NCCentral
UNIVERSITY
School of Education

Department of Counseling and Higher Education

Counselor Education Program

NCCU
COUNSELING

Annual Report

2021-2022

Table of Contents

About the Program:

The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan.

There are three graduate-level degree programs within the Counselor Education Program: career counseling, mental health counseling and school counseling. The Counselor Education Program is a program within the Department of Counseling and Higher Education in the School of Education at North Carolina Central University.

All counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs or CACREP -- and have been approved by IRCEP (the International Registry of Counselor Education Programs). All of our programs are CACREP-endorsed for on-campus and online delivery

MISSION, GOALS, AND OBJECTIVES

COUNSELOR EDUCATION PROGRAM MISSION

The Counselor Education Program prepares counselors to work in clinical mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.

Counselor Education Program Objectives:

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice integrating research data into evidence-based practices;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations while utilizing culturally competent practices and appropriate assessment tools and procedures;
4. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
5. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development and consult with other professionals concerning the developmental needs of culturally diverse clients;
6. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access.

About this Report

As part of being a CACREP-accredited counselor education program, faculty are expected to conduct a formal program evaluation and use this data to make program improvements. Program changes should be directly connected to outcomes of the program evaluation.

The Counselor Education Program at NCCU has a self-assessment plan that provides the program with feedback from variety of data points related to the overall program. This data is used to improve the three counselor education program tracks areas.

At NCCU, program faculty meet at the end of each semester to review program-level data collected and spend time analyzing, reflecting, and discussing any needed program modifications or other substantial program changes. We refer to these meetings as our "Data Analysis Meeting(s)".

The following program-level data are collected and analyzed:

- Student Enrollment
- Mid-program Review and Final Defense *(Program objectives/goals addressed: 1, 2, 4)*
- Completers Survey, parts 1 and 2 *(Program objectives/goals addressed: 1, 2, 3, 4, 5, 6)*
- Comprehensive Exam (CPCE) results *(Program objectives/goals addressed: 1, 2, 3)*
- Exit Interview Feedback
- Site Supervisor Survey *(Program objectives/goals addressed: 1, 2, 3, 4, 5, 6)*
- Student Evaluation of Clinical Placement Survey *(Program objectives/goals addressed: 5, 6)*
- Admissions data

This report presents summary data and discussion by faculty regarding the data collected during the 2021-2022 academic year.

Student Enrollment

Student Data, Fall 2021

TERM	Program	Female							Male				Grand Total
		Asian	Black	Hispanic	Two or More Races	White	Non-Resident Alien	Total	Black	Hispanic	White	Total	
Fall 2021	Career Counseling - Online		2					2	3			3	5
	Career Counseling & Placement							0	1			1	1
	Clin Mental Health Coun-Online		18	2	2	25		47	7		8	15	62
	Clin Mntl Hlth Coun-OL,2nd Deg		5			4		9	1		3	4	13
	Mental Health Couns-2nd Deg		1			1		2			1	1	3
	Mental Health Counseling	3	7		1	8	2	21	2			2	23
	School Coun-Online, 2nd Deg		3			3		6	1		1	2	8
	School Counseling		7		1	2		10	3	1		4	14
	School Counseling-Online	1	8	1	2	9		21	1		1	2	23
	Semester Total	4	51	3	6	52	2	118	19	1	14	34	152

TERM	PROGRAM	ENROLLMENT			FTE		
		FULL-TIME	PART-TIME	Total	PART-TIME	FULL-TIME	Total
Fall 2021	Career Coun-Online, 2nd Degr			0			
	Career Counseling - Online		5	5	3.8		3.8
	Career Counseling & Placement		1	1	0.8		0.8
	Clin Mental Health Coun-Online	36	26	62	19.3	36	55.3
	Clin Mntl Hlth Coun-OL,2nd Deg	5	8	13	5.8	5	10.8
	Mental Health Counseling,2nd deg	2	1	3	0.8	2	2.8
	Mental Health Counseling	10	13	23	9.3	10	19.3
	School Coun-Online, 2nd Deg	1	7	8	5	1	6
	School Counseling	6	8	14	6	6	12
	School Counseling-Online	9	14	23	10.3	9	19.3
	Semester Total	69.00	83.00	152.00	61.10	69.00	130.10

Student Data, Spring 2022

TERM	Program	Female							Male				Grand Total
		Asian	Black	Hispanic	Two or More Races	White	Non-Resident Alien	Total	Black	Hispanic	White	Total	
Spring 2022	Career Counseling - Online		3					3	3			3	6
	Clin Mental Health Coun-Online		16	2	2	20		40	8		8	16	56
	Clin Mntl Hlth Coun-OL,2nd Deg		5			2		7	1		3	4	11
	Mental Health Couns-2nd Deg		1			1		2			1	1	3
	Mental Health Counseling	2	3		1	7	2	15	1			1	16
	School Coun-Online, 2nd Deg		3			2		5	1		1	2	7
	School Counseling		3			2		5		1		1	6
	School Counseling-Online	1	6	1	1	8		17	2		1	3	20
	Semester Total	3	40	3	4	42	2	94	16	1	14	31	125

TERM	PROGRAM	ENROLLMENT			FTE		
		FULL-TIME	PART-TIME	Total	PART-TIME	FULL-TIME	Total
Spring 2022	Career Counseling - Online	2	4	6	3	2	5
	Clin Mental Health Coun-Online	33	23	56	16.75	33	49.75
	Clin Mntl Hlth Coun-OL,2nd Deg	3	8	11	5.5	3	8.5
	Mental Health Counseling,2nd deg	3		3		3	3
	Mental Health Counseling	6	10	16	6.75	6	12.75
	School Coun-Online, 2nd Deg	1	6	7	4.25	1	5.25
	School Counseling	2	4	6	3	2	5
	School Counseling-Online	11	9	20	6.75	11	17.75
	Semester Total	61	64	125	46	61	107

Data provided by the NCCU Office of Research, Evaluation, and Planning
FTE = Full Time Equivalent

Because we admit only one time per year (for a fall admission), the fall semester is when we have the largest number of students visible. Some students graduate in December. Therefore, they do not appear in spring enrollment numbers. For each given semester, we are within CACREP guidelines for faculty-to-student ratio.

The following items were discussed at the Fall 2021 Data Analysis Meeting related to student enrollment:

- Royal noted that there are 6 career majors (5 online), 101 CMHC majors (75 online), and 45 school majors (31 online). We are likely to be "out-of-balance" between on-campus and online students for a while due to COVID.
- Royal asked a question: How, will, or should this have an impact on admissions? There was discussion about synchronous and asynchronous courses, hybrid offerings, and teaching practices – tying in some feedback received from the exit interview. It was noted that we receive feedback that students wish for more real-time interaction in courses, but tend to generally be less interested in signing up for synchronous classes (looking at course enrollment).
- It was suggested that our interview process include a question as to how able/willing a student is attend a synchronous class.
- Royal suggested looking at more hybrid models of course offerings, for those wanting to teach synchronous courses (half of class time synchronous, half asynchronous). This can be further developed as course offeringare submitted for the summer and fall semesters.
- With respect to the Career Program, it was suggested that we involve Dr. McMickens (HEA Program) in recruitment of students for the Career Program. Royal suggested that we schedule some time with him in the spring semester.

At the Spring 2021 Data Analysis Meeting, the following actionable items were discussed:

- Royal reiterated that each fall semester is our larger amount of student enrollment, given we admit only one time per year (for the fall) – and some students will always graduate in December. Royal noted that about 28% of our students are male, which he believed to be around the national average.
- Whiting indicated that we have extended admission to 56 students, and we are currently at 47 students who have verified admission (and are registered). Whiting indicated that we will hold two more rounds of interviews for students who are currently on the wait-list, so that we will meet admission target goal. We interviewed approximately 75+ students this past spring.
  - Whiting noted that 7 students admitted to our program already have PhDs in another discipline. It was noted that there appeared to be more males and more applicants with PhDs than ever before.
- It was noted that the Career Program is still low, and there was some discussion about what constitutes a low-enrollment program according to the UNC system office.
  - Whiting noted that future recruitment efforts will likely need to focus on school and career counseling.

Mid-program Review and Final Defense

Mid-program Review

The purpose of the Mid-program Review is to ensure that students are prepared to enter the next phase of the program - which means progressing toward completing your Practicum and Internship. Counselor Education Faculty are required to serve as gatekeepers in the profession. The Mid-Program Review is an opportunity for faculty to assess students' overall performance in the program, their professional competence, and their disposition. It is an opportunity for students to engage in a collaborative conversation with faculty to discuss their readiness to enter the counseling profession.

Faculty ask students a few questions about their development as a counselor and examine their transcript to ensure that they have the proper educational foundation and that their cumulative grade point average is in good standing. Students are asked a number of questions about their journey in the program, and there is a conversation with faculty about the student's field site placement plans for Practicum and Internship. The faculty assess readiness to work with multiculturally diverse populations and make a decision as to whether students are permitted to move into practicum and a clinical field placement.

Because of the confidentiality and privacy issues related to specific data, we are unable to provide this raw data. However, below are the comments and items discussed by the faculty with respect to the Mid-program Review.

Fall 2021:
- Dr. Kurian spoke on behalf of the Program's Assessment Committee. It was agreed that we begin to use CSDAT data (provided by Pre-practicum instructors) within faculty panel committee during the mid-program review. It was noted that it is sometime difficult to assess students within the review, if the faculty have not had much contact with the student. Ratings of 3, 2, or 1 may indicate that students delay their placement (would be decided by faculty review panel during review).
- Scott recommended adding a specific column on our shared data spreadsheet that is designated for advisors to make notes about students (their advisees) before the review.
- It was suggested that we adjust the mid-program review and defense timelines (when they happen during the semester). Royal indicated that he and Whiting would discuss adjusting the timeline. If mid-program review is pushed back in semester, it was suggested that advisors will need to check in with their advisees during advising time when students are in pre-practicum – to help with site selection.

Spring 2022

- Data was missing advisor notes in new advisor column. Royal requested that advisors make sure to provide some notation in fall semester, even if there are "no concerns".
- Lupton-Smith asked if her comments and CSDAT information (as 5371 instructor) was helpful. Consensus was that they were helpful in process.
- Beckwith indicated it is helpful to see older notes/data if seeing a student who failed MPR in a previous semester. Older notes/data will be available.
- It was agreed that the MPR process continues to be helpful.

Final Defense

The final defense takes place during a student's last semester in school. For most, if not all students, this happens while they are in your final semester of Internship (CON 5390). The defenses are usually scheduled approximately one month before the graduation ceremony. The defenses in 2021-2022 were a mock-interview and were intended to sharpen a student's job seeking and interviewing skills.

Below are the comments and items discussed by the faculty with respect to the Final Defense.

Fall 2021
- Royal recommended reducing the number of faculty to two during defenses.
- It was noted that current defense process is not always helpful, given that a number of students are already employed by the time of their defense. Whiting suggested having the defense carry more weight / have more meaning for students. Program directors for Career, School, and CMHC were tasked with reviewing and editing defense questions before our next defense process. Kurian suggested that defense questions be directly tied to state program objectives. Royal suggested that a sampling of objectives be used to make the defense times manageable for faculty.

Spring 2022
- Royal provided update regarding meeting that was held with Program directors immediately after most recent final defenses. Process under revision, directors have deadline to create plan and submit to Whiting and Royal for review before sending to faculty. Intention is to have finalized by start of fall semester and implement in November (during next final defenses).
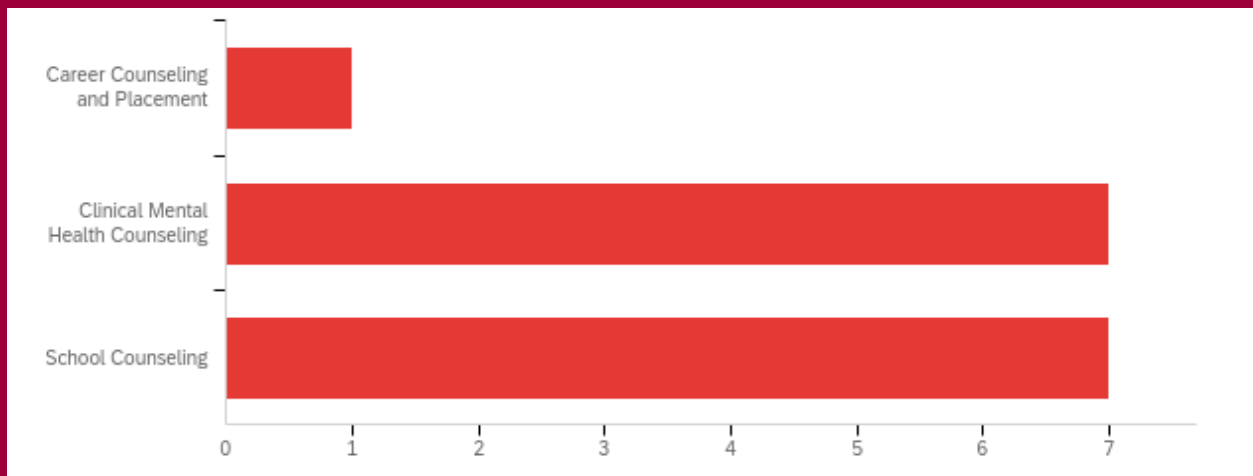
Completers' Survey (Parts 1 and 2)

This survey is completed by every person graduating from the program – at the time of their graduation. It is divided between two parts. Part one captures information about the student; part two is an anonymous survey.
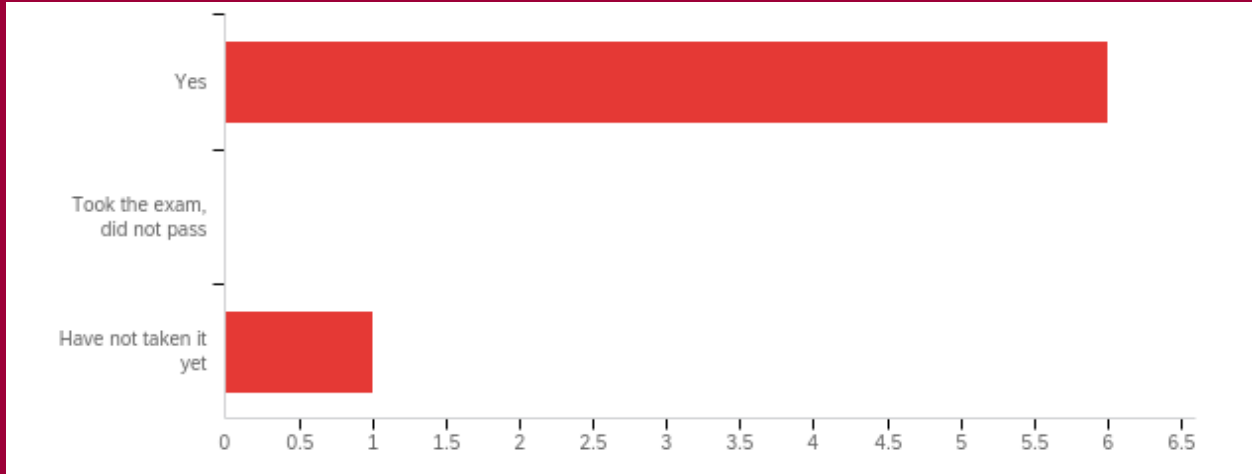
Completer's Survey Data – Part 1

Responses received between 7/1/21 and 6/30/22

Q2 - Program(s) completed

#	Answer	%	Count
1	Career Counseling and Placement	6.67%	1
2	Clinical Mental Health Counseling	46.67%	7
3	School Counseling	46.67%	7
	Total	100%	15

Q3 - If you are a School Counseling major, have you passed the Praxis II?

#	Answer	%	Count
1	Yes	85.71%	6
2	Took the exam, did not pass	0.00%	0
3	Have not taken it yet	14.29%	1
	Total	100%	7

Q4 - Do you intend on seeking licensure as a school counselor?
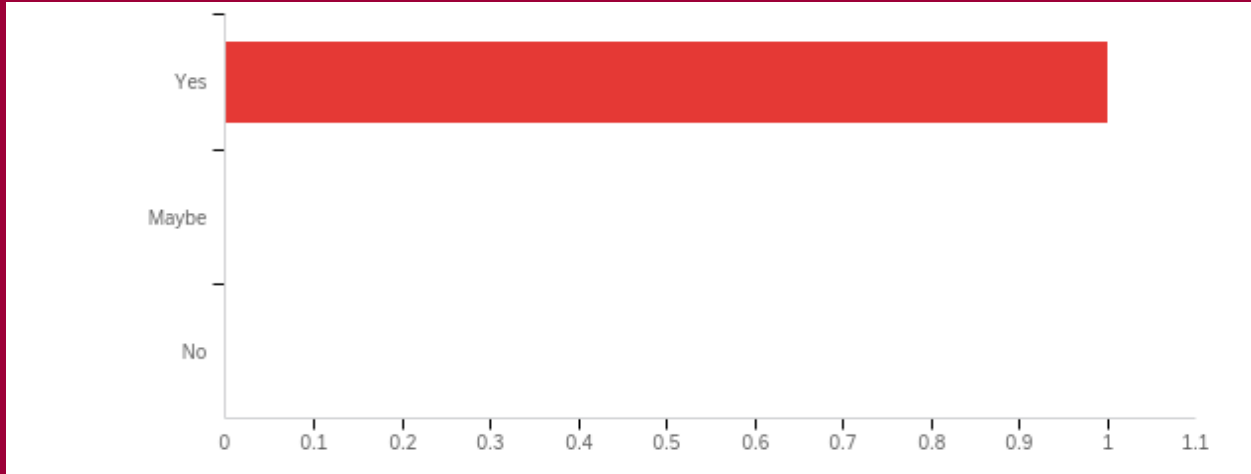
#	Answer	%	Count
1	Yes	100.00%	1
2	Maybe	0.00%	0
3	No	0.00%	0
	Total	100%	1

Q5 - When do you plan on taking (or retaking) the Praxis II?

When do you plan on taking (or retaking) the Praxis II?

Summer 2022

Q7 - Did you attend a Praxis preparation workshop while at NCCU?
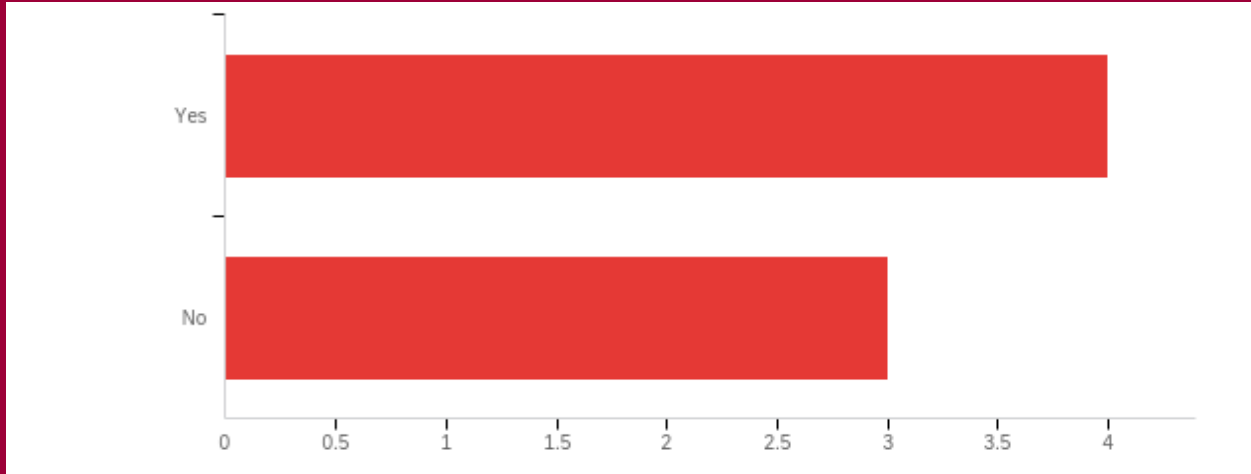
#	Answer	%	Count
1	Yes	57.14%	4
2	No	42.86%	3
	Total	100%	7

Q6 - If you are seeking some type of licensure (other than NC school licensure), which license(s) will you attempt to attain?

If you are seeking some type of licensure (other than NC school licensure), which license(s) will you attempt to attain?
N/A
LCMHC-A
NBCC
LPC in Virginia
LCMHCA
LCAS-A LCMHC-A
LCMHC in NC
LCMHC
NCE
LCMHCA LCASA
none
NCE; LPC

Q8 - Are you currently employed in your selected discipline (what you went to school for)?
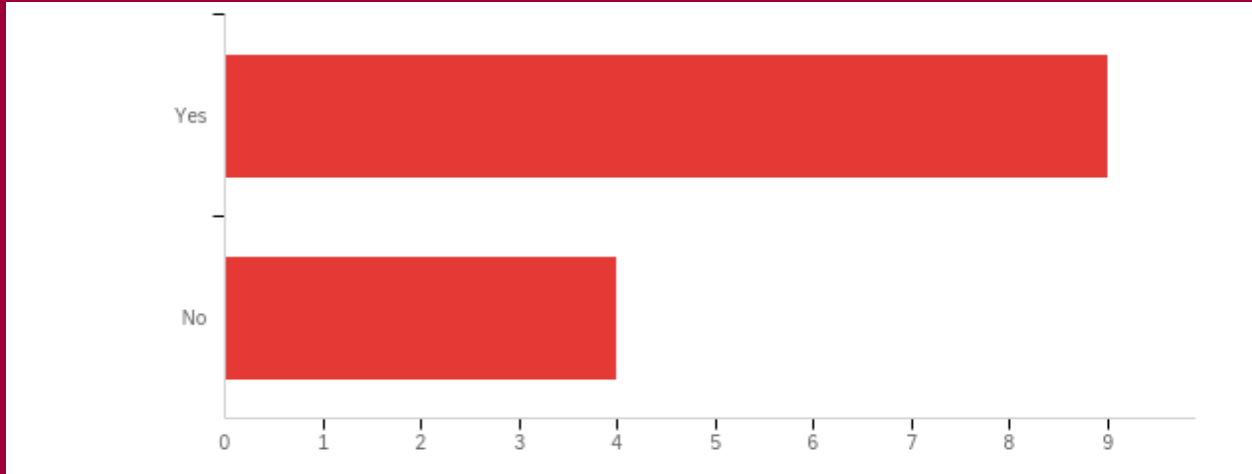
#	Answer	%	Count
1	Yes	69.23%	9
2	No	30.77%	4
	Total	100%	13

Q12 - Have you recently been employed (and will begin your job relatively soon)?
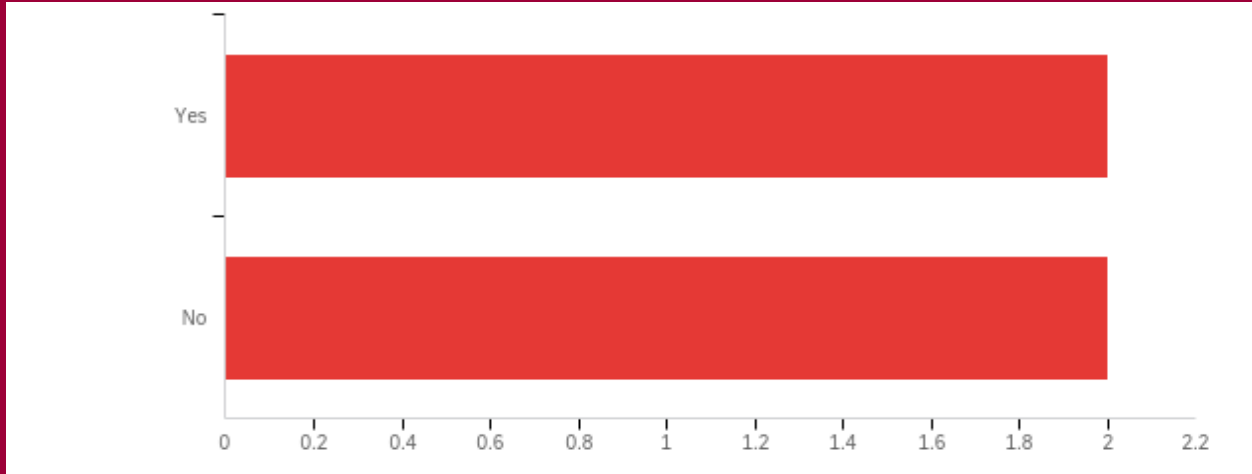
#	Answer	%	Count
1	Yes	50.00%	2
2	No	50.00%	2
	Total	100%	4

Q18 - Are you currently seeking employment?
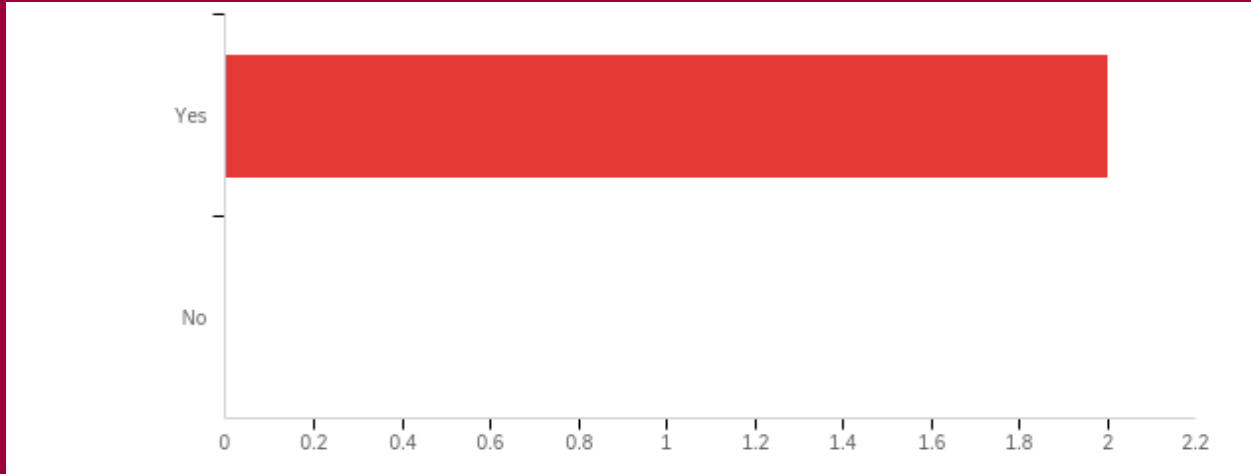
#	Answer	%	Count
1	Yes	100.00%	2
2	No	0.00%	0
	Total	100%	2

Q15 - How many months before you begin your new job?
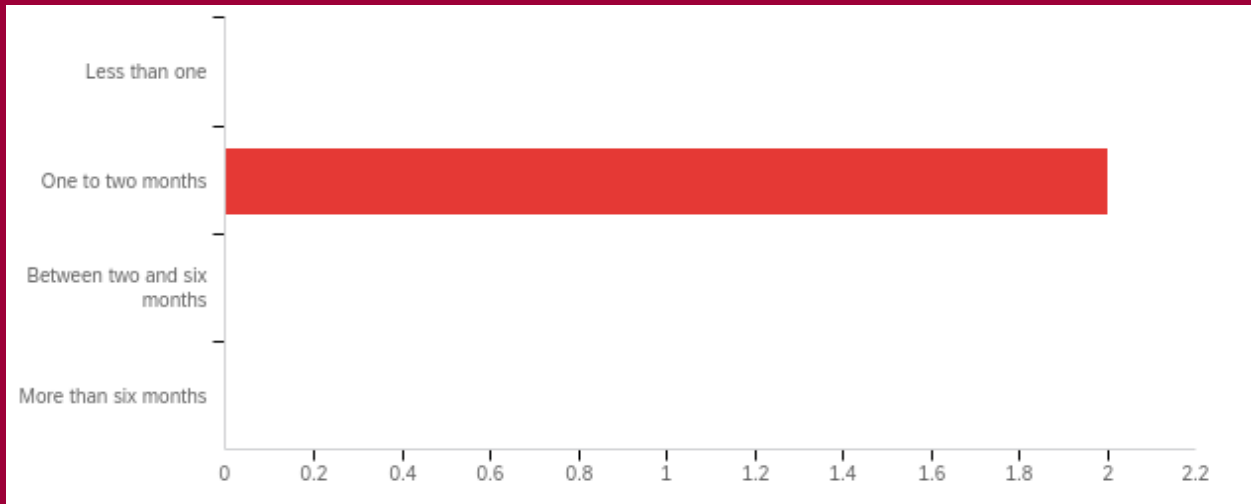
#	Answer	%	Count
1	Less than one	0.00%	0
2	One to two months	100.00%	2
3	Between two and six months	0.00%	0
4	More than six months	0.00%	0
	Total	100%	2

## Q16 - Will you continue to work for your current employer in your present or new position?
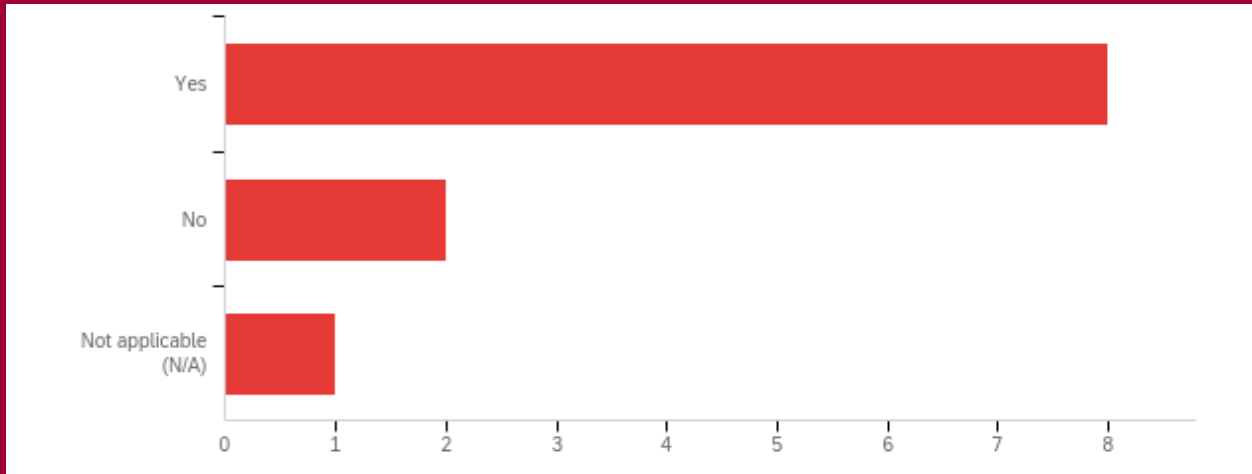
#	Answer	%	Count
1	Yes	72.73%	8
2	No	18.18%	2
3	Not applicable (N/A)	9.09%	1
	Total	100%	11

Q17 - How long have you been with your current employer?
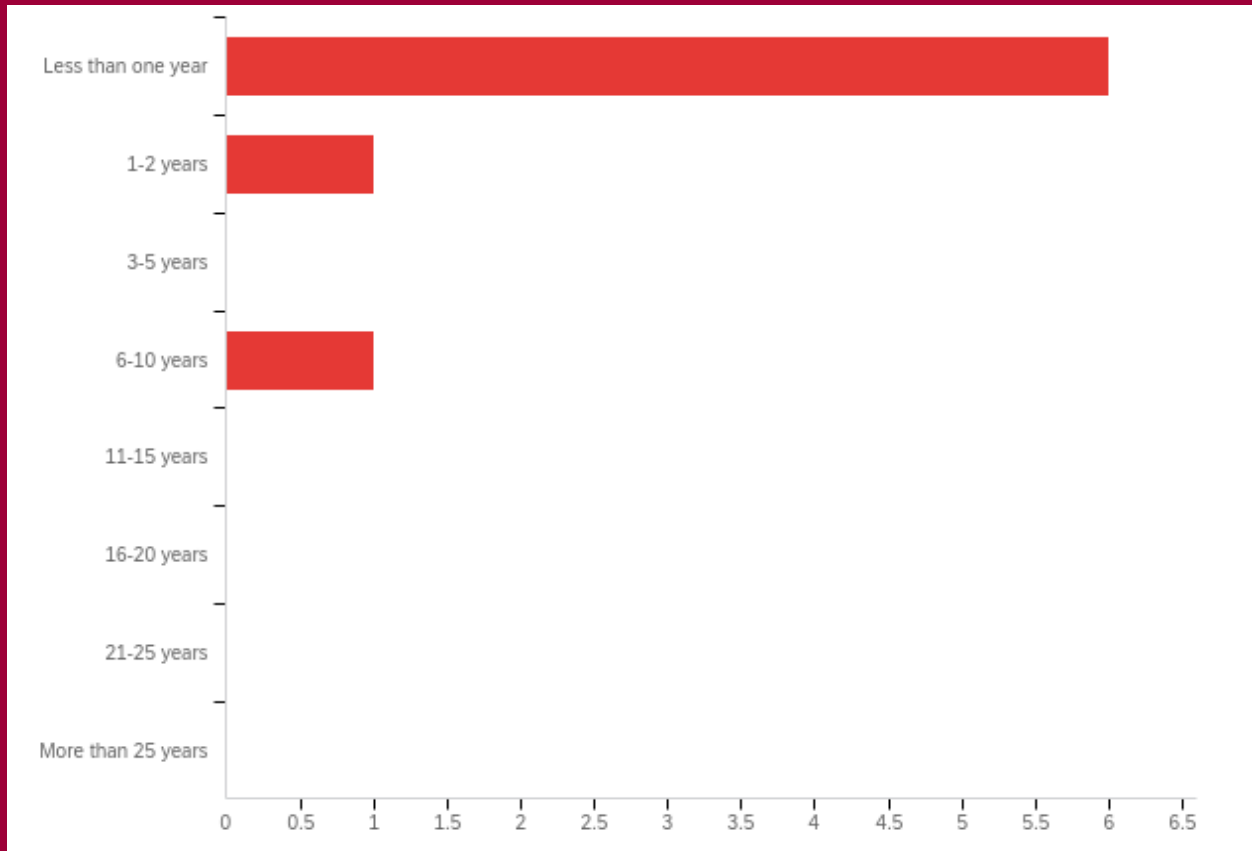
#	Answer	%	Count
1	Less than one year	75.00%	6
2	1-2 years	12.50%	1
3	3-5 years	0.00%	0
4	6-10 years	12.50%	1
5	11-15 years	0.00%	0
6	16-20 years	0.00%	0
7	21-25 years	0.00%	0
8	More than 25 years	0.00%	0
	Total	100%	8

Q22 - What are your plans for the next year?
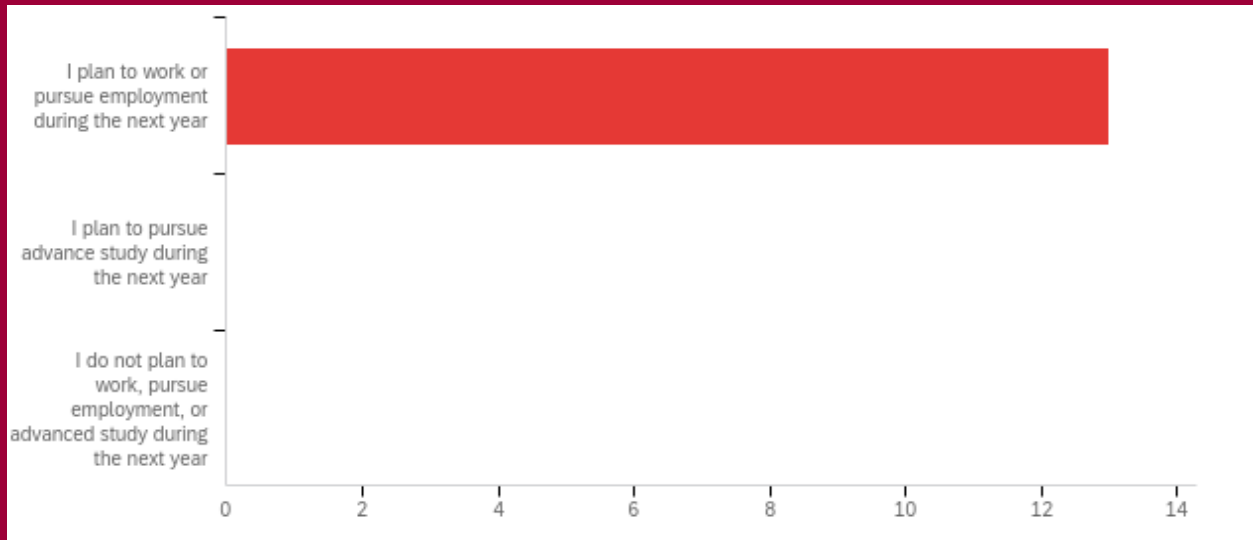
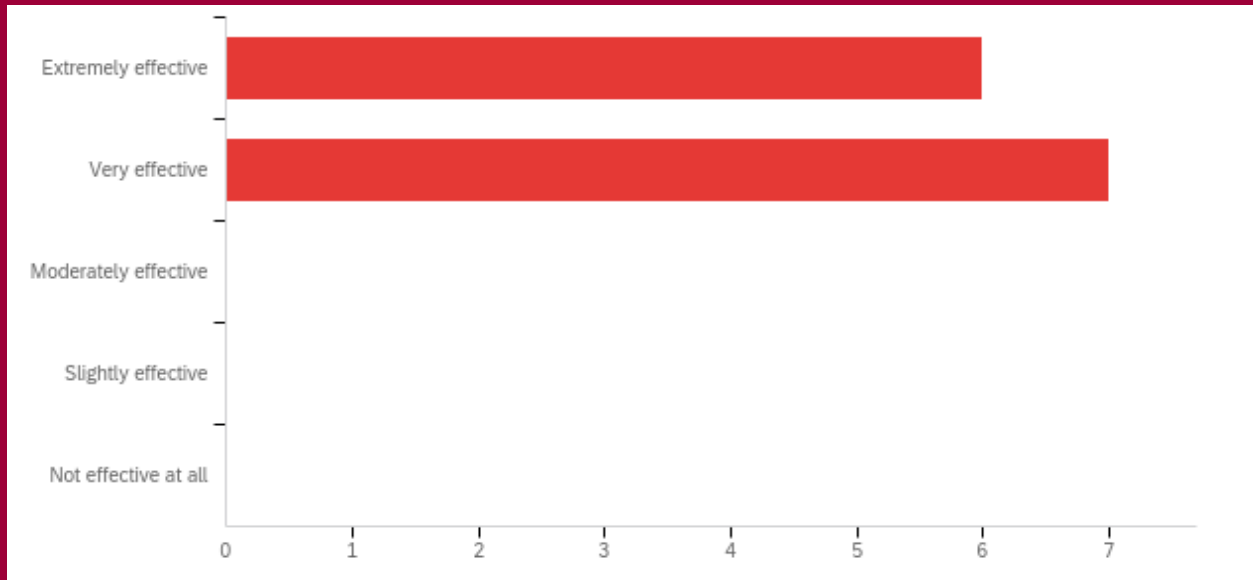| #	Answer	%	Count
1	I plan to work or pursue employment during the next year	100.00%	13
2	I plan to pursue advance study during the next year	0.00%	0
3	I do not plan to work, pursue employment, or advanced study during the next year	0.00%	0
	Total	100%	13
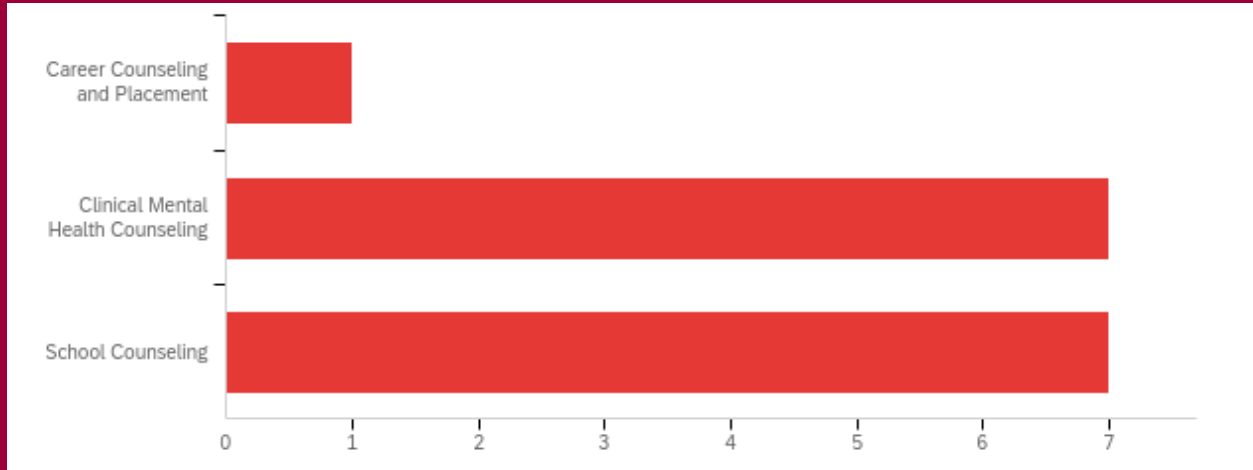
Q3 - Program(s) completed

#	Answer	%	Count
1	Career Counseling and Placement	6.67%	1
2	Clinical Mental Health Counseling	46.67%	7
3	School Counseling	46.67%	7
	Total	100%	15

Q5 - Course offerings

#	Answer	%	Count
1	Extremely effective	46.15%	6
2	Very effective	53.85%	7
3	Moderately effective	0.00%	0
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	13

Q6 - Instructors
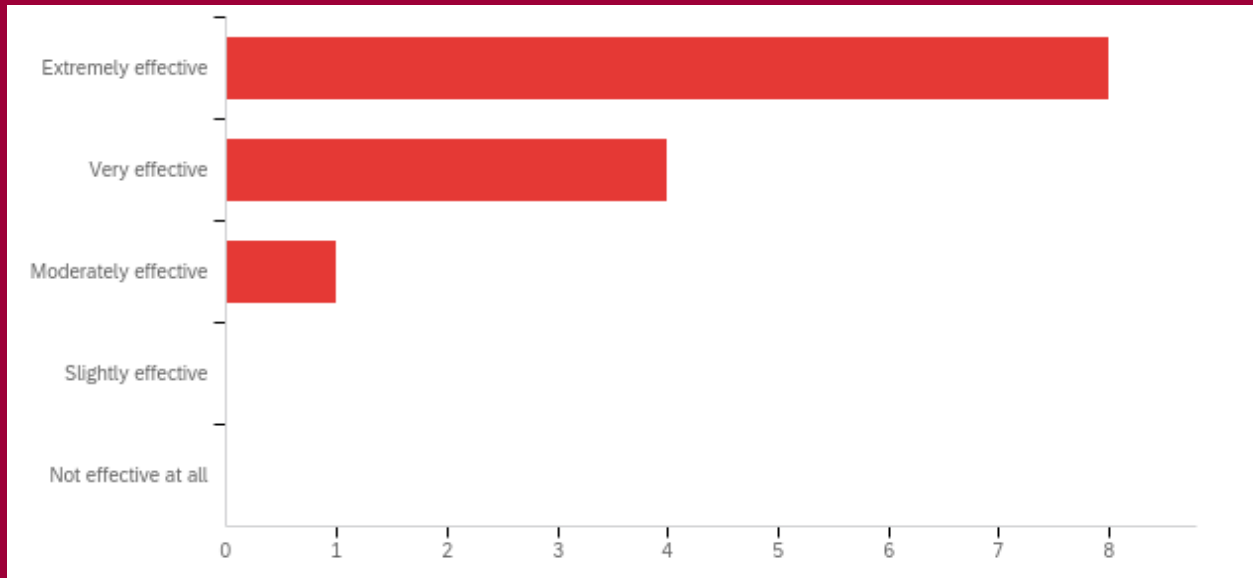
#	Answer	%	Count
1	Extremely effective	61.54%	8
2	Very effective	30.77%	4
3	Moderately effective	7.69%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	13

Q7 - Advisement
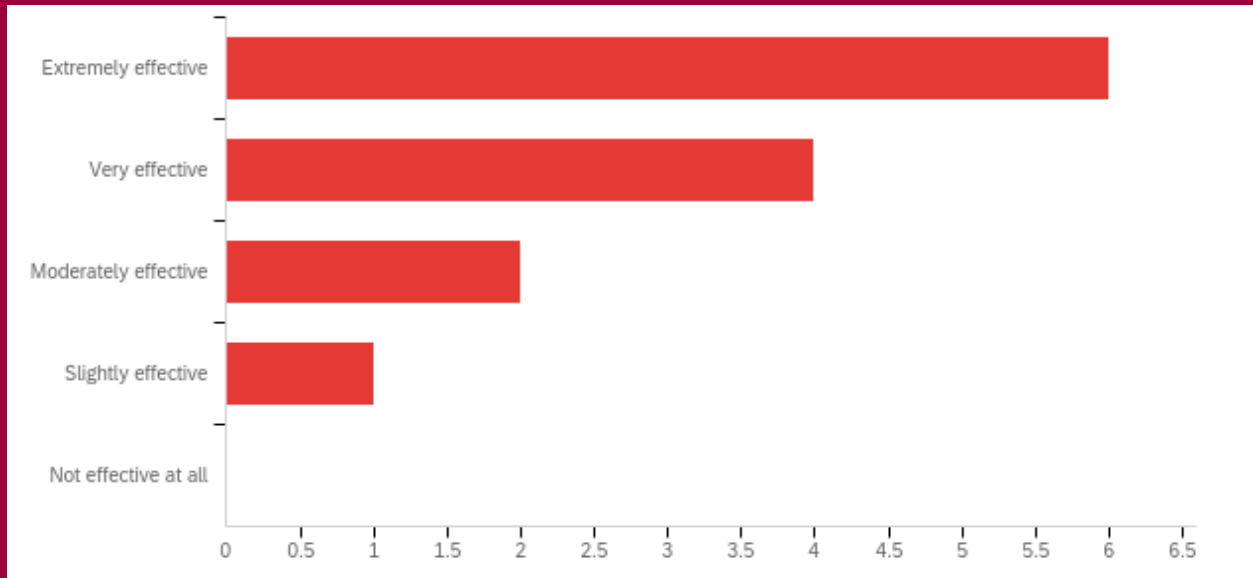
#	Answer	%	Count
1	Extremely effective	46.15%	6
2	Very effective	30.77%	4
3	Moderately effective	15.38%	2
4	Slightly effective	7.69%	1
5	Not effective at all	0.00%	0
	Total	100%	13

Q8 - Instruction
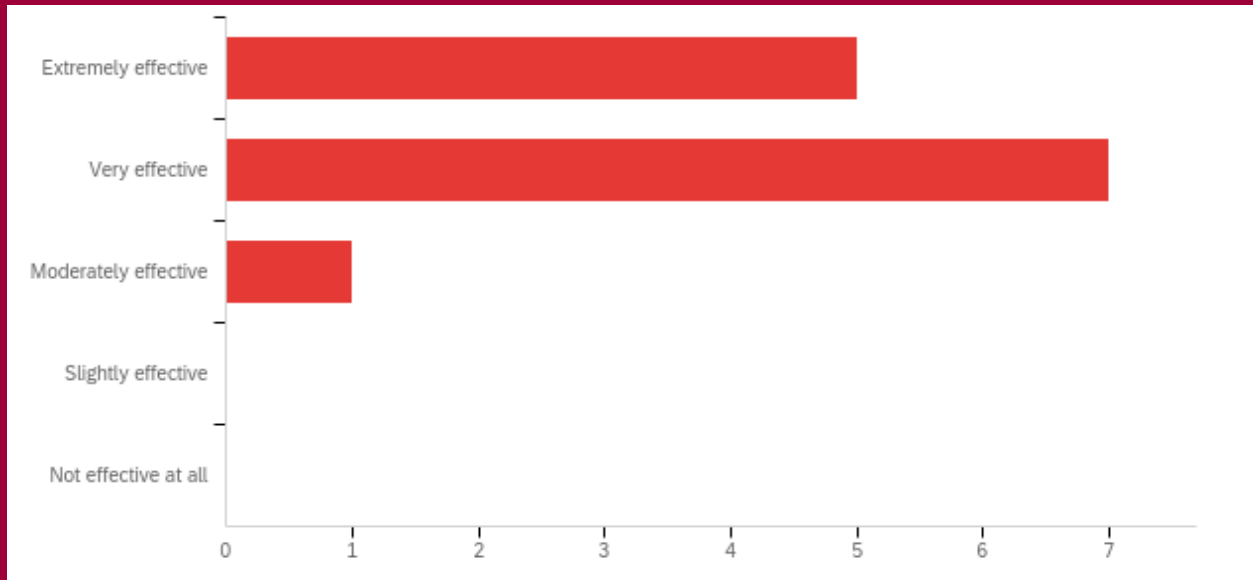
#	Answer	%	Count
1	Extremely effective	38.46%	5
2	Very effective	53.85%	7
3	Moderately effective	7.69%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	13

Q9 - Field experiences (not including practicum or internship)
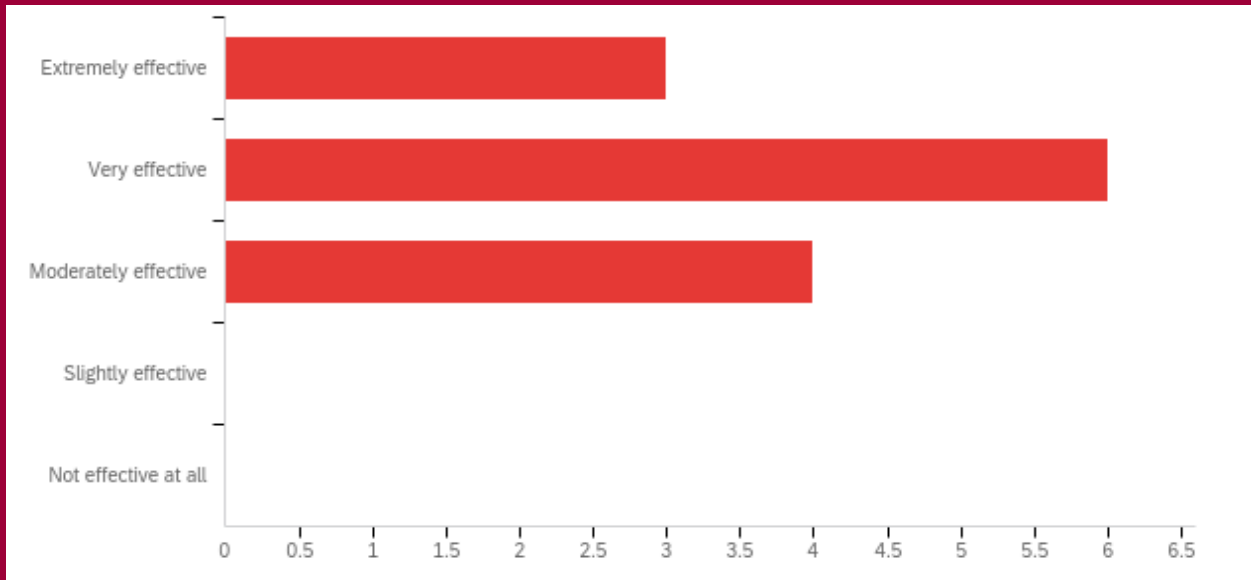
#	Answer	%	Count
1	Extremely effective	23.08%	3
2	Very effective	46.15%	6
3	Moderately effective	30.77%	4
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	13

Q10 - Practicum and Internship
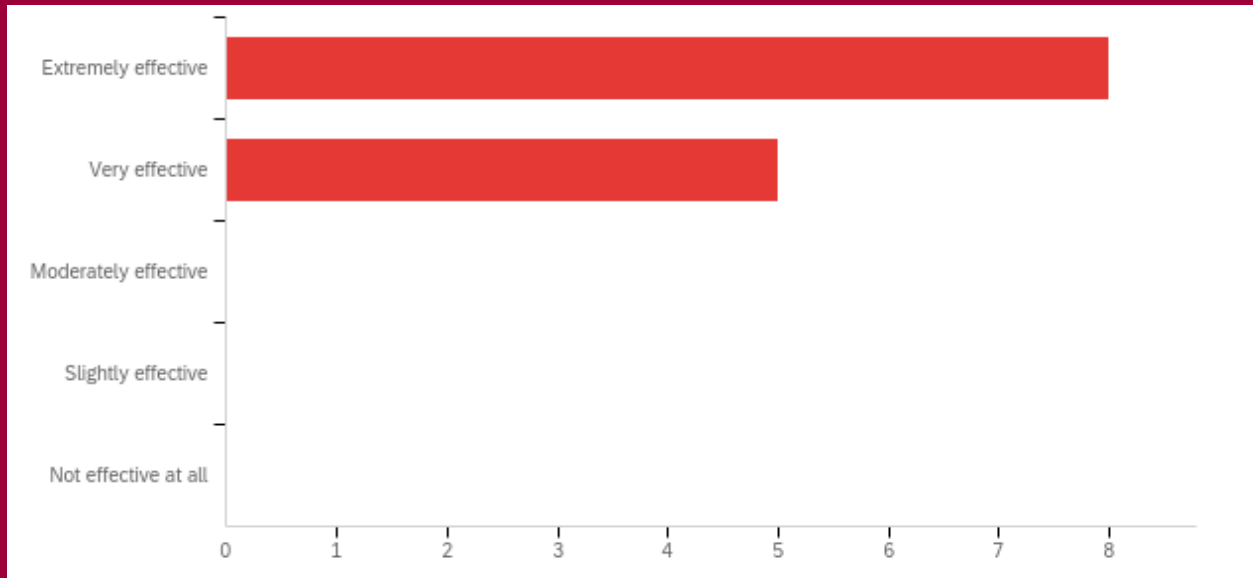
#	Answer	%	Count
1	Extremely effective	61.54%	8
2	Very effective	38.46%	5
3	Moderately effective	0.00%	0
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	13

Q11 - Preparation for licensure examination(s)
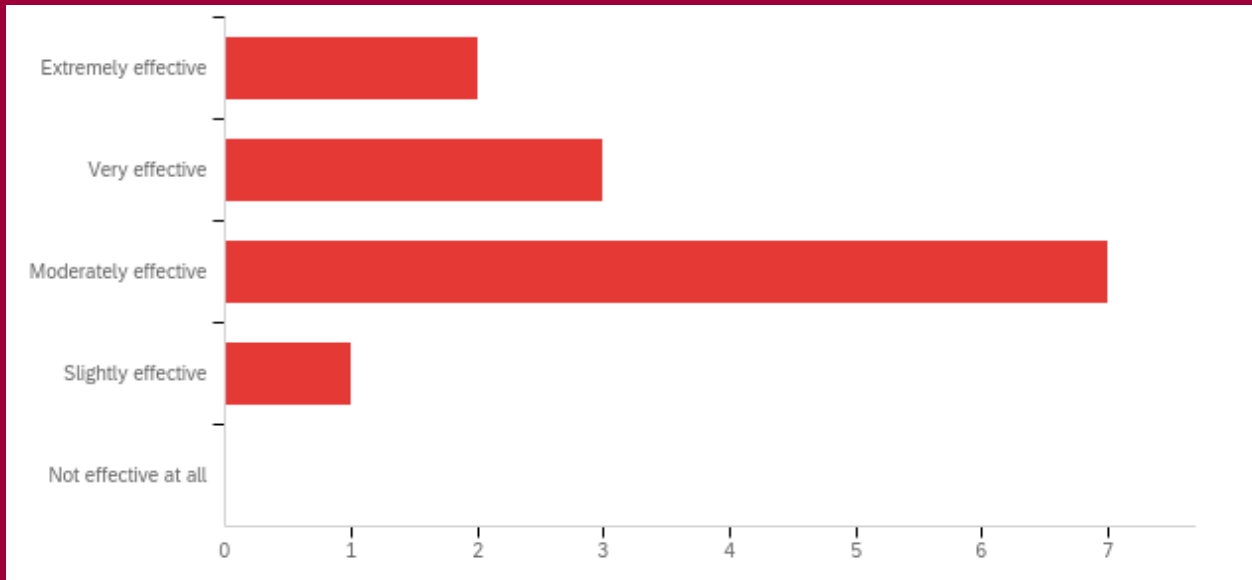
#	Answer	%	Count
1	Extremely effective	15.38%	2
2	Very effective	23.08%	3
3	Moderately effective	53.85%	7
4	Slightly effective	7.69%	1
5	Not effective at all	0.00%	0
	Total	100%	13

Q12 - General support and accommodation
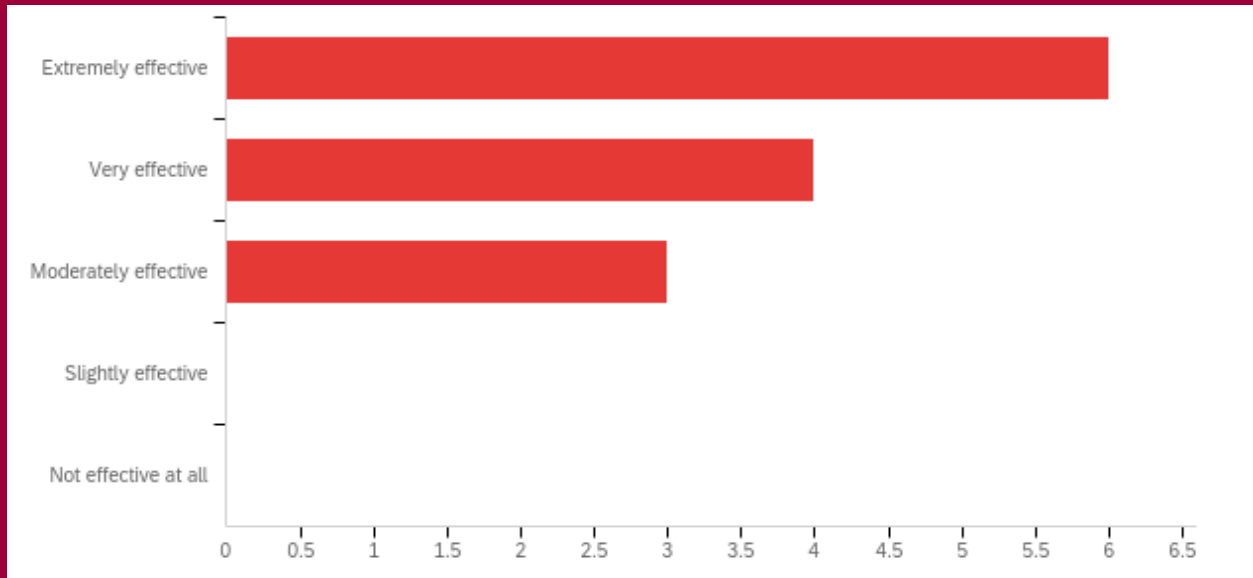
#	Answer	%	Count
1	Extremely effective	46.15%	6
2	Very effective	30.77%	4
3	Moderately effective	23.08%	3
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	13

Q14 - I have been well prepared to enter my profession
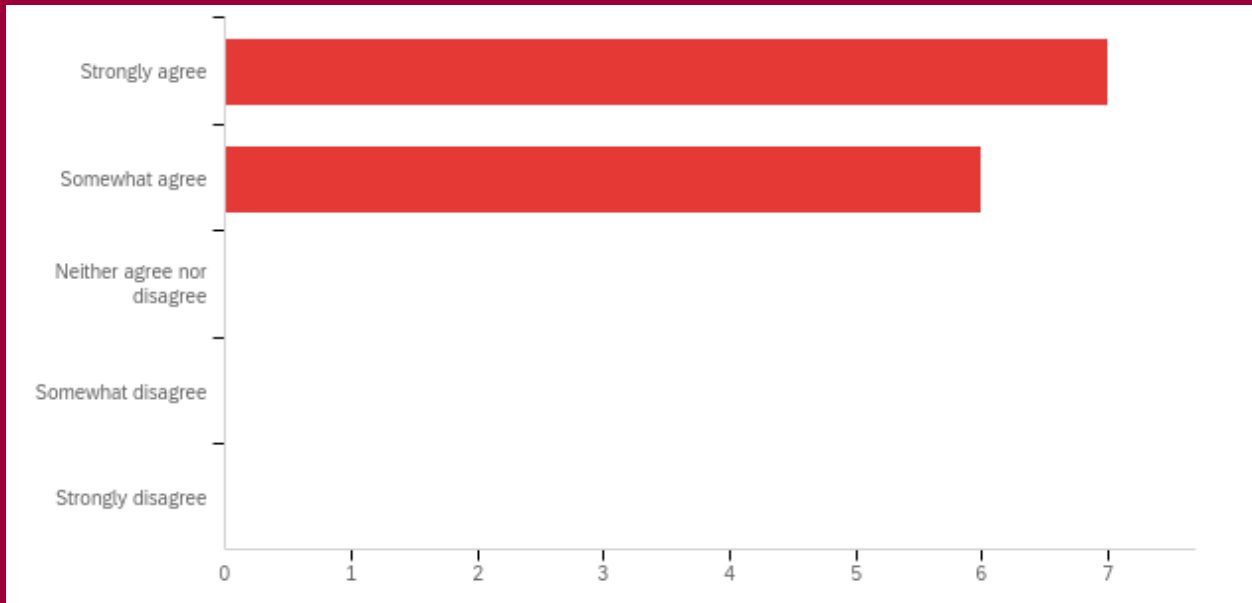
#	Answer	%	Count
1	Strongly agree	53.85%	7
2	Somewhat agree	46.15%	6
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	13

Q15 - I have been well prepared to work with my clients/students
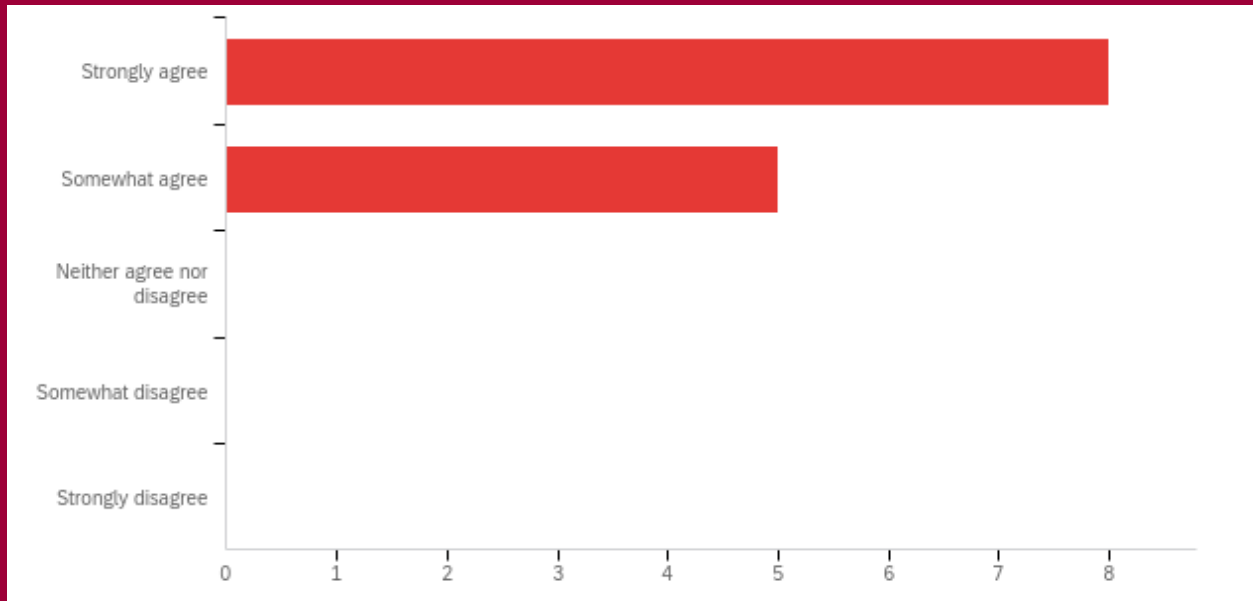
#		Answer	%	Count
1		Strongly agree	61.54%	8
2		Somewhat agree	38.46%	5
3		Neither agree nor disagree	0.00%	0
4		Somewhat disagree	0.00%	0
5		Strongly disagree	0.00%	0
		Total	100%	13

Q16 - I have been well prepared to put theory into practice
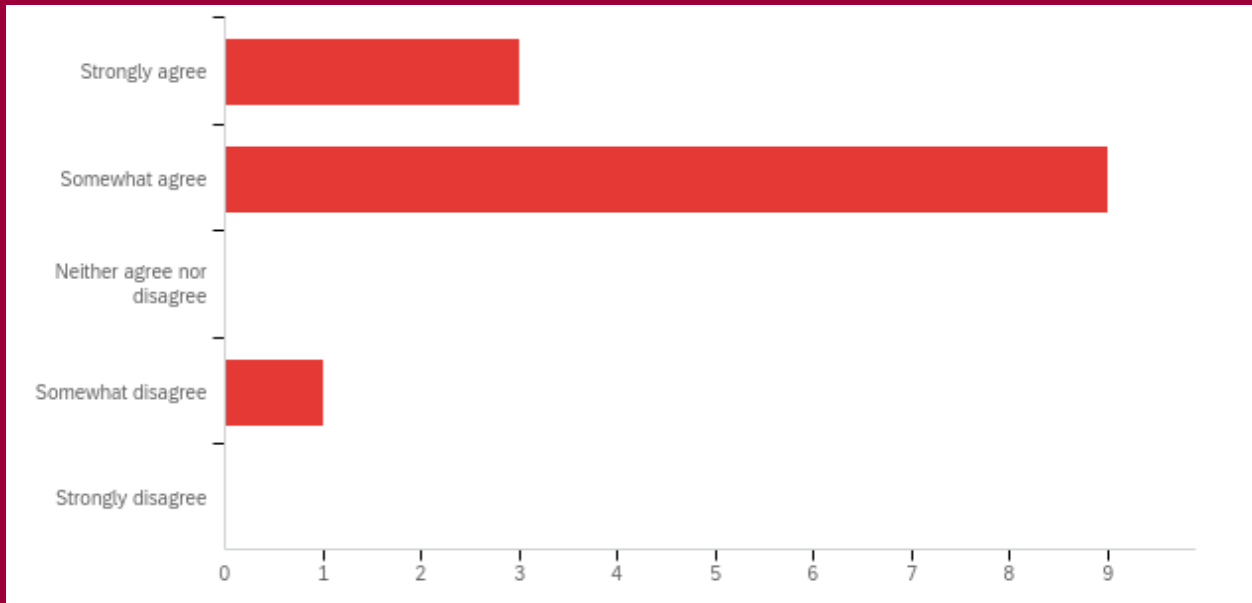
#		Answer	%	Count
1		Strongly agree	23.08%	3
2		Somewhat agree	69.23%	9
3		Neither agree nor disagree	0.00%	0
4		Somewhat disagree	7.69%	1
5		Strongly disagree	0.00%	0
		Total	100%	13

Q17 - I have been well prepared to use appropriate techniques
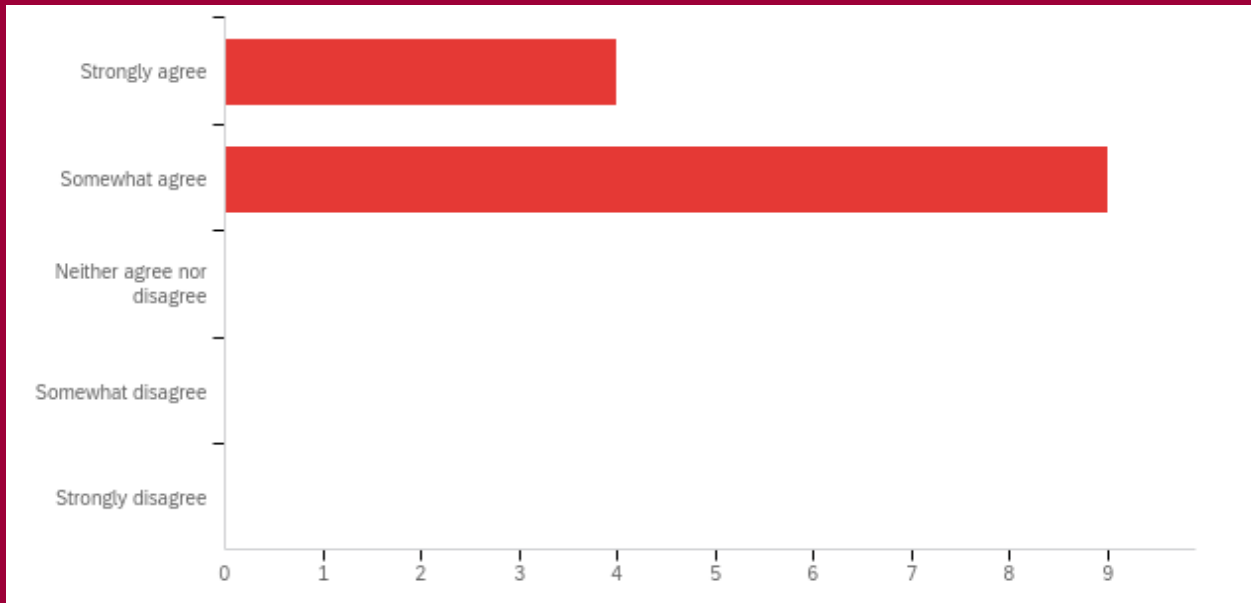
#		Answer	%	Count
1		Strongly agree	30.77%	4
2		Somewhat agree	69.23%	9
3		Neither agree nor disagree	0.00%	0
4		Somewhat disagree	0.00%	0
5		Strongly disagree	0.00%	0
		Total	100%	13

Q18 - I have been well prepared to integrate technology into my work
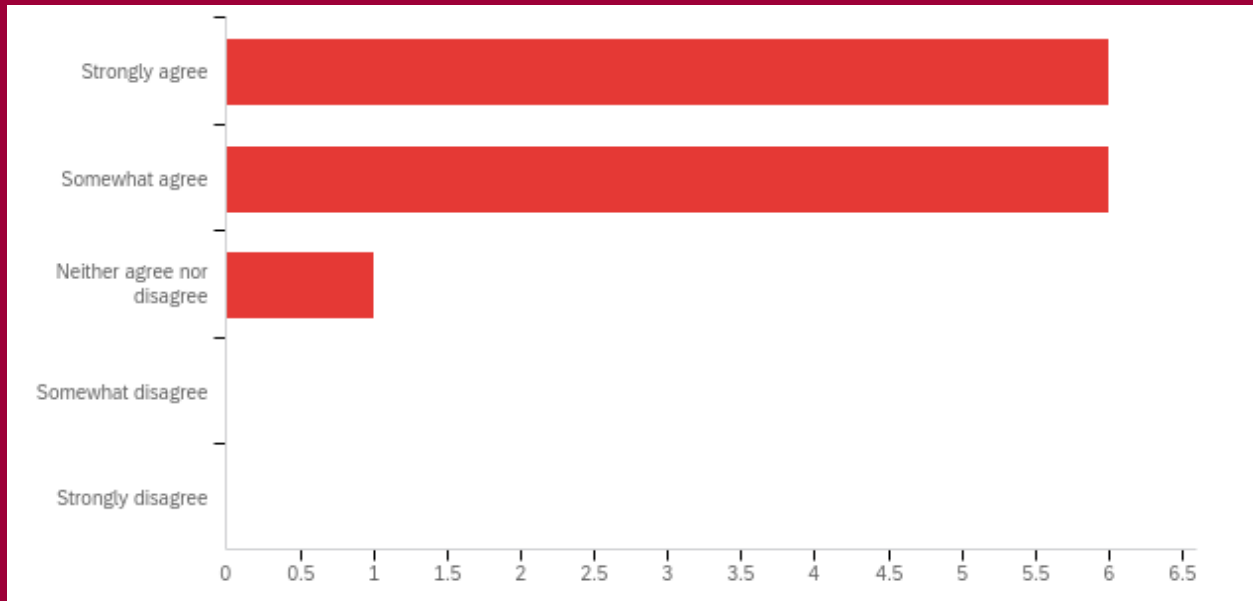
#	Answer	%	Count
1	Strongly agree	46.15%	6
2	Somewhat agree	46.15%	6
3	Neither agree nor disagree	7.69%	1
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	13

Q19 - I have been well prepared to handle issues of diversity
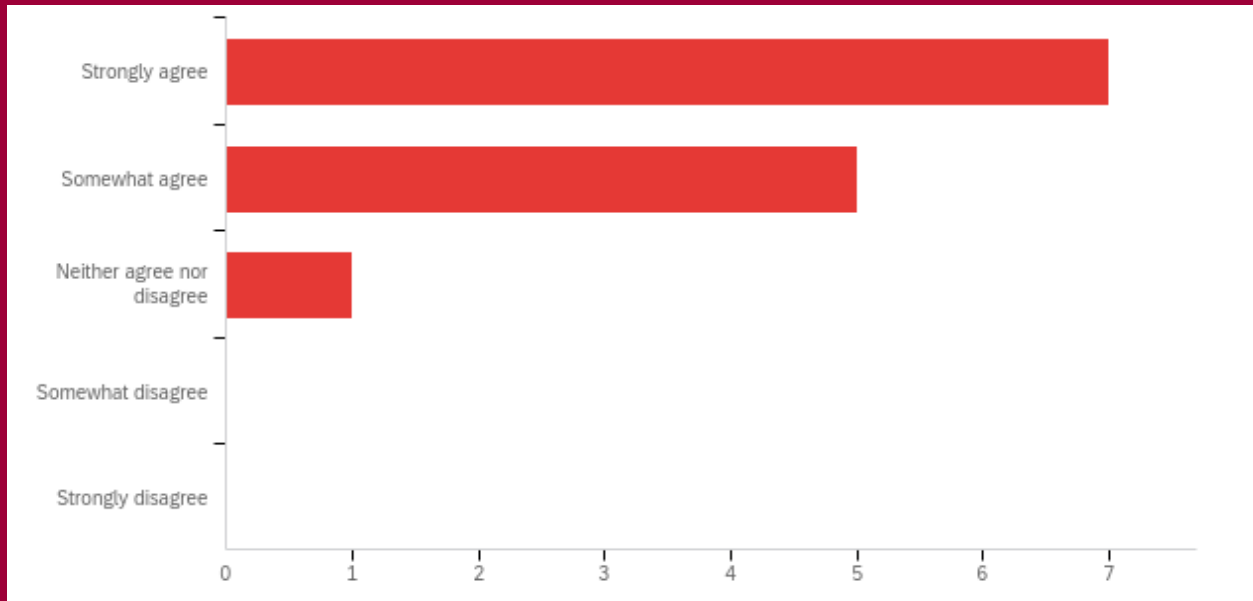
#	Answer	%	Count
1	Strongly agree	53.85%	7
2	Somewhat agree	38.46%	5
3	Neither agree nor disagree	7.69%	1
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	13

Q20 - Did you use AATBS materials to study for the CPCE?
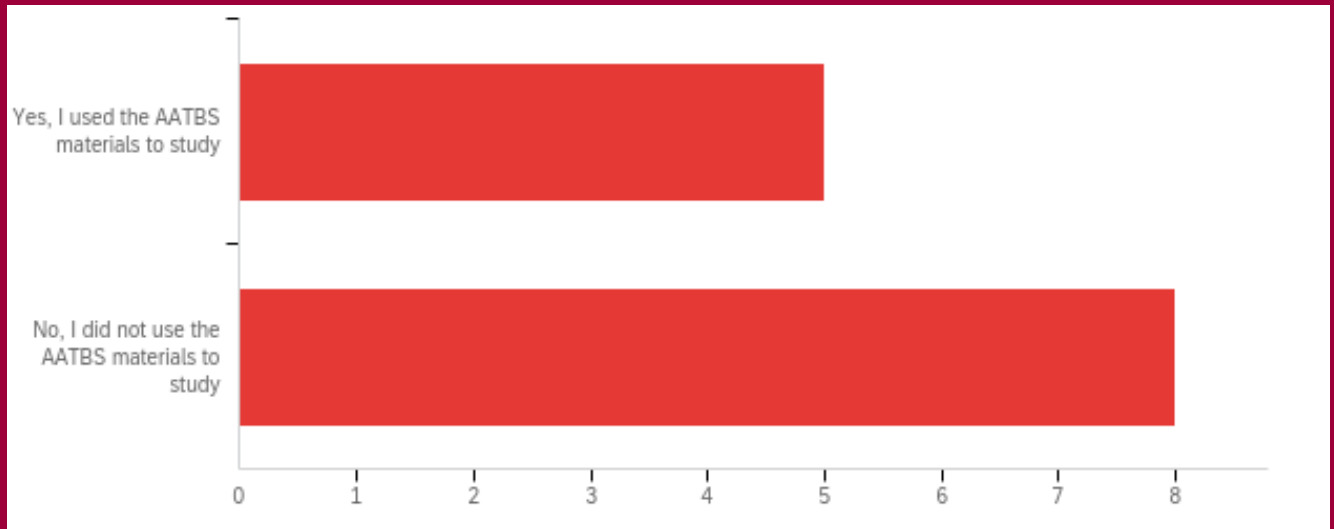
#	Answer	%	Count
1	Yes, I used the AATBS materials to study	38.46%	5
2	No, I did not use the AATBS materials to study	61.54%	8
	Total	100%	13

Q21 - Did you use the coaching services provided by AATBS?
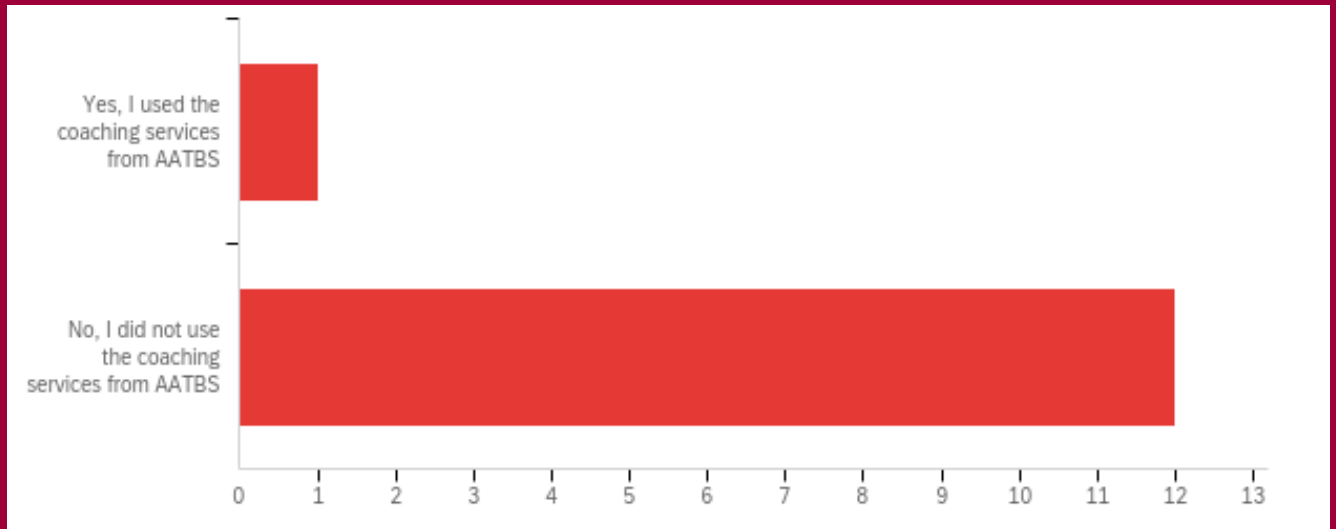
#	Answer	%	Count
1	Yes, I used the coaching services from AATBS	7.69%	1
2	No, I did not use the coaching services from AATBS	92.31%	12
	Total	100%	13

Q22 - How far in advance did you start formally preparing for the CPCE?
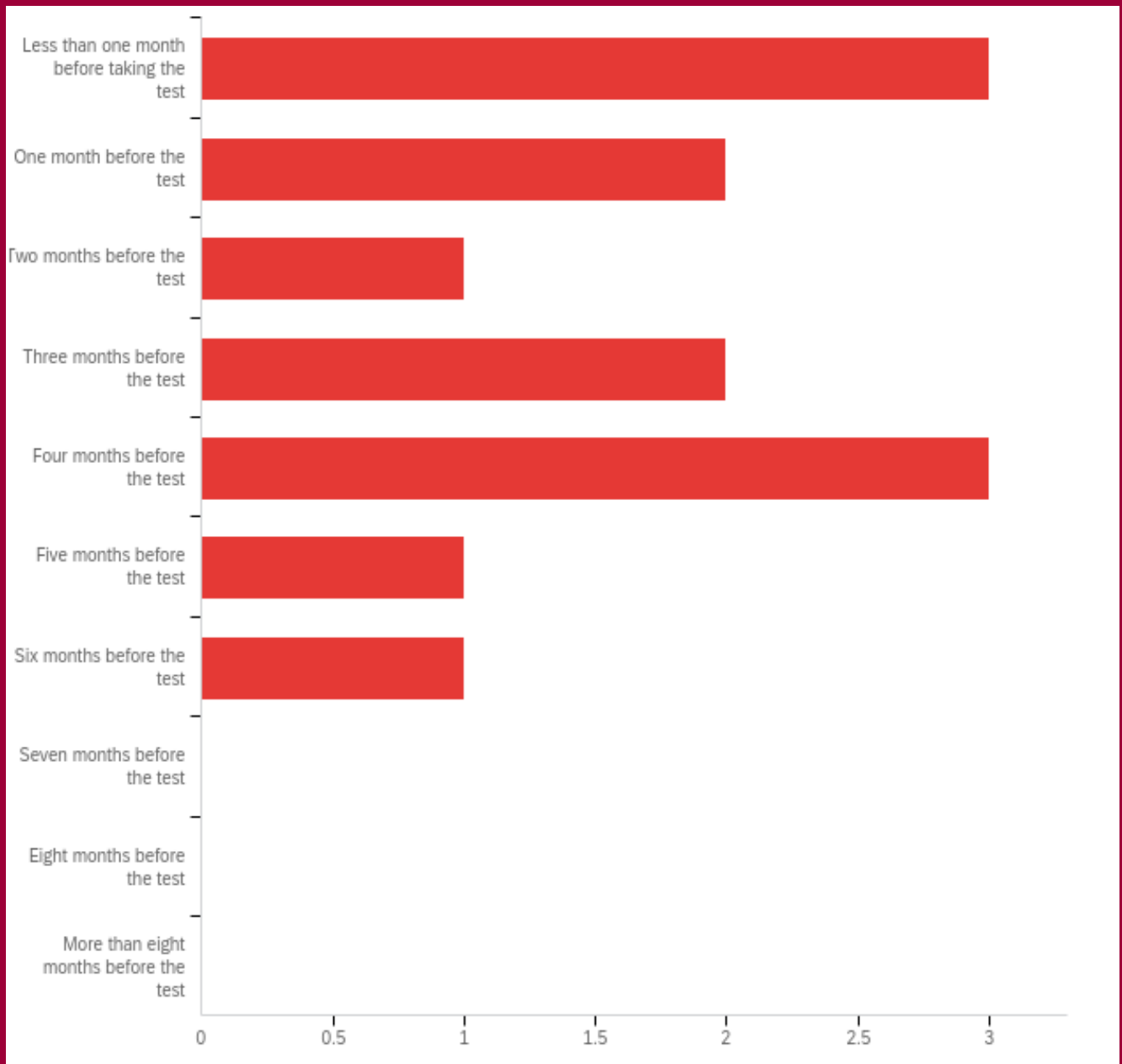
#	Answer	%	Count
1	Less than one month before taking the test	23.08%	3
2	One month before the test	15.38%	2
3	Two months before the test	7.69%	1
4	Three months before the test	15.38%	2

5	Four months before the test	23.08%	3
6	Five months before the test	7.69%	1
7	Six months before the test	7.69%	1
8	Seven months before the test	0.00%	0
9	Eight months before the test	0.00%	0
10	More than eight months before the test	0.00%	0
	Total	100%	13

Faculty discussion of the Completer's Survey (parts 1 and 2):

Fall 2021:

- It was noted that the number or respondents was low (n=6).
- All school majors reported passing the PRAXIS.
- All respondents were employed.
- 5 of 6 did not use the AATBS materials to study for the CPCE. 5 of 6 did not use the coaching service provided by AATBS.
- Majority of students (5 out of 6) started studying for the CPCE 3-5 months before exam.
- There was a suggestion to partner with other institutions regarding CPCE preparation workshops.
- Feedback from the exit interview was incorporated in this discussion: Students expressed a desire to have more integration of theory into practice. Barrow mentioned that students wish to see us (faculty) in practice. Use of video was suggested. Beckwith suggested an additional course related to pre-practicum to connect theory with practice.

Spring 2022:

- It was noted that students appear to be fairly satisfied with the Program. Royal noted some results and wondered why some students are not using the AATBS materials to study for the CPCE or NCE. No students endorsed using coaching services via AATBS.

Comprehensive Exam (CPCE)

The Counselor Education Program uses the Counselor Preparation Comprehensive Examination (CPCE), a national, standardized exam administered by the Center for Credentialing and Education (CCE).

 Below is the summary data from 2021-2022.

Fall 2021

General Info		North Carolina Central University					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	16	12.1	2.3	6	14	442	11.7	2.5	1	17
C2: Social and Cultural Diversity	17	16	9.8	1.9	7	13	442	9.8	2.5	0	16
C3: Human Growth and Development	17	16	9.3	2.2	6	14	442	9.7	2.1	3	15
C4: Career Development	17	16	10.4	2.6	6	15	442	9.9	2.7	1	16
C5: Counseling and Helping Relationships	17	16	9.1	2.2	6	13	442	9.3	2.6	0	16
C6: Group Counseling and Group Work	17	16	11.3	1.9	8	15	442	11.3	2.7	0	17
C7: Assessment and Testing	17	16	9.9	1.8	6	13	442	9.5	2.4	0	15
C8: Research and Program Evaluation	17	16	9.6	2.3	6	13	442	10.2	2.5	0	16
Total	**All**	**16**	**81.6**	**10.4**	**65**	**97**	**442**	**81.3**	**14.9**	**5**	**114**

Spring 2022

General Info		North Carolina Central University					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	12	11.5	1.9	9	15	1,531	12.3	2.1	2	17
C2: Social and Cultural Diversity	17	12	9.3	2.7	5	13	1,531	10.3	2.5	1	17
C3: Human Growth and Development	17	12	9.3	3.3	4	14	1,531	10.4	2.5	0	16
C4: Career Development	17	12	11.0	2.4	7	15	1,531	11.3	2.6	1	17
C5: Counseling and Helping Relationships	17	12	10.2	3.2	4	15	1,531	12.0	2.8	0	17
C6: Group Counseling and Group Work	17	12	11.3	2.6	6	15	1,531	11.9	2.5	0	17
C7: Assessment and Testing	17	12	9.2	2.6	6	14	1,531	9.2	2.5	0	16
C8: Research and Program Evaluation	17	12	11.3	2.5	6	15	1,531	11.6	2.7	0	17
Total	**All**	**12**	**82.9**	**16.9**	**57**	**110**	**1,531**	**89.0**	**15.0**	**4**	**125**

Faculty discussion regarding the CPCE:

Fall 2021:

- Royal noted that NCCU is right at the national average as a whole and in most sections. He noted that this has not always been the case.

- Becton suggested looking at trends across times for sections of the exam and making adjustments in courses.

Spring 2022:

- Royal noted that mean score was just under national average this semester, but that there tends to be a pattern of sometimes just above and sometimes just below. He did not believe this score was a significant difference or outlier.
- Lupton-Smith commented about having some standardized method/material to study.
    - Becton discussed the importance of knowing how to take the test and the importance of practicing. There was discussion and some consensus on the importance of test-taking skills and wanting to offer some assistance to students related to cognitive process, self-talk, and appropriate timing of assistance.
        - Williams and Beckwith agreed to offer a September webinar on test-taking strategies. It was agreed that we would record the session and repeatedly offer/present it to students during times in which they may be most receptive to content.
            - Some common themes:
                - Test-taking strategies (choosing best answer or eliminating items)
                - Readings (complete readings and save books)
                - Start early
                - Use practice items
                - Eliminate self-defeating thoughts

Exit Interview Feedback

Each semester, students graduating that semester are gathered together for a group "exit interview". The meeting begins with some final logistical information being disseminated to students regarding the commencement ceremony, credentialing, and a review of the endorsement policy. However, the bulk of the time is spent in a qualitative interview structure, asking primarily two questions:

1. What did not work well for you as a student in the Counseling Program (i.e., what should we stop doing)?
2. What did work well for you as a student in the Counseling Program (i.e., what should we continue doing)?

At least two faculty members record student responses, with clarification questions necessary regarding some student statements.

The fall exit interview meeting was held on December 10, 2021. The spring exit interview was held on May 5, 2022.

Summary Data from Fall 2021:

What did not work well:

- *Transition from an advisor that left to new advisor. It felt like there was no support.*
- *Asynchronous learning missing personal touch. It limits contact with faculty and other students. Discussion boards are hard to engage.*
- *Second major internship for career majors difficult to locate.*
- *It would be great to have weekend classes offered.*
- *Self-care was emphasized through COVID-19 and the faculty were flexible. Because we are all so busy as much as advanced notice about meeting times would be helpful.*
- *Preparation for comprehensive exam. A class or workshop.*
- *During the interview it would be helpful to know that supervision after graduation is not free.*
- *Statistics class – the class was very interesting and did not learn much. If that class can improve in some way.*
- *Direct one on one counseling field is not of interest to me and knowing the options available to us would be great.*
- *Wish: I wish that we had more updates in research: Trauma and Multicultural. Wish it was more new information.*
- *Diagnosis: I took it during the summer and its whiplash to get through. Would be helpful having time to expand on it. This is how it really looks. Important that research is up-to-date.*
- *Appreciate Ethics more throughout the program.*
- *Internship and Practicum would have been good to have a faculty who is a school counselor.*

What did work well:

- *Enjoyed the residency. Addiction class having the choice to do discussion boards or to virtually meet. Research the workshop methods and was awesome. Supervision for internship went well.*
- *Newsletter was super helpful. Links, and reminders were great.*
- *Discussion Board: 1 hour synchronous to meet rather than to write discussion board posts. Pre-practicum book with Dr. King was awesome. Helping skills text was great.*
- *Pre-practicum, practicum, and internship was awesome.*
- *Keep pre-practicum classes.*
- *Dr. Barrow's theory class had other counselors come in. Ethics class had guest speakers. (Dr. Blount)*
- *Enjoyed the Webinars and learned about other things. Was glad that our faculty serve on Boards and organizations. Dr. Kurian connected us with treatment plan and app materials that helped during internship.*
- *So glad that students could split up internship and practicum. Gave a wonderful period of time.*
- *Group class and addiction class to go to groups.*
- *Enjoyed one-on-one counseling experience from the client perspective and while not a requirement it was suggested and proved to be helpful.*
- *Juls was awesome and very responsive. And Dr. B. Person-to-person care.*
- *One-on-one support during COVID and the efforts of faculty "to keep the ball rolling"*
- *Smaller program is an advantage, allows for students to "travel together"; Village of individuals helping each other*

Faculty discussion regarding the Exit Interview Feedback:

- Faculty noted that some of the feedback provided was not necessarily accurate.
- Other elements of feedback received during the exit interview had been tied into previous discussions among the faculty (hybrid classes, more opportunities for synchronous interaction, CPCE study sessions).

Summary Data from Spring 2022

What did not work well:

- *Stressing internship earlier in program, heard during group counseling and then, not again until pre-practicum because some programs already placed their students or site requires a year or 6-month notice; hear during advising would be helpful; particularly for students out of the RDU area*
- *Have EDGR 5910 (stats) helpful if taught in a lab, by CHE faculty because quality of instruction did not align with previous instructional experiences (i.e., minimal interactions by instructor); looking at research through a counseling lens*

- *More guidance/guided steps on where all the transcripts go, licensure/certification options; faculty suggested to do this during internship; Noted that Becton did this well during an optional class meeting*
- *How to connect potential students to informational session on pre-determination for licensure process before entering a graduate degree program and not being able to pursue licensure*
- *How current is field placement list? [Reviewed every semester.]*

What did work well:

- *Academic advising was strong, path laid out with plan of study from day one [Shout out to Dr. Blount]*
- *Academic preparation and sharing resources for NCE, Praxis II test preparation*
- *Support from faculty, especially when challenging events occur during practicum sites, clinical experiences. Dr. Lupton-Smith was a great advocate for me during Practicum. Felt very comfortable.*
- *Feedback from faculty [shout out to Dr. Becton and Dr. Beckwith during clinical experiences]*
- *High quality training comparative to other universities' interns encountered.*
- *Recognizing personal reflection is an important part of the journey*

Faculty discussion regarding the Exit Interview Feedback:

- There was some discussion of how we might go about getting a counseling faculty to teach the statistics course.
  - Scott suggested hiring an adjunct to teach the course (a counselor educator).
    - Royal discussed possibly creating a counseling course to address this, in order to restrict who might register for it.
  - Becton suggested focusing attention on statistical concepts in readings/research in current courses.
  - It was suggested that we request those who currently teach statistics to incorporate/focus some of the cases presented toward counseling.
  - Royal recommend that advisors be strategic when advising students regarding EDGR 5910.

Site Supervisor Survey

The site supervisor survey is requested of all field site supervisors each semester. Below are the data from the 2021-2022 academic year (from July 1, 2021 - June 30, 2022):

NCCU Counseling: Practicum/Internship Site Supervisor Survey

Q4 - Please rate each counseling student on his/her preparation to....

#	Question	Very good		Good		Average		Poor		Very Poor		Total
1	Preparation to conduct individual counseling	65.79%	25	26.32%	10	5.26%	2	2.63%	1	0.00%	0	38
2	Preparation for conducting group counseling	60.61%	20	24.24%	8	12.12%	4	3.03%	1	0.00%	0	33
3	Preparation for assessing client/student functioning	48.65%	18	37.84%	14	10.81%	4	2.70%	1	0.00%	0	37
4	Preparation for engaging in consultation activities with parents and/or other professionals	57.89%	22	31.58%	12	7.89%	3	2.63%	1	0.00%	0	38
5	Preparation for dealing with ethical and professional issues	57.89%	22	34.21%	13	7.89%	3	0.00%	0	0.00%	0	38
6	Preparation for working with diverse populations	68.42%	26	26.32%	10	5.26%	2	0.00%	0	0.00%	0	38
7	The student's professional demeanor	84.21%	32	13.16%	5	2.63%	1	0.00%	0	0.00%	0	38
8	The information you received about the student and counseling program's expectations of sites and site supervisors	73.68%	28	18.42%	7	7.89%	3	0.00%	0	0.00%	0	38
9	Interactions with faculty supervisor	71.05%	27	18.42%	7	10.53%	4	0.00%	0	0.00%	0	38
10	The internship/practicum evaluation process	63.16%	24	23.68%	9	10.53%	4	0.00%	0	2.63%	1	38

NCCentral UNIVERSITY
School of Education
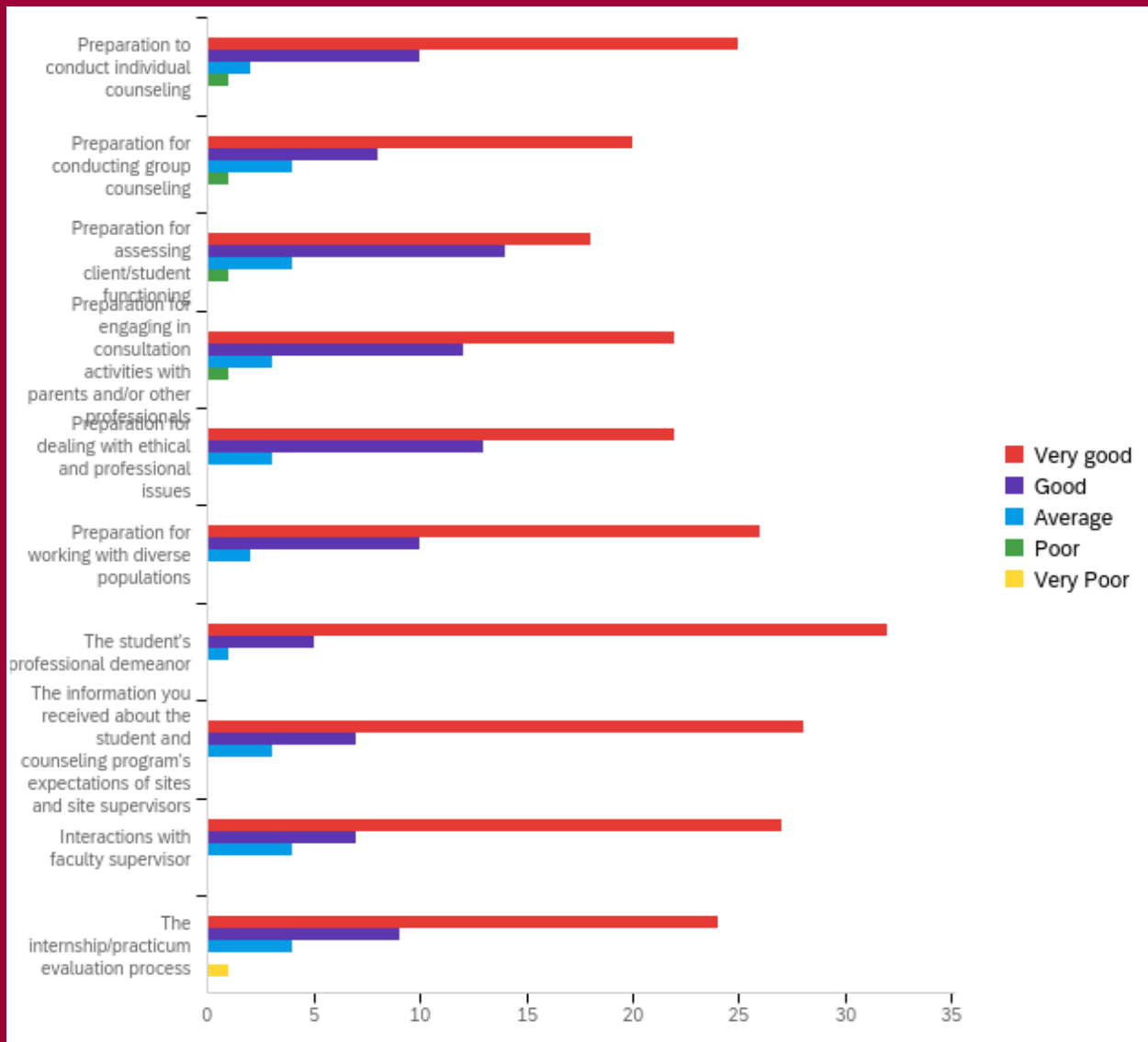
Q5 - Please indicate any additional comments you would like to make about the internship/practicum experience.

Please indicate any additional comments you would like to make about the internship/practicum experience.

NCCU has been an exceptional program to partner with this year. I look forward to working with you again in the years to come. My only suggestion is to align the time that students spend on site with the site's schedule. For example, if the school is in session until June 1, please allow students to continue their work at their sites until June 1. This allows students to participate in and support students at the end of the year and/or the end of a semester/grading period, which is a critical time of year when much can be learned and it allows the counselor to follow students until the end of the year. Thanks again. I appreciate you and the work you do!

I had the honor of _____ being at Campbell University for three semesters. She is an amazing person and therapist. She was a true team player. She had great ideas and was not scared to work hard. I cannot say enough good things about her. She is true to her word, professional, flexible, will take the leadership role when asked, is great in individual sessions, groups, outreaches, and interactions with faculty and staff. She made NCC look very good on this campus as well as our department. We love her and hate to see her go. I would love to hire her if the budget allowed.

I would like to advocate for the program to consider utilizing an on line platform for evaluation of students and communication with site supervisors.

I love how you all offered free credits for the supervisors. I was not able to attend but I thought it was an amazing idea. I feel the students get great training. My student was very prepared, teachable and confident. Thank you so much for the work you do.

I have supervised interns for over 25 years. This was my first time working with NC Central. Absolutely wonderful experience.

It was a great experience and would love the opportunity to do it again.

I am very thankful to have this partnership with NCCU. It has been a wonderful experience and look forward to partnering in the years to come.

Great student. _____ is a self-starter who jumps in to learn and ask questions along the way as needed. she is insightful and empathetic. She is able to get students to really open up and share. She is organized, creative, and prepared to become a licensed school counselor.

_____ was wonderful.

This was a smooth process and a great experience! Looking forward to working with NCCU in the future.

I received a voicemail message from my student's faculty supervisor to check in regarding my intern. However, when I returned the voicemail, I did not receive a response.

Would love to have an evaluation format that is more user friendly. Documents were hard to lock/unlock, type in, and sign logs.

Our intern was knowledgeable and very professional. We would be glad to hire him upon graduation.

Good afternoon! I never got a chance to sit down with the site supervisor to discuss my supervisee and my understanding was that this "check-in" would happen at least once during our time together.

I think this could have been helpful for both the student and myself as I was new to the supervisory role. Overall, I had a wonderful experience with her and learned a lot!

Everything was organized and went smoothly. Our internship student was well prepared to work in our office with clients!

She is a true blessing! We have loved having her here and has beneficial for all!

The students are well prepared and eager to practice. Practicum students are learning more and less experienced than the internship students, however; I am pleased with the level of knowledge both have at their respective levels.

I found signing off on students' hours much easier when you used the online site. It is a lot more time consuming to print the pages out, sign and then get them to the student, who may not be working remotely. I'd love to see you all go back to that system!

The following comments were made at the Fall 2021 Data Analysis meeting:

- Site supervisors report feeling that our students are well prepared.
- Regarding feedback from a site supervisor about the evaluation process needing to be a bit easier to complete, it was noted that the CSDAT will be implemented within this process. Faculty discussed how this will employed (Qualtrics, SupervisionAsssist). Kurian informed faculty that this will take place within Taskstream once the new Assessment Plan is fully implemented. It is possible that this will be used this spring semester.

The following comments were made at the Spring 2022 Data Analysis meeting:

- In general, site supervisors very satisfied with our students.
- Faculty discussed one respondent's request that evaluation be an electronic evaluation.
    - It was agreed that we would continue with current model until SupervisionAssist (or TaskStream) is in place.
        - Kurian asked/suggested that GAs receive training in Qualtrics.

Student Evaluation of Clinical Placement Survey

Like the site supervisor survey, the student evaluation of clinical placement is requested of all students in either practicum or internship each semester. Below are the data from the 2021-2022 academic year (from July 1, 2021 – June 30, 2022):
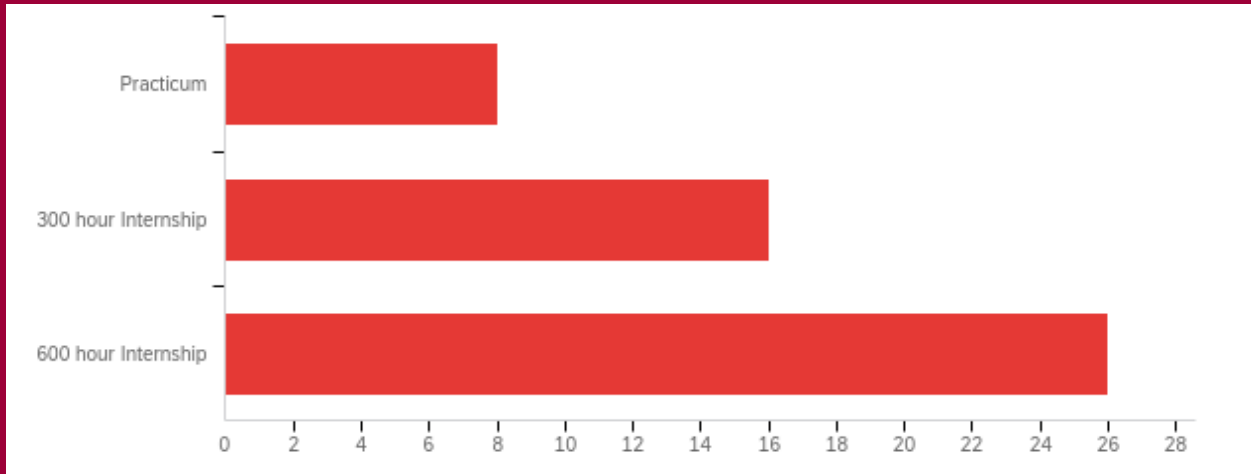
Student Evaluation of a Clinical Placement

## Q3 - What semester are your answers in reference to?
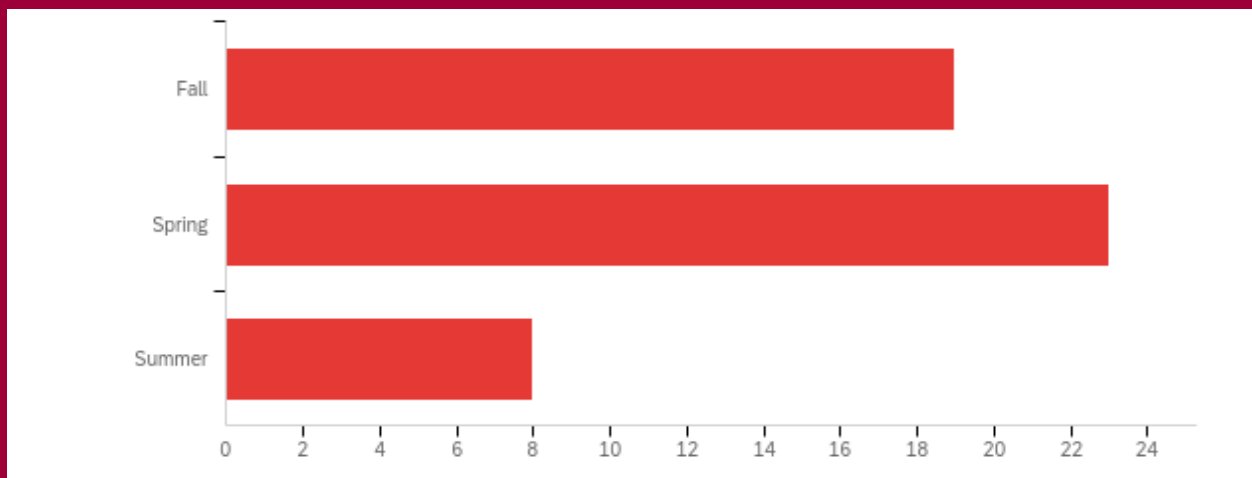
#	Answer	%	Count
1	Fall	38.00%	19
2	Spring	46.00%	23
3	Summer	16.00%	8
	Total	100%	50

Q5 - Are you responding regarding practicum (100 hour placement) or your internship (300 or 600 hour placement)?

#	Answer	%	Count
1	Practicum	16.00%	8
2	300 hour Internship	32.00%	16
3	600 hour Internship	52.00%	26
	Total	100%	50

Q6 - In what type of placement were you?
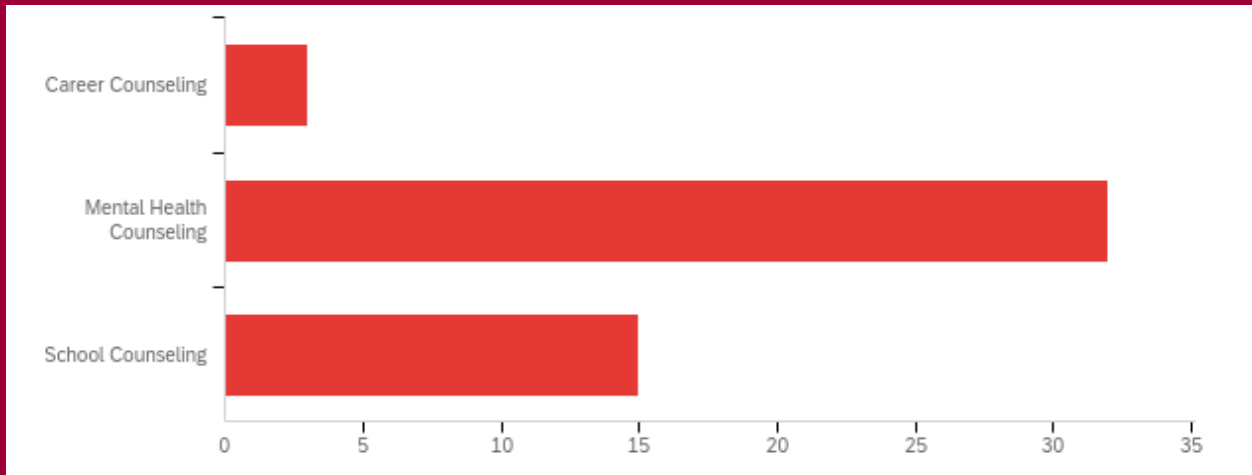
#		Answer	%	Count
1		Career Counseling	6.00%	3
2		Mental Health Counseling	64.00%	32
3		School Counseling	30.00%	15
		Total	100%	50

Q19 - Please indicate the name of your placement site.

Please indicate the name of your placement site.

University of Toledo Counseling Center

Cw counseling services

Overcomers Counseling Center

Wilkes Early College High School

Overcomers Counseling Center

My Legacy Counseling and Consulting

Montgomery Central High School

Hot Springs Elementary School

McGee's Crossroads Middle School

North Carolina School of Science and Mathematics

Research Triangle Counseling

Online Dr Blount

Guy B Phillips Middle School

CrossRoads Sexual Assault Response Center Response

United States Military Entrance Processing Station

McGee's Crossroads Middle School

Emily K Center

Coastal Horizons: Wilmington Health Access for Teens

Appalachian Community Services

Overcomers Counseling Center

Freedom House Recovery Center

Campbell University

River Road Middle School

Lifeologie

Rogers-Herr Middle School

TROSA

North Carolina State University Counseling Center

Hope Services, LLC

Greenhill Recovery

RJ Blackley

Hope Counseling

NC State Counseling Center

Campbell University

Exploris Middle School

Leon High School

Montford North Star Academy

Thomasville City Schools

The Carter Clinic at Raleigh

The Carter Clinic in Raleigh

Rogers-Herr Middle School

Robert L. Patton High School

Necco

Johnston Recovery
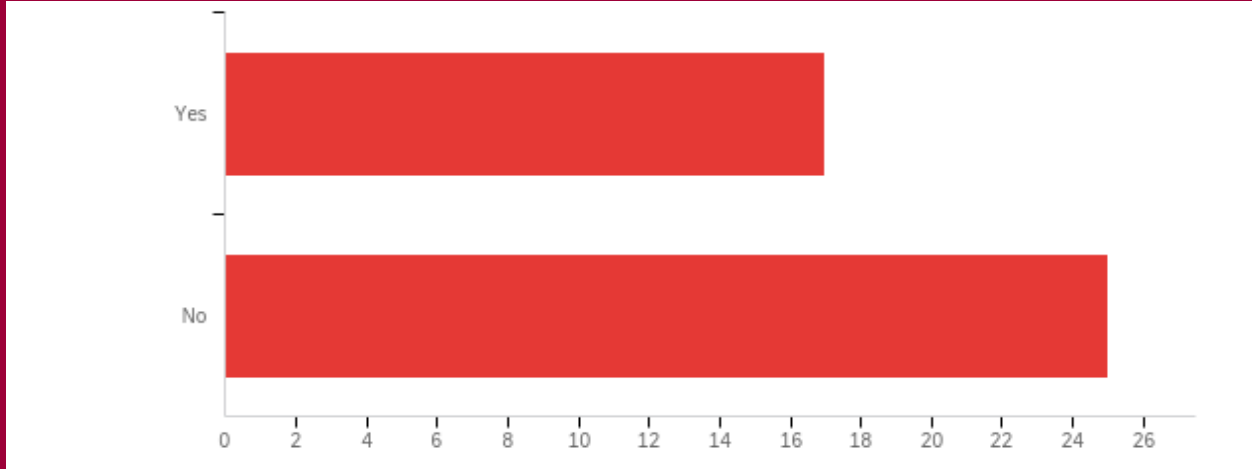
TROSA

Riverstone Wellness

Freedom House Recovery Center- chapel hill

Family Preservation Services

Campbell University

Durham Tech Community College

Q20 - If your response is regarding internship, did you change sites between your practicum and your internship? In other words, were you in a different site for Internship (different than your practicum site)?

#	Answer	%	Count
1	Yes	40.48%	17
2	No	59.52%	25
	Total	100%	42

Q21 - Why did you change sites between practicum and internship?

Why did you change sites between practicum and internship?

My practicum site could not promise me 600 hours.

Encouraged by the school to switch sites as my former site was not suitable

Obtained job position at internship site

Relocation

To broaden my experience and to ensure I would receive enough hours to complete internship

I moved to another state and had to change site locations.

Able to get job for Internship at different school

To have two different types of experiences working with college students in higher ed settings. My practicum experience was in a university setting, and my internship was working in the nonprofit sector.

I did not feel like I was being provided the support and supervision I felt I needed

Practicum was done in school counseling

My site did not have any openings at the time

Practicum was a special request due to that was my place of employment. It was requested by faculty that I change grade levels. I went from Elementary for Practicum and them Middle school for Internship.

My practicum was in the summer when school was not in session.

Switch from MH to career because would not meet my practicum hours with MH

Switch from MH to career because, I would not meet my practicum hours at my MH site and it was easier to find a career practicum site.

It was the same overarching company, just a different site. This site was outpatient clinical mental health, which is where I now I have job.
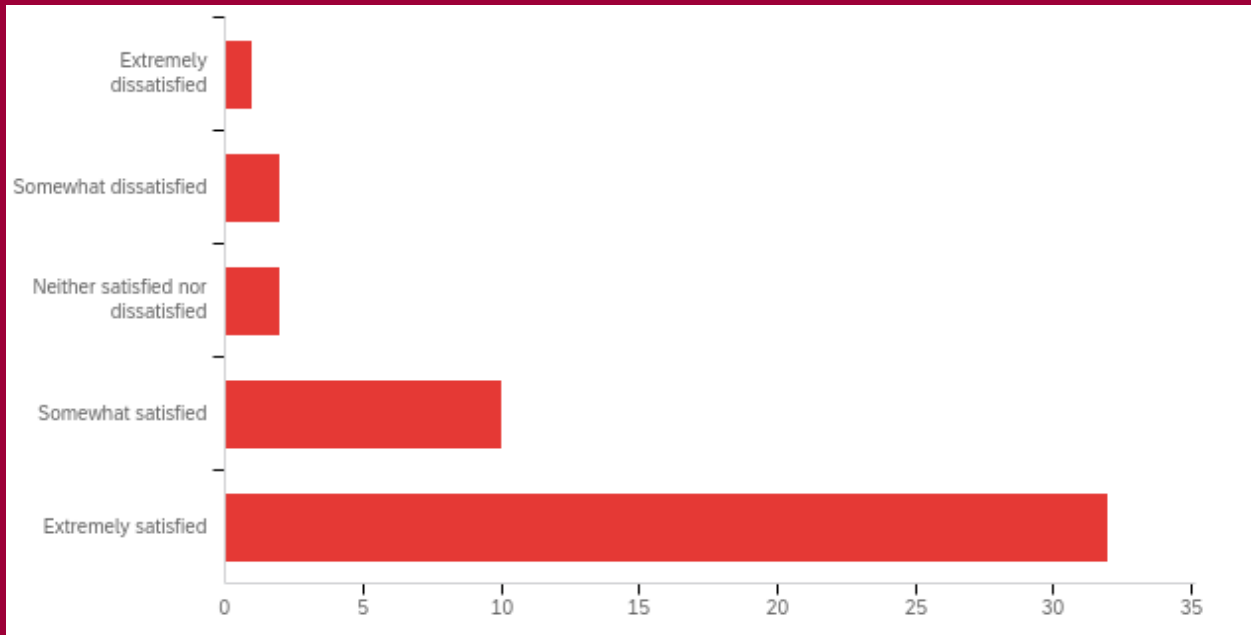
logistics

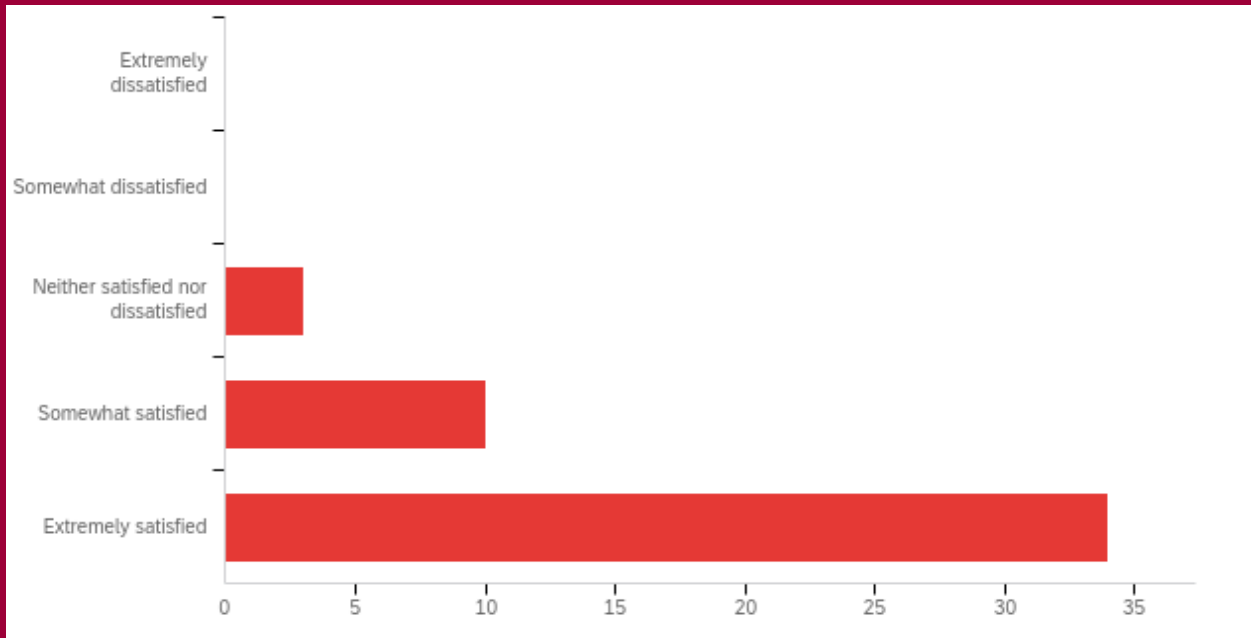## Q8 - Your opportunities to conduct individual and/or group counseling.
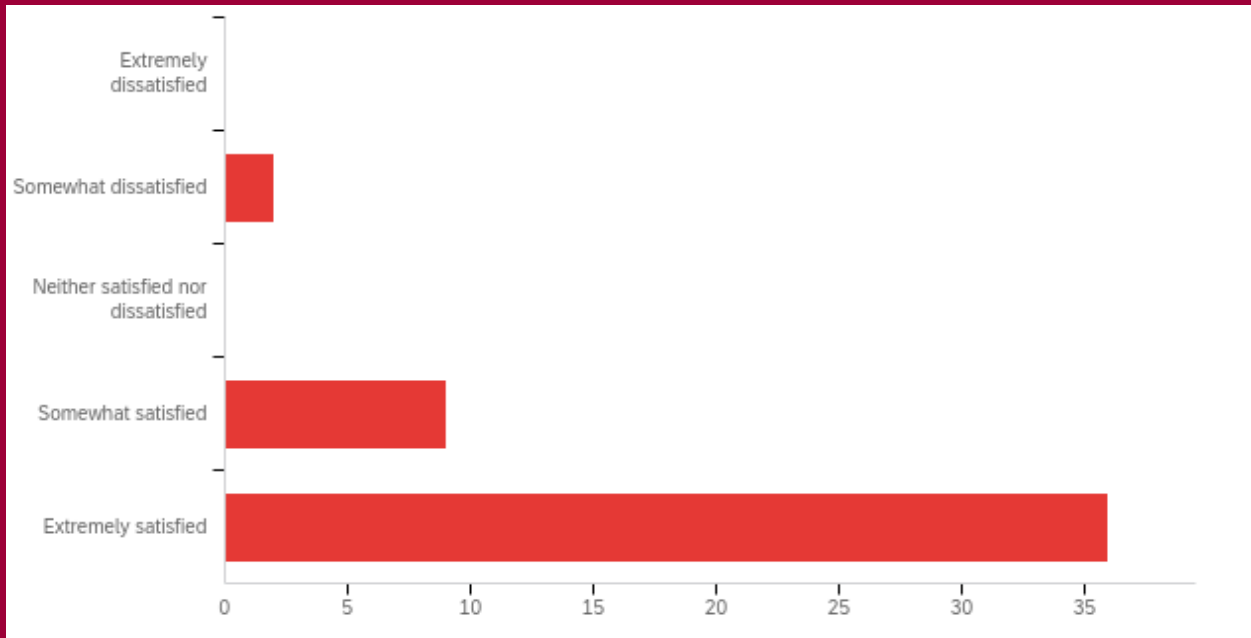
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	4.26%	2
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	19.15%	9
5	Extremely satisfied	76.60%	36
	Total	100%	47

Q9 - Your opportunities to observe effective individual and/or group counseling.
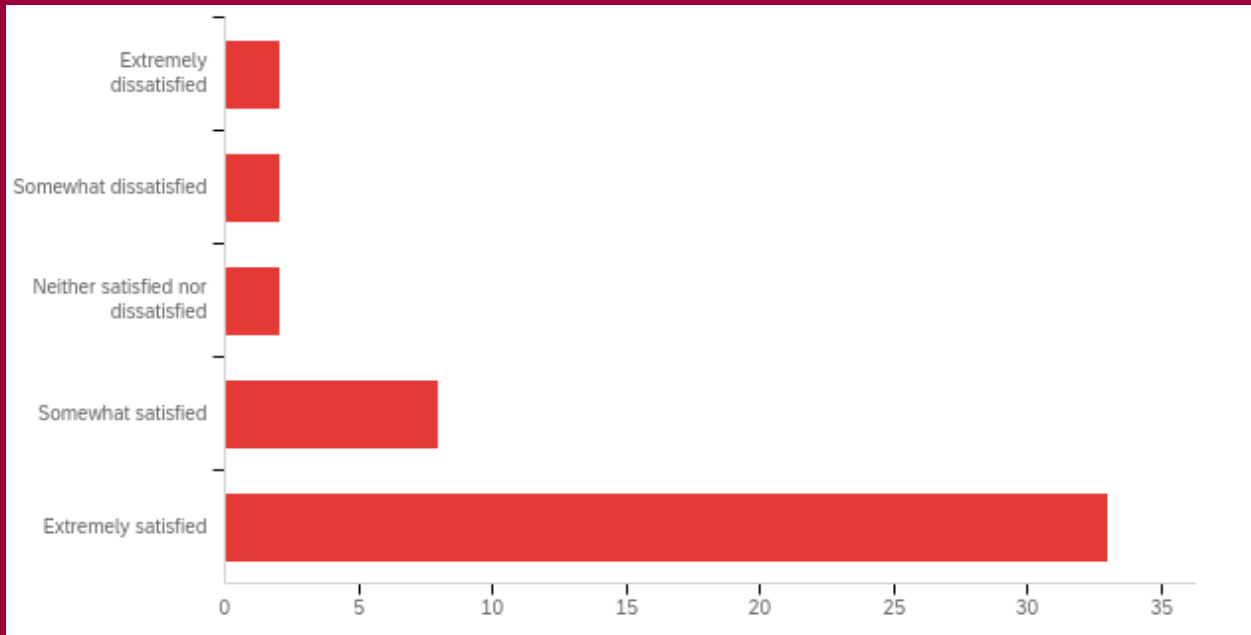

#	Answer	%	Count
1	Extremely dissatisfied	2.13%	1
2	Somewhat dissatisfied	4.26%	2
3	Neither satisfied nor dissatisfied	4.26%	2
4	Somewhat satisfied	21.28%	10
5	Extremely satisfied	68.09%	32
	Total	100%	47

Q10 - Your opportunities to work with diverse groups of clients.

#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	6.38%	3
4	Somewhat satisfied	21.28%	10
5	Extremely satisfied	72.34%	34
	Total	100%	47

Q11 - Your site supervisor's availability.

#	Answer	%	Count
1	Extremely dissatisfied	4.26%	2
2	Somewhat dissatisfied	4.26%	2
3	Neither satisfied nor dissatisfied	4.26%	2
4	Somewhat satisfied	17.02%	8
5	Extremely satisfied	70.21%	33
	Total	100%	47

Q13 - The effectiveness of your site supervisor.
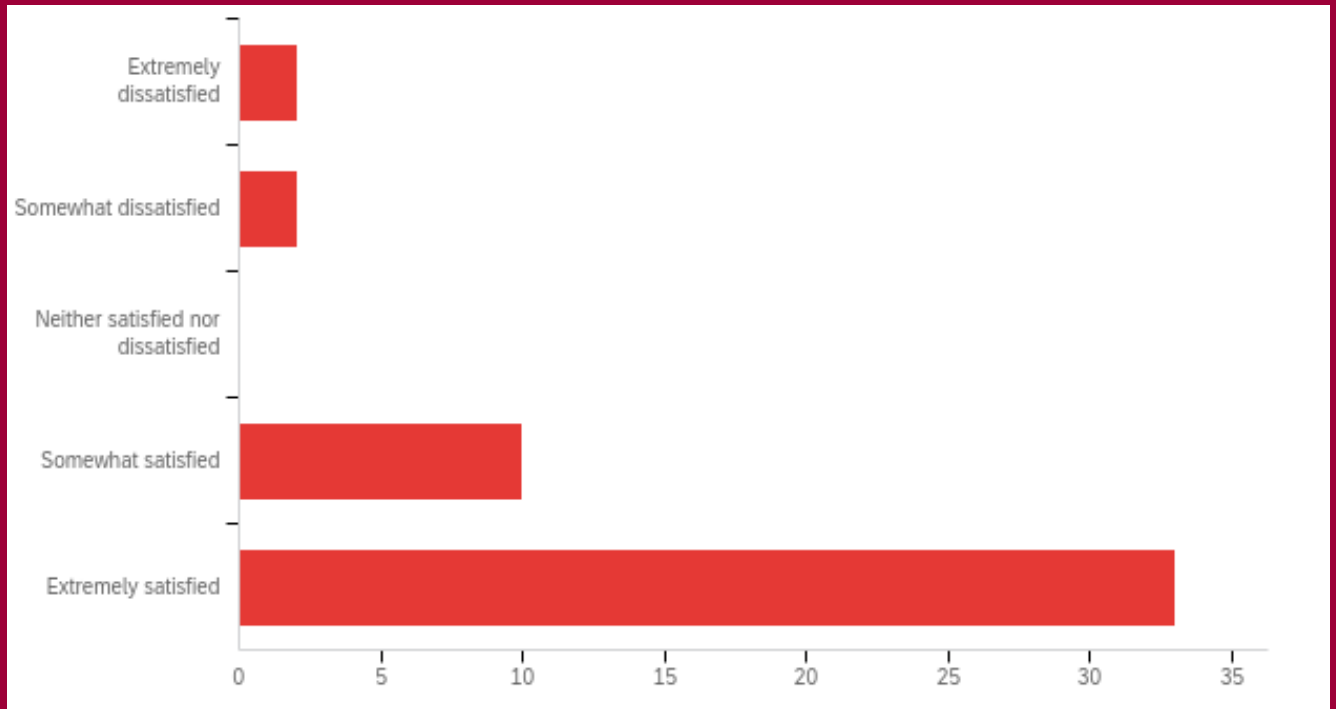
#	Answer	%	Count
1	Extremely dissatisfied	4.26%	2
2	Somewhat dissatisfied	4.26%	2
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	21.28%	10
5	Extremely satisfied	70.21%	33
	Total	100%	47

Q14 - Your site's or site supervisor's assistance in working with a diverse population.
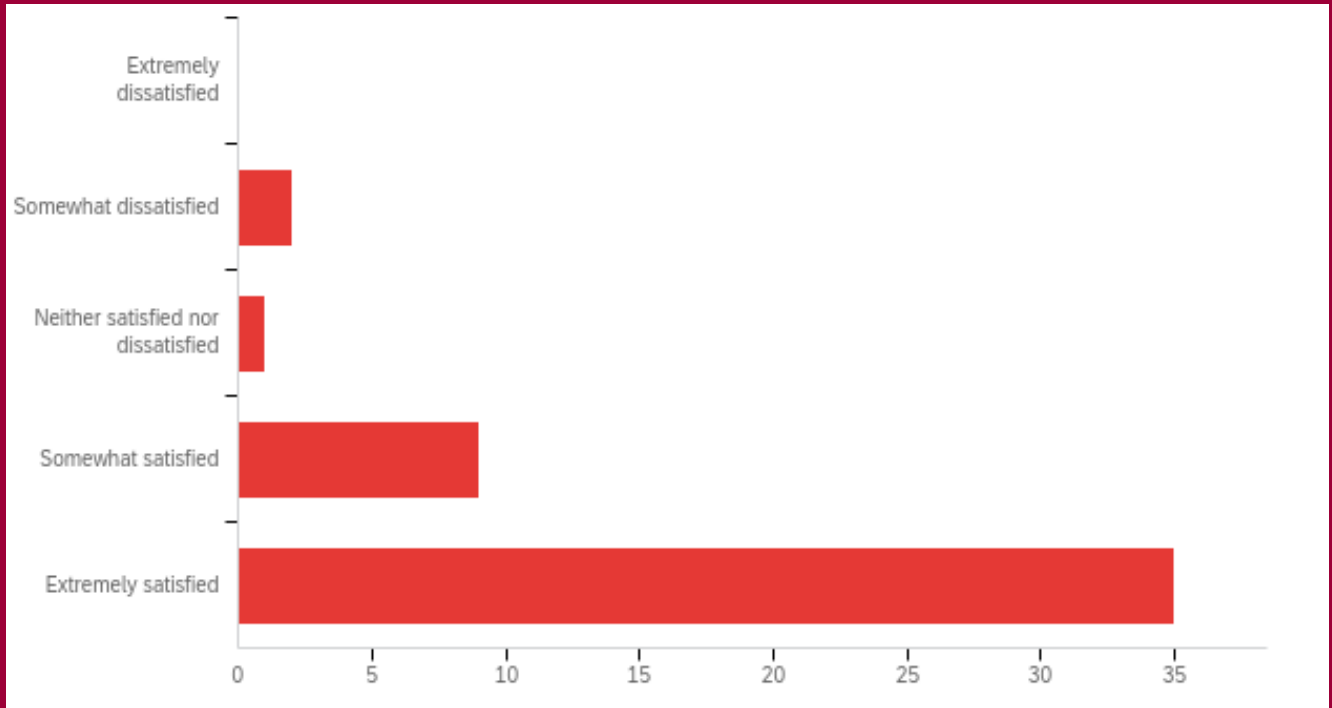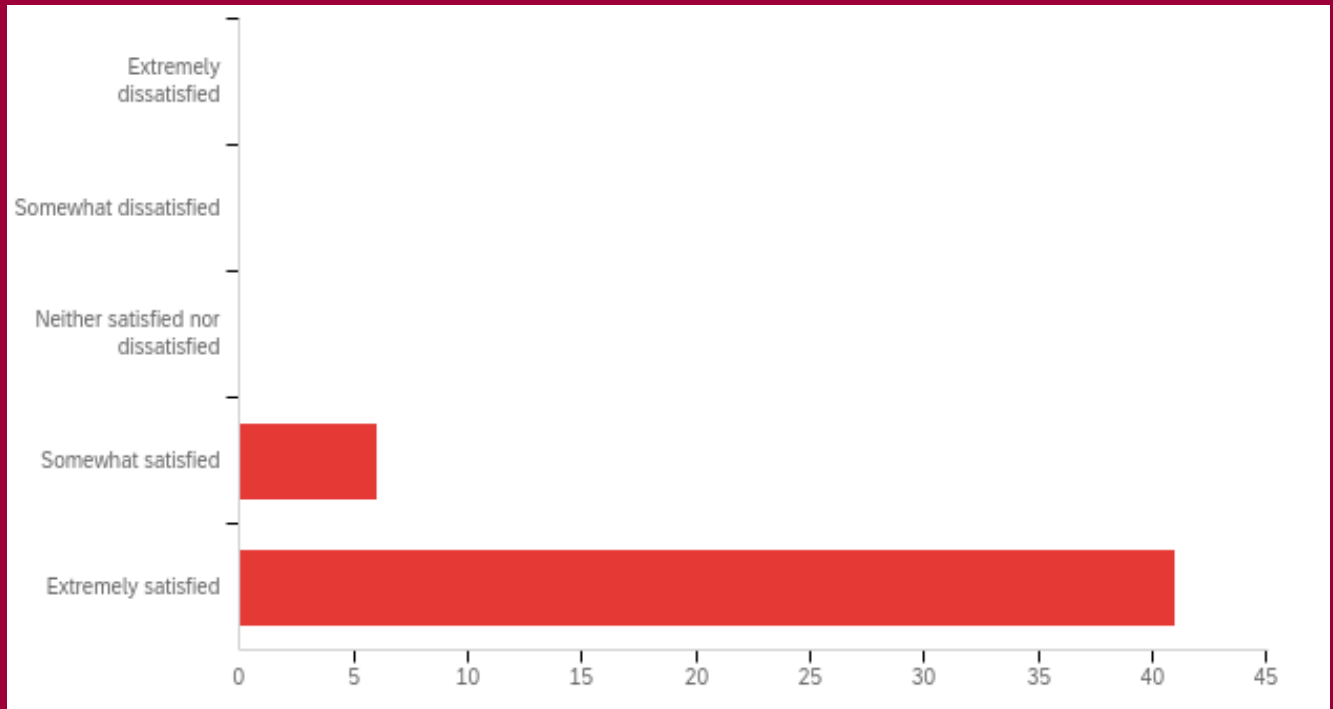

#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	4.26%	2
3	Neither satisfied nor dissatisfied	2.13%	1
4	Somewhat satisfied	19.15%	9
5	Extremely satisfied	74.47%	35
	Total	100%	47

Q15 - Your university supervisor's availability.
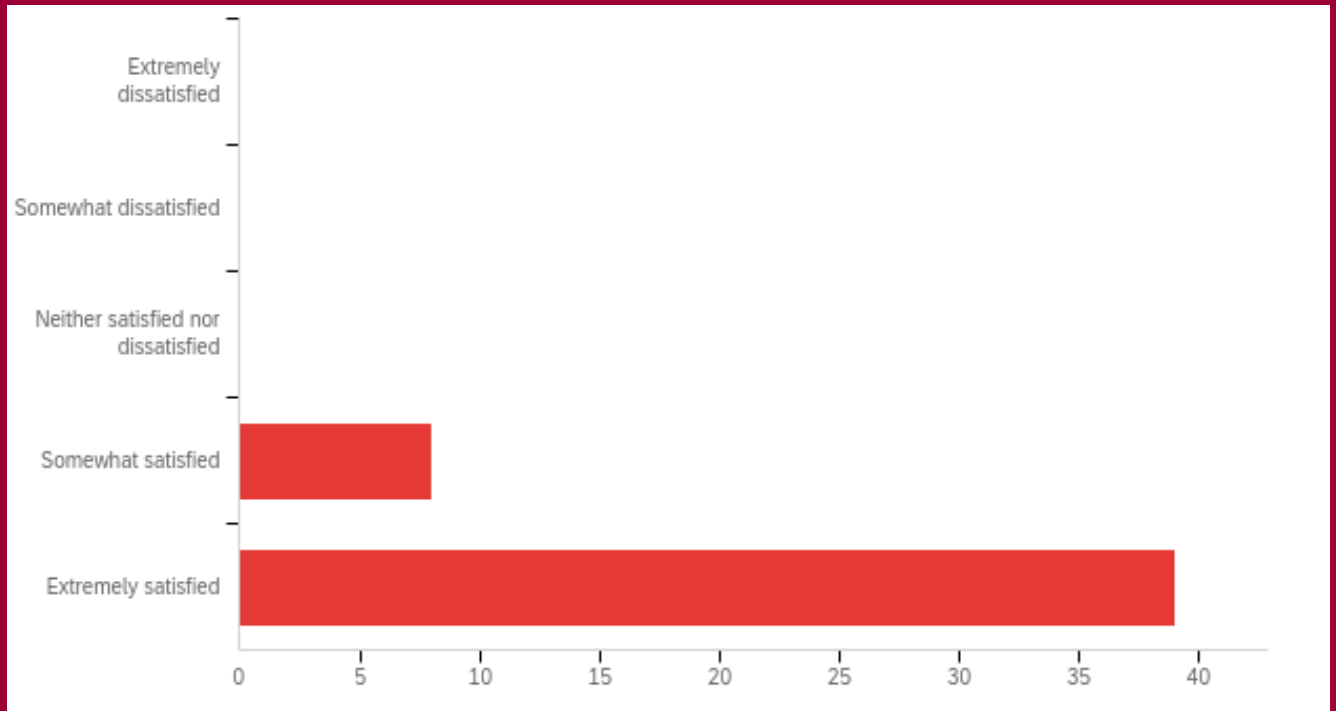
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	17.02%	8
5	Extremely satisfied	82.98%	39
	Total	100%	47

Q16 - The effectiveness of your university supervisor.

#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	12.77%	6
5	Extremely satisfied	87.23%	41
	Total	100%	47

Q17 - Your university supervisor's assistance in working with a diverse population.
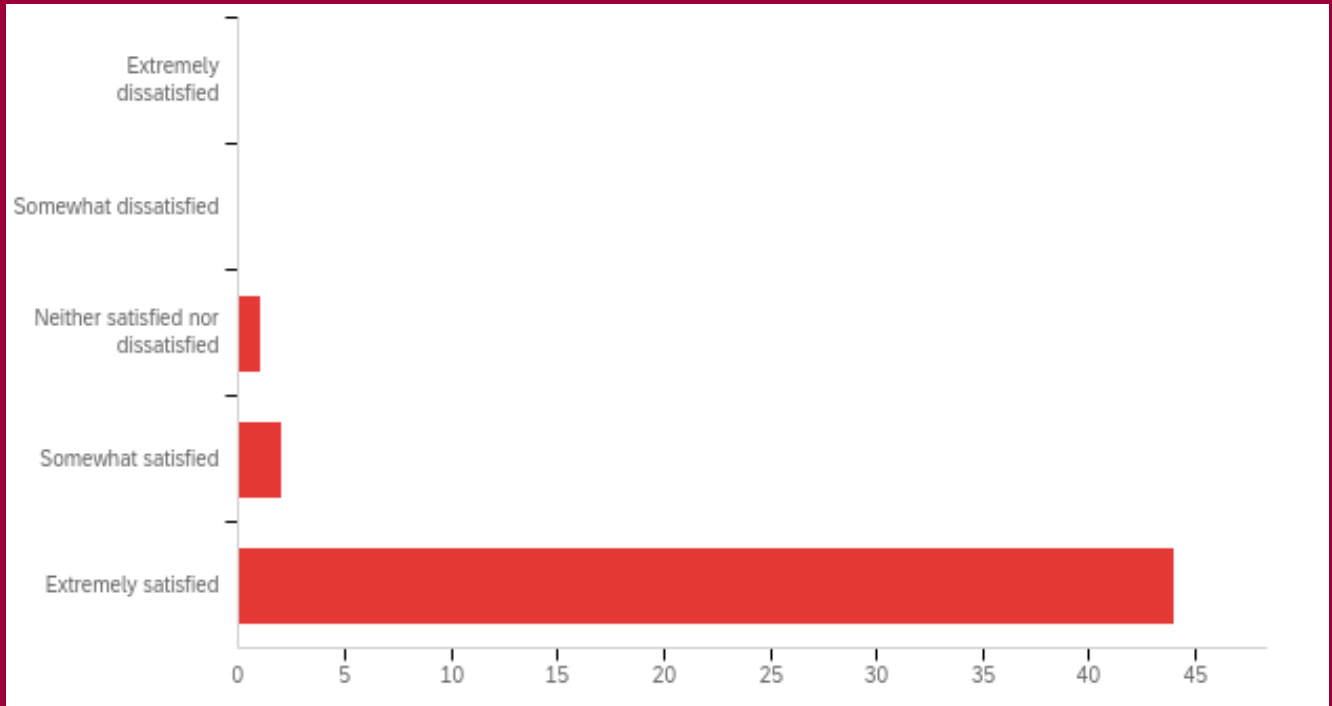
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	2.13%	1
4	Somewhat satisfied	4.26%	2
5	Extremely satisfied	93.62%	44
	Total	100%	47

Q18 - Any additional comments?

Any additional comments?

N/A

Dr Blount and my site supervisor for my practicum hours were excellent!

I would not recommend my internship site for future interns until they have undergone a great deal of work and improvements internally and have a more stable and solid foundation that is capable of welcoming someone new to their site and onboarding and integrating them in a productive and helpful manner.

I enjoyed working with my supervisor at both UNCG and the Emily K Center. Justin Golding and Dr. Anderson were great to learn from and work with!

Great experience! I learned a lot and had all my supervision needs met from both the site and faculty supervisor.

Absolutely loved working at Campbell, Amy was a great supervisor who offered endless support while allowing autonomy for me to grow.

I have thoroughly enjoyed my internship experience.

This was a wonderful site to work at. The only caveat I would bring up to anyone else considering _____ for placement is that I would not do a 600 hour internship in one semester here, it is definitely a risk. That said this site is perfect for 300 hour internships and has locations both in Durham and in Raleigh. Overall a wonderful experience

Internship was a bit disorganized and unstructured but I made the best of it

With the _____, they offer many opportunities to work with diverse populations. You can do MH, individual, group, peer support, and other services. However, I would not recommend for a 600 hour internship. I struggled in the beginning getting my direct hours because, even though I asked multiple times about working with clients, I was not given a clear answer. It was not until weeks later that I was told I would be working with adolescent boys. I do not mind the population but, I expected to work with other populations such as substance abuse clients. I do understand that I was working with the clinical director and she had other obligations but, it would have been nice to know that before signing the papers. I would recommend this place if you do practicum or a 300-hour internship and do not mind working with adolescent boys.

The following comments were made by faculty about the student evaluation of clinical placement at the fall 2021 data analysis meeting:

- It was noted that students reported being "very satisfied" with university faculty supervisors.

The following comments were made by faculty about the student evaluation of clinical placement at the spring 2022 data analysis meeting:

- Overall, students were fairly satisfied with the placements and supervisors.
- Faculty discussed a couple of sites that should be removed from our list of possible placements (based on experiences this semester). Blount noted that she would make these changes.

Admissions Data

The Counselor Education Program has only one admissions cycle per year. The deadline for application submission is February 1 for a fall (August) admission.

Applicants are required to submit:

- Official transcripts of all institutions previously attended
- GRE scores (less than five years old)
- A written personal statement
- Two letters of professional recommendation

There is an initial review of all applicants. After the initial screening, the top applicants are invited for an interview with the admissions committee. The committee seeks to determine whether each candidate is a good fit for the field of counseling and the program of study to which they have applied.

Applicants for a fall of 2022 admission were reviewed during the 2021-2022 academic year.

As of May 5, 2022

Applications completed and reviewed:	136
Applications initiated and not reviewed:	218
Total applications:	354

Applicants invited for an interview:	84
Students admitted for Fall 2021:	56
Admit rate:	41% (56 out of 136)

Characteristics of Applicants for the Fall of 2022

Average Undergraduate GPA   3.28
Average GRE Verbal: 149.78
Average GRE Qual: 144.69
Average GRE Writing: 3.68

Pursuing 2nd Master's Degree: 36

Gender
  Male: 23
  Female: 113

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