



NORTH CAROLINA
AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY

DEPARTMENT OF COUNSELING

**Department of Counseling
2022-2023 Annual Report
North Carolina A&T State University
Greensboro, NC**

**Mental Health Counseling – Clinical
Mental Health Counseling – Rehabilitation
School Counseling
Counseling and Counselor Education**

2022-2023



The mission of the Department of Counseling at North Carolina A&T State University is to prepare future counselors and counselor educators to use clinical skills, research, and instruction to serve ethnically and culturally diverse students, clients, and the community in a globally changing society.

The purpose of this annual report is to inform all constituents and stakeholders of the annual program evaluation results and programmatic improvements. These stakeholders include students, faculty, administrators, alumni, site supervisors, employers, community partners, prospective students, and the general public. The data collected and results shared is consistent with the Department of Counseling's Assessment Plan (D-CAP, 2022/2023) which assesses several key dimensions integral to continuous programmatic improvement. This information is reported for the following counseling programs: MS in Mental Health Counseling – Clinical (MHC-C), MS in Mental Health Counseling – Rehabilitation (MHC-R), MS in School Counseling, and PhD in Counselor Education and Supervision (CES).

Sources of Data

- Student Key Performance Indicator (KPI) Assignment data
- Student performance on the Counselor Preparation Comprehensive Examination (CPCE) composite z-scores or doctoral Comprehensive Exam score data
- Summative evaluation of student performance on final internship data
- Student dispositional and skill measurements through benchmarking data
- Student Exit Survey data
- Applicant, admissions, and enrollment data
- Faculty Course Evaluation Data
- Site Supervisor Evaluation Data
- Alumni, Site-Supervisor and Employer survey data
- Graduate performance on the National Counselor Examination (NCE) or the Professional School Counselor Praxis Examination (NC-Praxis)
- Faculty observations and discussions during monthly faculty meetings, Systematic Program Evaluation and Assessment Meetings (Datathon) each fall and spring, the Annual Faculty Retreat, and Systematic Student Assessment and Benchmarking Meetings held at the end of each fall and spring semester.

Program Objective 1: *To present theoretical and practical experiences which prepare graduates to function effectively as counselors.*

Enrollment, number of graduates, program completion rates, licensure exam pass rate, and job placement rates for each program inform the overall development of the students as professional counselors. This data for 2022/2023 is shown below.



Program	Enrollment	Number of Graduates	Program Completion Rates	Licensure Exam Pass Rate	Job Placement Rate
Mental Health Counseling – Clinical	106	21	78.3%	65%	90.5% (Response Rate:95%)
Mental Health Counseling – Rehabilitation	19	6	50%	60%	66.6% (Response Rate:100%)
School Counseling	38	10	77.8%	87.5%	90% (Response Rate: 100%)
Counseling and Counselor Education	19	1	57.1%	N/A	100% (Response Rate: 100%)

Program Objective 2: *To encourage the spirit of inquiry and the production and utilization of research among both faculty and students.*

100% of students in the master's and doctoral program passed the KPI first and second measures, including the practical experience of Internship II. The mean KPI first measure score for the CMH-C program was 92.3%. The mean KPI first measure score for the CMH-R program was 91.8%. The mean KPI mean first measure score for the School program was 93.9%. KPI 1st measure means are reported by program to coincide with SACSCOC reporting requirements. The mean KPI first measure score for the CES program was 95.7%. The KPI second measure z-score mean is -.32 for CMH-C, CMH-R, and School programs. The CES KPI second measure mean was 84.3%.

In addition, during AY22/23 the following student and faculty research collaborative projects were published or professionally presented. These are representative of the spirit of inquiry and production of original research.

	Faculty Name	Student Name	Title	Journal or Conference
AY 22/23	Brooks, M.	Mathew, S.	Counselors' perspectives toward using complementary and alternative therapies for children with intellectual disabilities	<i>Journal of Asia Pacific Counseling</i>
	Brooks, M. Adams, J., Chen, Y.	Matthews, T.	Learning Environments of Black Counselor Education Students at HBCUs, PWIs, and HSIs.	<i>Counselor Education and Supervision: Special Issues Edition.</i>
	Chen, Y.	McLeroy, A	Poverty, parenting stress, and adolescent mental health: The protective role of school connectedness reexamined.	<i>Children and Youth Services Review</i>
	Brooks, M. Adams, J.	Easley, O.	The Duality of Being a Black Father and Counselor Educator During Black Lives Matter.	<i>American Counseling</i>



				<i>Association Virtual Conference</i>
	Chen, Y.	Fraser-Reese, U.	Counseling-seeking among mothers of school-age children: Does it reduce adolescent depressive symptoms?	<i>AERA Annual Meeting</i>

Program Objective 3: *To foster the development of counselors who use appropriate, culturally sensitive, intervention strategies and skills in working with clients.*

This programmatic objective speaks to the measurement of professional counseling skills. Each program has at least one KPI skill measure. The KPI first measure means were 95% (CMH-C), 99% (CMH-R), 91% (School), and 91% (CES). Similarly, the skill measure KPI second measure means were 82.8% (CMH-C), 91.3% (CMH-R), 91.2% (School), and 84% (CES). These reflect the consistent development of counselors who are using effective and culturally appropriate counseling intervention strategies during their matriculation in the program.

Program Objective 4: *To foster the development of an awareness and understanding of problems and professional issues as well as the legal and ethical concerns in the counseling profession.*

All course syllabi were reviewed in 2022/2023 and updated readings, textbooks, and corresponding assignments were added to ensure that courses contained the most up-to-date information from the counseling profession. In addition, an overall course revision schedule was implemented to refresh coursework on a predicted schedule going forward.

Program Objective 5: *To foster the development of the characteristics, personal qualities, and levels of integrity necessary to meet professional standards.*

All students are assessed at the end of each semester on dispositional, behavioral, and skill dimensions in the Systematic Student Assessment and Benchmarking meeting. Using rubrics adapted from the Professional Disposition Competence Assessment (PDCA; Garner, Freeman, & Lee, 2016, the number of students who were referred to remediation for AY2022-2023 was 14. They met with the Benchmarking Committee where they discussed the concerns and moved forward with the remediation process, and 100% successfully remediated.

Program Objective 6: *To provide opportunities for planned periodic self-evaluation and the development of greater self-understanding as well as the qualities of openness, tolerance, and acceptance of self and others.*

Students were asked to rate the overall effectiveness of program for their preparation, using domains on quality of faculty, retention meetings, and advising on a scale of 1 (lowest) to 5 (highest). Overall, the mean of the means on several domains was 4.07, which indicates their overall satisfaction with the program. Students also assess full and part-time faculty via course evaluation at the end of each academic semester. The grand course evaluation means for AY2022-2023 was 4.42. The questions are rated on a 5-point scale with 1 (lowest) and 5 (highest). In addition, students complete evaluations of their Site Supervisors on 21 dimensions assessing counseling skills of supervisor, ability to give helpful feedback, and commitment to the role of



supervisor. These dimensions are rated on a 4- point scale from Strongly Agree (4) to Strongly Disagree (1). The mean of the mean scores was 3.65.

Using previous AY graduation listings, alumni were surveyed and asked to provide updated contact information, employment information, licensure/certification information and to rate the program on several dimensions on a scale of 1 (lowest) to 5 (highest). Overall, the mean of the means on several domains was 3.85, which is closer to 4.

Outside stakeholders are also surveyed including site supervisors who were asked to rate graduates' knowledge, skills, and dispositions on a scale of 1 (lowest) to 5 (highest). According to the surveys (33% response rate), the mean of the means on several domains was 3.82, which is closer to 4. Employers were also surveyed and asked to rate overall effectiveness of program for preparation, graduates' knowledge, skills, and dispositions on a scale of 1 (lowest) to 5 (highest). According to the employer surveys (19% response rate), the employers provided highly positive ratings for their interns in terms of their preparation, dispositions, and skills.

Program Objective 7: To develop and provide a multicultural environment that fosters skills necessary for professional counseling in a diverse society.

The counseling programs at North Carolina A&T State University strive to create a diverse and inclusive counseling community. For Fall 2022, 71 applications were reviewed while for Fall 2023, 100 applications were reviewed. The number of applications has been increased. In total, 182 students were enrolled for Fall2022. Applicant and enrollment data showed that students from diverse backgrounds applied for and enrolled.

Year	American Indian/ Alaskan Native	Asian/ Asian American	Black/ African American	Caucasian/ White	Hispanic	Multi-Racial	Unknown	Non-Resident Alien
2022/2023 (Fall 2022)	0%(0)	1.10% (2)	78.57% (143)	9.34%(17)	6.59%(12)	2.75%(5)	1.10%(2)	0.55% (1)

Year	Female	Male	Other
2022/2023 (Fall 2022)	90.10%(164)	9.90% (18)	unknown

Programmatic Changes, Improvements, and Response based on AY22/23:

1. Faculty voted to change the curriculum and separate COUN713 Counseling Theories and Methods into two separate courses. The new sequence was requested in the 23/24 curriculum packet and will be COUN713 Counseling Theories and COUN735 Counseling Methods and will be required for all master's programs.



2. Based on the KPI data and student concerns about workload in summer sections COUN736: Multicultural Counseling, it was decided that the course would be a dual-session course in the summer moving forward.
3. As a result of overall entry-level, KPI first and second measure data, it was decided that courses needed to be refreshed on a consistent and ongoing schedule to ensure content was up-to-date.
4. Based on graduation data and time to graduation, the doctoral program-initiated curriculum changes to remove 2 non-essential courses from the curriculum and replace these courses with increased dissertation coursework, including a dissertation development/prospectus course. This should shorten the dissertation timeline.
5. A review of entry and doctoral level admission and enrollment data revealed a discrepancy between admissions and enrollments. The time between application and application review can be several months as the department utilizes a holistic and 2-part admissions review. The applicant review data also indicates that the 2nd part of the admissions review process, the in-person interview, did not provide enough discrimination power to be relevant to the process. As such, it was decided that the Department would request this revision for all of the programs' applicant review processes.
6. There was continued discussion of an alternate KPI second measure. It was determined in AY 22/23 that the program did not have the human resources to manage a case-study KPI and/or exit exam system. A self-administered competency exam on each of the 8 core areas was discussed. This would be in addition to the CPCE and would serve as second KPI measures. The CPCE would continue to be the exit exam.