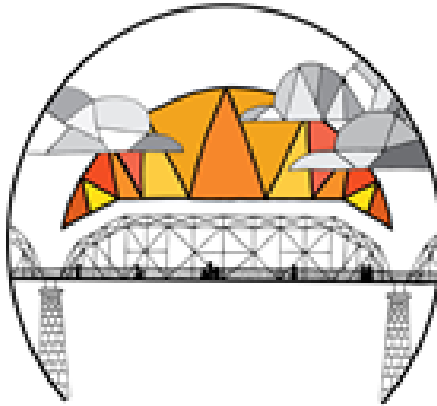


UTC Counselor Education Program Report
2024-2025



Report Outline:

- I. Program Updates
- II. Program Mission
- III. Program Evaluation Results
 - A. *Key Performance Indicators*
 - B. *Counselor Preparation Comprehensive Exam (CPCE)*
 - C. *Praxis Exam*
- IV. Student Evaluation Results
 - A. *Professional Fitness*
 - B. *Student Progression*
- V. Site & Site Supervisor Evaluations
- VI. Exit Interview Data

VII. Other Substantial Program Changes

VIII. Appendix

I. Program Updates

CACREP Updates:

The UTC Counselor Education program is granted CACREP accreditation through March 31, 2029.

Faculty Updates: At the start of the 2024-2025 academic year, Dr. Kevin Doyle took on the role of Counselor Education Program Director, as Dr. Elizabeth O'Brien maintained her faculty line in the Department while serving as the Director of the School of Professional Studies. In addition, Dr. Alexandra Frank began her appointment as Assistant Professor and Coordinator of the School Counseling program. Further, Dr. Tyler Oberheim successfully completed his Third-Year review and received promising feedback from the RTP Committee as he continues his pursuit tenure and promotion to Associate Professor.

II. Program Mission

The primary purpose of the UTC Counselor Education Program is to train knowledgeable, competent, and 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 increasing cultural competence in order to work both independently and collaboratively with a variety of individuals & groups. (Revised October 12, 2020; Reviewed by Advisory Board October 7, 2024)

III. Evaluation of the Program

A. Key Performance Indicators Expectations: Programmatic expectations for students' individual performance on the **KPI** is similar to that of the CPCE (below): Student will perform at the mean score or no less than 1 standard deviation below the mean to evaluate the efficacy of the program.

- i. Core: 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. Most of the course rubric indicators were rated using three performance levels (Below Expectations, Meets Expectations, and Exceeds Expectations) and were scored as 1, 2, and 3, respectively. Table 1 presents the summary results of the assessments, which are aligned with the

CACREP eight core areas. As can be seen in Table 1, students perform well in eight core areas, implying that the students obtained the knowledge and skills deemed necessary for competency.

- ii. Specialties: Performance in Specialty Areas: Table 2 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.

Student Performance in CACREP Eight Core Areas and Specialty 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. The Program finished transitioning between Livetext to Tevera, so each assignment is assessed individually on each signature assignment (sample report provided below). During initial collaborations with Tevera (which has since been sold and is renamed Experiential Learning Cloud [ELC] with new leadership), Tevera staff reported that they could integrate the platform in to UTC's existing learning software (CANVAS) as well as input data and rubrics related to KPI for the CE program. At this point in the process, it has become apparent that either Tevera is not capable of being used in this manner or is not user friendly enough for CE faculty (specifically Adjunct and Affiliate faculty) to adapt and utilize effectively.

Use of Results: Due to the struggles in utilizing Tevera, faculty have integrated rubrics into the CANVAS platform and are ensuring class by class that students meeting the academic standards related to KPI and ensuring that students are meeting progression standards from this standpoint. Each student is reviewed per the program handbook at the end of each semester to ensure proper thresholds are met. However, due to the struggles with Tevera it is difficult to aggregate and display the data in a meaningful way (see the sample report below). Due to this, CE program has begun discussions about ways to collect and display data without using Tevera. The Program Director anticipates moving the KPI process completely onto CANVAS using CANVAS Outcomes and is coordinating with the Walker Center for Teaching and Learning on UTC's campus to support. This new system could be put into place by the 2025-2026 Academic Year and provide students respite from the additional costs that are being incurred through the use of the Tevera Platform.

Group Rubric Analysis



Program: Counseling
 Rubric: UTC Master Rubric 1 UTC-
 COUN-1020
 Dates: 1/1/24-1/1/25

Total Students Being Assessed: 43

CRITERIA LEVEL COUNTS							
Criteria	Exceeds Expectations 2	Meets Expectations 1	Below Expectations 0	Mean	Mode	Stddev	
Utilizes MSJ Counseling Competencies 1 2016 - 2.F.1.a, 2016 - 2.F.1.b, 2016 - 2.F.1.c, 2016 - 2.F.1.d	22	0	0	2.00	2	0.00	
Includes personal reflection/reacting to the topic 2 2016 - 2.F.1.e, 2016 - 2.F.1.f, 2016 - 2.F.1.g, 2016 - 2.F.1.h, 2016 - 2.F.1.i, 2016 - 2.F.1.j, 2016 - 2.F.1.k	22	0	0	2.00	2	0.00	
APA Format 3	29	14	0	1.67	2	0.47	
3-4 Pages 4	22	0	0	2.00	2	0.00	
Utilizes Ethical Decision Making Model 5	21	0	0	2.00	2	0.00	
Anchors Decisions in Current Counseling Literature 6	21	0	0	2.00	2	0.00	
4-5 Pages 7	21	0	0	2.00	2	0.00	
Turned in on Time 8	21	0	0	2.00	2	0.00	
Guiding Theory 9 2016 - 2.F.5.a, 2016 - 2.F.5.b, 2016 - 2.F.5.c	4	5	1	1.30	1	0.64	
Personality and Mental Health Issues 10 2016 - 2.F.5.d, 2016 - 2.F.5.e, 2016 - 2.F.5.f	4	5	0	1.44	1	0.50	
The Nature of the Client/Counselor Relationship 11 2016 - 2.F.5.g, 2016 - 2.F.5.h, 2016 - 2.F.5.i	4	5	0	1.44	1	0.50	
Multicultural Considerations 12 2016 - 2.F.5.j, 2016 - 2.F.5.k, 2016 - 2.F.5.l, 2016 - 2.F.5.m, 2016 - 2.F.5.n, 2016 - 2.F.5.o, 2016 - 2.F.5.p, 2016 - 2.F.5.q, 2016 - 2.F.5.r, 2016 - 2.F.5.s, 2016 - 2.F.5.t, 2016 - 2.F.5.u, 2016 - 2.F.5.v, 2016 - 2.F.5.w, 2016 - 2.F.5.x, 2016 - 2.F.5.y, 2016 - 2.F.5.z	5	5	0	1.50	1	0.50	
APA Style (6th Ed) 13	5	5	0	1.50	1	0.50	



603 Group Rubric Analysis at 12/30/23 11:32 AM EST 1/3

B. Counselor Preparation Comprehensive Examination (CPCE)

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. The score at the one standard deviation below the national mean is used as the benchmark (BM) for UTC Counselor Education. There were 17 students took the CPCE (forms: 100B24 (n=12); 100A25 (n=5)) during academic year of 2024-2025.

Table 1 presents the summary results of the Counselor program candidates' performance on the CPCE. A student's passing status is decided using a particular Reporting Window's national mean and standard deviation as students took the CPCE during different Reporting Windows. The results indicated that UTC Counselor students performed, by and large, well at test level (100% \geq BM) as well as at each of eight core areas (81.8% \geq BM) compared to the national performance.

Table 1: Summary Results of CPCE Scores for Examinees

CPCE Section*	N of Items	UTC Counselor Education					
		N	Min.	Max.	Mean	SD	% >=BM
MED Counseling: Clinical Mental Health							
C1	17	11	10	15	13.18	1.72	100.0
C2	17	11	6	15	11.00	2.61	81.8
C3	17	11	10	15	12.45	1.97	100.0
C4	17	11	12	16	13.36	1.43	100.0
C5	17	11	9	14	11.91	1.81	100.0
C6	17	11	12	15	13.73	1.01	100.0
C7	17	11	10	14	12.00	1.18	100.0
C8	17	11	11	17	13.09	1.58	100.0
Total Score	All	11	92	109	100.73	4.78	100.0
MED Counseling: School							
C1	17	6	11	15	12.67	1.63	100.0
C2	17	6	10	12	11.00	0.89	100.0
C3	17	6	9	15	12.33	2.07	83.3
C4	17	6	8	16	13.50	2.81	83.3
C5	17	6	10	12	11.00	0.89	100.0

C6	17	6	12	17	13.83	1.94	100.0
C7	17	6	7	15	11.33	2.73	83.3
C8	17	6	8	16	14.00	3.16	100.0
Total Score	All	6	76	110	99.67	12.75	100.0

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

Use of Results: The exam results reiterate the program educational standards. All but one student in the program completed the CPCE with a satisfactory result. One student did not receive the required passing score per UTC CE standards and the student was required to complete an Oral Examination with the faculty during the Fall 2024 semester, which was completed successfully.

C. PRAXIS

The Professional School Counselor test (5421/5422) was developed by ETS to measure program completers' knowledge, skills, and abilities believed to be important to perform effective entry-level practice^{1,2}.

Praxis II test score data are retrieved from SOE database and ETS Data Manager. Data included in this analysis are all students' test scores from testing years of 2008-2009 to 2023-2024. As a student may repeatedly take a test during different testing years, in order to select his/her first-time test score, test score data from above testing years are merged into a single data file, and then the first test score records of students for a particular test are selected for analysis. That is, if a student repeatedly took a test, test score from the second or subsequent attempt is not included in the analysis and reports.

Table 1 presents first-time test takers' pass rates for testing years from 2014-2015 to 2024-2025. Results reveal that 100% of the candidates from our School Counseling program passed the test on the first attempt during testing years from 2014-15 to 2024-25 except 2021-22 (90%) and 2023-24 (80%), implying that our completers have obtained the current state of knowledge, skills, and abilities that are necessary for them to perform professional practice.

Table 1: Praxis II 5421/5422 First-Time Taker Pass Rates by Test Years

Test Year	N of Takers	N of Passed	Pass Rates (%)
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
2019-2020	8	8	100.00
2020-2021	8	8	100.00
2021-2022	10	9	90.00
2022-2023	6	6	100.00
2023-2024	5	4	80.00
2024-2025	8	8	100.00

IV. Student Evaluation Results

A. Professional Fitness Evaluations

Expectation: The UTC Counselor Education Department utilizes of a professional fitness form with an adjusted scale to evaluate student developmental levels. There are unique expectations for each student dependent on their developmental level (recognizing, for example, that students in their internship are expected to perform at a different level than students in orientation/first semester). Each student is expected to meet the following thresholds, given their academic level: Early Student (>0.6), Pre-Practicum (>1.6), Practicum (>2.6), Internship (>3.6), and Professional (>4.0). Students who do not meet the required threshold are subsequently scheduled for remediation meetings with the faculty.

Findings for 2024-2025: For the 2023 cohort, each student met the required benchmark for Fall 2023 ($M=3.4$, $SD=0.37$) as the majority entered practicum the following spring. Similarly, the cohort again met the benchmarks as they progressed through practicum in Spring 2025 ($M=4.2$, $SD=0.63$) with one student requiring informal intervention. In the 2024 cohort, all students attained required benchmarks in their first semester of enrollment during Fall 2023 ($M=1.05$, $SD=0.22$). Like the 2023 cohort, this group made significant gains in their review as they progressed through the Spring 2024 semester ($M=3.3$, $SD=0.51$). To date, none of these students required remediation.

Use of Results: UTC Counselor Education Program utilized a moving threshold for students according to their developmental level. Accordingly, faculty observed tangible increases in student professional fitness as they progressed through the program. This year demonstrated similar variability in the administration of the Professional Fitness System, despite limited remediation concerns. Most have the variability was found in mid-progress students (vs. early students and internship students).

One challenge in the Professional Fitness form is the current system for data collection which puts a large demand on faculty to track and complete data, graduate assistants to compile, format and store data, and the program director to organize and report data. During the next cycle CE program will develop a better system to complete and store data.

B. Student Progression

The UTC Counselor Education program measures student success utilizing several metrics, including student progression through the course of enrollment. The chart below shows the number of enrolled students, average student credit hours earned, average GPAs, number of program graduates, and the number of students retained from one semester to the next.

Programmatic goals for student progression include students maintaining a 3.0 or higher GPA, graduating 90% or more students who enroll in the Counselor Education program, and retaining 90% or more students from semester to semester before graduation.

Note that the chart below shows the percentage of student graduation and retention out of the total number of students enrolled in the programs. Both numbers are percentage differences from the semester total, and when added together and subtracted by zero, they give the percentage of students who did not graduate or enroll for the following semester.

For example, in if (14.3% graduated + 82.1% retained = 96.4%; 100%- 96.4% = 3.6 %), 3.6% of students did not enroll in the next semester.

Term	Headcount	Total Graduates	% Graduated	Total Retained	Retained %
Fall 23	61	15	24.60%	45	73.80%
CMHC	48	10	20.80%	37	77.10%
SC	13	5	38.50%	8	62%
Spring 24	46	5	10.90%	39	84.80%
CMHC	37	4	10.80%	31	83.80%
SC	9	1	11.10%	8	88.90%
Fall 24	64	15	23.40%	49	76.60%
CMHC	49	12	24.50%	37	75.50%
SC	15	3	20.00%	12	80%
Spring 25	50	8	16.00%	40	80%
CMHC	37	2	5.00%	34	92%
SC	13	6	46.00%	6	46%

Over the last two academic years, the UTC Counselor Education program has maintained these goals.

V. Site and Site Supervisor Evaluations

The UTC Counselor Education Program values its relationships with its sites and site supervisors and continues to provide ongoing training and support to both its clinical and school-based settings. Our students regularly provide feedback regarding the sites in which they conduct their internship and practicum experiences and provide reviews of the supervisors each semester. Over the 24-25 academic year evaluations continue to be strong (3.93 out of 4) for our current site placements, however two situations arose in which alternative placements needed to be secured due to situational conflicts with site supervisors. The situations were resolved to ensure adherence to accreditation standards. In addition, CE Faculty will refine the Site Removal Policy considering the situations to ensure consistency and adherence to programmatic standards.

VI. Exit Interview Data

The UTC Counselor Education program completes exit interviews with graduating students at the end of their last semester. Information is gathered in two ways: through a self-report survey and in a brief interview with their internship supervisor to clarify survey responses. Questions include program areas of strength, areas of improvement, insights that students gained about themselves through their educational experiences and contact information for the new alumni. General themes from the 2024-2025 school year graduates are summarized below.

Findings for 2024-2025:

Program Areas of Strength:

1. **University and On-Site Supervision and Placements:** These experiences were highlighted as being particularly beneficial in their professional development.
2. **Faculty Support:** The dedication and support of the faculty were frequently mentioned as a significant strength. Students appreciated the faculty's commitment to their success and well-being.
3. **Wellness and Self-Care:** The incorporation of wellness plans and the emphasis on self-care throughout the program were highly valued by students. This aspect was noted as being crucial for their future careers.
4. **Counseling Skills Class:** The counseling skills class, especially when conducted in small settings, was highlighted as very beneficial. It provided practical skills that students found essential.

Program Areas for Improvement:

1. **Integration of School Counseling Content:** There is a clear need for better integration of school counseling throughout the program. Students felt that classes did not cover school counseling examples and were tailored to clinical mental health.

2. **Clinical Focus:** Students noted that while their clinical experiences in practicum were well meaning, they often seemed disconnected from the school counseling focus. Students indicated they would prefer practicum be split by specialty.
3. **Coverage of Theories:** Specific gaps in the curriculum were highlighted, such as the lack of coverage on solution-focused theory in the theories class. Students suggested that this and other relevant theories should be better incorporated into the coursework.
4. **Balance of Process, Reflection, and Learning:** Some students expressed that a few classes were overly process-oriented and lacked opportunities for meaningful counseling application. Students indicated that some students in their cohort lacked professionalism and used class time in ways that would be better suited for individual counseling, such as by discussing their personal traumas or political beliefs.

Use of Results:

These themes are considered along with other data from this report to help faculty make programmatic changes that are realistic and align with CACREP accreditation standards, institutional expectations, and students' needs. As program faculty reflect on students' feedback, moving forward, the faculty will be intentional with the balance of SC/CMHC offerings, as well as finding more tangible ways to integrate clinical practice prior to the start of practicum. Additionally, increased focus on boundaries and professionalism would be beneficial to reiterate program wide starting with student orientation and maintaining throughout the program.

VII. Other Substantial Program Changes and Updates

- The UTC Counselor Education Program, continues to support it's CSI Chapter with ongoing events including a "Welcome Back" Cookout each fall, CSI Initiation Ceremonies, Programmatic Pinning Ceremonies, and the Annual Research Symposium and Poster Session.
- The UTC CE Program faculty as a whole received over 3.4 million dollars in funding in university, state, and federal grant programs for projects related to improving the behavioral health workforce across the state, opiate abatement in the state of TN, and improving faculty teaching and student outcomes.

- Programmatic Assessment Data- Due to challenges in the development and maintenance on the TEVERA platform, the CE program is adjusting our programmatic assessment data platform to utilize CANVAS Outcomes. It is another change; however, it will be more accessible to faculty (with on campus support) and students alike. Additionally, it removes another burdensome cost to our students.