



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

DEPARTMENT OF  
EDUCATIONAL PSYCHOLOGY  
AND COUNSELING

**Counselor Education Programs  
2021 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.

	<b>CMHC</b>	<b>SC</b>	<b>PhD</b>
<b>Enrolled students as of Fall 2021</b>	31	18	19
<b>Graduates in 2020-2021</b>	15	5	2
<b>Program completion rate</b>	29/31 94%	11/13 85%	9/9 100%
<b>Employment rate</b>	23/23 100%	11/11 100%	9/9 100%
<b>National Counselor Examination Pass</b>	NBCC currently not providing data	n/a	n/a
<b>Professional School Counselor Praxis Pass</b>	n/a	11/11 100%	n/a

- Reports generated for Summer 2020, Fall 2020, Spring 2021.
- 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). Includes students with graduations pending for Summer 2021.
- 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. Number includes Summer 2021 students fewer than six months from graduation who are already full-time employed in field.
- Despite several requests, NBCC has been unable to provide pass rates on NCE. Student oral reports indicate 100% pass rate.

## **Program Objectives & Major Program Activities**

The program faculty engaged in a number of activities relevant to this report. During the 2020-2021 Academic Year (AY20-21):

- In context of COVID-19 crisis, the typically intimate, face-to-face full-time program was offered primarily online. Faculty members and doctoral students completed continuing education to develop online instruction skills. We trained all students in online individual and group relationship skills; we trained all supervisors in online supervision. Faculty also implemented several additional programmatic supports for students who were profoundly impacted by the COVID-19 crisis (e.g., monthly virtual community events, increased advising and small group supports). 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. By the end of spring 2021, one cohort of MS students was completing the program having had just over one semester of regular program format, and another cohort had attended their first year completely online. We continued to meet all accreditation requirements and preserved pathways to graduation and the workforce. All evaluation results must be viewed in this context.
- Continued implementing curricular updates that began Fall 2019
  - MS program – new students have required coursework in crisis and addiction and a major revision to the human development and wellness course
  - PhD program – new students have required dissertation preparation coursework and a required advanced multicultural counseling course
- Continued implementing Counselors for Inclusion (CoFI) diversity and inclusion initiative and program-wide pre-post climate assessments
- Completed first full year of the Counselor Training Clinic (CTC) to the university community and recent alumni, complete with state-of-the-art recording and observation facilities

## **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 (paused for the AY20-21 cycle)
- Admissions, enrollment, and graduation data for the AY20-21 cycle due to supervisor feedback and COVID-19 context.
- 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

## 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 27 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 0.70 SD above the national norm; 96.3% of students passed on the initial administration, and the remaining 3.7% passed initial attempts at an oral/remediation examination. Scores on this year's administration indicated clear strengths on professional orientation and ethical practice ( $M = 1.47$ ), Career ( $M = 0.96$ ), Counseling and Helping Relationships ( $M = 1.04$ ), Group Counseling ( $M = 1.08$ ), and Research and Program Evaluation ( $M = 1.04$ ). Students had a very substantial drop in Human Growth and Development (declined 1.5 SD with same instructor and curriculum). The contact at NBCC noted that other programs had also questioned the subscale, but they believed there was not a clerical error. The lowest area of performance was assessment ( $M = -0.42$ ).
- Given COVID-19 disruptions, we do not have NCE testing reports available for AY20-21; however, all students have informally reported passing the NCE on their first attempt.
- A total of 11 (100%) students sat for and passed the Professional School Counselor Praxis. Total scores for the group were  $M = 180$  ( $SD = 4.75$ ), well above the state's qualifying score of 156. ETS provides middle 50% score ranges for each subscale. The mean score for foundations were 17.73 ( $SD = 1.74$ ) with 72% of students scoring in the top 25%. The mean score for delivery of services was 43.36 ( $SD = 2.62$ ) with 91% of students scoring in the top 25%. The mean score for management was 13.00 ( $SD = 1.48$ ) with 36% of students scoring in the top 25%. Finally, the mean score for accountability was 19.82 ( $SD = 1.25$ ) with 91% of students scoring in the top 25%.
- 50% ( $n = 5$  of 10) of 2019 graduates completed the 2-year **Master's Alumni Follow-Up Survey**; these included 4 CMHC students and 1 SC student. 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 professional orientation and ethical practice ( $M = 1.80$ ), essential counseling skills ( $M = 1.80$ ), social and cultural diversity ( $M = 1.60$ ), and counseling theories ( $M = 1.60$ ). The lowest-rated areas were crisis counseling ( $M = 0.80$ ), assessment and testing ( $M = 0.80$ ), and research and program evaluation ( $M = 0.60$ ). For context, the program began requiring a crisis course shortly after these graduates completed a program; likewise, we also changed the research course they completed based on feedback.

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

- Alumni endorsed their preparation to develop deeply healing therapeutic relationships as well

or very well ( $M = 1.60$ ).

- During this year, CMHC interns ( $n = 17$ ) were placed in settings using a blend of face-to-face and telehealth delivery. SC interns ( $n = 10$ ) completed work face-to-face in local schools. All interns were required to complete trainings on online relationship skills as well as ethical practice for telehealth. Final internship II evaluations were available for 17 interns. In all, supervisors rated skills favorably, including: establishes emotional connections and builds rapport ( $M = 1.78$ ); conveys empathy, unconditional positive regard, and genuineness ( $M = 1.85$ ), demonstrates active listening skills ( $M = 1.81$ ), uses appropriate questioning skills ( $M = 1.72$ ), uses effective nonverbal behavior ( $M = 1.72$ ), and demonstrates intentional use of theory-based interventions ( $M = 1.70$ ). The lowest-rated items were collaborates with stakeholders ( $M = 1.56$ ) and crisis intervention skills ( $M = 1.56$ ).

### **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 80% rating preparation as “very well” ( $M = 1.80$ )
- Internship site supervisors also rated interns’ dispositions highly ( $M = 1.77$  overall). Openness ( $M = 1.81$ ) and respect ( $M = 1.81$ ) were strongest, while commitment ( $M = 1.67$ ) was somewhat lower.

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

- Most alumni rated preparation for advocacy as falling between “well” and “very well” ( $M = 1.40$ ).
- Internship site supervisors also rated interns’ abilities to advocate for students/clients in a respectful and empowering manner ( $M = 1.63$ ) and professional advocacy ( $M = 1.52$ ) well.

### **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.**

- 19 CMHC students sat for the essay comprehensive examination during this assessment cycle, and 17 passed on the first attempt (84%). Rubric scores indicated that students scored lower this year compared to previous. Ratings regarding application to CMHC settings were as follows: social and cultural diversity ( $M = 1.17$ ), human growth and development ( $M = 1.05$ ), advocacy ( $M = 1.05$ ), service delivery models ( $M = 0.91$ ), counselor roles ( $M = 0.91$ ), program evaluation ( $M = 0.65$ ), and integration ( $M = 1.00$ ).
- CMHC graduates ( $n = 4$ ) who completed the 2-year alumni survey reported strongest preparation for a full range of tasks for CMHC ( $M = 1.50$ ) and advocacy related to mental health issues ( $M = 1.50$ ). Their lowest rankings related to assessment and diagnosis for treatment planning and caseload management ( $M = 1.00$ ), strategies for interfacing with integrated behavioral health care professionals ( $M = 1.25$ ), and caseload management ( $M = 1.00$ ).

- CMHC internship II site supervisors ( $n = 17$ ) rated most CMHC specific items favorably: navigates diverse service delivery models and systems ( $M = 1.47$ ), uses assessment to guide diagnosis and conceptualization ( $M = 1.44$ ), and case management skills ( $M = 1.40$ ).

**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.**

- 7 SC students sat for the essay comprehensive examination during this assessment cycle. All students passed the essay. Rubric scores indicated that students scored lower this year compared to previous. Ratings regarding application to SC settings were as follows: social and cultural diversity ( $M = 1.04$ ), human growth and development ( $M = 0.81$ ), advocacy ( $M = 1.14$ ), service delivery models ( $M = 1.05$ ), counselor roles ( $M = 1.10$ ), program evaluation ( $M = 0.86$ ), and integration ( $M = 1.10$ ).
- Only 1 SC graduate completed the 2-year alumni survey; results are not reported.
- Among internship II site supervisors ( $n = 10$ ), there was positive consensus regarding promotes social-emotional development ( $M = 2.00$ ), promotes academic development ( $M = 1.80$ ), promotes career development ( $M = 1.80$ ), engages in advocacy ( $M = 1.90$ ), and demonstrates accountability via data ( $M = 1.80$ ).

**Other Quality Indicators**

- Alumni rated their overall preparation favorably: 2 said they were *prepared* and 3 said they were *very prepared* to enter the field. All alumni reported satisfaction with overall program experience, with 2 reporting they were *satisfied* and 2 reporting they were *very satisfied*.
- Alumni noted strengths in quality of practicum and internships ( $M = 1.75$ ), accessibility of instructors ( $M = 1.50$ ), quality of instruction ( $M = 1.50$ ), quality of advising ( $M = 1.50$ ), and relevant coverage ( $M = 1.50$ ). It is notable ratings of relevant program coverage increased substantially from previous years, perhaps due to curricular changes. Although still satisfied, alumni rated feedback from instructors less favorably than other items ( $M = 1.25$ ).

**MS Program Changes, Improvements, and Response**

- To understand results in context, one must understand that 2021 alumni participants completed their programs in 2019; they started the program in 2016 or 2017. 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. The program should continue to 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*. Beginning in Fall 2019 students were also required to complete coursework in crisis. This responds to prior feedback regarding opportunities for growth related to crisis. This requirement continued during this year, and the gains noted in crisis skills last year were maintained for a second year.
- 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. Notably, the cohort accepted to begin study in Fall 2021 is our most diverse cohort ever, with fully 33% of new students identifying as people of color and many others sharing other diverse identities during the admissions process.

- 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. Although services were impacted by COVID, over AY20-21, the Counselor Training Clinic (CTC) was fully open and home to new interns and practicum students, offering free supplemental counseling services to the university community. This expansion was possible by hiring a Clinical Assistant Professor and CTC Director, Dr. Bruner.
- 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 AY19-20 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 was instrumental in offering a day-long diversity training (required for all faculty and students) and monthly connections. In AY20-21, the group continued monthly events, engaged in an ongoing awareness campaign, and began extending advocacy connections in the community. In addition, the program adopted curricular changes to ensure continuous attention to diversity and inclusion, including revamping of MS comprehensive examinations to include a year-long advanced bias resistance 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, likely adjusting the assessment plan and program objectives to ensure continued attention to impact of changes.
- The faculty continues to implement changes inspired by recent program evaluation activities. These changes include.
  - Revising *COUN 480 Skills for Counseling*, which used to be a combined undergraduate/graduate course to *COUN 580 Essential Skills for Professional Counseling*, which has differentiated instruction for those who completed COUN 480 as undergraduates
  - 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. This course was also revised and scaffolded to meet students’ developmental needs for accountability in material prior to application. Results of this

should be evident in CPCE and field experiences beginning AY21-22 and in alumni reports beginning 2024.

- Reformulating *COUN 570 Cross-Cultural Counseling* to occur earlier in the course sequence (moved from 2<sup>nd</sup> fall to 1<sup>st</sup> spring), to follow a semester of intentional identity exploration in experiential group (1<sup>st</sup> 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. Results of this should be evident in CPCE scores and field experiences beginning AY21-22 and in alumni reports beginning 2024.
- Alumni feedback during the next cycle suggests needs to attend more carefully to *COUN 525 Assessment and Testing in Counseling* and to ensure that students are using specialty-specific courses (e.g., *COUN 556 CMHC Systems*, *COUN 550 SC Foundations*) to help students link research and evaluation concepts to practical program development and evaluation.
- In addition, during AY20-21, a doctoral student completed an advanced statistical analysis of field experience rating forms over the past five years. The analysis revealed several weaknesses in current assessment metrics. On basis of this data, the faculty will be reexamining the programmatic assessment plan during AY21-22. This will include revising field experience forms to have 4-5 levels of measurement, clear developmental performance indications, and clear instructions for ratings. In addition, the faculty will revisit the KPI assessment plan with the intent to build more customized signature assessments and rubrics into the program.

## 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.**

- Eleven students sat for the comprehensive examination during AY20-21, and all passed on the first attempt. Essays were blind rated by 3 faculty members. Ratings for the counseling area remained remarkably stable from previous years. Response showed greatest strengths in theoretical conceptualization and most area for growth related to evidence-based practice.
  - Theoretical conceptualization  $M = 1.30$
  - Evidence-based practice  $M = 0.85$
  - Legal, ethical, and cultural strategies  $M = 1.00$
  - Developmental considerations  $M = 1.03$
  - Systemic understanding  $M = 1.15$
  - Professional writing style  $M = 1.24$
- Six students completed COUN 655, doctoral practicum, this academic year. Greatest clinical strengths were in therapeutic relationships and developmental and cultural sensitivity. Greatest areas for improvement were in intervention skills, planning skills, and case conceptualization skills. Scores changed somewhat from the previous year; however, the course was taught by a new instructor and we are reluctant to make inferences based on this shift. Faculty supervisor ratings were as follows:
  - Therapeutic relationships skills  $M = 1.50$
  - Intervention skills  $M = 1.17$
  - Planning skills  $M = 1.00$
  - Case conceptualization skills  $M = 1.17$
  - Management of ethical and legal  $M = 1.33$
  - Developmental & cultural sensitivity  $M = 1.50$
  - Professional work behaviors  $M = 1.17$
  - CORIS Dispositions  $M = 1.00$
- 83% (5 of 6) 2019 graduates responded to the 2-year alumni survey. 2 rated development of knowledge related to advanced counseling knowledge very well, and 3 rated their preparation well ( $M = 1.40$ ). On the item designed to assess this program objective, alumni rated their overall preparation  $M = 1.60$ .

### **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.**

- Eleven students sat for this comprehensive examination, and 10 (91%) passed the area on the first attempt. Scores this year were remarkably stable 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  $M = 1.09$
  - Theoretical foundations  $M = 1.17$
  - Evaluation, remediation, and gatekeeping  $M = 0.85$
  - Legal, ethical, and cultural considerations  $M = 0.94$
  - Integration  $M = 1.09$
  - Professional writing  $M = 1.17$
- A total of 10 final supervision internship rating forms were completed by faculty instructors during AY20-21. Strengths were noted in supervisory relationship skills. The greatest opportunity for improvement focused on application of theoretical frameworks and models. We noted large increases in ratings of relationship skills; evaluation, remediation, and gatekeeping skills; and developmental and cultural sensitivity. Increases in developmental and cultural sensitivity are likely related to new adoption of program-wide MSJCC curriculum and required course in Advanced Multicultural Counseling. We noticed a decrease in management of ethical and legal considerations; this is likely due to supervisors' desire to support supervisees' who were experiencing performance disruption due to pandemic distress.
    - Supervisory relationship skills  $M = 1.90$
    - Application of theoretical frameworks and models  $M = 1.20$
    - Evaluation, remediation, and gatekeeping skills  $M = 1.30$
    - Management of ethical and legal considerations  $M = 1.40$
    - Developmental and cultural sensitivity  $M = 1.40$
    - Professional work behaviors  $M = 1.60$
    - Dispositions – CORIS  $M = 1.70$
- All five 2019 graduates rated their development of foundation supervision knowledge well ( $n = 2$ ) or very well ( $n = 3$ ;  $M = 1.60$ ). On the item designed to assess this overall program objective, four of five alumni rated their overall preparation as very well ( $M = 1.80$ ). This sustained increase from last year likely reflects effectiveness of our revised internship requirements in which all students complete at least two supervision internships.

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

- Eleven students sat for this comprehensive examination, and all passed on the first attempt. All scores were remarkably stable to last year. Results showed greatest strengths in instructional design and delivery and greatest opportunity in integration. Ratings were as follows:
  - Pedagogy  $M = 1.18$
  - Instructional design and delivery  $M = 1.27$
  - Assessment of learning  $M = 1.03$
  - Integration  $M = 1.00$
  - Professional writing style  $M = 1.29$
- A total of 10 final teaching internship rating forms were completed by faculty instructors during AY20-21. Strengths were noted in student relationship skills. The greatest areas for improvement were instructional and curriculum design and management of ethical and legal considerations. We noticed meaningful significant increases in instructional and curriculum design and delivery, assessment of learning, and developmental and cultural sensitivity.

Decreases in application of pedagogical frameworks and management of ethical and legal considerations, likely related to pandemic distress. Ratings for teaching were as follows:

- Instructional and curriculum design and delivery  $M = 1.20$
  - Application of pedagogical frameworks and models  $M = 1.30$
  - Assessment of learning/student support/remediation  $M = 1.40$
  - Student relationship & classroom management skills  $M = 1.60$
  - Management of ethical and legal considerations  $M = 1.20$
  - Developmental and cultural sensitivity  $M = 1.40$
  - Professional work behaviors  $M = 1.60$
  - Dispositions – CORIS  $M = 1.70$
- All five 2019 graduates rated their development of foundation teaching knowledge very well ( $M = 2.00$ ), a sustained increase from last year. On the item designed to assess this overall program objective, all five rated their teaching preparation very well ( $M = 2.00$ ). As with supervision, this is likely a reflection of our revised internship requirements in which all students complete at least two teaching internships.

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

- Eleven students sat for this comprehensive examination, and 10 (91%) passed on the first attempt. Most items showed performance as somewhat lower than expected and consistent with last year. Ratings were as follows:
  - Rationale for research  $M = 1.09$
  - Research question  $M = 0.91$
  - Research design  $M = 0.82$
  - Data analysis  $M = 0.88$
  - Full conceptualization  $M = 0.76$
  - Professional writing  $M = 1.21$
- During this year, two doctoral students defended traditional journal-style dissertations. To protect their privacy, data are withheld.
- In this academic year, current doctoral students have made 37 professional, peer-reviewed presentations at conferences. This is a decrease from last year; however, this decrease seems largely due to conference cancellations related to COVID-19. Many students reported conferences or presentations canceled.
- Three students reported securing peer-reviewed journal articles this academic year. This rate is lower than previous years and likely due to COVID-19 transitions; we will monitor this area.
- Three 2019 graduates rated their development of foundation research knowledge very well, and two rated it well ( $M = 1.60$ ). All five rated the item designed to assess this overall program objective very well ( $M = 2.00$ ). This is a substantial increase from last year, and it corresponds with reformatting of COUN 650 to focus on scholarly writing and understanding research as well as introduction of a one-credit dissertation preparation course that is now required for all students.

#### **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.**

- Eleven students sat for this comprehensive examination, and 10 (91%) passed on the first

attempt. Most results were consistent with previous years with some modest gains in theories and skills and current topical issues. Specific results were as follows:

- Theories and skills of leadership  $M = 1.00$
- Current topical issues  $M = 1.21$
- Professional advocacy  $M = 1.00$
- Multicultural and social justice considerations  $M = 1.15$
- Integration  $M = 1.06$
- Professional writing  $M = 1.21$
- A total of 6 final leadership internship rating forms were completed by faculty instructors during AY20-21. Greatest strengths were in attention to multicultural and social justice issues, and greatest opportunity is regarding administrative skills. These were also the areas with the greatest shifts in ratings. 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  $M = 1.00$
  - Attention to multicultural and social justice issues  $M = 2.00$
  - Professional work behaviors  $M = 1.17$
  - Dispositions – CORIS  $M = 1.33$
- Examination of student annual reports indicated that students are active in service to the profession. Sample engagements included appointed and elected positions in local (SMCA President) and state (TCA Student Representative; TCA Strategic Planning Chair), and national (CSI Leadership Fellows; AMCD international concerns group) 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; two additional students were selected as CSI Leadership Interns; three students were identified as SACES emerging leaders.
- All five alumni rated development in leadership very well ( $M = 2.00$ ). They rated the item designed to assess this very well ( $M = 2.00$ ). This was a substantial increase from previous years and likely reflects changes to our internship process to allow focus in leadership and advocacy as one of five core areas.

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

- All five 2019 graduates rated cultivation of dispositions very well ( $M = 2.00$ ).
- The faculty conducted a holistic evaluation of student progress, including attention to dispositions for 21 doctoral students active in the program. Mean ratings for CORIS items were 1.57 ( $SD = 0.50$ ), an increase from previous years.

## **Other Indicators**

- Overall, alumni reported that they were prepared ( $n = 2$ ) or very prepared ( $n = 3$ ) for their roles as counselor educators ( $M = 1.60$ ), consistent with last year's ratings.
- Alumni rated their satisfaction with program experiences on a scale from 0 (dissatisfied or not very satisfied) to 2 (very satisfied). Three of four rated themselves as very satisfied ( $M = 1.75$ ); one did not respond. They responded likewise to individual items regarding accessibility of instructors, feedback, quality of advising, coverage of relevant content, quality of instruction, quality of practicum and internship, collaborative relationships in teaching and supervision; one was dissatisfied or not entirely satisfied with research collaboration with faculty.

- Given the small size of the program, we conduct employer and site supervisor studies together. Due to COVID-19 and timing of collection, we have insufficient data to report 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 2019 and were enrolled from 2015-2019. 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. It appears to be related to increases in ratings regarding research preparation; faculty have also noted decreased time in dissertation enrollment.
- 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 in time for adaptation for our alumni group. This may have helped to account for increased ratings in the leadership and advocacy areas.
- We believe it important to note that the assessments conducted during this period took place from June 2020-May 2021, a full year in the heart of the COVID-19 pandemic. Our faculty fully engaged the challenges of online course delivery; however, we recognize that students were learning in new formats, we were requesting students to teach and supervise in new formats, many doctoral students were actively engaged in supporting master's students who struggled, and results from this year likely reflect overall fatigue of COVID-19 management and adaptation. Still, we made meaningful gains in several key areas.
- The program data reflect a number of improvements related to "developmental and cultural sensitivity." Two years ago, the faculty committed to 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 in our program. 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. For the last two years, we required new students to complete a daylong diversity and inclusion training required and offered ongoing Counselors for Inclusion (CoFI) events designed to enhance the curriculum. In Spring 2021, we implemented a required, 3-credit course related to advanced multicultural counseling and social justice advocacy. We also adopted a sub-curricular focus on diversity and social justice to be implemented across doctoral courses beginning in Fall 2020. As expected, these changes are apparent in this year's data. We will continue to report on findings and activities in student performance and in alumni reports beginning in 2022-2023.
- As noted in the MS report, a doctoral student recently completed a psychometric analysis of our current field experience rating forms. As a result of that analysis, we are revising all rating forms and also reconsidering our KPI assessment plan for the master's and doctoral programs. These changes will be implemented in AY 2021-2022.