

Year: 2024-2025

Program: Counseling

Dept. Chair: Clinton Smith

Date: 10/26/25

Student Learning Outcome 1	Assessment	Benchmark	Process (Who, How, When, Where)
At the completion of the program, students will demonstrate sufficient knowledge of content within the eight common core curricular areas (professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program development)	Comprehensive Exam	Comprehensive Exam: Individual students should earn 70% overall score; 70% on each of the eight sections of the exam. Overall, 75% of students taking the exam should meet these individual benchmarks.	Students having completed each of the 8 core courses (710, 716, 721, 722, 725, 730, 740, 760) are eligible to take the exam. The Comprehensive Exam is offered in all three semesters of the calendar year. The Educational Studies Graduate Student Services Coordinator administers the Comp Exam and creates a spread sheet outlining results, including item by item and content area measures. In August of every year the counseling faculty will analyze the data.
DATA RESULTS AND ANALYSIS			

Comprehensive Exam:

	Average total score	Percent Passing
Fall 2024	151	100% (1 out of 1)
Spring 2025	119	67% (2 out of 3)
Fall Retake	121	100% (1 out of 1)
Summer 2025	150	57% (5 out of 5)
Total	135	First Time pass rate = 89%

Essay Grades

	Average total score	Percent Earning 70% or higher (42)
Fall 2024	53	100% (1 out of 1)
Spring 2025	47	100% (3 out of 3)
Fall Retake	48	100% (1 out of 1)
Summer 2025	52	100% (5 out of 5)
Total	52	First Time pass rate = 100%

Average Scores on Comprehensive Exam Sections

	Developmental	Legal & Ethical	Theories	Career	Group	Assessment	Research	Multicultural
Fall 2024	80%	73%	87%	87%	87%	87%	60%	93%
Spring 2025	55%	47%	62%	49%	73%	69%	58%	69%
Summer 2025	57%	63%	83%	87%	88%	79%	75%	80%
Overall First Time %	64%	61%	77%	74%	83%	78%	64%	81%
Fall 2024 Retake	67%	53%	53%	47%	67%	67%	67%	67%
Overall Retake %	67%	53%	53%	47%	67%	67%	67%	67%
Overall %	66%	57%	65%	67%	75%	73%	66%	74%

Overall Percent of Students Earning 70% or Higher on Each Content Section of Comp Exam

	Developmental	Legal & Ethical	Theories	Career	Group	Assessment	Research	Multicultural
Fall 2024	100% (1 of 1)	100% (1 of 1)	100% (1 of 1)	100% (1 of 1)	100% (1 of 1)	100% (1 of 1)	0% (0 of 1)	100% (1 of 1)
Spring 2025	0% (0 of 3)	40% (0 of 3)	33% (1 of 3)	0% (0 of 3)	67% (2 of 3)	33% (1 of 3)	33% (1 of 3)	33% (1 of 3)

Summer 2025	100% (5 of 5)	60% (3 of 5)	100% (5 of 5)	100% (5 of 5)	100% (5 of 5)	60% (3 of 5)	80% (4 of 5)	80% (4 of 5)
Retake Fall.	25% (0 of 1)	38% (0 of 1)	38% (0 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)
Overall %	60% (6 of 10)	40% (4 of 10)	70% (7 of 10)	60% (6 of 10)	80% (8 of 10)	50% (5 of 10)	50% (5 of 10)	60% (6 of 10)

Percent of Students Earning 70% or Higher on Each Content Section of Comp Exam

	Percent
Fall 2024	0% (0 of 1)
Spring 2025	0% (0 of 3)
Summer 2025	60% (3 of 5)
Retake Fall	0% (0 of 1)
Total	30% (3 of 10)

Analysis: The average score of 135 is higher than the average score from 2023-2024 (133). Section scores decreased for first time test takers from the 2023-2024 exam for 5 of the 8 areas: Developmental, Legal & Ethical, Theories, Career, and Research. The scores were higher for the remaining sections: Group, Assessment, and Multicultural. Students continue to struggle in general with earning 70% or greater on each section, but there was an increase in the percentage of students doing so (30%) greater than in 2023-2024 (22%).

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Comprehensive Exam:

The comp exam is meant to mirror the counseling licensure exam in terms of content and performance expectations. The licensure exam, the National Counselor Exam (NCE), uses a floating passing score that falls typically in the 60% to 65% range. We have traditionally used a score of 70% as passing for our comp. To align ourselves with the NCE, we changed our cutoff score to 65% beginning in Fall 2023. With a small sample size to this point, it is difficult to make concrete conclusions about a shift in the pass rate, though it does appear to be trending upward. Each advisor is making a concerted effort to encourage their advisees to study earlier for the comprehensive exam, and to consult the program Google site for specific preparation directions. The program is considering the use of a standardized exam, such as the Counselor Preparation Comprehensive Exam (CPCE) which mirrors the National Counselor Examination (NCE), the choice of most states for their counselor licensure exam. The purpose of using the CPCE would be: a.) to prepare students for the NCE, since the same organization develops the NCE and the CPCE; b.) to better compare our students' knowledge to students in other programs nationally.

Student Learning Outcome 2	Assessment	Benchmark	Process (Who, How, When, Where)
Students will demonstrate effective counseling skills in their coursework and during their field experiences.	Final Site Supervisor Evaluations in practicum (COUN 785) and each of the internship courses (788, 789, 790, 792). Students will complete two counseling role plays in COUN 785 during the Fall 2024 semester and two in the Spring 2025 , and three role plays in COUN 725, all of which will be assessed using a rubric.	Site Supervisor Evaluations: earn an evaluation at the Beginner level or better on all items related to counseling skills Role Plays: 90% for each of the individual - role plays and 90% overall average in COUN 785 80% for each of the individual role plays and 80% overall average in COUN 725	The instructor for each course will collect all site supervisor evaluations and compile the data. The instructor for 785 and 725 will assess each student's role play, collect, and compile those results at the end of each semester. In August of each year the counseling faculty will collect and analyze all data.
DATA RESULTS AND ANALYSIS			

Site Supervisor Evaluations

	Practicum		Internship		Total		
	CMH	SC	CMH	SC	Prac	Intern	All
Fall 2024	100% (1 of 1)	% (of)	100% (4 of 4)	100% (15 of 15) *Students are counted for their enrollment in each course, meaning some students are counted twice because they took both internships.	% (of)	% (of)	% (of)
Spring 2025	100 % (of)	100% (11 of 11)	100% (3 of 3)	100% (20 of 20) *Students are counted for their enrollment in each course, meaning some students are counted twice because they took both internships.	% (of)	% (of)	% (of)
Summer 2025	Not offered in the Summer Semester		100% (7 of 7) *Note that several students needed an incomplete to finish hours, but still received appropriate ratings	Not offered in summer semesters.			
Total	100%	%	100%	%	% (of)	% (of)	% (of)

*As a note: Internship student numbers are taken from our secondary and elementary internships combined. The enrolment includes students from both courses.

Site Supervisor Evaluation Analysis: Our students continue to earn high marks from their site supervisors. Students are demonstrating effective counseling skills at their placement sites, and our site supervisors are complimentary of our students.

Role Plays

Fall 2024

In Fall 2024 __ role plays were required in COUN 785. Clinical mental health students used Cognitive-Behavioral Therapy in each role play. There were 2 role plays required in COUN 746. School Counseling students used Solution-Focused Brief Counseling in each role play.

	Role Play 1	Role Play 2			Total
COUN 746	12 of 12 (68.08%)	12 of 12 (100%)			24 of 24 (84%)

COUN 785	2 of 3 (67%)	2 of 3 (67%)	3 of 3 (100%)	2 of 3 (67%)	9 of 12 (75%)
Total	9 of 15 (60%)	13 of 15 (87%)	14 of 15 (93%)	12 of 15 (80%)	48 of 60 (62%)

In COUN 785, a benchmark of 90% on each role play was established. In the first two role plays, students focused on the basic concepts of Cognitive-Behavioral Therapy (CBT), goal setting, and moving the client through a full session. In the third and fourth role plays, students focused on conducting an abbreviated CBT session to move the client from the presenting problem to possible solutions.

In COUN 785, a benchmark of 90% on each role play had been established. In Fall 2024, the number of role plays was reduced from four to two. Role Play 1 averaged 96% compared to 100% in Fall 2023. Although both cohorts were completing their first attempt at applying the basic concepts of Solution-Focused Brief Counseling (SFBC), such as goal setting and moving the client through a full session, performance on initial role plays can vary by group. In the second role play (in-class), students conducted an abbreviated SFBC session to move the client from the presenting problem to possible solutions. All students achieved 100%, consistent with Fall 2023, and demonstrated clear progress in their use of SFBC skills, while still leaving room for continued development during internship.

In COUN 725 three role plays were required. 12 students were enrolled in the course: 6 school counseling students, 6 clinical mental health students. A benchmark of 80% on each role play was established. In the first role play, students focused on the core conditions (e.g., UPR). The first role play's intent is to build the core skills that counselors need to form a strong therapeutic alliance with clients. This was an opportunity to observe the student using his or her preferred, or natural, counseling style. In the second role play, students were allowed to use any theoretical orientation, including Motivational Interviewing, while building on their core skills from role play 1. In the third role play students were asked to choose a theory from those studied in the course. This allowed students to practice a preferred theoretical orientation, after first completing assignments related to that theory.

	Role Play 1	Role Play 2	Role Play 3	Total
School Counseling	1 of 6 (17%)	6 of 6 (100%)	5 of 6 (83%)	12 of 18 (67%)
Clinical Ment. Hlth.	1 of 1 (100%)	1 of 1 (100%)	N/A	1 of 1 (100%)
Total	2 of 7 (29%)	7 of 7 (100%)	5 of 6 (83%)	14 of 25 (56%)

-In Fall 2024 1___ audio/video session was required in COUN 746. School Counseling students used Solution-Focused Brief Counseling in each role play. In Fall 2024 1___ audio/video session was required in COUN 785 for Clinical Mental Health Counseling.

	Audio/Video #1	Total
Clinical Mental Health	1 of 1 (100%)	1 of 1 (100%)
School Counseling	12 of 12 (88%)	12 of 12 (88%)
Total	13 of 13 (100%)	

In COUN 785, students completed an audio/video counseling session with an actual student at their school placement site. In Fall 2023, all 11 students (100%) met the benchmark. In Fall 2024, 12 of 12 students completed the assignment with an average of 88%. This decline reflected normal cohort variation, as applying Solution-Focused Brief Counseling (SFBC) skills in a real-world setting can be more challenging than role plays. While most students met the benchmark, a few needed additional support, highlighting the importance of continued supervision and practice during internship.

Spring 2025

-In Spring 2025 2 role plays were required in COUN 785. Clinical mental health students used Cognitive-Behavioral Therapy in each role play. There were ___ role plays required in COUN 746. School Counseling students used Solution-Focused Brief Counseling in each role play.

	Role Play 1	Role Play 2	Role Play 3	Role Play 4	Total
Clinical Mental Health	5 of 7 (71%)	7 of 7 (100%)	N/A	N/A	12 of 14 (86%)
School Counseling	3 of 3 (100%)	3 of 3 (81.33%)			6 of 6 (91%)
Total	of (%)	of (%)	of (%)	of (%)	of (%)

In COUN 746, a benchmark of 90% on each role play had been established. In Spring 2025, the number of role plays remained at two. Role Play 1 averaged 100%, while Role Play 2 averaged 81.33%. In this semester, the role play titles were inadvertently reversed, as Role Play 1 was in-class in Fall 2024, but in Spring 2025, Role Play 2 was the in-class assignment. Although both cohorts were completing their first attempt at applying the basic concepts of Solution-Focused Brief Counseling (SFBC), such as goal setting and moving the client through a full session, performance on initial role plays can vary by group. In the second role

play (in-class), students conducted an abbreviated SFBC session to move the client from the presenting problem to possible solutions. Most students achieved the benchmark and demonstrated clear progress in their use of SFBC skills, while still leaving room for continued development during internship.

In COUN 725, three role plays were required. 13 students were enrolled in the course: 7 school counseling students, 6 clinical mental health students. A benchmark of 80% on each role play was established. In the first role play, students focused on the core conditions (e.g., UPR). The first role play's intent is to build the core skills that counselors need to form a strong therapeutic alliance with clients. This was an opportunity to observe the student using his or her preferred, or natural, counseling style. In the second role play, students were allowed to use any theoretical orientation, including Motivational Interviewing, while building on their core skills from role play 1. In the third role play students were asked to choose a theory from those studied in the course. This allowed students to practice a preferred theoretical orientation, after first completing assignments related to that theory.

	Role Play 1	Role Play 2	Role Play 3	Total
School Counseling	2 of 7 (29%)	5 of 7 (72%)	6 of 7 (86%)	13 of 21 (62%)
Clinical Ment. Hlth.	1 of 6 (17%)	6 of 6 (100%)	6 of 6 (100%)	13 of 18 (72%)
Total	3 of 13 (23%)	11 of 13 (85%)	12 of 13 (92%)	26 of 39 (67%)

Role Play Analysis: Students demonstrated effective progress in their role play assignments, with grades generally improving as students gained more experience and were provided feedback. Skillsetter was introduced in SP25 as a way for students to practice their basic counseling skills while responding to video-recorded clients. With the implementation of this program, there were noticeable improvements in students' core skills (e.g., reflecting).

However, students continued to struggle with role play 1, as that is to be expected. Role play 1 in COUN 725 may be the first role play in the program, and several students have commented on the fact that they are nervous. As the semester progressed, most students improve their skills and relax their nerves due to practice and coursework.

Summer 2025

COUN 785 **We didn't/don't offer practicum in summer**

	Role Play 1	Role Play 2	Role Play 3	Total
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Clinical Mental Health	of (%)	of (%)	of (%)	of (%)	
HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?					
Site Supervisor Evaluations The CMH site supervisor evaluation was revised and now mirrors the SC form in terms of format. The use of SLL to allow all supervisors to electronically submit their evaluations is in the working stage. Courses and evaluations are being uploaded, which will allow site supervisors and students to complete all forms electronically. This will also allow specific data to be gathered more easily. The faculty is excited to implement SLL and look forward to it streamlining the internship process, specifically the evaluations and weekly logs. Additionally, as CACREP has updated to the 2024 standards, both the CMH and SC Practicum and Internship Supervisors are looking at their current evaluations (midterm and final) with plans to see how those link to CACREP 2024 standards and make changes as needed. These changes will be beneficial to the student and to the counseling programs. Role Plays <u>COUN 746/785</u> The focus on students completing each role play using one specific theory has been effective. School counseling students focus on solution-focused brief counseling with a specific assigned book to use as a reference. Clinical mental health counseling students focus on cognitive-behavioral therapy, with a specific assigned book to use as a reference. In Spring 2025, students reported valuing the in-class role play activity for the immediate peer and instructor feedback it provided.					

The audio/video assignment was removed due to district and site restrictions on recording sessions. To support continued skill development, Skillsetter was integrated into the course, giving students opportunities to practice with simulated counseling scenarios, receive peer and instructor feedback, and tailor practice to diverse client contexts.

COUN 725

Overall, students fared well in their role plays this past academic year. For many students this is the first course in the program requiring them to demonstrate counseling skills and techniques. The instructor implemented a couple of changes for this past academic year for the role plays. First, the instructor recorded the entirety of RP1, including the immediate feedback given to the students. This allowed the students to stay in the moment while the feedback was being given, then review the session and feedback at a later date. Additionally, the instructor implemented the Skillsetter program for the SP25 semester. Based on demonstrated improvements and feedback from the students, the implementation of the program was a success. Furthermore, more than one student had additional practices with the professor over the course of the semester, which is demonstrated by the upward trend in grades.

Student Learning Outcome 3	Assessment	Benchmark	Process (Who, How, When, Where)
Students will adhere to the ethical code of their counseling professional association when completing coursework and field experiences.	Site supervisor evaluations at the practicum and internship level	Site Supervisor Evaluation: Students will score beginning level or better on all items related to ethics on the final evaluation	The instructor for each field placement course will collect all site supervisor evaluations and compile the data.
	Dispositions after residency	Dispositions: 90% on items related to ethics Overall, 75% of students should meet these two benchmarks	Each faculty member will complete a Dispositions form for each student attending the Residency. The forms will be collected by the Graduate

			Program Coordinator and the results entered. In August of every year, the counseling faculty will evaluate the results of the data at a faculty data retreat.
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DATA RESULTS AND ANALYSIS

Site Supervisor Evaluations

The evaluation forms for Clinical Mental Health students and School Counseling students are not the same. For the CMH students, questions 7-15 as well as the last two questions will be used for this analysis. For the School Counseling students, the first 17 questions will be used for this analysis.

Percent of Students Earning a rating of “Beginning” or better on Site Supervisor Evaluation on Ethical Items

	Practicum		Internship		Total		
	CMH	SC	CMH	SC	Prac	Intern	All
Fall 2024	100% (1 of 1)	100% (11 of 11)	Average of 100% (4 of 4)	100% (27 of 27) *Students are counted for their enrollment in each course, meaning some students are counted twice because they took both internships.	100% (12 of 12)	100% (31 of 31)	100% (43 of 43)
Spring 2025	Average of 100% (7 of 7)	100% (8 of 8)	Average of 100% (3 of 3)	100% (14 of 14) *Students are counted for their enrollment in each course, meaning some students are counted twice because they took both internships.	100% (15 of 15)	100% (17 of 17)	100% (32 of 32)
Summer 2025	Not offered in summer semesters		Average of 100% (9 of 9)	Not offered in summer semesters.			
Total	100%	100%	100%	100%	100% (27 of 27)	100% (48 of 48)	100% (75 of 75)

*One school counseling internship student requested an incomplete in Spring 2024. She did not receive a final evaluation and was not factored into the student count.

Analysis of Site Supervisor Evaluations:

Students continue to perform well in this area of professional development, demonstrating effective ethical behavior at their practicum and internship sites.

Dispositions

The Residency is a 3-day experience held at UTM. All students must attend one Residency program. Faculty interact with students during the Residency during formal and informal activities and presentations. Each faculty member also conducts an interview with each individual student. At the conclusion of the Residency, each counseling faculty member evaluates each student using a Dispositions Form. There are two Residency events each school year, one in January, and one in June.

The counseling faculty continued to use the Dispositions form, which was piloted in Summer 2019. This form used a categorical scoring system. Students were rated as MC (meets competency), NM (does not meet competency) or NO (not observed). There are 21 items included on the form, and thirteen of those items directly measure code of ethics. Those 13 items will be used for this analysis. Items were chosen that reflected the faculty's understanding of counseling dispositions, rather than skills or knowledge, and the ability to observe those dispositions at different points in the student's progression through the program.

All students attending Residency in January 2025 (13 students) and June 2025 (19 students) achieved a rating of MC (meets competency) for each of the 13 items observed at Residency.

Analysis of Dispositions Data: Our students continue to meet our expectations in terms of professional and personal dispositions.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Site Supervisor Evaluations

Our students continue to earn strong evaluations from site supervisors. We will continue to communicate regularly with our site supervisors and support them as they work with our students. They are invited to the monthly Coffee with Counselors webinar series organized by the UTM faculty members, and site supervisors check in with them regularly, including a written non-formal midterm evaluation in the school counseling internships. If any ethical issues arise, university supervisors are available to meet with students as needed. Additionally, university supervisors lead a 90-minute group supervision meeting each week with all interns, and ethical issues are often a topic of discussion for the time together.

Dispositions

Our students consistently display proficiency in their dispositions. Regarding residency, no student during this past year had a negative disposition report, nor needed any further action to correct an issue observed at residency. The counseling faculty will continue to monitor student dispositions upon the completion of residency as well as at various course-specific checkpoints throughout the counseling program. During regular Town Hall meetings, Residency, and advising sessions, counseling faculty are reminding students of the importance of professional dispositions, and the fact that they are being evaluated.

Student Learning Outcome 4	Assessment	Benchmark	Process (Who, How, When, Where)
Students will demonstrate knowledge of their specialty area			
School counseling concentration	COUN 786 Project Grade	Passing score	Instructor for 786 will collect data at the end of the semester
	COUN 789 Internship final	Receiving a rating of "Beginning" or	Instructor for 789 will collect data

	evaluation by site supervisor	better on all items	at the end of the semester
	COUN 790 Internship final evaluation by site supervisor	Receiving a rating of “Beginning” or better on all items	Instructor for 790 will collect data at the end of the semester
	Praxis Professional School Counselor exam	Reach the TN DOE required score to be licensed as a school counselor	23 of 25 students passed the Praxis on their first attempt.
Clinical Mental Health concentration	COUN 725 final exam	Passing score on the final	Instructor for 725 will collect data at the end of the semester
	COUN 750 Key Assignment Paper	Passing score on the final paper	Instructor for 750 will collect data at the end of the semester
	COUN 760 Interview Project	Passing score on the interview project	Instructor for 760 will collect data at the end of the semester
	COUN 788 Internship final evaluation by site supervisor	Receiving a rating of “Beginning” or better on all items	Instructor for 788 will collect data at the end of the semester
	COUN 792 Internship final evaluation by site supervisor	Receiving a rating of “Beginning” or better on all items	Instructor for 792 will collect data at the end of the semester
	Comprehensive Exam	70% or better on comprehensive exam	See data earlier in the report

DATA RESULTS AND ANALYSIS

School counseling students’ knowledge of their specialty area is assessed at multiple points in the program using multiple measures. The first key performance indicator (KPI) of achieving this objective occurs in COUN 786 Organization and Administration of School Counseling. Students in this course are required to complete a multiple part project in which they develop a Comprehensive School Counseling Program. They must pass the Praxis Professional School Counseling Exam at the required score for licensure in Tennessee prior to being allowed to take their first field placement course, COUN 785 Practicum in Counseling. Finally students demonstrate knowledge of school counseling as they complete the two required internships.

Measuring Point	KPI	Measuring Unit	Results
COUN 786	Project Grade (The materials for all weekly discussions together create a CSCP)	Passing grade	All students received a passing grade on their project. Spring 2025: 18 students (of the 18 students, 17 of those earned an 85% or higher)
Praxis Professional School Counseling Exam	Overall Score	Meet Tennessee required score for licensure (159) *The Praxis exam switched this year from exam 5421 to exam 5422. The passing score also changed from a 156 to a 159.	Over the course of the year, our students attempted the Praxis exam 29 times. We had 11 passes and 18 fails. Our average score is a 158, and the passing score is a 159. Throughout the year, 17 students attempted the exam, and 11 of those passed. Of those 11 students, 10 students passed on the first attempt. Of the students who failed the exam, 3 students took 13 attempts.
COUN 789 Internship in Secondary School Counseling	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	All students, completing both COUN 789 and COUN 790, were recommended by their site supervisors. Fall 2024: 15 students. Spring 2025: 20 students
COUN 790 Internship in Elementary School Counseling	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	

Clinical Mental health students' knowledge of their specialty area is assessed at multiple points in the program using multiple measures.

Measuring Point	KPI	Measuring Unit	Results
COUN 725	Final Paper	Final paper grade	All students received a passing grade on their exam. Fall 2024: 12__ out of 12__ students met the benchmark (80%) on the final exam. students. Spring 2025: 13_ out of 13__ benchmark (80%) on the final exam.
COUN 750	Key Assessment Paper	Grade for paper	Spring 2025: 13 out of 13 students received a passing grade
COUN 760	Interview Project	Grade for the project	All students received a passing grade on their project. Spring 2025: 18 students
COUN 788	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items	All students were recommended by their site supervisors. (Fall 2024: 3 students enrolled). Spring 2025: 2 students; and Summer 2022: 5 students.
COUN 792	Final Evaluation by site supervisor	Receiving a rating of "Beginning" or better on all items.	All students were recommended by their site supervisors. Fall 2024: 2 students; Spring 2025: 1 students; and Summer 2025: 2 students.

Comprehensive Exam	Completion of comp exam	Final score	See the results earlier in the report	
How has the data been used to implement a change or to inform a decision? Students have demonstrated proficiency in their concentration via multiple measures across multiple points of time in the program. Program faculty will continue to monitor progress in these areas and consider changing the benchmarks used to measure progress. Over the past couple of years, the Professional School Counselor Praxis Exam changed from 5421 to 5422. The passing score was also raised by 3 points. Initially, students did not perform as well on the new exam as they did in years prior. As a school counseling faculty, we talked with students who took the new Praxis exam to learn more about where they struggled. We also reviewed the study guides provided by ETS were able to include specific topics on the exam within many of our school counseling courses. While students still struggle a bit more than the did prior to the exam change, we are starting to see students pass with fewer attempts. We believe that students are getting better information from our courses including Praxis exam study guide information. Additionally, we believe the use of an ASCA National Model school counseling textbook has helped students. Students are still taking the exam earlier than ever so that they are job-eligible as soon as possible. The state of Tennessee now allows students to be job-embedded on a temporary School Counselor license as soon as they are enrolled in the program and have passed the Praxis exam. Many of our students are attempting to take the Praxis exam prior to taking any courses or having only taken very few courses. We plan to continue to work with our students to help them pass the Praxis prior to their Practicum course, but we believe that improvements are being made.				

Overall program activity:

Both the Clinical Mental Health Counseling and the School Counseling programs have full CACREP accreditation. Yearly accreditation reports are submitted on time each year.

The Praxis exam used for school counseling licensure is still used as the comprehensive exam for all school counseling students. Only clinical mental health counseling students take the program-devised comprehensive exam.

We continued monthly Coffee with Counselors webinars over the academic year, inviting current students and site supervisors to attend. Faculty remain active in conference presentations and attendance.

Our program continues to offer many and even add new role play and skill-based opportunities for our students to engage in counseling sessions with each other, with instructors, and with video-based role plays.