

2020 Annual Report

Department of Counseling

A. OVERVIEW OF 2020

First and foremost, we must take note of the amazing job our students, staff and faculty did in meeting the challenges of 2020 and its pandemics across race, social justice and COVID concerns. Staff and faculty signed up for trainings through The Department of Global Learning to better serve our students as we moved from in-person to virtual education. Our University put safety first and rolled out guidelines and protocols that addressed staying safe while we completed our educational goals.

Students also demonstrated superior flexibility in learning remotely as our counseling programs are traditionally highly experiential and in-person. Trainings on telehealth and new legislature impacting supervision (Governor's Executive Orders permitting telehealth in supervision/counseling) allowed our students to further their use of technology and to continue their clinical training.

The first move to online learning occurred during March 2020. Following the Spring Break, faculty and administration took time to regroup virtually. March 13th, 2020 was the last day the director of counseling programs was "in person" in the department. Although the program was primarily virtual the following Summer and somewhat in the Fall, our programs remained within CACREP guidelines, and we maintained communication with our CACREP liaison when questions arose.

There have been ongoing lessons learned during this time, including revisions to University affiliation agreements with clinical sites and schools as well as student informed consent forms. Each now addresses unforeseen disasters, health and safety for all. Our legal counsel offices were very present and supportive as we navigated HIPPA and distance training questions as well.

The program was also in the beginning stages of transitioning from paper- based assessment to an online platform (Tevera) prior to leaving campus for COVID. As a result, data are still primarily paper format which made access a bit cumbersome during time away from the campus offices. Training on Tevera will commence as the faculty are hopefully heading back to campus.

Keeping the above-mentioned issues in mind – we all did our best in the domains of teaching, learning, practicing, evaluating and working as a team. Many a time faculty noted our training in crisis skills and our ability to navigate unforeseen challenges modeled grace under pressure for our students.

Major recruitment and matriculation accomplishments of unit/department/college during 2019-2020

The Department of Counseling for Spring and Fall semesters had a 95% graduation rate for all counseling areas combined

MA program received over 125 applicants for the MA Counseling Program for 2020. Combined admissions for Fall and Spring were as follows:

Fall 2020 Admissions: 6 Doctoral students, 30 Clinical Mental Health, 5 School, 1 Clinical Rehabilitation, 1 Rehabilitation

Spring Admissions: 25 Clinical Mental Health, 5 School, 2 Rehabilitation, 1 Clinical Rehabilitation

Current number (total headcount) of all counseling (masters and doctoral)= 165
Fulltime Masters (9 credit hours)= 97 Fulltime Doctoral = 8

Faculty and Students advanced programs of research and scholarship:

- Drs. Schauss, West, Li, Cogdal and Brasfield applied for external grants worth over 3 million dollars. They were awarded 2 HRSA grants and an Urban Child Clinical Grant for 2021.
- Faculty members and students conducted multiple presentations virtually at: AARC, ACES, and SACES

Faculty promoted graduate level quality teaching and professional mentoring to prepare the next generation of leaders:

- Two faculty members are Chi Sigma Iota advisors
- 84% of students were satisfied with faculty/student interaction in exit surveys
- CSI held virtual events and induction ceremonies (25 new inductees)
- The program assessed student advisor expectations and satisfaction using a Qualtrics survey and found that although 73% of students believe their advisors met or exceeded expectations; 27% indicated they wished they had more contact with their advisor. Students also preferred individual as opposed to group, in-person advising and perceived advisors overall (82%) as culturally competent.
- All core faculty provided supervision to doctoral students serving as teaching, research or supervision assistants in their respective classes or research and evaluations of all assistants met expectations.

Faculty responded to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study:

- The Department of Counseling hosted and or co-sponsored with CSI the following educational events:
- Diversity – Counselors of Color Panel/ Seminar February 2020
- Unity Walk Against Gun Violence (safe distancing) November 2020
- Telehealth for Vulnerable Populations :Training for HealthCare Professionals June 2020(remote panel)
- Introduction to ACT and the Psychological Flexibility Model (virtual) via CSI.
- Practicum and Internship Virtual Career Fair Spring 2020
- CEPR Diversity Committee and CSI co-sponsored a Community Zoom Conversation – “Navigating the Changes Ahead” November 2020 (in response to social political community concerns).
- CEPR Co-sponsored a webinar series “COVID : Youth Mental Health” along with the Psychology and Social Work Departments and the National Black Leadership Commission on Health October – November 2020

To actively promote diversity among faculty, students, and staff and in the curriculum:

- All faculty members continued to infuse elements of diversity in all courses.
- Race, Diversity, Equity, and Inclusion (RDEI) Forums were virtually held in the CEPR department (the Diversity committee & Chi Sigma Iota) and the College of Education (Circle Talks)

Faculty work to create a flexible, responsive culture that uses effective review and assessment as the basis for improvement:

- Live-Text for online assessment and portfolio storage was replaced due to the system not matching departmental needs.
- The Counseling coordinators and faculty continued to review data collection for program areas and made the decision to adopt Tevera as an online data platform. The need for this move became even more important during COVID as some paper files were inaccessible for the most part with the closure of offices. Further training in Tevera will be scheduled so that all faculty are able to assess students in key courses. Currently the director is adding clinical courses and evaluations with the remainder of core courses to be added according to program progression (i.e. Foundations, Theories, Clinical Techniques etc added next).

- All students were evaluated in an annual reporting faculty meeting (virtual) using the CORIS. Pre-pandemic this occurred physically with a review of all student files over two sessions. Due to COVID, faculty used advisee lists to review CORIS evaluations and share feedback.

Ongoing program evaluation occurs every year. Data reflect Spring 2020, Summer 2020 and Fall 2020. The data points used currently included:

- 1) Data are collected from alumni. Respondents are asked to assess how well the program prepared them regarding specific dispositions, knowledge, and skills across the 8 CACREP areas.
- 2) Clinical site supervisors/employers are asked how well prepared our graduates are regarding the dispositions, knowledge and skills required for their counseling positions every year during a focus group and or survey format at the annual Practicum and Internship Fair. This year's evaluations were via Qualtrics.
- 3) Faculty meet and perform annual evaluations of all students every May prior to the semester's end using the CORIS. In addition, faculty cover student concerns & dispositions during every faculty meeting. Counseling faculty have met more frequently during COVID (zoom) – typically 3 times per month.
- 5) Data are compiled from national examinations (NCE PRAXIS & CRC).
- 6) Data is used from student performance on masters and doctoral comprehensive exams.
- 7) The Professional Counseling Performance Evaluation (PCPE) is used at both masters and doctoral levels at the completion of clinical placements. Doctoral evals are also completed regarding teaching, supervision, research and leadership as they apply to the doctoral person's internship plan.
- 8) Student portfolio rubric covering the programs 8 objectives are reviewed & compiled prior to graduation (for more in-depth portfolio data coverage, please see charts on page 10 **)
- 9) Program faculty and administrators use these data as well as student SETES (students' evaluation of courses upon completion of a course) in the program to recommend programmatic or course-specific changes. In addition, the faculty have used Qualtrics surveys to assess advising issues or course scheduling. During COVID the program and the College held informal zoom conversation sessions to check-in with students regarding the ongoing social concerns & pandemics.

B. EVALUATION OF 8 COUNSELING PROGRAM OBJECTIVES

Program Objective 1-Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients.

a) PRAXIS results for the School counseling students indicated that all students scored high enough on their comprehensive exam (Praxis II 5421) for licensure in the Midsouth region of the United States (Tennessee, Mississippi, and Arkansas) as well as approximately 20 other states that require the Praxis II 5421 for licensure as a school counselor.

b) NCE results indicated that all students who took the exam in 2020 passed the exam at rates that equaled or were higher than national means. Key areas included: (scores in Charts, page 10)

- Professional orientation and ethical practice

- Counseling and helping relationships
- Human growth and development
- Research and program evaluation

c) CORIS scores indicated students were invested in professional identity and no students went through remediation 2020

d) Two students took and passed the Certified Rehabilitation Counseling (CRC) exam.

Program Objective 2-Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community

a) Graduates of the counseling programs completed surveys regarding all of the eight objectives. In terms of knowledge, skills and disposition in the area of cultural knowledge and self awareness when counseling or advocating for diverse populations – 80% of respondents felt well prepared in terms of knowledge and 20% felt adequately prepared and 60% felt well prepared in skills whereas 40% felt adequately prepared.

b) NCE diversity scale scores of last semester interns also reflected a score of 5.5 when the national mean was 4.8

c) Supervisor scores of students on the Professional Counseling Performance Evaluation (PCPE) also scored students as “exceeding expectations” (3) or “meets expectations consistently” (2) in the areas of cultural diversity and advocacy. Scores were as follows: CMH =2.93 School=3 Rehab/Clin Rehab=2 and Doctoral=3

Program Objective 3-Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.

a) Surveys completed by employers indicated that graduates of our counseling programs are “extremely effective” in their understanding of theories and practice (50%), “very effective” (25%) or moderately effective (25%).

b) NCE results reflected a mean score of 42 in the areas of “counseling and helping relationships” with a national mean of 38.

c) Portfolio rubric for 2C,E Multicultural competencies indicated that 75% of graduating students exceeded the standards and 25% met the criteria. Assignment examples demonstrated knowledge & skills related to culturally sensitive interventions or lesson plans, reaction papers, case conceptualizations and group presentations.

Program Objective 4 -Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.

a) Students scored a mean of 11 on the NCE in the area of Career counseling (national mean was 10.7)

b) Graduates of the program responded with 60% feeling “well prepared” in the area of career knowledge and career skills and 40% felt “adequately prepared” in the area of career knowledge and skills.

c) Student portfolios scored by faculty advisors on career, 4A theories and models of career development, counseling and decision making noted that 50% of the graduating students “exceeded expectations” and 50% “met” the standard.

d) 76.92% of students successfully answered the career theory questions on the masters comprehensive exam

Program Objective 5 -Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence-based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.

a)PCPE evaluations of interns indicated students met criteria consistently(2) and often exceeded expectations in the area of Professional Skills including communication abilities as well as note writing and treatment planning. (School=3,CMH 2.5 and Clin Rehab =2)

b)NCE scores found our masters students scoring an average of 11.5 in the area of professional counseling with a national mean of 10.6

c)Portfolio scores for objective 5, 5H “developmentally relevant counseling or treatment or intervention plans”, 37.5% met the standard and 67.5% exceeded the standard.

Program Objective 6-Students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.

a)NCE Group scores indicated a mean score of 20.3 in the subject area group counseling (National mean 20.1) Typically our students score higher than this.

b)Employer ratings indicated group skills were “extremely effective” 37.5%, 25% “very effective” and 37.5% “moderately effective”.

c)Alumni survey responses noted that 40% believed that they were “well prepared” in group knowledge and skills and 60% felt “adequately prepared”.

Program Objective 7- Students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.

a)NCE “assessment” content scores indicated a mean score of 12, which was reflective of the national mean. Typically our students score higher than this.

b)Employer responses noted that students were extremely effective at test selection administration, interpretation and scoring (50%) and 50% indicated students were moderately effective.

c)Alumni surveys indicated that 40% felt well prepared in assessment **knowledge**, and 60% felt adequately prepared. However, only 20% felt well prepared in assessment **skills** compared to the 60% who felt adequate and the 20% who did not feel adequate. We currently have one key assessment course but we have since discussed expanding assessment in career and our mental health interventions course with more hands on experiences.

Program Objective 8 - Students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

a)When reviewing students’ abilities to evaluate research both quantitative and qualitative and to use research to inform practice, 50% of employers felt students were extremely effective and 50% noted students were moderately effective.

b) NCE mean scores in the area of Research were 4.5 and the national mean reported was 3.27.

c)For Portfolio standard 8J (Ethical and culturally relevant strategies for conducting, interpreting and report the results of research and or program evaluation) scores demonstrated that 62.5% met the standard whereas 37.5% exceeded the standard.

After reviewing data for the annual report, faculty felt positive about CORIS results and the fact that there were no professional remediation issues; only supportive meetings to check-in with advisees. During COVID, faculty and students alike were focused on promoting self-care, supportive responses and flexibility. Practicum and internship experiences were challenging but at the same time students, site supervisors and faculty became better acquainted in telehealth and experienced numerous opportunities for training via

webinars and virtual conferences. Taping in practica was very difficult so oftentimes sites had to use live supervision. The clinical director received no complaints regarding student skills or professionalism from practicum & internship sites. Training webinars offered by the department such as telehealth were also shared with site supervisors and agency directors and were much appreciated.

Data wise, faculty believe both our students' "Group" results (only 40% of graduating students felt well prepared for group counseling and students earned lower NCE scores) and "Assessment" results were impacted by virtual education. We learned how to use break out rooms on zoom, and yet student response in a Qualtrics survey was overwhelmingly in favor of going back to in-person, especially in the areas of group and clinical techniques. A number of students also delayed practicum due to COVID as they were hoping for more site availability and in-person experiences. Program evaluation projects during practicum also lost some of the valuable experiential aspects of designing a plan at a site and then presenting the plan.

Survey response rates for alumni (n=4) and employers (n=17) was lower than usual, however given the increased volume of emails, it is very likely surveys were easily overlooked. In the past we were able to secure larger numbers through our practicum/ internship fair. The February 2020 Fair was virtual however and we were not able to hand out and receive immediate feedback through surveys. The fair typically has over 30 sites that we are able to survey. We did seek feedback in zoom break-out rooms however and the consensus was the pandemic created agency & school issues for all. From protecting students and vulnerable client populations to decreased community services at a time of high need.

NCE scores were competitive, and students scored at levels to achieve their NCC (National Certified Counselor), however scores were lower than past years. The students faced COVID concerns in testing and going virtual as did our examinees for the Praxis and CRC exam.

Enrollment has remained healthy and we are fortunate to be filling three faculty positions. We also have plans to add an addictions counseling program by 2022 and aspire to gain CACREP accreditation for the program in the future.

EVALUATION OF DOCTORAL OBJECTIVES

The Counselor Education and Supervision program prepares college faculty, scholars, and leaders in the counseling profession. Students gain competence in the following 5 objective categories through the collection of data from a number of sources such as: PCPE scores, assignment rubrics, doctoral comprehensive exams, CORIS, internship teaching and research evaluations, professional leadership activities and supervision rating surveys

Program Objective 1: The students will demonstrate proficient understanding of advanced theories and techniques; the ability to develop ethically and culturally competent conceptualizations, and evidence-based treatment plans for client cases; and ability to evaluate counseling effectiveness

Data Point 1 – Theoretical application – 4 out of 4 students met or exceeded expectations in research papers from Coun 8502 in the area of theoretical foundations.

Data Point 2- Students averaged a score of 3 ("exceeds expectations") on the PCPE section related to cultural, individual & role differences across age, gender, sex, race, ethnicity, religion, sexual orientation, disability & socioeconomic status.

Data Point 3- Comprehensive exam on Theories. 7 students sat for comprehensive exams in this area during 2020 with one student needing to remediate (and did so successfully) and 6 students passing at 3 (satisfactorily) or above (4=very good and 5=superior)

Program Objective 2: The students will demonstrate culturally competent provision of counseling supervision to include understanding of theoretical framework, supervisory roles, legal and ethical responsibilities, assessment and gatekeeping.

Data Point 1- Students were evaluated by masters supervisees on sensitivity to cultural differences with an average of 2.5 (2=Meets expectations)

Data Point 2- Final exam/paper in Supervision 8510 / Case scenario rubric indicated 6/6 students met expectations for the Fall 2020 semester.

Data Point 2- Comprehensive exam questions covering supervision. 7 students took doctoral comprehensive exams during 2020 with all students passing with 3(satisfactorily) or above (4=very good or 5=superior).

Program Objective 3: The students will demonstrate an understanding of culturally and ethically sound pedagogical teaching methods; models of adult development and learning, mentorship, remediation and gatekeeping; instructional and curriculum design, delivery, and evaluation including online and face-to-face instruction

Data Point 1- Students participating in teaching on their doctoral internship scored an average of 3 on sound philosophy of teaching.

Data Point 2- Students completed a Teaching question during their doctoral comprehensive exams with 7/7 scoring 3 or higher.
 Data Point 3 –Teaching interns scored an average of 3 in the area of course development, syllabi, and lectures.

Program Objective 4: The students will demonstrate competency in developing sound ethical and culturally competent research questions, choosing appropriate design, instrumentation, complete IRB applications, and carrying out research for presentation and/or publication in scholarly venues, as well as knowledge of funding sources.

Data Point 1- 4 students in Coun 8502 successfully completed residency projects with 3 submissions resulting in professional presentations (AARC). (Each student must submit to a conference or journal).

Data Point 2 – 4/4 Students scored 5/5 on IRB submissions for 8502 final residency paper.

Data Point 3- Seven students sat for a comprehensive exam during 2020 which included the design of a Research project. Two students were successfully remediated after scoring “2” marginal and 5 students passed at or above 3 (Satisfactorily).)

Program Objective 5: The students will understand the importance of leadership and advocacy in the counseling profession and as counselor educators.

Data Point 1 – Doctoral interns (6/6) scored an average of 2.6 in advocating for supervisees when evaluated by masters students/supervisees (2= Meets expectations).

Data Point 2- Doctoral students are required to be active in a professional organization(s) of their choice. All doctoral students are members of at least one organization including Chi Sigma Iota, AARC, ACES, SACES, TCA, ACA, WTCA or ASCA.

Data Point 3- Students are scored on advocacy during practicum or internship counseling experiences on the PCPE. The student is rated on advocating for self, client and the counseling profession. 5/5 students on internship during 2020 were scored at meets expectations or above (2=meets expectations, 3=exceeds expectation).

Doctoral outcome measures indicated that all students scored in the “meets expectations” range in the areas of advocacy, teaching and supervision and especially so when rated by site supervisors or student supervisees. The two areas of advanced theories and research proved to be areas of growth. In review, faculty noted that the switch to online doctoral comprehensive exams was an adjustment that affected students and faculty alike. There was a glitch in one exam administration as it loaded incorrectly thus adding to the already high anxiety one typically has in such an important exam. Finally, although there was remediation pertaining to research exam questions – the current cohorts have been excellent examples of active professionals through presentations, publications and attendance at virtual conferences.

Secondly, although faculty did offer a virtual presentation on preparing for comprehensive exams; it was not the same environment as in previous years when students held in-person study group sessions or attended in-person forums such as “donuts with docs” where faculty could address student questions and share study tips and resources. All remediation sessions for research and theories were successful and students had the opportunity to demonstrate their knowledge, clarify responses and verify their understanding.

One highlight of this program is the number of alumni who return to teach adjunct or supervise our students in the community. One such adjunct noted in an alumni survey that the “ongoing relationship with this department has been a valuable part of their professional growth even post -doctorate” and that “they enjoyed and valued the new relationship with their new faculty “colleagues”.

ADDITIONAL PROGRAM DIRECTIONS

Plans for the upcoming year related to assessment and outcome include:

- 1) Bi-weekly faculty meetings to continue to develop our new team of faculty as we re-enter our in-person campus. The past several years witnessed several retirements and promotions which led to the addition of our new faculty; Drs. Li and Burgess. Their expertise in supervision, research and school counseling has been very well received by our student body and colleagues. We are also looking forward to additional faculty lines in the areas of CMH, Clinical Rehabilitation and an Addiction expert (CMH). Zoom interviewing has become a most relied upon tool and faculty candidates have been able to demonstrate their technological skills and ways of connecting with students in admirable ways.
- 2) Faculty will hold an annual retreat Fall 2021 to map out future assessment plans. This will entail training all faculty regarding the new online data platform-Tevera and creating scoring systems within the program. The paper format during the pandemic proved to be problematic as surveys, evaluations, and rubric were emailed to one person. Email threads have taken up great space during the pandemic as in-person meetings and reporting were replaced by zooms, Microsoft teams and group chats.

- 3) The department of counseling will continue to seek outside funding avenues and grants while engaging students in these endeavors as well. Four faculty have submitted grants this past year : 2 HRSA grants and an Urban Child Grant were all successful.
- 4) The department will continue efforts towards an integrated counseling clinic (IHC) to better serve practicum and internship experiences. The programs involved (counseling, social work, counseling psychology and ABA) plan to finalize clinic plans 2021-2022. Given issues with sites during COVID, a campus clinic would resolve issues of site closures. Telehealth is legally open to students in training in Tennessee through a legislative change, and we could easily offer these services in a community clinic.
- 5) Faculty will establish a recruitment committee to continue program growth and develop an addiction counseling program.
- 6) The Counseling programs as a whole participated in College of Education's SACS Accreditation – which was successfully passed. Data collection will occur in December 2021 for the next SACS phase.
- 7) Students and faculty also believe that the study groups once hosted in-person by Chi Sigma Iota made a positive difference in NCE and comprehensive exam scores. This will be a great addition as we return to campus

CHARTS FOR PRAXIS, NCE, PORTFOLIOS, AND PCPE SCORES

PRAXIS School Counseling Executive Summary:

For the 2019-2020 assessment cycle, the MS in School Counseling assessed four student learning outcomes for a cohort of graduating masters students at the comprehensive exam level: Foundations, Delivery of Services, Management, and Accountability. Each of these student learning outcomes were assessed through subtest of the Praxis II 5421 Professional School Counselor Exam. The program used this assessment measure because of the ability to collect scores by student learning outcome and because students in this program must pass the Praxis as part of the process for becoming licensed as a school counselor. Because the test is ongoing and the average scores are based on each administration, for this evaluation, the minimum score for Tennessee (156), highest score required by any US state (Utah and South Dakota-164), and individual and average score for each subtest is used for program evaluation.

For students graduating during the 2019-2020 assessment cycle, scores/data were as follows:

Graduation Date	Total Score	Foundations	Delivery of Services	Management	Accountability
Fall 2019	171	15/19=78.9%	38/48=79.2%	13/17=76.5%	15/23=65.2%
Fall 2019	170	14/19=73.7%	39/48=81.3%	10/17=58.8%	17/23=73.9%
Fall 2019	164	15/19=78.9%	37/50=74%	14/17=82.4%	14/24=58.3%
Fall 2019	177	15/19=78.9%	43/50=86%	15/17=88.2%	19/24=79.2%
Fall 2019	159	13/21=61.9%	34/49=69.4%	12/16=75%	18/24=75%
Fall 2019	175	17/19=89.5%	42/50=82%	15/17=88.2%	16/24=66.7%
Spring 2020	171	15/20=75%	41/50=82%	10/16=62.5%	20/24=83.3%
Spring 2020	180	14/19=73.7%	43/48=89.6%	13/17=76.5%	19/23=82.6%
Spring 2020	171	17/20=85%	39/50=78%	13/16=81.3%	17/24=70.8%
Average	170.9	77.2%	80.2%	76.6%	72.8%

Also, all students graduating during the 2019-2020 assessment cycle successfully completed their practicums and internships with “satisfactory” scores / meets expectations from their site supervisors and group leaders.

School Counseling Program strengths:

All students scored high enough on their comprehensive exam (Praxis II 5421) for licensure in the Midsouth region of the United States (Tennessee, Mississippi, and Arkansas) as well as approximately 20 other states that require the Praxis II 5421 for licensure as a school counselor. However, one student did not meet the goal score of 164, which is required by several states. The students achieved an average of 80.2% of possible points in Delivery of Services.

Again, all students successfully completed their field placements, according to their site supervisors’ evaluations.

Areas for improvement and actions taken based upon analysis: The area of accountability will be addressed at the practicum level to better prepare students in this topic including readings and a project on program evaluation and assessment.

The Average Professional Counseling Performance Evaluations for Graduating Interns 2020

	Comm. Skills and Abilities	Supervision	Prof. Responsibility	Competence	Maturity	Integrity	Advocacy	Initiative
CMH	2.5	2.95	2.8	2.8	2.75	2.8	2.93	2.75
	3	3	3	3	3	3	3	3
SCHOOL								
REHAB.CLIN								
REHAB	2.13	2.8	2	2.1	2	2	2	2

(0=Does not meet criteria or is not observed 1=Meets criteria minimally 2=Meets criteria consistently 3=Exceeds criteria)

**National Counselor Examination Results for Clinical Mental Health and Clinical Rehabilitation Students
And Comparison with National Program Scores 2020**

Professional Counseling	M= 11.5 (National Mean 10.6)
Social Cultural Diversity	M= 5.5 (National Mean 4.8)
Human Growth & Development	M= 12.5 (National Mean 11.35)
Career	M= 11 (National Mean 10.77)
Counseling and Helping Relationships	M= 42 (National Mean 38.77)
Group Counseling	M= 20.3 (National Mean 20.18)
Assessment	M= 12 (National Mean 12)
Research	M=4.5 (National Mean 3.27)

SUMMARY OF MASTERS PORTFOLIO REVIEWS**

The department reviewed data from the portfolios of graduating masters in counseling. The portfolios were rated “U” for CACREP standards that were Unmet, “M” for those that were Met, and “E” for those CACREP standards that were Exceeded. These ratings will be much easier to calculate when we have rubrics loaded into the Tevera on-line platform and we are not dependent on paper- based portfolios. These were often rated in zoom sessions with advisors and forms sent through email during the past year.

Objective 1 of the Counseling Program: The students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g., licensure, certification) and demonstrate professional codes of ethics in their interaction with fellow students/ colleagues, faculty, and clients that values a developmental, strengths- based, wellness approach to helping clients enhance their quality of life.

CACREP domain: Professional Counseling Orientation and Ethical Practice. Documents reviewed- advocacy project, program of study, professional development paper, article critique paper, letter from instructor, final evaluation from instructor, counseling services agreement

1A- history and philosophy of the counseling profession and its specialty areas

- 50% met this standard. 50% students exceeded this standard.

1E- advocacy process needed to address institutional and social barrier that impeded access, equity and success for clients.

- 50% students met this standard. 50% students exceeded this standard

1K- strategies for personal and professional self-evaluation and implication for practice

- 37.5% students met this standard. 62.5% students exceeded this standard

1L- self-care strategies appropriate to the counselor role.

- 37.5% students met this standard. 62.5% students exceeded this standard

1F- counselor characteristics and behaviors that influence the counseling process

- 37.5% students met this standard. 62.5% students exceeded this standard

Objective 2 of the Counseling Program: Students will develop cultural knowledge, self-awareness, skills and strategies for counseling and advocacy withing a diverse community.

CACREP domain: Social and Cultural Diversity. Documents reviewed- action plans, reaction papers, group presentations, case conceptualization, quiz/test grades

2C, E- multicultural counseling competencies. The effect of power and privilege for counselors and clients

- 25% students met this standard. 75% students exceeded this standard

2A, C- multicultural and pluralistic characteristics within and among diverse groups national and internationally. multicultural counseling competencies

- 25% students met this standard. 75% students exceeded this standard

2C,H- multicultural counseling competencies. Strategies for identifying and eliminating barriers, prejudices and processes

- 25% students met this standard. 75% students exceeded this standard. One was not answered.

2C, D- multicultural counseling competencies. The impact of heritage, attitudes, beliefs, understanding and acculturative experiences on an individual's view of others.

- 25% students met this standard. 75% students exceeded this standard. One was not answered.

2C- multicultural counseling competencies.

- 25% students met this standard. 75% students exceeded this standard.

Objective 3 of the Counseling Program: Students will demonstrate an understanding of theory and practice as they relate to the diverse developmental experiences across the lifespan and in diverse contexts and settings.

CACREP domain: Human Growth and Development. Documents reviewed- short topic papers, observational paper

3C- theories of normal and abnormal personality development

- 25% students met this standard. 75% students exceeded this standard.

3E, F- biological, neurological, and physiological factors that affect human development, functioning and behavior. Systematic and environmental factors that affect human development, functioning and behavior.

- 25% students met this standard. 75% students exceeded this standard.

3I- ethical and culturally relevant strategies from promoting resilience and optimum development and wellness across the lifespan.

- 25% students met this standard. 75% students exceeded this standard.

Objective 4 of the Counseling Program: Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.

CACREP domain: Career Development. Documents reviewed- case conceptualization paper, group career center project, midterm exam

4A- theories and models of career development, counseling, and decision making

- 50% students met this standard. 50% students exceeded this standard.

4B- approaches for conceptualizing the interrelationships among and between work, mental well- being, relationships, and other life roles and factors

- 50% students met this standard. 50% students exceeded this standard.

4E- strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

- 37.5% students met this standard. 62.5% students exceeded this standard.

4F- strategies for career development, program planning, organization, implementation, administration and evaluation

- 37.5% students met this standard. 62.5% students exceeded this standard.

4H- strategies for facilitating client skill development for career, educational, and lifework planning and management.

- 37.5% students met this standard. 62.5% students exceeded this standard.

Objective 5 of the Counseling Program: Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence-based skills in assessment, counseling, case conceptualization, treatment planning and documentation

CACREP domain: Counseling and Helping Relationships. Documents reviewed- final counseling skills evaluation from instructor, final tape packet documents with all potentially identifying information redacted, journals

5F- counselor characteristics and behaviors that influence the counseling process

- 37.5% students met this standard. 62.5% students exceeded this standard.

5G- essential interviewing, counseling and case conceptualization skills.

- 37.5% students met this standard. 62.5% students exceeded this standard.

5H- developmentally relevant counseling treatment or intervention plans

- 37.5% students met this standard. 62.5% students exceeded this standard.

Objective 6 of the Counseling Program: Students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.

CACREP domain: Group Counseling. Documents reviewed- psycho- educational group presentation.

Participating in a process group paper, article review, viewing a community group paper, test/quiz grades.

6A-H- basic issues and key concepts of group process

- 50% students met this standard. 50% students exceeded this standard.

6B, D, &H- practice and receive feedback on basic skills in group leadership

- 50% students met this standard. 50% students exceeded this standard.

6A- stages in the evolution of groups

- 50% students met this standard. 50% students exceeded this standard.

6G- ethical, legal, professional, and multicultural factors in groups, group processes, and group leadership

- 50% students met this standard. 50% students exceeded this standard.

6A, B, C, D, G, &H- facilitate group so as to address specific challenges that typically occur at different stages of group

- 50% students met this standard. 50% students exceeded this standard.

6F&H- lead various types of groups, including process groups, psycho-education groups and brief group

- 50% students met this standard. 50% students exceeded this standard.

6A- current research in the area of group counseling

- 50% students met this standard. 50% students exceeded this standard.

6B, C, &H- group relevant self-awareness by learning about one's own thoughts, feelings, and behaviors in groups.

- 50% students met this standard. 50% students exceeded this standard.

6A- varied theories of group counseling

- 50% students met this standard. 50% students exceeded this standard.

Objective 7 of the Counseling Program: Students will demonstrate ethically, and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/ educational, career, personal, and social development, including risk assessment in a variety of settings

CACREP domain: Assessment and Testing Documents reviewed- assessment report including all of the following- Global Assessment of Functioning (GAF), Career Ability Placement Survey (CAPS), Self-Directed Search (SDS), State-Trait Anxiety Inventory (STAI) CAGE or AUDIT, Beck Depression Inventory II, Work Improvement Locator, Wide Range achievement- R4, Work Importance Locator, O*Net Career Values Inventory, Mid-term Exam, Final Exam, Audiotape administration, test presentation, periodic quizzes

7A- historical perspectives concerning the nature and meaning of assessment and testing in counseling.

- 50% students met this standard. 50% students exceeded this standard.

7C- procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

- 50% students met this standard. 50% students exceeded this standard.

7G- statistical concepts, including scales of measurement, measure of central tendency, indices of variability, shapes and types of distributions, and correlations.

- 50% students met this standard. 50% students exceeded this standard.

7I- use of assessments relevant to academic/educational, career, personal and social development

- 50% students met this standard. 50% students exceeded this standard.

7L- use of assessment results to diagnose developmental, behavioral and mental disorders

- 50% students met this standard. 50% students exceeded this standard.

Objective 8 of the Counseling Program: Students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

CACREP domain: Research and Program Evaluation Documents reviewed- program evaluation planning sheet, class presentation

8D- development of outcome measures for counseling programs

- 62.5% students met this standard. 37.5% students exceeded this standard.

8E- evaluation of counseling interventions and programs

- 62.5% students met this standard. 37.5% students exceeded this standard.

8G- designs used in research and program evaluation

- 62.5% students met this standard. 37.5% students exceeded this standard.

8H- statistical methods used in conducting research and program evaluation

- 62.5% students met this standard. 37.5% students exceeded this standard.

8J- ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

- 62.5% students met this standard. 37.5% students exceeded this standard.