

Year: 2020-2021

Program: Counseling

Dept. Chair: Clinton Smith

Date: 10/26/21

Student Learning Outcome 1	Assessment	Benchmark	Process (Who, How, When, Where)
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	Comprehensive Exam: Individual students should earn 70% overall score; 70% on each of the eight sections of the exam. Overall, 75% of students taking the exam should meet these individual benchmarks.	Students having completed each of the 8 core courses (710, 716, 721, 722, 725, 730, 740, 760) are eligible to take the exam. The Comprehensive Exam is offered in all three semesters of the calendar year. The Educational Studies Graduate Student Services Coordinator administers the Comp Exam and creates a spread sheet outlining results, including item by item and content area measures. In August of every year the counseling faculty will analyze the data.
DATA RESULTS AND ANALYSIS			

Comprehensive Exam:

	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%

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)

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.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Comprehensive Exam: 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. We discussed the need for him to review his course objectives, assignments, and items on the comp exam that relate to his 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.

Student Learning Outcome 2	Assessment	Benchmark	Process (Who, How, When, Where)
<p>Students will demonstrate effective counseling skills in their coursework and during their field experiences.</p>	<p>Final Site Supervisor Evaluations in practicum (COUN 785) and each of the internship courses (788, 789, 790, 792).</p> <p>Students will complete four counseling role plays in COUN 785 and three role plays in COUN 725 and be assessed using a rubric.</p>	<p>Site Supervisor Evaluations: earn an evaluation at the Beginner level or better on all items related to counseling skills</p> <p>Role Plays: 90% for each of the individual four role plays and 90% overall average in COUN 785</p> <p>80% for each of the individual role plays and 80% overall average in COUN 725</p>	<p>The instructor for each course will collect all site supervisor evaluations and compile the data.</p> <p>The instructor for 785 and 725 will assess each student's role play, collect, and compile those results at the end of each semester.</p> <p>In August of each year the counseling faculty will collect and analyze all data.</p>
<p>DATA RESULTS AND ANALYSIS</p>			

Site Supervisor Evaluations

	Practicum		Internship		Total		
	CMH	SC	CMH	SC	Prac	Intern	All
Fall 2020	100% (1 of 1)	100% (12 of 12)	6 of 6 (100%)	100% (21 of 21)	100% (13 of 13)	100% (27 of 27)	100% (40 of 40)
Spring 2021	100% (4 of 4)	100% (6 of 6)	4 of 4 (100%)	100% (23 of 23)	100% (6 of 6)	100% (27 of 27)	100% (33 of 33)
Total	100%	100%	100%	100%	100% (19 of 19)	100% (54 of 54)	100% (73 of 73)

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 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%)

In COUN 725 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: 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%)

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.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

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 is being explored. The hope is that site supervisors will have access to a LiveText site for each individual course. They will be able to complete these forms electronically so that specific data can be gathered more easily. LiveText 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.

Student Learning Outcome 3	Assessment	Benchmark	Process (Who, How, When, Where)
Students will adhere to the ethical code of their counseling professional association when completing coursework and field experiences.	Site supervisor evaluations at the practicum and internship level Dispositions after residency	Site Supervisor Evaluation: Students scored 4 or 5 (Proficient or Advanced) on 90% on items related to ethics Dispositions: 90% on items related to ethics Overall, 75% of students should meet these two benchmarks	The instructor for each field placement course will collect all site supervisor evaluations and compile the data. Each faculty member will complete a Dispositions form for each student attending the Residency. The forms will be collected by the Graduate Program Coordinator and the results entered. In August of every year, the counseling faculty will evaluate the results of the data at a faculty data retreat.
DATA RESULTS AND ANALYSIS			
Site Supervisor Evaluations			

The evaluation forms for Clinical Mental Health students and School Counseling students are not the same. For the CMH students, the first 7 questions and the last question will be used for this analysis. For the School Counseling students, the first 17 questions will be used for this analysis.

Percent of Students Earning a rating of “Beginning” or better on Site Supervisor Evaluation on Ethical Items

	Practicum		Internship		Total		
	CMH	SC	CMH	SC	Prac	Intern	All
Fall 2020	100% (1 of 1)	100% (12 of 12)	6 of 6 (100%)	100% (21 of 21)	100% (13 of 13)	100% (27 of 27)	100% (40 of 40)
Spring 2021	100% (4 of 4)	100% (6 of 6)	4 of 4 (100%)	100% (23 of 23)	100% (6 of 6)	100% (27 of 27)	100% (33 of 33)
Total	100%	100%	100%	100%	100% (19 of 19)	100% (54 of 54)	100% (73 of 73)

Analysis of Site Supervisor Evaluations:

Students continue to perform well in this area of professional development, demonstrating effective ethical behavior at their practicum and internship sites.

Dispositions

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.

Analysis of Dispositions Data: Our students continue to meet our expectations in terms of professional and personal dispositions.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

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.

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.

Student Learning Outcome 4	Assessment	Benchmark	Process (Who, How, When, Where)
Students will demonstrate knowledge of their specialty area			
School counseling concentration	COUN 786 Project Grade	Passing score	Instructor for 786 will collect data at the end of the semester
	COUN 789 Internship final evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	Instructor for 789 will collect data at the end of the semester
	COUN 790 Internship final evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	Instructor for 790 will collect data at the end of the semester
	Praxis Professional School Counselor exam	Reach the TN DOE required score to be licensed as a school counselor	23 of 25 students passed the Praxis on their first attempt.
Clinical Mental Health concentration	COUN 725 final exam	Passing score on the final	Instructor for 725 will collect data at the end of the semester
	COUN 750 final exam	Passing score on the final	Instructor for 750 will collect data at the end of the semester
	COUN 760 Interview Project	Passing score on the interview project	Instructor for 760 will collect data at the end of the semester
	COUN 788 Internship final evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	Instructor for 788 will collect data at the end of the semester
	COUN 792 Internship final evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	Instructor for 792 will collect data at the end of the semester
	Comprehensive Exam	70% or better on comprehensive exam	See data earlier in the report

DATA RESULTS AND ANALYSIS

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 2021: 41 students
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 were recommended by their site supervisors. Fall 2020: 11 students. Spring 2021: 13 students
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. Fall 2020: 10 students. Spring 2021: 10 students

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: 22 students. Spring 2021:

COUN 750	Final Exam	Final exam grade	All students received a passing grade on their exam. Spring 2021: 25 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 2020: 3 students. Spring 2021: 1 student
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 2020: 3 students. Spring 2021: 2 students
Comprehensive Exam	Completion of comp exam	Final score	See the results earlier in the report

How has the data been used to implement a change or to inform a decision?

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.

Overall program activity:

The program intensified its pursuit of CACREP accreditation, demonstrating to administration the benefits of accreditation and the steps needed to meet CACREP standards. A detailed proforma report was presented to the administration, developed by the chair of the Educational Studies Department with input from the counseling program coordinator. This report outlined the financial contribution of the program, and the projected financial contribution of the program over a 5 year period. Within the report was a justification for hiring more faculty. Administration was receptive to this and some changes were made as a result. The coordinator of the counseling program was granted a course release in the Spring 2021 semester to meet CACREP standards and to acknowledge the importance of administering the program. Fall admission was abnormally large due to increased interest in the program, and also a need to maintain university enrolment. Undergraduate enrollment dipped this academic year, and graduate programs were encouraged to increase enrollment to help maintain the institutions financial viability. This created an issue for the counseling program's desire to meet CACREP faculty/student ratio. Multiple adjuncts were hired to help meet the increased demand for multiple sections of courses, and to lower the faculty/student ratio. In Spring 2021 the program was able to hire a new core faculty member at the instructor level in a tenure-track position. And in March 2021 the university approved the hiring of a fifth core faculty member to begin in Fall 2021. Program faculty and students remained particularly active with several new initiatives. The COVID pandemic highlighted the need to focus on faculty and student well-being. This has been a stressful time for everyone as they adjust to COVID restrictions and live through political and social unrest. Monthly virtual group meetings were begun in Fall 2020 to check in with students and to provide peer support. These meetings were led by students enrolled in internship and designed to strengthen student connections, allow for mentoring by experienced students, and impact student retention. Faculty would attend these meetings to facilitate the opening of the meeting. Students would break up into smaller groups without faculty present. Then at the end of the meeting students would come back together in a larger group to meet with faculty again. Student attendance was low, but loyal. Those who attended would come back. A change in how these meetings were titled and marketed was implemented. Student leaders were allowed to devise the name for the meetings, and the description of the meetings. Another new initiative begun in Spring 2021 was a monthly professional development webinar hosted by individual faculty members. These topics were chosen to highlight specific issues relevant to clinical mental health or school counseling. Site supervisors and adjuncts were invited to attend also. Attendance at these webinars was strong and faculty are excited to continue these meetings in the future. Finally, in addition to the monthly counseling faculty meeting, a second monthly meeting for faculty was added. This meeting focused on research and preparation for tenure and promotion. The purpose of this meeting is to support junior faculty in developing and carrying out a research agenda that will prepare them for tenure and promotion. Faculty were able to develop ideas to pursue individually and collectively. It is hoped that by continuing these meetings faculty will feel encouraged to pursue outreach and research. Counseling faculty were asked to conduct a webinar for the University of Tennessee Symposium on Integrating High Impact Practices into Online, Hybrid, and Distance Learning. And a professional development webinar for Williamson County school counselors is planned for the Summer 2021.