**Program Evaluation of the Counselor Education EPLC Department**

**College of Education**

**Fall 2021–Summer 2024**

Loretta Bradley, PhD, LPC-S, NCC

Horn Distinguished Professor

Counselor Education Program

LJ Gould, EdD

Business Coordinator

Counselor Education Program

Lynn Giang, MS

Doctoral Candidate

Counselor Education Program

Xinyue Lei, PhD, LPC-Associate

Graduate

Counselor Education Program

Texas Tech University

August 2025

**The University**

Texas Tech University (TTU) is a public research institution that was established in 1923. TTU is located in Lubbock, Texas, and is housed on 1,857 acres. In spring 2025, the TTU student enrollment exceeded 40,000, making TTU the sixth largest university in Texas. TTU holds the distinction of being the only university in Texas to house undergraduate students, graduate students, law school students, and medical school students on the same campus (Lubbock, Texas). With 13 colleges and schools and 55 research centers/institutes, the University offers degrees in more than 150 courses of study. As of spring 2025, TTU has awarded approximately 334,528 degrees since its beginning in 1923. The Carnegie Foundation classifies TTU as an “R1: Doctoral University” with very high research activity. This “Carnegie Tier One” places Texas Tech University among the top research universities in the US. Additionally, Best Colleges ranked TTU as #214 among national universities, and TTU was ranked #116 among top public schools.

**The College**

The College of Education was established as a college at Texas Tech University in 1925 (two years after TTU began). The college has four academic departments: Curriculum and Instruction, Educational Psychology, Leadership, and Counseling, Special Education, and Teacher Education. The College of Education is home to more than 4,861 students (spring 2025). The College of Education has majors leading to 2 bachelor’s, 24 master’s and 13 doctoral degrees. Additionally, the College of Education offers a variety of options for specialization and certification. The College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**The Department**

The Educational Psychology, Leadership, and Counseling (EPLC) Department consists of four programs: Counselor Education, Educational Leadership, Educational Psychology, and Higher Education. Each of the programs within the department award master’s and doctoral degrees. Additionally, some programs offer specializations and certifications. The EPLC department has one (1) Horn Distinguished Professor, 10 Full Professors, 14 Associate Professors, nine (9) Assistant Professors, 14 Instructors, and two (2) Lecturers. Additionally, EPLC has a chairperson and an administrative assistant.

**The Program**

The Counselor Education Program (EPCE) is one of four programs in the Department of Educational Psychology, Leadership and Counseling (EPLC). The four programs are Counselor Education, Educational Leadership, Educational Psychology, and Higher Education. The Counselor Education Program was established to prepare professional counselors at the master’s level (MEd) and doctoral level (PhD). The master’s level program offers two counseling tracks (Clinical Mental Health Counseling and School Counseling). The doctoral level program in Counselor Education has one track, a doctoral degree (PhD) in Counselor Education. Both the MEd in Clinical Mental Health Counseling and the PhD in Counselor Education are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the highest accreditation available to counseling programs. EPCE has a Program Coordinator, Director of Field Placement, and Business Coordinator.

**Rationale for Program Evaluation**

This evaluation was developed to address CACREP’s assessment requirements. The guiding principles for this evaluation are items A-K listed below. The items were obtained from the *CACREP Manual*. Additionally, the program evaluation was developed to assist the TTU Counselor Education Program in better addressing and serving the needs of its students.

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 to program development. The data from the program evaluation helps program faculty reflect and focus on aspects of the program that work well and those that need improvement and informs program and curricular decisions.

The following information (items A through K) is quoted directly from the CACREP Manual. It applies 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 addresses 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 provides evidence of the use of program evaluation data to inform program modifications.
4. Counselor education program faculty disseminates 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.
2. 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.
3. 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.

**Current Masters Students**

**Demographic and Enrollment Data from Current Master’s Students (Summer 2024):**

The following chart provides demographic information for students enrolled in the Counselor Educations Master’s Program during Summer 2024:

*Master’s Demographics, Summer 2024*

|  |  |  |  |
| --- | --- | --- | --- |
| Ethnicity | Male | Female | Other |
| American Indian/Native Alaskan | 0 | 1 | 0 |
| Asian | 1 | 5 | 0 |
| Black | 0 | 4 | 0 |
| Hawaiian Native/Pacific Islander | 0 | 0 | 0 |
| Hispanic | 0 | 6 | 0 |
| Two or more | 0 | 0 | 0 |
| Unknown/Other | 0 | 0 | 0 |
| White | 11 | 35 | 1 |
| International Student | 0 | 1 | 0 |

Admission information for Fall 2021 through Fall 2024 is listed below. The table includes the total number of applications submitted, the number reviewed, and admission decisions for the reviewed applications. Also included are student decisions regarding acceptance to the program.

*Master’s Admission Information*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Applications | | | | Accepted Applications | | | |
| Total # of App. | # of Apps. Reviewed | # of Apps. Admitted | # of Apps. Denied | Admission Accepted | Admission Declined | No Response | Withdrew Later |
| 2021 | 107 | 47 | 40 | 7 | 22 | 16 | 2 | 2 |
| 2022 | 126 | 50 | 44 | 6 | 29 | 12 | 1 | 4 |
| 2023 | 208 | 42 | 35 | 7 | 25 | 8 | 2 | 5 |
| 2024 | 110 | 46 | 37 | 9 | 21 | 12 | 4 |  |

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

All students enrolled in the Counselor Education master’s degree in Clinical Mental Health Counseling 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 graduate hour of coursework. Students are encouraged to inquire about the CPCE during their first semester of coursework. During their last semester, students are sent an email informing them to enroll to take the CPCE and to file an intent to graduate by the designated deadline.. 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 examination a maximum of two times. In certain instances, to be determined by the TTU Dean of the Graduate School, a student may take the examination 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 or higher. In some instances, the graduate school will grant permission for the student to take the exam a third time. 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 more information 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 administration 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 second table presents the percentile equivalents.

*CPCE Exams: Fall 2021 – Spring 2024*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Areas** | **Spring 2024** | | **Summer 2023** | | **Spring 2023** | | **Summer 2022** | | **Spring 2022** | | **Fall 2021** | |
| **TTU** | **Nat’l** | **TTU** | **Nat’l** | **TTU** | **TTU** | **Nat’l** | **Nat’l** | **TTU** | **Nat’l** | **TTU** | **Nat’l** |
| n =17 | n =521 | n = 1 | n = 574 | n = 28 | n = 14 | n = 379 | n = 574 | n = 2 | n = 625 | n = 14 | n = 379 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C1**: Professional Orientation & Ethical Practice | **12.18**  0.571  71.60 | **10.77**  2.47 | 11  -0.059  47.65 | **11.12**  2.05 | **11.46**  0.166  56.59 | **13.50**  0.67  74.86 | **12.10**  2.078 | **11.12**  2.05 | **13.50**  0.67  74.86 | **12.10**  2.078 | **11.36**  0.039  51.56 | **11.25**  2.74 |
| **C2**: Social & Cultural Diversity | **10.71**  0.207  58.20 | **10.20**  2.46 | 10  -0.051  47.97 | **10.13**  2.54 | **10.54**  0.161  56.40 | **8.50**  -0.78  21.77 | **10.36**  2.379 | **10.13**  2.54 | **8.50**  -0.78  21.77 | **10.36**  2.379 | **9.86**  0.047  51.87 | **9.74**  **2.51** |
| **C3**: Human Growth & Development | **10.65**  -0.246  40.28 | **11.24**  2.70 | 13  0.968  83.35 | **10.58**  2.50 | **11.04**  0.184  57.30 | **9.00**  -0.60  27.43 | **10.41**  2.334 | **10.58**  2.50 | **9.00**  -0.60  27.43 | **10.41**  2.334 | **9.43**  -0.257  39.86 | **9.49**  2.38 |
| **C4**: Career Development | **11.71**  0.286  61.26 | **10.97**  2.59 | 8  -1.073  14.16 | **10.50**  2.33 | **10.89**  0.167  56.63 | **8.50**  -1.16  12.30 | **11.41**  2.502 | **10.50**  2.33 | **8.50**  -1.16  12.30 | **11.41**  2.502 | **10.50**  0.398  65.47 | **9.35**  2.89 |
| **C5**: Counseling  & Helping Relationships | **11.35**  0.186  57.38 | **10.86**  2.63 | 9  -0.345  36.50 | **9.88**  2.55 | **10.46**  0.227  58.398 | **10.00**  -0.76  22.36 | **12.01**  2.633 | **9.88**  2.55 | **10.00**  -0.76  22.36 | **12.01**  2.633 | **8.93**  -0.036  48.56 | **9.03**  2.77 |
| **C6**: Group Counseling & Group Work | **10.53**  0.112  54.78 | **10.22**  2.76 | 12  0.065  52.59 | **11.84**  2.47 | **12.36**  0.211  58.36 | **11.00**  -0.45  32.64 | **12.13**  0.532 | **11.84**  2.47 | **11.00**  -0.45  32.64 | **12.13**  0.532 | **10.93**  0.032  51.28 | **10.83**  3.06 |
| **C7**: Assessment  & Testing | **11.41**  0.244  59.64 | **10.73**  2.79 | 8  -0.857  19.57 | **10.03**  2.37 | **9.82**  -0.089  46.45 | **6.50**  -1.20  11.51 | **9.34**  2.373 | **10.03**  2.37 | **6.50**  -1.20  11.51 | **9.34**  2.373 | **10.21**  0.358  63.98 | **9.28**  2.61 |
| **C8**: Research & Program Evaluation | **13.35**  0.553  70.99 | **12.05**  2.35 | 6  -2.004  19.57 | **11.63**  2.81 | **12.61**  0.349  63.65 | **9.50**  -0.80  21.19 | **11.63**  2.663 | **11.63**  2.81 | **9.50**  -0.80  21.19 | **11.63**  2.663 | **9.93**  0.014  50.56 | **9.89**  2.82 |
| **TOTALS** | **91.88**  0.301  61.83 | **87.09**  15.93 | 77  -0.596  27.56 | **85.70**  14.59 | **89.18**  0.239  59.44 | **76.50**  -0.898  18.46 | **89.38**  14.348 | **85.70**  14.59 | **76.50**  -0.898  18.46 | **89.38**  14.348 | **80.43**  0.091  53.63 | **78.86**  17.18 |

**For TTU Scores: For National Scores:**

Mean Score for TTU Students Mean National Score

Z-Score for TTU Students

Percentile Equivalent for TTU Students Standard Deviation for Mean National Score

Graduation information for the Master’s program is listed by semester in the table below:

*Graduation (Master’s)*

|  |  |
| --- | --- |
| Semester Graduated | #  Graduated |
| Fall 2021 | 13\* |
| Spring 2022 | 16 |
| Summer 2022 | 2 |
| Fall 2022 | 1 |
| Spring 2023 | 26 |
| Summer 2023 | 1 |
| Spring 2024 | 16 |
|  |  |

\*The Fall 2021 graduates were from the School Counseling program when it was still part of the CACREP accredited program. The remainder of the graduation information is Clinical Mental Health Counseling only.

**Performance of Students on the NCE Exam**

The following chart provides information regarding program graduates’ performances on the National Counselor Examination (NCE) that is required for licensure in Texas.

A graph with numbers and a line

AI-generated content may be incorrect.

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

**Fall 2021 – Summer 2024**

|  |  |
| --- | --- |
| **Number (N)** | **Age** |
| 2 | 21 |
| 2 | 22 |
| 6 | 23 |
| 7 | 24 |
| 10 | 25 |
| 2 | 26 |
| 2 | 27 |
| 1 | 28 |
| 1 | 32 |
| 1 | 35 |
| 3 | 38 |
| 1 | 42 |
| 2 | 48 |
| 4 | 56 |
| **Mean** | **30** |

Forty-six (46) currently enrolled master’s students responded to the survey.

The age of the currently enrolled master’s students ranged from 21 to 56 years with a mean age of 30 years.

|  |  |  |
| --- | --- | --- |
| **Gender** | **Number (N)** | **Percentage** |
| Male | 9 | 20% |
| Female | 35 | 80% |

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Number (N)** | **Percentage** |
| African American | 3 | 7% |
| Caucasian | 33 | 77% |
| Hispanic | 7 | 16% |

|  |  |  |
| --- | --- | --- |
| **Major** | **Number (N)** | **Percentage** |
| Clinical Mental Health Counseling | 44 | 100% |

**Please indicate where you are in the program?**

|  |  |  |
| --- | --- | --- |
| **Year in the Program** | **Number (N)** | **Percentage** |
| First Year of Coursework | 5 | 11% |
| Second Year of Coursework | 12 | 27% |
| Clinical Coursework (Practicum/Internship) | 26 | 59% |
| Comprehensive Exam (Coursework Completed) | 1 | 2% |

**How many hours have you completed in your program?**

|  |  |
| --- | --- |
| **Hours Completed in the Program** | **Number (N)** |
| 2 | 1 |
| 9 | 2 |
| 16 | 1 |
| 18 | 3 |
| 21 | 1 |
| 27 | 5 |
| 33 | 1 |
| 36 | 1 |
| 39 | 1 |
| 45 | 2 |
| 48 | 7 |
| 51 | 4 |
| 54 | 7 |
| 57 | 1 |
| 60 | 2 |
| **Mean** | **39** |

**Summary:**

The hours that the currently enrolled master’s students completed in the program ranged from 2 to 60 hours with a mean of 39 hours.

**How many hours would you prefer to take during the Fall and Spring semesters?**

|  |  |  |
| --- | --- | --- |
| **Semester Hours** | **Number (N)** | **Percentage** |
| Three Hours Pers Semester | 9 | 20% |
| Six Hours Per Semester | 5 | 11% |
| Nine Hours Per Semester | 25 | 57% |
| Twelve Hours Per Semester | 5 | 11% |

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

|  |  |  |
| --- | --- | --- |
| **Professional Organization** | **Number (N)** | **Percentage** |
| Yes | 24 | 55% |
| No | 20 | 45% |

**If so, which one(s)?**

|  |  |
| --- | --- |
| **Professional Organization** | **Number (N)** |
| Texas Counseling Association | 19 |
| American Counseling Association | 7 |
| American College Counseling Association | 1 |
| National Association of International Educators | 1 |

**Briefly summarize why you decided to enroll in the Counseling program at Texas Tech University.**

**Summary:**

**In summary, the data indicated the following as the reasons causing them to enroll in the counseling program:**

* Passion for counseling and a desire to help others through therapy.
* Interest in becoming a therapist, expressive arts therapist, or drama therapist.
* Preference for clinical counseling over psychology due to stronger therapeutic focus.
* Texas Tech's CACREP accreditation was listed as a key factor by most (2/3) of the respondents.
* Program’s strong academic reputation and high comprehensive exam pass rates.
* Opportunity to attend in-person classes instead of fully online formats.
* The hybrid format was appealing and manageable for working adults.
* Texas Tech’s location in Lubbock allowed students to stay close to home, family, or work.
* Affordable tuition and low cost of living compared to other cities and programs.
* Previous, positive experience at Texas Tech as undergraduates motivated students to return.
* Faculty were described as ethical, supportive, and inspiring during recruitment events or undergraduate studies.
* Convenient option due to existing connections at the university or in the local community.
* Programs aligned with students’ personal values and professional goals.
* Program was viewed as a good foundation for pursuing a doctorate or specialization later.
* Desire to serve specific populations, such as children from broken families or athletes.
* Influence of personal counseling experiences inspired students to enter the profession.
* Encouragement from mentors or professors during undergraduate programs.
* Belief that the program would help students benefit both professionally and personally.
* Desire to pursue mental health advocacy and support underserved communities.
* Flexible schedule and course design allowed balance with life responsibilities.
* Motivation to shift careers or expand their careers beyond current fields like teaching.
* Desire to gain more research, teaching, and clinical experience.
* Program offered access to resources like internships, supervision, and professional development.
* Recommendation to attend Texas Tech by family, friends, or partners.
* Interest in person-centered professions and meaningful human connections.
* Belief in the university’s mission, ethics, and community values.
* High employment outcomes for graduates that increased confidence in the program.
* Wanting a nationally recognized degree to allow for future relocation and licensure transfer.
* Love for the Texas Tech campus and community contributed to the decision.

**Job Titles of Current Master’s Students**

|  |  |
| --- | --- |
| **Job Title** | **Number (N)** |
| Teacher | 4 |
| Student | 4 |
| Counseling Intern | 3 |
| Unemployed | 3 |
| Admissions Recruiter | 2 |
| Graduate Assistant | 2 |
| Health Educator - Marketing & Outreach | 2 |
| Master’s Level Intern | 2 |
| Student Assistant | 2 |
| Adult Outreach Case Manager | 1 |
| Assistant General Manager | 1 |
| Bartender | 1 |
| Behavior Technician | 1 |
| Case Worker | 1 |
| Director of Grant Operations | 1 |
| Graduate Hall Coordinator | 1 |
| Graduate Research Assistant | 1 |
| International Student and Scholar Services Senior Advisor | 1 |
| Licensed Chemical Dependency Counselor Intern (LCDC-I) | 1 |
| Master’s Tutor | 1 |
| Past President | 1 |
| People Operations Associate | 1 |
| Personal Chef | 1 |
| Prevention Specialist | 1 |
| Program Counselor/Assistant Director | 1 |
| Registered Behavior Technician | 1 |
| Server | 1 |
| Site Coordinator | 1 |

**Agency/Institution**

|  |  |
| --- | --- |
| **Agency/Institution Name** | **Number (N)** |
| Aspire Recovery Center & Fire Sky Ranch | 1 |
| Caprock Cafe | 1 |
| CAPS | 1 |
| Communities In Schools | 1 |
| Fast Eddie’s | 1 |
| Gallant Autism Care | 1 |
| Health Department | 1 |
| Lubbock Autism Academy | 2 |
| Lubbock ISD | 3 |
| Marsha Sharp Center for Student-Athletics | 1 |
| N/A | 2 |
| Ray D. Anderson, CRTC | 1 |
| Self-Employed | 1 |
| Solutions of Substance | 1 |
| Stages of Recovery, Inc. | 2 |
| StarCare Specialty Health System | 2 |
| Student Mental Health Community | 1 |
| Summer Moon Coffee | 1 |
| Texas Tech Techniques Center | 1 |
| Texas Tech University | 5 |
| Texas Tech University Health Science Center | 2 |
| Texas Tech University Student Housing | 1 |
| The Edge: A Company of Fine Artists | 1 |
| Wayland Baptist University | 2 |

**Agency/Institution City/State Location**

|  |  |
| --- | --- |
| **Agency/Institution City/State Location** | **Number (N)** |
| Lubbock, TX | 29 |
| Plainview, TX | 2 |
| Port St. Joe, Florida | 1 |
| Brownfield, TX | 1 |
| Fort Worth, TX | 1 |

**Primary Clientele**

|  |  |  |
| --- | --- | --- |
| **Group** | **Primary Clients** | **Number (N)** |
| Age Categories | Children | 3 |
|  | Adolescents | 5 |
|  | Young Adults | 8 |
|  | Adults | 17 |
| Counseling Type | Individual Counseling | 6 |
|  | Group Counseling | 4 |
|  | Career Counseling | 2 |
|  | Family Counseling | 2 |
|  | Substance Use Counseling | 3 |
| Areas of Counseling | Addictions | 5 |
|  | Mental Health Disorders | 5 |
|  | Student and/or Academic Related | 10 |
|  | Neurodivergence | 3 |
|  | Others | 3 |

**Primary Job Functions**

|  |  |
| --- | --- |
| **Primary Job Functions** | **Number (N)** |
| Counseling and Therapy | 10 |
| Case Management | 6 |
| Education and Academic Support | 6 |
| Program and Operations Management | 6 |
| Others | 9 |

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | | | **Mean** |
| 1 | School Counseling (ASCA Model) | 4 | 2 | 6 | 7 | 2 | | 42 | 4.52 | |
| 2 | Family Counseling | 0 | 5 | 6 | 15 | 13 | | 43 | 4.12 | |
| 3 | Dysfunctional Behavior | 1 | 3 | 8 | 9 | 14 | | 43 | 4.3 | |
| 4 | Techniques of Counseling | 2 | 1 | 4 | 6 | 21 | | 43 | 4.63 | |
| 5 | Addictions | 1 | 3 | 4 | 11 | 15 | | 43 | 4.47 | |
| 6 | Supervision Received | 2 | 0 | 1 | 10 | 18 | | 42 | 4.79 | |
| 7 | Research/ Statistics/ Evaluation | 2 | 3 | 8 | 12 | 4 | | 43 | 4.28 | |
| 8 | Diagnosis | 3 | 4 | 6 | 15 | 6 | | 43 | 4.02 | |
| 9 | Child and Adolescent Counseling | 6 | 1 | 8 | 8 | 10 | | 43 | 4.05 | |
| 10 | Counseling Persons with Special Needs | 4 | 6 | 5 | 11 | 6 | | 43 | 3.98 | |
| 11 | Ethical and Legal Matters | 0 | 0 | 3 | 17 | 23 | | 43 | 4.47 | |
| 12 | Clinical Mental Health Counseling | 0 | 2 | 4 | 19 | 18 | | 43 | 4.23 | |
| 13 | Advocacy | 0 | 1 | 9 | 11 | 18 | | 43 | 4.35 | |
| 14 | Treatment Planning/ Case Management | 3 | 5 | 9 | 11 | 9 | | 43 | 3.84 | |
| 15 | Technology | 0 | 3 | 8 | 15 | 12 | | 43 | 4.19 | |
| 16 | Psychopharmacology | 4 | 7 | 11 | 13 | 8 | | 43 | 3.33 | |
| 17 | Couples/ Marriage Counseling | 4 | 3 | 8 | 12 | 11 | | 43 | 3.88 | |
| 18 | Professional Credentialing | 1 | 4 | 11 | 12 | 8 | | 43 | 4 | |
| 19 | Professional Organizations | 2 | 2 | 7 | 14 | 10 | | 43 | 4.21 | |
| 20 | Individual Counseling | 1 | 2 | 2 | 12 | 21 | | 43 | 4.51 | |
| 21 | Sexuality | 0 | 4 | 7 | 17 | 8 | | 43 | 4.16 | |
| 22 | Gender Identity | 0 | 4 | 5 | 16 | 11 | | 43 | 4.28 | |
| 23 | Group Counseling | 1 | 2 | 4 | 11 | 17 | | 42 | 4.48 | |
| 24 | LGBTQIA+ Counseling | 0 | 4 | 6 | 16 | 8 | | 43 | 4.28 | |
| 25 | Theories of Counseling | 1 | 1 | 10 | 16 | 15 | | 43 | 4 | |
| 26 | Career and Lifestyle Counseling | 0 | 4 | 5 | 15 | 15 | | 43 | 4.23 | |
| 27 | Multicultural Counseling | 0 | 2 | 9 | 16 | 16 | | 43 | 4.07 | |
| 28 | Human Growth and Development | 2 | 0 | 4 | 17 | 13 | | 43 | 4.4 | |
| 29 | Testing and Assessment | 3 | 3 | 10 | 15 | 8 | | 43 | 3.79 | |
| 30 | Crisis Counseling | 0 | 2 | 7 | 19 | 15 | | 43 | 4.09 | |
|  | **Mean** |  |  |  |  |  | |  | **4.20** | |

**Summary**

* The ratings regarding knowledge from subject matter ranged from a low of 3.33 (Psychopharmacology) to a high of 4.79 (Supervision Received).
* The overall mean rating was 4.20 (5.0 possible).

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | | | **Mean** |
| 1 | School Counseling (ASCA Model) | 3 | 3 | 4 | 8 | 2 | | 38 | 4.50 | |
| 2 | Family Counseling | 2 | 3 | 5 | 11 | 12 | | 38 | 4.13 | |
| 3 | Dysfunctional Behavior | 1 | 2 | 6 | 12 | 10 | | 37 | 4.24 | |
| 4 | Techniques of Counseling | 2 | 1 | 3 | 8 | 17 | | 37 | 4.49 | |
| 5 | Addictions | 0 | 3 | 4 | 11 | 13 | | 37 | 4.41 | |
| 6 | Supervision Received | 1 | 0 | 4 | 9 | 13 | | 36 | 4.67 | |
| 7 | Research/ Statistics/ Evaluation | 1 | 4 | 9 | 11 | 2 | | 37 | 4.05 | |
| 8 | Diagnosis | 2 | 3 | 7 | 15 | 4 | | 37 | 3.92 | |
| 9 | Child and Adolescent Counseling | 2 | 2 | 7 | 13 | 6 | | 37 | 4.08 | |
| 10 | Counseling Persons with Special Needs | 4 | 5 | 4 | 13 | 4 | | 37 | 3.78 | |
| 11 | Ethical and Legal Matters | 0 | 0 | 4 | 12 | 20 | | 37 | 4.49 | |
| 12 | Clinical Mental Health Counseling | 0 | 2 | 3 | 15 | 18 | | 38 | 4.29 | |
| 13 | Advocacy | 2 | 0 | 4 | 14 | 13 | | 37 | 4.30 | |
| 14 | Treatment Planning/ Case Management | 1 | 4 | 6 | 14 | 4 | | 37 | 4.08 | |
| 15 | Technology | 0 | 2 | 6 | 14 | 10 | | 37 | 4.27 | |
| 16 | Psychopharmacology | 3 | 7 | 9 | 12 | 6 | | 37 | 3.30 | |
| 17 | Couples/ Marriage Counseling | 2 | 2 | 5 | 13 | 9 | | 37 | 4.16 | |
| 18 | Professional Credentialing | 1 | 6 | 5 | 12 | 8 | | 37 | 3.95 | |
| 19 | Professional Organizations | 1 | 4 | 3 | 10 | 12 | | 37 | 4.32 | |
| 20 | Individual Counseling | 0 | 2 | 2 | 11 | 18 | | 37 | 4.54 | |
| 21 | Sexuality | 0 | 2 | 6 | 15 | 8 | | 37 | 4.27 | |
| 22 | Gender Identity | 0 | 2 | 6 | 15 | 9 | | 37 | 4.24 | |
| 23 | Group Counseling | 1 | 1 | 3 | 11 | 16 | | 38 | 4.53 | |
| 24 | LGBTQIA+ Counseling | 0 | 2 | 6 | 16 | 7 | | 37 | 4.24 | |
| 25 | Theories of Counseling | 0 | 3 | 6 | 17 | 12 | | 38 | 4.00 | |
| 26 | Career and Lifestyle Counseling | 1 | 2 | 2 | 19 | 11 | | 38 | 4.21 | |
| 27 | Multicultural Counseling | 0 | 2 | 7 | 15 | 14 | | 38 | 4.08 | |
| 28 | Human Growth and Development | 1 | 0 | 4 | 16 | 11 | | 38 | 4.42 | |
| 29 | Testing and Assessment | 2 | 2 | 9 | 16 | 6 | | 38 | 3.82 | |
| 30 | Crisis Counseling | 0 | 1 | 6 | 20 | 11 | | 38 | 4.08 | |
|  | **Mean** |  |  |  |  |  | |  | **4.20** | |

**Summary**

* The ratings regarding skill development ranged from a low of 3.30 (Psychopharmacology) to a high of 4.67 (Supervision Received).
* The overall mean rating was 4.20 (5.0 possible).

*Current Master’s Students’ Evaluation of Personal Attributes*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | | | **Mean** |
| 1 | Professional/ Legal/ Ethical Behavior | 0 | 0 | 1 | 13 | 27 | | 41 | 4.63 | |
| 2 | Interpersonal Effectiveness and Appropriateness | 0 | 0 | 2 | 10 | 29 | | 41 | 4.66 | |
| 3 | Overall Competence | 0 | 0 | 4 | 16 | 21 | | 41 | 4.41 | |
| 4 | Responsiveness to Supervision, Feedback, and/ or Suggestions | 0 | 0 | 2 | 10 | 27 | | 39 | 4.64 | |
| 5 | Professional Demeanor | 0 | 0 | 0 | 16 | 25 | | 41 | 4.61 | |
| 6 | Multicultural and Gender Sensitivity | 0 | 0 | 3 | 11 | 27 | | 41 | 4.59 | |
| 7 | Relationships with Others in the Work Setting | 0 | 0 | 3 | 11 | 27 | | 41 | 4.59 | |
| 8 | General Work Attitude/ Enthusiasm | 0 | 0 | 1 | 15 | 25 | | 41 | 4.59 | |
| 9 | Dependability/ Conscientiousness Responsibility | 0 | 0 | 0 | 12 | 29 | | 41 | 4.71 | |
| 10 | Professional Development | 0 | 1 | 4 | 16 | 19 | | 40 | 4.33 | |
| 11 | Adaptability as Needed | 0 | 0 | 1 | 10 | 30 | | 41 | 4.71 | |
|  | **Mean** |  |  |  |  |  | |  | **4.59** | |

**Summary**

* The ratings on personal attributes ranged from a low of 4.33 (Professional Development) to a high of 4.71 (Dependability/ Conscientiousness Responsibility).
* The overall mean rating of personal attributes was 4.59 (5.0 possible).

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | | | **Mean** |
| 1 | Comprehensiveness of the Curriculum | 1 | 1 | 5 | 19 | 15 | | 41 | 4.12 | |
| 2 | Facilities and Resources | 1 | 0 | 15 | 7 | 17 | | 40 | 3.98 | |
| 3 | In Class Role-Play Practice with Feedback | 2 | 0 | 2 | 5 | 24 | | 33 | 4.48 | |
| 4 | Faculty as Mentors | 1 | 0 | 5 | 13 | 16 | | 35 | 4.23 | |
| 5 | Evaluation/ Assessment of Student Performance by Faculty | 3 | 0 | 6 | 11 | 15 | | 35 | 4.00 | |
| 6 | Duration (i.e., Academic Length) of the program(s) | 1 | 2 | 11 | 9 | 17 | | 40 | 3.75 | |
| 7 | Timely and Meaningful Feedback on Student Work by Faculty | 0 | 2 | 13 | 13 | 13 | | 41 | 3.17 | |
| 8 | Sequence of the curriculum | 0 | 3 | 8 | 16 | 14 | | 41 | 4.00 | |
| 9 | Identification of course trademark outcomes | 0 | 1 | 3 | 15 | 19 | | 38 | 4.37 | |
| 10 | Offering remediation as needed | 0 | 1 | 6 | 12 | 12 | | 31 | 4.13 | |
| 11 | Offering role-played opportunities as appropriate | 1 | 0 | 4 | 10 | 19 | | 34 | 4.35 | |
| 12 | Supervision Received Overall (TTU + Site) | 0 | 1 | 1 | 8 | 15 | | 25 | 4.48 | |
| 13 | Creating opportunities for a sense of community among students | 2 | 3 | 6 | 9 | 18 | | 38 | 4.00 | |
| 14 | Overall rating of the Program | 0 | 3 | 8 | 17 | 13 | | 41 | 3.98 | |
| 15 | Site Supervision from Practicum/ Internship | 0 | 2 | 1 | 4 | 15 | | 22 | 4.45 | |
| 16 | On-Campus Individual Supervision | 0 | 1 | 1 | 7 | 15 | | 24 | 4.50 | |
| 17 | On-Campus Group Supervision | 0 | 1 | 1 | 7 | 14 | | 23 | 4.48 | |
| 18 | Instructional Classroom (i.e., Teaching) | 0 | 2 | 6 | 13 | 18 | | 39 | 4.21 | |
| 19 | Professional Competence of Faculty | 1 | 1 | 4 | 16 | 17 | | 39 | 4.21 | |
| 20 | Accessibility/ Availability of the Faculty | 0 | 0 | 10 | 14 | 16 | | 40 | 4.15 | |
| 21 | Academic Advisement Provided by Faculty | 5 | 2 | 8 | 12 | 13 | | 40 | 3.65 | |
|  | **Mean** |  |  |  |  |  | |  | **4.13** | |

**Summary**

* The ratings on program attributes ranged from a low of 3.17 (Timely and Meaningful Feedback on Student Work by Faculty) to a high of 4.50 (On-Campus Individual Supervision).
* The overall mean rating of program attributes was 4.13 (5.0 possible).

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

**Summary:**

**In summary, the data indicated the following as major strengths:**

* Faculty have strong knowledge, experience, empathy, and professional reputations.
* Professors are caring, accessible, and genuinely invested in students’ success and development.
* Teaching quality is effective, engaging, and focused on both content mastery and personal growth.
* Techniques and group counseling courses were very impactful.
* In-person instruction fosters connection, collaboration, and deeper learning.
* Multicultural competencies, social justice, advocacy, and diversity are key strengths of the curriculum.
* Supervision (both on-site and university-based) is supportive and instructive.
* The program creates a strong sense of community among students and staff.
* Faculty flexibility and understanding help students navigate personal and academic challenges.
* The curriculum is comprehensive, covering core counseling topics like ethics, addictions, crisis counseling, and counseling theories.
* Students value being challenged academically while being supported through that challenge.
* Faculty backgrounds are diverse, offering students exposure to a variety of approaches and perspectives.
* The structure of courses moves from theory to practice effectively.
* Techniques courses prepare students well for real-world clinical application.
* Faculty encourage self-care, personal growth, and ethical development as counselors.
* Open and supportive environment for students of all ages and backgrounds.
* Networking opportunities through guest speakers and professor connections are appreciated.
* Classes are scheduled in ways that support students who work full-time.
* Accreditation adds to the program’s credibility and appeal.
* Feedback is provided regularly, and instructors are open to student input.
* Students report feeling “seen,” supported, and encouraged to grow personally and professionally.
* Opportunities to practice clinical skills are built into coursework and emphasized throughout.
* Online professors who engage meaningfully and offer constructive feedback stand out positively.
* Faculty encourage students to become more open-minded, ethical, and effective counselors.
* Program prepares students well for fieldwork through access to quality practicum/internship sites.
* Many students cited a broad and applicable range of topics covered in the program.
* Community within cohorts is strong, providing peer support and collaboration.

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

**Summary:**

**In summary, the data indicated the following were listed for improvement:**

* Improve consistency and continuity between techniques, practicum, and internship courses.
* Increase and strengthen organization across the program — reduce disorganization regarding admission into practicum.
* Provide earlier guidance and communication about securing practicum and internship sites.
* Enhance program communication overall; avoid last-minute updates and inconsistent messaging.
* Ensure all faculty are aligned in expectations to avoid conflicting information.
* Increase course depth as respondents cited the courses were not as thorough as needed.
* Offer more applied, hands-on learning and real-world scenario-based teaching.
* Begin techniques course earlier in the curriculum to better prepare for clinical work.
* Revaluate and expand course content on child/adolescent counseling and psychopharmacology.
* Improve instruction quality in online courses; reduce overuse of videos and textbook-only lectures.
* Increase faculty engagement in online classes; reduce reliance on research assistant for primary instruction.
* Ensure professors are clinically current, actively practicing, and up-to-date with counseling practices.
* Employ more full-time faculty to improve instructional consistency and mentorship.
* Provide additional required courses (e.g., Human Sexuality, more Group Counseling).
* Expand instruction and support for expressive arts therapy.
* Increase time and training in counseling suites for practical skill development.
* Reevaluate summer course pacing for key topics like crisis, family, and career counseling.
* Improve clarity and accessibility around advisor assignments and program contacts.
* Offer clearer program layout and expectations from the beginning.
* Restructure or condense the program to reduce time-to-completion where feasible.
* Reassess how the program handles students who may not be fit for the profession.
* Promote more respectful and engaged teaching from all faculty; address unprofessional or dismissive behavior.
* Address burnout concerns by revisiting course load, structure, and instructional approach.
* Avoid excessive coursework during internship, especially for students balancing full-time jobs.
* Use course evaluations meaningfully — respond to student concerns and feedback.
* Reevaluate the use of adjunct instructors; ensure quality and engagement across all faculty.
* Provide more in-person courses, especially in fall and spring terms.
* Improve the culture of faculty-student respect and responsiveness.
* Enhance the program’s professional reputation and visibility through collaboration and outreach.
* Allow greater flexibility in practicum/internship placements beyond geographic limits.
* Improve overall administrative communication and transparency around program requirements.
* Foster a more supportive and student-centered culture among all faculty and staff.

**Survey Results from Master’s Graduates**

**Fall 2021 – Summer 2024**

|  |  |
| --- | --- |
| **Number (N)** | **Age** |
| 1 | 23 |
| 2 | 25 |
| 2 | 26 |
| 2 | 27 |
| 2 | 28 |
| 1 | 29 |
| 2 | 30 |
| 2 | 31 |
| 1 | 32 |
| 1 | 33 |
| 1 | 34 |
| 2 | 36 |
| 1 | 42 |
| 1 | 43 |
| 1 | 49 |
| 2 | 52 |
| 1 | 53 |
| 1 | 60 |
| 1 | 63 |
| **Mean** | **36** |

Forty-eight (48) Graduates responded to the survey.

The age of the graduates ranged from 23 to 63 years with a mean age of 36 years.

|  |  |  |
| --- | --- | --- |
| **Gender** | **Number (N)** | **Percentage** |
| Male | 3 | 11% |
| Female | 25 | 89% |
| Non-binary/third gender | 0 | 0% |
| Prefer not to say | 0 | 0% |

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Number (N)** | **Percentage** |
| African American | 2 | 7% |
| Asian American | 0 | 0% |
| Caucasian | 20 | 71% |
| Hispanic | 5I | 18% |
| Native American | 0 | 0% |
| Other | 1 | 4% |

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

|  |  |  |
| --- | --- | --- |
| **Degree(s)** | **Number (N)** | **Percentage** |
| Clinical Mental Health Counseling | 21 | 81% |
| School Counseling | 5 | 19% |

**During which month did you graduate?**

|  |  |  |
| --- | --- | --- |
| **Month** | **Number (N)** | **Percentage** |
| December | 6 | 22% |
| May | 19 | 70% |
| August | 2 | 7% |

**What year did you graduate?**

|  |  |  |
| --- | --- | --- |
| **Graduate Year** | **Number (N)** | **Percentage** |
| 2023 | 2 | 56% |
| 2022 | 2 | 13% |
| 2021 | 5 | 31% |
| 2020 | 0 | 0% |
| 2019 | 0 | 0% |
| 2018 | 0 | 0% |
| 2017 | 0 | 0% |
| 2016 | 0 | 0% |
| 2015 | 0 | 0% |
| 2014 | 0 | 0% |

**Current Job Title**

|  |  |  |
| --- | --- | --- |
| **Category** | **Job Title** | **Number (N)** |
| **Counselor** | Mental Health Counselor | 9 |
|  | LPC-Associate | 7 |
|  | School Counselor | 3 |
| **Teacher** | Teacher | 3 |
| **Leadership** | Director | 2 |
|  | Assistant Principal | 1 |
|  | Group Facilitator | 1 |
| **Other** | Technician | 1 |

**Summary**

* The largest number of respondents are mental health counselors who are working in the counseling profession.
* The second largest number of respondents are LPC-Associates who are working to complete their LPC.

**Agency/Institution Name**

|  |  |
| --- | --- |
| **Agency/Institution Name** | **Number (N)** |
| Bexar County Krier Juvenile Correctional | 1 |
| Desplechin Children’s Center | 1 |
| Family Counseling Services | 1 |
| Family Support Services of Amarillo | 1 |
| North Texas Behavioral Health Authority | 1 |
| Phoenix Moon Healing | 1 |
| Princeton ISD | 1 |
| Private Practice | 3 |
| Private practice/Charlie Health | 1 |
| PSY - Psychotherapy Services and Yokefellow | 1 |
| Shiloh Counseling Services | 1 |
| Smyer ISD | 1 |
| South Plains College | 1 |
| Texas Juvenile Justice Department | 1 |
| Texas Tech University | 2 |
| Texas Tech University Health Science Center | 2 |
| Texas Tech University Health Sciences Center: Dept of Psychiatry and Private Practice | 1 |
| Wylie ISD | 3 |

**Primary Clientele**

|  |  |  |
| --- | --- | --- |
| **Category** | **Subcategory** | **Number (N)** |
| **Age Categories** | Children | 5 |
|  | Adolescents | 6 |
|  | Young Adults | 2 |
|  | Adults | 5 |
| **Counseling Type** | Individual Counseling | 4 |
|  | Family Counseling | 3 |
|  | Couples Counseling | 2 |
|  | Group Counseling | 2 |
|  | School Counseling | 3 |
| **Areas of Counseling** | Addiction | 2 |
|  | Trauma | 4 |
|  | Mental Health Disorders | 2 |
|  | Sexual Assault | 1 |
|  | Neurodivergence | 1 |
|  | Juvenile Justice | 2 |

**Primary Job Functions**

|  |  |
| --- | --- |
| **Category** | **Number (N)** |
| Counseling and Therapy | 19 |
| Education and Teaching | 3 |
| Other | 1 |

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

Salaries ranged from $15,000.00 to $73,000.00 with a mean of $47,809.09

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

Salaries ranged from $15,000.00 to $90,000.00 with a mean of $54,643.48

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

|  |  |  |
| --- | --- | --- |
| **Certifications/Licensures** | **Number (N)** | **Percentage** |
| Certified School Counselor | 6 | 26% |
| LPC | 1 | 4% |
| LPC-Associate | 16 | 70% |
| LPC-Supervisor | 1 | 4% |
| LPCC | 1 | 4% |
| NCC | 2 | 9% |
| LMFT/LMFT-A | 0 | 0% |
| LCDC | 0 | 0% |
| Other | 2 | 9% |

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

**Very Very Total**

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

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

1 School Counseling (ASCA Model) 0 0 3 1 4 28 4.13

2 Family Counseling 0 2 10 10 5 28 3.67

3 Dysfunctional Behavior 0 3 10 8 6 28 3.63

4 Techniques of Counseling 0 0 1 9 18 28 4.61

5 Addictions 0 1 14 10 2 28 3.48

6 Sexuality 1 1 13 6 4 28 3.44

7 Gender Identity 0 1 15 4 3 28 3.39

8 LGBTQIA+ Counseling 0 1 13 9 3 28 3.54

9 Supervision Received 1 2 4 9 11 28 4.00

10 Research/Statistics/Evaluation 0 3 10 12 2 28 3.48

11 Diagnosis 0 4 11 6 4 28 3.40

12 Clinical Mental Health Counseling 0 0 5 9 13 28 4.30

13 Child and Adolescent Counseling 0 4 7 9 4 28 3.54

14 Counseling Person with Special Needs 1 7 9 4 1 28 2.86

15 Ethical and Legal Matter 0 1 1 12 14 28 4.39

16 Advocacy 0 1 10 7 10 28 3.93

17 Treatment Planning/Case Management 1 2 10 10 4 28 3.52

18 Technology 1 3 6 11 6 28 3.67

19 Psychopharmacology 2 4 8 8 4 28 3.31

20 Couples/Marriage Counseling 2 2 11 8 3 28 3.31

21 Professional Credentialing 0 5 7 11 4 28 3.52

22 Professional Organizations 1 4 5 11 6 28 3.63

23 Group Counseling 0 0 6 8 14 28 4.29

24 Individual Counseling 0 1 0 10 17 28 4.54

25 Theories of Counseling 0 0 3 11 14 28 4.39

26 Career and Lifestyle Counseling 0 0 11 8 9 28 3.93

27 Multicultural Counseling 0 1 2 12 13 28 4.32

28 Human Growth and Development 0 1 3 13 11 28 4.21

29 Testing and Assessment 2 2 10 8 6 28 3.50

30 Crisis Counseling 0 0 9 9 10 28 4.04

**Mean 3.83**

**Summary**

* The ratings regarding knowledge from subject content ranged from a low of 2.86 (Counseling Persons with Special Needs) to a high of 4.61 (Techniques of Counseling).
* The overall mean rating for the knowledge area was 3.83 (5.0 possible).

*Master’s Program Graduates’ Skills Acquisition of Counseling Areas in the Program (Self-report) \_\_\_*

**Very Very Total**

**# Question Poor Poor Fair Good Good N/A Responses Mean**

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

1 School Counseling (ASCA Model) 0 1 1 2 6 17 27 4.30

2 Family Counseling 0 3 8 9 5 2 27 3.64

3 Dysfunctional Behavior 0 0 10 9 6 2 27 3.84

4 Techniques of Counseling 0 0 1 9 16 0 27 4.58

5 Addictions 0 1 11 7 5 3 27 3.67

6 Sexuality 1 1 9 8 3 5 27 3.50

7 Gender Identity 0 1 12 6 5 3 27 3.63

8 LGBTQIA+ Counseling 0 1 11 9 5 1 27 3.69

9 Supervision Received 1 1 4 7 13 1 27 4.15

10 Research/Statistics/Evaluation 1 0 12 9 5 0 27 3.63

11 Diagnosis 1 3 8 10 4 1 27 3.50

12 Clinical mental Health Counseling 0 0 1 13 12 0 27 4.42

13 Child and Adolescent Counseling 0 3 8 8 6 2 27 3.68

14 Counseling Person with Special Needs 1 4 9 6 4 3 27 3.33

15 Ethical and Legal Matter 0 0 0 12 15 0 27 4.56

16 Advocacy 0 0 6 10 11 0 27 4.19

17 Treatment Planning/Case Management 0 2 6 10 8 1 27 3.90

18 Technology 0 0 8 9 8 2 27 4.00

19 Psychopharmacology 1 4 7 10 2 3 27 3.33

20 Couples/Marriage Counseling 1 1 8 12 4 1 27 3.65

21 Professional Credentialing 0 3 4 13 7 0 27 3.89

22 Professional Organizations 0 2 4 13 8 0 27 4.00

23 Group Counseling 0 0 2 12 13 0 27 4.10

24 Individual Counseling 0 0 1 11 15 0 27 4.50

25 Theories of Counseling 0 0 4 12 11 0 27 4.26

26 Career and Lifestyle Counseling 0 2 6 10 8 1 27 3.90

27 Multicultural Counseling 0 0 1 7 5 11 27 4.30

28 Human Growth and Development 0 0 5 13 9 0 27 4.15

29 Testing and Assessment 1 2 6 14 4 0 27 3.67

30 Crisis Counseling 0 1 5 11 10 0 27 4.11

**Mean 3.94**

**Summary**

* The ratings regarding skill acquisition ranged from a low of 3.33 (Counseling Persons with Special Needs and Psychopharmacology) to a high of 4.58 (Techniques of Counseling).
* The overall mean rating of skills acquisition was 3.94 (5.0 possible).

*Master’s Program Graduates’ Program Attributes Personal Evaluation of the Master’s Program in Counseling (Self-report)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | **Mean** |
| 1 | The sequencing of courses | 0 | 1 | 3 | 10 | 11 | 27 | 4.24 |
| 2 | Offering an experience that set this program apart from others | 2 | 1 | 9 | 3 | 12 | 27 | 3.81 |
| 3 | In class role-played practice with feedback | 0 | 1 | 3 | 8 | 14 | 27 | 4.35 |
| 4 | Promoting a sense community among its students and graduates | 1 | 3 | 6 | 4 | 12 | 27 | 3.88 |
| 5 | Evaluation/assessment of student performance by faculty, e.g. use of rubric | 1 | 2 | 4 | 10 | 10 | 27 | 3.96 |
| 6 | Establishing viable opportunities for role-played practice | 0 | 2 | 2 | 9 | 13 | 27 | 4.27 |
| 7 | Timely and meaningful feedback on student work by faculty | 1 | 3 | 3 | 10 | 10 | 27 | 3.93 |
| 8 | Offering valuable opportunities for practicum and internship placement | 1 | 2 | 4 | 6 | 13 | 27 | 4.08 |
| 9 | Identification of course trademark outcomes | 0 | 1 | 6 | 10 | 10 | 27 | 4.07 |
| 10 | Having excellent mentors and role models among the faculty | 1 | 2 | 5 | 4 | 15 | 27 | 4.11 |
| 11 | Offering role-played opportunities as appropriate | 0 | 1 | 5 | 9 | 12 | 27 | 4.19 |
| 12 | Supervision received overall (TTU + Site) | 1 | 2 | 4 | 6 | 14 | 27 | 4.11 |
| 13 | Overall rating of the program | 2 | 0 | 6 | 5 | 14 | 27 | 4.07 |
| 14 | Identifying course trademark outcomes | 0 | 1 | 7 | 11 | 8 | 27 | 3.96 |
| 15 | Providing timely feedback about performance, e.g., use of rubrics | 3 | 0 | 6 | 10 | 8 | 27 | 3.74 |
| 16 | On-campus group supervision | 1 | 3 | 5 | 7 | 9 | 27 | 3.80 |
| 17 | Providing remediation when needed | 2 | 0 | 4 | 8 | 7 | 27 | 3.86 |
| 18 | Professional competence of faculty | 0 | 2 | 5 | 6 | 14 | 27 | 4.19 |
| 19 | Imparting skills, values, and expertise highly valued in the workplace | 0 | 1 | 6 | 8 | 12 | 27 | 4.15 |
| 20 | Academic advisement provided by faculty | 2 | 4 | 4 | 6 | 11 | 27 | 3.74 |

**Mean 4.03**

**Summary**

* The ratings on program attributes ranged from a low of 3.74 (Providing timely feedback about performance) to a high of 4.35 (In class role-played practice with feedback).
* The overall mean rating for program attributes was 4.03 (5.0 possible)

**What were the strengths of your counselor preparation program?**

|  |
| --- |
|  |

**Summary:**

**In summary, the data indicated the following strengths:**

* Professors were knowledgeable, supportive, and deeply invested in student success.
* Faculty were approachable, attentive, and available outside of class to provide extra help.
* Real-world experiences shared by instructors enriched learning and made coursework practical..
* Ethics, counseling skills, and techniques were practiced consistently and reinforced.
* Strong sense of community and support within student cohorts.
* Small class sizes allowed for more personal engagement and connection.
* Face-to-face practice in counseling suites helped develop hands-on skills.
* Frequent discussions and collaborative learning fostered connection and growth.
* Program emphasized cultural diversity and inclusion.
* Valuable coursework included exercises like note writing and transcript feedback.
* Guest speakers, especially in crisis counseling, enhanced learning experiences.
* On-campus supervision and case consultation provided meaningful support.
* A wide variety of internship sites contributed to students’ growth and experience.
* Flexible class schedules supported students managing work and life commitments.
* Students were encouraged to develop their own counseling styles within ethical frameworks.
* Program prepared students well for private practice with applicable training.
* The program was rigorous and challenging, helping students feel ready for the real world.
* Clear expectations and experiential learning helped bridge classroom knowledge and clinical practice.

**What were the weaknesses of your counselor preparation program?**

**Summary:**

**In summary, the data indicated the following weaknesses:**

* Poor organization and communication throughout the program were noted as a weakness.
* Leadership was described as ineffective and needing change.
* Limited and unsatisfactory practicum and internship opportunities, especially in remote areas, was noted.
* Supervision during practicum/internship was often too general due to large group settings at site.
* Inadequate preparation for licensure and post-graduation steps was listed.
* Lack of support and guidance on private practice establishment, including financial aspects like taxes was listed.
* Minimal exposure to specialized counseling areas such as trauma, forensic populations, and work with children/adolescents was listed.
* Courses like educational research and human development felt irrelevant to counseling.
* Outdated curriculum that didn’t address modern counseling practices or current modalities was noted.
* Diversity and trauma-informed care were not emphasized; some students had to teach each other.
* Online/asynchronous courses were unengaging and lacked feedback, especially disappointing for those expecting in-person classes.
* Faculty bias and lack of professional gatekeeping noted by some students.
* Students felt their voices and experiences were often ignored.
* Some felt that time was wasted on non-essential activities instead of meaningful learning.
* Delays in grading and inconsistent feedback were common.
* The program did not seem effective in preparing students for real-world counseling or private practice.
* Requests for more hands-on experiences and specialization options such as play therapy or art therapy were listed.
* Some students did not report any major complaints and were satisfied with their experiences.

|  |  |  |
| --- | --- | --- |
| **Interested in the PhD Program** | **Number (N)** | **Percentage** |
| Yes – Please contact me | 3 | 11% |
| Maybe | 13 | 46% |
| Not yet | 12 | 43% |

**Current PhD Students**

**Demographic and Enrollment of Current Doctoral Students Summer 2024:**

The following data provide the demographic information for students enrolled in the PhD program in Summer 2024:

*PhD Students Demographics*

|  |  |  |  |
| --- | --- | --- | --- |
| Ethnicity | Male | Female | Other |
| American Indian/Native Alaskan | 0 | 1 | 0 |
| Asian | 2 | 3 | 0 |
| Black | 2 | 5 | 0 |
| Hawaiian Native/Pacific Islander | 0 | 0 | 0 |
| Hispanic | 2 | 8 | 0 |
| Two or more | 0 | 0 | 0 |
| Unknown/Other | 0 | 0 | 0 |
| White | 11 | 21 | 0 |
| International Student | 0 | 0 | 0 |
|  |  |  |  |

Admission information for Fall 2021 through Fall 2024 is listed below. This information includes the total number of applications submitted, the number reviewed, and admission decisions for the reviewed applications. Also included are student decisions regarding acceptance to the program.

*PhD Admissions*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Applications | | | | Accepted Applications | | | |
| Total # of App. | # of Apps. Reviewed | # of Apps. Admitted | # of Apps. Denied | Admission Accepted | Admission Declined | No Response | Withdrew Later |
| 2021 | 29 | 19 | 18 | 1 | 11 | 4 | 2 | 4 |
| 2022 | 41 | 18 | 14 | 4 | 11 | 3 | 0 | 2 |
| 2023 | 33 | 21 | 12 | 9 | 5 | 6 | 1 | 4 |
| 2024 | 35 | 9 | 8 | 1 | 8 | 0 | 1 | 2 |

**Qualifying Examination**

The Qualifying Examination is administered at the end of the students’ coursework to determine their preparation to be admitted to candidacy and continue to complete the dissertation process. The following information provides the mean scores for students completing the Qualifying Examination between Fall 2021 and Summer 2024.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirements** | **2021**  **N=7** | **2022**  **N=12** | **2023**  **N=11** | **2024**  **N=9** |
|  |  |  |  |  |
| **Portfolio** (Including service, research, teaching, logs) | 5.000 | 5.000 | 5.000 | 4.944 |
| **Presentation (Class) Sample** | 5.000 | 5.000 | 5.000 | 4.944 |
| **Teaching Skills Sample** | 5.000 | 4.875 | 4.818 | 4.389 |
| **Service Sample** | 4.214 | 4.375 | 4.272 | 4.278 |
| **Scholarship Sample -- Presentation** | 4.357 | 4.167 | 3.636 | 4.556 |
| **Scholarship Sample -- Publication** | 2.857 | 3.292 | 2.813 | 2.167 |
| **Vita** | 5.000 | 4.333 | 4.818 | 4.833 |
| **Dissertation/Research Topic – Rationale/ Research (Chapter 1)** | 3.643 | 3.958 | 4.864 | 4.722 |
| **Dissertation/Research Topic – Literature Review (Chapter 2)** | 3.000 | n/a | n/a | n/a |
| **Dissertation/Research Topic – Methodology Overview (Chapter 3)** | 2.929 | n/a | n/a | n/a |
| **Oral Examination by Faculty** | 4.929 | 4.917 | 5.000 | 4.889 |
| **PowerPoint and/or Handouts** | 5.000 | 5.000 | 5.000 | 4.889 |
|  |  |  |  |  |
| **TOTALS** | 50.929 | 44.917 | 45.227 | 44.611 |
|  |  |  |  |  |
| **Means** | 4.244 | 4.492 | 4.523 | 4.461 |
|  |  |  |  |  |

**Graduation**

The following table contains information regarding the number of students who completed their dissertations and graduated from the PhD program between Fall 2021 and Summer 2024.

*Graduation (PhD’s)*

|  |  |
| --- | --- |
| Semester Graduated | #  Graduated |
| Fall 2021 | 3 |
| Spring 2022 | 3 |
| Fall 2022 | 3 |
| Spring 2023 | 2 |
| Summer 2023 | 3 |
| Fall 2023 | 7 |
| Spring 2024 | 5 |
| Summer 2024 | 1 |
| TOTAL | 27 |

**Survey Results from Current Doctoral Students**

**Fall 2021 – Summer 2024**

|  |  |
| --- | --- |
| **Number (N)** | **Age** |
| 27 | 1 |
| 28 | 4 |
| 29 | 2 |
| 30 | 2 |
| 31 | 1 |
| 32 | 2 |
| 33 | 3 |
| 34 | 2 |
| 36 | 1 |
| 37 | 1 |
| 38 | 2 |
| 39 | 1 |
| 41 | 2 |
| 44 | 1 |
| 47 | 2 |
| 48 | 2 |
| 49 | 1 |
| 50 | 1 |
| 52 | 2 |
| 53 | 2 |
| 54 | 3 |
| 56 | 1 |
| 60 | 1 |
| **Mean** | **40** |

Forty-five (45) currently enrolled doctoral students responded to the survey.

The age of the currently enrolled doctoral students ranged from 27 to 60 years with a mean age of 40 years.

|  |  |  |
| --- | --- | --- |
| **Gender** | **Number (N)** | **Percentage** |
| Male | 10 | 24% |
| Female | 30 | 71% |
| Prefer not to say | 2 | 5% |

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Number (N)** | **Percentage** |
| African American | 5 | 12% |
| Asian American | 4 | 10% |
| Caucasian | 25 | 60% |
| Hispanic | 7 | 17% |
| Other | 1 | 2% |

**Please indicate where you are in your doctoral program.**

|  |  |  |
| --- | --- | --- |
| **Year in the Doctoral Program** | **Number (N)** | **Percentage** |
| Taking Doctoral Coursework | 6 | 14% |
| Completed Doctoral Coursework | 3 | 7% |
| Taken Qualifying Exam | 3 | 7% |
| Writing Proposal/Proposed | 22 | 52% |
| Collecting Data/Completing Dissertation | 5 | 12% |
| Ready to Defend/Defended Dissertation | 3 | 7% |

**If you graduated with a master’s degree from TTU, from what program did you graduate?**

|  |  |  |
| --- | --- | --- |
| **Master’s Program Graduated** | **Number (N)** | **Percentage** |
| Clinical Mental Health Counseling | 5 | 15% |
| School Counseling | 3 | 9% |
| Other TTU Program | 3 | 9% |
| My master’s degree is from another University | 23 | 68% |

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

|  |  |  |
| --- | --- | --- |
| **Year Entered the Doctoral Program** | **Number (N)** | **Percentage** |
| 2023 | 9 | 23% |
| 2022 | 7 | 18% |
| 2021 | 6 | 15% |
| 2020 | 4 | 10% |
| 2019 | 5 | 13% |
| 2018 | 1 | 3% |
| 2017 | 4 | 10% |
| 2016 | 3 | 8% |

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

**Semester of Enrollment**

|  |  |  |
| --- | --- | --- |
| **Semester** | **Number (N)** | **Percentage** |
| Fall | 37 | 88% |
| Spring | 2 | 5% |
| Summer | 3 | 7% |

**Are you an international student?**

|  |  |  |
| --- | --- | --- |
| **International Student** | **Number (N)** | **Percentage** |
| Yes | 2 | 5% |
| No | 42 | 95% |

**Please briefly summarize why you decided to enroll in the Counselor Education PhD program at Texas Tech University.**

**Summary:**

**In summary, the respondents indicated the following reasons for enrolling in the PhD program:**

* Program offers a flexible hybrid format, ideal for full-time working professionals.
* Reputation and credibility of the program and faculty were key factors.
* CACREP accreditation ensured quality and professional recognition.
* Opportunity to teach at the collegiate level or pursue academic careers.
* Faculty are experienced, highly qualified.
* Interest in working with specific professors known for leadership, advocacy, and national recognition.
* The program’s structure and weekend model made it manageable for those maintaining full-time jobs or private practice.
* Texas Tech’s status as a Tier 1 research university and history of academic rigor.
* Location and commuting accessibility made the program logistically more feasible.
* Small cohort size and close interaction with faculty.
* Program was recommended by past graduates, former professors, and professional colleagues.
* Opportunity to develop a strong counselor identity and advance into roles such as LPC-supervisor or counselor educator.
* Existence of funding opportunities and affordability.
* Desire to engage in research, particularly in areas like ethics, multiculturalism, advocacy, and counselor supervision.
* Curriculum aligned well with students’ professional goals and licensure needs.
* Positive experiences with TTU as undergraduates or master’s students.
* Program allows for continued employment while completing the degree.
* Academic rigor, internship, mentorship, and academic expertise available for long-term career advancement.
* Preparation for student leadership in counseling, counselor education, and supervision areas.

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

|  |  |  |
| --- | --- | --- |
| **Professional Organization** | **Number (N)** | **Percentage** |
| Yes | 41 | 93% |
| No | 3 | 7% |

**If so, which one(s)?**

|  |  |
| --- | --- |
| **Professional Organization** | **Number (N)** |
| American Association of Colleges for Teacher Education | 2 |
| American Counseling Association | 35 |
| American Mental Health Counselors Association (AMHCA) | 1 |
| American Psychological Association (APA) | 1 |
| American School Counselor Association (ASCA) | 2 |
| Association for Adult Development and Aging (AADA) | 1 |
| Association for Child and Adolescent Counseling (ACAC) | 1 |
| Association for Counselor Education and Supervision (ACES) | 11 |
| Association for Play Therapy | 2 |
| Capital of Texas Counseling Association Chapter (CTCA) | 2 |
| Chi Sigma Iota | 7 |
| Christian Counselors of Texas (CCTX) | 2 |
| Counselors for Social Justice (CSJ) | 1 |
| Iowa Mental Health Counseling Association (IMHCA) | 1 |
| Lone Star State School Counselor Association | 2 |
| Military and Government Counseling Association (MGCA) | 3 |
| National Career Development Association | 3 |
| Northern Metro Counseling Association (NMCA) | 1 |
| Permian Basin Counseling Association | 4 |
| Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE) | 1 |
| Southern Association for Counselor Education and Supervision (SACES) | 6 |
| Texas Association for Adult Development & Aging (TAADA) | 5 |
| Texas Association for Counselor Education & Supervision (TACES) | 16 |
| Texas Association for Humanistic Education and Development | 2 |
| Texas Association for Multicultural Counseling & Development (Texas AMCD) | 2 |
| Texas College Counseling Association (TCCA) | 1 |
| Texas Counseling Association (TCA) | 38 |
| Texas Counselors for Social Justice (TCSJ) | 1 |
| Texas Counselors for Social Justice (TxCSJ) | 2 |
| Texas Mental Health Counseling Association (TMHCA) | 6 |
| Texas School Counselor Association (TSCA) | 1 |
| Texas Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (TxSAIGE) | 3 |
| Three Rivers Counseling Association (TRCA) | 1 |
| West Texas Counseling Association (WTCA) | 4 |

**What professional certifications and/or licensures do you currently have?**

|  |  |
| --- | --- |
| **Professional Certifications/Licensures** | **Number (N)** |
| ASCA School Counseling Certification | 2 |
| Certified Anger Management Treatment Professional AMTP | 1 |
| Certified Clinical Trauma Professional CCTP | 2 |
| Certified Clinical Trauma Professional CCTP-II | 2 |
| Certified Clinical Trauma Professional Evergreen | 1 |
| Certified Clinical Trauma Professional Legal and Ethics Specialist | 1 |
| Certified Clinical Trauma Provider (CCTP) | 1 |
| Certified Employee Assistance Professional (CEAP) | 1 |
| Certified Rehabilitation Counselor (CRC) | 1 |
| Certified School Counselor | 4 |
| E-therapy Certified | 1 |
| EMDR Certified | 2 |
| Graduate Certificate in Mixed Methods Research (MMR) | 1 |
| Higher Education Teaching Certificate (HETC) | 1 |
| LCDC | 1 |
| LCDC-I | 1 |
| Legal and Ethics Specialist | 1 |
| Licensed Professional Counselor (LPC) | 22 |
| Licensed Professional Counselor- Supervisor | 13 |
| LMHC in the state of New Mexico | 1 |
| Medication Management | 1 |
| National Certified Counselor (NCC) | 10 |
| Professional School Counselor | 1 |
| Special Education K-12: Emphasis on Deaf/Hard of Hearing | 1 |
| Teacher Certification | 1 |
| Texas Educator Certificate in English Language Arts and Reading (Grades 7-12) | 1 |
| Texas Educator Certificate in School Counseling (Early Childhood-Grade 12) | 1 |
| None | 1 |
| N/A | 1 |

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

|  |  |  |
| --- | --- | --- |
| **Presented at Conference** | **Number (N)** | **Percentage** |
| Yes | 40 | 91% |
| No | 4 | 4 |

**Number of presentations at a local, state, or international conference?**

|  |  |
| --- | --- |
| **Presentations at Conference** | **Number (N)** |
| N/A | 4 |
| 0 | 2 |
| 1 | 5 |
| 2 | 4 |
| 3 | 6 |
| 4 | 6 |
| 5 | 6 |
| 6 | 2 |
| 7 | 1 |
| 8 | 1 |
| 10 | 2 |
| 13 | 1 |
| 17 | 1 |
| 19 | 1 |
| 20 | 1 |
| 23 | 1 |

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

|  |  |  |
| --- | --- | --- |
| **Submitted A Manuscript for Publication** | **Number (N)** | **Percentage** |
| Yes | 21 | 48 |
| No | 23 | 52% |

**Number of publications?**

|  |  |
| --- | --- |
| **Publications** | **Number (N)** |
| N/A | 12 |
| 0 | 15 |
| 1 | 10 |
| 2 | 6 |
| 3 | 1 |
| 7 | 1 |

**Job Title:**

|  |  |
| --- | --- |
| **Job Title** | **Number (N)** |
| Academic Department Chair | 1 |
| Adjunct Professor | 1 |
| Assistant Clerkship Director | 1 |
| Assistant Professor | 3 |
| Assistant Professor (Tenure Track) | 1 |
| Associate Director | 2 |
| Associate Professor | 1 |
| Associate Professor of Counselor Education | 1 |
| Behavioral Sciences | 1 |
| Clinical and Social Services Director | 1 |
| College and Career Specialist | 1 |
| Counselor | 3 |
| Crisis Counselor | 1 |
| Director of Mental Health Services | 1 |
| Director of Student-Athlete Mental Health and Performance | 1 |
| District School Counselor | 1 |
| Education Director | 1 |
| Employee Assistance Program (EAP) | 4 |
| Graduate Assistant | 1 |
| Health Coach | 1 |
| Instructor at LCU | 1 |
| Lead 9th Grade School Counselor | 1 |
| Licensed Mental Health Counselor | 1 |
| Licensed Professional Counselor | 4 |
| Licensed Professional Counselor-Supervisor | 2 |
| Practicing Clinician | 1 |
| Practicum Director | 1 |
| Professional School Counselor | 1 |
| Program Coordinator | 2 |
| Program Facilitator | 2 |
| Psychological Health Outreach Team Member | 1 |
| Research Assistant | 3 |
| SAS | 1 |
| Staff Counselor | 1 |
| Therapist | 2 |
| Therapist in a private practice setting | 1 |
| Trauma Therapist | 1 |
| Utilization Review Clinician-Retrospective | 1 |
| Visiting Assistant Lecturer | 2 |

**Agency/Institution Name**

|  |  |
| --- | --- |
| **Agency/Institution Name** | **Number (N)** |
| Canyon ISD | 1 |
| Centene Cooperation- Health Net | 1 |
| Cross Timbers Family Services | 2 |
| Eastern Kentucky University | 1 |
| Ector County ISD (school district) | 1 |
| Eddins Counseling Group | 1 |
| KatyISD | 1 |
| Mind Works Counseling | 1 |
| Monarch Counseling | 1 |
| N/A | 1 |
| Nelson University | 1 |
| New Mexico Crisis Counseling | 1 |
| Noom, Inc. | 1 |
| Optum | 1 |
| Out Youth | 1 |
| Private practice | 1 |
| Seasons of Change, Inc. | 2 |
| Self employed | 1 |
| Sheldon ISD- 9th Grade Campus | 1 |
| Shelley Lee Counseling | 1 |
| Southwestern A/G University | 1 |
| Spring Branch ISD | 1 |
| St. Edward's University | 1 |
| Texas A&M University Central Texas | 2 |
| Texas Civil Commitment Center | 1 |
| Texas Counseling Association | 1 |
| Texas Tech University | 3 |
| Texas Tech University Health Science Center- Department of Psychiatry | 1 |
| Texas Tech University Health Sciences Center | 1 |
| Texas Tech University, College of Education | 2 |
| Texas Tech University, University Career Center | 1 |
| The University of Texas Permian Basin | 2 |
| Thriveworks | 3 |
| United States Navy Bureau of Medicine (Contract) | 1 |
| UnitedHealth | 2 |
| University Medical Center | 1 |
| UTPB | 1 |
| Nelson University | 1 |

**Agency/Institution City/State Location**

|  |  |
| --- | --- |
| **Agency/Institution City/State Location** | **Number (N)** |
| Arlington, Texas | 2 |
| Austin Texas | 3 |
| Canyon, Texas | 1 |
| Central Texas | 1 |
| College of Education, Lubbock, Texas | 2 |
| Fort Worth, Texas | 1 |
| Georgetown, Texas | 1 |
| Houston, Texas | 2 |
| Katy, Texas | 1 |
| Killeen, Texas | 1 |
| Littlefield, Texas | 1 |
| Lubbock, Texas | 8 |
| Midland, Texas | 1 |
| New York, New York | 1 |
| Odessa, Texas | 4 |
| Remote, Texas | 1 |
| Richmond, Kentucky | 1 |
| Rio Rancho, New Mexico | 1 |
| Stephenville, Texas | 2 |
| Texas | 1 |
| US Wide | 1 |
| Waco, Texas | 1 |
| Waxahachie, Texas | 2 |
| Weatherford, Texas | 1 |

**Primary Clientele**

|  |  |  |
| --- | --- | --- |
| **Group** | **Primary Clientele** | **Number (N)** |
| Age Categories | Children | 3 |
|  | Adolescents | 6 |
|  | Young Adults | 6 |
|  | Adults | 8 |
| Counseling Type | Mental Health Counseling | 10 |
|  | Career Counseling | 3 |
|  | School Counseling | 3 |
|  | Marriage and Family Counseling | 3 |
|  | Substance Abuse Counseling | 4 |
|  | Rehabilitation Counseling | 2 |
|  | Grief Counseling | 3 |
|  | Child and Adolescent Counseling | 3 |
|  | Group Counseling | 1 |
|  | Crisis Counseling | 3 |
|  | Athletic Counseling | 1 |
| Areas of Counseling | General Mental Health Counseling | 7 |
|  | Specialized Populations | 7 |
|  | Professional Supervision and Licensing | 2 |
|  | School and Student Counseling | 7 |
|  | Others | 4 |

**Primary Job Functions:**

|  |  |
| --- | --- |
| **Primary Job Function** | **Number (N)** |
| Counseling | 8 |
| Mental Health Counseling | 1 |
| Mental Health Services | 1 |
| Mental Performance | 1 |
| Therapy | 1 |
| Teaching | 5 |
| Continuing Education Management | 1 |
| Trauma Therapy | 1 |
| Short-term Counseling | 1 |
| Medical Reviews | 1 |
| Health Coaching | 1 |
| Social Emotional Learning | 1 |
| PTSD Treatment | 1 |
| Employee Counseling | 1 |
| Behavioral Health Screening and Coordination | 1 |
| Direct Client Care | 1 |
| Supervision | 2 |
| School-based Counseling | 1 |
| Career Counseling | 1 |
| Administrative Roles | 1 |
| Counseling Management and Program Coordination | 1 |
| Counseling Clinic Management | 1 |
| Teaching Master’s Level Counseling | 1 |
| Social Emotional Learning Coordination | 1 |
| Data Entry and Analysis | 1 |
| Post-Secondary Counseling | 1 |
| Comprehensive School Counseling Program | 1 |
| Crisis Counseling | 1 |
| CACREP Accreditation and Program Evaluation | 1 |

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

|  |  |  |
| --- | --- | --- |
| **Service Type** | **Number (N)** | **Description** |
| No additional services | 12 | No additional professional services outside primary employment. |
| Private Practice | 12 | Includes general counseling, marriage counseling, sex therapy, trauma therapy, supervision to LPC-Associates, telehealth sessions. |
| Adjunct Teaching | 3 | Adjunct professors teaching counseling or human development courses. |
| Consulting | 2 | Consulting with universities or local agencies, focusing on autism, trauma, and mental health. |
| Other Services | 2 | Includes community outreach, subject matter expert work for organizations like NBCC. |

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | | | **Mean** |
| 1 | School Counseling (ASCA Model) | 2 | 2 | 11 | 6 | 6 | | 41 | 4.32 | |
| 2 | Family Counseling | 0 | 0 | 6 | 12 | 17 | | 41 | 4.56 | |
| 3 | Dysfunctional Behavior | 0 | 1 | 3 | 16 | 14 | | 40 | 4.53 | |
| 4 | Consultation | 0 | 0 | 3 | 10 | 28 | | 41 | 4.61 | |
| 5 | Techniques of Counseling | 1 | 0 | 2 | 12 | 25 | | 41 | 4.54 | |
| 6 | Addictions | 1 | 0 | 2 | 14 | 16 | | 40 | 4.63 | |
| 7 | Supervision Given | 0 | 0 | 2 | 5 | 33 | | 41 | 4.8 | |
| 8 | Supervision Received | 0 | 0 | 0 | 7 | 34 | | 41 | 4.83 | |
| 9 | Research Methods/ Statistics | 0 | 2 | 6 | 10 | 22 | | 41 | 4.34 | |
| 10 | Diagnosis | 0 | 2 | 4 | 15 | 15 | | 41 | 4.41 | |
| 11 | Child and Adolescent Counseling | 0 | 3 | 5 | 12 | 15 | | 41 | 4.39 | |
| 12 | Clinical Mental Health Counseling | 0 | 0 | 1 | 6 | 34 | | 41 | 4.8 | |
| 13 | Counseling Persons with Special Needs | 0 | 2 | 9 | 14 | 9 | | 41 | 4.24 | |
| 14 | Ethical and Legal Matters | 0 | 0 | 0 | 6 | 35 | | 41 | 4.85 | |
| 15 | Sexuality | 0 | 1 | 6 | 15 | 13 | | 41 | 4.41 | |
| 16 | Gender Identity | 0 | 2 | 6 | 14 | 14 | | 41 | 4.34 | |
| 17 | LGBTQIA+ Counseling | 0 | 1 | 7 | 13 | 15 | | 41 | 4.39 | |
| 18 | Social Justice Advocacy | 0 | 0 | 1 | 12 | 28 | | 41 | 4.66 | |
| 19 | Treatment Planning/ Case Management | 0 | 0 | 4 | 13 | 21 | | 41 | 4.56 | |
| 20 | Technology | 0 | 1 | 9 | 10 | 16 | | 40 | 4.33 | |
| 21 | Psychopharmacology | 0 | 3 | 12 | 9 | 9 | | 41 | 4.17 | |
| 22 | Couples/ Marriage Counseling | 0 | 1 | 6 | 11 | 16 | | 41 | 4.54 | |
| 23 | Group Counseling | 0 | 0 | 0 | 10 | 30 | | 40 | 4.75 | |
| 24 | Professional Credentialing | 0 | 0 | 4 | 9 | 26 | | 41 | 4.63 | |
| 25 | Professional Organizations | 0 | 0 | 1 | 11 | 29 | | 41 | 4.68 | |
| 26 | Individual Counseling | 0 | 0 | 3 | 10 | 26 | | 41 | 4.66 | |
| 27 | Teaching/Pedagogy | 1 | 2 | 4 | 18 | 16 | | 41 | 4.12 | |
| 28 | Professional Writing | 0 | 1 | 4 | 7 | 29 | | 41 | 4.56 | |
| 29 | Methods to Evaluate Counseling Effectiveness | 0 | 1 | 6 | 10 | 22 | | 41 | 4.44 | |
| 30 | Supervision Theory/Application | 0 | 0 | 3 | 7 | 31 | | 41 | 4.68 | |
| 31 | Program Evaluation | 0 | 2 | 5 | 13 | 21 | | 41 | 4.29 | |
| 32 | Leadership for Advocacy/ Professional Organizations | 0 | 0 | 4 | 9 | 28 | | 41 | 4.59 | |
| 33 | Practicum | 0 | 0 | 1 | 8 | 32 | | 41 | 4.76 | |
| 34 | Theories of Counseling | 1 | 0 | 1 | 16 | 23 | | 41 | 4.46 | |
| 35 | Internship | 0 | 0 | 1 | 7 | 33 | | 41 | 4.78 | |
| 36 | Professionalism/ Professional Identity | 0 | 0 | 1 | 7 | 33 | | 41 | 4.78 | |
| 37 | Opportunities to Collaborate with Professors/Classmates | 0 | 0 | 1 | 9 | 31 | | 41 | 4.73 | |
| 38 | Scholarship/Grant Writing/ Publications | 2 | 4 | 5 | 15 | 13 | | 41 | 3.95 | |
| 39 | Career and Lifestyle Counseling | 1 | 0 | 6 | 19 | 15 | | 41 | 4.15 | |
| 40 | Multicultural Counseling | 0 | 0 | 0 | 12 | 29 | | 41 | 4.71 | |
| 41 | Human Growth and Development | 0 | 0 | 5 | 12 | 21 | | 41 | 4.54 | |
| 42 | Testing and Assessment | 0 | 1 | 11 | 12 | 12 | | 41 | 4.22 | |
| 43 | Crisis Counseling | 0 | 2 | 5 | 10 | 20 | | 41 | 4.46 | |
|  | **Mean** |  |  |  |  |  | |  | **4.52** | |

**Summary**

* The ratings regarding knowledge ranged from a low of 3.95 (Scholarship/Grant Writing/ Publications) to a high of 4.85 (Ethical and Legal Matters).
* The overall mean rating of all knowledge areas was 4.52 (5.0 possible).

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | | | **Mean** |
| 1 | School Counseling (ASCA Model) | 1 | 2 | 7 | 4 | 7 | | 36 | 4.64 | |
| 2 | Family Counseling | 0 | 1 | 8 | 8 | 15 | | 36 | 4.36 | |
| 3 | Dysfunctional Behavior | 0 | 1 | 8 | 11 | 11 | | 36 | 4.31 | |
| 4 | Consultation | 0 | 0 | 2 | 8 | 26 | | 36 | 4.67 | |
| 5 | Techniques of Counseling | 0 | 0 | 2 | 10 | 23 | | 36 | 4.64 | |
| 6 | Addictions | 0 | 1 | 5 | 13 | 12 | | 36 | 4.42 | |
| 7 | Supervision Given | 0 | 0 | 2 | 3 | 31 | | 36 | 4.81 | |
| 8 | Supervision Received | 0 | 0 | 1 | 3 | 32 | | 36 | 4.86 | |
| 9 | Research Methods/ Statistics | 0 | 0 | 7 | 7 | 22 | | 36 | 4.42 | |
| 10 | Diagnosis | 0 | 1 | 6 | 11 | 14 | | 36 | 4.39 | |
| 11 | Child and Adolescent Counseling | 1 | 4 | 2 | 11 | 12 | | 36 | 4.31 | |
| 12 | Clinical Mental Health Counseling | 0 | 1 | 0 | 6 | 28 | | 36 | 4.78 | |
| 13 | Counseling Persons with Special Needs | 1 | 2 | 7 | 10 | 9 | | 36 | 4.25 | |
| 14 | Ethical and Legal Matters | 0 | 0 | 1 | 3 | 31 | | 35 | 4.86 | |
| 15 | Sexuality | 1 | 1 | 4 | 11 | 14 | | 36 | 4.42 | |
| 16 | Gender Identity | 0 | 2 | 3 | 12 | 15 | | 36 | 4.44 | |
| 17 | LGBTQIA+ Counseling | 0 | 1 | 4 | 11 | 17 | | 36 | 4.47 | |
| 18 | Social Justice Advocacy | 0 | 0 | 1 | 6 | 29 | | 36 | 4.78 | |
| 19 | Treatment Planning/ Case Management | 0 | 1 | 3 | 10 | 18 | | 36 | 4.58 | |
| 20 | Technology | 1 | 0 | 3 | 11 | 16 | | 36 | 4.56 | |
| 21 | Psychopharmacology | 1 | 2 | 10 | 8 | 11 | | 36 | 4.06 | |
| 22 | Couples/ Marriage Counseling | 0 | 1 | 6 | 8 | 15 | | 36 | 4.53 | |
| 23 | Group Counseling | 0 | 0 | 0 | 9 | 27 | | 36 | 4.75 | |
| 24 | Professional Credentialing | 0 | 0 | 5 | 6 | 24 | | 36 | 4.58 | |
| 25 | Professional Organizations | 0 | 0 | 2 | 4 | 30 | | 36 | 4.78 | |
| 26 | Individual Counseling | 0 | 0 | 1 | 6 | 27 | | 36 | 4.83 | |
| 27 | Teaching/Pedagogy | 0 | 3 | 4 | 11 | 17 | | 36 | 4.25 | |
| 28 | Professional Writing | 0 | 1 | 2 | 7 | 26 | | 36 | 4.61 | |
| 29 | Methods to Evaluate Counseling Effectiveness | 0 | 1 | 4 | 8 | 22 | | 36 | 4.50 | |
| 30 | Supervision Theory/Application | 0 | 0 | 2 | 6 | 27 | | 36 | 4.75 | |
| 31 | Program Evaluation | 0 | 1 | 3 | 12 | 19 | | 36 | 4.44 | |
| 32 | Leadership for Advocacy/ Professional Organizations | 0 | 0 | 2 | 6 | 27 | | 36 | 4.75 | |
| 33 | Practicum | 0 | 0 | 1 | 4 | 30 | | 36 | 4.86 | |
| 34 | Theories of Counseling | 0 | 0 | 3 | 7 | 26 | | 36 | 4.64 | |
| 35 | Internship | 0 | 0 | 1 | 3 | 31 | | 36 | 4.89 | |
| 36 | Professionalism/ Professional Identity | 0 | 0 | 0 | 3 | 32 | | 36 | 4.94 | |
| 37 | Opportunities to Collaborate with Professors/Classmates | 0 | 0 | 1 | 5 | 29 | | 36 | 4.83 | |
| 38 | Scholarship/Grant Writing/ Publications | 1 | 4 | 3 | 9 | 17 | | 36 | 4.19 | |
| 39 | Career and Lifestyle Counseling | 1 | 1 | 5 | 10 | 17 | | 36 | 4.31 | |
| 40 | Multicultural Counseling | 0 | 0 | 0 | 8 | 27 | | 36 | 4.81 | |
| 41 | Human Growth and Development | 0 | 0 | 5 | 8 | 20 | | 36 | 4.58 | |
| 42 | Testing and Assessment | 0 | 1 | 8 | 11 | 10 | | 35 | 4.29 | |
| 43 | Crisis Counseling | 0 | 1 | 5 | 10 | 16 | | 36 | 4.47 | |
|  | **Mean** |  |  |  |  |  | |  | **4.57** | |

**Summary**

* The ratings regarding skill development ranged from a low of 4.06 (Psychopharmacology) to a high of 4.94 (Professional/Professional Identity).
* The overall mean rating of all knowledge areas was 4.57 (5.0 possible).

*Current Doctoral Students’ Evaluation of Personal Attributes as a Texas Tech Doctoral Students*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | | | **Mean** |
| 1 | Professional/ Legal/ Ethical Behavior | 0 | 0 | 1 | 7 | 30 | | 38 | 4.76 | |
| 2 | Interpersonal Effectiveness and Appropriateness | 0 | 0 | 0 | 5 | 33 | | 38 | 4.87 | |
| 3 | Overall Competence | 0 | 0 | 0 | 7 | 31 | | 38 | 4.82 | |
| 4 | Responsiveness to Supervision, Feedback, and/ or Suggestions | 0 | 0 | 1 | 6 | 31 | | 38 | 4.79 | |
| 5 | Professional Demeanor | 0 | 0 | 2 | 5 | 30 | | 37 | 4.76 | |
| 6 | Multicultural and Gender Sensitivity | 0 | 0 | 0 | 9 | 29 | | 38 | 4.76 | |
| 7 | Relationships with Others in the Work Setting | 0 | 0 | 0 | 7 | 31 | | 38 | 4.82 | |
| 8 | General Work Attitude/ Enthusiasm | 0 | 0 | 0 | 9 | 28 | | 37 | 4.76 | |
| 9 | Dependability/ Conscientiousness Responsibility | 0 | 0 | 1 | 8 | 29 | | 38 | 4.74 | |
| 10 | Professional Development | 0 | 0 | 1 | 7 | 30 | | 38 | 4.76 | |
| 11 | Adaptability as Needed | 0 | 0 | 0 | 8 | 30 | | 38 | 4.79 | |
|  | **Mean** |  |  |  |  |  | |  | **4.78** | |

**Summary**

* The ratings regarding personal attributes ranged from a low of 4.74 (Dependability/ Conscientiousness Responsibility) to a high of 4.87 (Interpersonal Effectiveness and Appropriateness).
* The overall mean rating of all knowledge areas was 4.78 (5.0 possible).

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | | | **Mean** |
| 1 | Comprehensiveness of the Curriculum | 0 | 0 | 2 | 12 | 24 | | 38 | 4.58 | |
| 2 | Facilities and Resources | 0 | 0 | 1 | 11 | 24 | | 36 | 4.64 | |
| 3 | In Class Role-Play Practice with Feedback | 0 | 0 | 0 | 13 | 24 | | 37 | 4.65 | |
| 4 | Faculty as Mentors | 0 | 0 | 1 | 5 | 32 | | 38 | 4.82 | |
| 5 | Evaluation/ Assessment of Student Performance by Faculty | 0 | 0 | 2 | 6 | 30 | | 38 | 4.74 | |
| 6 | Duration (i.e., Academic Length) of the program(s) | 0 | 0 | 2 | 10 | 26 | | 38 | 4.63 | |
| 7 | Timely and Meaningful Feedback on Student Work by Faculty | 0 | 0 | 2 | 10 | 26 | | 38 | 4.63 | |
| 8 | Sequence of the Curriculum | 0 | 0 | 2 | 8 | 28 | | 38 | 4.68 | |
| 9 | Identification of course Trademark Outcomes | 0 | 0 | 2 | 6 | 30 | | 38 | 4.74 | |
| 10 | Offering remediation as needed | 0 | 0 | 2 | 4 | 23 | | 29 | 4.72 | |
| 11 | Offering role-play opportunities as appropriate | 0 | 0 | 2 | 9 | 26 | | 37 | 4.65 | |
| 12 | Supervision Received Overall (TTU + Site) | 0 | 0 | 2 | 6 | 30 | | 38 | 4.74 | |
| 13 | Creating opportunities for a sense of community among students | 0 | 0 | 1 | 11 | 26 | | 38 | 4.66 | |
| 14 | Providing action research opportunities | 1 | 0 | 4 | 9 | 24 | | 38 | 4.45 | |
| 15 | Site Supervision from Practicum/ Internship | 0 | 0 | 3 | 8 | 27 | | 38 | 4.63 | |
| 16 | On-Campus Individual Supervision | 0 | 0 | 1 | 5 | 31 | | 37 | 4.81 | |
| 17 | On-Campus Group Supervision | 0 | 0 | 1 | 7 | 30 | | 38 | 4.76 | |
| 18 | Instructional Classroom (i.e., Teaching) | 0 | 0 | 0 | 11 | 27 | | 38 | 4.71 | |
| 19 | Professional Competence of Faculty | 0 | 0 | 0 | 5 | 33 | | 38 | 4.87 | |
| 20 | Accessibility/ Availability of the Faculty | 0 | 0 | 1 | 8 | 29 | | 38 | 4.74 | |
| 21 | Academic Advisement Provided by Faculty | 0 | 0 | 2 | 10 | 25 | | 37 | 4.62 | |
|  | **Mean** |  |  |  |  |  | |  | **4.69** | |

**Summary**

* The ratings regarding program attributes ranged from a low of 4.45 (Providing action research opportunities) to a high of 4.87 (Professional Competence of Faculty).
* The overall mean rating of all knowledge areas was 4.69 (5.0 possible).

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

**Summary:**

**In summary, the data indicated the following regarding major strengths of the program:**

* Faculty are knowledgeable, experienced, and deeply invested in student development.
* Faculty exhibit strong mentorship and model professionalism, ethics, and counselor identity.
* Faculty are approachable, supportive, and consistently available for guidance and feedback.
* CACREP accreditation ensures high academic and professional standards.
* Comprehensive curriculum covering theory, practice, supervision, ethics, and multicultural competence.
* Faculty emphasize the need for developing a strong counselor educator identity and professional identity.
* Opportunities exist for collaboration on research, presentations, and publications with faculty.
* Practical experiences exist because of the learning practices involved in such courses as practicum, internship, and supervision of master’s-level students.
* Faculty actively promote student growth through attendance at writing retreats, bootcamps, and structured assignments.
* Faculty encourage exposure to leadership roles, advocacy work, and professional counseling organizations.
* Network of strong support is provided through the cohort model and peer collaboration.
* Program structure (e.g., weekend on-campus classes) supports full-time working professionals.
* Faculty encourage and strongly support students presenting at conferences and engaging in professional development.
* Curriculum is focused on culturally informed and ethical counseling practices.
* Opportunities for teaching experience and learning how to become a counselor educator.
* Faculty provide timely, meaningful feedback to help students grow academically and professionally.
* Curriculum sequencing and structure support progressive development.
* Faculty have strong connections to the profession and have active roles in professional counseling organizations.
* Students come from diverse backgrounds that enhances learning through varied perspectives and experiences.
* The curriculum allows students to gain conceptual knowledge, research skills, and academic writing competence.
* Program fosters a positive, encouraging, and student-centered learning environment.
* Faculty have high accessibility and flexibility with student schedules.

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

**Summary:**

**In summary, the data indicated the following areas for improvement:**

* Increase focus on teaching pedagogy, including curriculum development, lecture techniques, and integration of CACREP and ASCA standards.
* Improve communication of program structure, expectations, timelines, and course sequence throughout the program.
* Provide more support for research and publication, including grants, faculty collaboration, and writing workshops.
* Enhance advising and responsiveness, ensuring students receive timely answers and guidance.
* Clarify the dissertation process, especially after qualifying exams, and provide more structure, resources, and timely feedback.
* Develop and maintain an active alumni network for mentorship and professional connections.
* Expand faculty diversity to offer broader perspectives and insights.
* Increase access to teaching resources for students lacking classroom experience.
* Offer more hands-on research courses within the Counselor Ed department, including faculty statisticians or methodologists.
* Improve feedback quality and timeliness on assignments and academic progress.
* Provide individual support for administrative processes, including licensure and post-grad planning.
* Maintain doctoral students' involvement in supervising master’s students, which adds valuable experiences.
* Include technology training with focus on special needs populations and use of diagnostic, assessment tools.
* Offer monthly cohort meetings or mentoring groups during the dissertation stage to improve support and accountability.
* Increase guidance and follow-up after comprehensive or qualifying exams to help ensure timely graduation.
* Ensure course sequencing, especially for research and statistics classes, is aligned with students' academic progression.

**Survey Results from Doctoral Graduates**

**Fall 2021 – Summer 2024**

|  |  |
| --- | --- |
| **Number (N)** | **Age** |
| 1 | 34 |
| 2 | 36 |
| 3 | 30 |
| 4 | 52 |
| 5 | 60 |
| 6 | 40 |
| 7 | 39 |
| 8 | 35 |
| 9 | 43 |
| 10 | 47 |
| 11 | 30 |
| 12 | 33 |
| 13 | 59 |
| 14 | 39 |
| **Mean** | **41** |

Twenty-five (25) graduates responded to the survey.

The age of the graduates ranged from 30 to 60 years with a mean age of 41 years.

|  |  |  |
| --- | --- | --- |
| **Gender** | **Number (N)** | **Percentage** |
| Male | 4 | 29% |
| Female | 10 | 71% |
| Non-binary/third gender | 0 | 0% |
| Prefer not to say | 0 | 0% |

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Number (N)** | **Percentage** |
| African American | 2 | 14% |
| Asian American | 0 | 0% |
| Caucasian | 9 | 64% |
| Hispanic | 2 | 14% |
| Native American | 0 | 0% |
| Other | 1 | 7% |

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

|  |  |  |
| --- | --- | --- |
| **Degree(s) Received from TTU** | **Number (N)** | **Percentage** |
| MEd – School Counseling | 0 | 0% |
| MEd – Clinical Mental Health Counseling | 3 | 21% |
| PhD – Counselor Education and Supervision | 14 | 100% |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Year Enter the Program** | **Number (N)** | **Percentage** |
| 1 | 2023 | 3 | 21% |
| 2 | 2022 | 0 | 0% |
| 3 | 2021 | 0 | 0% |
| 4 | 2020 | 3 | 21% |
| 5 | 2019 | 0 | 0% |
| 6 | 2018 | 2 | 14% |
| 7 | 2017 | 2 | 14% |
| 8 | 2016 | 2 | 14% |
| 9 | 2015 | 1 | 7% |
| 10 | 2014 | 1 | 7% |
| 11 | 2013 | 0 | 0% |
| 12 | 2012 | 0 | 0% |
| 13 | 2011 | 0 | 0% |
| 14 | 2010 | 0 | 0% |
| 15 | 2009 | 0 | 0% |
| **Total** |  |  | **100%** |

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

**Semester in which the Student began the Program: Percentage**

|  |  |  |
| --- | --- | --- |
| **Semester** | **Number (N)** | **Percentage** |
| Fall | 13 | 93% |
| Spring | 0 | 0 |
| Summer | 1 | 7% |

**Summary**

* Twenty-one percent (21%) of the PhD graduates received their master’s degree at TTU.
* Ninety-three percent (93%) of the graduates entered the program in the fall semester.

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

|  |  |  |
| --- | --- | --- |
| **Presentation** | **Number (N)** | **Percentage** |
| Yes | 12 | 86% |
| No | 2 | 14% |

**If so, where?**

|  |  |
| --- | --- |
| **Presented at Conference** | **Number (N)** |
| ACA | 3 |
| ACES | 2 |
| AMHCA | 1 |
| E-Learn | 1 |
| Georgia | 1 |
| NAME | 1 |
| NBCC Minority Fellowship Program | 1 |
| Oxford England. | 1 |
| Permian Basin MHC | 1 |
| TAAP | 1 |
| TACES | 2 |
| TCA | 6 |
| The Association of Recovery in Higher Education | 1 |

**Have you submitted a manuscript for publication since working on the doctoral program?**

|  |  |  |
| --- | --- | --- |
| **Publication** | **Number (N)** | **Percentage** |
| Yes | 9 | 64% |
| No | 5 | 36% |

**If yes, how many?**

|  |  |
| --- | --- |
| **Publication Submitted** | **Number (N)** |
| 1 | 4 |
| 2 | 2 |
| 4 | 2 |
| 5 | 1 |

**Do you belong to a professional organization? At the local, state, or national level? If so, which one(s)?**

|  |  |
| --- | --- |
| **Professional Organization** | **Number (N)** |
| AAMFT | 1 |
| ACA | 10 |
| ACC | 1 |
| ACES | 5 |
| AMHCA | 1 |
| CSI | 1 |
| CTEDS | 1 |
| GKI | 1 |
| IAAOC | 1 |
| ISSTD | 1 |
| JAOC | 1 |
| NAME | 1 |
| NCC | 1 |
| SACES | 1 |
| TAADA | 1 |
| TAARC | 1 |
| TACES | 4 |
| TCA | 12 |
| TMHCA | 1 |
| TRCA | 2 |
| TXMFT | 1 |
| WTCA | 1 |
| WXTCA | 1 |

**Summary**

* Doctoral graduates were active in professional associations (primarily belonging to ACA or TCA.)
* Sixty-four percent (64%) of the graduates submitted manuscripts for publication following graduation.

*Doctoral Graduates’ Current Employment*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job Title** | **Agency/Institution Name** | **Agency/Institution City/State Location** | **Primary Clientele** | **Primary Job Functions** |
| Core Faculty | University of Oklahoma | Norman, OK | Master’s level counseling students | teaching 3 courses per semester |
| N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A |
| Psychotherapist | Mental Health Institute, PLLC | Fulshear, TX | Mood disorders, bipolar disorders, OCD, addiction, trauma, complex trauma, and dissociative disorders | Individual and couples therapy |
| N/A | N/A | N/A | N/A | N/A |
| Assistant Professor | Midwestern State University | Wichita Fall, Texas | Master’s level counseling students | Teaching and program development |
| Tenure Track Professor & Owner | St. Edward's University & The Missing Peace Clinic PLLC | Austin, TX | Professor for undergraduate psychology students & Graduate counseling students Primary Clientele are neurodivergent populations | Teaching, research, private practice |
| Clinical Director/owner | My own private practice | Central Texas | Any | N/A |
| Owner | Cardinal Counseling and Wellness Group | North Richland Hills Texas | Veterans, First Responders, Children with Special needs and their families | Counseling services |
| Clinical Supervisor | Ellie Mental Health | Bee Cave, TX | All ages | Supervise therapist working towards license |
| Program Director | Texas Tech University | N/A | youth in the community | overseeing a community outreach and engagement program |
| Counselor/Owner | Compassionate & Empowering Counseling | Austin, TX | Substance use disorders, eating disorders, co-occurring disorders and complex PTSD | Self-employed and manages all roles in virtual private practice (billing, appointments, marketing, therapy sessions, progress notes, treatment planning, consultations, networking, continuing education, research) |
| N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A |
| Assistant Professor | Angelo State University | San Angelo, TX | Graduate students in counseling programs | Program coordinator 60hr professional counseling degree, teach, research, and service as part of tenure |
| President | Colorado Street Wellness Center, LLC | San Angelo, TX | Adolescents and adults | Counselor, Supervisor |
| Therapist | Talkspace | Nationwide | General mental health | Provide therapy to assist with processing mental health conditions |
| Executive Director | Bellwether Counseling | Round Rock, TX | Private Practice couples | Oversee day to day operations of a group practice |
| Tenure Track Assistant Professor | Mercy University | Dobbs Ferry, NY | N/A | Core faculty duties, CACREP Liaison |

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

|  |  |  |
| --- | --- | --- |
| **Certifications/Licensures** | **Number (N)** | **Percentage** |
| Certified School Counselor | 2 | 15% |
| LPC | 9 | 69% |
| LPC-Associate | 1 | 8% |
| LPC-Supervisor | 6 | 46% |
| LPCC | 0 | 0% |
| NCC | 8 | 62% |
| LMFT/LMFT-A | 1 | 8% |
| LCDC | 2 | 15% |
| Other | 1 | 8% |

**Summary**

* Graduates hold positions as professors, private practitioners, agency counselors, and directors of their agency/office.
* Graduates hold licensure as LPCs and LPC-Supervisors, although some are LPC-Associates.

**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**

**The professional services provided by the PhD graduates include (direct quotes):**

* Contract counselor for a local school district delivering counseling services for special education students as part of their IEP.
* My own private practice, The Missing Peace Clinic PLLC.
* Yes, I run a private practice and see clients aged 12 and up.
* Yes - Compassionate & Empowering Counseling is my Private practice - I manage all roles in my private practice including billing, appointments, marketing, therapy sessions, progress notes, treatment planning, consultations, networking, continuing education, and hoping to start doing research and education.
* Yes, testing as a rater for clinical trials
* Adjunct faculty at several institutions.
* Consulting Training Adjunct Professor at Marquette University
* Group Private Practice

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

**Summary:**

**In summary, the data indicated the following strengths:**

* The respondents listed faculty as supportive, approachable, and well qualified who demonstrated strong leadership.
* The respondents listed the following as strengths: personalized learning experiences and ethical teaching practices that were aligned with the profession.
* The respondents listed strong mentorship, including guidance through the dissertation process and professional development as a strength.
* The respondents listed faculty who modeled and instilled a clear professional identity as counselor educators as a strength.
* Opportunities for meaningful faculty-student relationships, with genuine support during challenges was listed as a strength.
* Exposure to research and academia with high expectations for research and writing was listed as a strength.
* The respondents listed faculty support for student involvement in research, presentations, publications, and leadership roles as a strength.
* Access to leadership opportunities through counseling honor societies and associations was listed as a strength.
* Encouragement and freedom to be creative in teaching master's-level students was listed as a strength.
* Knowledgeable and helpful statistics instruction was listed as a strength.
* Availability of valuable free resources such as the Graduate Writing Center was listed as a strength.
* Well-structured, tiered approach to the dissertation process was listed as a strength.
* CACREP accreditation providing credibility and quality assurance was noted as a strength.
* The respondents listed the following as a strength: cohort model and hybrid format helped foster community and flexibility for working professionals.
* Emphasis on advocacy and the values of the counseling profession was cited as a strength.
* The program provided growth in counseling skills, supervision, teaching, research, and scholarly writing was cited as a strength.

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

**Summary:**

**In summary, the data indicated the following weaknesses:**

* Inconsistent communication and administrative disorganization, especially around registration and permissions.
* Lack of structure and clarity in the dissertation process, with minimal early preparation and limited faculty support.
* Some faculty were described as inconsistent in expectations, grading, and course delivery.
* Coursework did not adequately prepare some students for dissertation-level research.
* The dissertation timeline could be more streamlined for faster completion.
* Limited guidance and structure once students transition to the dissertation phase.
* A need for more structured, ongoing contact or meetings during the dissertation process.
* Insufficient emphasis on teaching and pedagogy, including classroom strategies and curriculum design.
* Lack of preparation for transcript and portfolio work during practicum.
* The timing of the supervision course was not well aligned with the need for supervision hours.
* Programs could benefit from a postdoctoral fellowship or transition support for academic careers.
* Some students noted issues with virtual sessions or lack of in-person connection.
* Some students reported no concerns or weaknesses.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | **Mean** |
| 1 | Counseling Theory | 0 | 0 | 0 | 4 | 10 | 14 | 4.71 |
| 2 | Research Methodology/Statistics | 0 | 0 | 1 | 5 | 8 | 14 | 4.50 |
| 3 | Program Evaluation | 0 | 0 | 2 | 5 | 7 | 14 | 4.36 |
| 4 | Professional Writing | 0 | 0 | 2 | 3 | 9 | 14 | 4.50 |
| 5 | Consultation | 0 | 1 | 1 | 4 | 8 | 14 | 4.36 |
| 6 | Leadership for Advocacy/Professional Organizations | 0 | 0 | 1 | 3 | 10 | 14 | 4.64 |
| 7 | Practicum | 0 | 0 | 2 | 2 | 10 | 14 | 4.57 |
| 8 | Internship | 0 | 0 | 1 | 2 | 11 | 14 | 4.71 |
| 9 | Professionalism/Professional Identity | 0 | 0 | 0 | 3 | 11 | 14 | 4.79 |
| 10 | Opportunities to Collaborate with Professors and Classmates | 0 | 0 | 1 | 3 | 10 | 14 | 4.64 |
| 11 | Scholarship/Grant Writing/Publications | 0 | 3 | 1 | 7 | 3 | 14 | 3.71 |
| 12 | Methods to Evaluate Counseling Effectiveness | 0 | 0 | 1 | 4 | 9 | 14 | 4.57 |
| 13 | Professional Credentialing | 1 | 1 | 0 | 5 | 7 | 14 | 4.14 |
| 14 | Group Counseling | 0 | 2 | 1 | 3 | 8 | 14 | 4.21 |
| 15 | Legal and Ethical Issues | 0 | 0 | 0 | 5 | 8 | 13 | 4.62 |
| 16 | Supervision Received | 0 | 0 | 1 | 3 | 9 | 13 | 4.62 |
| 17 | Supervision Theory/Application | 0 | 0 | 1 | 4 | 9 | 14 | 4.57 |
| 18 | Multicultural Counseling | 0 | 0 | 3 | 3 | 8 | 14 | 4.36 |
| 19 | Social Justice/Advocacy | 0 | 1 | 3 | 4 | 6 | 14 | 4.07 |
| 20 | Teaching/Pedagogy | 0 | 2 | 0 | 5 | 7 | 14 | 4.21 |

**Mean 4.44**

**Summary**

* The ratings regarding knowledge ranged from a low of 3.71 (Scholarship/Grant Writing/Publications) to a high of 4.79 (Professionalism/Professional Identity).
* The overall mean rating for knowledge was 4.44 (5.0 possible).

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Very Poor** | **Poor** | **Fair** | **Good** | **Very Good** | **Total Responses** | **Mean** |
| 1 | Counseling Theory | 0 | 0 | 1 | 4 | 9 | 14 | 4.57 |
| 2 | Research Methodology/Statistics | 0 | 1 | 0 | 4 | 9 | 14 | 4.50 |
| 3 | Program Evaluation | 0 | 0 | 2 | 4 | 8 | 14 | 4.43 |
| 4 | Professional Writing | 0 | 0 | 0 | 4 | 10 | 14 | 4.71 |
| 5 | Consultation | 0 | 1 | 3 | 2 | 8 | 14 | 4.21 |
| 6 | Leadership for Advocacy/Professional Organizations | 0 | 0 | 1 | 5 | 8 | 14 | 4.50 |
| 7 | Practicum | 0 | 0 | 2 | 3 | 8 | 13 | 4.46 |
| 8 | Internship | 0 | 0 | 1 | 4 | 8 | 13 | 4.54 |
| 9 | Professionalism/Professional Identity | 0 | 0 | 1 | 4 | 9 | 14 | 4.57 |
| 10 | Opportunities to Collaborate with Professors and Classmates | 0 | 0 | 1 | 5 | 8 | 14 | 4.50 |
| 11 | Scholarship/Grant Writing/Publications | 0 | 1 | 1 | 7 | 5 | 14 | 4.14 |
| 12 | Methods to Evaluate Counseling Effectiveness | 0 | 0 | 2 | 5 | 7 | 14 | 4.36 |
| 13 | Professional Credentialing | 0 | 0 | 1 | 6 | 7 | 14 | 4.43 |
| 14 | Group Counseling | 0 | 1 | 1 | 4 | 8 | 14 | 4.36 |
| 15 | Legal and Ethical Issues | 0 | 0 | 0 | 5 | 9 | 14 | 4.64 |
| 16 | Supervision Received | 0 | 0 | 1 | 4 | 9 | 14 | 4.57 |
| 17 | Supervision Theory/Application | 0 | 0 | 1 | 4 | 9 | 14 | 4.57 |
| 18 | Multicultural Counseling | 0 | 1 | 2 | 3 | 8 | 14 | 4.29 |
| 19 | Social Justice/Advocacy | 0 | 1 | 2 | 4 | 7 | 14 | 4.21 |
| 20 | Teaching/Pedagogy | 0 | 0 | 1 | 7 | 6 | 14 | 4.36 |

**Mean 4.45**

**Summary**

* The ratings regarding skills development ranged from a low of 4.14 (Scholarship/Grant Writing/Publications) to a high of 4.71 (Professional Writing).
* The overall mean rating of skills acquisition was 4.45 (5.0 possible).

*Doctoral Graduates’ Program Attributes 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 | 7 | 6 | 14 | 4.36 |
| 2 | Facilities and resources | 0 | 0 | 1 | 5 | 8 | 14 | 4.50 |
| 3 | In class role-played practice with feedback | 0 | 0 | 1 | 5 | 8 | 14 | 4.50 |
| 4 | Faculty as mentors | 0 | 0 | 1 | 2 | 11 | 14 | 4.71 |
| 5 | Evaluation/assessment of student performance by faculty, e.g. use of rubric... | 0 | 0 | 2 | 3 | 9 | 14 | 4.50 |
| 6 | Duration (i.e., academic length) of the program(s) | 0 | 0 | 2 | 3 | 9 | 14 | 4.50 |
| 7 | Timely and meaningful feedback on student work by faculty | 1 | 0 | 0 | 6 | 7 | 14 | 4.29 |
| 8 | Sequence of the curriculum | 1 | 0 | 1 | 5 | 7 | 14 | 4.21 |
| 9 | Identification of course trademark outcomes | 1 | 0 | 0 | 5 | 8 | 14 | 4.36 |
| 10 | Offering remediation as needed | 0 | 0 | 0 | 2 | 7 | 9 | 4.78 |
| 11 | Offering role-played opportunities as appropriate | 0 | 0 | 1 | 5 | 8 | 14 | 4.50 |
| 12 | Supervision received overall (TTU + Site) | 0 | 0 | 2 | 4 | 8 | 14 | 4.43 |
| 13 | Creating opportunities for a sense of community among students | 0 | 0 | 2 | 2 | 10 | 14 | 4.57 |
| 14 | Providing action research opportunities | 0 | 1 | 0 | 5 | 8 | 14 | 4.43 |
| 15 | Overall rating | 0 | 1 | 0 | 5 | 8 | 14 | 4.43 |
| 16 | Site supervision from practicum/internship | 0 | 0 | 2 | 3 | 9 | 14 | 4.50 |
| 17 | On-campus individual supervision | 0 | 1 | 1 | 4 | 7 | 13 | 4.31 |
| 18 | On-campus group supervision | 0 | 0 | 2 | 4 | 8 | 14 | 4.43 |
| 19 | Instructional classroom (i.e., teaching) | 0 | 0 | 1 | 3 | 10 | 14 | 4.64 |
| 20 | Professional competence of faculty | 0 | 0 | 1 | 3 | 10 | 14 | 4.64 |
| 21 | Accessibility/availability of the faculty | 0 | 1 | 0 | 5 | 8 | 14 | 4.43 |
| 22 | Academic advisement provided by faculty | 1 | 0 | 0 | 5 | 8 | 14 | 4.36 |
| **23** | **Overall Rating** | **0** | **0** | **1** | **4** | **8** | **14** | **4.47** |

**Summary**

* The ratings on program attributes ranged from a low of 4.21 (Sequence of the curriculum) to a high of 4.78 (offering remediation as needed).
* The overall mean rating for program attributes was 4.47 (5.0 possible).

**Survey Results from Site Supervisors**

**Fall 2021 – Summer 2024**

A total of twenty-five (25) Site Supervisors responded to the survey, although all supervisors did not respond to all questions.

**Name of your agency/institution:**

|  |  |
| --- | --- |
| **Agency/Institution** | **Number (N)** |
| Russell Bartee, Ph.D., PLLC | 1 |
| Covenant Children's Hospital | 2 |
| Covenant Counseling Center | 1 |
| Cross Timbers Family Services | 1 |
| Dr. Julie Merriman Wellness, LLC | 1 |
| Eddins counseling group | 1 |
| Family Counseling Services | 2 |
| Moody Neurorehabilitation Institute | 1 |
| Lubbock County Detention Center | 1 |
| Out Youth | 1 |
| Phoenix Moon Healing | 1 |
| Roosevelt ISD | 1 |
| Stages of Recovery | 1 |
| StarCare | 4 |
| Student Mental Health Community | 1 |
| Texas Tech | 1 |
| Texas Tech University Career Center | 1 |
| The Counseling Center at TTUHSC | 2 |
| The University of Texas Permian Basin | 1 |
| University Career Center | 1 |

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

**The following responses present the primary clients that were served (direct quotes):**

* Adult male and females incarcerated individuals
* Adult women in the perinatal period
* Adult, child, couples and families
* Adults aged 17 and older seeking treatment for substance use and co-occurring disorders.
* Adults, children/adolescents, crisis, married, single, families
* All ages, survivors of violent crime
* Children aged 4-18
* Children, adolescents, adults, couples and families.
* Children, adolescents, adults, families, inpatient, outpatient, intensive symptoms of depression/anxiety/ADHD/ODD/Conduct disorder
* College students
* Couples, adults, adolescents
* EAP employees and graduate students
* Employees of the TTU System and 30 local contracts such as LISD and City of Lubbock
* Graduate students
* LGBTQ+ youth, young adults, and their families
* Low-income families, children, adolescents
* Outpatient mental health
* Perinatal women
* StarCare has adults with serious mental illness (SMI) and out in the community. Moody Neuro are adults with traumatic brain injuries (TBI).
* Students, Alumni and potential students
* Undergraduate and graduate students at the university. We also have a practicum clinic that serves the community.
* Underserved populations, Low SES
* University students and alumni
* Varies
* We serve a diverse array of clients with specialty needs - ages 3 and up, with an eligible serious emotional disturbance diagnosis. We serve individuals and families, interacting and connecting with other community partners to best help meet their needs. We are the local mental health authority**.**

**How many counselors are employed at your agency/institution?**

|  |  |
| --- | --- |
| **Counselor Employed at Agency/Institution** | **Number (N)** |
| 1 | 6 |
| 2 | 4 |
| 3 | 6 |
| 4 | 3 |
| 5 | 4 |
| 8 | 3 |
| 13 | 1 |
| 14 | 1 |
| 15 | 2 |
| 20 | 2 |

**The clinical students at your site are:**

|  |  |  |
| --- | --- | --- |
| **Clinical Students at Your Site** | **Number (N)** | **Percentage** |
| Masters’ Students | 11 | 46% |
| Doctoral Students | 4 | 17% |
| Both Master’s and Doctoral Students | 9 | 38% |

**The clinical students at your site are:**

|  |  |  |
| --- | --- | --- |
| **Clinical Students at Your Site** | **Number (N)** | **Percentage** |
| Practicum Students Only | 4 | 17% |
| Both Practicum and Internship Students | 20 | 83% |

*Program Student's Professional Knowledge and Professional Skills. Please use the following scale to rate Counselor Education students' overall knowledge areas* (n=25):

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Mostly Poor** | | **Adequate** | | **Mostly Good** | | **Very Good** | | **Total Responses** | | | **Mean** |
| 1 | School Counseling (ASCA Model) | | 0 | | 2 | | 2 | | 4 | | 9 | 4.25 | |
| 2 | Family Counseling | | 1 | | 7 | | 7 | | 7 | | 22 | 3.91 | |
| 3 | Dysfunctional Behavior | | 0 | | 3 | | 9 | | 12 | | 24 | 4.38 | |
| 4 | Consultation | | 0 | | 4 | | 8 | | 9 | | 21 | 4.24 | |
| 5 | Techniques of Counseling | | 0 | | 2 | | 10 | | 13 | | 25 | 4.44 | |
| 6 | Addictions | | 0 | | 7 | | 7 | | 6 | | 20 | 3.95 | |
| 7 | Supervision Given | | 0 | | 2 | | 6 | | 14 | | 22 | 4.55 | |
| 8 | Supervision Received | | 0 | | 2 | | 7 | | 16 | | 25 | 4.56 | |
| 9 | Research/ Statistics/ Evaluation | | 1 | | 3 | | 8 | | 4 | | 16 | 3.94 | |
| 10 | Diagnosis | | 1 | | 4 | | 7 | | 10 | | 22 | 4.18 | |
| 11 | Child and Adolescent Counseling | | 0 | | 3 | | 8 | | 9 | | 20 | 4.30 | |
| 12 | Clinical Mental Health Counseling | | 0 | | 1 | | 9 | | 15 | | 25 | 4.56 | |
| 13 | Counseling Persons with Special Needs | | 0 | | 7 | | 6 | | 6 | | 19 | 3.95 | |
| 14 | Ethical and Legal Matters | | 0 | | 3 | | 6 | | 16 | | 25 | 4.52 | |
| 15 | Advocacy | | 0 | | 2 | | 7 | | 13 | | 22 | 4.50 | |
| 16 | Treatment Planning/ Case Management | | 1 | | 1 | | 9 | | 14 | | 25 | 4.44 | |
| 17 | Technology | | 0 | | 4 | | 6 | | 13 | | 23 | 4.39 | |
| 18 | Psychopharmacology | | 0 | | 6 | | 6 | | 6 | | 18 | 4.00 | |
| 19 | Couples/Marriage Counseling | | 0 | | 10 | | 3 | | 5 | | 18 | 3.72 | |
| 20 | Professional Credentialing | | 1 | | 4 | | 5 | | 11 | | 21 | 4.24 | |
| 21 | Professional Organizations | | 0 | | 5 | | 4 | | 11 | | 20 | 4.30 | |
| 22 | Individual Counseling | | 0 | | 2 | | 7 | | 16 | | 25 | 4.56 | |
| 23 | Group Counseling | | 0 | | 3 | | 8 | | 7 | | 18 | 4.22 | |
| 24 | Sexuality | | 0 | | 4 | | 8 | | 11 | | 23 | 4.30 | |
| 25 | Gender Identity | | 0 | | 4 | | 9 | | 10 | | 23 | 4.26 | |
| 26 | LGBTQIA+ Counseling | | 0 | | 5 | | 7 | | 9 | | 21 | 4.19 | |
| 27 | Theories of Counseling | | 1 | | 4 | | 7 | | 13 | | 25 | 4.28 | |
| 28 | Career and Lifestyle Counseling | | 1 | | 5 | | 7 | | 8 | | 21 | 4.05 | |
| 29 | Multicultural Counseling | | 0 | | 3 | | 10 | | 11 | | 24 | 4.33 | |
| 30 | Human Growth and Development | | 0 | | 4 | | 7 | | 10 | | 21 | 4.29 | |
| 31 | Testing and Assessment | | 1 | | 5 | | 8 | | 6 | | 20 | 3.95 | |
| 32 | Crisis Counseling | | 0 | | 4 | | 7 | | 11 | | 22 | 4.32 | |

**Mean**  **4.25**

**Summary**

* Site Supervisors rated the student’s professional knowledge and professional skills from a low of 3.72 on Couples/Marriage Counseling to a high of 4.56 on Supervision Received, Individual Counseling and Clinical Mental Health Counseling.
* The mean score for professional knowledge and professional skills was 4.25 (5.0 possible).

*Program Student's Professional Skills. Please use the following scale to rate Counselor Education students' overall skills application in the table below* (n=22):

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Mostly Poor** | | **Adequate** | | **Mostly Good** | | **Very Good** | | **Total Responses** | | | **Mean** |
| 1 | School Counseling (ASCA Model) | | 0 | | 4 | | 1 | | 2 | | 7 | 3.71 | |
| 2 | Family Counseling | | 1 | | 6 | | 6 | | 3 | | 16 | 3.69 | |
| 3 | Dysfunctional Behavior | | 0 | | 4 | | 8 | | 6 | | 18 | 4.11 | |
| 4 | Consultation | | 0 | | 4 | | 6 | | 6 | | 16 | 4.13 | |
| 5 | Techniques of Counseling | | 0 | | 2 | | 5 | | 12 | | 19 | 4.53 | |
| 6 | Addictions | | 0 | | 5 | | 6 | | 5 | | 16 | 4.00 | |
| 7 | Supervision Given | | 0 | | 2 | | 4 | | 11 | | 17 | 4.53 | |
| 8 | Supervision Received | | 0 | | 2 | | 5 | | 12 | | 19 | 4.53 | |
| 9 | Research/ Statistics/ Evaluation | | 1 | | 5 | | 6 | | 3 | | 15 | 3.73 | |
| 10 | Diagnosis | | 0 | | 5 | | 7 | | 5 | | 17 | 4.00 | |
| 11 | Child and Adolescent Counseling | | 0 | | 2 | | 6 | | 6 | | 14 | 4.29 | |
| 12 | Clinical Mental Health Counseling | | 0 | | 2 | | 8 | | 9 | | 19 | 4.37 | |
| 13 | Counseling Persons with Special Needs | | 2 | | 5 | | 5 | | 4 | | 16 | 3.69 | |
| 14 | Ethical and Legal Matters | | 0 | | 4 | | 5 | | 10 | | 19 | 4.32 | |
| 15 | Advocacy | | 0 | | 2 | | 7 | | 9 | | 18 | 4.39 | |
| 16 | Treatment Planning/ Case Management | | 1 | | 2 | | 7 | | 8 | | 18 | 4.22 | |
| 17 | Technology | | 0 | | 3 | | 4 | | 10 | | 17 | 4.41 | |
| 18 | Psychopharmacology | | 0 | | 5 | | 6 | | 3 | | 14 | 3.86 | |
| 19 | Couples/Marriage Counseling | | 1 | | 6 | | 4 | | 3 | | 14 | 3.64 | |
| 20 | Professional Credentialing | | 0 | | 5 | | 3 | | 8 | | 16 | 4.19 | |
| 21 | Professional Organizations | | 0 | | 4 | | 4 | | 9 | | 17 | 4.29 | |
| 22 | Individual Counseling | | 0 | | 2 | | 6 | | 11 | | 19 | 4.47 | |
| 23 | Group Counseling | | 0 | | 4 | | 7 | | 5 | | 16 | 4.06 | |
| 24 | Sexuality | | 1 | | 4 | | 5 | | 8 | | 18 | 4.11 | |
| 25 | Gender Identity | | 0 | | 6 | | 4 | | 8 | | 18 | 4.11 | |
| 26 | LGBTQIA+ Counseling | | 0 | | 6 | | 4 | | 7 | | 17 | 4.06 | |
| 27 | Theories of Counseling | | 0 | | 4 | | 6 | | 8 | | 18 | 4.22 | |
| 28 | Career and Lifestyle Counseling | | 0 | | 4 | | 8 | | 4 | | 16 | 4.00 | |
| 29 | Multicultural Counseling | | 0 | | 4 | | 6 | | 8 | | 18 | 4.22 | |
| 30 | Human Growth and Development | | 0 | | 4 | | 5 | | 8 | | 17 | 4.24 | |
| 31 | Testing and Assessment | | 1 | | 5 | | 5 | | 5 | | 16 | 3.88 | |
| 32 | Crisis Counseling | | 2 | | 2 | | 7 | | 6 | | 17 | 4.00 | |

**Mean**  **4.13**

**Summary**

* Site Supervisors rated the student’s professional skills from a low of 3.64 on Couples/Marriage Counseling to a high of 4.53 on Techniques, Supervision Given and Supervision Received.
* The mean score of the student’s professional skills was 4.13 (5.0 possible).

*Program Student's Attributes. Please use the following scale and rate the overall attributes of Counselor Education/TTU students in the table below* (n=23):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Adequate** | | **Mostly Good** | | | **Very Good** | | **Mean** |
| 1 | Professional/ Legal/ Ethical Behavior | | 1 | | 7 | 15 | | 4.61 | |
| 2 | Interpersonal Effectiveness and Appropriateness | | 0 | | 7 | 16 | | 4.70 | |
| 3 | Overall Competence | | 1 | | 5 | 17 | | 4.70 | |
| 4 | Responsiveness to Supervision, Feedback, and/ or Suggestions | | 2 | | 5 | 16 | | 4.61 | |
| 5 | Professional Demeanor | | 3 | | 5 | 15 | | 4.52 | |
| 6 | Multicultural and Gender Sensitivity | | 3 | | 3 | 17 | | 4.61 | |
| 7 | Relationships with Others in the Work Setting | | 1 | | 8 | 14 | | 4.57 | |
| 8 | General Work Attitude/ Enthusiasm | | 0 | | 7 | 16 | | 4.70 | |
| 9 | Dependability/ Conscientiousness Responsibility | | 0 | | 8 | 15 | | 4.65 | |
| 10 | Professional Development | | 1 | | 7 | 15 | | 4.61 | |
| 11 | Adaptability as Needed | | 0 | | 7 | 16 | | 4.70 | |

**Mean** **4.63**

**Summary**

* Site Supervisors rated the students’ attributes from a low of 4.52 on Professional Demeanor, to a high of 4.70 on Overall Competence, Work Attitude/Enthusiasm and Adaptability.
* The mean score of the students’ attributes was 4.63 (5.0 possible).

*Program Attributes General Aspects of the Program. Please use the table below to indicate your overall evaluation of the following general aspects of the Counselor Education Program* (n=21):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Adequate** | | | **Mostly Good** | **Very Good** | | **Total Response** | **Mean** |
| 1 | Comprehensiveness of the Curriculum | | 1 | 7 | | | 10 | 18 | 4.50 |
| 2 | Facilities and Resources | | 2 | 2 | | | 13 | 17 | 4.65 |
| 3 | In Class Role-Play Practice with Feedback | | 1 | 5 | | | 9 | 15 | 4.53 |
| 4 | Faculty as Mentors | | 0 | 4 | | | 14 | 18 | 4.78 |
| 5 | Evaluation/ Assessment of Student Performance by Faculty | | 0 | 5 | | | 13 | 18 | 4.72 |
| 6 | Duration (i.e., Academic Length) of the program(s) | | 0 | 4 | | | 14 | 18 | 4.78 |
| 7 | Timely and Meaningful Feedback on Student Work by Faculty | | 1 | 4 | | | 13 | 18 | 4.67 |
| 8 | Supervision Received Overall (TTU + Site) | | 2 | 4 | | | 13 | 19 | 4.58 |
| 9 | Site Supervision from Practicum/ Internship | | 2 | 3 | | | 14 | 19 | 4.63 |
| 10 | On-Campus Individual Supervision | | 2 | 3 | | | 13 | 18 | 4.61 |
| 11 | On-Campus Group Supervision | | 2 | 2 | | | 14 | 18 | 4.67 |
| 12 | Instructional Classroom (i.e., Teaching) | | 3 | 2 | | | 11 | 16 | 4.50 |
| 13 | Professional Competence of Faculty | | 1 | 2 | | | 17 | 20 | 4.80 |
| 14 | Accessibility/ Availability of the Faculty | | 2 | 1 | | | 17 | 20 | 4.75 |
| 15 | Academic Advisement Provided by Faculty | | 1 | 4 | | | 12 | 17 | 4.65 |

**Mean** **4.65**

**Summary**

* Site Supervisors rated program attributes and general aspects of the program from a low of 4.50 on Instructional Classroom and Comprehensiveness of the Curriculum, to a high of 4.80 on Professional Competence of Faculty.
* The mean score of the program attributes and general aspects of the program was 4.65 (5.0 possible).

*Supervisees' Performances. Please use the table below to indicate your overall evaluation of each of the following general aspects of the performance of all Counselor Education students that you have supervised* (n=22):

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Mostly Poor** | | **Adequate** | | | **Mostly Good** | | **Very Good** | | **Mean** |
| 1 | Arrives on time consistently | | 1 | | 1 | 7 | | 13 | | 4.45 | |
| 2 | Exhibits personal behavior consistent with ethical guidelines | | 0 | | 1 | 5 | | 16 | | 4.68 | |
| 3 | Consults with others about ethical issues if necessary | | 0 | | 0 | 6 | | 16 | | 4.73 | |
| 4 | Exhibits knowledge about the client population | | 0 | | 3 | 5 | | 14 | | 4.50 | |
| 5 | Exhibits knowledge of treatment setting and approach | | 0 | | 3 | 5 | | 14 | | 4.50 | |
| 6 | Is receptive to learning new information | | 0 | | 0 | 6 | | 16 | | 4.73 | |
| 7 | Actively seeks new information from staff or supervisor | | 0 | | 1 | 4 | | 17 | | 4.73 | |
| 8 | Exhibits ability to learn and understand new information | | 0 | | 1 | 5 | | 16 | | 4.68 | |
| 9 | Exhibits understanding of counseling concepts, theories, and skills | | 0 | | 3 | 2 | | 17 | | 4.64 | |
| 10 | Exhibits ability to apply new information in clinical/school setting | | 0 | | 2 | 4 | | 16 | | 4.64 | |
| 11 | Evidence has been demonstrated to show increased achievement, improved behavior | | 0 | | 5 | 2 | | 13 | | 4.40 | |
| 12 | Uses time effectively | | 0 | | 1 | 7 | | 14 | | 4.59 | |
| 13 | Exhibits knowledge of all components of the ASCA Model | | 0 | | 4 | 3 | | 12 | | 4.42 | |
| 14 | Actively seeks supervision when necessary | | 0 | | 1 | 5 | | 16 | | 4.68 | |
| 15 | Is receptive to feedback and suggestions from supervisor | | 0 | | 3 | 2 | | 17 | | 4.64 | |
| 16 | Understands information communicated in supervision | | 0 | | 1 | 5 | | 16 | | 4.68 | |
| 17 | Successfully implements suggestions from supervisor | | 0 | | 2 | 5 | | 15 | | 4.59 | |
| 18 | Is aware of areas that need improvement | | 0 | | 2 | 5 | | 15 | | 4.59 | |
| 19 | Is willing to explore personal strengths and weaknesses | | 0 | | 1 | 5 | | 16 | | 4.68 | |
| 20 | Records are accurately kept and are completed on time | | 0 | | 2 | 4 | | 16 | | 4.64 | |
| 21 | Written or verbal reports are accurate and factually correct | | 0 | | 1 | 6 | | 15 | | 4.64 | |
| 22 | Written or verbal reports are presented in a professional manner | | 0 | | 1 | 6 | | 15 | | 4.64 | |
| 23 | Informs supervisor and makes arrangements for absences | | 0 | | 2 | 6 | | 14 | | 4.55 | |
| 24 | Reports are clinically and/or administratively useful | | 0 | | 1 | 6 | | 15 | | 4.64 | |
| 25 | Treatment plan was correctly developed and included parent involvement if a | | 0 | | 0 | 7 | | 14 | | 4.67 | |
| 26 | Treatment plan brought about positive outcomes for the client | | 0 | | 0 | 7 | | 14 | | 4.67 | |
| 27 | Postsecondary options instructional strategies and other components of the | | 0 | | 2 | 6 | | 12 | | 4.50 | |
| 28 | Appears comfortable interacting with clients | | 0 | | 0 | 6 | | 16 | | 4.73 | |
| 29 | Initiates interactions with clients | | 0 | | 0 | 7 | | 15 | | 4.68 | |
| 30 | Communicates effectively with clients | | 0 | | 1 | 5 | | 16 | | 4.68 | |
| 31 | Builds rapport and respect with clients | | 0 | | 0 | 5 | | 16 | | 4.76 | |
| 32 | Is sensitive and responsive to client's needs | | 0 | | 1 | 4 | | 17 | | 4.73 | |
| 33 | Is sensitive to issues of multicultural counseling | | 0 | | 2 | 4 | | 16 | | 4.64 | |
| 34 | Completes requested or assigned tasks on time | | 0 | | 2 | 5 | | 15 | | 4.59 | |
| 35 | Is sensitive to issues of diversity including but not limited to race/ethnic | | 0 | | 1 | 6 | | 15 | | 4.64 | |
| 36 | Appears comfortable interacting with other staff members | | 0 | | 1 | 7 | | 14 | | 4.59 | |
| 37 | Initiates interactions with staff | | 0 | | 1 | 8 | | 13 | | 4.55 | |
| 38 | Communicates effectively with staff | | 0 | | 1 | 9 | | 12 | | 4.50 | |
| 39 | Effectively conveys information and expresses own opinions | | 0 | | 0 | 7 | | 15 | | 4.68 | |
| 40 | Effectively receives information and opinions from others | | 0 | | 1 | 6 | | 15 | | 4.64 | |
| 41 | Completes required total number of hours of days on site | | 0 | | 1 | 6 | | 15 | | 4.64 | |
| 42 | Is responsive to norms about clothing, language, etc., on site | | 0 | | 1 | 6 | | 15 | | 4.64 | |
| 43 | Exhibits knowledge of general ethical guidelines | | 0 | | 1 | 5 | | 16 | | 4.68 | |
| 44 | Exhibits knowledge of ethical guidelines of internship/practicum | | 0 | | 1 | 5 | | 16 | | 4.68 | |
| 45 | Demonstrates awareness and sensitivity to ethical issues | | 0 | | 1 | 5 | | 16 | | 4.68 | |

**Mean**  **4.63**

**Summary**

* Site Supervisors rated their supervisee’s performance from a low of 4.40 on (evidence has been demonstrated to show increased achievement, improved behavior), to a high of 4.76 on (builds rapport and respect with clients several areas).
* The mean score of supervisees’ performance was 4.63 (5.0 possible).

**What are the major professional strengths of the person being evaluated?**

**Site Supervisors listed the following as the major professional strengths (direct quotes):**

* Professional and competent in clinical skills
* Knowledge of counseling theories.
* Professional identity and general counseling techniques and theories
* Caring about clients, caring about the profession
* Case conceptualization,
* Feedback integration.
* Well trained, great at rapport building, good boundaries
* All of our practicum and internship students from this program have been very coachable and open to feedback. Their technique skills are top notch. They are flexible and willing to pitch in.
* All of the interns we have had at our site are very willing to learn and willing to seek out supervision. They display appropriate workplace behavior with staff and with other interns. They are very receptive to supervision and willing to try new strategies.
* The student is/was knowledgeable and professional.
* Most students who have come from your program have been effective in their work overall. Any issues that came up during their time here, they would usually adapt and handle those issues well.
* Compassion, case conceptualization,
* Student is a skillful, compassionate, and very organized supervisor and clinician. She continues to grow and expand practice.
* Generally, the students from this program are motivated, communicative, and timely in their efforts while employed for their practicum and internship hours
* Multiple people but their strengths are that they have good support and resources and great communication. open minded and does will with wide range of clients. also not afraid to ask questions and seek help.
* Punctual, dependable, seeks knowledge, good foundation of a variety of therapy techniques.
* Kindness and compassion for clients, dependability, desire to learn

**In what ways could the professional preparation of the person being evaluated?**

**The following were cited as ways that the professional preparation could be enhanced (direct quotes):**

* Nothing comes to mind.
* Arriving on time to supervision and sessions.
* None
* Keep up the great work!
* NA, students are very prepared
* She is growing.
* Experiential learning will help them improve their counseling skills. They are professionally prepared when they start at our site.
* More consistency in communication from the program to students and sites would be really helpful.
* Everything went very well.
* The student is appropriate for her level of education.
* I find that the student is not lacking in any area - my encouragement is that she continues to improve on the path she is already taking.
* Generally, I would like to see more training during their graduate studies on crisis management and communicating with guardians for their child's needs.
* The students in the last cohort were knowledgeable overall but at times struggled with follow through and has incidents of boundary concerns and oversharing. They also weren't aware of BHEC rules and those types of things and said once it was done in site supervision, they were the only ones in class that had gone over it.
* Treatment planning and confidence during individual client interaction.
* NA, our clinic was so pleased with the intern that we hired them.

**Survey Results from EPCE Advisory Board**

**Fall 2021 – Summer 2024**

*Advisory Board Ratings of Knowledge and Skills by Area*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Areas** | **Knowledge n** | **Knowledge Mean** | **Skills n** | **Skills**  **Mean** |
| 1 | School Counseling (ASCA Model) | 8 | 4.88 | 7 | 4.86 |
| 1 | Family Counseling | 8 | 4.88 | 7 | 5.00 |
| 3 | Dysfunctional Behavior | 8 | 4.88 | 7 | 4.86 |
| 4 | Consultation | 8 | 5.00 | 7 | 5.00 |
| 5 | Techniques of Counseling | 8 | 4.75 | 7 | 4.86 |
| 6 | Addictions | 7 | 5.00 | 6 | 5.00 |
| 7 | Supervision Given | 7 | 5.00 | 6 | 5.00 |
| 8 | Supervision Received | 8 | 4.75 | 7 | 5.00 |
| 9 | Research/Statistics/Evaluation | 8 | 4.75 | 7 | 4.86 |
| 10 | Diagnosis | 8 | 4.88 | 7 | 5.00 |
| 11 | Child and Adolescent Counseling | 8 | 4.88 | 7 | 4.86 |
| 12 | Clinical Mental Health Counseling | 8 | 4.75 | 7 | 5.00 |
| 13 | Counseling Persons with Special Needs | 8 | 5.00 | 7 | 5.00 |
| 14 | Ethical and Legal Matters | 8 | 5.00 | 7 | 5.00 |
| 15 | Advocacy | 8 | 4.88 | 7 | 4.86 |
| 16 | Treatment Planning/Case Management | 7 | 5.00 | 7 | 5.00 |
| 17 | Technology | 8 | 4.75 | 7 | 5.00 |
| 18 | Psychopharmacology | 7 | 4.86 | 7 | 4.71 |
| 19 | Couples/Marriage Counseling | 8 | 5.00 | 7 | 5.00 |
| 20 | Professional Credentialing | 8 | 5.00 | 7 | 5.00 |
| 21 | Professional Organizations | 8 | 5.00 | 7 | 5.00 |
| 22 | Individual Counseling | 8 | 5.00 | 7 | 4.86 |
| 23 | Group Counseling | 8 | 4.75 | 7 | 4.71 |
| 24 | Sexuality | 8 | 4.75 | 7 | 4.71 |
| 25 | Gender Identity | 8 | 4.75 | 7 | 4.71 |
| 26 | LGBTQIA+ Counseling | 8 | 5.00 | 7 | 5.00 |
| 27 | Theories of Counseling | 8 | 4.75 | 7 | 4.86 |
| 28 | Career and Lifestyle Counseling | 8 | 5.00 | 7 | 5.00 |
| 29 | Multicultural Counseling | 8 | 5.00 | 7 | 5.00 |
| 30 | Human Growth and Development | 8 | 5.00 | 7 | 5.00 |
| 31 | Testing and Assessment | 8 | 4.88 | 7 | 5.00 |
| 32 | Crisis Counseling | 8 | 4.88 | 7 | 5.00 |
|  | **Overall Mean** |  | **4.90** |  | **4.93** |

**Summary**

**A summary of the responses from the Advisory Board is provided below.**

* The Advisory Board rated knowledge from a low of 4.75 to a high of 5.0 on 14 different areas.
* The Advisory Board rated skill areas from a low of 4.71 to a high of 5.0 on 13 different areas.
* The Advisory Board’s mean score regarding skill was 4.93 (5.0 possible), and the mean score for knowledge was 4.90 (5.0 possible).

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

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Attributes** | **N** | **Mean** |
| 1 | Employee’s readiness for duties and responsibilities | 8 | 5.00 |
| 2 | Distinctiveness of the employee’s skills | 8 | 4.75 |
| 3 | Professionalism of the employee | 8 | 5.00 |
| 4 | Employee’s willingness to be a team player | 8 | 5.00 |
| 5 | Employee’s work ethic | 8 | 4.75 |
| 6 | Dependability of the employee | 8 | 5.00 |
| 7 | Initiative of the employee | 8 | 4.88 |
| 8 | Interpersonal skills of the employee | 8 | 4.88 |
| 9 | Overall rating of the employee | 8 | 5.00 |
|  | **Mean** |  | **4.92** |

**Summary**

**The Advisory Board’s ratings of EPCE students’ program attributes is:**

* The Advisory Board ratings for EPCE students’ program attributes in all areas was very high with a mean score rating of 4.96 (possible 5.0).

**What are the major professional strengths of the program being evaluated?**

**Summary:**

**In summary, the data indicated the following regarding professional strengths of the program (direct quotes):**

* Diverse faculty that provides a well-rounded and thorough education in counseling. Depth of knowledge provided to students. Faculty stays very abreast of current counseling issues and they participate in state and national organizations and conferences Relationship of faculty with those connected to counseling in the community.is strong.
* Faculty are amazing and are a major professional strength for the program. The students are taught by a wide variety of skilled and talented professors.
* Students graduating from this program are well rounded in their knowledge of professional counseling. Many graduates from the TTU program have gone on to startup and own their own counseling businesses, employing other counselors in the community.
* The quality of instruction and professors make the program what it is.
* This department goes above and beyond in educating potential counselors. The theory and skills are extensively taught. They monitor professional expectations of dress, professional communication, email etiquette for students in the program. And prior to the expectation, they educate students on these soft skills and their importance. This department teaches students the benefits of belonging to a professional organization. They send a large contingent of graduate students to the Texas Counseling Association state convention each year. And in addition, many of the students are presenters.
* Small class sizes, CACREP accreditation, and extensive experience of professors and staff.
* Client centered trauma focused commitment to diverse populations.
* It's a wonderful, very meticulous program. The individual, group, and clinical mental health counseling components are all strengths of the program.

**In what ways could the professional preparation of the program being evaluated be most improved?**

**Summary:**

**The Advisory Board’s recommendations for improvement are (direct quotes):**

* Not sure. I feel the program is outstanding and valuable to students in many ways.
* If the program could improve, I believe hiring additional faculty to add to the already successful program would be ideal.
* Involve the board members more in the classroom instruction.
* I have not found any professional areas lacking. However, it would be wonderful if the department had more funding for additional professors with various backgrounds.
* Return to the model of interviewing all program applicants and more thoroughly vetting each individual who applies for the program.
* In regard to professional preparation, I honestly do not see any areas for improvement as I believe they are doing a great job. We currently have three graduate students of the program working for us and they are doing a wonderful job!

**Student Faculty Ratio**

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

***EPCE Student-Faculty Ratio by Academic Year***

|  |  |
| --- | --- |
| **Year/Semester** | **Ratio** |
| **Fall 2021 - Summer 2022** | **11.26** |
| **Fall 2022 - Summer 2023** | **9.38** |
| **Fall 2023 - Summer 2024** | **9.58** |
| **Average** | **10.07** |

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Core Teaching** | **Non-Core Teaching** |
| **Fall 2021 - Summer 2022** | **68%** | **32%** |
| **Fall 2022 - Summer 2023** | **68%** | **32%** |
| **Fall 2023 - Summer 2024** | **63%** | **37%** |
| **Average** | **67%** | **33%** |

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Courses Taught by Full-Time Faculty** | **Courses Taught by Non-Core Faculty** |
| **Fall 2021 - Summer 2022** | **30** | **14** |
| **Fall 2022 - Summer 2023** | **30** | **14** |
| **Fall 2023 - Summer 2024** | **27** | **15** |
| **Average** | **29.00** | **14.33** |

**Summary**

* **From fall 2021 to summer 2024, the student-faculty ratio averaged 10.07, which remained within the limit set by CACREP.**
* **From fall 2021 to summer 2024, the core faculty taught on average 67% of the courses in the Counselor Education program and non-core faculty taught 33%.**
* **From fall 2021 to summer 2024, the full-time faculty taught on average 29.00 courses per year, and the non-core faculty taught on average 14.33 courses per year.**

**Final Summary**

* The survey received 46 responses from current master’s students, 48 from master’s graduates, 45 from current doctoral students, 25 from doctoral graduates, 25 from site supervisors, and 8 from members of the advisory board.
* The following themes were identified as program attributes across all surveys:
  + Supporting students in developing a professional counseling identity.
  + Fostering personal and professional growth among counseling students.
  + Creating ethically responsible counselors.
  + Encouraging students and graduates to contribute to the profession in unique and specialized ways.
  + Embodying advocacy and social justice principles.
* Current master’s students reported selecting the TTU Counseling Program because of CACREP accreditation, the program’s reputation, affordability, location, hybrid delivery, and preparation for licensure.
* Master’s students cited supportive faculty, opportunities for clinical and research experience, and TTU’s national reputation as reasons for enrollment.
* Current doctoral students selected the program because of faculty expertise, CACREP accreditation, academic rigor, hybrid weekend format, mentorship, and program reputation.
* The ages of currently enrolled master’s students ranged from 21 to 56 years with a mean of 30 years.
* The ages of currently enrolled doctoral students ranged from 27 to 60 years with a mean of 40 years.
* The ages of master’s graduate students ranged from 23 to 63 years with a mean age of 36 years.
* The ages of doctoral graduate students ranged from 30 to 60 years with a mean age of 41 years.
* The gender of currently enrolled master’s students was 80% female and 20% male.
* The gender of currently enrolled doctoral students was 71% female, 24% male, and 5% prefer not to say.
* The gender of master’s graduate students was 89% female and 11% male.
* The gender of doctoral graduate students was 71% female and 29% male.
* The racial/ethnic demographics of current master’s students were 77% Caucasian, 16% Hispanic, and 7% African American.
* The racial/ethnic demographics of current doctoral students were 60% Caucasian, 17% Hispanic, 12% African American, 10% Asian American, and 2% Other.
* The racial/ethnic demographics of master’s graduates were 71% Caucasian, 18% Hispanic, 7% African American, and 4% Other.
* The racial/ethnic demographics of doctoral graduates were 64% Caucasian, 14% African American, 14% Hispanic, and 7% Other.
* The majority (57%) of current master’s students preferred enrolling in nine credit hours each semester.
* The majority 52% of current doctoral students reported being at the proposal writing stage.
* Membership in professional organizations was reported by 55% of current master’s students, with the highest number of students belonging to the Texas Counseling Association.
* Ninety-three percent (93%) of current doctoral students reported professional memberships, with the ACA (35), TCA (38), TACES (16), and ACES (11) most common.
* Ninety-one percent (91%) of current doctoral students presented at conferences and totals ranged from 1 to 23 presentations.
* Nearly half (50%) of current doctoral students had submitted manuscripts and seven publications were reported.
* Sixty-four percent (64%) of doctoral graduates submitted manuscripts with some publishing five articles.
* Eighty-six percent (86%) of doctoral graduates presented at professional conferences, including international venues such as Oxford, England.
* Current master’s students rated their knowledge at a mean of 4.20 (5.0 possible) with Supervision Received rated highest at 4.79 (5.0 possible).
* Current master’s students rated their skills at a mean of 4.20 (5.0 possible) with Supervision Received rated highest at 4.67 (5.0 possible).
* Current doctoral students rated their knowledge at a mean of 4.52 (5.0 possible) with Ethical and Legal Matters rated highest at 4.85 (5.0 possible).
* Current doctoral students rated their skills at a mean of 4.57 (5.0 possible) with Professional Identity rated highest at 4.94 (5.0 possible).
* Master’s graduates rated their knowledge at a mean of 3.83 (5.0 possible) with Techniques of Counseling rated highest at 4.61 (5.0 possible).
* Master’s graduates rated their skills at a mean of 3.94 (5.0 possible) with Techniques of Counseling rated highest at 4.58 (5.0 possible).
* Doctoral graduates rated their knowledge at a mean of 4.44 (5.0 possible) with Professional Identity rated highest at 4.79 (5.0 possible).
* Doctoral graduates rated their skills at a mean of 4.45 (5.0 possible) with Professional Writing rated highest at 4.71 (5.0 possible).
* Site Supervisors rated student knowledge at a mean of 4.25 (5.0 possible) with Supervision, Clinical Mental Health Counseling, and Individual Counseling rated highest at 4.56 (5.0 possible).
* Site Supervisors rated student skills at a mean of 4.13 (5.0 possible) with Techniques of Counseling, Supervision Provided and Supervision Received rated highest at 4.53 (5.0 possible).
* Advisory board members rated knowledge at a mean of 4.90 (5.0 possible) and skills at a mean of 4.93 (5.0 possible), with multiple areas including Consultation, Crisis Counseling, and Multicultural Counseling rated at 5.00 (5.0 possible).
* Current master’s students rated their personal attributes at 4.59 (5.0 possible), with Dependability and Adaptability highest at 4.71 (5.0 possible).
* Current doctoral students rated their personal attributes at 4.78 (5.0 possible), with Interpersonal Effectiveness highest at 4.87 (5.0 possible).
* Site supervisors rated student attributes at a mean of 4.63 (5.0 possible), with Overall Competence, Work Attitude, and Adaptability all rated highest at 4.70 (5.0 possible).
* Advisory Board members rated student attributes as employees at a mean of 4.92 (5.0 possible), with Readiness, Professionalism, Dependability, and Teamwork all receiving perfect 5.00 scores.
* Master’s graduates reported initial salaries ranging from $15,000 to $73,000 with a mean of $47,809, and current salaries ranging from $15,000 to $90,000 with a mean of $54,643.
* Doctoral graduates reported their employment as professors, program directors, clinical directors, supervisors, executive directors, and private practitioners.
* Faculty ratings by all groups of respondents were consistently cited as the greatest strength of the program, Faculty were described as knowledgeable, accessible, supportive, and invested in student success.
* Ratings from all respondent groups listed the following as the areas for improvement: the practicum and internship placement process, consistency in guidance, expanded training needed for crisis and trauma counseling, more preparation needed for teaching and research at the doctoral level, and improved communication and organization in program administration.

**Recommendations**

The overwhelming majority of survey ratings and open-ended comments were very positive about the Counselor Education Program. CACREP was consistently cited as one of the reasons that students chose to enroll at TTU. Thus, continued support of CACREP is very important. The Counselor Education Program is guided by the following objectives.

1. To support students in establishing a firm professional counseling 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

In comparing the above objectives with the information gleaned from the surveys, the data indicate the faculty are successful in meeting the objectives. Regardless of the positive results from the data, the faculty will continue to focus on finding avenues for improving performance on the above objectives. In essence, the faulty will seek ways to improve the program, and make the TTU Counselor Education Program the “best that it can be”