

**Fall, 2020, Spring, 2021 & Summer, 2021**

**MTSU Professional Counseling**

**Annual Program Evaluation Report**



**Middle Tennessee State University Professional Counseling  
Vital Statistics  
2020-21**

|   | <b>Clinical Mental<br/>Health Counseling</b> | <b>School Counseling</b> |
|---|--|--------------------------|
| Number of program graduates   | 9  | 17                       |
| Completion rates of students*   | 95%  | 95%                      |
| Pass rates on credentialing exams (NCE – CMHC students; Praxis – SCCO students) | 95%  | 100%                     |
| Job placement rates**   | 100%   | 100%                     |

\* CACREP defines a program’s *completion rate* as the percentage of admitted students who graduate from the program within the expected time period.

\*\* In relation to job placement rates, CACREP asks, “*To the best of your knowledge, what is the job placement rate of graduates from your [CMHC or SCCO] programs who were actively seeking employment?*” CACREP requires the use of the following modified formula to calculate job placement rates:

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| <p><b>Numerator:</b> # of students who got a job in field (or comparable occupation) within 6 months of completion of master’s degree program</p> <hr style="width: 80%; margin: 10px auto;"/> <p><b>Denominator:</b> # of students who were seeking employment following completion of master’s degree program</p> |
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**MTSU Professional Counseling Key Performance Indicators in Relation to CACREP 2016 Accreditation Standards**

Professional Counseling faculty developed a comprehensive assessment plan that describes how Key Performance Indicators (KPIs) and other relevant data are collected and assessed in multiple ways across multiple points in time throughout the course of students’ programs. The plan also explains how data is used for curriculum and program improvement purposes. As a counseling program that is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) faculty have created a program evaluation plan to ensure students receive top notch training experiences. A summary of the plan is as follows:

| <b>Comprehensive Assessment Plan for Systematically Evaluating Program</b>  |  |  |  |
|---|--|--|--|
| <b>Data that is collected</b>   | <b>How &amp; when data is collected</b>  | <b>Method for how data is reviewed / analyzed</b>  | <b>How data is used for curriculum and program improvement</b>   |
| Key Performance Indicators (see KPI results document below for breakdown of KPIs & results for 2020-21 academic year; table with this information starts on page 6) | Professors complete rubrics assessing knowledge & skills of students<br><br>Data is collected at the beginning, middle and end of students’ programs | Professors enter rubric scores in LiveText; Faculty review results at faculty meetings and “Data Days” taking into consideration strong/weak areas as well as trends; determine possible reasons for results as well as problem-solving strategies | Based on the data analysis professors implement plans which might include textbook changes, content modifications within classes, targeting specific skill areas (e.g., trauma-based counseling), etc.   |
| Professional dispositions   | Professors complete rubrics assessing dispositions at the end of every class<br><br>Data is collected every semester                                 | Professors enter rubric scores in LiveText; Faculty review results at faculty meetings and “Data Days” taking into consideration strong/weak dispositions as well as trends; determine possible reasons for results (e.g., characteristics of      | Based on the data analysis professors meet with students informally (i.e., one-on-one) and formally (i.e., student meets with counseling faculty) to discuss problem areas, why it’s a concern, student’s viewpoint regarding problem disposition and – when necessary – implementation of student support plan. |

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|   |   | students that are admitted into program)  | Also, students are informed of their disposition status in a letter once a year following formal evaluation by faculty at the end of the spring semester.  |
| Demographic and other characteristics of applicants, students & graduates | <p>MTSU College of Graduate Studies collects data when students apply to program &amp; loads it into Banner system. Also, Professional Counseling program maintains information on current students and graduates</p> <p>Data is collected continuously</p> | <p>Professional Counseling faculty review application information following the application deadlines during faculty meetings and determine if they meet the minimum criteria to be interviewed; student and graduate information is reviewed during faculty meetings and/or Data Days; Faculty consider information holistically – as opposed to considering only one piece of data (e.g., undergraduate GPA) when making admissions decisions; In some cases, mental health and learning disability issues play a role in decision-making when evaluating student progress and implementation of student support plans.</p> | <p>For several years, minoritized and first generation college/graduate students have been mentored by Professional Counseling faculty to ensure their retention and success in the program. Other students have been placed on student support plans when mental health, learning or other life challenges have negatively impacted their academic performance. Although students are informally evaluated and discussed at faculty meetings – as necessary – throughout the course of the academic year all students are formally evaluated at the end of the spring semester.</p> |
| Follow-up studies of graduates, site supervisors &                        | All individuals are sent an e-mail requesting their input regarding their perceptions of the Professional Counseling  | Professional Counseling faculty review the data during faculty meetings (in particular, summer meetings) and Data Day meetings  | Professional Counseling faculty make adjustments in courses and/or program – as necessary – based on information provided by individuals surveyed  |

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| employers of graduates            | <p>program (graduates) or the knowledge, skills and dispositions of MTSU interns &amp; graduates (site supervisors and employers).</p> <p>Data is collected three times a year (i.e., August, December and May)</p>   |   |  |
| Recommendations of advisory board | <p>Professional Counseling faculty convene a meeting with an advisory board once every three years. Board members are comprised of former students, school counselors, licensed professional counselors, supervisors, school district school counseling coordinators, principals, and MTSU administrative personnel (e.g., chair of department). Board members and faculty discuss trends in the field &amp; ways of enhancing the training experiences of students</p> | <p>Professional Counseling faculty review the themes that were discussed during the advisory board meeting during faculty meetings + Data Days and determine areas they will address to improve the training experiences of students.</p> | <p>Professional Counseling faculty make adjustments in courses and/or program – as necessary – based on information provided by advisory board members</p> |
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As discussed above, the Professional Counseling faculty has developed a comprehensive assessment plan in which students are evaluated at multiple points of their programs with multiple assessment measures and approaches. The plan includes assessment of knowledge, skills, and professional dispositions. Aggregated and disaggregated Key Performance Indicator (KPI) results for academic year 2020-21 (the first year that faculty operated under the 2016 CACREP Standards) can be found below. Information pertaining to professional dispositions follows the KPI results.

**MTSU Professional Counseling Program Key Performance Indicators (KPIs), Measures & Data**

**Fall, 2020, Spring, 2021 and Summer, 2021**

| <b>Key Performance Indicator (KPI)</b> | <b>Course in which KPI is measured</b> | <b>Point in program in which KPI is measured (multiple points in time)</b> | <b>Measure / Assignment / Project (multiple measures)</b> | <b>Fall 2020 Data (overall and disaggregated)</b>  | <b>Spring 2021 Data (overall and disaggregated)</b>  | <b>Summer 2021 Data (overall and disaggregated)</b>  |
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|  |  |  |   | <p><b>(number of students that earned Target (T), Acceptable (A) &amp; Unacceptable (U) ratings for a given measure and associated percentages that met or exceeded criterion)</b></p> <p><b>Criterion: 80% of students will obtain Target or Acceptable ratings for a given KPI measure</b></p> | <p><b>(number of students that earned Target (T), Acceptable (A) &amp; Unacceptable (U) ratings for a given measure and associated percentages that met or exceeded criterion)</b></p> <p><b>Criterion: 80% of students will obtain Target or Acceptable ratings for a given KPI measure</b></p> | <p><b>(number of students that earned Target (T), Acceptable (A) &amp; Unacceptable (U) ratings for a given measure and associated percentages that met or exceeded criterion)</b></p> <p><b>Criterion: 80% of students will obtain Target or Acceptable ratings for a given KPI measure</b></p> |

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| <b>CACREP 2016 Core Curricular Areas (2.F.1-8)</b>   |  |           |   |  |  |   |
| <b>1. Professional Counseling Orientation &amp; Ethical Practice</b>   |  |           |   |  |  |   |
| A. Students will demonstrate skill in identifying and resolving ethical dilemmas (aligns with standard 2.F.1.i).                                 | COUN 6230 – Legal & Ethical Issues in Counseling   | Beginning | Skill: Ethical dilemma case study<br><br>Assessment method: Rubric  |  |  | 30 Students: 30 T (100% met or exceeded criterion)<br><br><u>Gender</u><br>Male: 5 T<br>Female: 24 T<br>Trans/NonBinary: 1 T<br><br><u>Race</u><br>Caucasian: 27 T<br>African American: 2 T<br>Latino: 0<br>Asian: 1 T<br>Other: 0<br><br>No significant differences in KPI performance based on gender or race |
| B. Student will acquire knowledge of professional counselors, the counseling profession and ethical practice (aligns with standards 2.F.1.a & i) | COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; | End       | Knowledge: CPCE section pertaining to Professional Counseling Orientation & Ethical Practice is part of wholistic knowledge assessment of student at end of program (See “9. Wholistic Knowledge Assessment” below for results) |  |  |   |

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|  | Internship: School Counseling   |        | Assessment method:<br>Exam   |   |  |   |
| <b>2. Social &amp; Cultural Diversity</b>  |   |        |  |   |  |   |
| A. Students will have an appreciation of the unique contributions and concerns of diverse populations and will have the ability to work with all individuals to enhance and encourage their full participation in a pluralistic society (aligns with standard 2.F.2.a) | COUN 6210 – Multicultural Counseling  | Middle | Skill: Role play<br><br>Assessment method:<br>Rubric   |   |  | 31 students: 31 T (100% met or exceeded criterion)<br><br><u>Gender</u><br>Male: 8 T<br>Female: 23 T<br>Trans/NonBinary: 0<br><br><u>Race</u><br>Caucasian: 25 T<br>African American: 4 T<br>Latino: 1 T<br>Asian: 1 T<br>Other: 0<br><br>No significant differences in KPI performance based on gender or race |
|  | COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling;<br>Internship: Secondary School Counseling;<br>Internship: Elementary School Counseling;<br>Internship: School Counseling | End    | Knowledge: CPCE section pertaining to Social & Cultural Diversity is part of wholistic knowledge assessment of student at end of program (See “9. Wholistic Knowledge Assessment” below for results)<br><br>Assessment method:<br>Exam |   |  |   |
| <b>3. Human Growth &amp; Development</b>   |   |        |  |   |  |   |
| A. Students will acquire knowledge and skills to work with individuals across the lifespan (aligns with standard 2.F.3.a)  | COUN 6765 – Diagnosis & Treatment Planning in Counseling  | Middle | Skill: Case study homework<br><br>Assessment method:<br>Rubric   | 28 students – 28 T (100% met or exceeded criterion)<br><br><u>Gender</u><br>Male: 8 T<br>Female: 19 T<br>Trans/NonBinary: 1 T |  |   |
|  | COUN 6540, 6920, 6930 & 6940 – Internship: Clinical   | End    | Knowledge: CPCE section pertaining to Human Growth &   |   |  |   |



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|   | Mental Health Counseling;<br>Internship: Secondary School Counseling;<br>Internship: Elementary School Counseling;<br>Internship: School Counseling |        | Development is part of wholistic knowledge assessment of student at end of program (See “9. Wholistic Knowledge Assessment” below for results)<br><br>Assessment method: Exam | <u>Race</u><br>Caucasian: 23 T<br>African American: 1 T<br>Latino: 2 T<br>Asian: 1 T<br>Other: 1 T<br><br>No significant differences in KPI performance based on gender or race |  |   |
| <b>4. Career Development</b>  |   |        |   |   |  |   |
| A. Students will demonstrate basic skill in applying career development theories and models to the career counseling and decision making process (aligns with standard 2.F.4.a) | COUN 6150 – Career Counseling   | Middle | Skill: Career interview assignment<br><br>Assessment method: Rubric   |   |  | 27 students: 27 T (100% met or exceeded criterion)<br><br><u>Gender</u><br>Male: 8 T<br>Female: 18 T<br>Trans/NonBinary: 1 T<br><br><u>Race</u><br>Caucasian: 21 T<br>African American: 1 T<br>Latino: 2 T<br>Asian: 1 T<br>Other: 2 T<br><br>No significant differences in KPI performance based on gender or race |

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| B. Students will demonstrate knowledge of career development & counseling (aligns with standards 2.F.4.a, b & e).   | COUN 6540, 6920, 6930 & 6940 –<br>Internship: Clinical Mental Health Counseling;<br>Internship: Secondary School Counseling;<br>Internship: Elementary School Counseling;<br>Internship: School Counseling | End       | Knowledge: CPCE section pertaining to Career Development is part of wholistic knowledge assessment of student at end of program (See “9. Wholistic Knowledge Assessment” below for results)<br><br>Assessment method:<br>Exam |  |  |   |
| <b>5. Counseling &amp; Helping Relationships</b>  |  |           |   |  |  |   |
| A. Students will develop a professional counselor identity based on strengths, wellness, empowerment, prevention and early intervention (aligns with standards 2.F.5.a & j) | COUN 6230 –<br>Legal & Ethical Issues in Counseling  | Beginning | Knowledge: Final exam essay question - four beliefs underlying the counseling profession<br><br>Assessment method:<br>Rubric  |  |  | 30 Students: 30 T (100% met or exceeded criterion)<br><br><u>Gender</u><br>Male: 5 T<br>Female: 24 T<br>Trans/NonBinary: 1 T<br><br><u>Race</u><br>Caucasian: 27 T<br>African American: 2 T<br>Latino: 0<br>Asian: 1 T<br>Other: 0<br><br>No significant differences in KPI performance based on gender or race |

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| <p>B. Students will apply knowledge of counseling and helping relationships (standards 2.F.5.a &amp; g)</p>                      | <p>COUN 6270 – Practicum in Counseling</p>  | <p>Middle</p> | <p>Skill: Client counseling session review</p> <p>Assessment method:<br/>Rubric</p>   | <p>11 students: 7 T, 4 A (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 1 T<br/>Female: 5 T, 4 A<br/>Trans/NonBinary: 1 T</p> <p><u>Race</u><br/>Caucasian: 5 T, 2 A<br/>African American: 1 T, 1 A<br/>Latino: 1 T<br/>Asian: 0<br/>Other: 1 A</p> <p>No significant differences in KPI performance based on gender or race</p> | <p>15 students – 12 T; 3 A (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 5 T<br/>Female: 24 T<br/>Trans/NonBinary: 1 T</p> <p><u>Race</u><br/>Caucasian: 27 T<br/>African American: 2 T<br/>Latino: 0<br/>Asian: 1 T<br/>Other: 0</p> <p>No significant differences in KPI performance based on gender or race</p> |  |
| <p>C. Students will demonstrate knowledge of counseling helping relationships (aligns with standards 2.F.5.a, f, g &amp; h).</p> | <p>COUN 6540, 6920, 6930 &amp; 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling</p> | <p>End</p>    | <p>Knowledge: CPCE section pertaining to Counseling and Helping Relationships is part of wholistic knowledge assessment of student at end of program (See “9. Wholistic Knowledge Assessment” below for results)</p> <p>Assessment method:<br/>Exam</p> |   |  |  |
| <p><b>6. Group Counseling &amp; Group Work</b></p>   |   |               |   |   |  |  |

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| A. Students will demonstrate knowledge of group work (aligns with standard 2.F.6.a)                 | COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling | End    | Knowledge: CPCE section pertaining to Group Work is part of wholistic knowledge assessment of student at end of program (See “9. Wholistic Knowledge Assessment” below for results)<br><br>Assessment method: Exam |  |   |  |
| B. Students will demonstrate basic skills in facilitating groups (aligns with standard 2.F.6.d & h) | COUN 6170 – Group Counseling & Psychotherapy   | Middle | Skill: Performance as group leader with classmates<br><br>Assessment method: Rubric  | 12 students – 10 T, 2 A (100% met or exceeded criterion)<br><br><u>Gender</u><br>Male: 3 T<br>Female: 6 T, 2 A<br>Trans/NonBinary: 0<br><br><u>Race</u><br>Caucasian: 7 T, 1 A<br>African American: 1 T, 1 A<br>Latino: 1 T<br>Asian: 0<br>Other: 1 T<br><br>No significant differences in KPI performance based on gender or race | 10 students – 10 T (100% met or exceeded criterion)<br><br><u>Gender</u><br>Male: 4 T<br>Female: 6 T<br>Trans/NonBinary: 0<br><br><u>Race</u><br>Caucasian: 10 T<br>African American: 0<br>Latino: 0<br>Asian: 0<br>Other: 0<br><br>No significant differences in KPI performance based on gender or race |  |
| <b>7. Assessment &amp; Testing</b>  |  |        |  |  |   |  |

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| A. Students will demonstrate knowledge and skill pertaining to assessment & testing in counseling (aligns with standards 2.F.7.h & i). | COUN 6840 – Measurement & Appraisal in Counseling  | Beginning | <p>Skill: Application of Tests/Assessment Procedures assignment</p> <p>Assessment method: Rubric</p>  |  | <p>22 students – 22 T (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 5 T<br/>Female: 16 T<br/>Trans/NonBinary: 1 T</p> <p><u>Race</u><br/>Caucasian: 18 T<br/>African American: 2 T<br/>Latino: 1 T<br/>Asian: 0<br/>Other: 1 T</p> <p>No significant differences in KPI performance based on gender or race</p> | <p>12 students: 11 T; 1 U (92% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 4 T<br/>Female: 7 T; 1 U<br/>Trans/NonBinary: 0</p> <p><u>Race</u><br/>Caucasian: 9 T; 1 U<br/>African American: 1 T<br/>Latino: 1 T<br/>Asian: 0<br/>Other: 0</p> <p>No significant differences in KPI performance based on gender or race</p> |
|  | COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling | End       | <p>Knowledge: CPCE section pertaining to Assessment &amp; Testing is part of wholistic knowledge assessment of student at end of program (See “9. Wholistic Knowledge Assessment” below for results)</p> <p>Assessment method: Exam</p> |  |   |  |
| <b>8. Research &amp; Program Evaluation</b>  |  |           |   |  |   |  |

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| <p>A. Students will evidence commitment to the practitioner-scholar role and to ongoing professional development (aligns with standards 2.F.8.a &amp; f)</p> | <p>COUN 6610 – Introduction to Counseling Research</p>  | <p>Middle</p> | <p>Skill: Mini Course Proposal Assignment or Group Research Project (depending on size of class)</p> <p>Assessment method: Rubric</p>  | <p>6 students: 5 T, 1 A (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 1 T<br/>Female: 2 T, 1 A<br/>Trans/NonBinary: 2 T</p>  | <p>21 students – 21 T (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 4 T<br/>Female: 15 T<br/>Trans/NonBinary: 2 T</p>   |  |
| <p>B. Students will demonstrate knowledge of research and program evaluation (aligns with standard 2.F.8.f, g &amp; h)</p>                                   | <p>COUN 6540, 6920, 6930 &amp; 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling</p> | <p>End</p>    | <p>Knowledge: CPCE section pertaining to Research &amp; Program Evaluation is part of wholistic knowledge assessment of student at end of program (See “9. Wholistic Knowledge Assessment” below for results)</p> <p>Assessment method: Exam</p> | <p><u>Race</u><br/>Caucasian: 4 T<br/>African American: 1 T<br/>Latino: 0<br/>Asian: 0<br/>Other: 1 A</p> <p>No significant differences in KPI performance based on gender or race</p> | <p><u>Race</u><br/>Caucasian: 18 T<br/>African American: 2 T<br/>Latino: 0<br/>Asian: 0<br/>Other: 1 T</p> <p>No significant differences in KPI performance based on gender or race</p> |  |
| <p><b>9. Wholistic Knowledge Assessment (based on 8 core areas above as measured with CPCE at end of graduate program)</b></p>                               |   |               |  |  |   |  |
|  | <p>COUN 6540, 6920, 6930 &amp; 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling;</p>                               |               | <p>Knowledge: CPCE - eight sections that are assessed on test / wholistic knowledge assessment of student at end of program</p> <p>Assessment method: Exam</p>   |  |   | <p>CPCE percentage scores using student data from results from Fall '20, Spring '21 &amp; Summer '21</p> <p>(Criterion: 80% of students will meet or exceed a cutoff percentage score of</p> |

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|  | <p>Internship: School Counseling</p> |  |  |  |  | <p>53% on the CPCE, which is equivalent to one standard deviation below the mean score of counseling students across the United States that took the test as an exit/comprehensive exam)</p> <p>9 out of 11 students met or exceeded the cutoff score</p> <p>Percentage of students that met or exceeded cutoff score: 82%</p> <p>Percentage of students that did not meet or exceed cutoff score: 18%</p> <p><u>Student percentage scores</u></p> <p>Student A – 50% (10/8/20) – Did not exceed cutoff</p> <p>Student B – 68% (3/10/21) – Exceeded cutoff</p> |
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|  |  |  |  |  |  | <p>Student C – 55%<br/>(4/3/21) -<br/>Exceeded cutoff</p> <p>Student D – 88%<br/>(4/12/21) -<br/>Exceeded cutoff</p> <p>Student E – 79%<br/>(4/1/21) -<br/>Exceeded cutoff</p> <p>Student F– 58%<br/>(4/6/21) -<br/>Exceeded cutoff</p> <p>Student G– 71%<br/>(4/12/21) -<br/>Exceeded cutoff</p> <p>Student H – 65%<br/>(4/12/21) -<br/>Exceeded cutoff</p> <p>Student I – 55%<br/>(4/7/21) -<br/>Exceeded cutoff</p> <p>Student J – 71%<br/>(6/30/21) -<br/>Exceeded cutoff</p> <p>Student K – 50%<br/>(7/14/21) - Did not<br/>exceed cutoff</p> <p><u>Gender</u><br/>* Male: 2 met<br/>cutoff</p> |
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|  |  |           |   |  |   | <p>* Female: 6 met cutoff, 2 did not meet cutoff<br/>*</p> <p>Trans/NonBinary:<br/>1 met cutoff</p> <p><u>Race</u><br/>* Caucasian: 8 met cut off, 2 did not meet cut off<br/>* African American: 0<br/>* Latino: 0<br/>* Asian: 0<br/>* Other: 1 did not meet cut off</p> <p>No significant differences in KPI performance based on gender or race</p> |
| <b><i>CACREP 2016 Specialty Areas (Clinical Mental Health Counseling – 5.C &amp; School Counseling – 5.G)</i></b>  |  |           |   |  |   |   |
| <b>10. Clinical Mental Health Counseling</b>   |  |           |   |  |   |   |
| A. Students in the Clinical Mental Health Counseling concentration will learn how to plan, implement, and evaluate evidence-based programs and treatment procedures that are designed to treat psychopathology and | COUN 5655 – Foundations of Clinical Mental Health Counseling | Beginning | <p>Knowledge:<br/>Community-Based Program Proposal</p> <p>Assessment method:<br/>Rubric</p> |  | 20 students – 20 T (100% met or exceeded criterion) | <p><u>Gender</u><br/>Male: 4 T<br/>Female: 13 T</p>   |

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| <p>promote optimal mental health<br/>(aligns with standards 5.C.3.a &amp; b)</p> |  |            |   |   | <p>Trans/NonBinary:<br/>3 T</p> <p><u>Race</u><br/>Caucasian: 15 T<br/>African American:<br/>2 T<br/>Latino: 0<br/>Asian: 2 T<br/>Other: 1 T</p> <p>No significant<br/>differences in KPI<br/>performance based<br/>on gender or race</p>   |  |
|  | <p>COUN 6540 –<br/>Internship: Clinical<br/>Mental Health<br/>Counseling</p> | <p>End</p> | <p>Skill: Final site<br/>supervisor evaluation<br/>ratings + internship<br/>professor evaluation</p> <p>Assessment method:<br/>Rubric</p> | <p>5 students – 5 T<br/>(100% met or<br/>exceeded criterion)</p> <p><u>Gender</u><br/>Male: 3 T<br/>Female: 2 T<br/>Trans/NonBinary:<br/>0</p> <p><u>Race</u><br/>Caucasian: 4 T<br/>African American:<br/>1 T<br/>Latino: 0<br/>Asian: 0<br/>Other: 0</p> <p>No significant<br/>differences in KPI<br/>performance based<br/>on gender or race</p> | <p>7 students – 7 T<br/>(100% met or<br/>exceeded criterion)</p> <p><u>Gender</u><br/>Male: 2 T<br/>Female: 5 T<br/>Trans/NonBinary:<br/>0</p> <p><u>Race</u><br/>Caucasian: 5 T<br/>African American:<br/>0<br/>Latino: 1<br/>Asian: 0<br/>Other: 1 T</p> <p>No significant<br/>differences in KPI<br/>performance based<br/>on gender or race</p> | <p>10 Students: 8 T; 2<br/>A (100% met or<br/>exceeded criterion)</p> <p><u>Gender</u><br/>Male: 1 T<br/>Female: 7 T; 2 A<br/>Trans/NonBinary:<br/>0</p> <p><u>Race</u><br/>Caucasian: 5 T; 2<br/>A<br/>African American:<br/>1 T<br/>Latino: 0<br/>Asian: 0<br/>Other: 2 T</p> <p>No significant<br/>differences in KPI<br/>performance based<br/>on gender or race</p> |

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|---|--|-----------|---|--|--|--|
| <b>11. School Counseling</b>  |  |           |   |  |  |  |
| A. Students in the School Counseling concentration will learn how to plan, implement, and evaluate comprehensive school counseling programs that are designed to facilitate the academic, career, and personal/social development of all students as lifelong learners in a pluralistic society (aligns with standards 5.G.3.b & f) | COUN 6160 – Foundations of School Counseling   | Beginning | <p>Knowledge: Comprehensive School Counseling Proposal</p> <p>Assessment method: Exam</p>                                 |  | <p>14 students – 13 T, 1 A (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 1 T<br/>Female: 12 T, 1 A<br/>Trans/NonBinary: 0</p> <p><u>Race</u><br/>Caucasian: 12 T, 1 A<br/>African American: 1 T<br/>Latino: 0<br/>Asian: 0<br/>Other: 0</p> <p>No significant differences in KPI performance based on gender or race</p> |  |
|   | COUN 6920 (Internship: Secondary School Counseling), COUN 6930 (Internship: Elementary School Counseling) or COUN 6940 (Internship: School Counseling) | End       | <p>Skill: Final site supervisor evaluation ratings + internship professor evaluation</p> <p>Assessment method: Rubric</p> | <p>3 students – 3 T (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 0<br/>Female: 3 T<br/>Trans/NonBinary: 0</p> <p><u>Race</u><br/>Caucasian: 3 T</p> | <p>10 students: 9 T, 1 A (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>Male: 1 T<br/>Female: 7 T, 1 A<br/>Trans/NonBinary: 1 T</p> <p><u>Race</u><br/>Caucasian: 9 T</p>   |  |

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|--|--|---------------|--|--|--|--|
|  |  |               |  | <p>African American: 0<br/>         Latino: 0<br/>         Asian: 0<br/>         Other: 0</p> <p>No significant differences in KPI performance based on gender or race</p> | <p>African American: 1 T<br/>         Latino: 0<br/>         Asian: 0<br/>         Other: 0</p> <p>No significant differences in KPI performance based on gender or race</p>   |  |
| <p><i>Program-specific (non-CACREP) goal/KPI</i></p> <p><b>12. Trauma-Informed Perspective</b></p>   |  |               |  |  |  |  |
| <p>A. Students will acquire trauma-focused knowledge and skills to apply in their work with students, clients and other relevant people.</p> | <p>COUN 6886 (Trauma-Focused Assessment and Treatment of Children and Adolescents)</p> | <p>Middle</p> | <p>Knowledge &amp; Skills:<br/>         Final case study homework assignment</p> <p>Assessment method:<br/>         Rubric</p> |  | <p>27 students – 21 T, 6 A (100% met or exceeded criterion)</p> <p><u>Gender</u><br/>         Male: 6 T<br/>         Female: 15 T, 5 A<br/>         Trans/NonBinary: 1 T</p> <p><u>Race</u><br/>         Caucasian: 16 T, 6 A<br/>         African American: 2 T<br/>         Latino: 2 T<br/>         Asian: 0<br/>         Other: 1 T</p> <p>No significant differences in KPI performance based on gender or race</p> |  |

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Professional Counseling students met or exceeded the criterion in all areas that were assessed, which demonstrates that they are learning the knowledge and skills required to develop into competent helping professionals.

**Professional Dispositions**

As discussed previously, College of Education faculty are required to complete dispositions on all students in all classes at the end of the semester throughout the course of their programs. Six dispositions that were originally identified as valued characteristics of students in the College of Education – primarily teacher education students – were retained by Professional Counseling faculty, but the rubric descriptions were re-written so they aligned with desired qualities of counseling students. Those six dispositions are Collaborative, Ethical, Professional, Reflective, Self-Directed & Critical Thinker. A scoring rubric is used to evaluate students using the following rating system:

3 = Target, 2 = Acceptable and 1 = Unacceptable.

While dispositions are not a KPI the Professional Counseling faculty recognizes the role they play in the development of a professional counselor identity and subsequently set a standard in which students would achieve at a high level along these lines. In particular, 80% of the students are required to obtain sets of dispositions scores that are in the Target and/or Acceptable range (i.e., no disposition will be rated as Unacceptable within a set of scores). (Note: A set is comprised of six rubric score ratings corresponding to the Collaborative, Ethical, Professional, Reflective, Self-Directed & Critical Thinker dispositions.) The results for the 2020-21 academic year are as follows:

(next page)

| Semester               | Number of Students | Number & Percentage of Students with Sets of Dispositions Ratings that ONLY Fall in the Target and/or Acceptable Range | Number & Percentage of Students with Sets of Dispositions Ratings that Fall in the Target, Acceptable AND/OR Unacceptable Range | Criterion Percentage Met? |
|------------------------|--------------------|--|---|---------------------------|
| Fall '20               | 70                 | 68 (97%)   | 2 (3%)  | Yes                       |
| Spring '21             | 84                 | 81 (96%)   | 3 (4%)  | Yes                       |
| Summer '21             | 72                 | 68 (94%)   | 4 (6%)  | Yes                       |
| <b>2020-21 Average</b> | <b>75.33</b>       | <b>72.33 (95.67%)</b>  | <b>3 (4.33%)</b>  |                           |

Virtually all of the Professional Counseling students (i.e., 95.67%) were assigned Target and/or Acceptable rubric score ratings in all courses during the 2020-21 academic year. This is well beyond the 80% criterion; the goal was achieved.

**Program Evaluation & Modification Efforts**

The Professional Counseling faculty engages in an ongoing process of program evaluation. The feedback they receive from students, supervisors and employers; the discussions and recommendations of the advisory board; and self-evaluations all inform program modifications that occur continuously.

Transition to a Trauma-Informed Counseling Program

Professional Counseling faculty came to realize (based on exit survey data and site supervisor feedback) that practicum students and interns were serving a high proportion of clients who had experienced trauma in the past (or currently). As such, they decided to make this a point of emphasis by becoming a trauma-informed program during the 2017-18 academic year. In doing so, they made it a goal to infuse trauma content into every class and incorporate trauma interventions into skills courses within a year. Also, faculty developed a couple of new courses to reflect the program’s new trauma emphasis and made some substantial revisions to another course resulting in a title change. Still, every course in the program contained trauma content and the goal of updating the program was accomplished by the end of the 2018-19 academic year.

| <b>Old Course That Was Deleted from Curriculum or Revised</b>  | <b>New or Revised Course</b>  |
|--|---|
| Psychopharmacology – deleted (Clinical Mental Health Counseling students) and Consultation – deleted (School Counseling students) (content from these courses incorporated into other courses) | Foundations of Trauma and Crisis in Counseling - new                      |
| Play Therapy: Theory and Practice - deleted  | Trauma-Focused Assessment and Treatment of Children and Adolescents - new |
| Assessment and Treatment of Addictions - revised   | Trauma-Informed Assessment and Treatment of Addictions - revised          |
|  |   |

As part of the transition to operating as a trauma-informed program, Professional Counseling faculty brought in prominent trauma professionals to conduct EMDR and brain spotting trainings to MTSU students, faculty and professionals in the community starting in 2018.

Finally, when interviewing applicants for the program faculty ask them about their interest in being trained in a trauma-informed program so as to ensure goodness of fit.

Establishment and Evaluation of Key Performance Indicators and Use of Data to Inform Program Modifications

With regard to KPIs, Professional Counseling faculty have established a criterion in which 80% of the students will achieve each knowledge and skill KPI. An analysis of the KPI results for academic year 2020-21 indicate that this criterion was met across the board (previous table starting on page 6). It is worth noting, however, that students have had difficulty achieving the knowledge outcome (as measured with the CPCE exam) in the past. This has been a point of emphasis with regard to program modification efforts. More specific information pertaining to what faculty have done to improve knowledge outcomes are addressed in the table below.

Another point of emphasis for several years has been to recruit more students from underrepresented groups. All Professional Counseling faculty have made presentations in the Seminar in Careers in Psychology undergraduate class to discuss the program and encouraged students to apply. It is estimated that between 15 and 20% of the students in these classes are from underrepresented (primarily African American) groups. Also, Dr. Michelle Stevens has taught the Perspectives on Black Psychology – an undergraduate psychology class that is predominantly taken by underrepresented groups – while Professor Shannon Black (adjunct instructor) teaches undergraduate psychology courses. Both professors have recruited students from underrepresented groups (racial/ethnic; LGBTQ) to the counseling program. Finally, Drs. Quarto and Stevens have made numerous presentations to psychology students in a senior seminar course at Tennessee State University – a historically black college and university – regarding the program and have encouraged them to apply. All these efforts have paid off with regard to increasing the number of students from underrepresented groups in the program. More specific information can be found in the table below.

The following table demonstrates how program evaluation data has been used to inform program modifications and improvements:

| <b>Criterion/Desired Program Outcome</b>  | <b>Previous Result / Data</b>  | <b>Program Modifications/Efforts to Improve Program</b>  | <b>New Result/Data</b>  |
|---|--|--|---|
| 80% of students will meet or exceed the cutoff percentage score on the CPCE exam during the 2020-21 academic year (knowledge KPI) | Dating back to 2018, 76% of students passed the CPCE exam and 24% did not pass (CPCEDataAnalysis.2009Student LearningOutcomes.6.29.21 document). | Required tests in the Theories & Techniques of Counseling class<br><br>Switched to a different textbook in Multicultural Counseling class. Also, quizzes were administered to assess knowledge of textbook material. | 82% of students passed the CPCE exam during the 2020-21 academic year;<br><br>Criterion/program outcome was met |



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|--|--|--|---|
|  |  | <p>Switched Measurement &amp; Appraisal in Counseling class from a totally online to hybrid course to provide in-person instruction to students on content with which they struggle most on the CPCE exam (basic statistics, reliability &amp; validity)</p> <p>Based on feedback from students who passed the CPCE exam in previous years faculty strongly encouraged students to use the Encyclopedia of Counseling to prepare for the exam.</p> <p>Professor Feck held CPCE exam study sessions for students.</p> |   |
| <p>The number of students from underrepresented groups will increase by 10% during the 2020-21 academic year</p> | <p>Based on university generated program data for race/ethnicity + program data regarding gender identity the breakdowns are as follows for students that were admitted into the program and enrolled during the 2019-20 academic year:</p> <p>African American - 8<br/> American Indian - 1<br/> Asian American - 2<br/> Hispanic - 3<br/> Two or more - 2<br/> Transgender/Nonbinary – 1</p> <p>Total - 17</p> | <p>Recruitment talks with undergraduate students in psychology classes (MTSU and TSU) to apply to program</p> <p>Efforts to retain students from underrepresented groups via advising and mentoring program through Chi Sigma Iota</p>   | <p>Based on university generated program data for race/ethnicity + program data regarding gender identity the breakdowns are as follows for students that were admitted into the program and enrolled during the 2020-21 academic year:</p> <p>African American - 12<br/> American Indian - 1<br/> Asian American - 2<br/> Hispanic - 3<br/> Two or more - 0<br/> Transgender/Nonbinary – 3</p> <p>Total – 21</p> <p>* 20% increase in number of students from underrepresented groups</p> <p>Criterion/program outcome was met</p> |

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As can be seen in the table above, Professional Counseling faculty have been able to improve the program in key areas based on a) an analysis of data in which they identified areas for improvement and b) putting together a plan and implementing it to strengthen the program. This demonstrates the faculty's ability to "close the loop." Program evaluation efforts will continue as the program moves forward.