



## M.A. Counseling Program 2021-2022 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>	64	17	0
<b>Graduates in 2021-2022</b>	13	5	4
<b>Program completion rate*</b>	74%	67%	100%
<b>Employment rate</b>	100%	100%	100%
<b>National Counselor Examination Pass</b>	100%	100%	100%
<b>Professional School Counselor PRAXIS Pass</b>	n/a	100%	n/a

Reports generated for Summer 2021, Fall 2021, and Spring 2022

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); program completion rates were heavily impacted by the COVID-19 pandemic

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 2021-2022 Academic Year (AY21-22), the program faculty:

- Continued to implement 2016 CACREP Standards and track using Tevera
- Welcomed two new tenure-track Assistant Professors of School Counseling, Dr. Jon Borland and Dr. Christine Lewis Pugh in August 2021.
- Hired a full-time clinic director, Christy Oaks, who began in July 2022.
- Successfully hired one new Assistant Professor, Dr. Jenny Kirsch, as core faculty within the CMHC concentration (effective Fall 2022).
- Recognized the retirement of core faculty Dr. Jim Bitter after 20+ years of service to ETSU.
- Discontinued Couples and Family Concentration with last graduate in Spring 2023.
- Submitted Self-Study to CACREP in Fall 2021 with an anticipated reaccreditation site visit of Spring 2023.

## **Sources of Data**

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

- Student performance on the Counselor Education Comprehensive Examination (CECE)
- Student performance on practicum and internship ratings from instructors and site supervisors
- Alumni surveys
- Employer follow-up surveys
- Graduate performance on the National Counselor Examination (NCE)
- Graduate performance on the Professional School Counselor Praxis Examination (SC-Praxis)
- Reports from advisory board
- Faculty observations and discussions during the course of AY21-22 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.**

This objective was met for AY21-22, as evidenced by:

- The program used the Counselor Education Comprehensive Exam (CECE) as a culmination marker of progress toward graduation. The comprehensive exit exam is given three times per year (Fall, Spring, Summer). A total of 36 students sat for the CECE examination between Fall 2021 and Summer 2022. The initial pass rate was 91.67% (33/36). All three remaining students passed on second administration.
- Seven students sat for and passed the National Counselor Examination (NCE) in AY21-22. Aggregate scores were converted to z-scores using the ETSU and national means reported by CCE and averaged across all examination sets given ( $n = 3$ ). Overall, students scored above the national mean ( $M = 0.72$ ). No areas averaged below the national mean.

Professional Counseling Orientation and Ethical Practice	0.57
Social and Cultural Diversity	0.33
Human Growth and Development	0.91
Career Development	0.67
Counseling and Helping Relationships	0.63
Group Counseling and Group Work	0.41
Assessment and Testing	0.30
Research and Program Evaluation	0.52

- Nine students sat for and passed (100%) the PRAXIS examination in AY 20-21. Total scores for the group were  $M = 172$  ( $SD = 8.31$ ), well above the qualifying score of 156.
- Alumni were surveyed via email to respond to questions rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). Alumni from AY21-22 who completed the graduate survey reported:
  - Developing a professional identity as a counselor and ability to make ethical decisions ( $M = 3.91$ )
  - An ability to effectively use supervision and consultation ( $M = 3.5$ )
  - Practicum and internship experiences that provided a solid foundation of professional development ( $M = 3.36$ )
- Qualitative data from alumni survey:
  - Noted “understanding ethical considerations [and] legal and policy regulations”

**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.**

This objective was met for AY21-22, as evidenced by:

- Alumni were surveyed via email to respond to questions rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). Alumni from AY21-22 who completed the graduate survey reported:
  - An understanding of multicultural concepts and how to apply them within their work ( $M = 3.73$ )
- Qualitative data from alumni survey:
  - “I feel that I was very well prepared in social and cultural foundations in my counseling practice.”
- Site supervisors are asked to complete evaluations for all students enrolled at field sites using a 5-point Likert scale (1 – Harmful to 5 – Exceeds Expectations). During AY21-22 internship supervisors consistently ranked students high in demonstration of knowledge, awareness, and skills related to culturally competent counseling and consultation:
  - CMHC  $M = 4.62$
  - CF  $M = 5$
  - 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.**

This objective was met for AY21-22, as evidenced by:

- Alumni were surveyed via email to respond to questions rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). Alumni from AY21-22 who completed the graduate survey reported:
  - Strong ability to build effective relationships with clients ( $M = 3.18$ )
  - Developing ability to conduct and understand assessments ( $M = 3.73$ )
  - Developing ability to facilitate effective groups ( $M = 3$ )
- Site supervisors for internship students assessed student development on a 5-point Likert scale (1 – Harmful to 5 – Exceeds Expectations):
  - Site supervisors for CF interns viewed interns’ abilities to select and apply techniques and interventions appropriate to the presenting concerns of couples and families to promote wellness ( $M = 4.33$ ) and to use theories and models of family systems and dynamics in conceptualization, treatment planning, and selection of interventions ( $M = 4.33$ ).
  - Site supervisors for CMHC interns rated interns highly in both collaboration with clients ( $M = 4.48$ ) and appropriate skills in conducting interviews and gathering information necessary for treatment planning ( $M = 4.52$ ).
  - Site supervisors for SC interns rated interns highly in their ability to provide individual and group counseling, classroom guidance, and other programs that support student wellness and development ( $M = 4.71$ ).

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

This objective was met for AY21-22 as evidenced by:

- Alumni were surveyed via email to respond to questions rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). Alumni from AY21-22 who completed the graduate survey reported an ability to use research to inform practice ( $M = 3.27$ )
- Site supervisors for internship students assessed student development on a 5-point Likert scale (1 – Harmful to 5 – Exceeds Expectations):
  - Site supervisors for CF interns 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 noted that interns demonstrated sufficient ability to analyze data and use results to increase effectiveness of counseling practice ( $M = 4.15$ ).
  - Site supervisors for SC interns noted that interns demonstrated sufficient ability to use data to inform decision making and to advocate for programs and students within school settings ( $M = 4.33$ ).

**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.**

This objective was met for AY21-22 as evidenced by:

- Alumni were surveyed via email to respond to questions rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). CMHC and CF alumni from AY21-22 who completed the graduate survey reported:
  - An understanding of applicable theories of counseling to setting ( $M = 3.13$ )
  - Developing understanding of the diagnostic process and creating treatment plans for client progress ( $M = 3.5$ )
  - Developing understanding of a broad range of techniques and interventions for prevention and intervention of mental health issues in a diverse context ( $M = 3.63$ )
- Internship course instructors for CMHC and CF interns assessed student development on a 5-point Likert scale (1 – Harmful to 5 – Exceeds Expectations) and reported that interns demonstrated sufficient ability to both utilize a broad range of counseling techniques and interventions ( $M = 4.10$ ) and conceptualize cases as appropriate to their specialty ( $M = 4.36$ ).

**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.**

This objective was met for AY21-22 as evidenced by:

- Alumni were surveyed via email to respond to questions rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). School counseling alumni from AY21-22 who completed the graduate survey reported:
  - An understanding of applicable theories of counseling ( $M = 3.5$ )
  - An ability to develop school counseling plans and evaluate effectiveness of interventions ( $M = 3.67$ )
- Internship site supervisors for SC interns reported that students demonstrated appropriate skill level in designing and implementing prevention and intervention plans that are developmentally and culturally appropriate ( $M = 4.92$ ) and address equity by recognizing the influence of systemic barriers and advocate for equitable services for students ( $M = 4.79$ ).

### Other Quality Indicators

- Advisory Board
  - The advisory board met on 5/7/2021
  - The advisory board noted areas of growth for ETSU Counseling Program:
    - Increased discussion on risk/crisis assessment and strategies for managing crisis situations when applying for internships
    - Assisting students navigating rigid boundaries of agencies and flexibility of Counseling Program
    - Closing feedback loop to provide outcomes of changes made in response to feedback, particularly with students
  - The advisory board also noted areas of strength:
    - Scaffolding learning for students
    - Students feel supported and share that with sites and community agencies
    - Communication among faculty and community stakeholders
- Employer Survey: Employers of ETSU graduates were sent a survey in Fall 2022. 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 ( $M = 4.83$ ) across all areas, such as professional behavior ( $M = 4.5$ ), establishment of skills necessary for establishing therapeutic relationships ( $M = 5$ ), and skills necessary for working with children and adolescents within school settings ( $M = 5$ ).
  - Employers of CMHC graduates rated students similarly with regards to overall evaluation ( $M = 4.73$ ), professional behavior ( $M = 5$ ), skills necessary for establishing therapeutic relationships ( $M = 5$ ), and skills necessary to formulate effective treatment plans and use the DSM ( $M = 4.14$ ).
  - Multiple employers reported noting improvements in graduates' knowledge about and ability to respond to crises and implement crisis intervention strategies successfully with clients.
- Eleven out of 22 (50%) graduates from AY21-22 completed the Alumni Survey. All questions were rated on a 4-point Likert scale (1 – strongly disagree to 4 – strongly agree). With regards to this annual report, alumni reported:
  - Faculty and supervisors demonstrated competence ( $M = 3.73$ ) and clinical experience relevant to their settings ( $M = 3.55$ )
  - Modeling of ethical practice by supervisors ( $M = 3.73$ ) and faculty ( $M = 3.55$ )

- High quality supervision at clinical sites ( $M = 3.09$ )
- Some satisfaction with advising ( $M = 3.45$ )
- Qualitative data indicated that students felt prepared for work in the field of professional counseling and the relevance of their field experience sites to their post-graduate work was advantageous for their career.
- Alumni noted areas of growth for the program included school counseling students desiring more education and focus on school counseling topics and implementation, and clinical mental health alumni reported wanting more information about licensure and job-searching.

## **MA Program Changes, Improvements, and Response**

- Students responding to and evaluated for this program report began their programs between 2019-2020. During that time, students were either interrupted in their programs or entered into their degree programs online due to the COVID-19 pandemic.
- Personnel changes in AY21-22 include the retirement of Dr. Jim Bitter in May 2022 and the hiring of Dr. Jon Borland and Dr. Christine Lewis who began in August 2021. Christine Oaks joined the Counseling Faculty as the 12-month, full-time clinic director in July 2022.
- The ETSU Community Counseling Clinic remained closed during the 21-22AY as we completed renovations on the clinic and conducted a successful search for a clinic director.
- The format for advisory board meetings was modified to solicit feedback from students to guide advisory board meeting topics.
- School counseling topics and examples have been increasingly implemented throughout core classes to provide more engagement for school counseling students. This is also reinforced by Drs. Borland and Lewis bringing a wealth of SC experience to the program.
- Testing scores have improved from AY20-21 across all areas as faculty assess coursework and standards coverage for comprehensiveness and depth.

