College of Education, Health, and Human Sciences  
Department of Educational Psychology & Counseling  
Counselor Education Programs  

2016 Program Evaluation Report  

Vital Statistics  

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publically available each year.

<table>
<thead>
<tr>
<th></th>
<th>CMHC</th>
<th>SC</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently enrolled students</td>
<td>30</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>Graduates in 2015-2016</td>
<td>6</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Program completion rate</td>
<td>11/15 78%</td>
<td>14/15 93%</td>
<td>7/9 78%</td>
</tr>
<tr>
<td>Employment rate</td>
<td>6/6 100%</td>
<td>8/8 100%</td>
<td>5/5 100%</td>
</tr>
<tr>
<td>National Counselor Examination Pass</td>
<td>7/7 100%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Professional School Counselor Praxis Pass</td>
<td>n/a</td>
<td>7/7 100%</td>
<td>n/a</td>
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</tbody>
</table>

- CMHC = MS in Clinical Mental Health Counseling, SC = MS in School Counseling, PhD = Counselor Education Doctoral Program.
- Program completion rate indicates proportion of students who completed degree requirements within expected time to degree (2-3 years for full-time MS students, 3-4 years for part-time MS students, 3-4 Years for full-time PhD students, 4-6 years for part-time PhD students).
- Employment rate indicates proportion of students who desired employment who were employed or engaged in full-time advanced academic study within six months of graduation. Most graduates secure employment prior to graduation.
Program Objectives & Major Program Activities
The program faculty has been engaged in a number of activities relevant to this report:

- During the 2014-2015 Academic Year, the program faculty engaged in a thorough review of the 48-hour School Counseling Program and updated program requirements to meet the newly released 60-hour CACREP requirements.

- During the 2015-2016 Academic Year, the program faculty
  - explored and updated overarching program objectives, mission, and vision
  - aligned curricula to newly-released 2016 CACREP standards
  - engaged in a comprehensive revision of program evaluation and student assessment plans

Sources of Data
The following sources of data were utilized in developing this report

- Graduate performance on the National Counselor Examination
- Graduate performance on the Professional School Counselor Praxis Examination
- Student performance on written comprehensive examinations
- Student performance on final internship ratings from instructors and site supervisors
- Alumni follow-up surveys
- Site-supervisor and employer follow-up surveys
- Faculty observations and discussions during semesterly systematic program evaluation meetings

Master's Programs Evaluation Findings

Objective 1: Graduates will have foundation knowledge necessary for success as professional counselors

- Historically, the program has maintained a 100% pass rate for the National Counselor Examination. Given low sample size in 2015-2016, NBCC did not make aggregate score reports available to the program. Results from 2014-2015 (n = 7) indicated that UT students scored above the national mean on all subscales of the NCE. Results were approximately one SD above the national mean for development, helping relationships, group, career, assessment, and research. Results were 1.5 SD above the national mean for professional orientation and ethical practice. The smallest deviation from the national mean was for social and cultural diversity.

- Consistent with prior years, 100% (n = 7) of SC students passed the Professional School Counselor Praxis examination in 2015-2016. Scores ranged from 172 to 186 with a median of 184. This is well-above the minimum score required for passing in TN (156) and ETS-reported median scores (170). This demonstrates especially strong foundation knowledge in School Counseling professional orientation.

- A total of 12 MS students sat for the comprehensive examination in Spring 2015. During this administration, the faculty implemented standardized rating rubrics for the first time. Rubrics involved a 0 = Does Not Meet, 1 = Meets, and 2 = Exceeds expectations scale and were blind rated by 3 faculty members for each response. Mean ratings are highlighted below. In all, group counseling and helping relationships-theories received highest ratings. Human growth and development and program evaluation received lowest ratings.
  - Professional orientation and ethical practice – $M = 1.02$ ($SD = 0.30$)
  - Social and cultural diversity - $M = 0.92$ ($SD = 0.44$)
  - Human growth and development - $M = 0.86$ ($SD = 0.35$)
Objective 2: Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.

- On the alumni survey, 8 of 9 graduates endorsed the highest rating “very well” regarding their preparation to develop deeply healing therapeutic relationships.
- Site supervisors ($n = 12$) were unanimous in rating preparation to develop deeply healing therapeutic relationships as well or very well, with two-thirds rating very well.
- To assess this objective more thoroughly, the program will implement revised field experience forms and tracking systems in Fall 2016.

Objective 3: Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.

- On the alumni survey, 7 of 9 graduates endorsed the highest rating “very well” regarding cultivation of professional dispositions.
- Site supervisors ($n = 12$) were unanimous in rating program cultivation of dispositions as well or very well, with two-thirds rating very well.
- The program prides itself on unified attention to professional dispositions (CORIS) from admissions to coursework to field experiences. To assist in exploring this objective more thoroughly in the future, the program will implement revised annual student review and feedback systems with attention to CORIS in Fall 2016.
**Objective 4:** Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.

- Comprehensive examination ratings on advocacy items indicated an average score of 1.08 (slightly above Meets Expectations), $SD = 0.51$.
- On the alumni survey, 6 of 9 graduates endorsed the highest rating “very well” regarding cultivation of advocacy competencies.
- Site supervisors ($n = 12$) were unanimous in rating advocacy competencies as well or very well, with three-quarters rating very well.
- To assist in exploring this objective more thoroughly in the future, the program will implement revised field experience forms and tracking systems in Fall 2016.

**Objective 5 - CMHC:** Graduates will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.

- Comprehensive examination ratings on CMHC setting items indicated an average score of 1.00 (Meets Expectations), $SD = 0.43$.
- Of the 5 CMHC graduates who completed the survey, there was most positive consensus regarding preparation for a broad range of techniques (4 of 5 rated “very well”). The lowest-rated area was assessment and diagnosis for treatment planning (1 of 5 rated “not very well”).
- Four CMHC site supervisors completed this section of the survey. They were unanimous in assigning “very well” ratings to preparation for a full range of tasks and interdisciplinary strategies. Not one supervisor rated any item “not very well;” however, greatest opportunity for improvement was in techniques and interventions for a broad range of mental health issues.
- To assist in exploring this objective more thoroughly in the future, the program will implement revised field experience forms and tracking systems in Fall 2016.

**Objective 5 – SC:** Graduates will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.

- Comprehensive examination ratings on SC setting items indicated an average score of 1.13 (slightly above Meets Expectations), $SD = 0.34$.
- Of the 4 SC graduates who completed the survey, there was most positive consensus regarding techniques of personal/social counseling (3 of 4 rated “very well”). The lowest-rated items related to use of accountability data (2 rated not very well, 2 rated very well) and interventions to promote academic development (1 rated not very well, 3 rated very well).
- Eight site supervisors completed this section of the survey. They were unanimous in assigning “well” or “very well” ratings to full range of tasks, techniques of personal/social counseling, and use of accountability data. The areas with opportunities for most growth related to interventions to promote academic development and promotion of college and career readiness (2 of 8 rated not very well).
- To assist in exploring this objective more thoroughly in the future, the program will implement revised field experience forms and tracking systems in Fall 2016.
Other Quality Indicators

- All 9 MS graduates believed they were prepared or very prepared to enter the field.
- All 9 MS graduates were satisfied or very satisfied with accessibility of instructors, feedback from instructors, quality of advising, and program coverage of relevant content. All but one graduate was very satisfied with the quality of practicum and internships.
- Eight of 9 graduates were employed full-time in positions directly related to their training at UT; the remaining graduate was pursuing doctoral study in the field.
- Two general themes emerged from narrative graduate feedback. Several graduates noted opportunity to deepen attention to substance use and diagnosis. Three graduates noted a desire for more attention to current operations of school systems.
- All but one graduate was very satisfied with the quality of practicum and internships.
- Eight of 9 graduates were employed full-time in positions directly related to their training at UT; the remaining graduate was pursuing doctoral study in the field.
- All but one graduate was very satisfied with the quality of practicum and internships.

MS Program Changes, Improvements, and Response

- In response to faculty observations and feedback from key stakeholders, the program developed and implemented a unified curriculum for practicum. CMHC and SC program students participate together in practicum, and focus is on development of therapeutic relationship skills. This unified experience was implemented in Spring 2015.
- As noted above, the program updated to 2016 CACREP standards in AY 2015-2016; this update involved minor adaptations throughout curriculum and major changes to the SC program beginning in Fall 2016. SC program changes include three new required courses: Counseling Children and Adolescents, Psychopathology in School and Mental Health Settings, and Methods of Teaching Students with Emotional and Behavioral Disorders. Students may also select one additional elective under advisement. These additions will likely address graduate and site supervisor requests for depth of coverage in certain areas, especially as they relate to the academic environment. The program should closely monitor impact of new curriculum on student outcomes.
- In 2015-2016, the program developed and piloted standardized rubrics for use with comprehensive examinations. These procedures will be implemented in full during 2016-2017. We hope this revision will help the program to identify strengths and areas for improvement in the program.
- In 2015-2016, the program substantially revised alumni and site supervisor follow-up surveys in the hopes of better understanding key stakeholder experiences and needs.
- In 2015, the faculty implemented a revised course COUN 545 Lifespan Development to meet the core curricular area and to include attention to crisis and addiction. These areas emerged as areas that may need improvement based on student performance and feedback. The faculty will monitor impact of new course on student experience.
- The faculty should consider opportunities to enhance attention to program evaluation, especially as students take this coursework outside the program area.
Counselor Education Doctoral Program Evaluation Findings

Objective 1: Graduates will explore and engage in culturally sensitive, developmentally appropriate, ethical, and evidence-informed counseling relationships that prepare them to train master’s level professionals and contribute to the development of counseling theory and practice.

- A total of 7 students sat for the comprehensive examination in Summer 2016. During this administration, the faculty implemented standardized rating rubrics for the first time. Rubrics involved a 0 = Does Not Meet Expectations, 1 = Meets Expectations, and 2 = Exceeds Expectations scale and were blind rated by 3 faculty members for each response. Two of seven students failed initial administration of this item. Ratings for the counseling area were as follows:
  - Theoretical conceptualization – $M = 1.10$ (SD = 0.70)
  - Evidence-based practice - $M = 0.90$ (SD = 0.44)
  - Legal, ethical, and cultural strategies – $M = 1.00$ (SD = 0.45)
  - Developmental considerations – $M = 0.95$ (SD = 0.67)
  - Systemic understanding – $M = 1.00$ (SD = 0.55)
  - Professional writing style – $M = 1.19$ (SD = 0.40)

- To assist in exploring this objective more thoroughly, the program will implement revised field experience forms and tracking systems in Fall 2016. In addition, the program will include holistic review of student annual report data submitted via Taskstream.

Objective 2: Graduates will provide culturally sensitive, ethical and developmentally appropriate supervisory relationships that promote skills of developing clinicians and provide gatekeeping for the profession.

- All 7 students who sat for this comprehensive examination passed. Ratings for the supervision area were as follows:
  - Roles and responsibilities – $M = 1.24$ (SD = 0.56)
  - Theoretical foundations – $M = 1.24$ (SD = 0.44)
  - Evaluation, remediation, and gatekeeping – $M = 1.00$ (SD = 0.50)
  - Legal, ethical, and cultural considerations – $M = 1.00$ (SD = 0.35)
  - Integration – $M = 1.06$ (SD = 0.43)
  - Professional writing – $M = 1.47$ (SD = 0.51)

- Site supervisor and employer survey feedback included mention of anticipated positive impacts of previously implemented changes to the stand-alone supervision course.

- To assist in exploring this objective more thoroughly, the program will implement revised field experience forms and tracking systems in Fall 2016. In addition, the program will include holistic review of student annual report data submitted via Taskstream.

Objective 3: Graduates will demonstrate culturally sensitive, developmentally appropriate, and ethical teaching, assessment, and evaluation methods relevant to educating counselors.

- All 7 students who sat for this comprehensive examination passed. Ratings for the teaching area were as follows:
  - Pedagogy – $M = 1.29$ (SD = 0.47)
  - Instructional design and delivery – $M = 1.29$ (SD = 0.47)
  - Assessment of learning – $M = 1.06$ (SD = 0.43)
  - Integration – $M = 1.29$ (SD = 0.47)
  - Professional writing style – $M = 1.18$ (SD = 0.39)

- Site supervisor and employer survey feedback indicated that teaching was a consistently strong
area for program students and graduates.

- To assist in exploring this objective more thoroughly, the program will implement revised field experience forms and tracking systems in Fall 2016. In addition, the program will include holistic review of student annual report data submitted via Taskstream.

Objective 4: Graduates will comprehend and apply diverse methods for answering research questions relevant to the counseling profession.

- Four of 7 students who sat for this comprehensive examination in Summer 2016 passed.

  Ratings for the research area were as follows:
  - Rationale for research – $M = 1.00$ (SD = 0.59)
  - Research question - $M = 0.94$ (SD = 0.54)
  - Research design – $M = 0.78$ (SD = 0.73)
  - Data analysis – $M = 0.83$ (SD = 0.62)
  - Full conceptualization – $M = 0.72$ (SD = 0.57)
  - Professional writing – $M = 1.11$ (SD = 0.47)

- Site supervisor and employer feedback contrasted comprehensive exam results with stakeholders indicating that research is an area of strength with students well-engaged during their programs

- To assist in exploring this objective more thoroughly, the program will implement a dissertation rubric in Fall 2016. In addition, the program will include holistic review of student annual report data submitted via Taskstream.

Objective 5: Graduates will be culturally sensitive and ethical advocates and leaders for self, clients, and the counseling profession through interventions, programming, and professional and community engagement.

- All 7 students who sat for this comprehensive examination in Summer 2016 passed. Ratings for the leadership and advocacy area were as follows:
  - Theories and skills of leadership – $M = 1.05$ (SD = 0.40)
  - Current topical issues – $M = 1.15$ (SD = 0.50)
  - Professional advocacy – $M = 1.00$ (SD = 0.33)
  - Multicultural and social justice considerations – $M = 0.84$ (SD = 0.50)
  - Integration – $M = 0.84$ (SD = 0.50)
  - Professional writing – $M = 1.15$ (SD = 0.50)

- Site supervisor and employer feedback indicated general appreciation for students’ dedication to leadership and advocacy.

- To assist in exploring this objective more thoroughly, the program will implement revised field experience forms and tracking systems in Fall 2016. In addition, the program will include holistic review of student annual report data submitted via Taskstream.

Objective 6: Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.

- To assist in exploring this objective more thoroughly in the future, the program will implement revised field experience forms and tracking systems in Fall 2016. In addition, the program will include holistic review of student annual report data submitted via Taskstream.

Other Indicators

- Because only 1 of 2 2014 PhD program graduates returned the survey, survey results are not provided in this report.
PhD Program Changes and Improvements

- As with other areas in this report, the Doctoral Program in Counselor Education is in the midst of several transitions related to faculty decisions in past years and adoption of the 2016 CACREP Standards. Results above represent feedback and performance from students at various parts in the adoption process. This includes revision of course sequencing and internship requirements to best support development. For example, beginning in Spring 2017, all doctoral students will take their first supervision internship concurrent with enrollment in the supervision course.
- In 2015-2016, the program faculty revised doctoral field experience requirements to include two sequential semesters of teaching experience, two sequential semesters of internship experience, and experience in one other area (counseling or leadership) of a student’s choice, and one credit of free-choice internship from among the four areas. This change was in response to faculty and student observations.
- In response to student and graduate feedback, comprehensive examination results, and faculty observations, the faculty will strongly recommend a 1 credit dissertation seminar for advanced doctoral students beginning in Spring 2017.
- The program has implemented standardized rubric ratings on comprehensive examinations, standardized field experience ratings, an annual student reporting process, and a dissertation rubric. The faculty is currently exploring conflicting results between faculty experiences and student performance on standardized rubrics for counseling and research areas. We hope this revision will help the program to identify strengths and areas for improvement in the program.
- The program has substantially revised alumni and site supervisor follow-up surveys in the hopes of better understanding experiences and needs.