



## M.A. Counseling Program 2020-2021 Annual Report

### Vital Statistics

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publicly available each year.

	CMHC	SC	CF*
<b>Currently enrolled students</b>	48	21	7
<b>Graduates in 2020-2021</b>	12	3	3
<b>Program completion rate</b>	94%	91%	100%
<b>Employment rate</b>	100%	100%	100%
<b>National Counselor Examination Pass</b>	100% (10/10)	100% (1/1)	100% (1/1)
<b>Professional School Counselor PRAXIS Pass</b>	n/a	100% (6/6)	n/a

Reports generated for Summer 2020, Fall 2020, and Spring 2021

CMHC = MA in Clinical Mental Health Counseling, SC = MA in School Counseling, CF = Couples and Family Concentration

Program completion rate is computed on a rolling basis and indicates students who completed degree requirements within expected time to degree (2-3 years for full-time MA students; 3-4 years for part-time MA students)

Employment rate indicates students who report obtaining desired employment or engaged in full-time academic study within six months of graduation.

## **Major Program Activities**

During the 2020-2021 Academic Year (AY20-21), the program faculty:

- Transitioned to 2016 CACREP Standards, which included implementing new Key Performance Indicators (KPIs) into core and concentration-specific courses for the MA – CMHC and MA – SC degrees.
- Implemented a new data-tracking system, Tevera, to coordinate collection of KPI and field experience data.
- Discontinued the CF and CCSA concentrations due to low enrollment. The CF and CCSA concentration-specific courses are still available to CMHC and SC students as electives beginning AY20-21 and new students may enroll in either CMHC or SC concentrations. This substantive change was accepted by CACREP in July 2020.
- Transitioned from the use of the Counselor Preparation Comprehensive Examination (CPCE) to the Counselor Education Comprehensive Examination (CECE) to reduce student costs and increase accessibility to the exam.
- Successfully hired two new Assistant Professors as core faculty within the SC concentration (effective Fall 2021).
- Navigated ongoing remote course delivery and extensive field site coordination challenges due to COVID-19. ETSU maintained remote course delivery throughout AY20-21.

## **Sources of Data**

The following sources of data were utilized in developing this report:

- Student performance on the Counselor Preparation Comprehensive Exam (CPCE) and Counselor Education Comprehensive Examination (CECE)
- Student performance on practicum and internship ratings from instructors and site supervisors
- Alumni follow-up surveys
- Employer follow-up surveys
- Graduate performance on the National Counselor Examination (NCE)
- Graduate performance on the Professional School Counselor Praxis Examination (SC-Praxis)
- Climate assessments
- Reports from advisory board
- Faculty observations and discussions during the course of AY20-21 and the annual planning retreat held prior to each fall semester

## MA Program Evaluation Findings

*Note: Unless otherwise indicated, all rubrics and evaluation forms are completed using a 5-point scale where 0 = Not Observed, 1 = Harmful, 2 = Below Expectations, 3 = Near Expectations, 4 = Meets Expectations, and 5 = Exceeds Expectations. These ratings are completed based on the student's expected level of performance based on developmental level and progression within the program.*

### **Objective 1: Students will demonstrate development of an identity as a professional counselor/school counselor, which includes knowledge of ethical and legal standards and licensure/credentialing requirements specific to clinical mental health and/or school counseling.**

- The program used the Counselor Preparation Comprehensive Exam (CPCE) as an exit examination and a key performance indicator (KPI) for Fall 2020, and the Counselor Education Comprehensive Exam (CECE) beginning in Spring 2021. The comprehensive exit exam is given three times per year (Fall, Spring, Summer). A total of seven students sat for the CPCE examination in Fall 2020 and nine students sat for the CECE examination during Spring and Summer 2021. Scores were converted to Z-scores using the ETSU and national means so that a score of 0 indicates performance at the national mean, and positive or negative values indicate distance from the national standard deviation.
  - The mean score on the CPCE (administered Fall 2020) was 0.3 SD below the national mean (ETSU  $M = 78.1$ , national  $M = 82.1$ , national  $SD = 13.4$ ). Six out of seven (86%) students passed on initial administration, the remaining student passed initial attempts at a written/remediation examination. All scored well within one  $SD$  of the national mean, and it is of note that these students were in many of the key didactic courses relevant to this exam during Spring 2020 and experienced significant disruption in learning due to COVID-19.
    - Professional Counseling Orientation and Ethical Practice ( $M = 9.9$ , z-score = -0.37)
    - Social and Cultural Diversity ( $M = 7.4$ , z-score = -0.68)
    - Human Growth and Development ( $M = 9.6$ , z-score = -0.35)
    - Career Development ( $M = 11$ , z-score = 0.33)
    - Counseling and Helping Relationships ( $M = 9.9$ , z-score = -0.16)
    - Group Counseling and Group Work ( $M = 12.3$ , z-score = 0.08)
    - Assessment and Testing ( $M = 8.4$ , z-score = -0.45)
    - Research and Program Evaluation ( $M = 9.7$ , z-score = -0.3)
  - The mean score on the CECE (administered Spring and Summer 2021) was .04 SD below the national mean (ETSU  $M = 72.89$ , national  $M = 73.4$ , national  $SD = 13.13$ ), and 100% of students passed on initial administration. Scores on the CECE indicated average scores falling within 1 SD of the mean across all areas. Students showed strengths in Human Development ( $M = 9.56$ , z-score = 0.03), Social and Cultural Diversity ( $M = 11.78$ , z-score = 0.24), Group Counseling ( $M = 8.78$ , z-score = 0.11), and Appraisal ( $M = 8.22$ , z-score = 0.08). Scores fell slightly below the mean for Helping Relationships ( $M = 8.78$ , z-score = -0.43),

Career Counseling ( $M = 9$ ,  $z$ -score =  $-0.40$ ), Research and Program Evaluation ( $M = 7.33$ ,  $z$ -score =  $-0.06$ ), and Professional Orientation and Ethical Practice ( $M = 8.44$ ,  $z$ -score =  $-0.45$ ).

- Twelve students sat for and passed the National Counselor Examination (NCE) in AY20-21 (10 CMHC, 1 CF, 1 SC). Aggregate scores were converted to  $z$ -scores using the ETSU and national means reported by CCE and averaged across all examination sets given ( $n = 6$ ). Overall, students scored slightly above the national mean ( $M = 0.37$ ). Students were strongest in Counseling and Helping Relationships ( $M = 0.5$ ) and Group Counseling and Group Work ( $M = 0.46$ ) and lowest performing in Research and Program Evaluation ( $M = -0.02$ ) and Social and Cultural Diversity ( $M = -0.09$ ). These two areas were the only areas below the mean. Other areas fell slightly above the mean, as noted below:
  - Professional Counseling and Ethical Practice 0.13
  - Human Growth and Development 0.22
  - Career Development 0.17
  - Assessment and Testing 0.16
- Six students sat for and passed (100%) the PRAXIS examination in AY 20-21. Total scores for the group were  $M = 168.5$  ( $SD = 8.34$ ), above the qualifying score of 156. Five out of 6 (83%) scored in the top 25% of test takers. Fifty percent of students scored above the national mean on the Foundations category, 50% scored above the national mean for Delivery of Services, 83% scored above the national mean in the Management category, and 67% scored above the national mean in the Accountability category.
- Eleven out of 18 (61%) graduates from AY20-21 completed the Alumni Survey, which included graduates from Fall 2020, Spring 2021, and Summer 2021. All questions were rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). With regards to this objective, alumni reported:
  - Developing a professional identity as a counselor and ability to make ethical decisions ( $M = 3.27$ )
  - An ability to effectively use supervision and consultation ( $M = 3.18$ )
  - Practicum and internship experiences that provided a solid foundation of professional development ( $M = 3.44$ )

**Objective 2: Students will demonstrate social justice counseling competence, which includes, but is not limited to, areas of multicultural sensitivity, diversity, equity, and inclusion in professional practice.**

- Eleven out of 18 (61%) graduates from AY20-21 completed the Alumni Survey, which included graduates from Fall 2020, Spring 2021, and Summer 2021. All questions were rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). With regards to this objective, alumni reported:
  - An understanding of multicultural concepts and how to apply them within their work ( $M = 3.30$ )
  - Qualitative data indicated that students felt prepared to use their voices as advocates for clients
- Site supervisors are asked to complete evaluations for all students enrolled at field sites. During AY 20-21, we had 20 students complete their second semester of internship (13 CMHC, 4 CF, and 3 SC). Supervisors consistently ranked students high in demonstration

of knowledge, awareness, and skills related to culturally competent counseling and consultation:

- CMHC  $M = 4.67$
- CF  $M = 4.5$
- SC  $M = 5$

**Objective 3: Students will demonstrate knowledge of and effectiveness using essential counseling strategies and techniques for establishing and maintaining ethical and culturally competent therapeutic relationships.**

- Eleven out of 18 (61%) graduates from AY20-21 completed the Alumni Survey, which included graduates from Fall 2020, Spring 2021, and Summer 2021. All questions were rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). With regards to this objective, alumni reported:
  - Strong ability to build effective relationships with clients ( $M = 3.45$ )
  - Developing ability to conduct and understand assessments ( $M = 2.91$ )
  - Developing ability to facilitate effective groups ( $M = 2.90$ )
- Site supervisors for CF interns completing their second semester of internship ( $n = 4$ ) viewed interns' abilities to select and apply techniques and interventions appropriate to the presenting concerns of couples and families to promote wellness ( $M = 4.67$ ) and to use theories and models of family systems and dynamics in conceptualization, treatment planning, and selection of interventions ( $M = 4.67$ ).
- Site supervisors for CMHC interns completing their second semester of internship ( $n = 13$ ) rated interns highly in both collaboration with clients ( $M = 4.77$ ) and appropriate skills in conducting interviews and gathering information necessary for treatment planning ( $M = 4.54$ ).
- Site supervisors for SC interns completing their second semester of internship ( $n = 3$ ) rated interns highly in their ability to provide individual and group counseling, classroom guidance, and other programs that support student wellness and development ( $M = 5$ ).

**Objective 4: Students will demonstrate the ability to consume and critique research to inform counseling practice.**

- Eleven out of 18 (61%) graduates from AY20-21 completed the Alumni Survey, which included graduates from Fall 2020, Spring 2021, and Summer 2021. All questions were rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). With regards to this objective, alumni reported an ability to use research to inform practice ( $M = 3.09$ )
- Site supervisors for CF interns completing their second semester of internship ( $n = 4$ ) noted that interns demonstrated sufficient ability to analyze data and use results to increase effectiveness of counseling practice ( $M = 4.67$ ).
- Site supervisors for CMHC interns completing their second semester of internship ( $n = 13$ ) noted that interns demonstrated sufficient ability to analyze data and use results to increase effectiveness of counseling practice ( $M = 4.36$ ).
- Site supervisors for SC interns completing their second semester of internship ( $n = 3$ ) noted that interns demonstrated sufficient ability to use data to inform decision making and to advocate for programs and students within school settings ( $M = 4.67$ ).

**Objective 5 (CMHC & CF): Students will demonstrate knowledge of theories and models of clinical and mental health counseling as well as skills for the prevention and treatment of a broad range of mental health issues within a culturally diverse context.**

- Eleven out of 16 (69%) CMHC and CF graduates from AY20-21 completed the Alumni Survey, which included graduates from Fall 2020, Spring 2021, and Summer 2021. All questions were rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). With regards to this objective, alumni reported:
  - An understanding of applicable theories of counseling to setting ( $M = 3.09$ )
  - Developing understanding of the diagnostic process and creating treatment plans for client progress ( $M = 2.89$ )
  - Developing understanding of a broad range of techniques and interventions for prevention and intervention of mental health issues in a diverse context ( $M = 2.89$ )
- Internship course instructors for CMHC and CF interns in their second semester of internship ( $n = 17$ ) reported that interns demonstrated sufficient ability to both utilize a broad range of counseling techniques and interventions ( $M = 4.42$ ) and conceptualize cases as appropriate to their specialty ( $M = 4.42$ ).

**Objective 6 (SC): Students will demonstrate knowledge of theories and models of school counseling as well as skills necessary for developing and implementing comprehensive school counseling development plans, interventions, and strategies to promote equity across professional school counseling settings.**

- One out of three (33%) SC graduates from AY20-21 completed the Alumni Survey, which included graduates from Fall 2020, Spring 2021, and Summer 2021. All questions were rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). With regards to this objective, alumni reported:
  - An understanding of applicable theories of counseling ( $M = 3$ )
  - An ability to develop school counseling plans and evaluate effectiveness of interventions ( $M = 3$ )
- Internship site supervisors for SC interns in their second semester of internship ( $n = 3$ ) reported that students demonstrated appropriate skill level in designing and implementing prevention and intervention plans that are developmentally and culturally appropriate ( $M = 5$ ) and address equity by recognizing the influence of systemic barriers and advocate for equitable services for students ( $M = 5$ ).

**Other Quality Indicators**

- During Spring 2021, faculty sent a qualitative survey to students to assess learning and gather feedback of program accessibility during COVID-19 online instruction and in preparation for the transition back to on-ground learning in Fall 2021. Overall, 30 students responded, 17 returning and 13 new to ETSU's Counseling Program. Responses were thematically analyzed, and the aggregate report distributed among faculty and staff of the department. Results from this survey were substantive in assessing accessibility to

learning and to address potential barriers in returning to on-ground learning. Overall, some of the most informative findings were requests for more integration of accessibility and discussion/education of ableism throughout coursework, the importance of both professor-student relationships and cohort/peer engagement, and the usefulness in recording and posting class lectures online for later review.

- Employers of ETSU graduates were sent a survey in Spring 2021 and we received 19 responses. All employers responded that they would both consider hiring additional ETSU graduates and would recommend our graduates to other employers. Employers of SC graduates rated graduates highly ( $M = 4.77$ ) across all areas, such as professional behavior ( $M = 4.88$ ), establishment of skills necessary for establishing therapeutic relationships ( $M = 5$ ), and skills necessary for working with children and adolescents within school settings ( $M = 4.38$ ). Employers of CMHC graduates rated students similarly with regards to overall evaluation ( $M = 4.55$ ), professional behavior ( $M = 4.8$ ), skills necessary for establishing therapeutic relationships ( $M = 4.8$ ), and skills necessary to formulate effective treatment plans and use the DSM ( $M = 4.1$ ).
- Eleven out of 18 (61%) graduates from AY20-21 completed the Alumni Survey, which included graduates from Fall 2020, Spring 2021, and Summer 2021. All questions were rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). With regards to this objective, alumni reported:
  - Faculty and supervisors demonstrated competence ( $M = 3.50$ ) and clinical experience relevant to their settings ( $M = 3.56$ )
  - Modeling of ethical practice by supervisors ( $M = 3.56$ ) and faculty ( $M = 3.56$ )
  - High quality supervision at clinical sites ( $M = 3.67$ )
  - Some satisfaction with advising ( $M = 2.89$ )
  - Qualitative data indicated that:
    - Alumni desired more preparation for working in brief, solution-focused and heavy diagnostic settings, such as integrated behavioral health and hospital settings.
    - The financial opportunities within the Counseling Program (tuition scholarships, graduate assistantships) were important to finishing their degrees.

## MA Program Changes, Improvements, and Response

- Students responding to and evaluated for this program report began their programs between 2018-2019. Since that time, the faculty has experienced several personnel shifts, including change in college and program leadership. We also fully implemented 2016 CACREP Standards during this past year and are continuing to implement progressive changes and adjustments to our program curriculum, including increased social justice and diversity inclusion across curricula, integration of more trauma-informed teaching and clinical practices, and additional focus on culturally competent diagnosis and brief interventions.
- There has been a noted need by students and the advisory board over the past few years to be more inclusive of school counseling students. The number of school counseling faculty has decreased over the past few years due to various reasons. We have addressed this issue by hiring two new school counseling faculty with multiple years of professional

experience as school counselors to teach both school counseling and core counseling courses.

- Personnel changes in AY20-21 include the retirement of Dr. Graham Disque (December 2020) and transition of Dr. Emily Donald (May 2021) to a new university.
- With the noted need of increased technological capacities across the university due to COVID-19, the main classrooms used by faculty have been equipped with cameras and microphones capable of recording classroom lecture. Faculty were educated on and encouraged to use these systems to record lectures for student review. These capabilities have also allowed students under quarantine for suspected or confirmed COVID-19 cases to virtually attend live lectures.
- With the emergence of COVID-19, the ETSU Community Counseling Clinic closed in March 2020. The program has taken this opportunity to overhaul our clinic's policies and procedures, as well as conduct a search for a full-time Clinic Director to begin during the next AY. We anticipate reopening the CCC in Fall 2022.
- Based on comparative mean comprehensive exam scores, national exam scores, and student/instructor/site supervisor feedback, the program faculty are discussing course sequencing and adjustment of field experience course prerequisites that would include courses on social/cultural diversity, trauma and crisis, and concentration-specific training, in addition to courses already noted to be prerequisites (ethics, theories, and group work).