Fall, 2021, Spring, 2022 & Summer, 2022

MTSU Professional Counseling

Annual Program Evaluation Report

Middle Tennessee State University Professional Counseling
Vital Statistics
2021-22

	Clinical Mental Health Counseling	School Counseling
Number of program graduates	14	11
Completion rates of students*	79%	100%
Pass rates on credentialing exams (NCE – CMHC students; Praxis – SCCO students)	94%	100%
Job placement rates**	93%	100%

* CACREP defines a program's *completion rate* as the percentage of admitted students who graduate from the program within the expected time period.

** In relation to job placement rates, CACREP asks, *"To the best of your knowledge, what is the job placement rate of graduates from your [CMHC or SCCO] programs who were actively seeking employment?"* CACREP requires the use of the following modified formula to calculate job placement rates:

Numerator: # of students who got a job in field (or comparable occupation) within 6 months of completion of master's degree program

_____

Denominator: # of students who were seeking employment following completion of master's degree program

Slightly more CMHC than SCCO students graduated from the Professional Counseling program during the Fall '21 – Summer '22 evaluation period. However, while all SCCO students graduated within the expected time frame (i.e., three years/nine semesters) approximately 20% fewer CMHC students achieved this goal due to personal reasons. Professional Counseling students performed quite well on credentialing exams with only 1 out of 15 CMHC student failing to pass the test (National Counselor Exam) and all school counseling students passing the Praxis. Finally, Professional Counseling graduates continue to be quite successful landing jobs within six months following graduation from the program.

MTSU Professional Counseling Key Performance Indicators in Relation to CACREP 2016 Accreditation Standards

A few years ago Professional Counseling faculty updated their comprehensive assessment plan to align the program with CACREP 2016 accreditation standards. Key Performance Indicators (KPIs) and other relevant data are collected and assessed in multiple ways across multiple points in time throughout the course of students' programs. Data are used for curriculum and program improvement purposes. As a counseling program that is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) faculty have created an assessment plan with the goal of providing first class training experiences to students. A summary of the plan is as follows:

Comprehensive Assessment Plan for Systematically Evaluating Professional Counseling Program			
Data that is collected	How & when data is collected	Method for how data is reviewed / analyzed	How data is used for curriculum and program improvement
Key Performance Indicators (see KPI results document below for breakdown of KPIs & results for 2021-22 academic year; table with this	Professors complete rubrics assessing knowledge & skills of students Data is collected at the beginning, middle and end of students' programs	Professors enter rubric scores in LiveText; Faculty review results at faculty meetings and "Data Days" taking into consideration strong/weak areas as well as trends; determine possible reasons for results as well as problem-solving strategies	Based on the data analysis professors implement plans which might include textbook changes, content modifications within classes, targeting specific skill areas (e.g., trauma-based counseling), etc.

information starts on page 7)			
Professional dispositions	Professors complete rubrics assessing dispositions at the end of every class every semester Data is collected every semester	Professors enter rubric scores in LiveText; Faculty review results at faculty meetings and "Data Days" taking into consideration strong/weak dispositions as well as trends; determine possible reasons for results (e.g., characteristics of students that are admitted into program)	Based on the data analysis professors meet with students informally (i.e., one-on-one) and formally (i.e., student meets with counseling faculty) to discuss problem areas, why it's a concern, student's viewpoint regarding problem disposition and – when necessary – implementation of student support plan. Also, students are informed of their disposition status in a letter once a year following formal evaluation by faculty at the end of the spring semester.
Demographic and other characteristics of applicants, students & graduates	The MTSU Office of Institutional Effectiveness, Planning and Research (IEPR) provides "Power BI Dashboards" that allow faculty to access demographic and other information pertaining to students. Also, the Professional Counseling program maintains information on current students and graduates Data is collected continuously	Professional Counseling faculty review application information following the application deadlines during faculty meetings and determine if they meet the minimum criteria to be interviewed; student and graduate information is reviewed during faculty meetings and/or Data Days; Faculty consider information wholistically – as opposed to considering only one piece of data (e.g., undergraduate GPA) when making admissions decisions; In some cases, mental health and learning disability issues play a role	For several years, minoritized and first generation college/graduate students have been mentored by Professional Counseling faculty to ensure their retention and success in the program. Other students have been placed on student support plans when physical, mental health, learning or other life challenges have negatively impacted their academic performance. Although students are informally evaluated and discussed at faculty meetings as necessary throughout the course of the academic year all students are formally evaluated at the end of the spring semester and notified of their progress via letters.

		in decision-making when evaluating student progress resulting in the implementation of student support plans.	
Follow-up studies of graduates, site supervisors & employers of graduates	All individuals are sent an e-mail requesting their input regarding their perceptions of the Professional Counseling program (graduates) or the knowledge, skills and dispositions of MTSU interns & graduates (site supervisors and employers). Data is collected three times a year (i.e., August, December and May)	Professional Counseling faculty review the data during faculty meetings (in particular, summer meetings) and Data Day meetings	Professional Counseling faculty make adjustments in courses and/or program – as necessary – based on information provided by individuals surveyed
Recommendations of advisory board	Professional Counseling faculty convene a meeting with an advisory board once every three years (the last one was held on 10/26/21). Board members are comprised of former students, school counselors, licensed professional counselors, supervisors, school district school counseling coordinators, principals, and MTSU	Professional Counseling faculty review the themes that were discussed during the advisory board meeting during faculty meetings + Data Days and determine areas they will address to improve the training experiences of students.	Professional Counseling faculty make adjustments in courses and/or program – as necessary – based on information provided by advisory board members

	administrative personnel (e.g., chair of department). Board members and faculty discuss trends in the field & ways of enhancing the training experiences of students		

As discussed above, the Professional Counseling faculty has developed a comprehensive assessment plan in which students are evaluated at multiple points of their programs with multiple assessment measures and approaches. The plan includes assessment of knowledge, skills, and professional dispositions. Aggregated and disaggregated Key Performance Indicator (KPI) results for academic year 2021-22 can be found in the table below. Information pertaining to professional dispositions follows the KPI results.

MTSU Professional Counseling Program Key Performance Indicators (KPIs), Measures & Data

Fall, 2021, Spring, 2022 and Summer, 2022

Key Performance Indicator (KPI)	Course in which KPI is measured	Point in program in which KPI is measured (multiple points in time)	Measure / Assignment / Project (multiple measures)	Fall 2021 Data (overall and disaggregated) (number of students that earned Target (T), Acceptable (A) & Unacceptable (U) ratings for a given measure and associated percentages that met or exceeded criterion) Criterion: 80% of students will obtain Target or Acceptable ratings for a given KPI measure	Spring 2022 Data (overall and disaggregated) (number of students that earned Target (T), Acceptable (A) & Unacceptable (U) ratings for a given measure and associated percentages that met or exceeded criterion) Criterion: 80% of students will obtain Target or Acceptable ratings for a given KPI measure	Summer 2022 Data (overall and disaggregated) (number of students that earned Target (T), Acceptable (A) & Unacceptable (U) ratings for a given measure and associated percentages that met or exceeded criterion) Criterion: 80% of students will obtain Target or Acceptable ratings for a given KPI measure
CACREP 2016 Core Curricular Areas (2.F.1-8)						
1. Professional Counseling Orientation & Ethical Practice						

A. Students will demonstrate skill in identifying and resolving ethical dilemmas (aligns with standard 2.F.1.i).	COUN 6230 – Legal & Ethical Issues in Counseling	Beginning	Skill: Ethical dilemma case study Assessment method: Rubric			26 Students: 26 T (100% met or exceeded criterion) Gender Male: 7 T Female: 18 T Trans/NonBinary: 1 T Race Caucasian: 22 T African American: 2 T Latino: 1 Asian: 1 T Other: 0 No significant differences in KPI performance based on gender or race
B. Student will acquire knowledge of professional counselors, the counseling profession and ethical practice (aligns with standards 2.F.1.a & i)	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling	End	Knowledge: CPCE section pertaining to Professional Counseling Orientation & Ethical Practice is part of wholistic knowledge assessment of student at end of program (See KPI "9. Wholistic Knowledge Assessment" below for results) Assessment method: Exam			

2. Social & Cultural Diversity						
A. Students will have an appreciation of the unique contributions and concerns of diverse populations and will have the ability to work with all individuals to enhance and encourage their full participation in a pluralistic society (aligns with standard 2.F.2.a)	COUN 6210 – Multicultural Counseling	Middle	Skill: Role play Assessment method: Rubric			24 students: 24 T (100% met or exceeded criterion) Gender Male: 4 T Female: 18 T Trans/NonBinary: 2 Race Caucasian: 19 T African American: 3 T Latino: 1 T Asian: 1 T Other: 0 No significant differences in KPI performance based on gender or race
	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling	End	Knowledge: CPCE section pertaining to Social & Cultural Diversity is part of wholistic knowledge assessment of student at end of program (See "9. Wholistic Knowledge Assessment" below for results) Assessment method: Exam			
3. Human Growth & Development						
A. Students will acquire knowledge and skills to work with individuals across the lifespan (aligns with standard 2.F.3.a)	COUN 6765 – Diagnosis & Treatment Planning in Counseling	Middle	Skill: Case study homework Assessment method: Rubric	22 students – 22 T (100% met or exceeded criterion) Gender Male: 4 T Female: 18 T Trans/NonBinary: 0 Race Caucasian: 18 T	10 students – 10 T (100% met or exceeded criterion) Gender Male: 3 T Female: 6 T Trans/NonBinary: 1 T Race Caucasian: 8 T	
	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship:	End	Knowledge: CPCE section pertaining to Human Growth & Development is part of wholistic knowledge assessment of student at			

	Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling		end of program (See "9. Wholistic Knowledge Assessment" below for results) Assessment method: Exam	African American: 4 T Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	African American: 2 T Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	
4. Career Development						
A. Students will demonstrate basic skill in applying career development theories and models to the career counseling and decision making process (aligns with standard 2.F.4.a)	COUN 6150 – Career Counseling	Middle	Skill: Career interview assignment Assessment method: Rubric			30 students: 30 T (100% met or exceeded criterion) Gender Male: 5 T Female: 25 T Trans/NonBinary: 0 Race Caucasian: 26 T African American: 4 T Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race
B. Students will demonstrate knowledge of career development & counseling (aligns with standards 2.F.4.a, b & e).	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health	End	Knowledge: CPCE section pertaining to Career Development is part of wholistic			

	Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling		knowledge assessment of student at end of program (See "9. Wholistic Knowledge Assessment" below for results) Assessment method: Exam			
5. Counseling & Helping Relationships						
A. Students will develop a professional counselor identity based on strengths, wellness, empowerment, prevention and early intervention (aligns with standards 2.F.5.a & j)	COUN 6230 – Legal & Ethical Issues in Counseling	Beginning	Knowledge: Final exam essay question - four beliefs underlying the counseling profession Assessment method: Rubric			26 Students: 26 T (100% met or exceeded criterion) Gender Male: 7 T Female: 18 T Trans/NonBinary: 1 T Race Caucasian: 22 T African American: 2 T Latino: 1 Asian: 1 T Other: 0 No significant differences in KPI performance based on gender or race
B. Students will apply knowledge of counseling and helping relationships (standards 2.F.5.a & g)	COUN 6270 – Practicum in Counseling	Middle	Skill: Client counseling session review Assessment method: Rubric	9 students: 8 T, 1 A (100% met or exceeded criterion)	23 students – 22 T; 1 A (100% met or exceeded criterion)	

				Gender Male: 2 T Female: 6 T, 1 A Trans/NonBinary: 0 Race Caucasian: 8 T, 1 A African American: 0 Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	Gender Male: 3 T, 1 A Female: 19 T Trans/NonBinary: 0 Race Caucasian: 19 T, 1 A African American: 3 T Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	
C. Students will demonstrate knowledge of counseling helping relationships (aligns with standards 2.F.5.a, f, g & h).	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling	End	Knowledge: CPCE section pertaining to Counseling and Helping Relationships is part of wholistic knowledge assessment of student at end of program (See "9. Wholistic Knowledge Assessment" below for results) Assessment method: Exam			

6. Group Counseling & Group Work						
A. Students will demonstrate knowledge of group work (aligns with standard 2.F.6.a)	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling	End	Knowledge: CPCE section pertaining to Group Work is part of wholistic knowledge assessment of student at end of program (See "9. Wholistic Knowledge Assessment" below for results) Assessment method: Exam			
B. Students will demonstrate basic skills in facilitating groups (aligns with standard 2.F.6.d & h)	COUN 6170 – Group Counseling & Psychotherapy	Middle	Skill: Performance as group leader with classmates Assessment method: Rubric	18 students – 14 T, 4 A (100% met or exceeded criterion) Gender Male: 2 T, 1 A Female: 12 T, 3 A Trans/NonBinary: 0 Race Caucasian: 12 T, 4 A African American: 2 T Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	16 students – 15 T, 1 A (100% met or exceeded criterion) Gender Male: 1 T Female: 13 T Trans/NonBinary: 2 T Race Caucasian: 14 T African American: 2 T Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	

7. Assessment & Testing						
A. Students will demonstrate knowledge and skill pertaining to assessment & testing in counseling (aligns with standards 2.F.7.h & i).	COUN 6840 – Measurement & Appraisal in Counseling	Beginning	Skill: Application of Tests/Assessment Procedures assignment Assessment method: Rubric		12 students – 10 T, 2 A (100% met or exceeded criterion) <u>Gender</u> Male: 5 T Female: 4 T, 2 A Trans/NonBinary: 1 T <u>Race</u> Caucasian: 8 T, 2 A African American: 1 T Latino: 1 T Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	14 students: 11 T; 3 A (100% met or exceeded criterion) <u>Gender</u> Male: 1 T, 1 A Female: 12 T Trans/NonBinary: 0 <u>Race</u> Caucasian: 11 T; 1 A African American: 2 A Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race
	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling	End	Knowledge: CPCE section pertaining to Assessment & Testing is part of wholistic knowledge assessment of student at end of program (See "9. Wholistic Knowledge Assessment" below for results) Assessment method: Exam			

8. Research & Program Evaluation						
A. Students will evidence commitment to the practitioner-scholar role and to ongoing professional development (aligns with standards 2.F.8.a & f)	COUN 6610 – Introduction to Counseling Research	Middle	Skill: Mini Course Proposal Assignment or Group Research Project (depending on size of class) Assessment method: Rubric	9 students: 9 T (100% met or exceeded criterion) <u>Gender</u> Male: 2 T Female: 7 T Trans/NonBinary: 0	14 students – 14 T (100% met or exceeded criterion) <u>Gender</u> Male: 2 T Female: 12 T Trans/NonBinary: 0	
B. Students will demonstrate knowledge of research and program evaluation (aligns with standard 2.F.8.f, g & h)	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling; Internship: Elementary School Counseling; Internship: School Counseling	End	Knowledge: CPCE section pertaining to Research & Program Evaluation is part of wholistic knowledge assessment of student at end of program (See "9. Wholistic Knowledge Assessment" below for results) Assessment method: Exam	<u>Race</u> Caucasian: 9 T African American: 0 Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	<u>Race</u> Caucasian: 12 T African American: 1 T Latino: 0 Asian: 1 T Other: 0 No significant differences in KPI performance based on gender or race	
9. Wholistic Knowledge Assessment (based on 8 core areas above as measured with CPCE at end of graduate program)						
	COUN 6540, 6920, 6930 & 6940 – Internship: Clinical Mental Health Counseling; Internship: Secondary School Counseling;		Knowledge: CPCE - eight sections that are assessed on test / wholistic knowledge assessment of student at end of program			CPCE percentage scores using student data from Fall '21, Spring '22 & Summer '22 (Criterion: 80% of students will meet

	Internship: Elementary School Counseling; Internship: School Counseling		Assessment method: Exam			or exceed a cutoff percentage score on the CPCE that is equivalent to one standard deviation below the mean score of counseling students across the United States that took the test as an exit/comprehensive exam. This percentage score "formula" is used by many counseling programs and is not specific to MTSU.) 25 out of 25 (100%) students met or exceeded the cutoff score Numbers & percentages of students that met or exceeded cutoff score by gender and race (Total N = 25): <u>Gender</u> * Male: 8 (32%) * Female: 16 (64%)

						* Trans/NonBinary: 1 (4%) <u>Race</u> * Caucasian: 20 (80%) * African American: 3 (12%) * Latino: 2 (8%) No significant differences in KPI performance based on gender or race	
CACREP 2016 Specialty Areas (Clinical Mental Health Counseling – 5.C & School Counseling – 5.G)						
10. Clinical Mental Health Counseling						
A. Students in the Clinical Mental Health Counseling concentration will learn how to plan, implement, and evaluate evidence-based programs and treatment procedures that are designed to treat psychopathology and promote optimal mental health (aligns with standards 5.C.3.a & b)	COUN 5655 – Foundations of Clinical Mental Health Counseling	Beginning	Knowledge: Community-Based Program Proposal Assessment method: Rubric		14 students – 14 T (100% met or exceeded criterion) <u>Gender</u> Male: 3 T Female: 11 T Trans/NonBinary: 0 <u>Race</u> Caucasian: 12 T African American: 2 T Latino: 0	

				Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race		
	COUN 6540 – Internship: Clinical Mental Health Counseling	End	Skill: Final site supervisor evaluation ratings + internship professor evaluation Assessment method: Rubric	10 students – 10 T (100% met or exceeded criterion) Gender Male: 6 T Female: 3 T Trans/NonBinary: 1 T Race Caucasian: 8 T African American: 1 T Latino: 1 T Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	12 students – 12 T (100% met or exceeded criterion) Gender Male: 6 T Female: 5 T Trans/NonBinary: 1 T Race Caucasian: 11 T African American: 0 Latino: 1 T Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	6 Students: 6 T (100% met or exceeded criterion) Gender Male: 2 T Female: 4 T Trans/NonBinary: 0 Race Caucasian: 6 T African American: 0 Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race
11. School Counseling						
A. Students in the School Counseling concentration will learn how to plan, implement, and evaluate comprehensive school	COUN 6160 – Foundations of School Counseling	Beginning	Knowledge: Comprehensive School Counseling Proposal		10 students – 10 T (100% met or exceeded criterion)	

			Assessment method: Exam		Gender Male: 2 T Female: 8 T Trans/NonBinary: 0 Race Caucasian: 9 T African American: 1 T Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	
counseling programs that are designed to facilitate the academic, career, and personal/social development of all students as lifelong learners in a pluralistic society (aligns with standards 5.G.3.b & f)	COUN 6920 (Internship: Secondary School Counseling), COUN 6930 (Internship: Elementary School Counseling) or COUN 6940 (Internship: School Counseling)	End	Skill: Final site supervisor evaluation ratings + internship professor evaluation Assessment method: Rubric	11 students – 8 T; 3 A (100% met or exceeded criterion) Gender Male: 1 T Female: 7 T; 3 A Trans/NonBinary: 0 Race Caucasian: 6 T; 2 A African American: 1 T; 1 A Latino: 1 T Asian: 0 Other: 0 No significant differences in KPI	3 students: 2 T, 1 A (100% met or exceeded criterion) Gender Male: 0 Female: 2 T, 1 A Trans/NonBinary: 0 Race Caucasian: 2 T; 1 A African American: 0 Latino: 0 Asian: 0 Other: 0 No significant differences in KPI

				performance based on gender or race	performance based on gender or race	
Program-specific (non-CACREP) goal/KPI **12. Trauma-Informed Perspective**						
A. Students will acquire trauma-focused knowledge and skills to apply in their work with students, clients and other relevant people.	COUN 6886 (Trauma-Focused Assessment and Treatment of Children and Adolescents)	Middle	Knowledge & Skills: Final case study homework assignment Assessment method: Rubric		21 students – 19 T, 2 A (100% met or exceeded criterion) Gender Male: 4 T, 2 A Female: 15 T Trans/NonBinary: 0 Race Caucasian: 17 T, 1 A African American: 2 T, 1 A Latino: 0 Asian: 0 Other: 0 No significant differences in KPI performance based on gender or race	

Professional Counseling students met or exceeded the criterion in all areas that were assessed, which demonstrates that they are learning the knowledge and skills required to develop into competent helping professionals.

<u>Professional Dispositions</u>

As discussed previously, College of Education faculty are required to complete dispositions on all students in all classes at the end of the semester throughout the course of their programs. Six dispositions that were originally identified as valued characteristics of students in the College of Education – primarily teacher education students – were retained by Professional Counseling faculty, but the rubric descriptions were re-written so they aligned with desired qualities of counseling students. Those six dispositions are Collaborative, Ethical, Professional, Reflective, Self-Directed & Critical Thinker. A scoring rubric is used to evaluate students on each disposition using the following rating system:

3	**2**	**1**
Target	Acceptable	Unacceptable

While dispositions are not a KPI the Professional Counseling faculty recognizes the role they play in the development of a professional counselor identity and set a standard at which students should achieve at a high level. In particular, 80% of the students are required to obtain sets of dispositions scores that are in the Target and/or Acceptable range only (i.e., no disposition will be rated as Unacceptable within a set of scores). (Note: A set is comprised of six rubric score ratings corresponding to the Collaborative, Ethical, Professional, Reflective, Self-Directed & Critical Thinker dispositions.) The results for the 2021-22 academic year are as follows:

(next page)

Semester	Number of Students	Number & Percentage of Students with Sets of Dispositions Ratings that ONLY Fall in the Target and/or Acceptable Range	Number & Percentage of Students with Sets of Dispositions Ratings that Fall in the Target, Acceptable AND/OR Unacceptable Range	Criterion Percentage Met?
Fall '21	80	80 (100%)	0 (0%)	Yes
Spring '22	80	78 (98%)	2 (2%)	Yes
Summer '22	73	71 (97%)	2 (3%)	Yes
2021-22 Average	**77.67**	**72.33 (98.33%)**	**2 (1.67%)**	

Virtually all of the Professional Counseling students (i.e., 98.33%) were assigned Target and/or Acceptable rubric score ratings in all courses during the 2021-22 academic year. This is well beyond the 80% criterion; the goal was achieved.

Program Evaluation & Modification Efforts

The Professional Counseling faculty engages in an ongoing process of program evaluation. In addition to KPI data, the feedback they receive from students, supervisors and employers; the discussions and recommendations of the advisory board; and self-evaluations all inform program modifications that occur continuously.

Key Performance Indicators (KPIs) and Use of Data to Inform Program Modifications

With regard to KPIs, Professional Counseling faculty have established a criterion in which 80% of the students will achieve each knowledge and skill KPI. Given that student performance on the CPCE (i.e., an objective end-of-program exam used to assess the wholistic knowledge of counseling KPI/KPI #9) has been lower than desired in past years faculty have made efforts to improve this result. An analysis of the KPI results for academic year 2021-22 indicate that criteria were met across the board including CPCE performance/wholistic knowledge of counseling. Because a higher percentage of students have passed the exam over two consecutive years some consideration should be given to "increasing the bar" by requiring 90% of the students to pass the exam as a KPI performance criterion. Professional Counseling faculty will consider this moving forward.

Another point of emphasis for several years has been to recruit more students from underrepresented groups. All Professional Counseling faculty have made presentations in the Seminar in Careers in Psychology undergraduate class to discuss the program and encouraged students to apply. It is estimated that between 15 and 20% of the students in these classes are from underrepresented (primarily African American) groups. Dr. Wilson has made videos for Seminar students in which they can learn about the roles of school counselors and clinical mental health counselors. Also, she has taken other students to four different schools across various grade levels in Rutherford County to meet and chat with school counselors and has met with high school students who were interested in mental health careers at Holloway High School. Professor Shannon Black (adjunct instructor and graduate of the Professional Counseling program) teaches undergraduate psychology courses and has encouraged students from underrepresented groups (racial/ethnic; LGBTQ) to apply to the counseling program. Finally, Dr. Quarto has made presentations to psychology students in a senior seminar course at Tennessee State University – a historically black college and university – regarding the program and created a narrated PowerPoint presentation for students who are unable to attend live presentations for viewing at a later time. All these efforts have paid off with regard to increasing the number of students from underrepresented groups in the program. More specific information can be found in the table below.

The following table demonstrates how program evaluation data has been used to inform program modifications and improvements:

(next page)

Criterion/Desired Program Outcome	Previous Result / Data	Program Modifications/Efforts to Improve Program	New Result/Data
80% of students will meet or exceed the cutoff percentage score on the CPCE exam during the 2021-22 academic year (knowledge KPI)	Between 2018 and 2019 (prior to implementation of the 2016 CACREP standards), 76% of students passed the CPCE exam and 24% did not pass (CPCEDataAnalysis.2009Student LearningOutcomes.6.29.21 document).	Required tests in the Theories & Techniques of Counseling class Switched to a different textbook in Multicultural Counseling class. Also, quizzes were administered to assess knowledge of textbook material. Switched Measurement & Appraisal in Counseling class from a totally online to hybrid course to provide in-person instruction to students on content with which they struggle most on the CPCE exam (basic statistics, reliability & validity) Based on feedback from students who passed the CPCE exam in previous years faculty strongly encouraged students to use the Encyclopedia of Counseling to prepare for the exam. Professor Feck held CPCE exam study sessions for students.	100% of students passed the CPCE exam during the 2021-22 academic year (which is also an improvement from the 2020-21 academic year in which 82% of the students passed the exam); Criterion/program outcome was met
To increase diversity of Professional Counseling students.	Diversity data pertaining to race/ethnicity is available through Power BI Dashboards. Data pertaining to the number of students enrolled in classes by race/ethnicity during the fall '20 semester (i.e., the comparison semester) is reported on pages 26 & 27).	As reported in the paragraph (preceding the table) above, Professional Counseling faculty have made efforts to recruit students from underrepresented groups to increase the diversity of the student body.	Slight increases in racial/ethnic diversity among students has occurred from fall '20 to fall '21 as evidenced in the tables on page 27.

As can be seen in the table above, Professional Counseling faculty have been able to improve the program in key areas based on a) an

analysis of data in which they identified areas for improvement and b) putting together a plan and implementing it to strengthen the program. This demonstrates the faculty's ability to "close the loop." Program evaluation efforts will continue as the program moves forward.
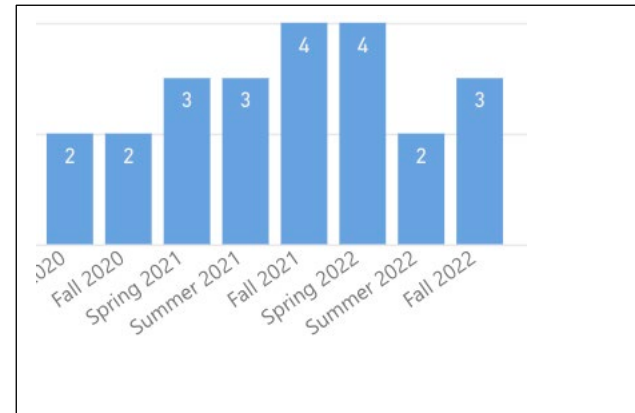
(Note: Race/ethnicity data can be found on the following pages.)

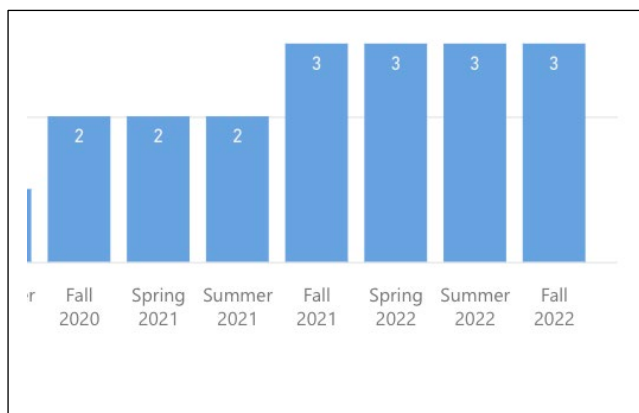**Enrollment Data Over Time by Race/Ethnicity**

Enrollment over time - African American students
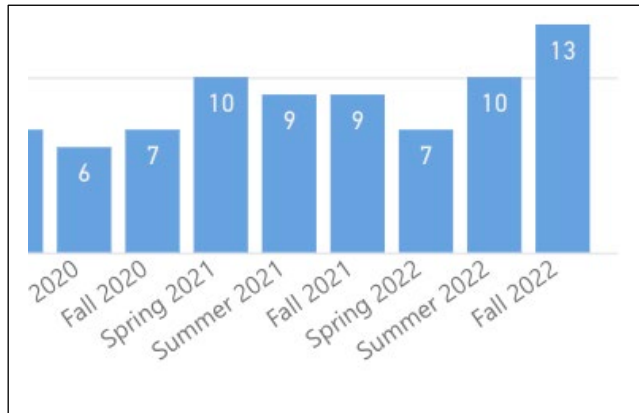
Enrollment over time - Hispanic students

Enrollment over time - Asian American students

Changes in Racial/Ethnic Makeup of Professional Counseling Students – Fall '20 vs. Fall '21 (data obtained from Power BI Dashboards)

Fall '20

Headcount (HC) by Race/Ethnicity		
	HC	**%**
American Indian	1	1
Asian	2	3
African American	7	10
Hispanic	2	3
White	56	82
Total	68	100

Fall '21

Headcount (HC) by Race/Ethnicity		
	HC	**%**
American Indian	1	1
Asian	3	4
African American	9	12
Hispanic	4	5
White	59	77
Total	77	100

Percentage Change from Fall '20 to Fall '21	
Race/Ethnicity	**% (+ or -)**
American Indian	1 (0%)
Asian	4 (+1%)
African American	12 (+2%)
Hispanic	5 (+2%)
White	77 (-5%)
Total	100