



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

DEPARTMENT OF  
EDUCATIONAL PSYCHOLOGY  
AND COUNSELING

**Counselor Education Programs  
2018 Program Evaluation Report**

**Vital Statistics**

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

	CMHC	SC	PhD
<b>Currently enrolled students</b>	16 + 19 new	12 + 9 new	19 + 7 new
<b>Graduates in 2017-2018</b>	10	2 <sup>1</sup>	6
<b>Program completion rate</b>	17/18 94%	10/14 71%	7/8 86%
<b>Employment rate</b>	13/13 100%	8/8 100%	6/6 100%
<b>National Counselor Examination Pass</b>	9/9 100%	n/a	n/a
<b>Professional School Counselor Praxis Pass</b>	n/a	5/5 100%	n/a

- Reports generated for Summer 2017, Fall 2017, Spring 2018.
- CMHC = MS in Clinical Mental Health Counseling, SC = MS in School Counseling, PhD = Counselor Education Doctoral Program.
- Program completion rate computed on rolling basis and indicates proportion of students who complete 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. Many graduates secure employment prior to graduation. All CMHC and PhD graduates reporting; one SC graduate did not respond to inquiry.  
1 Reflects timing switch from 48-hour (2 year) to 60-hour (2.5 year) program

## Program Objectives & Major Program Activities

The program faculty engaged in a number of activities relevant to this report. During the 2017-2018 Academic Year (AY17-18):

- the program implemented a new comprehensive examination process for the MS programs featuring the CPCE and a new specialty-specific essay process
- the faculty redesigned several elements of the MS programs and submitted curriculum change paperwork to be effective with those who begin the program in Fall 2019. Specific changes and rationale for changes will be addressed later in this report
- the program implemented new face-to-face admissions processes and follow-up surveys for MS applicants
- core faculty member Dr. Jeff Cochran assumed role as Department Head for Educational Psychology and Counseling, thus decreasing teaching responsibilities within the program

## Sources of Data

The following sources of data were utilized in developing this report

- Graduate performance on the National Counselor Examination (NCE)
- Graduate performance on the Professional School Counselor Praxis Examination (SC-Praxis)
- Student performance on the Counselor Preparation Comprehensive Examination (CPCE)
- Student performance on essay comprehensive examinations
- Student performance on final internship ratings from instructors and site supervisors
- Alumni follow-up surveys
- Site-supervisor and employer follow-up surveys
- Admissions, enrollment, and graduation data for the AY17-18 cycle
- Faculty observations and discussions during systematic program evaluation meetings held at the end of each fall and spring semester, systematic student assessment meetings held toward the end of each fall and spring semester, and the annual planning retreat held at the end of each summer semester

## MS Program Evaluation Findings

**Note: Unless otherwise indicated, all rubrics and evaluation forms are completed using a 3-point scale where 0 = does not meet expectations, 1 = meets expectations, and 2 = exceeds expectations. Thus, an average of 1 indicates acceptable performance. Means below 1 indicate opportunity for improvement. Means closer to 2 indicate very strong performance.**

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

- The program used the Counselor Preparation Comprehensive Examination (CPCE) as an exit examination and key performance indicator (KPI) for the first time in Spring 2018. A total of 15 students sat for this examination. Individual student results were converted to Z-scores so that a 0 indicates performance at the national standard deviation, and positive or negative values indicate distance from the national standard deviation. The mean total score was more than

one standard deviation higher than the national norm ( $M = 1.20$ ,  $SD = 0.57$ ), and all students passed the examination in all areas. **Professional Orientation and Ethical Practice** and **Career Development** received highest ratings, and **Social & Cultural Diversity** received the lowest ratings. Because this is the first year using this assessment, we are unable to compare to previous years. Mean ratings are highlighted below.

- Professional orientation and ethical practice  $M = 1.25$  ( $SD = 0.83$ )
- Social and cultural diversity  $M = 0.42$  ( $SD = 0.85$ )
- Human growth and development  $M = 0.82$  ( $SD = 0.54$ )
- Career development  $M = 1.28$  ( $SD = 0.68$ )
- Helping relationships  $M = 0.97$  ( $SD = 0.37$ )
- Group work  $M = 0.73$  ( $SD = 0.74$ )
- Assessment and testing  $M = 0.80$  ( $SD = 0.92$ )
- Research & program evaluation  $M = 1.14$  ( $SD = 0.66$ )

- A total of 9 students sat for and passed the NCE, maintaining the program's 100% first attempt pass rate. We converted aggregate scores to z-scores to compare our students' performance to the national mean. As a group, our students scored 1.28 SD above the national mean, and all subscale scores were also above the national mean. **Professional Orientation and Ethical Practice**, **Helping Relationships**, and **Career Development** received highest scores. **Assessment**, **Social and Cultural Diversity**, and **Research and Program Evaluation** received lowest scores. For work behaviors, **Professional Practice** and **Counseling Process** scales were strongest. Z-scores are provided below.

- Professional orientation and ethical practice 1.12
- Social and cultural diversity 0.76
- Human growth and development 0.96
- Career development 1.25
- Helping relationships 1.13
- Group work 0.91
- Assessment and testing 0.64
- Research & program evaluation 0.77
- Fundamental counseling issues 0.82
- Diagnostic and assessment services 0.82
- Professional development, sup, and con 0.86
- Professional practice 1.24
- Counseling process 1.38

- Consistent with prior years, the program had a 100% ( $n = 5$ ) pass rate for SC students who sat for the Professional School Counselor Praxis examination in AY17-18. Scores ranged from 179 to 185 with a mean of 182.20 ( $SD = 2.28$ ). This is well-above the minimum score required for passing in TN (156) and ETS-reported median scores (170). All five students scored above the ETS-provided average performance range for each of four subscales: foundations, delivery of services, management, and accountability. This demonstrates especially strong foundation knowledge in School Counseling professional orientation.
- Two-thirds ( $n = 10$ ) of 2016 graduates completed the 2-year **Master's Alumni Follow-Up Survey**; these included 7 CMHC students and 3 SC students. Alumni rated their development of knowledge and understanding in the CACREP core areas on the following scale: 0=not very well, 1=well, and to 2=very well. The highest-rated areas were *counseling skills* ( $M = 1.90$ ), *career development and counseling* ( $M = 1.90$ ), *professional orientation and ethical practice* ( $M = 1.80$ ), *human growth and development* ( $M = 1.70$ ), and *social and cultural diversity* ( $M = 1.60$ ). The lowest-rated areas were *crisis counseling* ( $M = 1.00$ ), *assessment and testing* ( $M = 1.00$ ), and

research and program evaluation ( $M = 0.90$ ). With the exception of *human growth and development* which increased from 1.38 to 1.70, results were strikingly consistent with data from the previous year.

- 11 of 19 site supervisors who hosted UT internship students completed the formal **Site Supervisor Survey** and rated performance on a scale of 0=not very well, 1= well, and 2=very well. Supervisors indicated strong levels of preparation across most core areas with several outliers indicating greatest strengths in *professional orientation and ethical practice* and greatest areas for improvement related to *assessment and testing* and *career development*.
  - Professional orientation and ethical practice  $M = 1.73$  ( $SD = 0.46$ )
  - Social and cultural diversity  $M = 1.13$  ( $SD = 0.60$ )
  - Human growth and development  $M = 1.38$  ( $SD = 0.52$ )
  - Career development  $M = 1.04$  ( $SD = 0.54$ )
  - Essential counseling skills  $M = 1.54$  ( $SD = 0.50$ )
  - Counseling theories  $M = 1.38$  ( $SD = 0.52$ )
  - Crisis  $M = 1.29$  ( $SD = 0.50$ )
  - Group  $M = 1.38$  ( $SD = 0.52$ )
  - Assessment and testing  $M = 0.98$  ( $SD = 0.77$ )
  - Research and program evaluation  $M = 1.13$  ( $SD = 0.60$ )

## **Objective 2: Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.**

- Alumni often endorsed the highest rating “very well” regarding their preparation to develop deeply healing therapeutic relationships ( $M = 1.77$ ).
- Site supervisors were nearly unanimous in rating preparation to develop deeply healing therapeutic relationships as very well ( $M = 1.80$ )
- Examination of Final Internship II ratings by site supervisors ( $n = 15$ ) indicated very strong endorsement of relationship skills in practice. Specific ratings were as follows:
  - Establishes emotional connections and builds rapport with clients/students ( $M = 1.87$ )
  - Conveys empathy, unconditional positive regard, and genuineness ( $M = 1.93$ )
  - Demonstrates active listening skills relevant to content, feeling, and meaning (e.g., paraphrasing, reflection of content, reflection of feeling, reflection of meaning, reflection of themes, summarization) ( $M = 1.87$ )
  - Uses appropriate questioning skills (e.g., open-ended, probing, therapeutically relevant) ( $M = 1.80$ )
  - Uses effective nonverbal communication (e.g., eye contact, head nods, voice, tone, posture; external behavior consistent with internal affect; appropriate timing) ( $M = 1.87$ )
  - Collaborates with stakeholders in clients/students’ lives (e.g., family, school, workplace, other helpers) ( $M = 1.87$ )
- Counseling skills rated least strongly by site supervisors included
  - Applies effective and developmentally appropriate interventions for groups and systems (e.g., classroom guidance, psychoeducation, process groups) ( $M = 1.67$ )
  - Demonstrates ability to assess for imminent danger and intervene effectively (e.g., crisis, suicide, abuse/neglect) ( $M = 1.67$ )
  - Demonstrates intentional use of theory-based interventions and techniques ( $M = 1.60$ ).
- Site supervisors indicated good endorsement of developmental sensitivity ( $M = 1.80$ ), attention to culture ( $M = 1.73$ ), and integration of theory, culture, and development in case

conceptualization ( $M = 1.73$ ).

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

- 100% of alumni endorsed the highest rating “very well” regarding cultivation of professional dispositions ( $M = 2.00$ ). This increased from 1.75 during the last evaluation cycle.
- Site supervisors also rated preparation to cultivate professional dispositions highly ( $M = 1.73$ ).
- Final Internship II ratings by internship site supervisors ( $n = 15$ ) indicated very strong endorsement of student dispositions: commitment ( $M = 1.67$ ), openness ( $M = 1.93$ ), respect ( $M = 1.87$ ), integrity ( $M = 2.00$ ), and self-awareness ( $M = 1.93$ ). These findings are consistent with faculty ratings during systematic student assessment.

**Objective 4: Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.**

- Alumni rated preparation for advocacy strongly ( $M = 1.70$ ). This increased from 1.38 last year.
- Site supervisors also rated preparation to advocate for self, clients, and profession favorably ( $M = 1.55$ ).
- On final Internship II evaluations, site supervisors ( $n = 15$ ) indicated students were strong, respectful advocates for clients ( $M = 1.87$ ) and the counseling profession ( $M = 1.60$ ).

**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.**

- In Spring 2018, the program instituted new a comprehensive examination essay and KPI rubric specific to the CMHC setting. All students passed the essay. Unfortunately, a data collection error prohibited examination of specific rubric scores. These will be reported in the next cycle.
- CMHC graduates ( $n = 7$ ) who completed the 2-year alumni survey reported satisfactory preparation for a full range of tasks for CMHC ( $M = 1.57$ ), advocating for clients ( $M = 1.57$ ) and interfacing with behavioral healthcare professionals ( $M = 1.43$ ). Their lowest rankings related to assessment and diagnosis ( $M = 1.14$ ) and techniques and interventions for a broad range of mental health issues ( $M = 1.00$ ).
- CMHC site supervisors ( $n = 7$ ) were quite positive regarding preparation for assessment and diagnosis ( $M = 1.71$ ) and strategies to advocate for persons with mental health issues ( $M = 1.71$ ); however, they indicated some opportunity for growth related to interfacing with integrated behavioral healthcare professionals ( $M = 1.43$ ), techniques and interventions for a broad range of issues ( $M = 1.57$ ), and full range of tasks needed for clinical mental health counseling ( $M = 1.57$ ).
- On final Internship II evaluations, CMHC site supervisors ( $n = 9$ ) rated student performance specific to CMHC settings strongly: navigates service delivery models and programs ( $M = 1.89$ ), uses formal and information assessment strategies to guide diagnosis and assessment ( $M = 1.67$ ), and demonstrates effective case management skills ( $M = 1.88$ ). This reflects an increase from last evaluation cycle.

## **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.**

- In Spring 2018, the program instituted new a comprehensive examination essay and KPI rubric specific to the SC setting. All students passed the essay. Unfortunately, a data collection error prohibited examination of specific rubric scores. These will be reported in the next cycle.
- SC graduates ( $n = 3$ ) who completed the 2-year alumni survey reported strengths in techniques of personal/social counseling ( $M = 1.66$ ) and college and career readiness ( $M = 1.33$ ). They were less favorable regarding preparation for a full range of tasks needed for school counseling ( $M = 1.00$ ) and interventions to promote academic development and accountability ( $M = 0.66$ ). Data should be interpreted with caution due to the small sample size.
- Among site supervisors ( $n = 4$ ), there was most positive consensus regarding preparation for techniques of personal/social counseling ( $M = 1.75$ ) and accountability ( $M = 1.75$ ). Site supervisors were generally satisfied with full range of tasks needed for school counseling ( $M = 1.50$ ) and interventions to academic development ( $M = 1.50$ ); however, there was more opportunity for growth related to promotion of college and career readiness ( $M = 1.25$ ).
- On final Internship II evaluations, SC site supervisors ( $n = 6$ ) rated student performance specific to SC settings strongly: demonstrates skills for developing and managing a comprehensive, developmental school counseling program ( $M = 1.83$ ), promotes academic development ( $M = 1.83$ ), promotes college and career readiness ( $M = 1.67$ ), promotes social-emotional development ( $M = 2.00$ ), engages in opportunities to be an advocate for all students ( $M = 1.67$ ), and demonstrates accountability by using data and sharing results ( $M = 1.67$ ).

### **Other Quality Indicators**

- Alumni rated their overall preparation favorably ( $M = 1.40$ ): 6 said they were *prepared* and 4 said they were *very prepared* to enter the field. All alumni reported satisfaction with overall program experience ( $M = 1.50$ ), with 4 reporting they were *satisfied* and 4 reporting they were *very satisfied*.
- Alumni noted strengths in accessibility of faculty ( $M = 1.75$ ), feedback from faculty ( $M = 1.75$ ), quality of instruction ( $M = 1.63$ ), and quality of field experience ( $M = 1.76$ ). Although still satisfied, alumni rated quality of advising ( $M = 1.50$ ) and program coverage of relevant content less favorably ( $M = 1.38$ ).
- Narrative exploration of written feedback by alumni indicated identified strengths in practicum and internship experience; courses on theories, ethics, and career; the cohort experience; and support by faculty. Areas for growth included inconsistency in the diagnosis course, crisis skills, and addiction counseling. Some counseling alumni called for better understanding of school counselors' roles in the school. Curricular improvements suggested by MS alumni included: advanced course in multicultural counseling, starting the program in the summer, and integrating a school counseling course on behavior interventions and classroom management.
- Site supervisors rated the program's overall quality of preparation very favorably: 10 indicated quality was "excellent," and just one indicated quality was "good" ( $M = 1.90$ ); no one rated the program as needing improvement.
- Site supervisors rated quality of communication and support from program faculty very favorably ( $M = 1.90$ ). No participant rated support as needing improvement.

## MS Program Changes, Improvements, and Response

- To understand results in context, one must understand that 2018 alumni participants completed their programs in 2016; they started the program in 2013 or 2014. In the time since these participants began enrollment in the program, the faculty hired three new core faculty members and rolled out full implementation of 2016 CACREP Standards. Some of these changes will address discrepancies between current student performance as evidenced by examinations and field experience ratings and 2-year alumni data. The program should closely monitor impact of new curriculum on student outcomes.
- Beginning in Spring 2018, the program implemented use of CPCE and a setting specific essay as KPIs for the master's program. This will allow more consistent tracking of results over time.
- Beginning in Spring 2018, the program required *Applied Suicide Intervention Skills Training (ASIST)*, a 2-day, 15-hour standardized suicide intervention curriculum prior to seeing clients in *COUN 555 Practicum in Counseling*. This responds to feedback regarding opportunities for growth related to crisis. This requirement will continue each year.
- During the systematic program evaluation meeting in Spring 2017, the faculty discussed a pattern of strong applications from out of state but loss of qualified applicants due to funding. In Spring 2018, the program held the first on-campus interviews in attempts to better reach diverse applicants. In addition, the program employed a follow-up survey designed to help us understand why students choose to attend other programs. Faculty will discuss survey findings in Fall 2018 planning retreat.
- Over the past two years, the faculty has discussed the need for a more unified counseling environment to assist with hands-on practice and engagement exercises throughout the curriculum. Over this past year, the department secured funding to renovate a clinical space to allow individual and group counseling and more secure recording. This space will open in Fall 2018, and we expect the space to be outfitted with new recording and observation technology by Spring 2019.
- In AY17-18, the faculty used results of the two most recent program evaluation reports to determine curricular changes. While some of these changes are immediate, others will not be implemented until official university approval beginning with new students in AY19-20.
  - In response to scores and feedback about research and program evaluation, the program met with Educational Statistics and Measurement faculty to discuss students' needs and potential solutions. This conversation resulted in a change from *EDPY 550 Applied Statistical Concepts* to *EDPY 682 Educational Research Methods*. Beginning in Spring 2018, we encouraged all students to begin substituting this course. New students will be required to take EDPY 682.
  - In response to feedback about inconsistencies in the diagnosis and treatment planning course given rotating teaching schedules between Counselor Education and School Psychology faculty members, we determined that this course needed to be taught by a core faculty member. Beginning immediately, a core counselor education member will teach this course every year rather than every other year. Beginning in AY19-20, this course will be relocated to a long semester to accommodate new content in psychopharmacology.
  - Beginning in AY19-20, all MS students will be required to take *COUN 563 Crisis Intervention for Counselors*. Beginning AY17-18, students are advised to complete as an elective.
  - Beginning in AY19-20, all MS students will be required to take *COUN 5XX Counseling for Addictions in School and Mental Health Settings*. Once the course is established in AY18-19, students will be advised to complete as an elective.
  - Beginning in AY19-20, the MS program will discontinue *COUN 540 Psychopharmacology for Mental Health and School Settings*. This course content will be relocated to *SCHP 690 Psychopathology in School and Mental Health Settings*.

- Beginning in AY19-20, crisis and addiction will be removed from *COUN 545 Critical Issues in Counseling: Lifespan Development* so that students have an entire semester focused on development, including special attention to family systems applications.
- Beginning in AY19-20, the program will roll out a new course sequence designed to distribute student workload and better meet their developmental needs.

## Counselor Education Doctoral Program Evaluation Findings

**Note: Unless otherwise indicated, all rubrics and evaluation forms are completed using a 3-point scale where 0 = does not meet expectations, 1 = meets expectations, and 2 = exceeds expectations. Thus, an average of 1 indicates acceptable performance. Means below 1 indicate opportunity for improvement. Means closer to 2 indicate very strong performance.**

### **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.**

- Six students sat for the comprehensive examination during AY17-18. Essays were blind rated by 3 faculty members. Ratings for the counseling area were considerably higher compared to the previous year:
  - Theoretical conceptualization  $M = 1.28$
  - Evidence-based practice  $M = 1.06$
  - Legal, ethical, and cultural strategies  $M = 1.00$
  - Developmental considerations  $M = 1.22$
  - Systemic understanding  $M = 1.33$
  - Professional writing style  $M = 1.28$
- Three students completed COUN 655, doctoral practicum, this academic year. Faculty supervisor ratings indicated highest performance related to intervention skills ( $M = 2.00$ ), management of ethical and legal considerations ( $M = 2.00$ ), professional work behaviors ( $M = 2.00$ ), and dispositions ( $M = 2.00$ ). Several areas were evaluated between meets and exceeds (therapeutic relationships skills, planning skills, developmental and cultural sensitivity). The area with the greatest opportunity for growth was case conceptualization skills ( $M = 1.00$ ).
- Two 2016 graduates rated their counseling preparation very well, and one rated it well.

### **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.**

- Six students sat for this comprehensive examination. Results were considerably higher than the previous year. Ratings for the supervision area were:
  - Roles and responsibilities  $M = 1.22$
  - Theoretical foundations  $M = 1.28$
  - Evaluation, remediation, and gatekeeping  $M = 1.22$
  - Legal, ethical, and cultural considerations  $M = 1.06$
  - Integration  $M = 1.39$
  - Professional writing  $M = 1.39$
- A total of 10 final supervision internship rating forms were completed by faculty instructors during AY17-18. Consistent with last year, strengths were noted in supervisory relationship skills, professional work behaviors, and dispositions. The greatest opportunities for improvement focused on application of frameworks and models.
  - Supervisory relationship skills  $M = 1.80$
  - Application of theoretical frameworks and models  $M = 1.30$

- Evaluation, remediation, and gatekeeping skills  $M = 1.20$
- Management of ethical and legal considerations  $M = 1.30$
- Developmental and cultural sensitivity  $M = 1.50$
- Professional work behaviors  $M = 1.70$
- Dispositions – CORIS  $M = 2.00$
- Two 2016 graduates rated their supervision preparation very well, and one rated it well.

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

- Six students sat for this comprehensive examination. With the exception of assessment of learning, results were considerably higher than last year. Ratings for teaching were as follows:
  - Pedagogy  $M = 1.67$
  - Instructional design and delivery  $M = 1.17$
  - Assessment of learning  $M = 0.89$
  - Integration  $M = 1.06$
  - Professional writing style  $M = 1.28$
- A total of 18 final teaching internship rating forms were completed by faculty instructors during AY17-18. Ratings for teaching were as follows:
  - Instructional and curriculum design and delivery  $M = 1.50$
  - Application of pedagogical frameworks and models  $M = 1.44$
  - Assessment of learning/student support/remediation  $M = 1.39$
  - Student relationship & classroom management skills  $M = 1.72$
  - Management of ethical and legal considerations  $M = 1.50$
  - Developmental and cultural sensitivity  $M = 1.61$
  - Professional work behaviors  $M = 1.72$
  - Dispositions – CORIS  $M = 2.00$
- Two 2016 graduates rated their teaching preparation well, and one rated it very well.

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

- Six students sat for this comprehensive examination. Several areas (e.g., rationale, research design, professional writing) were considerably higher than the previous year. Other areas were stable. Ratings were as follows:
  - Rationale for research  $M = 1.28$
  - Research question  $M = 1.06$
  - Research design  $M = 1.28$
  - Data analysis  $M = 0.94$
  - Full conceptualization  $M = 1.06$
  - Professional writing  $M = 1.33$
- Dissertation rubrics were available for 5 of 6 dissertations defended during the academic year. Ratings were as follows:
  - Introduction  $M = 1.40$
  - Literature review  $M = 1.60$

- Methods  $M = 1.60$
- Results  $M = 1.80$
- Discussion  $M = 1.40$
- Overall Style  $M = 1.40$
- Examination of student annual reports indicated that multiple counselor education doctoral students were recognized for scholarship in the last two academic years. These included: Tennessee Association for Counselor Education & Supervision Outstanding Doctoral Student Award, *Counselor Education & Supervision* Editorial Fellow, CEHHS Helen B. Watson Faculty/Student Award for Outstanding Doctoral Dissertation, CEHHS Annual Graduate Student Research Colloquium First Place Award, and CEHHS Dean’s Professional Award Recipient for Exceptional Academic Work.
- Over the past two years, annual reports for current students reported a total of 13 peer-reviewed journal articles and 20 other scholarly works (unduplicated count).
- In the last 2 years, current doctoral students have made 109 professional, peer-reviewed presentations at conferences (unduplicated count).
- Over the past two years, three students have received grant funding to support their dissertation research.
- Two 2016 graduates rated their research preparation well, and one rated it very well.

**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.**

- Six students sat for this comprehensive examination. Ratings in this topic area were slightly lower compared to the previous year. Specific results were as follows:
  - Theories and skills of leadership  $M = 1.17$
  - Current topical issues  $M = 1.22$
  - Professional advocacy  $M = 0.89$
  - Multicultural and social justice considerations  $M = 0.95$
  - Integration  $M = 0.95$
  - Professional writing  $M = 1.33$
- A total of 6 final leadership internship rating forms were completed by faculty instructors during AY17-18. Ratings were as follows:
  - Application of theories and skills of leadership  $M = 1.33$
  - Application of advocacy models and competencies  $M = 1.33$
  - Administrative skills  $M = 1.67$
  - Attention to multicultural and social justice issues  $M = 1.67$
  - Professional work behaviors  $M = 1.67$
  - Dispositions – CORIS  $M = 2.00$
- Examination of two years of student annual reports indicated that students are very active in service to the profession. Sample engagements over the last two academic years included appointed and elected positions in local (SMCA), state (TCA, TACES, TCDA, TLPCA, TAEOPP), regional (SACES), and national (ACA, CSI, NBCC, EB-ACA, NCDA, AHC, ADEC) professional associations. Students also reported engagement as editorial reviewers for *Journal of Research in Education* and *Journal of Counselor Leadership and Advocacy*. Finally, students reported a broad range of community engagement at UT and beyond.
- During 2016-2018, multiple students were recognized for leadership and advocacy including

selection of students as CSI Leadership Fellows (3 students), CSI Leadership Intern, CES Editorial Fellow (2 students), SACES Emerging Leaders (3 students), SACES Revised Emerging Leaders (1 student), NBCC Minority Fellow (2 students), AHC Emerging Leader, and ACES Emerging Leaders (2 students).

- Two 2016 graduates rated their leadership and advocacy preparation very well, and one rated it not well.

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

- During this year, the faculty rolled out evaluation forms with focused attention to CORIS. These results have been provided throughout the report.
- Two 2016 graduates rated cultivation of dispositions very well, and one rated it well.
- The faculty conducted a holistic evaluation of student progress, including attention to dispositions. Mean ratings for CORIS items were 1.39 ( $SD = 0.59$ )

### **Other Indicators**

- Alumni rated their satisfaction with program experiences on a scale from 0 (dissatisfied or not very satisfied) to 2 (very satisfied). The following areas received *very satisfied* ratings from two of three participants: overall preparation, accessibility of faculty, feedback from faculty, quality of practicum and internship, collaborative relationships in teaching/supervision, instruction, and collaborative relationships in research/scholarship. The lowest-rated areas were program coverage of relevant content and advising; two of the three participants noted *satisfied with one very satisfied*.
- A sample of clinical site supervisors ( $n = 1$  of 3), counselor education faculty site supervisors ( $n = 5$  of 8), and employers ( $n = 0$  of 0) rated their perceptions of program preparation in the five core areas on a scale of 0 (not very well) to 2 (very well); they were asked to opt out of responses for which they were not familiar. They indicated comparable levels of preparation across core areas: counseling ( $M = 1.40$ ), supervision ( $M = 1.60$ ), teaching ( $M = 1.50$ ), research and scholarship ( $M = 1.50$ ), leadership ( $M = 1.33$ ), and advocacy ( $M = 1.33$ )

### **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, in AY15-16 the program faculty revised doctoral field experience requirements to include two sequential semesters of teaching experience, two sequential semesters of internship experience, 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. Just last year, doctoral students took their first supervision internship concurrent with enrollment in the supervision course. These changes were in response to program evaluation

data and faculty observations. The faculty will continue to monitor the impact on student performance, alumni feedback, and site supervisor observations.

- In response to student and graduate feedback, comprehensive examination results, and faculty observations, the faculty began requiring a 1-credit dissertation seminar for advanced doctoral students beginning in Spring 2017. Several of these students completed dissertation during AY17-18 and are included in the dissertation rubric results. In addition, the faculty clarified policies related to assignment of dissertation credit and remediation procedures for two consecutive semesters of unsatisfactory progress. Over time, the faculty will monitor impact on student performance and satisfaction.
- After discussion at the Spring 2017 systematic program evaluation meeting, the faculty identified a need to ease students into research mentorship. In Fall 2017, we revised *COUN 650 Seminar in Counselor Education* to include more focused attention to structuring ideas within academic writing. In Fall 2018, we will further revise *COUN 650* to include assignment to research teams with study implementation in the first spring semester of the program.
- In Spring 2018, the faculty observed opportunity to enhance the leadership and advocacy internship to include greater conceptual ties and intentionality. The faculty has revised associated policies and rating forms, and a revised leadership and advocacy internship will begin in Fall 2018. We believe this may address alumni feedback regarding less clarity in this area.