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UNIVERSITY OF NORTH TEXAS AT DALLAS

2020 Counseling Program Evaluation Report

**University of North Texas at Dallas
Counseling Program Evaluation Report
2020**

UNT Dallas Counseling Program continues to hold CACREP accreditation for the School Counseling and Clinical Mental Health Counseling programs. In addition, the School Counseling program is accredited by the Texas Education Agency.

Annual CACREP Reporting Requirements

Enrollment for the UNT Dallas Counseling Program was as follows:

Enrollment		
Semester	School Counseling (MED)	Clinical Mental Health Counseling (MS)
Summer 2019	4	39
Fall 2019	7	59
Spring 2020	5	64

In the Fall of 2019, the demographics of the CMHC program were 49 females and 10 males; 2 were Asian, 16 were Black, 14 were Hispanic, 23 were White non-Hispanic, 1 was multi-racial, and 3 were non-specified. The demographics of the SC program were 5 females and 2 males; 2 were Black, 4 were Hispanic, and 1 was White non-Hispanic.

Between Summer 2019, Fall 2019, and Spring 2020, 15 students graduated from our Clinical Mental Health Counseling program and 1 student graduated from our School Counseling program. The completion rate for Clinical Mental Health Counseling rate was 100% and for school counseling was 85.7%. Of those alumni who responded to the 2020 survey question about employment, 100% of Clinical Mental Health counseling responding alumni were employed, with 61.5% in the field of counseling and 38.5% outside the field of counseling; while 100% of School Counseling responding alumni were employed as Certified School Counselors.

Our graduates perform well on licensing and certification examinations. In Fall of 2019, 20 UNT Dallas students took the National Counselor Examination, the standardized examination required for state licensure as a professional counselor, and 90% (N=18) passed. In Spring of 2020, one student took the NCE and passed. In Summer of 2019, 3 School Counseling graduates took the TExES School Counselor Examination and 100% passed.

Objectives

Program faculty continue to affirm our program objectives and priorities, which are as follows:

Through a curriculum grounded in social justice and service learning, graduates will gain exposure to diverse field-based experiences that assist them to develop foundational knowledge,

skills, and dispositions necessary for success in clinical mental health and school counseling settings. Specifically, graduates will:

1. Demonstrate mastery of core counseling knowledge and skills necessary for licensure and certification.
2. Through a process of personal and professional reflection, identify a guiding theory of counseling that will serve as a foundation for counseling.
3. Develop and maintain effective, culturally responsive counseling relationships.
4. Cultivate ethical and legal disposition to counseling practice.
5. Demonstrate social justice advocacy and leadership skills in counseling practice.
6. Develop, manage, and evaluate counseling services and programs.

Evaluation Results

Internship Site Supervisor Reports

Internship site supervisors were asked to compare their UNT Dallas Counseling intern(s) to interns from other counseling programs. Based on results from 20 site supervisors, the percentage who indicated UNT Dallas counseling interns were “above average” or “excellent” in overall educational preparation was 95%; clinical skills ability was 100%; conceptualization of clients was 95%; ethical behavior was 95%; theoretical knowledge was 95%; and administrative skills 95%.

Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) Total Score passage rate in Summer 2019 was 93.3%, Fall 2019 was 83.3%, and Spring/Summer 2020 was 100%.

Passing	Summer 2019 (15 Took the Exam)	Fall 2019 (6 Took the Exam)	Spring 2020 (Postponed due to COVID-19; 19 Took the Exam in Summer 2020)
Total Score	93.3%	83.3%	100%
Ethics	80%	100%	89.5%
Social & Cultural Foundations	100%	83.3%	100%
Human Growth/ Development	100%	83.3%	94.7%
Career	80%	66.7%	100%
Helping Relationships	86.7%	100%	94.7%
Group	93.3%	66.7%	100%
Assessment	100%	83.3%	84.1%
Research	100%	100%	100%

Student Survey

In August 2020, students were surveyed about their perceptions of UNT Dallas' counseling program strengths and areas of needed improvement. Thirty one students responded to this student survey. Related to program goals, respondents who either strongly agreed or agreed that the program was helping them develop a professional counselor identity was 93.6%; articulate a guiding theory was 74.2%; and becoming a multi-culturally competent social justice advocate was 100%. Approximately 83.9% believed UNT Dallas faculty provide quality teaching. Over 96.78% believed the diversity of students benefited their professional development. Approximately 77.4% either strongly agreed or agreed that they were satisfied with the counseling program. Students identified program strengths, predominantly, as professors, small class sizes, diversity of students, and CACREP accreditation. They identified areas for improvement, predominantly, as improving timely communication and organization, re-establishment of the counseling clinic, support in finding practicum and internship sites, and more notification of CPCE/NCE dates.

Alumni Survey

In August 2020, alumni were surveyed about their perceptions of UNT Dallas' counseling program strengths and areas of needed improvement. Twenty one alumni responded to the survey. When asked how well the UNT Dallas Counseling program prepared them to be an effective counselor, 100% of alumni surveyed indicated they were either prepared or very well prepared. Alumni survey respondents were asked to rate how well they were prepared based on a number of items. The percentage of CMHC alumni who indicated they were either very well prepared or prepared was 100% for applying ethical standards; 84.6% for multicultural counseling competencies; 76.9% for social justice advocacy; 100% for understanding human development; 100% for counseling theories; and 84.6% for career development; 100% for conduct individual counseling; 100% for group counseling; 69.3% for crisis intervention; 92% for consultations, and 69% for using data and literature to develop programs. School Counseling alumni survey respondents had similar or higher percentages for each of the above listed items. Over 68.8% of both CMHC and SC alumni respondents were employed in a counseling related field while the other, 31.3%, were employed in a non-counseling related field. Alumni identified program strengths, predominantly, as knowledgeable professors, diverse professors and staff, and the counseling clinic. Alumni's recommendations for improvement, predominantly, were helping prepare students to apply for licensure, reopen the counseling clinic, clearer communication, and more internship and practicum sites.

Program Modifications Based on Evaluations

Upon review of the data, the counseling faculty are seeking the following changes:

1. The new Program Chair, Dr. Samuel Bore, will develop Counseling program page on CANVAS to post timelines for CPCE and NCE and other key milestones as well as answers to frequently asked questions.

2. Internship coordinator, Program Assistant, and Community Engagement director will maintain and post a comprehensive list of practicum and internship sites with site supervisor contact information. Internship coordinator will request a 5 minute video from site supervisors describing their site and providing helpful information that they think interns should know in general.
3. Counseling faculty will advocate for reopening the UNT Dallas Counseling clinic.
4. Assessment and ethics courses will be changed to hybrid rather than 100% online.
5. Crisis counseling course will be changed from 5 weeks to 10 weeks in the summer. Crisis counseling instructor will ask crisis counselors from various agencies to present their interventions and a case study in the course.
6. Delta Nu Tau Chapter of Chi Sigma Iota will sponsor (a) professional development workshops with CEUs to engage students, alumni, site supervisors, and CMHC as well as SC professionals and (b) a social justice advocacy activity.

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