



**UTM Counseling Program
Program Evaluation Annual Report
2021-2022**

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:

2021-2022 Vital Statistics			
Degree Program			
	Clinical Mental Health Counseling	School Counseling Degree Seeking	School Counseling Endorsement
New Students	23	21	7
Graduates	6	12	5
Program Completion Rate*	50%	75%	100%

Average Terms to Completion	10	7	4.5
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 Spring 2019 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 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.</p> <p>***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.</p>			

Major Program Initiatives and Activities

- In July 2022 the CACREP Self-Study and application for accreditation were submitted!! CACREP will conduct an initial review of the Self-Study to determine whether the program meets the requirements for taking the next step in the process: the scheduling of a site visit. After the initial review the program may be asked to submit an addendum to address any issues CACREP has questions about. It may take up to 18 months for a site visit to be scheduled.
- The counseling program also conducted an extensive item analysis of its comprehensive exam. Each of the 8 sections of the exam was reviewed by the counseling faculty member who teaches the course(s) that address those areas. Essay questions for each of the two counseling concentrations (school counseling and clinical mental health counseling) were created along with rubrics to aid grading. Each essay took the form of a case study that allowed students to demonstrate their knowledge of case conceptualization, legal/ethical issues, diagnosis (for clinical mental health students), treatment modalities, and the

use of other resources. The rubrics were shared with students who registered for the comp exam to help them prepare. Consideration was given to the amount of time it would take students to complete a detailed essay question. Five questions were removed from each of the eight sections of the comp. A total of 120 multiple choice questions were included in the new version of the comp. The same amount of time was chosen for completion of the comp, four hours. The first administration of the new comp exam will take place in Fall 2022. Counseling faculty will review the results of the comp over the next year and determine if further revisions need to be made.

- **Monthly Student Check-Ins:** 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.
- 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.
- Another new initiative begun in Spring 2021 was continued this academic year: 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.
- Counseling faculty continued to serve Williamson County school counselors by providing multiple professional development workshops. Due to COVID concerns the workshops were provided virtually.
- The Counseling Program Coordinator attended a CACREP Self-Study Workshop and continued the process of developing the program's self-study.

Demographics:

Data was retrieved from two separate reports (sources) which helps explain discrepancies. Some reports provide information on full-time/part-time status, other reports do not. When necessary full-time status was calculated as students taking 9 or more hours. In some cases students did not indicate sex or minority status.

Term 202120	Headcount	Credit Hours	Student FTE	FT Students	PT Students	Minority	Female	Male	Graduate
5041	48	360	30.0	24	24	15	44	6	2
5042	64	435	36.25	26	38	9	58	4	6
Total	112	795	66.25	52*	60*	24	102	10	8

14 endorsement students included above, all part-time 57 credit hours earned, all females, 2 minorities.

Term 202130	Headcount	Credit Hours	Student FTE	FT Students	PT Students	Minority	Female	Male	Graduate
5041	36	183	15.25	8	28	11	30	6	1
5042	39	204	17.0	11	28	5	37	2	0
Total	75	387	32.25	28*	47*	16	67	8	1

6 endorsement students included above, all part-time 18 credit hours earned, all female no minorities.

Term 202140	Headcount	Credit Hours	Student FTE	FT Students	PT Students	Minority	Female	Male	Graduate
5041	51	318	26.5	18	33	17	45	6	3
5042	66	348	29.0	11	55	7	62	4	5
Total	117	666	55.5	37*	80*	24	107	10	8

19 endorsement students included above, all part-time, 75 credit hours earned, all female, 3 minorities.

Data for 2022 came from a more comprehensive report that required little adjustments and provided a breakdown on graduates by concentration code.

Term 202220	Headcount	Credit Hours	Student FTE	FT Students	PT Students	Minority	Female	Male	Graduates
5041	56	384	32	20	36	16	49	7	3
5042	66	408	34	12	54	7	63	3	10
Total	122	792	66	32	90	23	112	10	13

7 of the 5042 School Counseling students are non-degree seeking. All non-degree seeking students are part-time. Non-degree seeking students earned a total of 36 credits hours (3 Student FTE).

Counseling Program Data 2019 - 2022

Term	Headcount	Credit Hours	Student FTE	FT Students	PT Students	Minority	Female	Male	Graduates
201920	78	459	38.25	23	55	12.8%	70	8	9
201930	51	261	21.75	14	37	11.7%	47	4	2
201940	88	570	47.50	18	60	13.6%	78	10	4
202020	111	711	59.25	36	75	15.3%	96	15	10
202030	85	459	38.25	26	59	22.3%	78	7	0
202040	135	855	71.25	45	90	22.2%	124	11	9
202120	112	795	66.25	52	60	20.5%	102	10	8
202130	75	387	32.25	28	47	21.3%	67	8	1
202140	117	666	55.5	37	80	18.8%	107	10	8
202220	122	792	66.0	32	90	18.8%	112	10	13

Semester	Headcount	Program Code 5041	Program Code 5042
201920	78	26	52
201930	51	20	31
201940	88	27	61
202020	111	40	71
202030	85	37	48
202040	135	56	79
202120	112	56	79
202130	75	36	39
202140	117	51	66
202220	122	56	66

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
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Fall 2021	112	63% (10 out of 16)
Spring 2022	116	57% (4 out of 7)
Fall Retake	124	60% (3 out of 5)
Spring Retake	114	33% (1 out of 3)
Summer 2022	129	86% (6 out of 7)
Total	123	First Time pass rate = 63%

Average Scores on Comprehensive Exam Sections

	Developmental	Legal & Ethical	Theories	Career	Group	Assessment	Research	Multicultural
Fall 2021	66%	75%	76%	73%	80%	65%	56%	69%
Spring 2022	75%	76%	80%	71%	76%	76%	66%	64%
Summer 2022	86%	85%	80%	85%	83%	86%	65%	78%
Overall First Time %	76%	79%	79%	76%	80%	76%	62%	70%
Fall 2021 Retake	81%	90%	88%	80%	84%	64%	65%	68%
Spring 2022 Retake	73%	68%	80%	78%	80%	70%	58%	63%
Overall Retake %	77%	79%	86%	79%	82%	67%	62%	66%
Overall %	77%	79%	83%	78%	81%	72%	62%	68%

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 2021	44% (7 of 16)	63% (10 of 16)	75% (12 of 16)	63% (10 of 16)	56% (9 of 16)	63% (10 of 16)	38% (6 of 16)	63% (10 of 16)
Spring 2022	71% (5 of 7)	57% (4 of 7)	71% (5 of 7)	71% (5 of 7)	86% (6 of 7)	71% (5 of 7)	57% (4 of 7)	29% (2 of 7)
Summer 2022	86% (6 of 7)	86% (6 of 7)	86% (6 of 7)	86% (6 of 7)	86% (6 of 7)	100% (7 of 7)	57% (4 of 7)	71% (5 of 7)
Retake Fall.	100% (5 of 5)	100% (5 of 5)	100% (5 of 5)	80% (4 of 5)	100% (5 of 5)	20% (1 of 5)	60% (3 of 5)	60% (3 of 5)
Retake Sp.	67% (2 of 3)	33% (1 of 3)	100% (3 of 3)	67% (2 of 3)	100% (3 of 3)	33% (1 of 3)	33% (1 of 3)	33% (1 of 3)
Overall %	66% (25 of 38)	68% (26 of 38)	82% (31 of 38)	71% (27 of 38)	76% (29 of 38)	63% (24 of 38)	47% (18 of 38)	55% (21 of 38)

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

	Percent
Fall 2021	19% (3 of 16)
Spring 2022	14% (1 of 7)
Summer 2022	43% (3 of 7)
Retake Fall	20% (1 of 5)

Retake Spring	33% (1 of 3)
Total	23% (9 of 38)

Data Analysis:

Analysis: The average score of 119 is less than the average score from 2020-2021 (123), equals the average score from 2019-20 (119) and surpasses the score from 2018-19 (114). Section scores decreased for first time test takers from the 2020-2021 exam for 7 of the 8 areas: Legal & Ethical, Theories, Career, Group, Assessment, Research and Multicultural. The scores were identical for the remaining section: Developmental. Students continue to struggle in general with earning 70% or greater on each section, though the percentage of students doing so (23%) is greater than in 2019-20 (6%) or 2018-19 (7%) by a significant margin but less than the percentage in 2020-2021 (29%).

Changes Implemented as a Result of Data Analysis:

Students 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. One of the monthly “Coffee with Counselors” webinars will focus on preparation for the comprehensive exam. This was presented in September Fall 2021 prior to the first administration of the comprehensive exam for the 2021-2022 school year. A revised comprehensive exam was developed over the Summer 2022 and will be administered beginning Fall 2022

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)				
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 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%)	11 of 11 (100%)	11 of 11 (100%)	11 of 11 (100%)	44 of 44 (100%)
Total	11 of 11 (100%)	11 of 11 (100%)	11 of 11 (100%)	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%)	0 of 3 (0%)	0 of 3 (0%)	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	All
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)	100% (33 of 33)
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)	100% (44 of 44)
Summer 2022	100% (3 of 3)		9 of 9 (100%)		100% (3 of 3)	9 of 9 (100%)	12 of 12 (100%)

Total	100%	100%	100%	100%	100% (19 of 19)	100% (54 of 54)	100% (73 of 73)
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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
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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.