



Counselor Education Programs

2020-2021 Program Evaluation

Report Vital Statistics

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publicly available each year.

	CMHC	PSC
Currently enrolled first-year students	23	14
Currently enrolled second-year students	19	13
Currently enrolled third-year students	8	1
Graduates in 2020-2021	18	14
Program completion rate	94%	100%
Employment rate	100%	100%
National Counselor Examination Pass	100%	100%
Professional School Counselor Praxis Pass	N/A	100%

- Reports generated for Fall 2020, Spring 2021, Summer 2021
- CMHC = MA in Clinical Mental Health Counseling, PSC = MA in School Counseling
completion rate computed on rolling basis and indicates proportion of students who complete degree requirements within expected time to degree (2-3 years for full-time, 3-4 years for part-time) Employment rate indicates the proportion of students who desired employment who were employed or engaged in full-time.

Program Objectives & Major Program Activities

The counseling program faculty engaged in a number of activities relevant to this report. During the 2020-2021 Academic Year (AY20-21):

- Completed a full cycle of the revised Plan of Study for full and part time students.
- Completed a full cycle of the departmental diversity statement following through with the developed strategic plan.
- Continued a comprehensive COVID-19 strategic plan to assist students in maintaining a pathway to graduation. Additionally, provided students in field placement resources and training to successfully complete clinical hours.

Sources of Data

The following sources of data were utilized in developing this report:

- Graduate performance on the National Counselor Examination (NCE)
- Graduate performance on the Professional School Counselor Praxis Examination (SC-Praxis)
- Student performance on the Counselor Preparation Comprehensive Examination (CPCE)
- Student performance on final CSDAT ratings from instructors and site supervisors
- Alumni follow-up surveys
- Site-supervisor and employer follow-up surveys
- Admissions, enrollment, and graduation data for the AY20-21 cycle
- Student performance data from TK20 and the CSDAT discussed in the annual counseling programs data retreat.

Program Evaluation Findings

Objective 1: Enroll diverse students who demonstrate potential for becoming effective counselors.

- The counseling programs admitted 29.4% of the applicants who identified as non-white in the Fall 2020 cycle.
- All applicants admitted met or exceeded standards set by the counseling programs faculty. This included academic measures and virtual interviews that measure dispositional potential for being a successful counselor.
- In the current total enrollment of the counseling programs diversity includes:

Total Enrollment

	CMHC	PSC
Race	2 Black/African American	2 Black/African American
	3 Latinx	1 Latinx
	0 Native American/ Alaskan Native	1 Native American/ Alaskan Native
	4 Unknown	1 Unknown
	42 White	23 White
Gender	46 Female	23 Female
	5 Male	5 Male
Veteran	1	1
1st Generation	12	6
Total	51	28

CMHC

Fall 2020	Applied	Admitted	Enrolled
Race	1 Asian	0 Asian	0 Asian
	6 Black/African American	2 Black/African American	1 Black/African American
	6 Latinx	1 Latinx	1 Latinx
	1 Native American/Alaska Native	0 Native American/Alaska Native	0 Native American/Alaska Native
	1 Non-resident Alien	0 Non-resident Alien	0 Non-resident Alien
	0 Two or More Races	0 Two or More Races	0 Two or More Races
	2 Unknown	0 Unknown	0 Unknown
	109 White	21 White	17 White
Gender	110 Female	22 Female	17 Female
	16 Male	2 Male	2 Male
Veteran	Unknown	Unknown	Unknown
1st Generation	6	5	5
Total	126	24	19

PSC

Fall 2020	Applied	Admitted	Enrolled
Race	2 Black/ African-American	2 Black/ African-American	1 Black/ African-American
	0 Latinx	0 Latinx	0 Latinx
	0 Native American/Alaskan Native	0 Native American/Alaskan Native	0 Native American/Alaskan Native
	1 Non-resident Alien	1 Non-resident Alien	1 Non-resident Alien
	1 Two or More Races	0 Two or More Races	0 Two or More Races
	33 White	22 White	13 White
Gender	31 Female	22 Female	12 Female
	6 Male	3 Male	3 Male
Veteran	Unknown	Unknown	Unknown
1st Generation	3	3	3
Total	37	25	15

Objective 2: Prepare students to demonstrate professional and ethical behavior.

- Assessment of Key Performance Indicators (KPI) related to professional and ethical behavior were assessed using the Counseling Skills and Dispositions Assessment Tool (CSDAT) and Program Rubrics housed in TK20. The mean for these indicators was 36.72 out of 40.
- Data collected for Fall 2020, Spring and Summer 2021 indicated that an average of 96.5% of students assessed met the indicated benchmark for the skill of “Students will demonstrate ethical practice in counseling relationships.”

Objective 3: Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.

- Assessment of Key Performance Indicators (KPI) related to knowledge and skills necessary to become competent counselors were assessed using the Counseling Skills and Dispositions Assessment Tool (CSDAT) and Program Rubrics housed in TK20. The mean for these indicators was 32.41 out of a possible 35.
- Data collected for Fall 2020, Spring and Summer 2021 indicated that 100% of students assessed met the indicated benchmark for the knowledge indicator of “Students will understand the role and function of professional counselors and their specialty areas.”

Objective 4: Foster in students a strong identification with and engagement in the counseling profession.

- While enrolled in the Programs, students were enrolled in the following organizations (# of students):
 - ACA (4)
 - APT (1)
 - ASCA (8)
 - CSI (9)
 - NCCA (4)
 - NCSCA (8)
 - European Branch of the American Counseling Association (1)
- While enrolled in the Programs, students presented the following:
 - Van Horne, J.W. & Katibah, K. *From Pandemic to Protest: The Role of the School Counselor*, North Carolina School Counseling Association, (November, 2020) (Virtual)
 - Van Horne, J.W., Katibah, K., & Staley, J. (September, 2020) *Online Play Therapy: Is it Possible?* European Branch of the American Counseling Association, Edinburgh, Scotland (Virtual)
 - Murphy, A. *Ecotherapy in the School Setting* (NCSCA October, 2020)
 - *The Integration of SUD EBP Counseling Applied to the Transgender Population* (with Dr. Geri Miller, American Counseling Association, Spring 2021)
 - Ellington, A.B. & Quigley, L. (2021, February). *Perinatal and Postnatal Depression: An Exploration of Internet-based Treatment Practices*. Poster presented at the 2021 North Carolina Counseling Association Annual Conference, virtual.
 - Faw, M., and Harris, E. J. (2021, February). *Developing Resilience Through Visual Arts Therapy: The Impact of Creating in School-Aged Children who have Experienced Developmental Trauma*. Poster presented at the NCCA Conference, Virtual.
 - ACA Presentation
 - NCCA Presentations
 - NCCA Research Poster presentations
- Prior to graduation, students are pursuing the following licenses:
 - LCAS (1)
 - LCMHCA (27)
 - NCC (27)
 - NCPSCL (8)

- REAT (1)
- Alumni indicate that they are still involved, showing further evidence of a strong identification with and engagement in the counseling profession that was fostered during their time in the Programs. Alumni are members of the following organizations:
 - AAMFT
 - AASECT
 - ACA
 - APT
 - ASCA
 - CSI
 - Hakomi Institute
 - International Association of Eating Disorder Professionals
 - International Expressive Arts Therapy Association
 - National Association of Colleges and Employers
 - NBCC
 - NCAMFT
 - NCC
 - NCCA
 - NCSCA
 - United States Association for Body Psychotherapy

Program Changes, Improvements, and Response

Following the feedback and examination of data from the exit interviews and alumni/supervisor surveys the following adjustments were implemented:

- The holistic admissions process was initiated in the CMHC program and successfully piloted in the PSC program.
- Completion of the university AP & P process with the aim to align CMHC and PSC courses with updated CACREP language. Additionally, courses which were no longer offered were removed to provide clarity for the student registration process.
- Special Topic offerings gained permanent course status.
- Student workspace and classrooms were modified in order to meet COVID safety standards of the University.
- Both the CMHC and PSC programs implemented the revised Professional Orientation to detail professional identity, the history of counseling, and licensure requirements.
- Technological enhancements include the addition of OWL cameras (360 video recording devices), HIPAA-compliant Zoom access for all faculty for class activities and updates to the University lab space which included recording devices and playback software.
- CMHC field experiences were modified accordingly to meet the compliance of ACA and virtual HIPAA regulations.
- PSC and CMHC field experiences followed Appalachian State University guidelines, CACREP and site accommodations related to Covid-19.
- The CMHC and PSC faculty engaged in various trainings/webinars to enhance teaching via synchronous, asynchronous, and hybrid pedagogies.