UTC Counselor Education Program
Annual Report
2018-2019

It is important to acknowledge that since the last report was published the Counselor Education program has said goodbye to Dr. Shekila Melchior as a full-time faculty member. Dr. Melchior will continue with UTC Counselor Education as an adjunct and school counselor educator consultant for the 2019-2020 academic year. Professor Jan Johnson will join the UTC Counselor Education faculty on August 1, 2019 for the academic year. During that time a search for a full-time faculty member to replace Dr. Melchior will be completed.

Program Mission:

The primary purpose of the UTC Counselor Education Program is to train knowledgeable, competent, skillful professional counselors to provide services in both clinical mental health and school settings. This program is based on a developmental process of personal and professional wellness, emphasizing skill acquisition at early stages, progressing toward a strong theoretical and ethical foundation, and cultural competence in order to work with a variety of individuals. (Revised October 1, 2018)

The purpose of this report is to inform students, the public and important community stakeholders about key findings, decisions, and modifications of the program in line with our program mission statement and objectives.

Program Evaluation Results

1. Enrollment Data and Faculty Changes: Program enrollment in both the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) program have continued to increase in the last three years. The table below delineates the last five years of Fall enrollment:

Enrollment of M.Ed. School Counseling Programs

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Clinical Mental Health Counseling**	**Full-Time**	18	19	29	24	23
	Part-Time	9	5	3	10	9
	FTE*	18.0	17.5	25.5	24.1	22.5
School Counseling	**Full-Time**	13	13	15	12	14
	Part-Time	9	9	7	10	7
	FTE*	14.0	14.3	16.5	14.0	15

Note: *FTE is defined as the total number of credit hours divided by 12.

a. *Subsequent Program Modifications-Update:* A request was made in the last budget cycle (FY 2020) for a Clinical Coordinator position, however the request was not approved. Counselor Education will send another request during the next budget planning cycle (FY-2021)

2. Student Performance in Praxis, CPCE, Eight Core Areas, and Specialty Areas
   a. Praxis II pass rates: Table 1 displays the Praxis II first-time test takers' pass rates for school counseling students. The first-time takers' pass rates for the last seven years are 100%, implying School Counseling graduates obtained the current state of knowledge, skills, and abilities believed to be important to perform effective entry-level professional practice.

Table 1: Praxis II 0421/5421 First-Time Takers' Pass Rates by Test Years

Test Year	N of Passed	N of Takers	Pass Rates (%)
2012-2013	13	13	100.00
2013-2014	8	8	100.00
2014-2015	14	14	100.00
2015-2016	6	6	100.00
2016-2017	5	5	100.00
2017-2018	12	12	100.00
2018-2019	6	6	100.00

b. CPCE: UTC Counselor Education program graduates consistently achieve high scores on the Counselor Preparation Comprehensive Examination (CPCE), which is one part of the program's exit exam process for program candidates. Table 2 presents the summary results of CPCE test scores for examinees who tested during the month of February 2019. The score at the one standard deviation below the national mean is used as the benchmark (BM) for UTC Counselor Education. UTC Counselor students performed, by and large, well at test level as well as at each of eight core areas comparing to the national performance.

Table 1: Summary Results of CPCE Scores for Examinees-Form 100618

CPCE Section*	Items	UTC Counselor Education							National				
		N	Min.	Max.	Mean	SD	% >= BM		N	Min.	Max.	Mean	SD
MED Counseling: Clinical Mental Health													
C1	17	9	10	14	12.11	1.27	100.0		977	2	16	11.3	2.1
C2	17	9	7	14	9.78	2.49	77.8		977	4	15	9.7	1.8
C3	17	9	6	14	10.44	2.30	88.9		977	2	17	9.8	2.3
C4	17	9	9	11	10.22	0.67	100.0		977	4	16	10.5	2.2
C5	17	9	8	14	11.22	1.99	88.9		977	3	16	10.9	2.1
C6	17	9	8	14	11.56	2.01	100.0		977	2	16	10.3	2.3
C7	17	9	9	12	11.00	1.00	100.0		977	4	17	10.8	2.2
C8	17	9	9	14	10.00	1.73	100.0		977	4	16	10.8	2.1
Total Score	**All**	**9**	**73**	**101**	**86.33**	**9.45**	**100.0**		**977**	**45**	**109**	**84.1**	**11.4**
MED Counseling: School													
C1	17	7	10	14	11.29	1.89	100.0		977	2	16	11.3	2.1
C2	17	7	7	11	9.71	1.38	85.7		977	4	15	9.7	1.8
C3	17	7	7	15	11.00	2.65	85.7		977	2	17	9.8	2.3
C4	17	7	9	13	10.71	1.60	100.0		977	4	16	10.5	2.2
C5	17	7	10	14	11.14	1.46	100.0		977	3	16	10.9	2.1
C6	17	7	7	14	10.86	2.54	85.7		977	2	16	10.3	2.3
C7	17	7	6	12	9.43	2.37	71.4		977	4	17	10.8	2.2
C8	17	7	7	13	10.86	2.04	85.7		977	4	16	10.8	2.1
Total Score	**All**	**7**	**67**	**97**	**85.00**	**9.87**	**85.7**		**977**	**45**	**109**	**84.1**	**11.4**

Note: *C1: Professional Counseling Orientation and Ethical Practice

C2: Social and Cultural Diversity

C3: Human Growth and Development

C4: Career Development

C5: Counseling and Helping Relationships

C6: Group Counseling and Group Work

C7: Assessment and Testing

C8: Research and Program Evaluation

c. Student Performance in CACREP Eight Core Areas: Counselor Education program faculty developed signature assignment/assessments incorporated into classes to measure student performance in eight core areas across the course of students' enrollment in the program. The majority course rubric indicators were rated using three performance levels: Below Expectations, Meet Expectations, and Exceeds Expectations, and were scored as 1, 2, and 3, respectively. Table 3 presents the summary results of assessments, which are aligned with CACREP eight core areas. It can be seen in the Table 3, students perform well in eight core areas, implying that the students obtained the knowledge and skills deemed necessary for competency.

Table3: Students' Performance in Eight Core Areas

CACREP	Assessment — Rubric*	N	R1 Mean	R1 SD	R2 Mean	R2 SD	R3 Mean	R3 SD	R4 Mean	R4 SD	R5 Mean	R5 SD	R6 Mean	R6 SD	R7 Mean	R7 SD	R8 Mean	R8 SD	R9 Mean	R9 SD
MED Counseling: Clinical Mental Health																				
2.F.2, 8	Multicultural Awareness Paper	11	2.91	0.30	2.45	0.69	2.64	0.50												
2.F.3	Lifespan Collage	11	2.00	0.00	1.55	0.52														
2.F.1, 5,6	Theoretical Orientation Paper	12	3.00	0.00	2.92	0.29	3.00	0.00	3.00	0.00	2.75	0.45	1.00	0.00						
2.F.5	Final Recording	11	1.91	0.30	1.82	0.40	1.91	0.30	2.00	0.00	2.00	0.00	1.91	0.30	2.0	0.0	2.0	0.0	2.0	0.0
2.F.6	Group Proposal Paper/Project	14	3.00	0.00	3.00	0.00	3.00	0.00	2.57	0.51	3.00	0.00	3.00	0.00						
2.F.4, 7	Test Battery Assignment	9	2.33	0.50	2.67	0.50	2.78	0.44	2.67	0.50	2.67	0.50								
MED Counseling: School																				
2.F.2, 8	Multicultural Awareness Paper	6	3.00	0.00	2.50	0.55	2.67	0.82												
2.F.3	Lifespan Collage	7	1.86	0.38	1.86	0.38														
2.F.1, 5, 6	Theoretical Orientation Paper	6	3.00	0.00	2.83	0.41	2.83	0.41	3.00	0.00	2.83	0.41	1.33	0.82						
2.F.5	Final Recording	5	2.00	0.00	1.80	0.45	2.00	0.00	2.00	0.00	1.80	0.45	1.80	0.45	2.00	0.0	2.00	0.0	2.00	0.0
2.F.6	Group Proposal Paper/Project	9	2.78	0.44	3.00	0.00	2.78	0.44	3.00	0.00	2.78	0.44	3.00	0.00						
2.F.4, 7	Test Battery Assignment	11	2.82	0.40	2.82	0.40	2.73	0.47	2.73	0.47	2.55	0.69								

Note: Refer to appendix for detailed rubric information

d. Performance in Specialty Areas: Table 4 presents the summary results of assessments in specialty areas. The results indicated that the students perform well in the specialties, implying they obtained necessary knowledge, skills, and abilities during their program study and are competent upon program completion.

Table4: Students' Performance in Specialty Areas

CACREP	Rubric* / Assessment	N	R1 Mean	R1 SD	R2 Mean	R2 SD	R3 Mean	R3 SD	R4 Mean	R4 SD	R5 Mean	R5 SD	R6 Mean	R6 SD	R7 Mean	R7 SD	R8 Mean	R8 SD	R9 Mean	R9 SD
MED Counseling: Clinical Mental Health																				
2.F.1-2.F.8 5.C	COUN 5550: Personal Theories Paper	14	2.57	0.51	2.43	0.65	2.50	0.52	2.07	0.83										
2.F.1-2.F.8 5.C	COUN 5590/5720: Personal Theory Paper	10	3.00	0.00	3.00	0.00	3.00	0.00	2.10	0.74	2.50	0.53								
5.C	COUN 5610: Special Population & Evidenced-Based Practice Pro	14	2.79	0.43	3.00	0.00	2.57	0.51	3.00	0.00	2.07	0.62								
2.F.8, 5.C	COUN 5750: Treatment Plan	14	2.00	0.00	2.00	0.00	2.00	0.00	1.93	0.27	1.64	0.50	1.93	0.27	2.00	0.00	1.93	0.27	2.00	0.00
MED Counseling: School																				
2.F.1-2.F.8 5.G	COUN 5550: Personal Theories Paper	9	2.89	0.33	2.89	0.33	2.67	0.50	2.44	0.73										
5.G	COUN 5620: School Counseling Professional Portfolio	6	3.00	0.00	2.67	0.52	2.83	0.41	3.00	0.00	3.00	0.00	2.67	0.52	2.83	0.41				
5.G	COUN 5650: Equity Access Project	8	3.00	0.00	3.00	0.00	2.75	0.46	3.00	0.00	2.50	0.53								
2.F.1-2.F.8 5.G	COUN 5700/5710: Personal Theories Paper	2	3.00	0.00	3.00	0.00	3.00	0.00	2.00	0.00	2.00	0.00								

Note: Refer to appendix for detailed rubric information.

3. CACREP Self-Study & Curriculum Evaluation: The UTC Counselor Education program requested a one-year extension to submit the self-study. This means that the program's CACREP accreditation expires March 1, 2021. The self-study was submitted October 31, 2019 with an anticipated site team visiting in Spring 2020.
4. Surveys: Program surveys of alumni, employers and supervisors are conducted triennially, the last survey was conducted in 2016, and results from that survey cycle were reported in the 2016 program report. In 2019 the institution adopted a new survey system, QuestionPro. The existing program surveys were migrated in summer 2019 and was distributed in August 2019 to program alumni, employers, and stakeholders. Unfortunately, there was a zero-response rate for alumni. The program will reattempt alumni survey deployment again in early 2020. However there was response rate of 76% for those who viewed the survey, per QuestionPro analytics. Other pertinent information from this survey presented in Table 1& 2. The survey includes 36 question. 6 questions displayed in Table 1 ask respondents to answer 'Yes' or No' or to describe her/his working setting. The other 30 questions have six response options: Poor, Below Average, Average, Above Average, Excellent, N/A, and were scored as 1, 2, 3, 4, 5, and missing, respectively.

Table 1: Distributions of the Responses of the Counseling Program Supervisor and Employer Survey

SQ	Question	N	Yes %	No %	
Q1	In the last four years, has your agency or school supervised or employed graduated of the UTC Counseling Education program in counseling positions?	23	96	4	
Q4	In the last four years, has your agency or school employed graduates of the UTC Counseling Education program in any other positions?	19	16	84	
Q11	Do you have supervision experience?	18	94	6	
Q12	Are you currently supervising any counselors?	18	22	78	
Q13	Are you currently supervising any counselors-in-training?	16	44	56	
			Community agency	**School**	**Other**
Q9	Describe your current work setting	17	24%	71%	6%

Table 2: Summary Results of the Counseling Program Supervisor and Employer Survey

SQ	Question	N	Mean	SD
Q7	Ability to accept constructive feedback from supervisor	18	4.33	0.77
Q7	Ability to work cooperatively with clients and staff	18	4.44	0.71
Q7	Ability to establish a working relationship with clients	18	4.39	0.70
Q7	Interview skills	18	4.39	0.98
Q7	Listening skills	18	4.22	0.73
Q7	Communication skills	17	4.24	0.75
Q7	Organizational skills	18	4.22	0.81
Q7	Time management skills	18	4.22	0.73
Q7	Writing skills	18	4.33	1.03
Q7	Critical thinking	18	3.94	0.80
Q7	Creative thinking	18	3.89	0.83
Q7	Professional conduct	18	4.39	0.70
Q7	Ethical Behavior	18	4.56	0.62
Q7	Knowledge of psychological disorders	18	3.83	0.99
Q7	Knowledge of DSM-5	18	4.00	1.24
Q7	Testing and assessment skills	18	4.22	1.35
Q7	Knowledge and application of counseling theory and techniques	18	4.00	0.84
Q7	Knowledge and ability to counsel individuals	18	4.17	0.79
Q7	Knowledge and ability to facilitate a group	18	3.89	0.83
Q7	Knowledge and ability to conduct marriage/couple counseling	18	4.94	1.35
Q7	Knowledge and ability to counsel special populations	18	4.00	0.84
Q7	Knowledge of, and sensitivity towards, diversity and multicultural issues	18	4.39	0.78
Q7	Knowledge and ability to counsel children and/or adolescents	18	4.50	0.99
Q7	Knowledge of community referral resources	18	3.72	1.07
Q7	Ability to determine appropriate referrals	18	4.00	1.03
Q7	Self-awareness	18	4.28	0.75
Q7	Empathy	18	4.44	0.71
Q7	Genuineness	18	4.50	0.51
Q7	Integrity	18	4.39	0.61
Q7	Maturity	18	4.33	0.69

Other Substantial Program Changes:

1. The UTC Counselor Education program's advisory board will meet on Monday, October 7, 2019.
   a. The advisory board approved the program mission statement with no changes.
   b. Stakeholders asked that the program work towards creating an event for current students and alumni to gather to discuss salient issues in the counseling profession and celebrate the growth of the program.
      i. The Counselor Education program is working with the office of Alumni Affairs to coordinate an event to Counselor Education students and alumni to be held the last week of March 2020.

2. Based on the 2016 CACREP Standards and in reviewing the Institution's strategic plan, the Counselor Education program has continued working on a cohesive recruitment and retention plan. Items that were completed in the 2018-2019 Academic year:
   a. Coffee with the Faculty offered opportunities for students to meet with faculty members informally to discuss concerns, such as licensure tests and program requirements, as well as share opportunities and ideas for outreach with CSI.
   b. On Monday, April 22, 2019, the Counselor Education faculty, the Lookout Counseling Association, and UTC Counselor Education hosted the first annual UTC Counselor Education Research Symposium. The winners of this event have secured a poster session at the Tennessee Counseling Association conference in November 2019 and were awarded a free registration to the conference.
   c. Faculty are also creating specific recruitment goals to increase diversity within our student body. Based on UTC Strategic Plan Goal 4: *Embrace diversity and inclusion as a path to excellence and societal change*, the program is deeply committed to increasing the representation of individuals who represent diversity. Initial goals will be based on data from Fall 2019 enrollment data on diversity that is currently collected by the College of Health, Education, and Professional Studies from Banner, which is shown below (Table1):

Table1: Diversity of Counselor Education Students Enrolled in Fall 2019*

Race/Ethnicity	MED School Counseling		MED Clinical Mental Health Counseling		Total	
	N	%	N	%	N	%
Hispanic/Latino of Any Race	0	0.0	3	9.4	3	5.7
For Individuals who are non-Hispanic/Latino Only						
Am. Indian or Alaskan Native	0	0.0	0	0.0	0	0.0
Asian or Pacific Islander	0	0.0	1	3.1	1	1.9
Black Non-Hispanic	2	9.5	2	6.3	4	7.5
Unknown	1	4.8	1	3.1	2	3.8
White Non-Hispanic	18	85.7	25	78.1	43	81.1
Total	**21**	**100.0**	**32**	**100.0**	**53**	**100.0**
Gender						
Female	18	85.7	23	71.9	41	77.4
Male	3	14.3	9	28.1	12	22.6
Total	**21**	**100.0**	**32**	**100.0**	**53**	**100.0**
Age						
24 or younger	6	28.6	7	21.9	13	24.5
24-30	13	61.9	13	40.6	26	49.1
30 or older	2	9.5	12	37.5	14	26.4
Total	**21**	**100.0**	**32**	**100.0**	**53**	**100.0**

Note: * 1) As of 09/03/2019. If a candidate enrolled in multiple majors, he/she is only counted under primary major.
2) Age was calculated as of 09/03/2019.

c. Goals for the Spring/Summer 2019 that will in place for recruitment and retention for the 2019-2020 academic year are:

   i. Increase Male enrollment from 20% to 25%

   ii. Increase Racial/Ethnic Minority enrollment from 21% to 25%

   iii. Increase enrollment of sexual and affectional minorities

Table: List of Counseling courses, assessments and Rubrics (cont.)

Assessment	Rubric Indicators	Performance Level
COUN 5020: Multicultural Awareness Paper	R-Utilizes Multicultural Counseling Competencies or other sources to provide an overview of Topic "Counseling in a Diverse Society" R2-Includes personal reflection/reaction to the topic R3-APA Format	Below Expectations=1 Meets Expectations=2 Exceeds Expectations =3
COUN 5430: Lifespan Collage	R1-Student is able to give pictorial examples of their personal development that aligns with the domains of physical psychosocial cognitive spiritual/moral culture/gender development as well as self-efficacy and family life-span development R2-Written Expression of Collage-Student is able to accurately and concisely elucidate the important aspects of development as it pertains to the life-span domains mentioned above with fewer than 2 spelling/punctuation errors.	Below Expectations Meets Expectations Exceeds Expectations
COUN 5440: Theoretical Orientation Paper	R1-Guiding Theory R2-Personality and Mental Health Issues R3-The Nature of the Client/Counselor Relationship How Change Occurs and the Role of the Counselor R4-Multicultural Considerations R5-APA Style (6th Ed) R6-Bloom's Taxonomy (highest level achieved)	Below Expectations Meets Expectations Exceeds Expectations
COUN 5450: Final Recording	R1-Counselor's Body Language R2-Invitational Skills R3-Paraphrasing R4-Reflection Feeling and Content R5-Reflecting Meaning R6-Challenging R7-Goal Setting & Solution Skills R8-Advanced Technique R9-Transcript & Self-Assessment	Below Expectations =1 Meets Expectations =2
COUN 5470: Group Proposal Paper/Project	R1-Rationale R2-Short Term/Long Term Goals R3-APA Style R4-Outline R5-Flyer/Brochure R6-Presentation	Significantly Below Expectations=1 Below Expectations=2 Meets/Exceeds Expectations=3
COUN 5480: Test Battery Assignment	R1-Introduction R2-Client Case History R3-Test Results R4-Report Summary, R5-Writing & Formatting	Fails to Meet Expectation=1 Meets Expectation=2 Exceeds Expectation=3
COUN 5490: Special Topics Presentation	R1-Content Structures and Performance R2-Includes Ideas and Concepts Unique to Target Population R3-Facilitated Discussion R4-40 (+/- 15) Minutes R5-Delivery/Eye Contact	Exceeds=3, Meets=2, and Falls Below Expectations=1

Table: List of Counseling courses, assessments and Rubrics

Assessment	Rubric Indicators	Performance Level
COUN 5550: Personal Theories Paper	R1-Guiding Theory R2-Theory's Position on Personality Development Mentally Healthy and Unhealthy Appropriate Populations for Intervention and Crisis Conceptualization R3-Theory's Position on Counseling and the Counseling Relationship; Counselor's Reflection of Goodness of Fit R4-APA Style (6th Ed)	Below Expectations Meets Expectations Exceeds Expectations
COUN 5590/5720: Personal Theory Paper	R1-Guiding Theory R2- Case Study R3- Augmentation of Practices R4-APA Style (6th Ed) R5- Bloom's Taxonomy	Below Expectations Meets Expectations Exceeds Expectations
COUN 5610: Special Population & Evidenced-Based Practice Project	R1-Overview of Population R2-Description of Evidenced-Based Practice R3-Case Study/Considerations R4-Writing and Syntax R5-APA Formatting & Adherence to Guidelines R6-Submitted On Time	Unacceptable=1 Below Expectations=2 Meets Expectations=3
COUN 5620: School Counseling Professional Portfolio	R1-Section Introductions R2-Resource Documents R3-Evaluation of Resource Documents R4-Personal Integration (Identity &Theory) R5-Appearance R6-Style/Formatting	Significantly below expectation=1 Below expectation=2 Meets/Exceeds expectation=3
COUN 5650: Equity Access Project	R1-Research Paper R2-Professional Development & Classroom Guidance R3-Multicultural Considerations R4-APA Style (6th Ed.) R5-Presentation	Below Expectations Meets Expectations Exceeds Expectations
COUN 5700/5710: Personal Theories Paper	R1-Guiding Theory R2- Case Study R3- Augmentation of Practices R4-APA Style (6th Ed) R5- Bloom's Taxonomy	Below Expectations Meets Expectations Exceeds Expectations
COUN 5750: Treatment Plan	R1-Identification of symptoms of the disorder presented by the client R2-History of the client's chief complaint R3-Diagnosis of the client R4-Identification of strengths and weaknesses of the client R5-Inclusion of treatment goals (long-term and short-term) that are measurable and take into consideration the diversity of the client R6-Identification of treatment orientation that will be used by counselor	No Met=1 Met=2