

TWU Counseling and Development: Annual Outcome Data Report 2024

Annual Outcome Data Report Within the Department Human Development Family Studies and Counseling, at Texas Woman's University

Two counseling tracks in the Master of Science Counseling and Development Program are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009): Master of Science with an emphasis in Clinical Mental Health Counseling and Master of Science in School Counseling.

Students Enrolled in the C&D Master's of Counseling Program in 2024

Clinical Mental Health track	School Counseling Track	Total
123	10	133

Students Graduated from the C&D Program in 2024 (Including Fall Anticipated Graduates)

Clinical Mental Health track	School Counseling Track	Total
35	1	36

Percentage of students who completed their degree in the MS program within the time to degree established by the institution?

Clinical Mental Health track	School Counseling Track	Dual Track	No track specified	Total
91.0%	100%	100%	100%	94.7%

Number of currently enrolled students in the C&D MS program for each category below:

Fall 2024

Male	6
Female	95
Non-Binary/Gender Fluid	0

Asian	7
Black	4
Hispanic	27
Other	8

White	55
Active Duty Military	0
Veteran	1

Student Assessment-Post Graduation

Based on self-report from former students 6 months post-graduation, our students have an estimated 100% employment rate in both the clinical mental health program and school counseling program.

White: 66.7 %

2 or more 33.3 %

<https://twu-edu.zoom.us/j/83724218751>

- All plan on becoming a LPC or LPC-Associates. 66.7% are associates or LPC's, and 33.3% plan on becoming LPC's
- All respondents were on the Clinical Mental Health track, and therefore none are planning to become school counselors.
- 100 percent of respondents have taken and passed the NCE
- 66.7 are already employed, 33.3 % are applying for LPC-Associates licensed and therefore cannot be employed in the field yet.

Qualitative Feedback from Graduates (Highlights):

- This program was an honor to attend with such warm professors that really helped me feel heard, seen, and validated. They allowed me to feel so prepared, despite anxieties, with going out into the field post grad school. I could not have asked for a better experience. Highly grateful for all the work that has been put into making this program what it is. The care that is exuded by the professors is palpable.
- I am proud to be a TWU alum, and I absolutely love what I do!

2024: Summary of Program Evaluation Results

Prepracticum: Only one person responded, and they ranked all areas of the program “good,” “excellent” or “very good”

Practicum: There were no sections of practicum this semester

Internship: 11 people completed

Demographic Overview of this Survey:

1. By Gender:

- **Females** tend to rate most categories positively, with scores generally ranging from **3.0 (Good)** to **4.2 (Very Good)**.
- **Males** show higher ratings overall, especially in categories like **Confidence in Ability to Seek Supervision (5.0)** and **Group Work (4.0)**, indicating they feel more confident or positive about certain aspects.

Key Insights from the Race/Ethnicity-Based Ratings:

1. Hispanic or Latino Students:

-Crisis Counseling Intervention and Assessment: Rated significantly lower (2.0) compared to White, non-Hispanic students (3.375), suggesting that Hispanic or Latino students may feel less confident or have less support in these areas.

-Implementation of Individual Counseling Skills: Rated lower (2.5) compared to White, non-Hispanic students (3.89), indicating that there might be some difficulty or lack of confidence in applying counseling skills.

- Professional Identity: Rated significantly lower (3.0) compared to White, non-Hispanic students (4.11), which may point to challenges in establishing a strong professional identity within the program.

- Helping Relationships: Rated slightly lower (3.5) compared to White, non-Hispanic students (3.89), suggesting potential difficulties in building connections or feeling supported by peers and mentors.

2. White, non-Hispanic Students:

- Higher Confidence in Most Categories: White, non-Hispanic students generally rated most categories higher, particularly in Professional Identity, Crisis Counseling, and Human Growth and Development. This could indicate that this group feels more confident in applying the skills and understanding the theory and practical aspects of counseling.

Suggested Improvements Based on Racial/Ethnic Differences:

- Community and Cohort Building: Facilitate stronger cohort and community building through social events or small-group discussions to enhance feelings of support and connection, particularly for Hispanic or Latino students who may feel more isolated.

-Bilingual Students: May feel less confident because of practicing in Spanish as opposed to English, as they are encouraged to do so. Cultural values of humility were acknowledged as part

of the culture. Even clinical language is different in Spanish and requires structured training that is not provided.

Dr. Rodriguez expressed interest in creating a course for bilingual students centered around clinical language in connection to providing services. Dr. 's Jarrett and Rodriguez are co-facilitators of the TWU Chapter of TX Counselors for Social Justice. Through that organization, there may be some opportunities for a Latinx specific support group or mentorship program.

Summary of the TWU Counseling and Development Program for Internship

All areas of measurement had a high percentage of “Excellent, Very Good, or Good.” Therefore, we looked at the areas in which students rated the program as “Fair or Poor” in order to get a deeper understanding of our program areas for growth. The table below outlines the areas rated “Fair or Poor.” Below the table we provide actionable steps the program will take to improve based on this table.

	Fair (%)	Poor (%)
Implementation of individual counseling skills	9	0.0
Diagnosis and treatment of clients	22	0.0
Crisis counseling intervention and/or assessment: confidence in conducting counseling intervention and/or assessment with support of a supervisor	30	0.0
Helping Relationships	0.0	0.0
Professional Identity	9	0.0
Human Growth and Development	9	9
Social and Cultural Diversity	0.0	0.0
Group Work	0.0	0.0
Confidence in Ability to Seek Supervision	9	0.0

Career Development	18	0.0
Research and Program Development	27	9
Foundations of Clinical Mental Health Counseling	0.0	0.0
Assessment	20.0	10.0
Please rate your experience in the following areas:	9	9
Practicum and Internship experiences		
Appropriateness of course content	9	0.0
The TWU graduate school application (incoming)	0.0	0.0
College of Graduate Studies	9	9
Advising-accuracy of information given	9	0.0
Advising-availability of faculty advisor	9.	9.
Counseling and Development website	0.0	18
Availability of courses	27	0.0
University Library services	0.0	9
University Library services.1	0.0	9.
Please share your feedback regarding the format and your experience(s) with online instruction in the C& D program.	0.0	0.0
What aspects of the TWU Counseling and Development program do you like the best?	0.0	0.0
What aspects of the TWU Counseling and Development program do you like the least?	0.0	0.0

Any category above a 9% in the “fair of poor” categories received discussion from the faculty and the following plans were put in place to improve the program. Qualitative comments were also considered when creating program improvements.

1. Crisis class has been revamped with more experiential activities and resources by Dr. Jarrett. Dr. Jarrett is also working on a grant to provide EMDR certification for students, which can provide accessible specialized, trauma-focused training for students.
2. Dr. King will add a Diagnosis assignment into to clinical sequence (Practicum and Internship)
3. Crisis: Dr. King created a crisis management video for suicidal ideation assessment. She will also create a quiz based on the video. This will be required in Pre-practicum class to provide extra training for suicide assessment. In Practicum and Internship, they are required to get crisis procedures and bring to class for discussion in class 2. This will be standard for classes moving forward.
4. An assignment was created in Diagnosis and Treatment Planning based on crisis assessment that will be utilized in this class moving forward

Qualitative Comments Summary:

Regarding Online Coursework:

“Online instruction is significantly less impactful and less helpful than in person. Retention of information and delivery of information is not nearly as good as in person. Online feels like the classes that don’t really count.”

“I loved having the option to take online courses. It provided flexibility to the program and how I engaged in the content.”

What aspects of the TWU Counseling and Development program do you like the best?”

“I love the staff. I have nothing but good things to say about all the professors. I have grown and learned so much and it is all because of their dedication to the program and field.”

“Practicing the skills with classmates!”

“Quality of faculty, practicum format, an environment that fosters growth”

What aspects of the TWU Counseling and Development program do you like the least?”

“The students must identify with a specific theory early in the program and later during the practice students may feel or become aware that such a theory does not align with their counseling style.”

“Discussion posts!”

“The lack of options in exploring the kind of counselor you want to be or information on other certifications you may want to pursue - EDMR, IFS, etc.”

KPI Review:

All students received 3's or 4's except for a few exceptions. Those students were discussed individually.

Student Dispositions

Student dispositions were reviewed and discussed in the meeting. The individual concerns were addressed, but not shared here to protect student confidentiality. Remediation plans and individual student meetings have occurred to address areas of concern.