



## UTM Counseling Program Program Evaluation Annual Report 2022-2023

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 posted on the program's Google Site for current students. 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:

2022-2023 Vital Statistics			
Degree Program			
	Clinical Mental Health Counseling	School Counseling Degree Seeking	School Counseling Endorsement
New Students	24	17	13
Graduates	11	15	14
Program Completion Rate*	80%	69%	100%
Average Terms to Completion	8.4	8.2	4.6
Job Placement Rate***	70%	90%	60%
Praxis pass rate**	n/a	100%	100%
Licensing Exam Pass Rates ****	90%	100%	100%
<p>* Program completion rate indicates proportion of students who complete requirements within 3 years. These statistics are based on students who began the program in the Fall 2020 semester.</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</p>			

field placement course (COUN 785 Practicum in Counseling). 28 students took the Praxis, with 28 passing the exam. 2 students failed their first attempt but passed on their next attempt. The average score was 168.5 for all UTM students. In Tennessee 91% of all individuals passed the Praxis.

\*\*\*Based on our most recent Alumni Survey, Summer 2022. 19% of respondents were not employed as counselors and 50% of those students do not plan to work as counselors. Only 5 school counseling endorsement students responded to the survey. 10 CMH graduates responded. 38 SC graduates responded.

### **Major Program Initiatives and Activities**

- In March 2023 we received official notice from CACREP that our Self-Study/Application had passed the initial desk review and we had been approved for a site visit. We were asked to complete an addendum to further describe how we meet several standards. The addendum was completed and submitted in August and we were notified of the proposed site visit dates.
- From October 4-6 the CACREP Site Visit team was on campus. They met with: the counseling core faculty as a group and individually; the program coordinator; adjunct faculty as a group; the university's SACSCOC Liaison/Director of Accreditation and the program coordinator; the Department of Educational Studies Chair; the Dean of the College of Education, Health, and Behavioral Sciences; Clinical Mental Health site clinical coordinators; School Counseling site coordinators; the UTM Counseling Program Practicum and Internship coordinators for CMH and SC; the UTM Provost; the UTM Chancellor; current students; and alumni. The site team developed an exit report, noting the program's ability to meet each CACREP standard and presented this report to the core faculty, the Dean of the college, the department chair, the Dean of Graduate Studies; and the vice Provost. The site team's report was overwhelmingly positive as they praised our faculty, students, and administration. They stated that this was one of the easiest reviews that they had completed and stated that they planned to use our self-study as an example for other programs. There was only one standard not met: the faculty to student ratio. The requirement is a ratio not to exceed 1:12. Our current ratio was 1:13.6. We were given one month to submit a response to this issue, detailing our plan to bring it into alignment. If we submitted the plan within that time frame it would be included with the official exit report sent to the CACREP Board for their review. The Board has final approval and reviews every exit report. Their next meeting is January 11-13. Programs reviewed at that time will receive official determination of accreditation in February.
- After the site visit we began to develop a plan to correct our faculty to student ratio. Several decisions were made. First, it was decided to limit enrollment for the Spring semester to 10 students: 5 clinical mental health students and five school counseling students. Courses must have 10 student in order to be taught each semester. Admitting 10 students would guarantee that our introductory courses would meet their enrollment numbers. And limiting the number would allow us to meet the overall faculty to student ratio for Fall 2023. Second, it was decided to do away with Summer

admissions. Third, a fifth core faculty member was hired for the Fall semester. With these initiatives our projected Spring 2024 faculty to student ratio is 1:11.

- We continued to offer monthly webinars for students and site supervisors. These webinars have in the past been led by core faculty but this year an effort was made to reach out to other professionals. Most of the webinars were led by outside mental health professionals. Topics this past year included: marriage and family counseling, relational-cultural therapy, “Classism: The Hidden “ism” in Counseling”, and International Counseling.
- Faculty continue to be active in the profession, with each core faculty member presenting at conferences.

## 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)

### Comprehensive Exam:

	Average total score	Percent Passing
Fall 2022	127	56% (9 out of 16)
Spring 2023	121	70% (7 out of 10)
Fall Retake	135	88% (7 out of 8)
Summer 2023	132	57% (4 out of 7)
<b>Total</b>	<b>129</b>	<b>First Time pass rate = 66%</b>

### Essay Grades

	Average total score	Percent Earning 70% or higher (42)
Fall 2022	44	63% (10 out of 16)
Spring 2023	47	80% (8 out of 10)
Fall Retake	51	100% (8 out of 8)
Summer 2023	51	100% (7 out of 7)
<b>Total</b>	<b>48</b>	<b>First Time pass rate = 80%</b>

### Average Scores on Comprehensive Exam Sections

	Developmental	Legal & Ethical	Theories	Career	Group	Assessment	Research	Multicultural
Fall 2022	54%	65%	70%	69%	80%	71%	62%	71%
Spring 2023	59%	66%	72%	67%	78%	70%	68%	75%
Summer 2023	57%	63%	71%	72%	72%	69%	68%	68%
<b>Overall First Time %</b>	<b>57%</b>	<b>65%</b>	<b>71%</b>	<b>69%</b>	<b>77%</b>	<b>70%</b>	<b>66%</b>	<b>71%</b>
Fall 2022 Retake	63%	67%	72%	67%	79%	64%	73%	68%
<b>Overall Retake %</b>	<b>63%</b>	<b>67%</b>	<b>72%</b>	<b>67%</b>	<b>79%</b>	<b>64%</b>	<b>73%</b>	<b>68%</b>

<b>Overall %</b>	<b>58%</b>	<b>65%</b>	<b>71%</b>	<b>69%</b>	<b>77%</b>	<b>69%</b>	<b>68%</b>	<b>71%</b>
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### 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 2022	13% (2 of 16)	50% (8 of 16)	50% (8 of 16)	38% (6 of 16)	88% (14 of 16)	56% (9 of 16)	13% (2 of 16)	69% (11 of 16)
Spring 2023	20% (2 of 10)	40% (4 of 10)	60% (6 of 10)	60% (6 of 10)	80% (8 of 10)	60% (6 of 10)	60% (6 of 10)	29% (6 of 10)
Summer 2022	29% (2 of 7)	29% (2 of 7)	57% (4 of 7)	57% (4 of 7)	86% (6 of 7)	43% (3 of 7)	57% (4 of 7)	43% (3 of 7)
Retake Fall.	25% (2 of 8)	38% (3 of 8)	38% (3 of 8)	38% (3 of 8)	88% (7 of 8)	63% (5 of 8)	63% (5 of 8)	80% (4 of 8)
<b>Overall %</b>	<b>20% (8 of 41)</b>	<b>41% (17 of 41)</b>	<b>51% (21 of 41)</b>	<b>46% (19 of 41)</b>	<b>85% (35 of 41)</b>	<b>56% (23 of 41)</b>	<b>41% (17 of 41)</b>	<b>59% (24 of 41)</b>

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

	Percent
Fall 2022	6% (1 of 16)
Spring 2023	20% (2 of 10)
Summer 2023	14% (1 of 7)
Retake Fall	0% (0 of 8)
<b>Total</b>	<b>10% (4 of 41)</b>

### Program Objective 2:

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

### Site Supervisor Evaluations

	Practicum		Internship		Total		
	CMH	SC	CMH	SC	Prac	Intern	All
Fall 2021	100% (3 of 3)	100% (12 of 12)	Average of 100% (5 of 5)	100% (13 of 13)	100% (13 of 13)	100% (27 of 27)	100% (40 of 40)
Spring 2022	Average of 100% (9 of 9)	100% (11 of 11)	Average of 100% (8 of 8)	100% (21 of 21)	100% (6 of 6)	100% (27 of 27)	100% (33 of 33)
Summer 2022	Average of 100% (3 out of 3)		Average of 100% (9 of 9)				
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100% (19 of 19)</b>	<b>100% (54 of 54)</b>	<b>100% (73 of 73)</b>

*Site Supervisor Evaluation Analysis: Our students continue to earn high marks from their site supervisors. Students are demonstrating effective counseling skills at their placement sites.*

### Role Plays

### Fall 2021

In Fall 2021 four role plays were required in COUN 785. There were 4 separate sections of the course, 1 clinical mental health section comprised of 3 students, and 3 separate school counseling sections. 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	7 of 12 (58%)	11 of 12 (92%)	11 of 12 (92%)	10 of 12 (83%)	39 of 48 (60%)
Clinical Ment. Hlth.	2 of 3 (67%)	2 of 3 (67%)	3 of 3 (100%)	2 of 3 (67%)	9 of 12 (75%)
Total	9 of 15 (60%)	13 of 15 (87%)	14 of 15 (93%)	12 of 15 (80%)	48 of 60 (62%)

In COUN 725 three role plays were required. 6 students were enrolled in the course: 3 school counseling students, 3 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. The first role play's intent is to build the core skills that counselors need to form a strong therapeutic alliance with clients. This was an opportunity to observe the student using his or her preferred, or natural, counseling style. In the second role play, students were allowed to use any theoretical orientation, including Motivational Interviewing, while building on their core skills from role play 1. 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	3 of 3 (100%)	3 of 3 (100%)	3 of 3 (100%)	9 of 9 (100%)
Clinical Ment. Hlth.	2 of 3 (67%)	3 of 3 (100%)	2 of 3 (67%)	7 of 9 (78%)
Total	5 of 6 (83%)	6 of 6 (100%)	5 of 6 (83%)	16 of 18 (89%)

### Spring 2022

In Spring 2022 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 here to assess clinical mental health students' ability to use counseling skills, with a benchmark of 90%. 11 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	11 of 11 (100%)		11 of 11 (100%)
Total	6 of 10 (60%)		

	Role Play 1	Role Play 2	Role Play 3	Role Play 4	Total
Clinical Mental Health	0 of 9 (100%)	0 of 9 (100%)	2 of 9 (22%)	9 of 9 (100%)	11 of 36 (31%)
School Counseling	11 of 11 (100%)	44 of 44 (100%)			
Total	11 of 11 (100%)	44 of 44 (100%)			

In Spring 2021, 11 students took COUN 725: 6 CMH students, and 5 SC students.

In COUN 725 three role plays were required. 6 students were enrolled in the course: 3 school counseling students, 3 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. The first role play's intent is to build the core skills that counselors need to form a strong therapeutic alliance with clients. This was an opportunity to observe the student using his or her preferred, or natural, counseling style. In the second role play, students were allowed to use any theoretical orientation, including Motivational Interviewing, while building on their core skills from role play 1. 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	4 of 5 (80%)	3 of 5 (60%)	5 of 5 (100%)	11 of 15 (73%)
Clinical Ment. Hlth.	5 of 6 (83%)	4 of 6 (67%)	5 of 6 (83%)	14 of 18 (78%)
Total	9 of 11 (82%)	7 of 11 (64%)	10 of 11 (91%)	26 of 33 (79%)

*Role Play Analysis: Students demonstrated effective progress in their role play assignments, with grades generally improving as students gained more experience and were provided feedback.*

Summer 2022

COUN 785

(Only 3 role plays were done over the summer given the shorter nature of the term).

	Role Play 1	Role Play 2	Role Play 3	Total
Clinical Mental Health	0 of 3 (0%)			

### Site Supervisor Evaluations

The CMH site supervisor evaluation was revised and now mirrors the SC form in terms of format. The use of LiveText to allow all supervisors to electronically submit their evaluations was being explored. However, Livetext is no longer used by the Educational Studies department, so the counseling program is now exploring the use of Via. The hope is that site supervisors will have access to Via for each individual course. They will be able to complete

these forms electronically so that specific data can be gathered more easily. Via will also provide a way for supervisors to log and verify the number of hours completed on-site by the student. The faculty is optimistic that this reporting system will create a reliable and efficient database of information about the field experiences in the program, and simplify the reporting process for site supervisors.

**Role Plays**

COUN 785

The focus on students completing each role play using one specific theory has been effective. School counseling students focus on solution-focused brief counseling with a specific assigned book to use as a reference. Clinical mental health counseling students focus on cognitive-behavioral therapy, with a specific assigned book to use as a reference.

COUN 725

Students performed well in their role plays in this course. For many students this is the first course in the program requiring them to demonstrate counseling skills and techniques. Due to the introductory nature of these assignments it may be more realistic to reduce the benchmark to 80%. In addition the new rubrics added in the Fall semester result in a more strict grading of these assignments. Students in both semesters commented favorably on the type of feedback provided to them on the role plays. A new faculty member was hired Spring 2021 who is now teaching this course. The instructor has decided to meet individually with each student to conduct the first role play together, with the instructor serving as the role play “client”. Feedback is then provided immediately afterward, allowing for discussion. It is hoped that this activity will help students sharpen their counseling skills.

**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		Total	
	CMH	SC	CMH	SC	Prac	Intern
Fall 2021	100% (3 of 3)	100% (12 of 12)	100% (5 of 5)	100% (13 of 13)	100% (15 of 15)	100% (18 of 18)
Spring 2022	100% (4 of 4)	100% (11 of 11)	8 of 8 (100%)	100% (21 of 21)	100% (12 of 12)	100% (32 of 32)
Summer 2022	100% (3 of 3)		9 of 9 (100%)		100% (3 of 3)	9 of 9 (100%)
Total	100%	100%	100%	100%	100% (19 of 19)	100% (54 of 54)

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 2022 (13 students) and June 2022 (19 students) achieved a rating of MC (meets competency) for each of the 13 items observed at Residency.**

### **Site Supervisor Evaluations**

Our students continue to earn strong evaluations from site supervisors. We will continue to communicate regularly with our site supervisors and support them as they work with our students. If any ethical issues arise, university supervisors are available to meet with students as needed. Additionally, university supervisors lead a 90-minute group supervision meeting each week with all interns, and ethical issues are often a topic of discussion for the time together.

### **Dispositions**

Our students consistently display proficiency in their dispositions. Regarding residency, no student during this past year had a negative disposition report, nor needed any further action to correct an issue observed at residency. The counseling faculty will continue to monitor student dispositions upon the completion of residency as well as at various course-specific checkpoints throughout the counseling program. During regular Town Hall meetings, Residency, and advising sessions, counseling faculty are reminding students of the importance of professional dispositions, and the fact that they are being evaluated.

### **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	Passing grade	All students received a passing grade on their project. Spring 2022: 18 students (of which 17 of 18 students earned a score of 85% or higher)
Praxis Professional School Counseling Exam	Overall Score	Meet Tennessee required score for licensure (156)	23 of 25 students passed the Praxis on their first attempt.
COUN 789 Internship in Secondary School Counseling	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	All students, completing both COUN 789 and COUN 790, were recommended by their site supervisors. Fall 2021: 13 students. Spring 2022: 21 students
COUN 790 Internship in Elementary School Counseling	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	

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. Fall 2020: 6 students. Spring 2021: 11
COUN 750	Final Exam	Final exam grade	All students received a passing grade on their exam. Spring 2022: 19 students
COUN 760	Interview Project	Grade for the project	All students received a passing grade on their project. Spring 2020: 18 students
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(Fall 2021: 0 students enrolled). Spring 2022: 5 students;

			and Summer 2022: 5 students.
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 Fall 2021: 3 students; Spring 2022: 3 students; and Summer 2022: 4 students.
Comprehensive Exam	Completion of comp exam	Final score	See the results earlier in the report

Students have demonstrated proficiency in their concentration via multiple measures across multiple points of time in the program. Program faculty will continue to monitor progress in these areas and consider changing the benchmarks used to measure progress.