



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

DEPARTMENT OF  
EDUCATIONAL PSYCHOLOGY  
AND COUNSELING

**Counselor Education Programs  
2022 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 2022</b>	27	19	24
<b>Graduates in 2021-2022</b>	13 (+2 Dual)	9 (+1 Dual)	7
<b>Program completion rate</b>	88% (28/32) + 2 Dual	100% (12/12)	88% (7/8)
<b>Employment rate</b>	93% <sup>1</sup> (13/14)	100% (10/10)	100% (8/8)
<b>National Counselor Examination Pass</b>	19/19 100%	2/2 100%	n/a
<b>Professional School Counselor Praxis Pass</b>	n/a	6/6 100%	n/a

- Reports generated for Summer 2021, Fall 2021, Spring 2022.
- 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 2022.
- 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 2022 students fewer than six months from graduation who are already full-time employed in field.
- <sup>1</sup> Graduate did not pursue employment within counseling profession.

## Program Objectives & Major Program Activities

This report reflects results from the third consecutive year our program has modified delivery and curricula in context of COVID-19 crisis. Evaluation results must be viewed in this context. During the 2021-2022 Academic Year (AY21-22):

- During this academic year, we returned to primary face-to-face delivery. One faculty member retired, and another faculty member completed the last year of his appointment remotely. Our program successfully searched for and hired a school counseling specialist to begin 8/1/22, and we secured a faculty member to serve as a visiting assistant professor in CMHC to begin 8/1/22.
- We continued programmatic supports for students who were impacted by the COVID-19 crisis and continued to navigate frequent shifts within their program and field placement settings. As with previous years, we continued to meet all accreditation requirements and preserved pathways to graduation and the workforce.
- We also continued implementing curricular updates that began Fall 2019. Specifically
  - MS program –the required addiction course was modified as part of a federal workforce development grant; *COUN 556 CMHC Foundations* and *COUN 545 Human Development and Wellness* courses were revised substantially; the first offering of a majors-only essential skills course (COUN 580) differentiated from undergraduate COUN 480 was provided; and the first cohort of students completed a comprehensive examination that included a year-long project to develop multicultural and social justice counseling competencies in their internship settings.
  - PhD program – students are continued to complete new, required dissertation preparation coursework and a required advanced multicultural counseling course
- Continued implementing Counselors for Inclusion (CoFI) diversity and inclusion initiative
- Completed second full year of services offered by the Counselor Training Clinic (CTC) within the university community. During AY21-22, the CTC supported 18-21 student clinicians each semester who offered over 4300 free counseling sessions for our community. We also expanded campus-based partnerships to include offices such as Dean of Students, Pride Center, Office of Multicultural Student Life, Veteran’s Center, and Greek Life.

## 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 Advanced Cultural Awareness Project comprehensive examination
- 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 AY21-22 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). A total of 19 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 0.86 SD above the national norm; 100% of students passed on the initial administration. Scores on this year's administration indicated highest scores in Assessment & Testing ( $M = 0.92$ , which was a 1.46 increase from the previous academic year), Counseling & Helping Relationships ( $M = 0.90$ ), and Social & Cultural Diversity ( $M = 0.81$ ). The lowest area of performance was Career Development ( $M = 0.22$ ), which represents the biggest decrease in scores ( $M = -1.16$  from the previous academic year). Students had a very substantial gain in Human Growth and Development ( $M$  increased by 2.14 from 2020-2021 academic year following a major curricular revision).
- NCE Fall 2021 and Spring 2022 testing reports indicate that 21 out of 21 students who were tested and had results affiliated with our programs passed the exam, considerably higher than the 63-75% national pass rate. As a whole, these students scored a full standard deviation above the national mean. Greatest strengths in scores included counseling and helping relationships; assessment and testing; professional practice and ethics; intake, assessment, and ethics; areas of clinical focus; and treatment planning. Scores were closest to (but not under) the national mean in social and cultural diversity.
- A total of 6 (100%) students sat for and passed the Professional School Counselor Praxis. Total scores for the group were  $M = 176$  ( $SD = 5.82$ ), well above the state's qualifying score of 156. ETS provides middle 50% score ranges for each subscale. The mean score for foundations was 17.00 ( $SD = 2.23$ ) with 50% of students scoring above the average range. The mean score for delivery of services was 46.00 ( $SD = 3.73$ ) with 50% of students scoring above the average range. The mean score for management was 15.00 ( $SD = 1.37$ ) with one-third of students scoring above the average range. Finally, the mean score for accountability was 19.00 ( $SD = 2.81$ ) with 50% of students scoring above the average range.
- 33.33% ( $n = 7$  of 21) of 2020 graduates completed the 2-year **Master's Alumni Follow-Up Survey**; these included 2 CMHC students, 3 dual track students, and 2 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 professional orientation and ethical practice ( $M = 1.86$ ), essential counseling skills ( $M = 1.86$ ), and career development and counseling ( $M = 1.43$ ). The lowest-rated area was assessment and testing ( $M = 0.43$ ), the only core course this group of graduates completed at time of 2020 pandemic transition. They also reported finding supervision and crisis training in the program to be most helpful and assessment to be the least helpful. Overall, alumni reported that they felt well-prepared and that they had grown a lot in the program.

- 55.56% ( $n = 10$  of 18) of 2022 unique site supervisors completed the **Master's Site Supervisors and Employer Survey**; these included 4 of 7 SC supervisors and 6 of 11 CMHC supervisors who focused on program quality as a whole. Supervisors rated overall perception of our students' 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 ( $M = 1.70$ ), Human growth and development ( $M = 1.70$ ), and social and cultural diversity ( $M = 1.70$ ). The lowest-rated areas were assessment and testing ( $M = 1.20$ ) and research and program evaluation ( $M = 1.20$ ). Overall, supervisors reported that the program produces well-prepared, professional, and eager interns with strong foundational skills. In terms of areas for improvement, several supervisors reported a sense that there was an overemphasis on clinical counseling (in school context) and on person-centered approaches (across contexts).

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

- **Master's Alumni Follow-Up Survey:** Alumni endorsed their preparation to develop deeply healing therapeutic relationships as well or very well ( $M = 1.86$ ).
- **Final internship 2 evaluations** were available for 17 CMHC and 6 SC interns. In all, supervisors rated skills favorably, including: establishes emotional connections and builds rapport ( $M = 1.87$ ); conveys empathy, unconditional positive regard, and genuineness ( $M = 1.87$ ), demonstrates active listening skills ( $M = 1.78$ ), uses appropriate questioning skills ( $M = 1.65$ ), uses effective nonverbal behavior ( $M = 1.65$ ), and demonstrates intentional use of theory-based interventions ( $M = 1.48$ ). The lowest-rated items were collaborates with stakeholders ( $M = 1.48$ ), assesses for imminent danger and intervene effectively ( $M = 1.48$ ), and applies effective and developmentally appropriate interventions for groups and systems ( $M = 1.48$ ).
- **Master's Site Supervisors and Employer Survey:** A total of 10 site supervisors and employers completed the *Master's Site Supervisors and Employer Survey*, focusing on program quality as a whole. Site supervisors rated developing therapeutic relationships especially highly ( $M = 1.90$ ).

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

- **Master's Alumni Follow-Up Survey:** All alumni noted that the program cultivated professional dispositions "CORIS" with 86% rating preparation as "very well" ( $M = 1.86$ )
- **Final internship 2 evaluations:** Internship site supervisors also rated interns' dispositions highly ( $M = 1.64$  overall). Integrity ( $M = 1.74$ ) was the strongest with openness ( $M = 1.65$ ) and self-awareness ( $M = 1.65$ ) close behind, while commitment ( $M = 1.57$ ) was somewhat lower.
- **Master's Site Supervisors and Employer Survey:** focused on program as a whole, master's site supervisors and employers rated our work with professional dispositions very favorably ( $M = 1.80$ ).

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

- **Master's Alumni Follow-Up Survey:** All alumni rated preparation for advocacy as falling between "well" and "very well" ( $M = 1.86$ ).
- **Final internship 2 evaluations:** Internship site supervisors also rated interns' abilities to

advocate for students/clients in a respectful and empowering manner ( $M = 1.74$ ) and professional advocacy ( $M = 1.48$ ) well.

- **Master's Site Supervisors and Employer Survey:** focused on program as a whole, master's site supervisors and employers rated our work with advocacy favorably ( $M = 1.50$ ).
- For this first time this year, master's students completed a year-long project focused on **multicultural and social justice counseling competencies**, which they reported during poster session comprehensive exam. All 22 students passed with an average overall score of 1.15. Sub-categories included Overview of topic ( $M = 1.23, SD = 0.43$ ), Integration of topic with counseling practice ( $M = 1.27, SD = 0.46$ ), Action steps taken ( $M = 1.14, SD = 0.35$ ), Key areas of learning ( $M = 1.14, SD = 0.56$ ), Implications ( $M = 1.09, SD = 0.53$ ), Visual presentation ( $M = 1.23, SD = 0.43$ ), Oral presentation and discussion ( $M = 1.41, SD = 0.50$ ).

### **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.**

- **Master's Alumni Follow-Up Survey:** Only 2 CMHC graduates completed this portion of the 2-year alumni survey. They reported strongest preparation for a full range of tasks needed for CMHC ( $M = 1.50$ ). Their lowest rankings related to strategies for interfacing with integrated behavioral health care professionals ( $M = 0.50$ ).
- **Final internship 2 evaluations:** CMHC internship site supervisors ( $n = 17$ ) noted greatest strengths in effective case management skills ( $M = 1.75, SD = 1.00$ ) and navigates diverse service delivery systems ( $M = 1.69$ ). The greatest area for improvement was uses formal and informal assessments ( $M = 1.25$ ).
- **Master's Site Supervisors and Employer Survey:** Focused on the program as a whole, master's site supervisors and employers rated most CMHC items most favorably: a full range of tasks needed for clinical mental health counseling ( $M = 1.50$ ) and strategies to advocate for persons with mental health issues ( $M = 1.50$ ). The lowest ranked category was techniques and interventions for prevention and treatment of a broad range of mental health issues ( $M = 1.17$ ).

### **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.**

- **Master's Alumni Follow-Up Survey:** Only 2 SC graduates completed this section of the 2-year alumni survey. They reported strongest preparation for techniques of personal/social counseling ( $M = 2.00$ ). Their lowest rankings related to interventions to promote academic development ( $M = 1.00$ ).
- **Final internship 2 evaluations:** Among internship 2 site supervisors ( $n = 6$ ), the strongest-rated items were promotes academic development, promotes college and career readiness, promotes social-emotional development, and advocacy ( $M = 1.83$  each). The lowest-rated items were focused on developing and managing a comprehensive SC program and accountability through data ( $M = 1.67$  each).
- **Master's Site Supervisors and Employer Survey:** Focused on the program as a whole, master's site supervisors and employer there was positive consensus regarding techniques of

personal/social counseling ( $M = 2.00$ ) and interventions to promote college and career readiness ( $M = 1.75$ ). The lowest ranked items were: a full range of tasks needed for school counseling ( $M = 1.00$ ) and interventions to promote academic development ( $M = 1.00$ ).

## Other Quality Indicators

- **Master's Alumni Follow-Up Survey:** 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*.
- **Master's Alumni Follow-Up Survey:** 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 that 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 2022 alumni participants completed their programs in at the very beginning of the COVID-19 pandemic; they started the program in 2017 or 2018. In the time since these alumni began enrollment in the program, the faculty has experienced several personnel shifts, fully implemented 2016 CACREP 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 third 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 and 2021 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.
- The Counselor Training Clinic (CTC) has grown substantially, emerging as a primary practicum site for CMHC students and an internship site for several CMHC students. This year, the CTC had a massive expansion of services and campus-based partnerships.
- 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), ongoing awareness campaigns, and continued connections. The first cohort of students

MS comprehensive examinations to include a year-long advanced cultural awareness project. In Spring 2022, TN enacted a divisive concepts law that will impact some content in the required training and impact a number of courses. The faculty is in process of revising curricula and consulting with university counsel to navigate necessary changes to keep compliance with state law, *ACA Code of Ethics*, and CACREP accreditation standards.

- Guided by program evaluation activities and faculty observations, the faculty has filed for several curricular changes to take effect in 2023:
  - all students will begin the program in the summer semester, and courses have been redistributed so full-time students only exceed 9 credit hours during the first fall semester. Students will complete the program the following spring semester. This will allow two semesters of full-time study prior to practicum, boosting student readiness. Placement of courses during this revision are intentional, for example allowing a 3-semester developmental sequence of skills-theory-group, and ensuring students complete *COUN 570 Cross-Cultural Counseling* prior to field experience.
  - Reduction of internship sequence for CMHC students from 3 semesters and 900 hours to 2 semesters and 600 hours. This was in response to opportunity cost for students and faculty observation that little new development seemed to occur from May-August.
  - A new course, *COUN 557 Evidence-Based Practice and Accountability in Counseling* will replace EDPY 682 as fulfilling the research and program evaluation core area. This will include focused attention to identifying evidence-based counseling procedures and evaluating individual and small group services.
  - A new course, *COUN 534 Advanced Practicum in Counseling* will be offered as an elective bridge between practicum and internship. During the course, students will complete special projects and customized readings to prepare them for internship.
  - School counseling students will no longer take *SPED 552 Classroom Management*. Once program enrollment grows, we will implement a second required school counseling foundations course. Until then, the program will source ideal electives for SC students, ideally focused on disability.
  - CMHC and SC students will complete one additional elective. The new course sequence will open up the opportunity for customized electives to be offered during the new January term based on student interest.
- 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. Over AY21-22, we substantially revised field experience assessments to include validated measures of counseling skills and dispositions. We also further operationalized CMHC and SC-specific items based on a review of the literature and counselor work behaviors. These new measures will be implemented in AY22-23.
- During AY21-22, the faculty also revisited the KPI assessment plan with the intent to build more customized signature assessments and rubrics into the program. The first round of these assignments will go live in Fall 2022 and focus on ethical decision making, designing group plans, and theoretical conceptualization.

## 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.**

- Four students sat for the comprehensive examination during AY21-22, 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, ethics/legal considerations, and professional writing. The most area for growth related to evidence-based practice.
  - Theoretical conceptualization  $M = 1.25$
  - Evidence-based practice  $M = 0.92$
  - Legal, ethical, and cultural strategies  $M = 1.25$
  - Developmental considerations  $M = 1.00$
  - Systemic understanding  $M = 1.17$
  - Professional writing style  $M = 1.25$
- Four students completed COUN 655, doctoral practicum, this academic year. Greatest clinical strengths were in therapeutic relationships, professional work behaviors, and CORIS dispositions. Greatest areas for improvement were in intervention skills, planning skills, case conceptualization skills, and management of ethical and legal considerations. Faculty supervisor ratings were as follows:
  - Therapeutic relationships skills  $M = 1.50$
  - Intervention skills  $M = 1.00$
  - Planning skills  $M = 1.00$
  - Case conceptualization skills  $M = 1.00$
  - Management of ethical and legal  $M = 1.00$
  - Developmental & cultural sensitivity  $M = 1.25$
  - Professional work behaviors  $M = 1.50$
  - CORIS Dispositions  $M = 1.50$
- Only two graduates were eligible to complete the alumni survey; they will be included in the alumni survey for next year.

### **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.**

- Four students sat for this comprehensive examination, and all passed the area on the first attempt. Scores this year decreased slightly from last year. Greatest strengths were in theoretical foundations and professional writing. The greatest opportunity for growth was in evaluation, remediation, and gatekeeping. Ratings for the supervision area were:



- Roles and responsibilities  $M = 1.00$
- Theoretical foundations  $M = 1.08$
- Evaluation, remediation, and gatekeeping  $M = 0.75$
- Legal, ethical, and cultural considerations  $M = 1.00$
- Integration  $M = 1.00$
- Professional writing  $M = 1.08$
- A total of 9 final supervision internship rating forms were completed by faculty instructors during AY21-22. Strengths were noted in developmental and cultural sensitivity. The greatest opportunity for improvement focused on application of theoretical frameworks and models. We noted small decreases in ratings of relationship skills; evaluation, remediation, and gatekeeping skills; management of ethical and legal considerations; professional work behaviors; and dispositions.
  - Supervisory relationship skills  $M = 1.33$
  - Application of theoretical frameworks and models  $M = 1.11$
  - Evaluation, remediation, and gatekeeping skills  $M = 1.22$
  - Management of ethical and legal considerations  $M = 1.33$
  - Developmental and cultural sensitivity  $M = 1.56$
  - Professional work behaviors  $M = 1.22$
  - Dispositions – CORIS  $M = 1.22$
- Only two graduates were eligible to complete the alumni survey; alumni survey data will be held and combined with next year's data.

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

- Four students sat for this comprehensive examination, and all passed on the first attempt. All scores were remarkably stable from last year. Results showed greatest strengths in instructional design and delivery, pedagogy, and professional writing; the greatest opportunity was in assessment. Ratings were as follows:
  - Pedagogy  $M = 1.17$
  - Instructional design and delivery  $M = 1.17$
  - Assessment of learning  $M = 0.92$
  - Integration  $M = 1.00$
  - Professional writing style  $M = 1.17$
- A total of 7 final teaching internship rating forms were completed by faculty instructors during AY21-22. Strengths were noted in student relationship skills and instructional and curriculum design. The greatest areas for improvement were assessment and management of ethical and legal considerations. We noticed meaningful increases in instructional and curriculum design and delivery. We suspect decreases in application of professional work behaviors and dispositions were likely related to pandemic distress which seemed to impact doctoral students a bit later than master's students. Ratings for teaching were as follows:
  - Instructional and curriculum design and delivery  $M = 1.57$
  - Application of pedagogical frameworks and models  $M = 1.29$
  - Assessment of learning/student support/remediation  $M = 1.14$
  - Student relationship & classroom management skills  $M = 1.57$
  - Management of ethical and legal considerations  $M = 1.14$
  - Developmental and cultural sensitivity  $M = 1.29$

- Professional work behaviors *M* = 1.29
- Dispositions – CORIS *M* = 1.43
- Only two graduates were eligible to complete the alumni survey; alumni survey data will be held and combined with next year's data.

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

- Four students sat for this comprehensive examination, and all passed on the first attempt. All items showed an increased performance from last year. Ratings were as follows:
  - Rationale for research *M* = 1.17
  - Research question *M* = 1.00
  - Research design *M* = 1.25
  - Data analysis *M* = 0.92
  - Full conceptualization *M* = 1.25
  - Professional writing *M* = 1.42
- During this year, only two doctoral students defended dissertations. To protect their privacy, data are withheld.
- In this academic year, current doctoral students have made 24 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 that were canceled.
- Three students reported securing peer-reviewed journal articles this academic year. This rate is the same as last year and lower than previous years.
- Only two graduates were eligible to complete the alumni survey; these alumni will be included in next year's assessment.

**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.**

- Four students sat for this comprehensive examination, and all passed on the first attempt. Most results were consistent with previous years with some modest gains in Integration and Professional writing and some decrease in current topical issues. Specific results were as follows:
  - Theories and skills of leadership *M* = 1.08
  - Current topical issues *M* = 1.00
  - Professional advocacy *M* = 0.92
  - Multicultural and social justice considerations *M* = 1.17
  - Integration *M* = 1.34
  - Professional writing *M* = 1.42
- A total of 6 final leadership internship rating forms were completed by faculty instructors during AY21-22. Greatest strengths were in attention to multicultural and social justice issues and dispositions, and greatest opportunity is regarding professional work behaviors. The greatest shift in ratings from last year was a 0.67 increase in dispositions. Ratings were as follows:
  - Application of theories and skills of leadership *M* = 1.67
  - Application of advocacy models and competencies *M* = 1.67
  - Administrative skills *M* = 1.67

- Attention to multicultural and social justice issues  $M = 2.00$
- Professional work behaviors  $M = 1.00$
- Dispositions – CORIS  $M = 2.00$
- Examination of student annual reports indicated that students are active in service to the profession. Sample engagements included: ACES Conference Volunteers, ACES Graduate Student Chair, Aspire Mentor, CSI Grants Reviewer, CSI Leadership Roles, SACES Emerging Leader, SEC Emerging Scholars Program, and United Way Young Leaders Collective. Students reported a broad range of community engagement at UT and beyond.
- Only two graduates were eligible to complete the alumni survey; these alumni will be included in next year's assessment.

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

- The faculty conducted a holistic evaluation of student progress, including attention to dispositions for 15 doctoral students active in the program. Mean ratings for CORIS items were 1.37 ( $SD = 0.54$ ), a slight decrease from the previous year.
- Only two graduates were eligible to complete the alumni survey; alumni survey data will be held and combined with next year's data.

### **Other Indicators**

- Only two graduates were eligible to complete the alumni survey; alumni survey data will be held and combined with next year's data.
- Given the small size of the program, we conduct employer and site supervisor studies together. Although we deployed the surveys as planned, 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 2020 and were enrolled from 2016-2020. 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 developed a required, 1-credit dissertation seminar for advanced doctoral students. This change has been added to program requirements effective for Fall 2020 starters. It appears to be smoothing the dissertation process.
- We believe it important to note that many of the assessments conducted during this period took place from June 2021-May 2022, two years into the heart of the COVID-19 pandemic. This year included a transition back to campus during and wide variations in the degree to which our university followed public health guidance. Doctoral students who began programs online shifted again to in-person formats while also navigating personal tolls. We believe this context is reflected in some of the decreased performance. Likewise, some decreases (e.g., management of ethical considerations, assessment, gatekeeping) may be less about decreased knowledge and skill AND more about ongoing, increased, and complex demands in these areas. We will continue to monitor.

- The program data reflect several 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 and field experiences beginning in Fall 2020. As expected, these changes are apparent in this year’s data. However, a new TN Divisive Concepts law may require significant revision to these curricular elements; we will navigate revisions in consultation with university counsel so we can continue to meet ACA ethical standards and CACREP educational standards. 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 revised all rating forms to include validated instruments. These changes will be implemented in AY 2021-2022.
- After reviewing program evaluation data and converging with local context, the faculty made several decisions:
  - Beginning in 2022, *COUN 645 Foundations in Counselor Education* will move to an every-other-year rotation to be offered following *COUN 650 Seminar in Counselor Education*. This will allow greater attention to developmental sequencing and more efficiency in course delivery.
  - Beginning in 2023, *COUN 670 Supervision* will move to the first fall semester to allow students time to learn concepts prior to implementing them in their first supervision internship during the spring semester
  - Given movement to new budget model and need to maintain GTA support for our students, doctoral students will begin teaching as early as their first semester. In response to shifts in roles and to ensure ethical preparation for teaching, new GTAs who have not completed the teaching course will complete a series of modules from UT’s Office of Teaching Learning and Innovation prior to teaching. Our program is also working to standardize curricula new GTAs will deliver. Finally, we modified teaching internships so that all students co-teach a graduate course with a faculty member (internship 1) prior to solo-teaching an undergraduate course under faculty supervision (internship 2).