



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
AND COUNSELING

**Counselor Education Programs
2020 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
Currently enrolled students	19 + 15 new	11 + 8 new	20 + 5 new
Graduates in 2019-2020	7	11	4
Program completion rate	17/20 85%	12/13 92%	7/8 86%
Employment rate	7/7 100%	11/11 100%	4/4 100%
National Counselor Examination Pass	Not available due to COVID-19	n/a	n/a
Professional School Counselor Praxis Pass	n/a	Not available due to COVID-19	n/a

- Reports generated for Summer 2019, Fall 2019, Spring 2020.
- 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 graduates reporting.

Program Objectives & Major Program Activities

The program faculty engaged in a number of activities relevant to this report. During the 2019-2020 Academic Year (AY19-20):

- Implemented curricular updates beginning Fall 2019
 - MS program – new students have required coursework in crisis and addiction and revised attention to human development course
 - PhD program – new students have required dissertation preparation coursework
- Implemented Counselors for Inclusion (CoFI) diversity and inclusion initiative and program-wide pre-post climate assessments
- Opened the Counselor Training Clinic (CTC) to the university community, complete with state-of-the-art recording and observation facilities
- Successfully hired a new Clinical Assistant Professor to begin as a core faculty member with responsibility as CTC director (effective Fall 2020)
- Completed CACREP reaccreditation site visit with initial report of all standards met and accreditation decision expected in July 2020
- Navigated transitions to crisis provision of online coursework during COVID-19 shutdown while upholding quality education, meeting accreditation requirements, and preserving pathways to graduation and the workforce

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 AY19-20 cycle
- CoFI climate assessments
- 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

COVID-19

We would like to note the extensive impact of COVID-19 on our program operations and student experiences. This included emergency online provision of courses in Spring 2020, shifts in field experience requirements within CACREP guidelines, Summer 2020 online courses, and mostly online provision in Fall 2020. This is a substantial shift for an intimate, face-to-face program that thrives on person-person connection. Faculty are committed to ensuring quality experience, and we do not doubt that the context will impact student skill development and sense of connection to the program. We will work to continue evaluation requirements with this additional context in mind.

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) throughout the academic year. A total of 24 students sat for this examination during the academic year. 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 0.74SD above the national norm; 92% of students passed on the initial administration, and the remaining 8% passed initial attempts at an oral/remediation examination. Scores on this year's administration did not indicate clear areas of strengths or limitations, and overall scores decreased somewhat in comparison to last year. However, 20 of 24 students took the CPCE on the very last day the university and public were open due to COVID-19 and in the midst of being released from work and internship sites due to the shutdown. In addition, some changes likely reflected instructor assignments we have already remedied. Thus, we are reluctant to make conclusions regarding learning given the context.
- Given COVID-19 disruptions, we do not have NCE testing reports available for AY19-20; however, all students have informally reported passing the NCE on their first attempt.
- Given COVID-19 disruptions, we do not have SC Praxis testing reports available for AY19-20; we understand that our graduates are currently working to arrange testing and test sites reopen.
- 78% ($n = 14$ of 18) of 2018 graduates completed the 2-year **Master's Alumni Follow-Up Survey**; these included 11 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 2=very well. The highest-rated areas were human growth and development ($M = 1.71$), essential counseling skills ($M = 1.79$), and career development and counseling ($M = 1.64$). The lowest-rated areas were assessment and testing ($M = 0.43$), research and program evaluation ($M = 1.07$), and social and cultural diversity ($M = 1.14$).
- 63% ($n = 15$ of 24) site supervisors who hosted UT internship students completed the formal **Site Supervisor Survey** and rated overall program 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* ($M = 1.80$), *social and cultural diversity* ($M = 1.93$), *human growth and development* ($M = 1.80$), and *essential counseling skills* ($M = 1.73$). The lowest rated areas were assessment and testing ($M = 1.13$) and research and program evaluation ($M = 1.27$).

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 ($M = 1.79$).
- Site supervisors also rated preparation to develop deeply healing therapeutic relationships as

very well ($M = 1.73$)

- Typically, we report final Internship II ratings by site supervisors regarding use of relationship skills in practice. However, all of our SC interns' site placements closed without warning in March due to COVID-19. Many CMHC interns were able to continue at sites using telehealth; however, these transitions required provision using new delivery methods on which they were training simultaneously, thus final evaluations will be delayed to August 2020. In all, final internship ratings are not available for this cycle. We will resume normal reporting next year.

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

- All alumni noted that the program cultivated professional dispositions "CORIS" with two-thirds rating preparation as "very well" and one-third rating "well" ($M = 1.64$)
- Site supervisors also rated preparation to cultivate professional dispositions highly ($M = 1.73$).
- Final Internship II ratings by site supervisors were not available this cycle due to COVID-19.

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 as falling between "well" and "very well" ($M = 1.34$).
- Site supervisors also rated preparation to advocate for self, clients, and profession favorably ($M = 1.80$).
- Final Internship II ratings by site supervisors were not available this cycle due to COVID-19.

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.

- 15 CMHC students sat for the essay comprehensive examination during this assessment cycle. All students passed the essay. Rubric scores indicated strengths applying the following items to CMHC settings: advocacy ($M = 1.20$), integration ($M = 1.20$), and social and cultural diversity ($M = 1.16$). Lower-rated areas included: human growth and development ($M = 0.96$) and program evaluation ($M = 0.93$).
- CMHC graduates ($n = 11$) who completed the 2-year alumni survey reported strongest preparation for a full range of tasks for CMHC ($M = 1.73$). Their lowest rankings related to assessment and diagnosis for treatment planning and caseload management ($M = 0.73$) and strategies for interfacing with integrated behavioral health care professionals ($M = 0.73$).
- CMHC site supervisors ($n = 10$) were quite positive in most areas, rating techniques and interventions ($M = 1.60$) and advocacy strategies ($M = 1.60$) highest. They rated a full range of tasks lowest ($M = 1.10$). Contrary to 2-year alumni, they rated assessment and diagnosis ($M = 1.40$) and integrated behavioral health strategies ($M = 1.50$) favorably.
- Final Internship II ratings by site supervisors were not available this cycle due to COVID-19.

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.

- 9 SC students sat for the essay comprehensive examination during this assessment cycle. All students passed the essay. Rubric scores indicated strengths applying the following items to SC settings: human growth and development ($M = 1.18$), advocacy ($M = 1.15$) service delivery models ($M = 1.22$). Lower-rated areas included: social and cultural diversity ($M = 1.00$), program evaluation ($M = 0.93$), and integration ($M = 1.07$).
- SC graduates ($n = 3$) who completed the 2-year alumni survey reported strengths in techniques of personal/social counseling ($M = 2.00$) and a full range of tasks needed for school counseling ($M = 2.00$). They also were favorable in ratings related to interventions to promote academic development ($M = 1.67$), interventions to promote college and career readiness ($M = 1.67$), and use of accountability data ($M = 1.67$). These ratings are considerably higher than in years past and reflect responses from the first cohort of students to complete the 60 hour program.
- Among site supervisors ($n = 5$), there was most positive consensus regarding preparation for techniques of personal/social counseling ($M = 1.80$). Site supervisors were generally satisfied with interventions to promote college and career readiness ($M = 1.20$) and use of accountability data ($M = 1.20$). There was more opportunity for growth related to a full range of tasks for school counseling ($M = 0.80$) and interventions to promote academic development ($M = 1.00$).
- Final Internship II ratings by site supervisors were not available this cycle due to COVID-19.

Other Quality Indicators

- Alumni rated their overall preparation favorably: 7 said they were *prepared* and 7 said they were *very prepared* to enter the field. All alumni reported satisfaction with overall program experience, with 6 reporting they were *satisfied* and 5 reporting they were *very satisfied*.
- Alumni noted strengths in quality of practicum and internships ($M = 1.64$), feedback from instructors ($M = 1.45$), and quality of advising ($M = 1.45$). They were satisfied with accessibility of faculty ($M = 1.36$), quality of instruction ($M = 1.27$). Although still satisfied, alumni rated program coverage of relevant content less favorably ($M = 1.09$); we believe curricular changes implemented this year will largely address this area.
- Narrative exploration of written feedback by alumni indicated identified strengths in hands-on skills development and application. Several noted very specific experiences (e.g., crisis course, play therapy, PiPES, grief outreach) Areas for growth included inconsistency in the diagnosis course and need for attention to family counseling concepts. We have already addressed feedback related to the diagnosis course.
- Site supervisors rated the program's overall quality of preparation very favorably: 12 of 15 rated this item as "excellent" ($M = 1.67$).
- Site supervisors rated quality of communication and support from program faculty favorably: 11 of 15 rated this item as "excellent" ($M = 1.67$). This is a decrease from years past; the faculty will consider potential structural changes that have resulted in less consistency.

MS Program Changes, Improvements, and Response

- To understand results in context, one must understand that 2020 alumni participants completed their programs in 2018; they started the program in 2015 or 2016. In the time since these alumni began enrollment in the program, the faculty has experienced several personnel shifts, fully implemented 2016 standards, and made several curricular adjustments based on feedback. Some of these changes will address discrepancies between current student performance as evidenced by examinations and site supervisor ratings and 2-year alumni data. The program should monitor impact of new curriculum on outcomes.
- 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 continued during this year and appears to be linked to a strong increase in ratings of crisis preparation and skills.
- In Spring 2018, the program held the first on-campus interviews in attempts to better reach diverse applicants, employed follow-up surveys for non-attenders, and continued to attend carefully to supporting out-of-state candidates via fellowship nominations. These efforts resulted in enhanced regional and demographic diversity among MS cohorts each year, including 2020 starters.
- Over the past years, the faculty has discussed the need for a unified counseling environment to assist with hands-on practice and engagement exercises throughout the curriculum. During this academic year, we went live with a state-of-the-art recording and observation system and opened the Counselor Training Clinic, offering free supplemental counseling services to the university community. We were successful in securing a line and hiring a clinical assistant professor/clinic director to ensure appropriate oversight and development of the CTC. Dr. Bruner begins her appointment in Fall 2020.
- Although not explicitly reflected in official program data, the faculty has been actively exploring opportunities to incorporate explicit attention to diversity and inclusion within our program as a whole, specific courses, and in context of a series of critical incidents on campus. This led to AY2019-2020 implementation of a Counselors for Inclusion (CoFI), a student-faculty collaborative designed to solidify our commitment to “culturally sensitive, developmentally appropriate, and ethical” practice. The group has been instrumental in offering a day-long diversity training (required for all faculty and students) and monthly connections. In AY2020-2021, the group will continue monthly events, engage in an ongoing awareness campaign, and begin extending to monthly advocacy connections in the community. In addition, the program has adopted curricular changes to ensure continuous attention to diversity and inclusion, including revamping of MS comprehensive examinations to include a year-long engagement project. Pre-post assessment of program climate in the most recent year showed a meaningful decrease in disparities between climate experienced by majority students and that experienced by minoritized students. We will continue to report on findings and activities related to this area.
- The faculty continues to implement changes inspired by recent program evaluation activities. These changes include.
 - Completing *EDPY 682 Educational Research Methods* instead of *EDPY 550*. Results of this should be evident in CPCE scores and field experiences beginning Spring 2021 and in alumni reports beginning 2023.
 - Reallocating *SCHP 690 Diagnosis and Treatment Planning* to be taught by a core faculty member in a long semester. Results of this should be evident in field experiences beginning AY20-21 and in alumni reports beginning 2023.

- Requiring all MS students to take *COUN 563 Crisis Intervention for Counselors*. Results of this should be evident in field experiences beginning AY20-21 and in alumni reports beginning 2023.
- Requiring all MS students to take *COUN 541 Counseling for Addictions in School and Mental Health Settings*. Results of this should be evident in field experiences beginning AY20-21 and in alumni reports beginning 2023.
- Reformulating *COUN 545 Lifespan Development and Wellness in Counseling* to be an entire semester focused on development, including attention to family systems as noted in stakeholder surveys. Results of this should be evident in field experiences beginning AY20-21 and in alumni reports beginning 2023.
- Reformulating *COUN 570 Cross-Cultural Counseling* to occur earlier in the course sequence (moved from 2nd fall to 1st spring), to follow a semester of intentional identity exploration in experiential group (1st fall), and to end in development of a year-long engagement project to be implemented throughout the field experience and presented via a public event in lieu of written comprehensive examination (new KPI). Results of this should be evident in CPCE scores and field experiences beginning AY21-22 and in alumni reports beginning 2024.
- Alumni feedback this cycle suggested enhanced family systems concepts and coverage. We recommend the faculty attend to this area, consulting site supervisors and other stakeholders and considering development of a family counseling elective (or advisement into these courses in related programs) to address this area.

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 exceptionally 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.

- Eight students sat for the comprehensive examination during AY19-20, and all passed on the first attempt. Essays were blind rated by 3 faculty members. Ratings for the counseling area returned to expected levels after a one-year dip. Response showed greatest strengths in theoretical conceptualization and most area for growth related to evidence-based practice.
 - Theoretical conceptualization $M = 1.25$
 - Evidence-based practice $M = 0.84$
 - Legal, ethical, and cultural strategies $M = 0.92$
 - Developmental considerations $M = 1.00$
 - Systemic understanding $M = 1.12$
 - Professional writing style $M = 1.25$
- Three students completed COUN 655, doctoral practicum, this academic year. Greatest clinical strengths were in therapeutic relationships and developmental and cultural sensitivity (greatest increase here). Greatest areas for improvement were in intervention and planning skills. Faculty supervisor ratings were as follows:
 - Therapeutic relationships skills $M = 1.67$
 - Intervention skills $M = 1.00$
 - Planning skills $M = 1.00$
 - Case conceptualization skills $M = 1.33$
 - Management of ethical and legal $M = 1.33$
 - Developmental & cultural sensitivity $M = 2.00$
 - Professional work behaviors $M = 1.33$
 - CORIS Dispositions $M = 1.00$
- 75% (3 of 4) 2018 graduates responded to the 2-year alumni survey. 2 rated development of knowledge related to advanced counseling knowledge very well, and 1 rated their preparation well ($M = 1.67$). On the item designed to assess this program objective, alumni rated their overall preparation $M = 1.67$.

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.

- Eight students sat for this comprehensive examination, and 7 passed the area on the first attempt. Scores this year increased in comparison to last year. Greatest strengths were in theoretical foundations with greatest opportunity for growth in evaluation, remediation, and gatekeeping. Ratings for the supervision area were:

- Roles and responsibilities $M = 1.00$
- Theoretical foundations $M = 1.19$
- Evaluation, remediation, and gatekeeping $M = 0.83$
- Legal, ethical, and cultural considerations $M = 0.96$
- Integration $M = 1.08$
- Professional writing $M = 1.19$
- A total of 6 final supervision internship rating forms were completed by faculty instructors during AY19-20. Strengths were noted in supervisory relationship skills and management of ethical and legal considerations. The greatest opportunity for improvement focused on evaluation, remediation, and gatekeeping skills alongside developmental and cultural sensitivity.
 - Supervisory relationship skills $M = 1.33$
 - Application of theoretical frameworks and models $M = 1.17$
 - Evaluation, remediation, and gatekeeping skills $M = 1.00$
 - Management of ethical and legal considerations $M = 1.83$
 - Developmental and cultural sensitivity $M = 1.00$
 - Professional work behaviors $M = 1.50$
 - Dispositions – CORIS $M = 1.50$
- Two 2018 graduates rated their development of foundation supervision knowledge very well, and one rated it well ($M = 1.67$). On the item designed to assess this overall program objective, all alumni rated their overall preparation as very well ($M = 2.00$). This was an increase from last year.

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

- Eight students sat for this comprehensive examination, and all passed on the first attempt. All scores increased substantially this year with exception of integration which decreased. Results showed greatest strengths in pedagogy and design and delivery and greatest opportunity in integration. Ratings were as follows:
 - Pedagogy $M = 1.17$
 - Instructional design and delivery $M = 1.25$
 - Assessment of learning $M = 1.08$
 - Integration $M = 1.04$
 - Professional writing style $M = 1.31$
- A total of 7 final teaching internship rating forms were completed by faculty instructors during AY19-20. Strengths were noted in application of pedagogical frameworks and models and student relationship skills. The greatest areas for improvement were instructional and curriculum design and developmental and cultural sensitivity. Ratings for teaching were as follows:
 - Instructional and curriculum design and delivery $M = 1.00$
 - Application of pedagogical frameworks and models $M = 1.57$
 - Assessment of learning/student support/remediation $M = 1.00$
 - Student relationship & classroom management skills $M = 1.71$
 - Management of ethical and legal considerations $M = 1.86$
 - Developmental and cultural sensitivity $M = 1.00$
 - Professional work behaviors $M = 1.83$
 - Dispositions – CORIS $M = 1.57$

- All 3 2018 graduates rated their development of foundation teaching knowledge very well ($M = 2.00$), an increase from last year. On the item designed to assess this overall program objective, two of three alumni rated their overall preparation very well ($M = 1.67$).

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

- Eight students sat for this comprehensive examination, and 7 passed on the first attempt. Most items showed performance as somewhat lower than expected, but somewhat higher than last year. Ratings were as follows:
 - Rationale for research $M = 1.08$
 - Research question $M = 0.96$
 - Research design $M = 0.83$
 - Data analysis $M = 0.88$
 - Full conceptualization $M = 0.71$
 - Professional writing $M = 1.17$
- After a large number of graduates last summer, only one dissertation was defended during this academic year. To preserve privacy, these data are not reported.
- During this year, current students reported a total of 5 peer-reviewed journal articles and 9 other scholarly works.
- In this academic year, current doctoral students have made 51 professional, peer-reviewed presentations at conferences.
- One 2018 graduate rated their development of foundation research knowledge very well, and two rated it well ($M = 1.33$). They rated the item designed to assess this overall program objective in the same way.

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.

- Eight students sat for this comprehensive examination, and 7 passed on the first attempt. Most results were consistent with previous years; however, there was a large increase in multicultural and social justice considerations. Specific results were as follows:
 - Theories and skills of leadership $M = 0.92$
 - Current topical issues $M = 1.12$
 - Professional advocacy $M = 0.96$
 - Multicultural and social justice considerations $M = 1.13$
 - Integration $M = 1.00$
 - Professional writing $M = 1.17$
- A total of 2 final leadership internship rating forms were completed by faculty instructors during AY19-20. Ratings were as follows:
 - Application of theories and skills of leadership $M = 1.50$
 - Application of advocacy models and competencies $M = 1.00$
 - Administrative skills $M = 1.50$
 - Attention to multicultural and social justice issues $M = 1.50$
 - Professional work behaviors $M = 1.00$
 - Dispositions – CORIS $M = 2.00$
- Examination of student annual reports indicated that students are very active in service to the

profession. Sample engagements included appointed and elected positions in local (SMCA President, Conference Coordinator) and state (TCA Professional Advocacy Co-Chair, TCA Human Rights Chair), and national (CSI Leadership Fellows) professional associations. Finally, students reported a broad range of community engagement at UT and beyond.

- During the academic year, one student served as a CSI Leadership Fellow and one as an NBCC Minority Fellow.
- All three alumni rated development in leadership very well ($M = 2.00$), and two of three rated development in advocacy very well ($M = 1.67$). They rated the item designed to assess this similarly ($M = 1.67$). This was a substantial increase from previous years.

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

- All three 2018 graduates rated cultivation of dispositions very well ($M = 2.00$).
- The faculty conducted a holistic evaluation of student progress, including attention to dispositions for 16 doctoral students active in the program. Mean ratings for CORIS items were 1.38 ($SD = 0.47$).

Other Indicators

- Overall, alumni reported that they were prepared ($n = 1$) or very prepared ($n = 2$) for their roles as counselor educators ($M = 1.67$), an increase from last year.
- Alumni rated their satisfaction with program experiences on a scale from 0 (dissatisfied or not very satisfied) to 2 (very satisfied). All three rated themselves as very satisfied ($M = 2.00$). They unanimously assigned “very satisfied” to accessibility of instructors, feedback from instructors, quality of advising, program coverage of relevant content, quality of instruction in courses, and collaborative relationships with faculty in teaching and supervision. Two of three rated very satisfied in quality of practicum/internships and collaborative relationships with faculty in research and scholarship. No alumni reported being dissatisfied or not entirely satisfied in any area.
- Given the small size of the program, we conduct employer and site supervisor studies together. Due to COVID-19 and timing of collection, only two individual provided ratings, and they did so in different areas. Thus, we do not report data on this indicator this year.

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. Alumni who took this survey graduated in 2018 and were enrolled from 2014-2018. Thus, they may not have experienced changes already in place.
- In response to student and graduate feedback, comprehensive examination results, and faculty observations, the faculty began offering a 1-credit dissertation seminar for advanced doctoral students beginning in Spring 2017. This change has now officially been added to program requirements effective for Fall 2020 starters. Over time, the faculty will monitor impact on student performance and satisfaction.
- In the last three consecutive years, we revised *COUN 650 Seminar in Counselor Education* to include more focused attention to structuring ideas within academic writing. We hope this will provide a foundation that addresses trends toward ratings in research and scholarship.
- In Spring 2018, the faculty observed opportunity to enhance the leadership and advocacy internship to include greater conceptual ties and intentionality. The faculty revised associated policies and rating forms, and implemented them in Fall 2018, just as this group graduated. This may have helped to account for more stability in the leadership and advocacy areas.
- In all, we find it difficult to draw conclusions with just 3-5 students in each evaluation cycle. Of particular note this year was return to near-baseline after a one-year decrease in performance on comprehensive examinations. However, comprehensive examinations during this cycle were administered differently due to COVID-19. We cannot assess whether changing scores were related to student learning, unique student cohort, or examination stress/environment.
- The program data include varying perspectives and ratings regarding “developmental and cultural sensitivity.” Last year, the faculty became aware of opportunities to incorporate more explicit attention to diversity and inclusion within our program as a whole, specific courses, and in context of a series of critical incidents on campus. Certainly, current climate highlights the need to continue this work. This led to a series of faculty and student dialogues and ultimately resulted in several initiatives to solidify our commitment to “culturally sensitive, developmentally appropriate, and ethical” practice. During the most recent year, we rolled out a daylong diversity and inclusion training required for all students and monthly Counselors for Inclusion (CoFI) events designed to enhance the curriculum. We received approval to discontinue offering *COUN 665 Advanced Group and Systems* and implement a required, 3-credit course related to advanced multicultural counseling and social justice advocacy. We also endorsed a sub-curricular focus on diversity and social justice to be implemented across doctoral courses beginning in Fall 2020. We will continue to report on findings and activities related to this area as we expect impact of these changes to begin appearing in student performance next year and in alumni reports in 2022-2023.