



CARSON-NEWMAN

COUNSELING

Counselor Education Assessment Report 2021-2022

The Graduate Studies in Counseling program at Carson-Newman University would like to share our Annual Program Assessment information with you for the 2021-2022 academic year. As a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program, we are required to provide information to the public each year regarding program outcomes and it our pleasure to do so. The table below indicates an overview of the Vital Statistics of the GSC program at Carson-Newman University(C-N) for the 2021-2022 academic year. Additional information about the GSC program including related data, program changes, and program modifications follow.

Vital Statistics

Criteria	Clinical Mental Health Counseling	Professional School Counseling
Student Enrollment Fall 2021-Summer 2022	59	27
Number of Graduates in 2021-2022	17	9
Program Completion Rate	90%	97%
Employment Rate	100%	100%
Successful Completion of the Professional Counseling Performance Evaluation (CPCE)	100%	100%
Professional School Counselors Successful Completion of the Praxis Exam	N/A	100%
Successful Completion of the National Counselor's Exam	NBCC presently not providing data- N/A	N/A

- Information for this report was collected for the fall of 2021-summer of 2022 academic year.
- Total student enrollment consisted of 22 Professional School Counseling students, 54 Clinical Mental Health Students, and 5 Dual Degree students.
- Employment rate indicates the percentage of GSC students that were hired within 3 months of graduation.
- Successful completion of the CPCE exam reflects the total number of GSC students that passed the exam this academic year.
- Successful completion of the PRAXIS Exam reflects the total number of GSC students that passed the PRAXIS Exam this academic year.
- The NBCC was unable to provide information related to the pass rate of counseling students who took the exam during this academic year.

GSC Program Changes

New Faculty

The number of students in the GSC program increased dramatically during the 2020-2021 academic year and as a result, an additional core faculty member was needed. Despite budget constraints resulting from the COVID-19 crisis, the GSC program was able to hire a new faculty member in the spring of 2022. It is our pleasure to announce that Professor Jennifer Moralejo has joined the GSC faculty. Professor Moralejo is completing her PhD at the University of Tennessee in Counselor Education with a projected date of completion in December of 2022. Professor Moralejo is an experienced mental health counselor and counselor educator.

Chi Sigma Iota Honor Society Leadership

Dr. Megan Herscher has stepped down as Faculty Advisor of the Chi Sigma Iota Counseling Honor Society after many years of service. Dr. Herscher is the President of the Tennessee Licensed Professional Counselor Association as is devoting time to this new endeavor. We are grateful for her many years of service. Dr. Anna Lora Taylor will be taking over as Co- Faculty of Chi Sigma and we look forward to working with her.

Overall Program Changes

The Graduate Studies in Counseling faculty actively examine, review, analyze, and discuss formal program evaluation throughout the year at the following times:

- Bi-monthly Department Meetings
- January Department Meeting
- Full day Spring Annual Retreat

Based on a review of program data for this reporting period, the following changes were made:

- An additional full-time faculty member was hired in January of 2022. Professor Jennifer Moralejo has joined the faculty team.
- A Topics in Counseling course was added as an elective to provide students with additional elective options. A study abroad opportunity will be offered next summer.
- The number of student transfer hours was increased from a maximum of 9 semesters hours to the following: GSC students must receive 1/3 of credit hours from C-N. Only transfer hours from an accredited counseling program will be considered for transfer and practicum and internship must be taken at C-N. This has the potential to drastically increase the number of hours that can be transferred.

Program Modifications Based on Student Feedback

Specific modifications to the GSC program were made during this reporting period based on feedback from students in Faculty Assessments and informal discussions with students and student organizations:

- A study abroad elective will be offered next summer.
- The Play Therapy course (COUN 634) was moved from a May term course to a seven-week summer course.
- The Counseling Children and Adolescents course (COUN 611) will be moved from a hybrid course to an on-campus course in spring 2023
- Real life scenarios were incorporated into the final exam in COUN 565, Abnormal Psychology and the DSM, with students diagnosing and treating a fictional individual
- Neuroscience and counseling Individuals (COUN 650), Brain Book assignment will be modified to increase student learning
- Large projects in the Research course (COUN 630) and the PSC Design and Evaluation course (COUN 613) were divided into smaller sections for feedback throughout the semester as opposed to receiving feedback at the end of the course.
- An Equine Assisted Therapy field placement was added (Two Step Program).

Program Modifications Based on Field Placement Site Supervisor Feedback

The following modification were made to the GSC program based on feedback received from Field Placement Site Supervisors:

- Lesson planning was the area that received the lowest rating from PSC Internship (COUN 665) Site supervisors. As a result, the number of lesson plans assignments increased in COUN 561, School Orientation was modified. Students are now required to develop and deliver two lesson plans instead of one.

Program Modifications Based on GSC Advisory Board Member Feedback

The following modifications were made to the GSC program based on feedback from the Carson-Newman Counseling Advisory Board:

- CMH Board Members indicated a need for additional case conceptualization skills. Case conceptualization case studies were added to the Counseling Children and Adolescents course (COUN 611). In the Marriage and Family course (COUN 640), a case conceptualization was added to the hypothetical narrative of their work with their clients over 4-6 sessions.
- Both CMH and PSC Board Members suggested that additional training in

handling crisis situations would be helpful. Assist Training provided by the Tennessee Suicide Prevention Network is now a mandatory program that all practicum students must receive prior to their practicum field placement beginning in the fall of 2022. Completed training provides a credential to students.

Program Modifications Considered Based of Feedback

During this reporting period, the following considerations for program adjustment were under review by GSC faculty:

- Based on student feedback, the Play Therapy course is being considered for scheduling in the full term.
- Based on CMH Board Member feedback, additional training in documentation is being considered. As documentation differs from site to site, a needs assessment will be conducted in 2023.
- Based on informal conversations with students and student organizations, additional field placement sites are being considered in an on-going manner. Currently, GSC faculty is working with community partners to provide field placements in the prison system and in human trafficking intervention programs.

Program Data

KLOA Data for Courses

Faculty measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

Counselor Competencies for Helping Relationships COUN 514	Average
CORE	
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	4.36
The impact of technology on the counseling process	4.28
Counselor characteristics and behaviors that influence the counseling process	4.3
Essential interviewing, counseling, and case conceptualization skills	4.2
Development of measurable outcomes for clients	4.2
Evidence-based counseling strategies and techniques for prevention and intervention	4.2
Suicide prevention models and strategies	4.2
Identification of evidence-based counseling practices	4.2

Counselor Competencies for Social and Cultural Diversity COUN 550	Average
CORE	
Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	4.55
Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	4.71
Theories of multicultural counseling, identity development, and social justice	4.45
Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies	4.42
Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body	4.48
Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	4.58

Counselor Competencies for Human Growth and Development COUN 566	Average
CORE	
Theories of individual and family development across the lifespan.	4.57
Theories of learning.	4.73
Systemic and environmental factors that affect human development, functioning, and behavior.	4.62
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	4.73

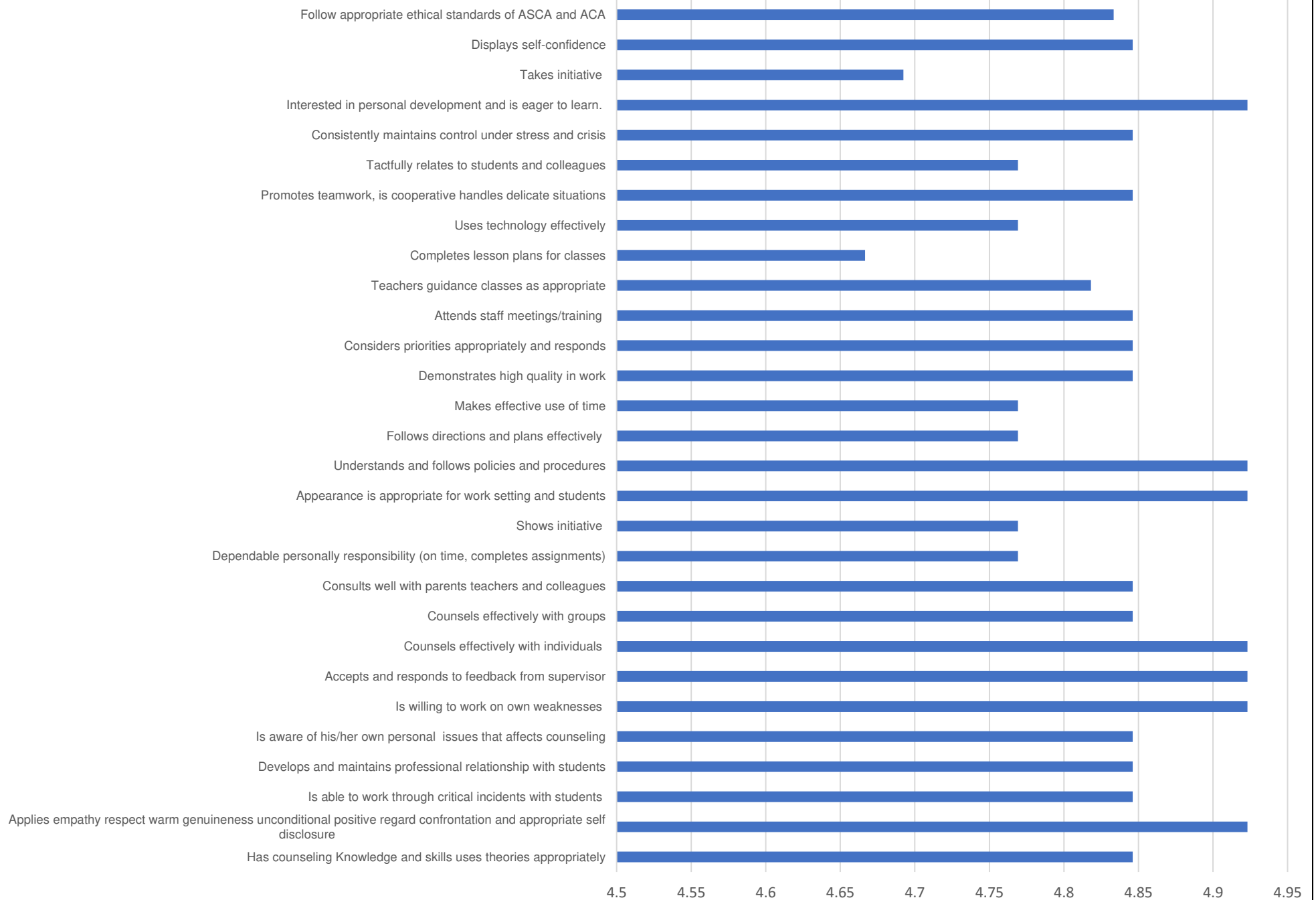
Counselor Competencies for Professional Orientation and Ethical Practice COUN 585	Average
CORE	
History and philosophy of the counseling profession and its specialty areas	4.74
The role and process of the professional counselor advocating on behalf of the profession	4.71
Professional counseling organizations, including membership benefits, activities, services to members, and current issues	4.8
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	4.69
Current labor market information relevant to opportunities for practice within the counseling profession	4.69
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	4.69

Technology's impact on the counseling profession	4.69
Self-care strategies appropriate to the counselor role	4.74
Procedures for identifying trauma and abuse and for reporting abuse	4.71
CMHC	
Legislation and government policy relevant to clinical mental health counseling	4.66
Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	4.75
Legal and ethical considerations specific to clinical mental health counseling	4.66
Strategies to advocate for persons with mental health issues	4.71

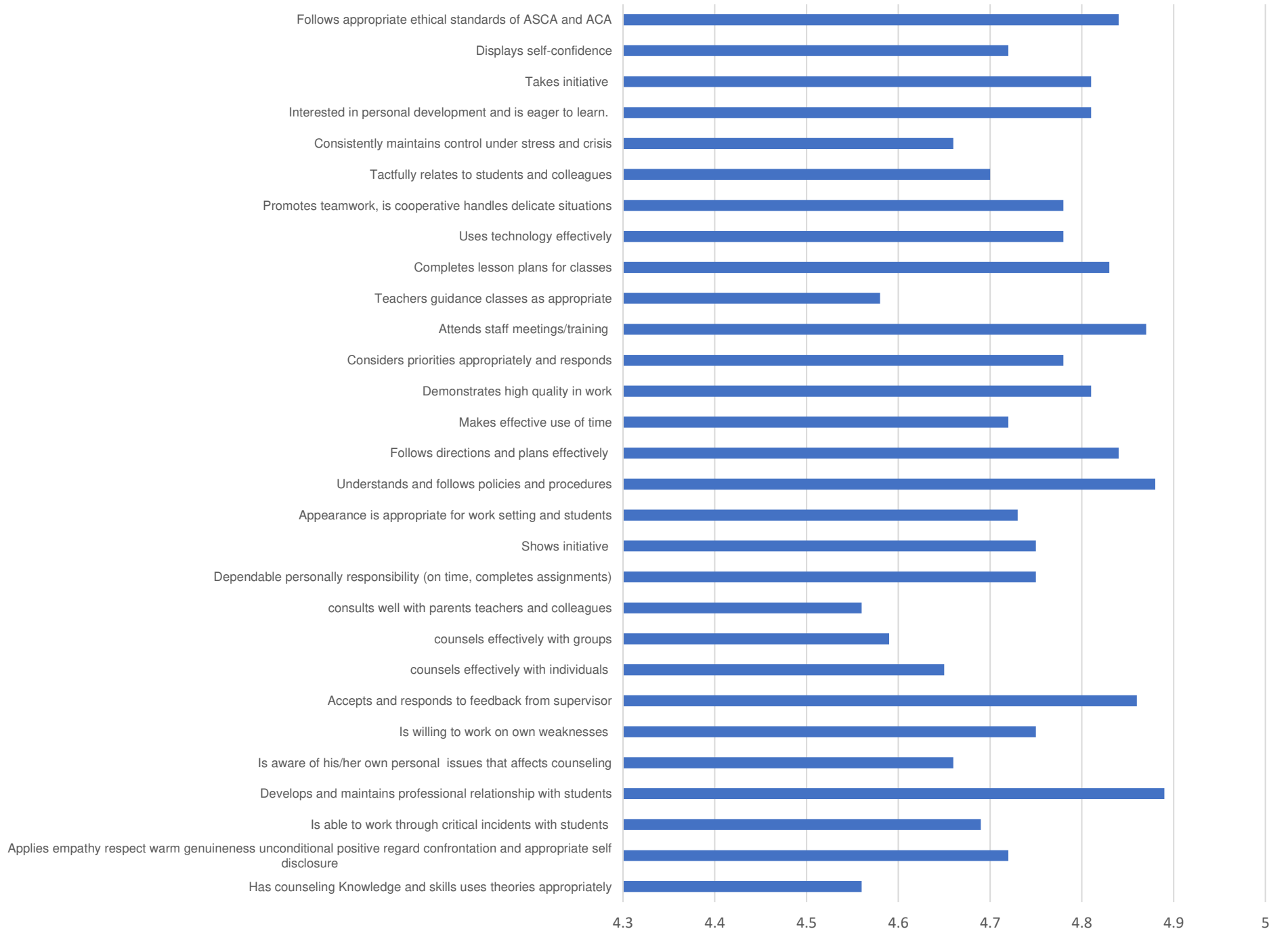
Counselor Competencies for Research and Program Evaluation COUN 630	Average
CORE	
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	4.41
Reliability and validity in the use of assessments	4.47
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	4.59
Development of outcome measures for counseling programs	4.47
Evaluation of counseling interventions and programs	4.59
Qualitative, quantitative, and mixed research methods	4.56
Designs used in research and program evaluation	4.63
Statistical methods used in conducting research and program evaluation	4.13
Analysis and use of data in counseling	4.31
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	4.47

Site Supervisor Feedback

School Counseling Internship Supervisor Feedback 2021-2002



Clinical Mental Health Internship Site Supervisor Feedback 2021-2022






Exit Survey Summary

CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System Data Point 4.3
Exit Survey Report
2021 - 2022 Summary Results

GSC students complete an Exit Survey during the last semester of their training. The purpose of the survey is to collect student perception and feedback on the academic program (admission, program, faculty advising, etc.), various student services (e.g., library, technology, etc.), and overall counselor preparation.

IMPLICATIONS: As GSC students complete their counselor training and prepare to transition into the profession, they report high levels of satisfaction with the quality of counselor education they received at Carson-Newman. They also reflect high levels of confidence in their abilities to meet the demands and expectations of the counseling profession. They indicate where GSC faculty might improve some technology services and increase communication, especially around advising.

Program Completed:

	Clinical Mental Health	7
	Professional School Counseling	5
	Dual (MSC/EdS)	1



Member of Chi Sigma Iota Chapter at Carson-Newman:

● Yes	5
● No	8



Attended Smoky Mountain Counseling Association Meetings:

● Yes	9
● No	4



Attended Tennessee Counseling Association Annual Conference:

● Yes	7
● No	6



Attended Other state-wide counseling events:

● Yes	2
● No	11



Attended Other national counseling association events:

● Yes	2
● No	11



Additional Comments:

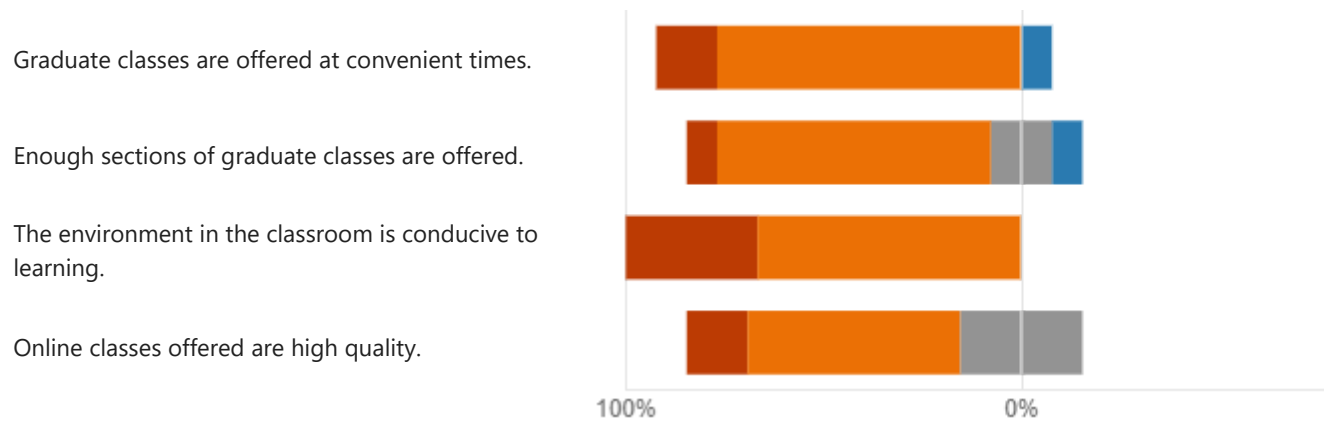
I personally enjoyed the professional activities I took part in, I wish more students had done the same-- it would have been even better.

More weekend zoom meeting and moving times later in the day. I have had several I wanted to attend, but could not due to school day obligations.

In my experience, I would have liked to see more webinars/presentations related to school counseling.

Overall Program Delivery

■ Strongly Agree ■ Agree ■ Neutral/NA ■ Disagree ■ Strongly disagree



How could the program be improved? Comments from Surveys

More opportunities to receive workshop training at school with guest speakers and bringing more people in to do workshops to help with practicum/internship hours.

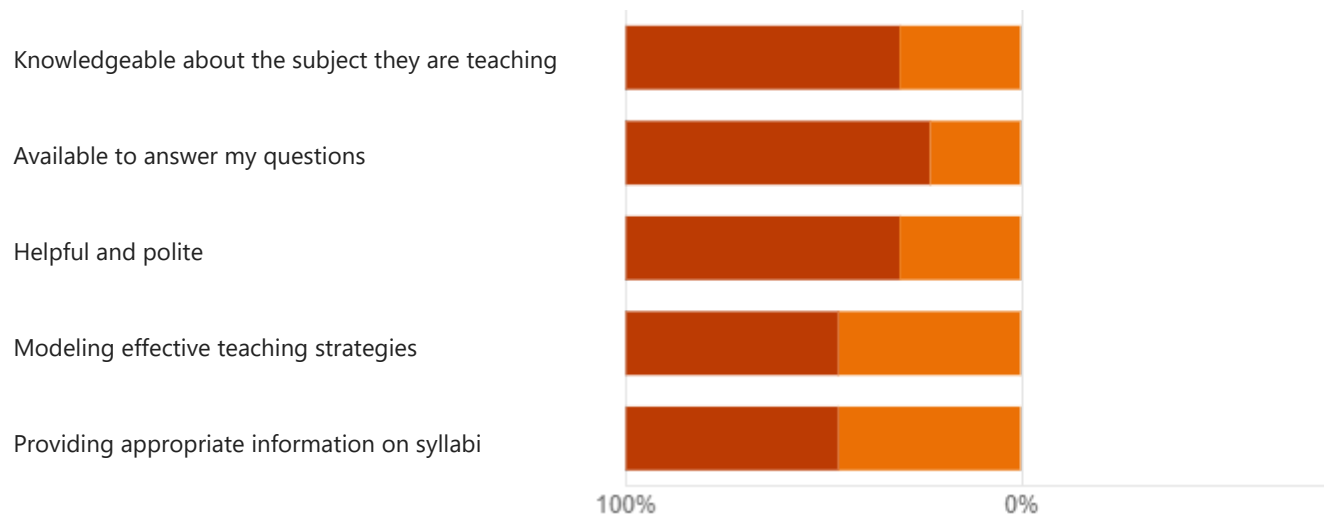
Overall I had a really great experience. I wish there was a bit more diversity among the students but I don't know if perhaps there aren't very many diverse students applying.

Improve systems for tracking and reporting hours and contacts for clinical experiences (i.e. move to all electronic files and update forms so that language is not specific to school counselors).

Better communication overall, especially at the beginning of the program.

The Core GSC Faculty Are:

Strongly Agree Agree Neutral/NA Disagree Strongly disagree



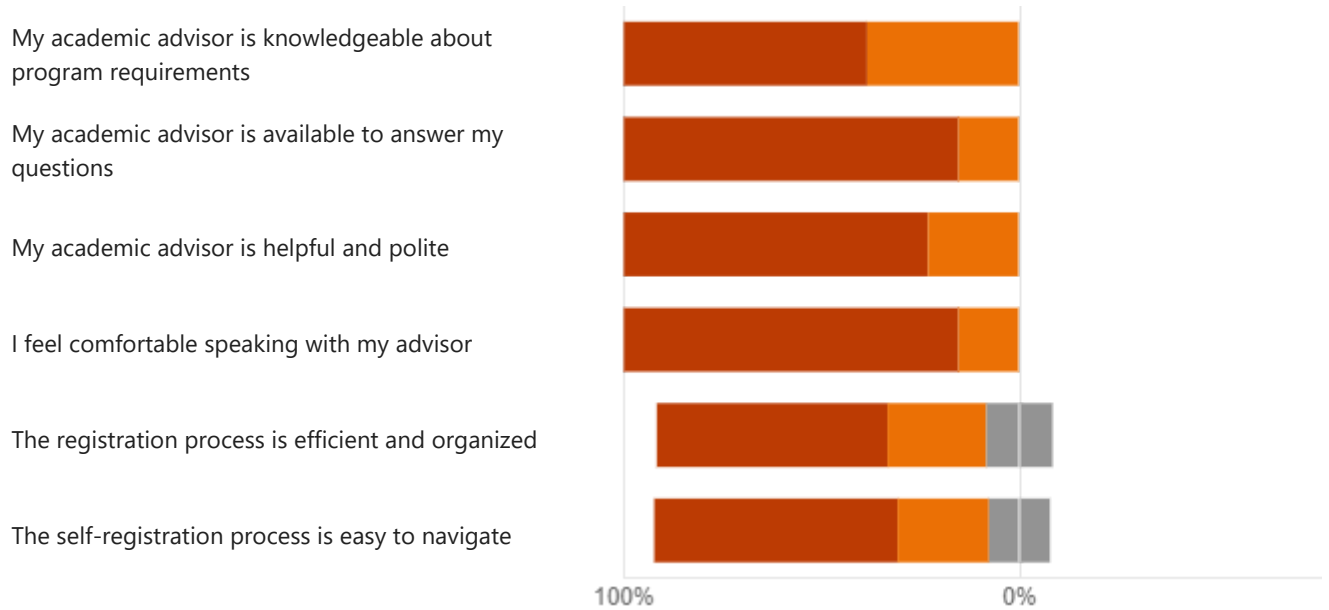
How can faculty improve their services to students? Comments from surveys.

I found the faculty to be helpful and easy to approach. I would have liked to receive more feedback/constructive criticism at times but overall the faculty really made my experience in the program a positive one.

The faculty is amazing! One suggestion I would have is for professors to be more vocal with their non-specialty track. 97% of the time, the professors did a wonderful job at helping students see the application within their given concentration, but sometimes it felt like the school counseling students had to do a lot of the connecting and weeding themselves in core classes.

Advising and Registration:

Strongly Agree Agree Neutral/NA Disagree Strongly Disagree



How could advising services be improved? Comments from surveys.

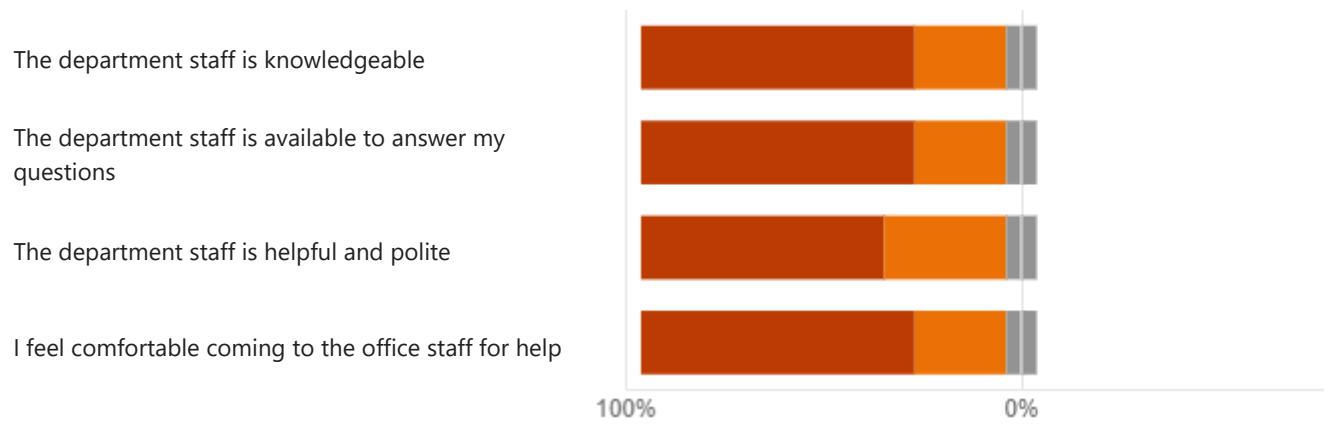
The only complaint I have is that CN is so outdated in technology. It would be nice to be more up to date with the technology that is offered through different universities.

Registration and other online administrative services are clunky and seemed to change platforms several times throughout my time in the program.

Better communication is needed from advisors.

Department Staff:

■ Strongly Agree ■ Agree ■ Neutral/NA ■ Disagree ■ Strongly disagree



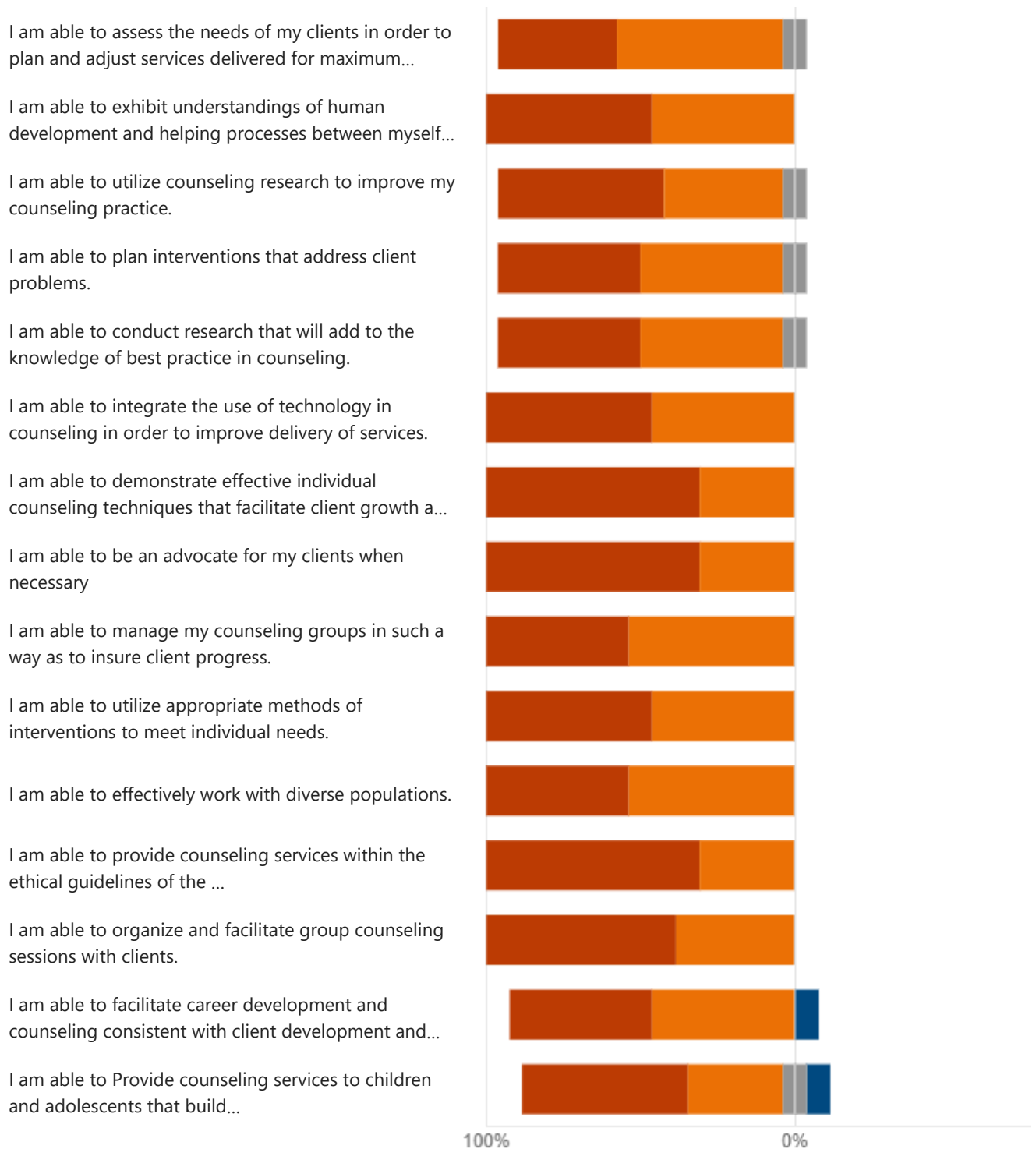
How could the department staff services be improved? Comments from surveys.

I did not have any issue with department staff or their services.

No improvements needed.

GSC Goals: The overall goal of the GSC programs is to provide a sequence of experiences that will help a counselor to develop into a professional leader with a strong professional identity. To that end, we have established the following goals. Please respond as to how well you feel you are able to meet these goals after having complete your program.

■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly disagree
 ■ NA



Praxis Data

C-N students are expected to sit for the Praxis Professional School Counselor test during the last semester of their program of study and earn a minimum passing score of 156, which is the required score for Tennessee licensure.

<u>YEAR #</u>	<u>Students</u>	<u>Average Praxis Score</u>
2021-22	10	171

CPCE Data

Each year GSC faculty analyze student performance on Comp Exams to identify program strengths and areas for improvement. During the 2021-2022 academic year, 23 students took the comprehensive examination. A summary of results follows:

Fall 2021

- C-N students' total scores for the exam were .5 standard deviations above the mean.
- As a group, C-N students scored above the mean in 7 of 8 subject areas. For the one exception (Career Development), students were a fraction of a standard deviation (.04) below the mean.
- All students passed the exam.

Spring 2022

- C-N students' total scores for the exam were .16 standard deviations below the mean.
- As a group, C-N students scored above the mean in 2 of the 8 subject areas (Professional Orientation & Ethics; Group Counseling). C-N students scored higher than .25 standard deviation below the mean in 6 of the 8 areas, and higher than 1 standard deviation below the mean in all 8 areas.
- All students passed the exam.

Focus Areas of Program Development

- * GSC will continue to recruit and retain a diverse group of quality students.
- * GSC will continue to maintain a strong emphasis on professional identity and leadership with student-faculty presentations at professional association conferences.
- * GSC will continue to emphasize early and continuous integration of clinical counseling skills in training.
- * GSC will continue to emphasize student that focuses on the development of holistic, multicultural competencies and strategies to work effectively with diverse client populations
- * GSC will continue the work of the Chi Nu Upsilon Chapter of Chi Sigma Iota as an example of excellence in service to our community and our profession.
- * GSC will continue to encourage membership in Professional Organizations.
- * GSC will continue to focus training on use of evidence-based interventions and programs in counseling.