



THE UNIVERSITY OF
TENNESSEE
 KNOXVILLE

DEPARTMENT OF COUNSELING,
 HUMAN DEVELOPMENT &
 FAMILY SCIENCE

AY 2023-2024 Counselor Education Programs Evaluation Report

Program Mission

Our **Counseling and Counselor Education** graduate programs promote optimal development and holistic wellness across the lifespan by advancing professional counseling through the development of counselors and counselor educators, research, leadership, and advocacy. We strive to enhance deeply healing relationships and evidence-informed practices in ways that are community-engaged and culturally sustaining.

Our **MS in Counseling** prepares counselor-advocate-scholars with a strong professional identity and skills for effective practice in diverse settings. The **CMHC concentration** equips professional counselors for independent practice across a wide range of community settings. The **School Counseling concentration** equips professional school counselors for practice in P-12 educational settings. Our **PhD in Counselor education** prepares counselor educators and supervisors with strong professional identity and skills to enrich the counseling profession through advanced practice, supervision, teaching, leadership, and advocacy.

Vital Statistics

	CMHC	SC	PhD
Enrolled students as of Spring 2024	32	11	17
Graduates in 2023-2024	12 + 3 dual	7	6
Program completion rate	86% (12 of 14) + 100% dual (3 of 3)	100% (7 of 7)	100% (6 of 6)
Employment rate	100% (12 of 12)	100% (7 of 7)	100% (6 of 6)
National Counselor Examination Pass	100% (1 of 1)	n/a	n/a
Professional School Counselor Praxis Pass	n/a	100% (3 of 3)	n/a

- Reports generated for Summer 2023, Fall 2023, Spring 2024
- In the last two years, we have only received 1 score report from CCE regarding graduate performance on NCE and NCMHCE. Oral reports from students/alumni continue to affirm our historical 100% pass rate.
- Program completion rate computed on rolling basis and indicates proportion of students who complete degree requirements within expected time to degree (2-3 years for full-time MS students, 3-4 years for part-time MS students, 3-4 Years for full-time PhD students, 4-6 years for part-time PhD students).
- Employment rate indicates proportion of students who desired employment who were employed or engaged in full-time advanced academic study within six months of graduation.

Major Program Activities

This report reflects program activities and evaluation in AY 2023-2024. During this academic year, the department was in time of significant revision.

- We implemented the first year of our new MS in Counseling course sequence, with all students beginning study in the Summer, having two full semesters prior to practicum, and decreasing internship requirements from 900 to 600 from CMHC.
- We implemented the first year of our new PhD in Counselor Education research mentorship initiatives in which all first and second year doctoral students engage research teams with faculty and doctoral candidates.
- We updated program mission, vision, and objectives to better reflect the current workforce landscape and our philosophical commitments.
- We finished implementing updates to curricula, program evaluation, and student assessment procedures to comply with CACREP 2024 standards.
- We launched new alumni, site supervisor, and employer surveys aligned to program updates.
- We navigated college restructuring as we prepared for our home department, *Educational Psychology and Counseling* to sunset on 07/31/2024. On 08/01/2024 we began a new department, *Counseling, Human Development, and Family Science* (08/01/2024) with programs and faculty who share overlapping commitments to optimal development and holistic well-being.
- One faculty member left the program. Following a national search, we successfully hired one Clinical Assistant Professor of Counselor Education to direct the Counselor Training Clinic.

Sources of Data

The following sources of data were utilized in developing this report

- University reports regarding admissions, enrollment, and graduation data for the AY23-24 cycle
- Graduate performance on the National Counselor Examination (NCE) and National Clinical Mental Health Counselor Examination (NCMHCE)
- Graduate performance on the Professional School Counselor Praxis Examination (SC-Praxis)
- Aggregate data on all key performance indicators assessed during this year
- Student performance on final internship ratings from instructors and site supervisors
- Alumni, site supervisor, and employer follow-up surveys
- Site-supervisor and employer follow-up surveys
- Faculty observations and discussions during systematic program evaluation meetings held at the end of each fall and spring semester, systematic student assessment meetings held toward the end of each fall and spring semester, and the annual planning retreat held at the beginning of each academic year.

MS Academic Quality Indicators

MS Aggregate Assessment of Student Success

KPI	Time	M	SD	% Met Threshold	Trend
A. Apply an ethical decision-making model to counseling practice	Time 1 Time 2	3.47 3.93	0.26 0.13	100% 100%	
B. Cultivate multicultural and social justice counseling competencies relevant to practice in one's work setting	Time 1 Time 2	3.46 3.07	0.28 0.38	100% 83%	
C. Conceptualize clients with attention to multiple systems impacting human development across the lifespan	Time 1 Time 2	3.47 3.22	0.39 0.32	100% 100%	
D. Apply career development theory to clients while attending to culture and mental health	Time 1 Time 2	3.06 2.88	0.37 0.56	100% 75%	
Ea. Conceptualize client experiences and counseling implications through the lens of an established counseling theory	Time 1 Time 2	3.20 3.57	0.42 0.17	100% 100%	
Eb. Demonstrate invitational, attending, and influencing skills in relationships with clients	Time 1 Time 2 Time 3	3.41 3.27 3.00	0.41 0.39 0.00	100% 100% 100%	
F. Design a culturally relevant group for implementation in a CMHC or SC setting	Time 1 Time 2	3.21 2.97	0.43 0.20	100% 100%	
G. Demonstrate knowledge of statistical and assessment frameworks needed to administer and interpret counseling assessments	Time 1 Time 2	18.87 17.11		100% 93%	
H. Evaluate effectiveness of interventions in a CMHC or SC setting	Time 1 Time 2	3.47 2.78	0.20 0.37	100% 75%	
CMHCa – Utilize relevant clinical information to justify decisions about levels of care and referrals in CMHC settings	Time 1 Time 2	3.08 3.38	0.14 0.23	100% 100%	
CMHCb – Enact specialized skills in a CMHC setting	Time 1 Time 2	3.36 3.33	0.50 0.50	100%	
SCa – Use disaggregated data to formulate a Closing the Gap Action Plan	Time 1 Time 2	3.62 3.00	0.24 0.20	100% 100%	
SCb – Enact specialized skills in a SC setting	Time 1 Time 2	3.25 Missing	0.50	100%	
Demonstrate professional counseling dispositions	Time 1 Time 2	3.21 3.21	0.62 0.80	90% 93%	

This is the first year implementing the revised KPI and student assessment plan; trend analysis will be available beginning next year.

MS Graduate Outcomes by SPA

SPA	Quality Indicator	Result	Trend
CMHC	Licensure Exam Pass Rate ¹	100% (1 of 1)	
	Degree Completion Rate ²	86% (12 of 14) + 100% (3 of 3)	
	Employment or Education Rate ³	100% (12 of 12)	
SC	Licensure Exam Pass Rate ¹	100% (3 of 3)	
	Degree Completion Rate ²	100% (7 of 7)	
	Employment or Education Rate ³	100% (7 of 7)	

This is the first year implementing the revised KPI and student assessment plan; trend analysis will be available beginning next year.

MS Diverse Learning Community By SPA - Student

SPA	Applicant Demographics	Enrolled Demographics	Degree Completion Demographics
CMHC	80% female, 20% male 96% US citizen, 4% int'l	91% female, 9% male 100% US citizen, 0% int'l	83% female, 17% male 100% US citizen
	67% white, 6% Black, 9% Hispanic, 3% Asian, 4% multiracial	81% white/non-Hispanic, 3% Black, 9% Hispanic, 6% multiracial	75% white, 8% Asian, 8% Black, 8% multiracial
	43% in-state, 57% OOS	75% in-state, 25% OOS	58% in-state, 42% OOS
SC	89% female, 11% male 100% US citizen, 0% int'l	100% female, 0% male 91% US citizen, 9% int'l	100% female, 0% male 86% US citizen, 14% int'l 57% white, 43% Hispanic
	89% white, 6% Hispanic, 6% multiracial	72% white/non-Hispanic, 9% Black, 9% Hispanic, 9% multiracial	
	61% in-state, 39% OOS	91% in-state, 9% OOS	57% in-state, 43% OOS
Trend			

Demographics are limited to those captured by university systems at time of admission. We recognize the inherent limitations of these reports in capturing the richness of our students' identities and accurately representing their experiences. We elect not to capture more specific data ourselves to reduce the risk of harm associated with disclosing certain minoritized identities. Applicants reflect those received for Summer 2024 start. Enrolled reflect those enrolled at beginning of Summer 2023. Degree completion reflect those graduating Summer 2023, Fall 2023, and Spring 2024. Trend analysis available next cycle.

Fieldwork Placement Rates

SPA	Experience	Placement Rate	Trend
CMHC	Practicum Internship	100%	Stable
SC	Practicum Internship	100%	Stable

MS Program Evaluation Findings

Note: We piloted new follow-up surveys this year. Results are tentative due to low response rates. Additionally, the two-year alumni survey captured students who completed their programs at the heart of the pandemic (i.e., 2020-2022).

Objective 1: Understand and apply foundational knowledge necessary for success as professional counselors

- **Ethical decision-making model** – 100% of students met performance expectations for use of an EDDM in theory (time 1) and in practice (time 2). Rubrics indicate that at time 1 students were strongest in identifying the dilemma and showed most opportunity for improvement in using professional literature to guide decisions. There was no differentiation of performance at time 2.
- **Development** – 100% of students met performance expectations for developmental and systemic conceptualization of a hypothetical client (time 1) and real client (time 2). Rubrics indicate that students showed strengths in identifying ecological, cultural, and contextual factors influencing development and connecting to developmental theory. They showed most opportunity for improvement in clearly identifying themes and events impacting development.
- **Career**– 100% of students met performance expectations for a simulated career interview and holistic conceptualization (time 1); 75% met expectations for conceptualizing a real client (time 2). Rubrics indicated students struggled most with connecting case conceptualization to counseling implications.
- **Theory** – 100% of students met performance expectations for theoretical conceptualization of a hypothetical client (time 1) and in practice (time 2). Rubrics indicated that students showed strengths in theoretical knowledge; they had most opportunity for improvement when conceptualizing limitations of a theoretical approach or considering developmental and cultural adaptations.
- **Group** – 100% of students met performance expectations for planning a culturally responsive group (time 1) and evaluating group implementation in practice (time 2). Rubrics indicated strengths in concrete development of groups and opportunities to develop nurturing therapeutic factors and effectiveness evaluation.
- **Assessment** – 100% of students met performance expectations for knowledge at time 1, and 93% met at time 2. Examination of results did not indicate clear areas of strength or needs for improvement.
- **Examinations** – Typically we have maintained national examination pass rates of 100%, with scores often 0.5-1 standard deviations above the national mean. Students continue to report passing their licensure exams. CCE has been unable to provide score reports for the last two years. 100% of school counseling students passed their praxis.
- **Surveys** - In all, alumni rated their preparation on this objective as moderately well to very well. All site supervisors and employers rated student preparation as very well to extremely well.

Objective 2: Develop therapeutic relationships that are deeply healing, culturally sustaining, developmentally responsive, and ethical

- 100% of students met KPI skills expectations for practicum. Faculty and doctoral student supervisors rated nonverbal communication, encouragers, clarification, and observation most strongly. They noted most opportunity for improvement in use of closed-ended questions, reflection of feeling, and open-ended questions.
- 100% of students met KPI skills expectations for internship 1. Faculty and doctoral student supervisors rated nonverbal communication, reflecting meaning and values, and normalizing most strongly. They noted most opportunity for improvement in nonverbal communication, reflection of feelings, and observation.
- 100% of students met KPI skills expectations for internship 2. Faculty and doctoral student supervisors rated advocacy, reflecting meaning and values, nonverbal communication, observation, and reflecting feelings most strongly. They noted most opportunity for improvement in open-ended questioning, closed-ended questioning, paraphrasing, normalizing, reframing, self-disclosure, homework, and directives.

- **Surveys** – Most alumni rated their skills preparation as very well; some rated skills as moderately well. All site supervisors and employers rated student skills preparation as very well to extremely well.

Objective 3: Develop advocacy competencies for addressing systemic barriers to optimal development and wellness facing diverse individuals, families, schools, and communities

- 100% of students met performance expectations for their course-based cultural awareness projects (time 1), and 83% met expectations for their internship-based advanced cultural awareness projects (time 2). Rubrics indicated that students were strongest in hypothetical applications. They showed greatest opportunity for improvement in connecting learning to implications for counseling relationships and advocacy actions.
- **Surveys** – Alumni ratings in this area were highly variable. All site supervisors and employers rated student preparation as very well to extremely well.

Objective 4: SPA: Enact specialized skills in CMHC including client conceptualization, integration of evidence-informed practices, and program evaluation

- **KPI Clinical care** - 100% of students met performance expectations for a hypothetical (time 1) and actual (time 2) clinical care justification. Rubrics showed time 2 strengths in clinical summary and risk formulation; there was most opportunity for improvement in analysis of level of care and plan for measuring progress.
- **KPI Site Supervisor Evaluations** - 100% of students met performance expectations for site supervisor evaluation of their CMHC-specific skills at end of intern 1 (time 1) and intern 2 (time 2). At internship 1, the greatest reported strengths were in conceptualization, consultation, and site policies. The greatest areas for improvement were diagnosis, treatment planning, and use of assessments. At internship 2, most items were reported in the excellent range. Diagnosis had the most opportunity for improvement.
- **KPI Effectiveness evaluation** – 100% of students met performance expectations for a hypothetical (time 1) effectiveness evaluation, and 70% of students met performance expectations for an actual effectiveness evaluation. Rubrics showed most opportunity for improvement in identifying measures and planning data analysis.
- **Surveys:** Alumni ratings in this area were a combination of moderately and very well prepared. Site supervisor and employers rated student CMHC preparation between moderately well and extremely well.

Objective 5: SPA: Enact specialized skills to design, implement, and evaluate evidence-informed comprehensive, developmental school counseling programs that address the academic, career, and social-emotional development of preK-12 students

- **KPI Closing the Gap:** 100% of students met performance expectations for a hypothetical (time 1) and actual (time 2) closing the gap action plan. Examination of rubrics indicate showed time 2 strengths in clinical summary and risk formulation; there was most opportunity for improvement in analysis of level of care and plan for measuring progress.
- **KPI Site Supervisor Evaluations** - 100% of students met performance expectations for site supervisor evaluation of their CMHC-specific skills at end of intern 1 (time 1) and intern 2 (time 2). A very small sample size makes reporting difficult. It appears that conceptualization and leadership skills were rated most strongly; there was most opportunity for growth in crisis response.
- **KPI Effectiveness evaluation** – 100% of students met performance expectations for a hypothetical (time 1) and actual effectiveness evaluation (time 2). Rubrics showed most opportunity for improvement in identifying measures and planning data analysis.
- **Surveys:** Only two alumni responded to the survey; they reported dissatisfaction with their school counseling preparation. Site supervisor and employers rated student SC preparation between moderately well and extremely well.

Objective 6: Study in an inclusive, engaged learning community that maintains high standards among peers, faculty, and community partners

- As is demonstrated above, our program is making significant strides in recruiting and retaining a diverse learning community in terms of student and faculty characteristics. We are in the final stages of solidifying our college-approved Diversity Action Plan and will be implementing near measures for inclusive, engaged learning community in the next year.

Objective 7: Demonstrate professional counseling dispositions including commitment, humility, openness, respect, integrity, and self-awareness

- We mapped CHORIS professional dispositions to a validated measure, the *Assessment of Professional Counseling Dispositions*. All faculty who had contact with students completed the measure and then came to consensus on an overall disposition assessment. 90% of first year students met or exceeded expectations, and 10% approached expectations. 93% of second year students met or exceed expectations, and 7% did not meet. Students showed the most strengths in willingness to seek help, initiative and motivation, willingness to accept and use feedback, and orientation to MSJCCs. Students showed most opportunity for improvement in ability to deal with conflict, professional wellness, and awareness of impact on others.
- Examination of final site supervisor rating forms indicates very high professional dispositions ratings. Commitment, respect, and integrity were evaluated most favorably, while humility, openness, and self-awareness were evaluated slightly less favorably.

MS Program Changes, Improvements, and Response

- This report should be viewed in context of several contextual elements.
 - These are the first reports of revised KPI assessment and evaluation procedures under 2024 CACREP standards. We will continue to explore initial reports and hold any decision-making regarding revised assessment procedures and threshold until we have an entire cycle of data.
 - Alumni surveys include those who attended during the pandemic (2020-2022), and other indicators cover time since emergence. Delivery methods shifted in accordance with the pandemic. In the past four years representing data collection, four core faculty members retired from or left the program, and three new core faculty members began their time in the program.
- We are currently implementing significant curricular changes informed by previous program evaluation reports. These include a required summer start for master's students, reduction of internship sequence from 900 to 600 hours, and in-house research and program evaluation course. Thus we are reluctant to make additional changes until we stabilize and examine data related to the changes we are currently making.
- Data suggest the need to enhance ability to engage effectiveness evaluation. Curricular changes are in process (e.g., implementation of COUN 534) and should be reflected in the next evaluation.
- CMHC data suggest the need to enhance coverage of diagnosis and treatment planning. This should be enhanced with integration of COUN 534; additionally, an instructor change is in process for COUN 590 (previously SCHP 690). We will reassess during the next round of internship.
- SC data suggest the need to enhance attention to referral sources, especially for those in rural partner schools. Gibbons is implementing changes in RAMHP training to address this need.
- Across topic areas, students appear to struggle with theoretical conceptualization and connection to concrete implication for practice across areas (i.e., social and cultural diversity, development, career, and theory). This appears to be complicated by doctoral student supervisors' own preparation in theory. We will address doctoral student preparation below. In addition to these shifts, faculty agreed to implement a more deeply scaffolded attention to theoretical conceptualization and practice implications from practicum (i.e., personalized attention to what leads to change in client change papers) to internship 1 (i.e., specific theory exploration), to internship 2 (i.e., specific theory conceptualization). Internship instructors will begin this transition in Fall 2024.
- Faculty members will continue calibration of reviewer ratings to increase the likelihood that time 1 and time 2 measures can be compared accurately and that no areas are artificially inflated or deflated through the process.
- Faculty members will continue to work to rebuild climate and community as our programs and faculty stabilize.

PhD Academic Quality Indicators

MS Aggregate Assessment of Student Success

KPI	Time	M	SD	% Met Threshold	Trend
1. Conceptualize a client from a counseling theoretical orientation, including attention to cultural, developmental, and ethical considerations	Time 1 Time 2	3.57 3.11	0.09 0.48	100% 100%	
2. Develop supervisory relationships that promote skills and meet needs of developing counselors	Time 1 Time 2	3.50 2.92	0.50 0.144	100% 100%	
3. Plan, implement, and evaluate evidence-informed teaching strategies in counseling courses	Time 1 Time 2	3.40 3.50	0.55 0.50	100% 100%	
4. Develop manuscripts suitable for publication in peer-reviewed professional counseling journals	Time 1 Time 2	3.07 --	0.18 --	100%	
5. Analyze current topical and political issues impacting the counseling profession	Time 1 Time 2	3.52 3.58	0.39 0.31	100% 100%	
6. Demonstrate professional counseling dispositions	Time 1	3.00	0.50	88%	

This is the first year implementing the revised KPI and student assessment plan; trend analysis will be available beginning next year.

PhD Graduate Outcomes by SPA

SPA	Quality Indicator	Result	Trend
CES	Licensure Exam Pass Rate ¹ Degree Completion Rate ² Employment or Education Rate ³	N/A 100% (6 of 6) 100% (6 of 6)	

This is the first year implementing the revised KPI and student assessment plan; trend analysis will be available beginning next year.

PhD Diverse Learning Community By SPA - Student

SPA	Applicant Demographics	Enrolled Demographics	Degree Completion Demographics
CE	Not available for 2023-2024	76% female, 24% male 94% US citizen, 6% int'l 82% white, 12% Black, 6% Asian 47% in-state, 53% OOS	100% female, 0% male 86% US citizen, 14% int'l 86% white, 14% Hispanic 86% in-state, 14% OOS
Trend			

Demographics are limited to those captured by university systems at time of admission. We recognize the inherent limitations of these reports in capturing the richness of our students' identities and accurately representing their experiences. We elect not to capture more specific data ourselves to reduce the risk of harm associated with disclosing certain minoritized identities. Applicants reflect those received for Summer 2024 start. Enrolled reflect those enrolled at beginning of Summer 2023. Degree completion reflect those graduating Summer 2023, Fall 2023, and Spring 2024. Trend analysis available next cycle.

Fieldwork Placement Rates

SPA	Experience	Placement Rate	Trend
CE	Practicum Internship	100% 100%	Stable Stable

PhD Program Evaluation Findings

Note: We piloted new follow-up surveys this year. Results are tentative due to low response rates. Additionally, the two-year alumni survey captured students who completed their programs at the heart of the pandemic (i.e., 2020-2022).

Objective 1: Explore and engage in culturally sustaining, developmentally responsive, and evidence-informed counseling approaches that prepare one to educate and supervise counselors while contributing to the development of counseling theory and practice

- 100% of students met expectations on their time 1 and time 2 theoretical conceptualization. At time 1, results indicated strengths in description of client and skills identification. There was most opportunity for growth in depth of theory understanding. There were no clear trends at time 2.
- 100% of students exceeded expectations for final faculty supervisor practicum evaluations. Many items received perfect evaluations as “superior” skill. There was most opportunity for development in silence, immediacy, and self-disclosure.
- Due to very small sample size, portfolio data were not analyzed this year in order to protect against student identification.
- Alumni rated their preparation in this area moderately ($n = 1$) to extremely ($n = 2$) well. Site supervisors and employers rated the program preparation as very ($n = 1$) to extremely ($n = 3$) well.

Objective 2: Promote skills of developing counselors through culturally sustaining, developmentally responsive, and ethical supervisory relationships

- 100% of students met expectations on their time 1 and time 2 supervision skills evaluations. Results indicated the greatest strength in establishing supervisory relationships, considering supervisee developmental level and needs, and formulating constructive summative evaluations. The greatest areas for growth were maintaining boundaries and appropriate self-disclosure, collaborative goal-setting, intentional and effective interventions, and philosophy of supervision.
- Due to very small sample size, portfolio data were not analyzed this year in order to protect against student identification.
- Alumni rated their preparation in this area moderately ($n = 1$) to extremely ($n = 2$) well. Site supervisors and employers rated the program preparation as extremely ($n = 4$) well.

Objective 3: Utilize culturally sustaining, developmentally responsive, and ethical teaching and evaluation methods relevant to educating counselors

- 100% of students met expectations on their time 1 and time 2 teaching skills evaluations. Results indicates strengths in commitment to student learning and adjustment to meet student needs. The greatest areas for growth were in instructional planning, assessment of learning, and continuous improvement.
- Due to very small sample size, portfolio data were not analyzed this year in order to protect against student identification.
- Alumni rated their preparation in this area moderately ($n = 1$), very ($n = 1$), and extremely ($n = 1$) well. Site supervisors and employers rated the program preparation as very ($n = 2$) to extremely ($n = 1$) well.

Objective 4: Develop scholarly writing and research skills necessary for extending the knowledge base of the counseling profession

- 100% of students met performance expectations on dissertation manuscript 1. Strengths included search strategy and writing style; introduction had most opportunity for improvement. Students did not defend dissertations using the revised rubric during this academic year.
- Student annual reports indicated strong engagement in peer-reviewed presentations; however, their engagement in publication was not as strong. Six of 16 students secured publications over the last year all of which were on projects led by faculty or senior peers.
- Due to very small sample size, portfolio data were not analyzed this year in order to protect against student identification.
- Alumni rated their preparation in this area slightly ($n = 1$), moderately ($n = 1$), and extremely ($n = 1$) well. Site supervisors and employers rated the program preparation as moderately ($n = 1$) to very ($n = 2$) well.

Objective 5: Engage leadership and advocacy skills for use in professional association, higher education, and community contexts

- 100% of students met expectations on their time 1 and time 2 theoretical conceptualization. At time 1, results indicated strengths in analysis and opportunities to develop in implications. At time 2 results indicated strengths in implications and opportunities for growth in analysis and use of sources.
- Students completed five 100-hour leadership and advocacy internships over the course of the year. Many items received perfect evaluations as “superior” skill. There was most opportunity for development in applying theories and models to projects, advocating in context of the project setting, and evaluating strengths and limitations of deliverables.
- A number of students reported engaging in professional association leadership over the last year. These include membership on committees (e.g., SACES, ACA, CSI), service as CSI leadership intern, and elected positions with the Smoky Mountain Counseling Association.
- Alumni rated their preparation in this area very ($n = 3$) to extremely ($n = 1$) well. Site supervisors and employers rated the program preparation as very ($n = 3$) well.

Objective 6: Study in an inclusive, engaged learning community that maintains high standards among peers, faculty, and community partners

- As is demonstrated above, our program is making significant strides in recruiting and retaining a diverse learning community in terms of student and faculty characteristics. We are in the final stages of solidifying our college-approved Diversity Action Plan and will be implementing new measures for inclusive, engaged learning community in the next year.
- Alumni rated their experience in this area moderately ($n = 1$) to very ($n = 2$) well.

Objective 7: Demonstrate professional counseling dispositions including commitment, humility, openness, respect, integrity, and self-awareness

- We mapped CHORIS professional dispositions to a validated measure, the *Assessment of Professional Counseling Dispositions*. All faculty who had contact with students completed the measure and then came to consensus on an overall disposition assessment. 88% of students met or exceeded expectations, and 12% approached expectations. Students showed the most strengths in willingness to seek help, initiative and motivation, willingness to accept and use feedback, and orientation to MSJCCs. No clear trends emerged on strengths and opportunities for development.
- Alumni rated their preparation in this as extremely ($n = 3$) well. Site supervisors and employers rated the program preparation as very ($n = 1$) to extremely ($n = 3$) well.

PhD Program Changes, Improvements, and Response

- This report should be viewed in context of several contextual elements.
 - These are the first reports of revised KPI assessment and evaluation procedures under 2024 CACREP standards. We will continue to explore initial reports and hold any decision-making regarding revised assessment procedures and threshold until we have an entire cycle of data.
 - This is the first of two years of program sequence adjustments.

- During the times captured in this evaluation, four core faculty members retired from or left the program, and three new core faculty members began their time in the program.
- This is the first year of the portfolio implementation process and use of revised field experience assessment measures.
- Based on observations of doctoral student conceptualization skills, we will move advanced theories to the first semester to help firm theoretical foundations prior to their engagement in supervision. At the same time, we will eliminate the COUN 655 advanced practicum in counseling and integrate a required advanced counseling experience in COUN 662 as a precursor to a required clinical internship in the spring semester.
- Based on observations of difficulty integrating empirical support or evidence in their work, Barrio (COUN 650) and Gibbons (COUN 662) will integrate deeper attention to evidence-informed practice in fall courses. We will also emphasize these elements in the next round of portfolio implementation.
- During this academic year, we piloted dissertation research teams in hopes of enhancing first and second year students' experience with research prior to dissertation. After exploring this year's process, the faculty will continue to develop the research teams with a focus on linking all students either to dissertation project or specific project with a research active faculty member. In addition, we will submit curricular revisions to further center research skills. Beginning in Fall 2024, students will chose between (1) HDFS 570 Research Design, (2) COUN 639 Independent Study focused on engaging a specific research project led by research-active faculty members, or (3) a specialized research design course approved by advisor.
- Faculty members will continue calibration of reviewer ratings to increase the likelihood that time 1 and time 2 measures can be compared accurately and that no areas are artificially inflated or deflated through the process.
- Faculty members will continue to work to rebuild climate and community as our programs and faculty stabilize.