**
* **Master’s program graduates rated their overall skills as equaled 4.25, which is slightly higher than the rating for knowledge (4.17), possibly reflecting the application-oriented nature of the program seeking to translate knowledge into skills**
* **The overall rating of program attributes by master’s program graduates equaled 4.52, which is quite high on the five-point scale**
* **Current doctoral students rated their overall skill as 4.54, which is the exact same mean rating of their knowledge ratings (4.54). Although, it should be noted that not all items on the scale were scored the same**
* **The overall mean rating of all program attributes by current doctoral students equaled 4.77, which is very high on a five-point scale**
* **Doctoral graduates rated their overall skills as 4.59 and their knowledge as just slightly higher at 4.61**
* **The overall mean rating of all program attributes by doctoral graduates equaled 4.76, which is very high on a five-point scale**
* **The majority (71%) of current doctoral students have presented at professional conferences and (20%) of current doctoral have already submitted papers for publication**
* **Master’s graduates reported a mean salary of $45,811.74 with the highest reported salary of $75,000.00**
* **Doctoral graduates hold positions as professors, therapists in private practice, and counselors/leaders with agencies**
* **The majority of doctoral graduates (78%) reported they have submitted a manuscript for publication since working on their doctorate**
* **The Employers of program graduates rated the mean on knowledge and skills as 4.56 and 4.80, respectively, and they rated the mean Program’s attributes as 4.72**
* **The Program’s Advisory Board rated the mean on knowledge and skills as 4.87 and 4.77, respectively, and they rated the mean Program’s attributes as 4.96**
* **The student-faculty ratio from the Fall 2016 to the Spring of 2021 ranged from a low of 10.31 to 12.42 with an average of 11.10**

**Recommendations**

The overwhelming majority of survey ratings and open-ended comments were quite positive about the Counselor Education Program. Thus, a compelling argument could be made for the Program to maintain current practices and policies. CACREP was consistently cited as the reason students chose to enroll at TTU. Thus, continued support of CACREP is imperative. Based on the consistent themes identified across surveys, a recommendation that was identified is that the Counselor Education Program should change its program objectives to the following objectives:

1. To support students in establishing a firm professional counseling/counselor education identity
2. To foster professional and personal growth in counseling students
3. To create ethically responsible counselors
4. To encourage counselors-in-training to contribute to the profession in a unique and specialized manner
5. To embody advocacy and social justice approaches and develop counselors-in-training who advocate for their clients and communities

The Counselor Education Program could strengthen the program by adding a course on psychopharmacology and gender and sexual orientation will be addressed in several courses to help increase knowledge and information about sexuality, gender identity, and sexual orientation concerns. Additionally, doctoral students indicated a desire for increased structure and assistance with their scholarly writing and dissertations. The program should require students attend writing workshops and bootcamps hosted by the Graduate Writing Center in addition to their clear policies on dissertation writing. These recommendations can increase student knowledge and skills in the areas that were listed as lowest by students, graduates, and supervisors.