

## 2024 Annual Report

### University of Memphis Counseling Programs Counseling Educational Psychology & Research (CEPR)

#### A REVIEW OF DEPARTMENTAL AND INSTITUTIONAL CHANGES

This report contains our annual findings conducted for 2024 school year. We collect program data each semester, and the faculty met annually as well as weekly to review and analyze data and discuss program adjustments based on our findings. Our self-study and annual report include moving our 4 accredited programs to the new 2024 CACREP standards.

Since 2022, the University, the College of Education (COE) and the CEPR department which houses our Counseling programs have experienced a number of significant changes. The University hired a new President (Dr. Bill Hardgrave), a new Provost (Dr David Russomanno), a new Dean for the College of Education (Dr. Mike Miller hired Fall 2024) and a new chair for the CEPR department (Dr. Pam Cogdal, Fall 2022). Prior to the new dean and chair positions, Dr Steve Zanskas, Associate Dean for COE served as interim chair of CEPR as well as interim Dean for the College.

The Counseling programs also experienced hiring changes from 2022 to present including 2 faculty who took new positions at other institutions (we subsequently hired 2 new faculty) and we hired a clinical replacement for the coordinator of practicum and internship with Dr. Cogdal becoming the CEPR department chair. We are currently hiring an additional clinical faculty position (Spring 2025). Therefore, we hired three new faculty and a new department chair, within the previous two years. Although change is always challenging, this evolution has provided us an opportunity to evaluate our counseling programs thoroughly with a ‘fresh’ set of eyes. Most notably, we have also classified 3 counseling faculty positions to clinical positions (3 of 9) and believe this change offers our students a well-rounded experience of clinical practice and scholarship/research. Finally, the shift to 2024 CACREP standards /self-study reporting through the new AMS portal also proved to be an additional change factor we faced.

During our 2023 faculty retreats and weekly meetings (to prepare for 2024 self-study), we designed our counseling program mission statement and associated program goals to more clearly align with the CACREP 2024 standards. Accordingly, we began revising our comprehensive assessment plan. In designing our plan, we incorporated data points from pre-entry, core classes, graduation, and post-graduation as well as on-campus and off campus constituents. In doing so, we developed a pattern of programmatic strengths and weaknesses, relative to our program goals over time.

Below, we describe the institutional backdrop, which identifies major mission priorities for the University, the College of Education, the American Counseling Association, and our Counseling programs. We utilized these priorities to inform our counseling program mission statement. From the mission statement, combined with the CACREP 2024 standards, we reviewed and updated our eight counseling program objectives, which we summarize highlighted data for 2024.

## INSTITUTIONAL BACKDROP

Three mission statements provide structure and purpose for the development of our program mission statement.

First, the Mission Statement of the University provides a framework for focusing on producing well-rounded, successful graduates and cutting-edge research for the enrichment of our ever-changing society, which the President explains in the ASCEND model that stresses success driven education through access, opportunities and successful outcomes.

Second, the College of Education specifies the values of diversity, inclusion, respect, innovation and service. Third, The Mission Statement of the American Counseling Association (ACA) defines Professional Counseling and identifies the role of the Professional Counselor in various settings.

Fourth, the mission statement of the counseling programs connects the preceding mission statements to the art and science of educating Professional Counselors and Counselor Educators. From these documents, the department faculty members evaluate student data across their eight over-arching program objectives for student learning outcomes.

## ANNUAL REVIEW OF PROGRAMS

Major recruitment and matriculation accomplishments for Counseling for 2024:

- The Department of Counseling completion rates vary due to the part-time nature of all programs. The quickest one can complete our masters program is 2.5 years. 63% of masters students complete the program in 3 years and 80% complete the program in 4 years. Across all masters programs, self-reported employment reflects 100%. Our students find jobs and the majority are working in regional agencies, schools and private practice settings. Many go on to become site supervisors for our practicum students.
- CEPR received over 130 applications for the MS Counseling Programs for the Spring and Fall 2024; and accepted 62 students. The Counselor Education and Supervision doctoral program had 15 applications and accepted 5 applicants. The current number/headcount of all counseling programs is 151 (includes 2025).
- Faculty visited senior level undergraduate classrooms (sociology, psychology), presented tables at 2 graduate fairs, participated in 2 virtual recruitment fairs, sponsored a Counseling Preview Day for undergraduates, a Become a School Counselor event and invited related major areas in the College of Education to their Practicum and Internship fair sponsored by the Kappa Zetas of Chi Sigma Iota.
- In terms of marketing and website developments, the counseling program appeared in updated faculty video interviews recorded by the College of Education's marketing and development area for the College's new website design and updated faculty photos and bios. A highly visible addition was "Kola's Journey", a video story which illustrated our new assistant professor of clinical rehabilitation, Dr. Kola Brown's transition from

doctoral counselor education graduate to faculty status. The video has generated numerous views on You Tube as well as LinkedIn and accolades from marketing.

**Faculty and Students advanced programs of research and scholarship:**

- Drs. Burgess, Brasfield, Murphy, Zanskas, West and Schauss received funding and external grants worth over 4 million dollars. Dr. Steven West's Memphis Disadvantaged Student Scholarship (MDSS) grant continues to fund clinical mental health students in need with tuition/fees and a stipend and Drs. Burgess and Brasfield's Advancing School Counseling Programs by Increasing Representation and Experience (ASPIRE) grant has recruited new students to our school counseling program while covering the costs of tuition/fees, a stipend and lap-top costs as well as stipends for local school counseling site supervisors. This is a 5 year renewable grant.
- Faculty including Drs. Brasfield, Ellmo and Greenidge continued participation with the Interprofessional Teams Grounded in Research Apprenticeship, Telehealth & Evidence (INTEGRATE) grant which Dr Brasfield co-sponsors with social work and psychology through the Behavioral Health Workforce Education & Training Grant program. This also provides stipends which occur during a student's practicum/internship along with regular training sessions presented by local mental health professionals.
- One doctoral student was awarded the ACES Diversity Scholarship Award to present research at the 2024 Conference
- Nine faculty members conducted presentations at either the local, state, or national regions (including TCA, WTCA, Woodall Conference, ACA, ACES, SACES). Dr. Murphy was the president elect for the Tennessee Counseling Association (TCA) and Dr Zanskas is the past president for TCA

**Faculty provided graduate level quality teaching and professional mentoring with research and training to prepare the next generation of leaders:**

- Two faculty members sponsored research teams involving MS and PhD counseling students through ASPIRE (Dr Burgess) and the Brain Center (Dr Schauss).
- One faculty member (Dr Cogdal) served as an Institutional Research Board reviewer and consulted with students needing IRB for dissertation work.
- Dr Michelle Brasfield was chosen as a College of Education Leadership Academy participant and continues to mentor/ supervise through her INTEGRATE training program
- A total 15 students were inducted into CSI and the Kappa Zeta chapter was awarded for outstanding programming for a large chapter 2023-2024. The program was a collaboration with the University's Multicultural Affairs Department
- Two faculty served as lead advisors to the Kappa Zeta Chi Sigma Iota Chapter (Drs. Cogdal and Ellmo)

- Five faculty across clinical mental health and clinical rehabilitation presented at annual conferences (Drs Dempsey, Graham, Greenidge, Brown, Murphy) and three doctoral students also presented.
- Nine faculty provided supervision to doctoral students serving as teaching, research or supervision mentors.
- Dr Brasfield co-sponsored an Opioid Summit Fall 2024 and had 5 student volunteers who proctored and attended sessions.

**Faculty responded to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study:**

- The Counseling Programs co-sponsored with the Kappa Zetas (CSI) a seminar on Getting Licensed in Tennessee (Drs. Ellmo and Murphy)
- Faculty promoted events during the 2024 Advocacy Awareness Week March 25-28 such as “Removing the Invisibility Cloak”
- Faculty and the Kappa Zetas held the Practicum and Internship Career Fair and incorporated a continuing education seminar on CACREP 2024 -Ethics and Supervision by Dr Dempsey, Practicum and Internship (PI) Coordinator
- Dr. Ellmo and three doctoral students presented at the 2024 West Tennessee Counseling Association Conference. In 2025, CEPR and CSI will be co-sponsoring this conference.
- Two students attended the 2 Day Tennessee Licensed Professional Counselor Association (TLPCA) seminar “Becoming an ACS Supervisor” for no cost by volunteering with the Kappa Zetas.
- Faculty members delivered/conducted training to students and various community internship agencies that included Methodist LeBonheur Hospital’s Trauma Unit, the Memphis Shelby County School System and the University Schools’ Wellness Center
- Three Doctoral students presented at ACES

**Faculty actively promote diversity among faculty, students, and staff and in the curriculum:**

- All faculty members continued to infuse diversity, equity and inclusiveness in all courses.
- Faculty supported events co-sponsored with CEPR’s registered student organization - the Diversity Committee such as “Get out the Vote 2024”
- All Faculty Completed Title 9 Training and updated FERPA training
- Two faculty (Drs Brown and Cogdal) participated on the College’s International Task Force studying needs of international students & faculty and conducted a student and faculty survey on student needs. This will become a college standing committee as a result of survey feedback.

**Faculty created a responsive culture that uses effective review and assessment as the basis for improvement:**

- The Counseling Programs continued to review program areas for revisions including the data from NCE, Praxis, comprehensive exams (CPCE, Doctoral exams), KPIs, CHORIS dispositions and student/alumni and employer surveys.

- Several curriculum changes were implemented in the past year to improve course content being offered that included reformatting a counseling specific course in mental health interventions (changing CPSY 7700 to COUN 7701) and designing two courses as hybrid online offerings for student flexibility (assessment and family theories).
- Students were surveyed on course needs regarding time slots for classes as well as elective preferences.
- Students were surveyed on advising needs in 2024 (See Chart 5).
- Faculty participated on a panel for students on using the Tevera Platform for online PI time tracking as part of Chi Sigma Iota professional development
- All students were evaluated in clinical field courses, academic classes and annual reporting using the CHORIS disposition format & KPIs in courses such as foundations, assessment, multicultural counseling, mental health counseling, career counseling, introduction of research, life span development, P&I, ethics, group, clinical techniques and DSM.

**Program evaluation is ongoing. There are several formats used currently:**

- Data are collected from students as they exit to graduate from the program, usually during the final internship experience Spring semester. The students are asked to assess how well the program prepared them regarding specific CACREP dispositions, knowledge, and skills in their specific counseling area. An anonymous Qualtrics survey is sent via email. (Please see Chart 1 for most recent results).
- In addition, clinical site supervisors/employers are asked how well prepared our graduates are regarding the dispositions, knowledge and skills required for their counseling position every year using email survey format (Please see Chart 2).
- Faculty also perform annual evaluations of all students. All current students are reviewed and recommendations as to the students' personal and professional needs are also compiled using the CHORIS professional disposition evaluation.
- Counseling Programs hold an advisory board meeting specific to evaluating the program and student knowledge and skills. Advisory members are solicited for feedback in terms of program assessment, program objectives and website information. Three graduates across the masters and doctoral programs also serve on the College's advisory council.
- Data are compiled from national examinations (NCE, CPCE, CRC and Praxis results) to assess program needs and accomplishments. These assessments are also used for the annual SACS (Southern Association of Colleges & Schools) accreditation reporting. (Please see Chart 3 for NCE and Chart 4 for SACS results across clinical mental health, clinical rehabilitation and school counseling).
- Program faculty and administrators use student SETES (student evaluation of courses upon completion of a course) in the program to recommend programmatic or course-specific changes. Faculty review and compile their results from their SETES (student evaluation of

teaching effectiveness) during their faculty annual evaluations. Faculty then describe their plans to address any reported concerns.

#### EVALUATION OF 8 MASTERS COUNSELING PROGRAM OBJECTIVES

**Note: Assignments use a minimum score of 80% as benchmark for Masters and Doctoral scores**

**\*\* Areas to Review in Summarization**

**Program Objective 1**-Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients.

a) PRAXIS results for the School counseling students indicated that all students scored high enough on their comprehensive exam (Praxis II 5421) for licensure in the Midsouth region of the United States (Tennessee, Mississippi, and Arkansas) with an average score of 179.Spring 2024 and 161average score Fall 2024.(Please see Chart 4).

b) NCE results indicated that all students who took the exam in 2023 (N=9) passed the exam at rates higher than national means. In 2024 we had fewer students taking the exam (N=4) with 3 passing. Our NCE registration rates seem to indicate that fewer are taking the test while students. Our testing numbers have decreased by 50%. (Please see Chart 4 for Mean scores)

- Professional orientation and ethical practice 2023: 8 2024:8.4
- Counseling and helping relationships 2023:46.6 2024: 34.5 \*\*
- Human growth and development 2023:10.6 2024:11
- Research and program evaluation 2023:2.2 2024: 2.2

c) One student took and passed the CRC exam Fall 2024 & 3/3 students took and passed Spring 2024

**Program Objective 2**-Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community

a) Graduates of the counseling programs completed surveys regarding all eight objectives. In terms of knowledge, skills and disposition in the area of cultural knowledge and self awareness when counseling or advocating for diverse populations – 91% of respondents felt well prepared in terms of skills and knowledge.

b) NCE diversity scale mean scores were 5.9 in 2023 and 5.5 in 2024 (Tables in Chart 3)\*\*

c) For students' Multicultural Counseling identity paper, 89% met the minimum of 80% with 90% the average for Fall 2024, while 92% met the 80% minimum with a 97% average in Spring 2024. This tends to mirror a slight decrease in the NCE scores above.\*\*

**Program Objective 3**-Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.

a) 100% scored above the minimum of 80% with an 96% average in the Fall 2024 on their Lifespan reflection paper and in the Spring 2024, 100% scored above the minimum (with 100% average).

b ) Final Theories papers: 100% of students scored above the minimum with a 97% average Fall 2024 , whereas 93% scored above the minimum with 95% average in Spring 2024.

c)Mean score for Lifespan/Human Growth on the NCE was 11 in 2024, National was 10.6

**Program Objective 4** -Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.

a) Students scored a mean of 7.8 on the NCE for Career Development in 2024 and 9.9 in 2023. National means were 8 and 8.9 \*\*

b) Graduates of the Counseling programs responded with 92% feeling “well prepared” in the area of career knowledge and career skills.

c)100% of students met the minimum with 98% average on their design a career center project (Coun 7561) in Spring 2024 and 100% scored above the minimum with 100% as average on their Evaluation of Career Center Websites project in Fall 2024.

**Program Objective 5** -Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence-based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.

a) In Clinical techniques Fall 2024, 89% of students scored above the minimum with 97% average on a conceptualization assignment and in Spring 2024, 100% averaged 99%.\*\*

b) On the Clinical Techniques client/clinician taping assignment, 100% met the 80% minimum with a 98% average in Spring 2024.

c)NCE scores in Spring 2023 were 12.3 on Treatment planning and in 2024, 14. National= 10.2 /11.6

**Program Objective 6**-Students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.

a) On the final Group paper in Fall 2024 (Coun 7531), 100% met the minimum with 95% average and Spring 2024 95% met the minimum with average of 97%.

b) Group Observation Assignments, Fall 2024 100% met the quota and Spring 2024, 100% met quota

c) Alumni and graduating students noted 91% were confident in group knowledge and 92% in group skills

**Program Objective 7-** Students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.

a) NCE Assessment 2023 scores were 19.7 and National=18.5. In 2024 scores were 23 & National 22

b) Assessment final paper Fall 2024 100% met 80% minimum with 96% average and Spring 2024, 80% met the 80% minimum with 85% average.

c) Alumni surveys indicated that 92% were confident in Assessment knowledge and 91% in Assessment skills

**Program Objective 8 -** Students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

a) On the 7411 Research article review, Fall 2024, 90% met the 80% minimum with 95% average and Spring, 100% met the minimum with 99% average.

b) NCE mean scores in the area of Research were 2.2 for 2023 & 2024 and National was 2.2/2.5

c) An Assessment presentation requiring research, 90% met the minimum of 80% with 95% average in Fall 2024, and 100% met the minimum of 80% with 91% average, Spring 2024.

## EVALUATION OF DOCTORAL OBJECTIVES

The Counselor Education and Supervision program prepares college faculty, scholars, and leaders in the counseling profession. Students gain competence in the following areas:

**Program Objective 1:** The students will demonstrate proficient understanding of advanced theories and techniques; ability develop ethically and culturally competent conceptualizations, and evidence-based treatment plans for client cases; and ability to evaluate counseling effectiveness

Data Point 1 – Theoretical application – 100% met a score of 3/5 on their comprehensive exam in Advanced Theories

Data Point 2- 80% of students met the 80% minimum with 89% average on their Advanced Theories paper.\*\*



**Program Objective 2:** The students will demonstrate culturally competent provision of counseling supervision to include understanding of theoretical framework, supervisory roles, legal and ethical responsibilities, assessment and gatekeeping.

Data Point 1- 100% of Students passed Supervision comprehensive exam Spring 2024

Data Point 2- Final exam/paper in Supervision 8510 / Case scenario rubric indicated 100% scored 3 and 2 was meets expectations.

**Program Objective 3:** The students will demonstrate an understanding of culturally and ethically sound pedagogical teaching methods; models of adult development and learning, mentorship, remediation and gatekeeping; instructional and curriculum design, delivery, and evaluation including online and face-to-face instruction

Data Point 1- 100% met minimum of 80% with 96% average on the syllabus creation for Teaching Counseling 8512

Data Point 2- Students completed a Teaching question during their doctoral comprehensive exams and 3 out of 4 passed the written exam with the fourth student passing their oral. Thus 4/4 passed the comprehensive exam.

**Program Objective 4:** The students will demonstrate competency in developing sound ethical and culturally competent research questions, choosing appropriate design, instrumentation, complete IRB applications, and carrying out research for presentation and/or publication in scholarly venues, as well as knowledge of funding sources.

Data Point 1- 4 students in Coun 8502 successfully completed residency projects / 100% met 80% minimum with 95% average.

Data Point 2 – 4/4 Students completed IRB submission assignments for 8502 final residency paper.

**Program Objective 5:** The students will understand the importance of leadership and advocacy in the counseling profession and as counselor educators.

Data Point 1 – Doctoral students completed a leadership self-assessment in 8501 and 100% met the 80% minimum with 90% average.

Data Point 2- 4/4 students completed their final integrative paper in 8501(doctoral seminar)

## CHART 1 GRADUATE/ALUMNI SURVEY

Chart #1 Located below indicates that overall students leaving the program find themselves adequately to well-prepared in every Counseling objective area. Most notably the areas of Social and Cultural Diversity (91% in Knowledge), Human Growth and Development (91% in Knowledge) and Group Work and Family Dynamics.(91% in Knowledge). The same applies to their beliefs in their skill acquisition.

Chart

#	How Well Are You Prepared:	Not prepared		Adequately Prepared		Very good		Total
1	1. Professional Orientation and Capacity for Ethical Practice: KNOWLEDGE	7.69%	1	23.08%	3	69.23%	9	13
2	1. Professional Orientation and Capacity for Ethical Practice: SKILLS	7.69%	1	30.77%	4	61.54%	8	13
3	2. Social and Cultural Diversity: KNOWLEDGE	7.69%	1	15.38%	2	76.92%	10	13
4	2. Social and Cultural Diversity: SKILLS	7.69%	1	38.46%	5	53.85%	7	13
5	3. Human Growth and Development: KNOWLEDGE	7.69%	1	7.69%	1	84.62%	11	13
6	3. Human Growth and Development: SKILLS	7.69%	1	23.08%	3	69.23%	9	13
7	4. Career Development and Employment Counseling: KNOWLEDGE	0.00%	0	38.46%	5	61.54%	8	13
8	4. Career Development and Employment Counseling: SKILLS	7.69%	1	38.46%	5	53.85%	7	13
9	5. Helping Relationships, Counseling Approaches/Principles: KNOWLEDGE	7.69%	1	23.08%	3	69.23%	9	13
10	5. Helping Relationships, Counseling Approaches/Principles: SKILLS	7.69%	1	30.77%	4	61.54%	8	13
11	6. Group Work and Family Dynamics: KNOWLEDGE	7.69%	1	7.69%	1	84.62%	11	13
12	6. Group Work and Family Dynamics: SKILLS	7.69%	1	23.08%	3	69.23%	9	13
13	7. Assessment Practices: KNOWLEDGE	7.69%	1	46.15%	6	46.15%	6	13
14	7. Assessment Practices: SKILLS	7.69%	1	38.46%	5	53.85%	7	13
15	8. Research and Program Evaluation: KNOWLEDGE	7.69%	1	46.15%	6	46.15%	6	13
16	8. Research and Program Evaluation: SKILLS	7.69%	1	38.46%	5	53.85%	7	13

## EMPLOYER AND SUPERVISOR SURVEY

### CHART 2

Overall the Counselor Employer and Supervisor Evaluations also demonstrated that employers and supervisors found our graduates to be Extremely effective to very effective when reviewed across all key standard areas.

#### **Program Objectives were rated by Employers and Supervisors**

“How effective are your supervisees and or employees from our programs?”

- 1- Students will develop a professional Counselor identity, demonstrate professional and ethical behavior consistent with our professional code of ethics in interactions with colleagues, supervisors & clients and value a strengths based, wellness approach to helping others.

Extremely Effective –56% Very Effective- 32% Moderately Effective- 8%

- 2- Students will develop cultural knowledge, self-awareness, skills and strategies for counseling and advocacy in a diverse community.

Extremely Effective-46% Very Effective- 46% Moderately effective- 9%

- 3- Students demonstrate an understanding of theory & practice as they relate to diverse developmental experiences across the lifespan and in diverse settings

Extremely Effective-50% Very effective- 42% Moderately effective- 8%

- 4- Students demonstrate and apply a variety of career theories, models, assessments and techniques and how they apply to diverse populations.

Extremely effective- 30% Very effective-39% Moderately effective- 27%

- 5- Students demonstrate an ability to create environments conducive to developing counseling relationships consistent with client goals, evidenced based skills in counseling, conceptualizations and treatment planning.

Extremely effective-63% Very effective -33% Moderately effective- 4%

- 6- Students demonstrate an understanding of group dynamics, group processing, theories and group leadership and approaches which work for diverse group settings.

Extremely effective-26% Very Effective-61% Moderately effective- 13%

- 7- Students demonstrate ethically and culturally competent test and non-test assessment selection, administration, interpretation skills in a variety of settings.

Extremely effective- 43% Very effective-39% Moderately effective- 17%

- 8- Students demonstrate the ability to identify, evaluate and apply research methods to inform and evaluate counseling practice.

Extremely effective – 39% Very effective- 35% Moderately effective- 26%

**Counseling Employers and Supervisors listed these gaps in their intern/employee's work:**

- 1-They could learn more about private practice
- 2- They could use more exposure to working with trauma
- 3- They could use more assessment experience
- 4- They could have more experience and knowledge about working with children

**Counseling Employers and Supervisors listed these strengths for their interns/employees:**

- 1-They show good selfcare and personal growth
- 2-Most are well prepared
- 3-We have an excellent hire that helped create an eating disorder program
- 4-The majority that we work with are impeccable
- 5-They show integrity and effective skills
- 6-Good at relationship building
- 7-Demonstrate sound clinical judgement
- 8-Good group experience with group/individual child populations

### CHART 3 NCE 2023 AND 2024

#### NBCC-NCE Descriptive Statistics Clinical Mental Health Counseling

##### National Counselor Examination: 2023 Exam Cycle

<b>Number Tested Nationally:</b>	3523	<b>Number Tested in Program:</b>	9
<b>Number Passed Nationally:</b>	3202	<b>Number Passed in Program:</b>	9
<b>National Pass Rate:</b>	91%	<b>Program Pass Rate:</b>	100%

Work Behaviors and Domains	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	11.7	2.9	10.6	3.1
Intake, Assessment and Diagnosis	19	14.9	1.6	13.4	2.5
Areas of Clinical Focus	47	34.2	2.9	32.6	4.7
Treatment Planning	14	12.3	1.1	11.6	1.9
Counseling Skills and Interventions	48	33.8	4.7	32.8	6.1
Core Counseling Attributes	13	10.1	1.9	10.0	1.9
<b>Score</b>	160	117.0	11.2	111.1	16.5

CACREP Content Areas	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	8.4	1.8	8.1	1.8
Social and Cultural Diversity	5.9	0.6	5.8	1.0
Human Growth and Development	10.6	1.4	9.8	2.0
Career Development	9.9	1.4	8.9	2.0
Counseling and Helping Relationships	46.6	5.5	43.8	6.9
Group Counseling and Group Work	13.8	3.2	14.0	3.1
Assessment and Testing	19.7	2.1	18.5	3.6
Research and Program Evaluation	2.2	1.4	2.2	1.2
<b>Score</b>	117.0	11.2	111.1	16.5

### NBCC- NCE Descriptive Statistics Clinical Mental Health Counseling

**National Counselor Examination:** Spring 2024 Exam Cycle

<b>Number Tested Nationally:</b>	3960	<b>Number Tested in Program:</b>	4
<b>Number Passed Nationally:</b>	3662	<b>Number Passed in Program:</b>	3
<b>National Pass Rate:</b>	92%	<b>Program Pass Rate:</b>	75%

Work Behaviors and Domains	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	10.0	3.2	12.0	3.2
Intake, Assessment and Diagnosis	19	13.8	2.9	13.8	2.7
Areas of Clinical Focus	47	33.5	4.5	33.9	5.4
Treatment Planning	14	10.5	1.9	10.2	2.0
Counseling Skills and Interventions	48	28.2	5.2	32.5	5.9
Core Counseling Attributes	13	8.8	3.4	9.7	2.0
<b>Score</b>	160	104.8	15.3	112.5	17.1

CACREP Content Areas	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	8.5	3.9	8.5	2.1
Social and Cultural Diversity	5.5	1.7	6.7	1.9
Human Growth and Development	11.0	2.7	10.6	2.6
Career Development	7.8	2.9	8.0	2.7
Counseling and Helping Relationships	34.5	7.0	40.4	7.5
Group Counseling and Group Work	12.2	1.5	13.2	3.1
Assessment and Testing	23.0	4.5	22.3	4.4
Research and Program Evaluation	2.2	0.5	2.5	1.2
<b>Score</b>	104.8	15.3	112.5	17.1

**CHART 4 SACS ACCREDITATION RESULTS MASTERS PROGRAMS**

**SACSCO Accreditation Results**  
**Clinical Mental Health and Clinical Rehabilitation Students**  
**N=40**

For the 2024 assessment cycle, the MS in Counseling programs assessed three key student learning outcomes for a cohort of 40 masters students regarding these three academic areas: Professional Orientation and Ethical Practice, Counseling & Helping Relationships, and Group Counseling. Each of these student learning outcomes were assessed using scoring from the national **Counselor Preparation Comprehensive Examination (CPCE)**. The department used this assessment measure because of the validity of the tool, timeliness of collecting scores broken out by CACREP student learning outcomes and because students in this program will take a very similar exam designed by the same company during the process of certification and licensure as a professional licensed counselor in the State of Tennessee.

For the first student learning outcome, **Professional Orientation and Ethical Practice**; scores from the CPCE that pertained to this student learning standard were used. The benchmark was that UofM students would score 3 points above the CPCE national average. UofM students scored a mean of 10.1 on these questions and the national average was a 10.8, therefore the criterion was not met. The second student learning outcome, **Counseling and Helping Relationships**, used scores from this specific section of the CPCE and the benchmark was that students would score 3 points or higher than the CPCE national average. The average score for UoM students was 10.7 and the national average was a 10.8. Therefore, the criterion was not met. Finally, the third student learning outcome was **Group Counseling Work**. Like the previous student learning outcomes, specific questions from the CPCE were used to track competency in this area and the benchmark was UofM counseling students would score 3 points above the CPCE national average. Consequently, UofM students scored 10.3 versus the national average of 10.2. Therefore, the criterion was not fully met. Although the criterion we chose was 3 points higher than National and we did not achieve it, scores for the most part did mirror National scores across all areas.

Outcomes	Assessment Measures and Instruments	Benchmarks and Assessment Cycle	Results	Improvement Acti
Students will demonstrate competencies in <b>Professional Orientation and Ethical Practice.</b>	Students will be assessed using the national Counselor Preparation Comprehensive Exam (CPCE). Only the scores for the section on professional orientation and ethical practice will be used to measure this outcome. These also align with CACREP.	Students will score 3 points above the national average on the CPCE in regard to the professional orientation and ethical practice section.	The average score for University of Memphis students on the topic of ethics was 10.1 The National average was 10.8. The criterion was not met.	Clinical faculty will training students in t home department la They will continue t ethics forums that al with CACREP and faculty will lead for on ethics during practicum career fai well as integrate eth more clearly in cour
Students will demonstrate competencies in <b>Counseling Helping Relationships.</b>	Students will be assessed using the Counselor Preparation Comprehensive Exam (CPCE). Only the scores for the section on counseling & helping relationships will be used to measure this outcome.	Students will score 3 points above the national average on the CPCE questions regarding the helping counseling/relationships section.	The average score for University of Memphis students in helping relationships was 10.7 and the national average was 10.8 Criterion was not fully met.	The faculty have 2 r clinical positions an believe this focus or practice will assist i student learning. Th department will host additional practice f through the honor sc events.
Students will demonstrate competencies in <b>Group Counseling.</b>	Students will be assessed using the Counselor Preparation Comprehensive Exam (CPCE). Only the scores for the section on group work will be used to measure this outcome.	Students will score 3 points above the national average on the CPCE regarding the group section	The average score for University of Memphis students in group work was 10.3 and the national score was 10.2 Criterion was not fully met.	Although our studer scored higher than tl national average in t area of group counseling, we will continue using doct students to assist in leading small group well as have multipl licensed faculty supervising the doct students. Sites are b monitored to ensure offer students group supervision and experiences onsite a well.

### Master of Science Degree in School Counseling SACS Report

For the 2023-2024 cycle, the MS in School Counseling assessed four student learning outcomes for a cohort of 3 master's students at the comprehensive exam level: Foundations (Define), Delivery of Services (Delivery), Management (Manage), and Accountability (Assess). Each of these student learning outcomes were assessed through the Praxis II 5421 Professional School Counselor Exam (previous version based on ASCA 3<sup>rd</sup> National Model) or Praxis II 5422 School Counselor (new version based on ASCA 4<sup>th</sup> National Model). The program used this assessment measure because of the ability to collect scores by student learning outcome and because students in this program must pass the Praxis as part of the process for becoming licensed as a school counselor. For this evaluation, the minimum score for Tennessee (156 for 5421 and 159 for 5422), highest score required by any US state (Utah and South Dakota-164) for the previous Praxis 5421, and individual and average score for each subtest will



be considered for program evaluation. The highest score for Praxis 5422 for any US state is also the minimum score required by Tennessee, 159.

**For students graduating during the 2023-24 assessment cycle, scores/data were as follows:**

Graduation Date	Form	Total Score	Foundations / Define	Delivery of Services/Deliverer	Management/ Manager	Accountability/ Assess
Spring 2024 (CT)	5422	179	18/24=75%	32/36=88.89%	15/18=83.33%	15/16=93.75%
Spring 2024 (BM)	5421	184	18/20=90%	45/50=90%	12/16=75%	21/23=91.3%
Spring 2024 (WD)	5422	175	21/24=87.5%	26/36=72.22%	16/18=88.89%	14/16=87.5%
<b>Average</b>		<b>179.33</b>	<b>84.17%</b>	<b>83.70%</b>	<b>82.41%</b>	<b>90.85%</b>

Also, all students graduating during the 2023-24 assessment cycle successfully completed their practicums and internships with “satisfactory” scores from their site supervisors.

### **Program strengths:**

On their first attempt, all students (100%) scored high enough on their comprehensive exam (Praxis II 5421 or 5422) for licensure in Tennessee and all other states that utilize the Praxis . The students scored an average of 90.85% in Accountability/Assess which was the lowest average score for the 22-23 assessment cycle. Beginning with the 23-24 assessment cycle, the School Counseling to Close the Achievement Gap course (COUN 7826) had new textbooks to continue to work on improving the Accountability (Assess) scores of the Praxis. Additionally, students entering fall 2023 and after will be required to take 60-62 hours to graduate. This will allow them to take more courses to improve their knowledge and skills.

Again, all students successfully completed their field placements, according to their site supervisors’ evaluations.

### **Areas for improvement and actions taken based upon analysis:**

The biggest concern for this academic year is the low number of student graduates. For the 22-23 assessment cycle, the school program had 12. There was a decrease in school counseling program enrollment post COVID-19 that we are starting to see change, especially due to our partnership with MSCS and Dr. Melanie Burgess’s (PI) ASPIRE grant. We will continue to work on recruitment.

Additionally, students are/will be encouraged to take the Praxis immediately after they take the Principles of School Counseling course (COUN 7640), which covers the four ASCA model components that are assessed on the Praxis. 5422 has 94 questions needing a minimum total score of 159 out of 200 (79.5%). The average score for these students was 179.33 out of 200 (89.67%). However, since this is a new assessment and few students have taken it, we will keep the goal at a minimum of 160 total for 24-25 while we continue to monitor score patterns and state requirements.

**CHART 5 STUDENT ADVISING SURVEY****Student Results from Advising Survey N= 29****1. Advisor Timeliness:**

- 66% of respondents feel their advisor is timely in assisting with creating and updating their program of studies.
- 17% feel their advisor is sometimes timely, and another 17% feel their advisor is not as timely as they would like.

**2. Identity Development:**

- 38% of respondents feel their advisor has assisted them in developing their identity as a counselor.
- 31% feel their advisor has helped to some extent, while another 31% feel their advisor has not helped as much as they would like.

**3. Advisor Responsiveness:**

- 55% of respondents say their advisor always searches for an answer if they do not know
- 17% say their advisor does this most of the time, and 28% say sometimes.

**4. Accessibility:**

- 45% of respondents find it easy to reach their advisor always.
- 31% find it easy most of the time, 3% about half the time, and 17% sometimes.

**5. Planning for Registration:**

- 34% of respondents say their advisor always plans early for the next semester of registration.
- 38% say their advisor does this most of the time, 10% about half the time, and 18% sometimes or never.

**6. Practicum and Internship Planning:**

- 37% of respondents say their advisor always assists in planning for practicum and internship.
- 33% say their advisor does this most of the time, 15% about half the time, and 14% sometimes.

### FUTURE PLANNING BASED ON DATA

Ongoing planning related to assessment and outcome include:

- 1) Weekly Counseling faculty meetings to continue to develop our new team of faculty and preparation for ongoing assessment and review of our programs using the 2024 standards. The past several years witnessed several changes and promotions which led to the addition of our new faculty; Drs. Dempsey, Graham and Brown. Their expertise in supervision, research and clinical rehabilitation counseling has been very well received by our student body and CEPR colleagues. We will also hire one additional clinical faculty person in the Fall 2025. The transition of new faculty, and a move to the 2024 standards have resulted in weekly faculty meetings for counseling. Meetings are not always the best way to connect, so the team has decided to have a “social retreat” prior to Fall 2025.

The introduction of the 2024 standards has been a learning experience for our newest faculty as well as our existing faculty. In addition, only 2 of the current faculty actually prepared the last self-study. Thus, this has been an effort of educating ourselves and introducing new faculty to updated requirements as well as new formats of creating and submitting our self-study.

- 2) We plan to continue to navigate the online TEVERA data platform to assist with our ongoing assessment. Our colleagues in the higher education department have found it very useful for their CAEP accreditation. Currently the program only uses it for practicum/internship and the masters foundations course.  
A clinical professor in Education has offered to train faculty Fall 2025. This platform would offer a more streamlined method of collecting data other than paper/One Drive/Qualtrics options. The team began transition to TEVERA right before Covid, which delayed the training of additional faculty. When we returned to our building in Ball Hall, 2022 – our TEVERA lead, Pam Cogdal, was hired as department chair which also delayed the training of additional staff.
- 3) The Counseling programs will continue to seek outside funding avenues and grants such as ASPIRE to continue to increase our enrollment mainly in clinical rehabilitation and school counseling.
- 4) We plan to offer NCE study groups and test taking tactics given a decline in our numbers of students taking the NCE and the lower scores witnessed in Spring 2024 compared to Spring 2023. We will continue to host licensure presentations as well so that students better understand the path to becoming licensed practitioners in all concentrations.

- 5) Likewise, we will continue to offer doctoral forums on preparing for comprehensive exams and stress reducing tactics. The Kappa Zetas (CSI) have initiated more social activities to assist with self-care opportunities given the many stressors today's students face. CSI has also started to re-develop their mentorship program of connecting new students with current students to facilitate program navigation. This can be done at the masters and doctoral levels.
- 6) Although a survey of employers/supervisors indicated that our students are well prepared across all program objectives, it is noted that students could benefit from further training on trauma informed care, more familiarity with assessment, information on private practice and experience working with children. Faculty do plan to re-introduce a course on Child Victimization in 2025 and there will be a new course on adolescent development in Educational Psychology (part of CEPR)
- 7) Although students tend to score at or above other national programs on the CPCE, we do believe that scores in areas such as group and counseling relationships (SACSCO report Chart 4) will improve given our addition of three clinical faculty persons who bring years of counseling experience to their roles.
- 8) Upon reflection of data around matriculation, it became more evident that the impact of COVID 19 and building displacement may have played a role in the longer time length of program completion. We were off campus and virtual from February 2020 to August 2022. This was in part due to major HVAC repairs in our Ball Hall building. A couple of faculty were housed in the Patterson building whereas others remained remote until the building and furniture etc was available. Whether longer program completion times is related to less connection with faculty and other students remains unknown, but is speculated.

Faculty have also decided that they need to do a better job of accessing graduation data from graduating students including future email addresses in an effort to reach more alumni. This could aid in further development of ongoing CSI membership as well as a connection to current students through job talks while improving our survey return rate.

- 9) In addition to student connectedness, it also appears from student advisor surveys that most students are generally satisfied with their advisor's responsiveness and accessibility. In terms of improvements, it also was noted that students would appreciate learning more about counselor identity, practicum/internship planning as well as program planning (scheduling and program of studies). These are ideas that were shared with the Kappa Zeta leadership so that we can sponsor sessions such as Cookies with Counselors or Donuts with Docs, to encourage more faculty/student connectedness.
- 10) Most notable in terms of faculty position transitions has been the changes concerning practicum and internship from our new PI Coordinator. They have increased the number of PI Orientations per semester (we used to offer one in spring and one in the fall),

updated directories for sites, generated new sites, and offered improved training to site supervisors including a CE seminar at the PI Annual Fair as well as video and power point materials .Our PI Coordinator also collected site evaluations from students to maintain accountability regarding student needs. Over the past year we have not had to disengage from a site and we were able to reunite with a major inpatient/outpatient agency which was historically a top site for training and employment of students. The PI Coordinator pursued this endeavor with the assistance of our Associate Dean and the Procurements officer.

Overall, 100% of students met the minimum threshold for placement rates at practicum and internship sites in 2024 for all concentrations. This rate has been stable over time and we continue to enjoy solid professional relationships with agencies, schools and colleges in the Mid-South region (Minimum was 90% of students will secure a site prior to the beginning of the semester).

11. It is important to note that in many instances assessment focuses on a few assignments/scores. However, it is crucial to reflect on these scores and plan for improvements, Areas that were designated in this report\*\* as needing review included: Masters students - Counseling and Helping Relationships (NCE scores and a Clinical techniques conceptualization paper), Assessment presentations, and a Research assignment.

Counseling and Helping Relationships: As students noted, they would like faculty/advisors to have more of a role in their development as counselors. More faculty could participate in Chi Sigma Iota events, we could offer more opportunities such as the Tennessee Licensed Professional Counselors' Association seminars, or host a counselor/student social prior to our Practicum & Internship Fair CE Seminar. Furthermore, during beginning skill development exercises in Foundations, we could use the role plays as an opportunity to begin conceptualizations. Assessment: Overall, the other areas viewed for assessment results did show better results than the assessment presentations. Presentations could possibly be modeled by the instructor to give students a better understanding of what to expect. Research: Students did fairly well when reviewing NCE scores, however we could infuse more research article review assignments across courses.

Doctoral: One area noted was an Advanced Theories assignment. Our doctoral program does solid work in mentoring students and this enabled a student and an advisor to work together to remediate any content or writing concerns. The noted student went on to succeed in the same area for their doctoral comprehensive exams.

As noted, variation in student performance is to be expected from assignment to assignment and in general, our students appear to be grasping and applying knowledge successfully throughout and across our concentrations and levels. Upon graduation, the majority of students reported that they too felt confident that they possessed the knowledge and skills to succeed.

