



**UTM Counseling Program
Program Evaluation Annual Report
2020-2021**

Each August the Counseling Faculty review the previous academic year’s data to evaluate program and student performance, and determine necessary program changes. The Counseling Program’s objectives are reviewed and outcomes toward those objectives assessed. The Annual Report is posted on the program’s website, distributed to the Advisory Committee, and presented to current students at the first Town Hall Meeting of the Fall semester. The following report provides the results of that analysis.

Commensurate with the Council for Accreditation of Counseling and Related Programs (CACREP) standards, the following vital statistics are included in this report:

2020-2021 Vital Statistics			
	Degree Program		
	Clinical Mental Health Counseling	School Counseling Degree Seeking	School Counseling Endorsement
New Students	22	20	13
Graduates	5	7	
Program Completion Rate*			
Job Placement Rate	n/a	100%	100%
Praxis pass rate**	n/a	92%	100%
Licensing Exam Pass Rates	n/a	100%	100%
<p>* Program completion rate 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)</p> <p>**all school counseling students MUST pass the Praxis Professional School Counselor exam at the Tennessee Department of Education required score (156) prior to being allowed to enter their first field placement course (COUN 785 Practicum in Counseling). 25 degree seeking students took the</p>			

Praxis, with 23 passing the exam. 1 student has left the program. 1 student failed the exam 3 times and is not allowed to take Practicum until they achieve a passing score.

Major Program Initiatives and Activities

- Program remained focused on gaining UTM administrative approval to formally pursue CACREP accreditation. A detailed program proforma was developed by the chair of the Department of Educational Studies to outline the financial contribution of the counseling program over a 5 year period if CACREP accreditation was achieved. As a result the university administration made the following changes to assist in gaining accreditation:
 - The Program Coordinator was given a course release to administer the program, commensurate with CACREP standards
 - In the Fall 2020 semester a new faculty member was hired at the instructor level, to be transitioned to tenure track upon completion of doctoral degree. They began teaching courses in Spring 2021 and successfully defended his dissertation in July 2021.
 - In the Spring 2021 a counseling faculty member was hired at the Assistant Professor level to begin work as a core faculty member in Fall 2021, bringing the total number of full time counseling faculty to 5. They are a licensed school counselor, National Certified Counselor, and Certified Clinical Supervisor.

- During the Spring 2021 semester a pilot initiative was put into place in which 4 courses were offered on a 7-week schedule rather than the traditional 15-week schedule. The four courses were: COUN 716 Growth and Development Across the Lifespan; COUN 740 Group Dynamics; COUN 748 Principles of Crisis Intervention; and, COUN 781 Introduction to Marriage and Family Counseling. A survey was distributed to counseling students to assess their reactions to taking these abbreviated courses and yielded the following results: 44 students responded (25 SC degree seeking, 15 CMH, and 4 SC-E); 19 students were in their first year in the program; 16 students took one 7-week course, 10 students took 2 7-week courses, 1 took four 7-week courses, and 17 took no 7-week courses; 16 students took COUN 740, 9 took COUN 716, 9 took COUN 748, and 3 took COUN 781; 74% of students who took these courses would choose a 7-week course again; 45% of students would be very likely to take more than one 7-week course in a semester. Faculty will review the option of offering more of these abbreviated courses in the future.

- Curriculum revisions were developed and submitted for inclusion in the 2022-23 University catalog:
 - Change School Counseling from 48 hour program to 60 hour program. Adding these requirements: SPED 660, COUN 775, COUN 747 (Special Topics in School Counseling), and classroom management for school counselors.

Justification for change: Beginning in January 2023, CACREP will require all school counseling programs to move from 48 hours to 60 hours. In order to obtain our initial accreditation from CACREP we need to introduce these changes so they appear in the 2022-23 UTM Catalog.

- COUN 712 Learning and Instruction. This course is reserved for those school counseling students who have no prior teaching experience as a means of introducing them to the dynamics of classroom instruction and management. Students will complete 30 observation hours of classroom teaching. 15 of those hours will be in an elementary school setting and 15 hours will be in a secondary school setting. Prereq: admission to the graduate counseling program or consent of instructor.

- Change COUN 747 Introduction to Addictions Counseling to “Special Topics in School Counseling”. Course description changed to:

747 Special Topics in School Counseling (3) This course is designed to provide the opportunity to explore current and relevant topics in school counseling, in response to the changing nature of the profession. The focus will be on providing school counseling students with knowledge, training and practice in contemporary topics.

Justification for the change: 747 as it is currently described is the exact same course as 782, covering the same topics. There are only two school counseling specific courses in the current curriculum, 786 and 787. A third course is needed in order to cover the breadth and depth of the school counseling profession.

- Change the name of COUN 710 to “Research in Counseling”. Change the course description to:

710 Research in Counseling (3). This course is an introduction to historical, experimental, descriptive and survey research in the field of counseling. Research techniques, the analysis of research results, and the uses of research in counseling and in program evaluation are explored. Topics covered include research methodology and basic statistical concepts.

Justification for the change: Counseling students currently enroll in EDFN 710, a course which is focused on educational research, applied to an education setting. To comply with CACREP standards, counseling students need a research course that focuses on the application in counseling settings and includes program evaluation.

- New course: “Classroom Management for School Counselors” (course number to be assigned) 3 hour course

Description: "This course will introduce students to the theory, techniques and issues involved in classroom management for school counselors working in elementary, middle, and secondary schools. Emphasis will be placed on developing techniques that promote learning and self-control in students."

Justification for the course: School counselors, especially at the elementary and middle school levels are asked to conduct classroom guidance lessons. Many school counselor have no prior experience in the classroom and find it difficult to manage students. Feedback from our interns and practicum students support the need for this course in order to prepare them for the challenges of leading these classroom lessons.

- New course: SPED 760 Behavior Interventions and Strategies for School Administrators and Counselors

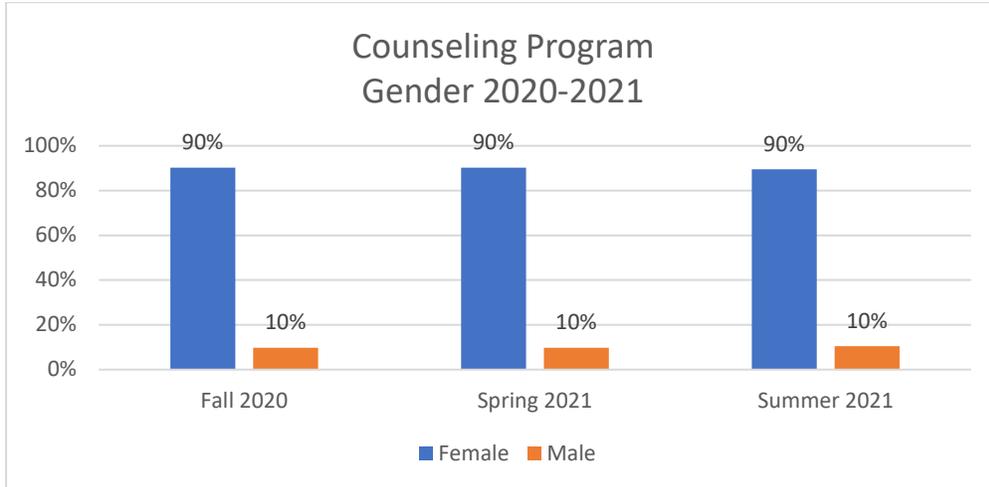
Description: "Practical interventions and strategies for school administrators and school counselors for managing behaviors that impact academic learning for children with and without exceptionalities. Strategies for examining trauma and trauma informed practices, conducting functional behavior assessments, writing function-based intervention behavior plans, increasing socially appropriate behaviors, and reducing inappropriate behaviors."

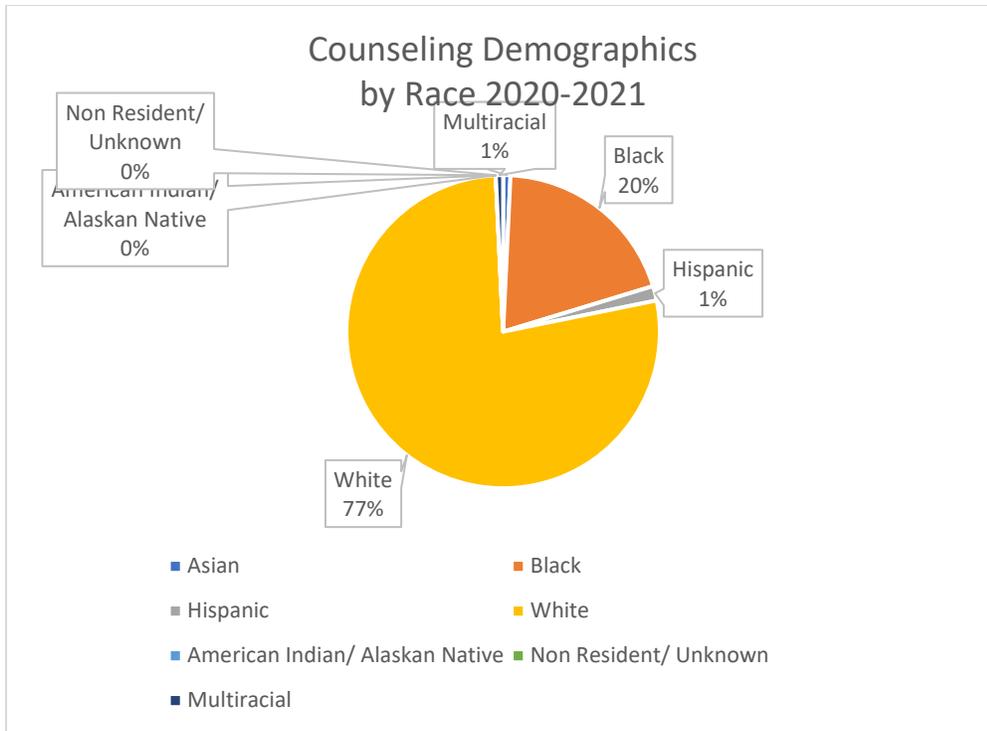
Justification for the course: School counselors frequently work with students with exceptionalities. They need to be familiar with interventions to manage student behavior and impact academic learning. These practical skills will prepare students for their field placements in practicum and internship courses.

- Counseling faculty took on the task of re-vitalizing a dormant state regional counseling association, the Martha Polk Counseling Association, a branch of the Tennessee Counseling Association. Counseling faculty volunteered to assume officer duties and begin the process of engaging with current members and recruiting new members.
- Counseling faculty continued to serve Williamson County school counselors by providing multiple professional development workshops. Due to COVID concerns the workshops were provided virtually.
- Drs. Cude, Dempsey, and Dietrich each presented workshops for the University of Tennessee Symposium on Integrating High Impact Practices into Online, Hybrid, and Distance Learning.
- The Counseling Program Coordinator attended a CACREP Self-Study Workshop and continued the process of developing the program's self-study.

- Initiated monthly student-led support meetings. These meetings were developed in recognition of the stress students are encountering due to COVID related issues as well as the stress and strain of being in graduate school. Meetings were held virtually, initiated by faculty, but led by students enrolled in internship courses. Students were allowed time to meet without faculty present.
- Began monthly “Coffee with Faculty” workshops for students. A different individual faculty member developed each workshop, choosing a topic that matched their own interest and anticipated interest from students.
- We welcomed additional adjunct instructors as Dr. Tabitha Cude was on maternity leave for Fall 2019 and welcomed her back for Spring 2020.
- Monthly faculty meetings were held to focus specifically on research interests/activities as well as other issues related to the tenure and promotion process. The Department of Educational Studies, which houses the Counseling Program, reviewed and revised the tenure/promotion and annual evaluation processes in Fall 2019. These meetings were designed to support and encourage junior faculty as they navigate these processes.

Demographics:





Analysis of Progress Toward Program Objectives

Program Objective 1:

At the completion of the program, students will demonstrate sufficient knowledge of content within the eight common core curricular areas (professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program development)

Degree seeking students are required to pass the comprehensive examination at the 70% level (112 out of 160). The exam covers 8 core areas of counseling which parallel the CACREP 8 core areas. Students are allowed to retake the exam after 30 days. If students fail the exam a second time they must wait a semester prior to being able to take the exam again.

	Average total score	Percent Passing
Fall 2020	121	100% (3 out of 3)
Spring 2021	129	86% (6 out of 7)
Fall Retake	116	100% (1 out of 1)
Summer 2021	124	100% (6 out of 6)
Total	123	First Time pass rate = 94% Overall pass rate = 100%

Average Scores on Comprehensive Exam Sections

	Developmental	Legal & Ethical	Theories	Career	Group	Assessment	Research	Multicultural
Fall 2020	72%	70%	78%	73%	92%	80%	70%	73%
Spring 2021	81%	86%	87%	84%	84%	79%	71%	76%
Summer 2021	76%	89%	86%	76%	81%	73%	68%	72%
Overall First Time %	76%	82%	84%	78%	86%	77%	70%	74%
Fall 2020 Retake	60%	85%	80%	85%	65%	65%	65%	70%
Overall Retake %	60%	85%	80%	85%	65%	65%	65%	74%
Overall %	72%	83%	83%	80%	81%	74%	69%	73%

Overall Percent of Students Earning 70% or Higher on Each Content Section of Comp Exam

	Developmental	Legal & Ethical	Theories	Career	Group	Assessment	Research	Multicultural
Fall 2020	66% (2 of 3)	100% (2 of 3)	100% (3 of 3)	71% (2 of 3)	100% (3 of 3)	100% (3 of 3)	66% (2 of 3)	100% (3 of 3)
Spring 2021	86% (6 of 7)	100% (7 of 7)	100% (7 of 7)	100% (7 of 7)	100% (7 of 7)	86% (6 of 7)	71% (5 of 7)	71% (5 of 7)
Summer 2020	33% (2 of 6)	100% (6 of 6)	100% (6 of 6)	67% (4 of 6)	100% (6 of 6)	83% (5 of 6)	50% (3 of 6)	83% (5 of 6)
Retake Sp.	0% (0 of 1)	100% (1 of 1)	100% (1 of 1)	100% (1 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	100% (1 of 1)
Overall %	59% (10 of 17)	100% (17 of 17)	100% (17 of 17)	85% (24 of 31)	94% (16 of 17)	82% (14 of 17)	58% (10 of 17)	82% (14 of 17)

Percent of Students Earning 70% or Higher on Each Content Section of Comp Exam

	Percent
Fall 2020	0% (0 of 3)
Spring 2021	43% (3 of 7)
Summer 2021	33% (2 of 6)
Retake Fall	0% (0 of 1)
Total	29% (5 of 17)

Data Analysis:

Analysis: All students passed the comprehensive exam, 94% of them on the first attempt. The average score of 123 surpasses the average score from 2019-20 (119) and from 2018-19 (114). Section scores increased from the 2018-19 exam for 7 of the 8 areas: Developmental, Theories, Career, Group, Assessment, Research and Multicultural. The scores were identical for the remaining section: Legal and Ethical Issues. Students continue to struggle in general with earning 70% or greater on each section, though the percentage of students doing so (29%) is greater than in 2019-20 (6%) or 2018-19 (7%) by a significant margin.

There was a change in the instructor for the Research course this academic year. Additionally, there was a change in instructor for the Multicultural and Developmental courses this academic year. As we examined this data it was noted that some of the students taking the revised comp may not have taken the specific core courses from the instructor who revised that section of the

comp. It is anticipated that as students currently taking these core courses take the revised comp, the scores on the sections with new instructors will increase.

Changes Implemented as a Result of Data Analysis:

Students are doing better on this exam than previous years, but still continue to struggle passing this exam. It appears to be helpful to allow students to take the comprehensive exam after they have completed the 8 core courses, rather than having them take the exam at the end of the program. A new full-time counseling faculty member was hired in the Spring 2021 and is teaching several of the core courses assessed on the comp exam. They were encouraged to review their course objectives, assignments, and items on the comp exam that relate to their courses. As a faculty we will review the item analysis data from the comp to complete a formal revision of the exam. Progress has been made in students passing the comp exam, and further analysis needs to be done to assure that the items on the exam reflect the content of their core courses, and the essential content that would reflect mastery of each core area. The exam was last revised in Spring 2018. In 2018 we had explored assessing a course fee to pay for each student to take the Counselor Preparation Counselor Examination (CPCE), which costs \$150 per student. After discussing this with the chair of the Educational Studies Department it was determined that a separate fund for the Counseling Program fueled by student fees was not feasible. The option of requiring students to pay this fee and replacing the current faculty-developed comp exam will be discussed further.

One of the monthly “Coffee with Counselors” webinars will focus on preparation for the comprehensive exam. This will be presented in September Fall 2021 prior to the first administration of the comprehensive exam for the 2021-2022 school year.

Program Objective 2:

Students will demonstrate effective counseling skills in their coursework and during their field placements.

Role Plays

Fall 2020

In Fall 2020 four role plays were required in COUN 785. 13 students were enrolled in the course: 1 CMH student, 1 and 12 SC students. Clinical mental health students used Cognitive-Behavioral Therapy in each role play. School Counseling students used Solution-Focused Brief Counseling in each role play.

	Role Play 1	Role Play 2	Role Play 3	Role Play 4	Total
School Counseling	0 of 12 (0%)	9 of 12 (75%)	10 of 12 (83%)	10 of 12 (83%)	29 of 48 (60%)
Clinical Ment. Hlth.	0 of 1 (0%)	1 of 1 (100%)	1 of 1 (100%)	1 of 1 (100%)	3 of 4 (75%)

Total	0 of 13 (0%)	10 of 13 (77%)	11 of 13 (85%)	11 of 13 (85%)	32 of 52 (62%)
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In COUN 725 Theories and Techniques of Counseling three role plays were required. 22 students were enrolled in the course: 12 school counseling students, 10 clinical mental health students. A benchmark of 80% on each role play was established. In the first role play, students were allowed to use any theoretical orientation, or none at all. This was an opportunity to observe the student using his or her preferred, or natural, counseling style. In the second role play, students were asked to use Motivational Interviewing. In the third role plays students were asked to choose a theory from those studied in the course. This allowed students to practice a preferred theoretical orientation, after first completing assignments related to that theory.

	Role Play 1	Role Play 2	Role Play 3	Total
School Counseling	8 of 12 (67%)	9 of 12 (75%)	10 of 12 (83%)	27 of 36 (75%)
Clinical Ment. Hlth.	6 of 10 (60%)	4 of 10 (40%)	5 of 10 (29%)	15 of 30 (50%)
Total	14 of 22 (64%)	13 of 22 (59%)	15 of 22 (43%)	42 of 66 (64%)

Spring 2021

In Spring 2021 two sections of COUN 785 were offered: one for school counseling students and one for clinical mental health students. 4 clinical mental health students took the COUN 785 practicum course, which was taught by an adjunct instructor for the first time. This instructor omitted the role play assignments from the course without consulting the counseling program coordinator. However two audio/video recordings of students working with real clients were required. Those grades will be used her to assess clinical mental health students' ability to use counseling skills, with a benchmark of 90%. 6 school counseling students completed the school counseling section of COUN 785. They were required to complete 4 role plays and one audio/video recording of a session with a student at their placement. Both sets of data will be reported here.

	Audio/Video #1	Audio/Video #2	Total
Clinical Mental Health	2 of 4 (50%)	4 of 4 (100%)	6 of 8 (75%)
School Counseling	4 of 6 (67%)		
Total	6 of 10 (60%)		

	Role Play 1	Role Play 2	Role Play 3	Role Play 4	Total
School Counseling	6 of 6 (100%)	6 of 6 (100%)	6 of 6 (100%)	3 of 3 (100%)	5 of 12 (42%)
Total	6 of 6 (100%)	6 of 6 (100%)	6 of 6 (100%)	7 of 9 (78%)	13 of 36 (36%)

In Spring 2020, 11 students took COUN 725 Theories and Techniques of Counseling: 6 CMH students, and 5 SC students.

	Role Play 1	Role Play 2	Role Play 3	Total
School Counseling	5 of 5 (100%)	5 of 5 (100%)	5 of 5 (100%)	15 of 15 (100%)

Clinical Ment. Hlth.	3 of 6 (50%)	4 of 6 (10%)	5 of 6 (83%)	12 of 18 (67%)
Total	8 of 11 (73%)	9 of 11 (82%)	10 of 11 (91%)	27 of 33 (82%)

Program Objective 3:

Students will adhere to the ethical code of their counseling professional association when completing coursework and field experiences.

Percent of Students Earning 90% Rating on Site Supervisor Evaluation on Ethical Items

	Practicum		Internship	
	CMH	SC	CMH	SC
Fall 2020	100% (1 of 1)	100% (12 of 12)	6 of 6 (100%)	100% (21 of 21)
Spring 2021	100% (4 of 4)	100% (6 of 6)	4 of 4 (100%)	100% (23 of 23)
Total	100%	100%	100%	100%

Total		
Prac	Intern	All
100% (13 of 13)	100% (27 of 27)	100% (40 of 40)
100% (6 of 6)	100% (27 of 27)	100% (33 of 33)
100% (19 of 19)	100% (54 of 54)	100% (73 of 73)

The Residency is a 3-day experience held at UTM. All students must attend one Residency program. Faculty interact with students during the Residency during formal and informal activities and presentations. Each faculty member also conducts an interview with each individual student. At the conclusion of the Residency, each counseling faculty member evaluates each student using a Dispositions Form. There are two Residency events each school year, one in January, and one in June.

The counseling faculty continued to use the Dispositions form, which was piloted in Summer 2019. This form used a categorical scoring system. Students were rated as MC (meets competency), NM (does not meet competency) or NO (not observed). There are 21 items included on the form, and thirteen of those items directly measure code of ethics. Those 13 items will be used for this analysis. Items were chosen that reflected the faculty's understanding of counseling dispositions, rather than skills or knowledge, and the ability to observe those dispositions at different points in the student's progression through the program.

All students attending Residency in January 2021 (20 students) and June 2021 (30 students) achieved a rating of MC (meets competency) for each of the 13 items observed at Residency.

Program Objective 4:

Students will demonstrate knowledge of their specialty area.

School counseling students knowledge of their specialty area is assessed at multiple points in the program using multiple measures. The first key performance indicator (KPI) of achieving this objective occurs in COUN 786 Organization and Administration of School Counseling. Students in this course are required to complete a multiple part project in which they develop a Comprehensive School Counseling Program. They must pass the Praxis Professional School Counseling Exam at the required score for licensure in Tennessee prior to being allowed to take their first field placement course, COUN 785 Practicum in Counseling. Finally students demonstrate knowledge of school counseling as they complete the two required internships.

Measuring Point	KPI	Measuring Unit	Results
COUN 786	Project Grade		All students received a passing grade on their project.
Praxis Professional School Counseling Exam	Overall Score	Meet Tennessee required score for licensure (156)	See table earlier in the report
COUN 789 Internship in Secondary School Counseling	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	All students were recommended by their site supervisors
COUN 790 Internship in Elementary School Counseling	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	All students were recommended by their site supervisors

Clinical Mental health students knowledge of their specialty area is assessed at multiple points in the program using multiple measures.

Measuring Point	KPI	Measuring Unit	Results
COUN 725	Final Exam	Final exam grade	All students received a passing grade on their exam.
COUN 750	Final Exam	Final exam grade	All students received a passing grade on their exam.
COUN 760	Interview Project	Grade for the project	All students received a passing grade on their project.
COUN 788	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	All students were recommended by their site supervisors
COUN 792	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items.	All students were recommended by their site supervisors

Comprehensive Exam	Completion of comp exam	Final score	See the results earlier in the report
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