THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

DEPARTMENT OF COUNSELING,
HUMAN DEVELOPMENT &
FAMILY SCIENCE

AY 2024-2025 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 2025	41	15	16
Graduates in 2024-2025	25 + 1 dual	6	7
Program completion rate	25/28 (89.3%) + 1 dual	6/7 (85.7%)	7/7 (100%)
Employment rate	21/21 responding (100%)	4/6 responding (100%)	7/7 (100%)
National Counselor Examination Pass	9/9 (100%)	N/A	N/A
Professional School Counselor Praxis Pass	N/A	6/6 (100%)	N/A

- Reports generated for Summer 2024, Fall 2024, Spring 2025
- 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 2024-2025. During this academic year, the department was in time of significant revision.

- We navigated college restructuring as our former department, *Educational Psychology and Counseling* sunset on 07/31/2024. On 08/01/2024 we began a new department, *Counseling, Human Development, and Family Science* with programs and faculty who share overlapping commitments to optimal development and holistic well-being.
- We implemented the second 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. The first group of students graduated from our new model in May 2025.
- We implemented the second 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 finished implementing updates to curricula, program evaluation, and student assessment procedures to comply with CACREP 2024 standards.
- We utilized two years of data to further refine and develop our KPI procedures; updated procedures and rubrics were began rolling out in Summer 2025.
- Following a national search, a Clinical Assistant Professor of Counselor Education and Counselor Training Clinic director began service.

Sources of Data

The following sources of data were utilized in developing this report

- University reports regarding admissions, enrollment, and graduation data for the AY24-25 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	AY 2023-2024			AY 2024-2025		
		M	SD	% Met Threshold	M	SD	% Met Threshold
A. Apply an ethical decision-making model to counseling practice	Time 1 Time 2	3.47 3.93	0.26 0.13	100% 100%	3.59 3.01	0.37 0.41	90% 88%
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%	3.26 3.37	0.35 0.34	78% 100%
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%	3.25 3.37	0.40 0.60	87% 87%
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%	3.19 3.11	0.43 0.56	93% 96%
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%	2.89 3.09	0.39 0.31	81% 95%
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%	3.46 3.58 3.57	0.49 0.52 0.48	100% 96% 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%	3.48 3.10	0.32 0.26	97% 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%	19.38 3.19 Note method change		100% 92%
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%	3.08 2.69	0.27 0.43	100% 74%
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%	3.70 3.41	0.27 0.54	100% 100%
CMHCb – Enact specialized skills in a CMHC setting	Time 1 Time 2	3.36 3.33	0.50 0.50	100% 100%	3.22 3.82	0.55 0.39	94% 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%	3.38 3.69	0.20 0.25	100% 100%
SCb – Enact specialized skills in a SC setting	Time 1 Time 2	3.25 Missing	0.50	100%	3.56 3.75	0.53 0.46	100% 100%
Demonstrate professional counseling dispositions	Time 1 Time 2	3.21 3.21	0.62 0.80	90% 93%	3.19 3.18	0.48 0.60	96% 90%

This was the second year implementing the revised KPI and student assessment plan; we included a trend analysis this year. However, although scores decreased during this cycle, we believe this is related to more consistent adherence to scoring rubrics rather than student performance. Scores are reported for initial submissions prior to revision; 100% of students passed on revision. Thus, we did not complete a full trend analysis given changes in assessment methodology.

MS Graduate Outcomes by SPA

SPA	Quality Indicator	2023-2024	2024-2025
CMHC	Licensure Exam Pass Rate[1] Degree Completion Rate[2] Employment or Education Rate[3]	100% (1/1) 86% (12/14) + 100% (3/3) 100% (12/12)	100% (9/9) 89% (25/28) + 100% (1/1) 100% (21/21)
SC	Licensure Exam Pass Rate[1] Degree Completion Rate[2] Employment or Education Rate[3]	100% (3/3) 100% (7/7) 100% (7/7)	100% (6/6) 86% (6/6) 100% (4/4)

Graduate outcomes reported for all responding to inquiry or able to be located through public search. All trends are stable and highly positive.

Diverse Learning Community
On 9/15/2025, CACREP suspended reporting requirements for this standard.

Fieldwork Placement Rates

SPA	Experience	Placement Rate AY 2023-2024	Placement Rate AY 2023-2024	Trend
CMHC	Practicum Internship	100% 100%	100% 100%	Stable Stable
CMHC	Practicum Internship	100% 100%	100% 100%	Stable Stable
SC	Practicum Internship	100% 100%	100% 100%	Stable Stable
SC	Practicum Internship	100% 100%	100% 100%	Stable Stable

MS Program Evaluation Findings

Note: We piloted new follow-up surveys last year. Results are tentative due to low response rates. Additionally, the two-year alumni survey captured students who completed their programs during times that were deeply impacted by the pandemic (i.e., 2021-2023). All alumni surveys were conducted on a 5-point scale ranging from 1 = not well at all to 5 = extremely well.

Objective 1: Understand and apply foundational knowledge necessary for success as professional counselors
- **Ethical decision-making model** – 90% of students met performance expectations for use of an EDDM in theory (time 1) and 89% 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. Time two results were strongest in identifying the dilemma and showed most opportunity for improvement in using professional literature and analysis of actual actions taken and lessons learned.

- **Development** – 87% of students met performance expectations for developmental and systemic conceptualization of a hypothetical client (time 1) and real client (time 2). Time 1 rubrics indicate that students showed strengths in implications with the most opportunity for improvement in connection to developmental theory. Time 2 rubrics showed greatest strengths in connection to strength, assets, and growth areas and most opportunity for improvement in connection to developmental science and theory.
- **Career** – 93% of students met performance expectations for a simulated career interview and holistic conceptualization (time 1); 96% met expectations for conceptualizing a real client (time 2). Time 1 rubrics showed greatest strengths in reflection and greatest opportunity for growth in interaction plan and process. Time 2 rubrics showed greatest strengths in counseling implications.
- **Theory** – 81% of students met performance expectations for theoretical conceptualization of a hypothetical client (time 1) and 95% met expectations in practice (time 2). Time 1 rubrics showed greatest strengths in application of theoretical framework to client and greatest opportunities for growth in integration of theory with professional identity and connection of goals and modality to client context. Time 2 rubrics showed greatest strength in summary of theory and greatest opportunity in adaptations needed to be consistent with development, culture, and setting.
- **Group** – 97% of students met performance expectations for planning a culturally responsive group (time 1) and 100% met for evaluating group implementation in practice (time 2). Time 1 rubrics showed greatest strengths in purpose, goals and rationale and greatest opportunities in ground rules, termination/adjourning, and evaluation plan.
- **Assessment** – 100% of students met performance expectations for knowledge at time 1, and 92% met at time 2. We changed measurement strategy mid-year to allow deeper understanding of patterns. Evaluation of time 2 results showed strengths in statistical concepts and opportunities in culturally responsive approaches to counseling, research, and assessment.
- **Examinations** – Typically we have maintained national examination pass rates of 100%, with scores often 0.5-1 standard deviations above the national mean. Results were available for 9 graduates who completed the NCE in Spring 2025. All graduates passed. Overall scores for the program trended higher than national results by roughly 0.5SD. Strengths were noted in social and cultural diversity (>1 SD above), human growth and development (0.5 SD above), and assessment (0.5 SD above). All other areas were around the national mean.
- **Surveys -** In all, alumni rated their preparation on this objective as very favorably with 90% rating preparation very well or extremely well (M = 4.1). The most favorably rated areas were professional orientation and ethical practice, social and cultural diversity, and counseling practice and relationships. The least favorably rated areas were career development and research and program evaluation. Site supervisors and employers rated preparation favorably (M = 3.9), with 31% rating moderately well, 46% rating very well, and 23% rating 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 vocal tones, observation, and encouragers most strongly (M = 3.5-3.7). They noted most opportunity for improvement in nonverbal communication, silence, closed-ended questioning, clarification, and reflection of feeling (M = 3.1-3.3).
- 96% of students met KPI skills expectations for internship 1. Faculty and doctoral student rated normalizing, psychoeducation, nonverbal, encouragers, vocal tone, open-ended questioning, clarification, and advocacy (M = 3.9-4.0) most favorably. They noted most opportunity for improvement in reflecting meaning along with interpretation, immediacy, silence, summarizing, reflecting feelings, and feedback (M = 3.3-3.4).
- 100% of students met KPI skills expectations for internship 2. Faculty and doctoral student supervisors rated psychoeducation, interpretation, clarification, encouragers, nonverbal communication, and observation most favorably (M = 3.9-4.0). They noted most opportunity for improvement in directives, silence, challenging, reflecting feeling, and reframing (M = 3.5-3.6).
- **Surveys** – Most alumni rated their skills preparation very favorably, with 90% rating preparation very well or extremely well (M = 4.3). Site supervisors and employers rated student

skills preparation quite favorably (M = 4.2), with 85% indicating skills preparation was very well or extremely well.

Objective 3: Develop advocacy competencies for addressing systemic barriers to optimal development and wellness facing diverse individuals, families, schools, and communities
- 78% of students met performance expectations for their course-based cultural awareness projects (time 1), and 100% met expectations for their internship-based advanced cultural awareness projects (time 2). Time 1 rubrics indicated greatest strengths in action steps take and references with greatest opportunities in implications for counseling and advocacy. Time 2 rubrics generally followed the same pattern, although students also struggled to integrate the topic with counseling practice.
- **Surveys** – Alumni ratings in this area were more variable, with 60% rating preparation well or very well (M = 3.5). Site supervisors and employers were more favorable (M = 4.0) with 85% rating 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. Time 1 rubrics showed greatest strength in analysis of possible levels of care and opportunity in clinical summary. Time 2 rubrics showed strengths in referral and greatest opportunity in risk formulation.
- **KPI Site Supervisor Evaluations –** Nearly all students met performance expectations for site supervisor evaluation of their CMHC-specific skills at end of intern 1 (94% time 1), and 100% met expectations at end of intern 2 (time 2). At the end of internship 2, the clearest areas of strength were consultation with other providers and adherence to site policies/tasks (M = 4.5). The greatest areas for improvement were around using assessment to inform treatment planning, creating effective treatment plans, and clinical diagnosis (M = 4.1).
- **KPI Effectiveness Evaluation –** 100% of students met expectations at time 1, and 75% met expectations at time 2. Time 1 rubrics indicate strengths in synopsis of the issue and research; opportunities focused on data analytic strategy and plan to inform counseling. Students appeared to struggle across the time 2 measure but showed most difficulty in setting goals, objectives, and outcomes and identifying process and outcome measures.
- **Surveys:** Alumni ratings in this area were a combination of moderately and very well prepared. The most favorably rated items were assessment and diagnosis (M = 3.7), continuum of care M = 3.7), and evidence informed practices (M = 3.7). The least favorably rated areas were effectiveness evaluation (M = 3.1) and practice and management issues (M = 3.1). Supervisor and employers rated student CMHC preparation between moderately well and very well (M = 3.8), the most favorable items was around evidence informed practice (M = 4.0) and conceptualization with attention to culture and development (M = 3.9). The lowest-rated item was practice management issues (M = 3.6)

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 1 strengths in school data profile and opportunities in SMART goal and gap explanation and rationale. At time 2, rubric scores were highest for SMART goal and gap explanation with most opportunity for intervention reflection.
- **KPI Site Supervisor Evaluations -** 100% of students met performance expectations for site supervisor evaluation of their SC-specific skills at end of intern 1 (time 1) and intern 2 (time 2). At the end of internship 2, the most favorably rated items were appropriate modalities, adherence to site policy, leadership and advocacy, and understanding of SC program foundations (M = 4.6-4.7). The last favorably rated items were using assessments to develop goals, conceptualization, and using data to inform SC programs (M = 4.1-4.3)

- **KPI Effectiveness Evaluation** – 100% of students met expectations at time 1, and 75% met expectations at time 2. Time 1 rubrics indicate strengths in synopsis of the issue and research; opportunities focused on data analytic strategy and plan to inform counseling. Students appeared to struggle across the time 2 measure but showed most difficulty in setting goals, objectives, and outcomes and identifying process and outcome measures.
- **Surveys:** Only four alumni responded to the survey, indicating that they perceived their school counseling preparation as moderately well. The most favorably rated item was social emotional development (M = 4.0), and the last favorably rated item was comprehensive, developmental school counseling programs (M = 2.8). Site supervisor and employers rated student SC preparation between moderately well and very well (M = 3.7). There were slightly higher scores in career development (M = 3.8) and social-emotional development (M = 3.8)

Objective 6: Study in an inclusive, engaged learning community that maintains high standards among peers, faculty, and community partners
- Alumni were variable on rating of this item (M = 3.3). The most favorable items indicated satisfaction with quality of supervision (M = 4.0), quality of instruction (M = 3.7), and engagement with peers (M = 3.6). The lowest-rated item was related to engagement with faculty (M = 3.0), likely reflecting significant shifted in faculty and culture at the time.

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. 91% of students met (64%) or exceeded (27%) expectations; 9% of students approached expectations. There were no clear tends in terms of strengths. The lowest-rated areas were awareness of impact on others, ability to deal with conflict, and professional wellness and self-care.
- Examination of final site supervisor rating forms indicates very high professional dispositions ratings. Commitment was rated lowest (M = 4.5) and humility, openness, respect, integrity, and self-awareness were evaluated slightly higher (M = 4.6).
- **Surveys:** Alumni were favorable in their rating of disposition development (M = 3.9). Site supervisors and employers were consistent, with 85% rating this area very or extremely well (M = 4.0)

MS Program Changes, Improvements, and Response

- This report should be viewed in context of several contextual elements.
  - These are just the second reports of revised KPI assessment and evaluation procedures under 2024 CACREP standards. Following this full initial cycle of our KPI assessment process, we engaged a comprehensive review as a faculty at the end of Spring 2025. This resulted in changes to the KPI assessment methodology to be more developmentally appropriate for students and movement to a standardized number of items in rubric and cut points for performance. These changes will be implemented beginning in Summer 2025.
  - Alumni surveys include those who attended during the pandemic (2021-2023), and other indicators cover time since emergence. Delivery methods shifted in accordance with the pandemic. In the past five years represented in this report, five core faculty members retired from or left the program, and three new core faculty members began their time in the program.
- This cycle completes initial implementation of 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. We are in the process of making updates to both assessment and instructional strategies as we complete implementation.
- Although students consistently meet skills expectations, it is noteworthy that silence and reflection of feeling persistently appear as the lowest-rated items across the field experience sequence even as more advanced skills arise as strengths (e.g., normalizing, psychoeducation, interpretation). These may benefit from increased attention earlier in the skills curriculum.

- Data suggest the need to enhance ability to engage effectiveness evaluation across specialized practice areas. Curricular changes are in process (e.g., implementation of COUN 534). Based on assessment data, we relocated a time 2 KPI regarding evaluation effectiveness to COUN 525 Assessment and Testing in Counseling to allow more scaffolded attention to this learner outcome and measure.
- CMHC data suggest the need to enhance coverage of interconnections among assessment, diagnosis, and treatment planning. This should be enhanced with integration of COUN 534; additionally, an instructor change is in process for COUN 590 Diagnosis and Treatment Planning and COUN 556 CMHC Foundations. We will reassess during the next round of program evaluation.
- SC data suggest the need to enhance attention to connections between data, goals, and program development. These may be targeted in COUN 534 and COUN 525 as previously discussed. In addition, an instructor change is in process for COUN 550 SC Foundations.
- Across topic areas, students appear to struggle with theoretical conceptualization and connection to concrete implication for practice across areas. This appears to be complicated by doctoral student supervisors' own preparation in theory. During this assessment year faculty began implementing 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. Initial findings from this modification should be apparent in the next assessment cycle.
- 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

PhD Aggregate Assessment of Student Success

		AY 2023-2024		AY 2024-2025	
KPI	**Time**	**M**	**% Met Threshold**	**M**	**% Met Threshold**
Conceptualize a client from a counseling theoretical orientation, including attention to cultural, developmental, and ethical considerations	Time 1 Time 2	3.57 3.11	100% 100%	3.03 3.17	100% 100%
Develop supervisory relationships that promote skills and meet needs of developing counselors	Time 1 Time 2	3.50 2.92	100% 100%	3.00 3.50	100% 100%
Plan, implement, and evaluate evidence-informed teaching strategies in counseling courses	Time 1 Time 2	3.40 3.50	100% 100%	3.50 3.17	100% 100%
Develop manuscripts suitable for publication in peer-reviewed professional counseling journals	Time 1 Time 2	3.07 --	100%	3.14 3.14	100% 100%
Analyze current topical and political issues impacting the counseling profession	Time 1 Time 2	3.52 3.58	100% 100%	3.60 --	100%
Demonstrate professional counseling dispositions	Time 1 Time 2 Time 3+	3.00	88%	3.60 3.40 3.30	100% 100% 100%

Note: trend analysis is invalidated due to recalibration efforts and changes in faculty. Although ratings went down in areas, this was a reflection of more accurate scoring rather than student performance. This is especially salient given our very small sample sizes. Data were not available for KPI 5-2 due to two year course rotation schedule.

PhD Graduate Outcomes by SPA

SPA	Quality Indicator	2023-2024	2024-2025
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)	N/A 100 (7 of 7) 100 (7 of 7)

Two-year trends are stable and highly positive.

Diverse Learning Community
On 9/15/2025, CACREP suspended reporting requirements for this standard.

Fieldwork Placement Rates

SPA	Experience	Placement Rate AY 2023-2024	Placement Rate AY 2023-2024	Trend
CE	Pre-Internship Internship	100% 100%	100% 100%	Stable Stable
CE	Pre-Internship Internship	100% 100%	100% 100%	Stable Stable

PhD Program Evaluation Findings

Note: We piloted new follow-up surveys last year. A total of 7 alumni responded; however, we did not receive sufficient employer and site supervisor data to analyze. Additionally, the two-year alumni survey captured students who completed their programs at the heart of the pandemic (i.e., 2021-2023). Alumni surveys were presented on a scale from 1 = not well at all to 5 = extremely well.

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 skills identification (M = 3.0). There was most opportunity for growth in depth of theory understanding (M = 2.8). At time 2, the greatest strength was description of client (M = 3.4), and the greatest weaknesses were integration with counseling foundations and conceptualization of limitations (M = 3.0).
- Pre-internship experience ratings were most favorable in nonverbal communication, encouragers, and vocal tone (M = 4.0-4.2). There was most opportunity for growth in immediacy, interpretation, reflecting feeling, and reflecting meaning (M = 2.8-3.0)
- 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 to very well (M = 3.4).

Objective 2: Promote skills of developing counselors through culturally sustaining, developmentally responsive, and ethical supervisory relationships
- 100% of students met or exceeded expectations on their time 1 and time 2 supervision skills evaluations; 22% of students exceeded expectations. Results indicated the greatest strength in establishing supervisory relationships, providing structure and feedback appropriate to developmental needs, and adhering to ethical and legal guidelines (M = 3.8-3.9). The greatest areas for growth were around articulating own philosophy of supervision and demonstrating intentionality (M = 3.2-3.3)
- 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 to extremely well (M = 4.1).

Objective 3: Utilize culturally sustaining, developmentally responsive, and ethical teaching

and evaluation methods relevant to educating counselors

- All students met or exceeded expectations on their time 1 and time 2 teaching skills evaluations; 33% of students exceeded expectations. Results indicated strengths in enthusiasm for student success, reflective practice, and peer collaboration (M = 3.7-3.8). Lowest-rated items were evidence-based improvement, actionable feedback, student progress monitoring, assessing planning, time management, cognitive engagement, and instructional rigor (M = 3.1-3.2)
- 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 very to extremely well (M = 4.3, the highest of any core area).

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, with one student exceeding expectations. Strengths included search strategy and writing style; introduction had most opportunity for improvement. Likewise, 100% of students met performance expectations on manuscript 2, with one student exceeding expectations. No areas emerged as stronger or weaker than others.
- Student annual reports indicated relatively strong engagement in peer-reviewed presentations, with an average of 3.6 state or local presentations and 1.1 regional/national presentations. The number of presentations increased based on year in the program.
- Four of 13 students secured publications over the last year, with three securing one publication each and one securing six publications. Additionally, six students had publications under review; one had two under review and four had one article under review. Nearly all publications 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 moderately to extremely well (M = 4.0).

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 topic and political analysis; time 2 was not assessed during the time period due to course rotation schedule. Students demonstrated strengths in use of sources (M = 3.8) and introduction and context (M = 4.0). They demonstrated most opportunity for growth around analysis, implications, and writing style (M = 3.4).
- Students only completed two 100-hour leadership and advocacy internships over the course of the year. Data are not reported in order to protect student privacy.
- Most students engaged in local leadership via Upsilon Theta Chapter of Chi Sigma Iota. A number also served more broadly including as elected leaders of Smoky Mountain Counseling Association, ACES social media initiatives, and on committees for ACA, ASERVIC, and CSI International.
- 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 very to extremely well (M = 4.0).

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

- Alumni responses were varied, with one indicating not well at all, and the rest indicating moderately to extremely well (M = 3.3). Responses to individual questions demonstrated the greatest strengths in quality of instruction and quality of supervision (M = 4.4-4.6) and the greatest opportunities for growth in collaborative research relationships (M = 3.4).

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. All students met or

exceeded expectations with 44% exceeding expectations. The highest rated items were openness to new ideas, cooperativeness, willingness to accept and use feedback, initiative and motivation, and professionalism. The lowest-rated items were awareness of impact on others and ability to deal with conflict.

- Alumni responses were varied, with one indicating not well at all, and the rest indicating moderately to extremely well (M = 3.3).

PhD Program Changes, Improvements, and Response

- This report should be viewed in context of several contextual elements.
  - These are the second 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 captures the first year of revised program sequence and requirements, including removal of practicum, implementation of a pre-internship counseling experience, and revised research requirements.
  - During the times captured in this evaluation, five core faculty members retired from or left the program, and three new core faculty members began their time in the program.
  - This is the second year of the portfolio implementation process and use of revised field experience assessment measures.
- Based on observations of doctoral student conceptualization skills, we moved advanced theories to the first semester to help firm up theoretical foundations prior to supervisors' engagement in supervision. At the same time, we eliminated the COUN 655 advanced practicum in counseling and integrated 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) integrated deeper attention to evidence-informed practice in fall courses. We also emphasized these elements in portfolio implementation, providing enhanced mentorship and support for students.
- During this academic year, we piloted programmatic requirements in which all first and second year students must gain experience with research prior to dissertation. All students were required to be linked to a dissertation project or specific project with a research active faculty member. In addition, we implemented enhanced attention to research skills requiring students choose between (1) HDFS 570 Research Design in HDFS, (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.