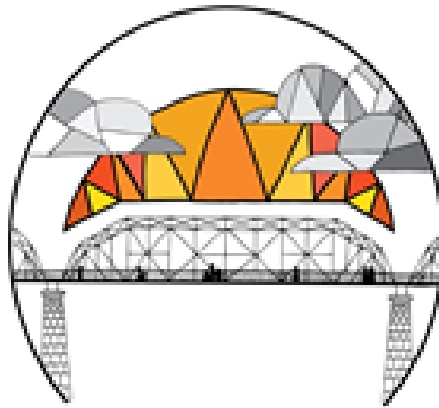


UTC Counselor Education Program Report  
2023-2024



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*
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- I. **Program Updates**

### ***CACREP Updates:***

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

Faculty Updates: A Faculty Search was conducted during the Fall 2023 semester for a Tenure Track Assistant Professor of Counselor Education. The position garnered a wide array of interest which ultimately culminated four on campus interviews. Upon conclusion of the search process the position was offered to Dr. Alexandra Frank, who accepted the position and will serve as a new Assistant Professor and School Counseling Coordinator starting August 1<sup>st</sup>, 2024.

### **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 6, 2022)

### **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 is currently transitioning between assessment software (LiveText to Tevera), so each assignment is assessed individually on each signature assignment (sample report provided below), though cannot yet be aggregated over time as there is not enough data embedded in Tevera.

**Use of Results:** In subsequent reports, the use of aggregate data will be utilized to analyze and identify individuals who are falling below the threshold of one standard deviation below the program mean. Over the past two years the UTC Counselor Education Program has been transitioning to assessment management software (Tevera), so there have been some shifts in data due to onboarding of the new cohorts of students, faculty adjustments in the grading system, and software adjustment in general. Transition and utilization of Tevera, and adjustments in our KPI's are addressed individually at faculty meetings over the course of the academic year.

**B. Counselor Preparation Comprehensive Examination (CPCE)**

**Expectation:** Students will perform no less than 1 standard deviation below the mean when compared to national scores for programs that use the CPCE for “exit exam process” for that temporal testing period.

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. 21 students took the CPCE (forms: 100123 (n=1), 100223(n=3), 100A24 (n=17)) during academic year of 2023-2024.

Table 1 presents the summary results of the Counselor program candidates’ performance on the CPCE from September 2023 to June 2024. 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%>=BM) as well as at each of eight core areas (88.9%>=BM) comparing to the national performance.

**Table 1:** Summary Results of CPCE Scores for Examinees

CPCE Section*	Items	UTC Counselor Education					
		N	Min.	Max.	Mean	SD	% >=BM
<b>MED Counseling: Clinical Mental Health</b>							
C1	17	18	8	15	12.78	2.02	94.4
C2	17	18	7	13	11.56	1.54	94.4
C3	17	18	8	15	12.33	1.85	94.4
C4	17	18	8	17	11.33	2.33	100.0
C5	17	18	8	16	12.50	2.36	88.9
C6	17	18	7	15	11.61	2.12	94.4
C7	17	18	8	15	11.50	2.09	100.0
C8	17	18	7	14	11.89	1.75	94.4
<b>Total Score</b>	All	18	80	112	95.50	10.10	100.0
<b>MED Counseling: School</b>							
C1	17	3	11	14	13.00	1.73	100.0
C2	17	3	9	14	11.00	2.65	100.0
C3	17	3	11	15	12.67	2.08	100.0
C4	17	3	10	15	12.67	2.52	100.0

C5	17	3	9	13	11.33	2.08	100.0
C6	17	3	10	14	11.67	2.08	100.0
C7	17	3	8	14	11.33	3.06	100.0
C8	17	3	8	12	10.33	2.08	100.0
<b>Total Score</b>	<b>All</b>	3	88	105	94.00	9.54	<b>100.0</b>

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 students who completed the CPCE received the program's expected benchmark score.

### 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<sup>1,2</sup>.

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 2023-2024. 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 2023-24 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

<b>Test Year</b>	<b>N of Takers</b>	<b>N of Passed</b>	<b>Pass Rates (%)</b>
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

**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 2023-2024: For the 2022 cohort, each student met the required benchmark for Fall 2023 (M= 3.6, SD= 0.49) as the majority entered practicum the following spring. Similarly, the majority of the cohort again met the benchmarks as they progressed through practicum in Spring 2024 (M=4.3, SD=0.63) with one student requiring a remediation plan. In the 2023 cohort, most students the required benchmarks in their first semester of enrollment during Fall 2023 (M=1.1, SD=0.35), with one student requiring a remediation plan. Similar to the 2022 cohort, this group made significant gains in their review as they progressed through the Spring 2024 semester (M=3.4, SD=0.45). To date, one of these students required remediation and an informal intervention was provided to bring concerns to their awareness.

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 more variability in the administration of the Professional Fitness System, largely due remediation concerns. Ultimately, the professional fitness process provides a structured tool to identify remediation needs of students and execute the process effectively.

## **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.

Counselor Ed Program Report\_22-24 (1)  
1 page

Term	Headcount	Mean Credits Earned	Mean Term GPA	Mean Overall GPA	Total Graduated	% Graduated	Total Retained	% Retained
<b>Fall 2022</b>	<b>60</b>	<b>8.7</b>	<b>3.98</b>	<b>3.98</b>	<b>4</b>	<b>6.7%</b>	<b>49</b>	<b>87.5%</b>
Clinical Mental Health Counseling	45	8.7	3.98	3.98	4	8.9%	34	82.9%
School Counseling	15	8.8	3.98	3.98	0	0%	15	100%
<b>Spring 2023</b>	<b>49</b>	<b>10</b>	<b>4.00</b>	<b>3.98</b>	<b>10</b>	<b>20.4%</b>	<b>38</b>	<b>97.4%</b>
Clinical Mental Health Counseling	34	9.9	4.00	3.97	6	17.6%	28	100%
School Counseling	15	10.2	4.00	3.98	4	26.7%	10	90.9%
<b>Fall 2023</b>	<b>61</b>	<b>9.3</b>	<b>3.95</b>	<b>3.94</b>	<b>15</b>	<b>24.6%</b>	<b>45</b>	<b>73.8%</b>
Clinical Mental Health Counseling	48	9.3	3.94	3.93	10	20.8%	37	77.1%
School Counseling	13	9.5	3.98	3.97	5	38.5%	8	61.5%
<b>Spring 2024</b>	<b>46</b>	<b>11.3</b>	<b>3.99</b>	<b>3.97</b>	<b>5</b>	<b>10.9%</b>	<b>39</b>	<b>84.8%</b>
Clinical Mental Health Counseling	37	11.4	3.99	3.97	4	10.8%	31	83.8%
School Counseling	9	11.3	4.00	3.98	1	11.1%	8	88.9%

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



## **Student Class Performance**

Student Performance in CACREP Eight Core Areas: Counselor Education program faculty developed signature assignment/assessments incorporated into classes to measure student performance in eight core areas across the course of students' enrollment in the program. The majority course rubric indicators were rated using three performance levels: (Below Expectations, Meet Expectations, and Exceeds Expectations) and were scored as 1, 2, and 3, respectively. In the shift to new assessment software, reports will be individualized by assignment, as generated by our assessment software. Attached below is a sample of an individual assessment report for a signature assignment over the last academic year. Similar, assessment reports are utilized across the curriculum to ensure students are meeting standards set forth by the program.

# Group Rubric Analysis



Program: Counseling  
 Rubric: UTC Master Rubric 2 UTC- COUN-1021  
 Dates: 1/1/23-12/31/23

Total Students Being Assessed: 22

CRITERIA LEVEL COUNTS							
Criteria	Meets Expectations	1	Below Expectations	0	Mean	Mode	Stddev
Utilizes 5 peerreviewed articles that align with the... 1 2016 - 2.F.1.b, 2016 - 2.F.1.c, 2016 - 2.F.1.e, 2016 - 2.F.1.d, 2016 - 2.F.1.j		22		0	1.00	1	0.00
Summary of central theme of articles 2		22		0	1.00	1	0.00
APA Style & Word Limit 3		17		5	0.77	1	0.42
Counselor's Body Language 4 2016 - 2.F.5.f, 2016 - 2.F.5.g, 2016 - 2.F.7.m		0		0	0.00	0	0.00
Invitational Skills 5 2016 - 2.F.5.f, 2016 - 2.F.5.g, 2016 - 2.F.7.m, 2016 - 2.F.2.c, 2016 - 2.F.2.d, 2016 - 2.F.5.a, 2016 - 2.F.5.b, 2016 - 2.F.5.j, 2016 - 2.F.5.n		0		0	0.00	0	0.00
Paraphrasing 6 2016 - 2.F.5.f, 2016 - 2.F.5.g, 2016 - 2.F.7.m, 2016 - 2.F.2.c, 2016 - 2.F.2.d, 2016 - 2.F.5.a, 2016 - 2.F.5.b, 2016 - 2.F.5.j, 2016 - 2.F.5.n		0		0	0.00	0	0.00
Reflection Feeling and Content 7 2016 - 2.F.5.f, 2016 - 2.F.5.g, 2016 - 2.F.7.m, 2016 - 2.F.2.c, 2016 - 2.F.2.d, 2016 - 2.F.5.a, 2016 - 2.F.5.b, 2016 - 2.F.5.j, 2016 - 2.F.5.n, 2016 - 2.F.2.b		0		0	0.00	0	0.00
Reflecting Meaning 8 2016 - 2.F.5.f, 2016 - 2.F.5.g, 2016 - 2.F.7.m, 2016 - 2.F.2.c, 2016 - 2.F.2.d, 2016 - 2.F.5.a, 2016 - 2.F.5.b, 2016 - 2.F.5.j, 2016 - 2.F.5.n, 2016 - 2.F.2.b		0		0	0.00	0	0.00

## **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 23-24 academic year evaluations continue to be strong (3.92 out 4) for our current site placements and there were no concerns regarding specific supervisors and/or site placements for the current academic year.

## **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 2023-2024 school year graduates are summarized below.

### ***Findings for 2023-2024:***

Program areas of strength:

- Practicum- actually getting started doing the work, especially the recordings. It was helpful to show what I was doing and get feedback on it.
- Group counseling class was incredible. The buy in is everything. I got out what I put into the program. The comradery and connection. The classroom environments were freeing and let us speak our mind.
- The classes that were practical based (vs content) skills, theories, practicum, and internship. Problem based assignments were better.
- All of the discussions that we have had in classes. It was not just lecture focused. That is where my views have been challenged and helped me take perspectives into consideration.
- I had so many. I was so afraid of starting practicum and internship; Dr. Oberheim made us feel so comfortable and supported. It really built my confidence.

Program areas needing improvement:

- Asynchronous online classes were my least favorite. It is more helpful to have in a class setting. Even some zoom discussions would be better. I was sad that the Crisis class was asynchronous. I would prefer it face to face.
- Back when I was signing up for practicum, that year in general was chaotic.
- The late nights were hard, but that is just a part of it. It accommodates the graduate student life. It was exhausting, but necessary. I don't think I would change it though.
- I wish there were opportunities closer to practicum/internship for skills practices. Either a program for once per week skills meet ups or if there were more skills practice opportunities after skills.
- Group Advisement would be wonderful to have more heads up, and would be beneficial to have more of them. The timing of it wasn't really great

### *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 any online/hybrid offerings, and work to develop a better schedule for group advisement opportunities and support during searches for practicum/internship placements.

### **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.
- UTC was well represented at the Annual TCA Conference, with current masters students winning both 1<sup>st</sup> and 3<sup>rd</sup> place in the TCA Graduate Student Poster Competition.
- Programmatic Assessment Data- This is the second year of a three year transition from LiveText to Tevera to manage our programmatic assessment data. In an effort to mitigate costs, the UTC Counselor Education Program instituted a phased

transition (allowing those who already purchased LiveText to retain it, while having new students move to Tevera). By the end of next year, all programmatic assessment data should be encapsulated in Tevera.