NC Central UNIVERSITY

School of Education

Department of Counseling and Higher Education

Counselor Education Program

Annual Report

2020-2021

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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 2020-2021 academic year.

Student Enrollment

Student Data, Fall 2020

TERM	Program	Female							Male				Grand Total
		Asian	Black	Hispanic	Two or More Races	White	Unknown	Total	Black	Hispanic	White	Total	
	Career Coun-Online, 2nd Degr		1					1				0	1
	Career Counseling - Online		2					2	2	1		3	5
	Career Counseling & Placement		1					1	1			1	2
	Clin Mental Health Coun-Online		18	1	3	20	1	43	6		5	11	54
	Clin Mntl Hlth Coun-OL,2nd Deg		5			2		7				0	7
	Mental Health Couns-2nd Deg		1					1				0	1
Fall 2020	Mental Health Counseling	2	11		1	10		24	2		1	3	27
	School Coun-Online, 2nd Deg		3			3		6				0	6
	School Counseling		7		2	3		12	2	1		3	15
	School Counseling-2nd Deg											0	0
	School Counseling-Online		9	2	2	12		25			2	2	27
	Semester Total	2	58	3	8	50	1	122	13	2	8	23	145

TERM	PROGRAM	ENROLLMENT			FTE		
		FULL-TIME	PART-TIME	Total	PART-TIME	FULL-TIME	Total
	Career Coun-Online, 2nd Degr	1		1		1	1
	Career Counseling - Online	3	2	5	1.5	3	4.5
	Career Counseling & Placement		2	2	1.25		1.25
	Clin Mental Health Coun-Online	30	24	54	17.5	30	47.5
	Clin Mntl Hlth Coun-OL,2nd Deg	1	6	7	4.25	1	5.25
Fall 2020	Mental Health Couns-2nd Deg	1		1		1	1
	Mental Health Counseling	17	10	27	7.25	17	24.25
	School Coun-Online, 2nd Deg	1	5	6	3.25	1	4.25
	School Counseling	11	4	15	3	11	14
	School Counseling-Online	9	18	27	12.25	9	21.25
	Semester Total	74.00	71.00	145.00	50.25	74.00	124.25

Student Data, Spring 2021

TERM	Program	Female							Male				Grand Total
		Asian	Black	Hispanic	Two or More Races	Unknown	White	Total	Black	Hispanic	White	Total	
	Career Coun-Online, 2nd Degr		1					1				0	1
	Career Counseling - Online		2					2	2	1		3	5
	Career Counseling & Placement							0	1			1	1
	Clin Mental Health Coun-Online		15	1	3	1	23	43	5		5	10	53
	Clin Mntl Hlth Coun-OL,2nd Deg		3				2	5				0	5
	Mental Health Couns-2nd Deg		1					1				0	1
Spring 2021	Mental Health Counseling	2	10				8	21	2		1	3	24
	School Coun-Online, 2nd Deg		2				3	5				0	5
	School Counseling		6		2		2	10	2	1		3	13
	School Counseling-Online		6	2	2		13	23			1	1	24
	Semester Total	2	46	3	7	1	51	110	12	2	7	21	132

TERM	PROGRAM	ENROLLMENT			FTE		
		FULL-TIME	PART-TIME	Total	PART-TIME	FULL-TIME	Total
	Career Coun-Online, 2nd Degr		1	1	0.8		0.8
	Career Counseling - Online	3	2	5	1.5	3	4.5
	Career Counseling & Placement		1	1	0.8		0.8
	Clin Mental Health Coun-Online	32	21	53	15	32	47
	Clin Mntl Hlth Coun-OL,2nd Deg	3	2	5	1.5	3	4.5
Spring 2021	Mental Health Counseling,2nd deg	1		1		1	1
	Mental Health Counseling	11	13	24	9.5	11	20.5
	School Coun-Online, 2nd Deg	2	3	5	1.8	2	3.8
	School Counseling	10	3	13	2.3	10	12.3
	School Counseling-Online	9	15	24	11	9	20
	Semester Total	71.00	61.00	132.00	44.20	71.00	115.20

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 2020 Data Analysis Meeting related to student enrollment:

- Student retention was discussed. It was requested that completed leave of absence and withdrawal forms be kept in a central location for all faculty to have access. COMPLETED

- It was also requested that developmental plans be kept in a central location for all faculty to have access. COMPLETED

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

- Increase marketing of Career Counseling Program with the intent of increasing enrollment. Involve Quentin Murphy and any other resources within the SOE. Involve campus office of PR to develop a possible video and other print/digital materials regarding the program. Target of next Fall semester regarding involvement of SOE and PR. Can initiate quick campaign using own resources and social media this summer. Target would be for our next admission cycle (Feb. 1 application deadline).

- We would like to request a meeting with Admissions personnel from the School of Graduate Studies (perhaps Sabrina Butler) to discuss roles and find out more about their efforts – and share our efforts – related to admissions and recruitment. We would like better communication and collaboration.

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 2020:
- It was suggested that faculty provide numeric ratings (quant. data) for knowledge, skills, and dispositions, in addition to our traditional narrative comment section. This will be incorporated in next semester's reviews. COMPLETED

Spring 2021
- With respect to students who may need some remediation (noticed during a mid-program review this semester), a consistent remediation plan was discussed and suggested. The first level of intervention could be a requirement that those that fail the CPCE for the first time involve/utilize a coach from AATBS, and provide documentation that they have utilized the coach. They will also make use of AATBS practice tests, and provide documentation that they have done so. COMPLETED

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 defense is a mock-interview and is 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 2020

- It was suggested that we assess key performance indicators (KPIs) at this time, whatever they are (to be developed this semester). An assessment committee's task was briefly discussed at this time.

- It was recommended, based on feedback from previous defenses, that we make an intentional effort at emphasizing idea of developing a clear theoretical orientation throughout the Program.

- In addition, CMHC students need some work/enhancement/earlier preparation on diagnosis and thinking diagnostically.
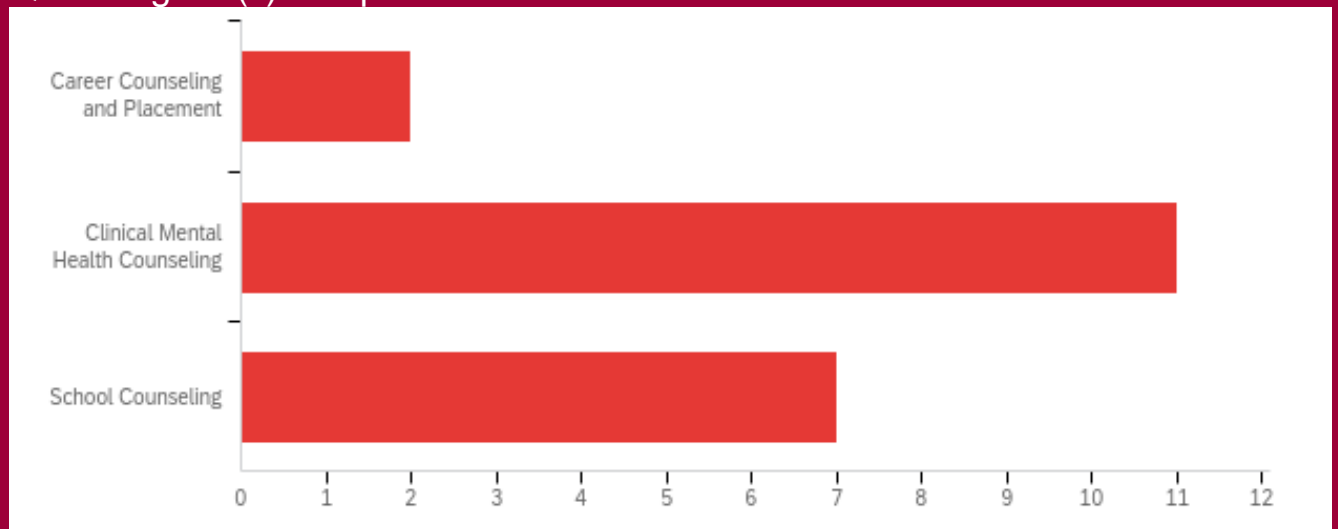
Spring 2021
- Nothing noted.

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.
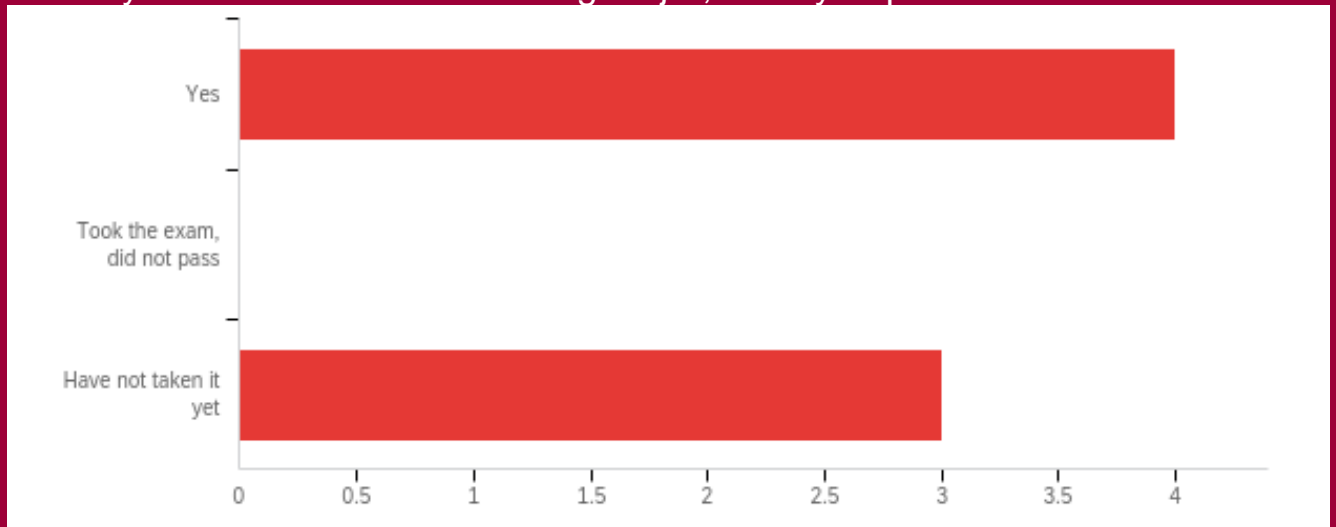
Completer's Survey Data – Part 1 – 2020-2021

Q2 - Program(s) completed

#	Answer	%	Count
1	Career Counseling and Placement	10.00%	2
2	Clinical Mental Health Counseling	55.00%	11
3	School Counseling	35.00%	7
	Total	100%	20

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

#	Answer	%	Count
1	Yes	57.14%	4
2	Took the exam, did not pass	0.00%	0
3	Have not taken it yet	42.86%	3
	Total	100%	7

Q4 - Do you intend on seeking licensure as a school counselor?
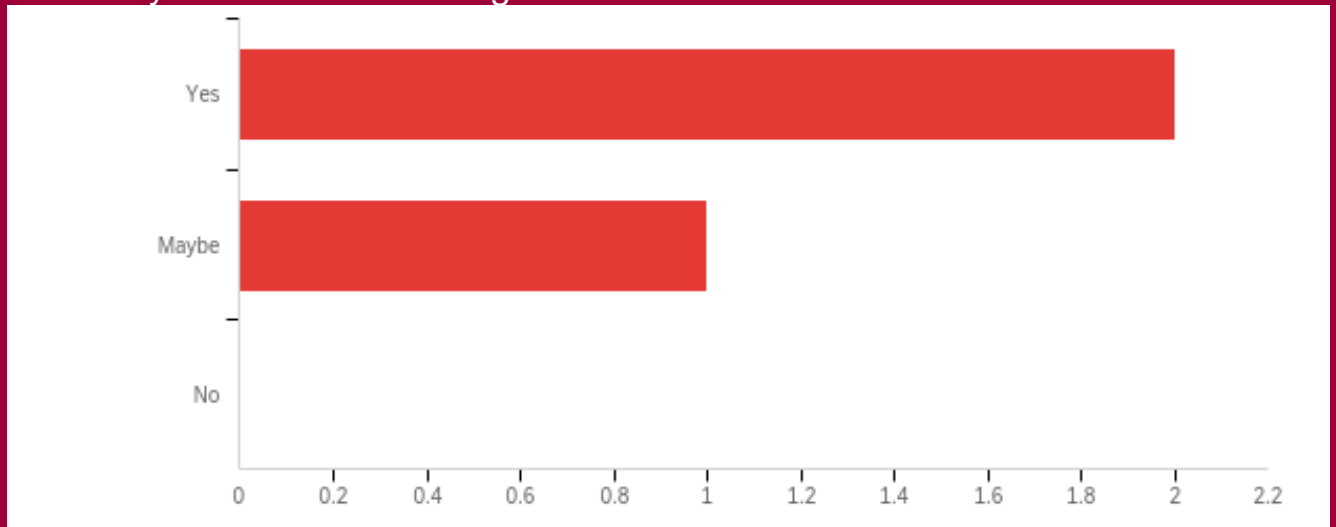
#	Answer	%	Count
1	Yes	66.67%	2
2	Maybe	33.33%	1
3	No	0.00%	0
	Total	100%	3

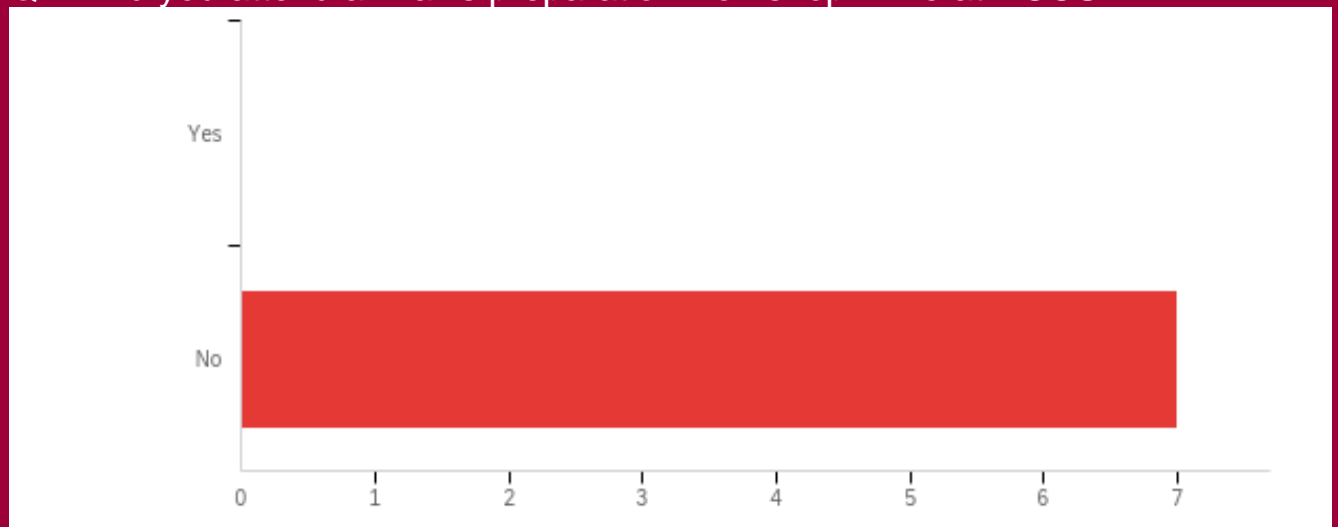## Q5 - When do you plan on taking (or retaking) the Praxis II?

When do you plan on taking (or retaking) the Praxis II?
Moving to GA, must take GACE instead - TBD
May/June 2021
December 7, 2020

Q7 - Did you attend a Praxis preparation workshop while at NCCU?

#	Answer	%	Count
1	Yes	0.00%	0
2	No	100.00%	7
	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? |
| --- |
| LCMHCA, LCASA |
| NCMHC Imago Relationship Therapy |
| Licensed Clinical Mental Health Counseling Associate |
| I would like to get the LCAS in addition to becoming a LCMHC. |
| Georgia's license for Associate Professional Counselor |
| N/A |
| LCMHC-A |
| Licensed Clinical Mental Health Counseling and Licensed Clinical Addiction Specialist |
| Licensed clinical mental health counselor and licensed clinical addictions specialist |
| potentially the LCMHCA |
| LCMHC-A |
| LCMHC-A and LCAS-A |
| LMHC - Mental Health Counselor license |
| LCAS |
| LCMHA |

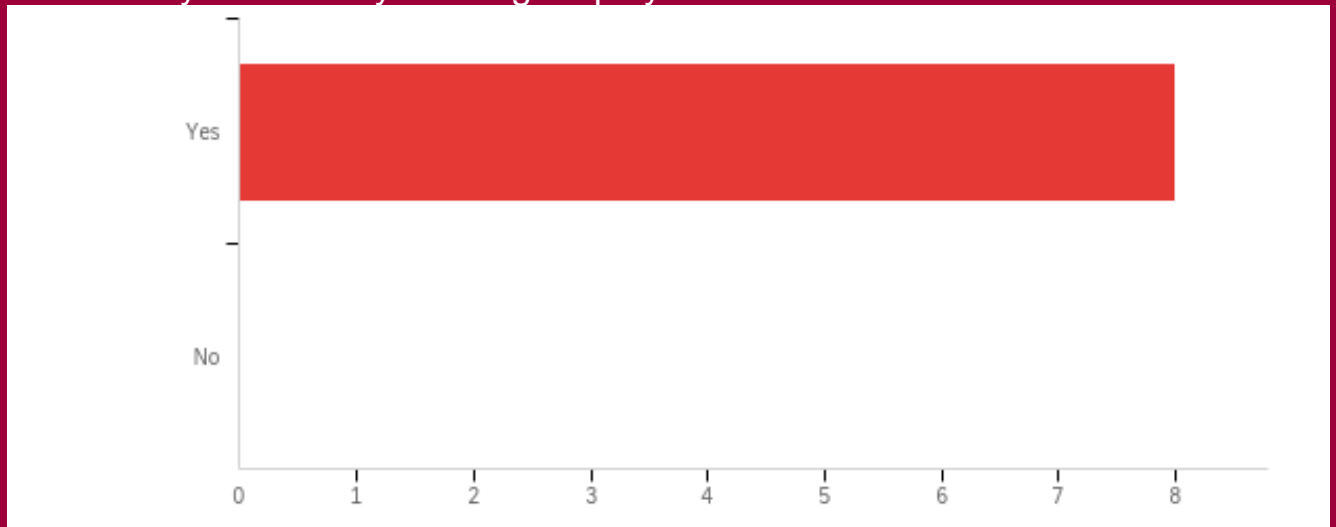## Q8 - Are you currently employed in your selected discipline (what you went to school for)?
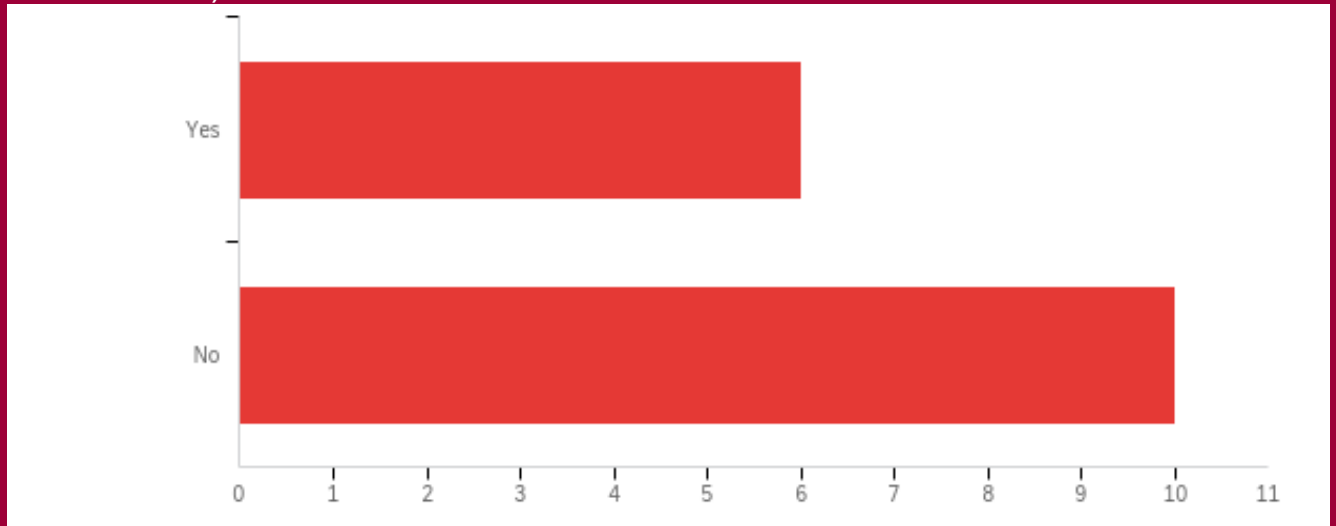
#	Answer	%	Count
1	Yes	37.50%	6
2	No	62.50%	10
	Total	100%	16

Q12 - Have you recently been employed (and will begin your job relatively soon)?
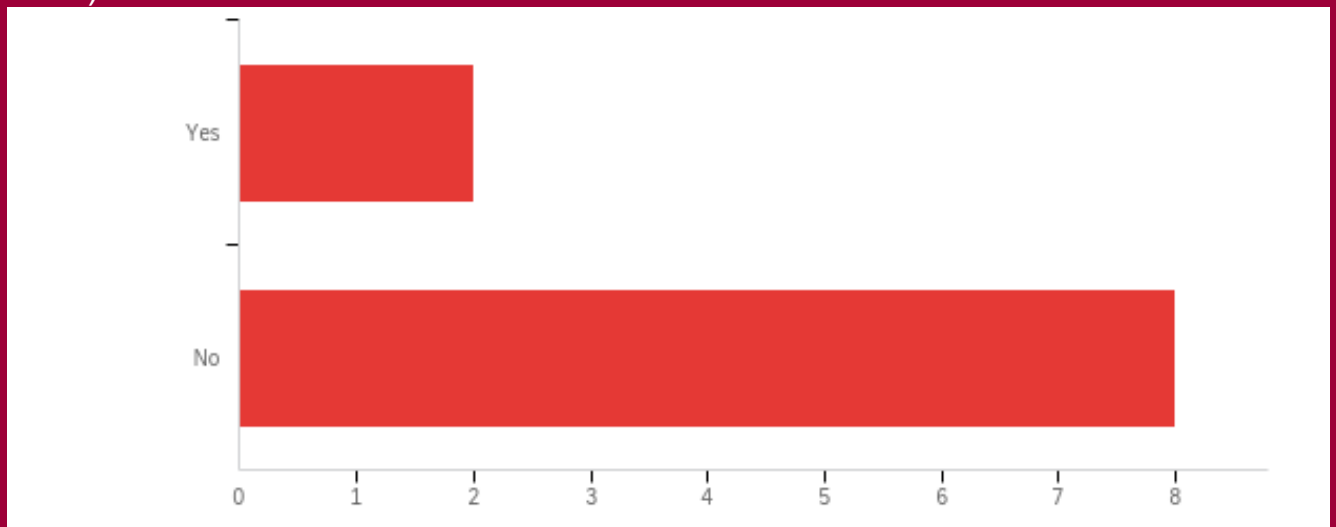
#	Answer	%	Count
1	Yes	20.00%	2
2	No	80.00%	8
	Total	100%	10

Q18 - Are you currently seeking employment?

#	Answer	%	Count
1	Yes	100.00%	8
2	No	0.00%	0
	Total	100%	8

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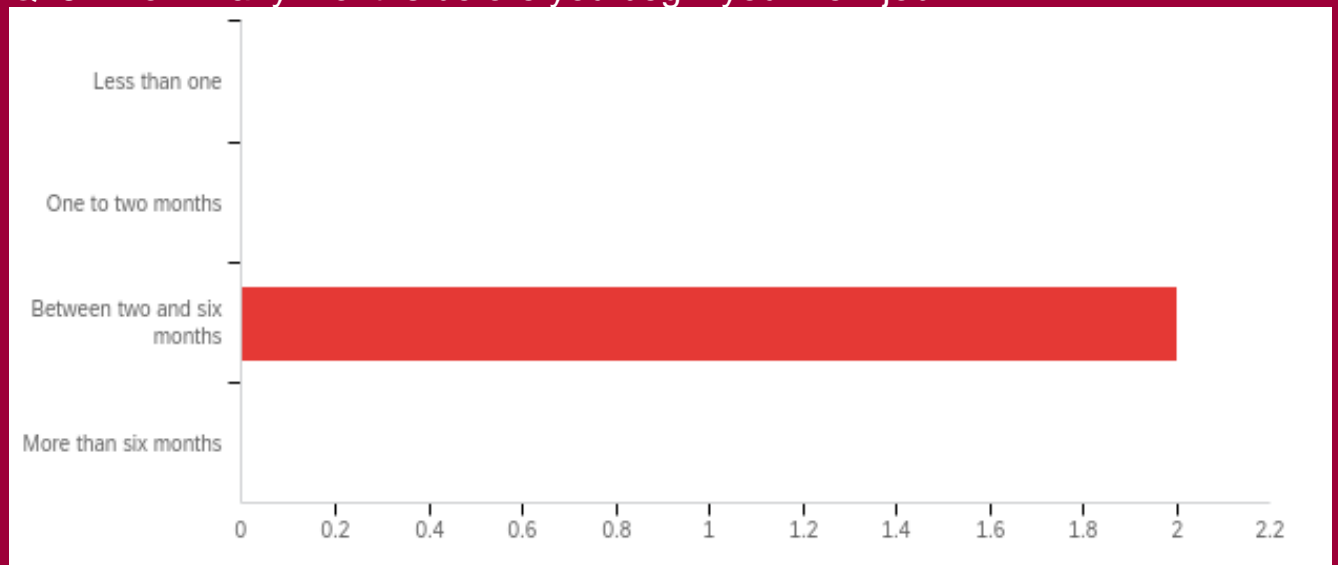
#	Answer	%	Count
1	Less than one	0.00%	0
2	One to two months	0.00%	0
3	Between two and six months	100.00%	2
4	More than six months	0.00%	0
	Total	100%	2

## Q16 - Will you continue to work for your current employer in your present or new position?
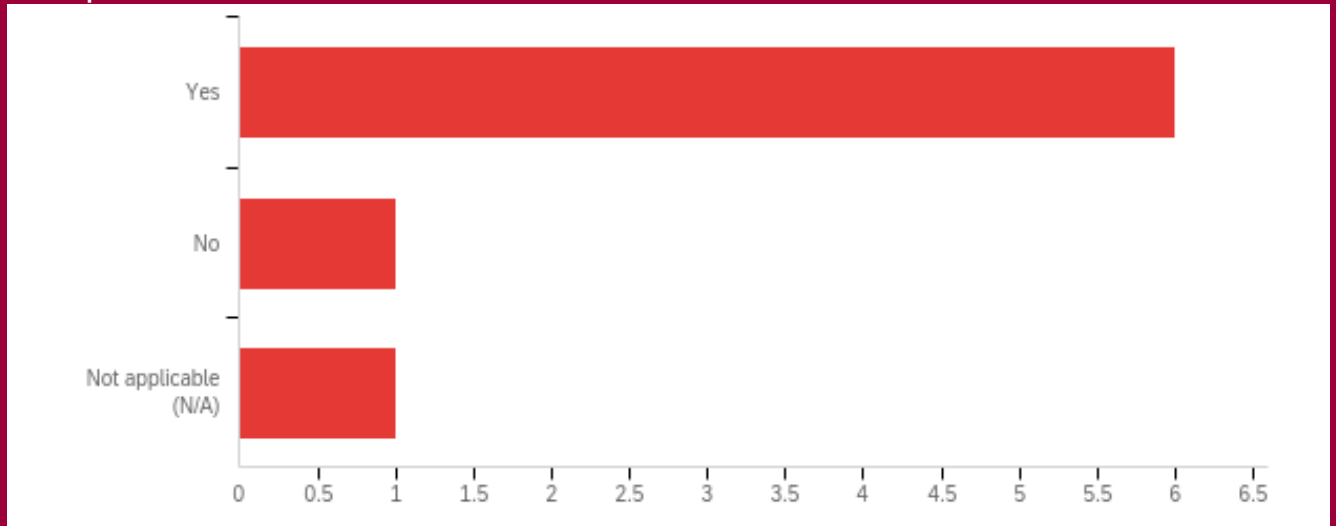
#	Answer	%	Count
1	Yes	75.00%	6
2	No	12.50%	1
3	Not applicable (N/A)	12.50%	1
	Total	100%	8

Q17 - How long have you been with your current employer?
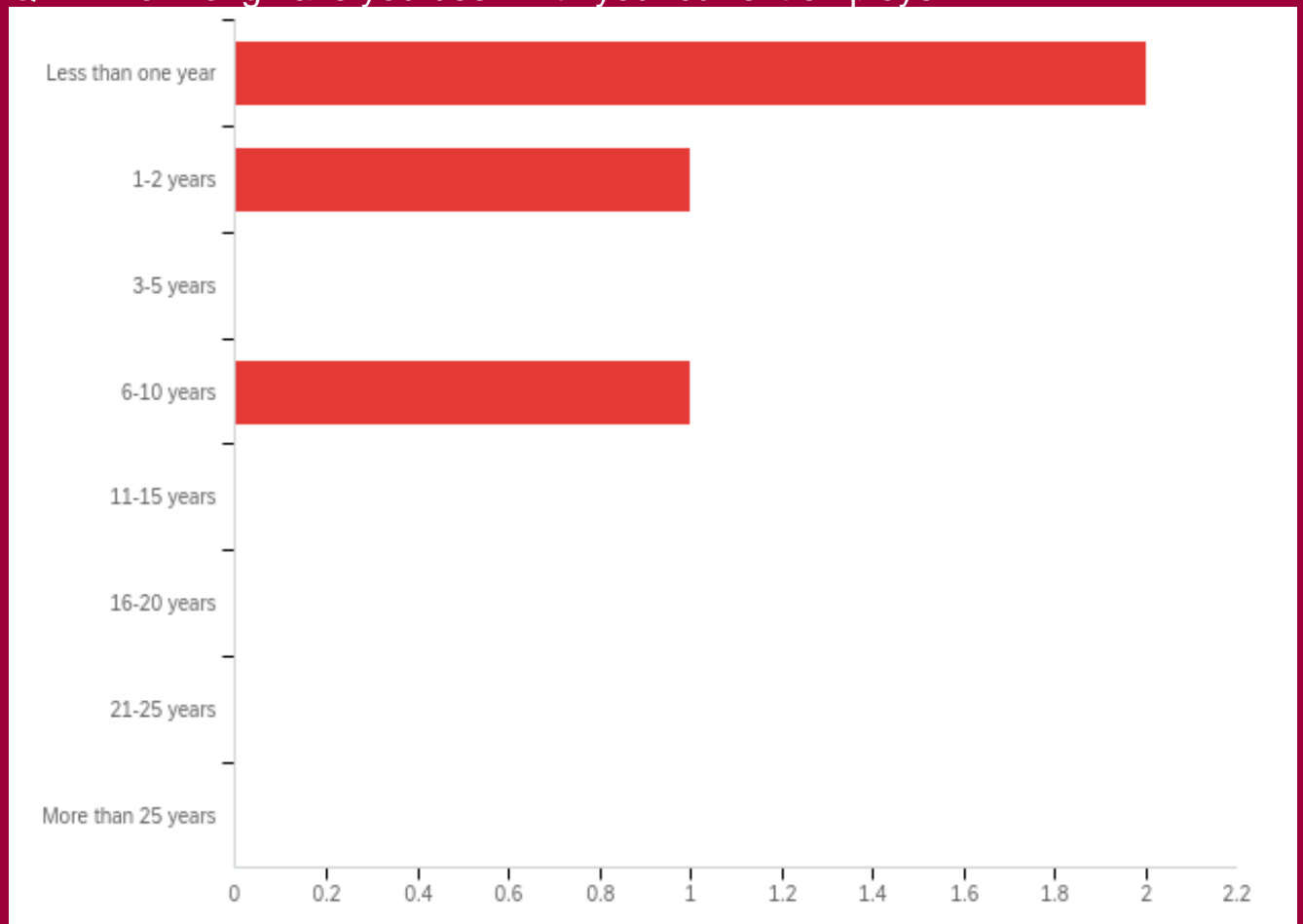
#	Answer	%	Count
1	Less than one year	50.00%	2
2	1-2 years	25.00%	1
3	3-5 years	0.00%	0
4	6-10 years	25.00%	1
5	11-15 years	0.00%	0
6	16-20 years	0.00%	0
7	21-25 years	0.00%	0
8	More than 25 years	0.00%	0
	Total	100%	4

Q22 - What are your plans for the next year?
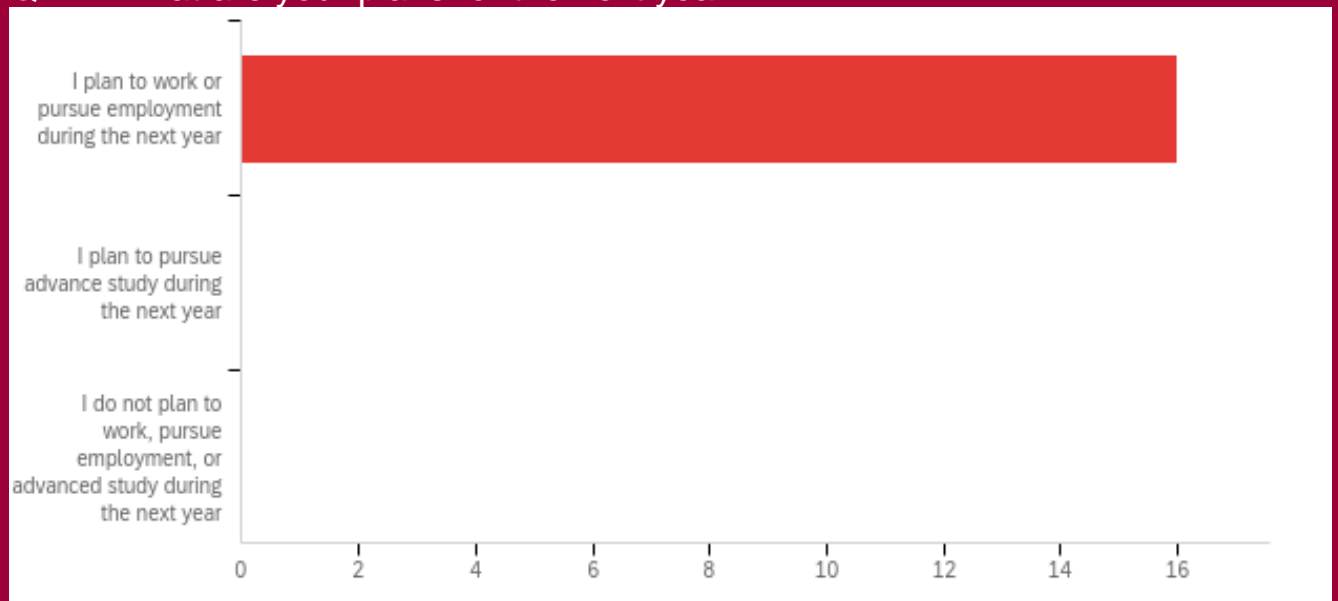
#	Answer	%	Count
1	I plan to work or pursue employment during the next year	100.00%	16
2	I plan to pursue advance study during the next year	0.00%	0
3	I do not plan to work, pursue employment, or advanced study during the next year	0.00%	0
	Total	100%	16
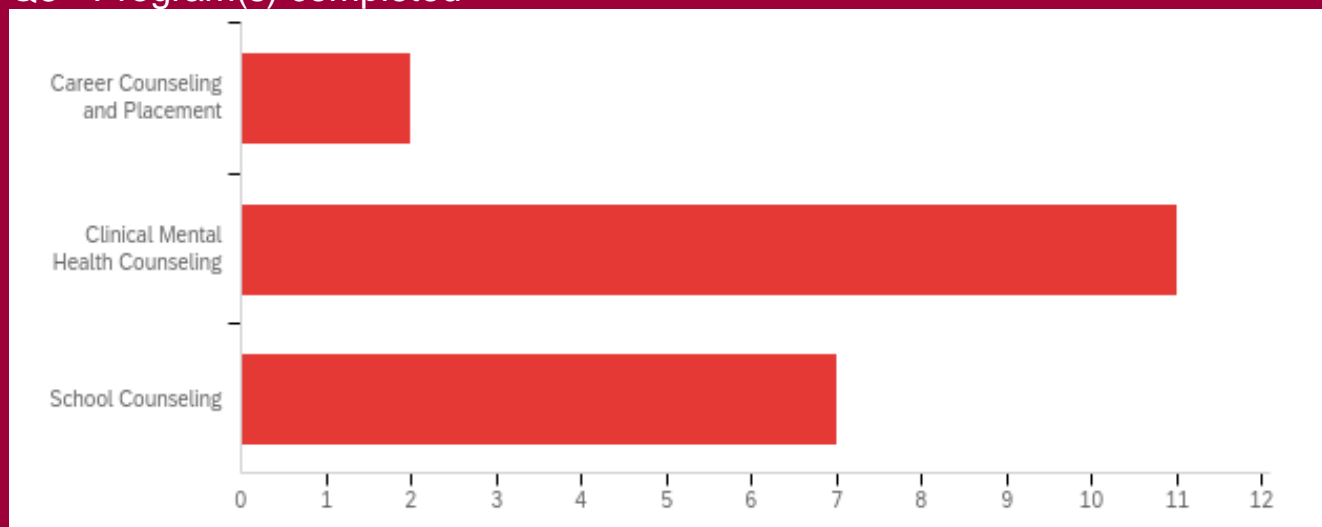
Q3 - Program(s) completed

#	Answer	%	Count
1	Career Counseling and Placement	10.00%	2
2	Clinical Mental Health Counseling	55.00%	11
3	School Counseling	35.00%	7
	Total	100%	20

Q5 - Course offerings
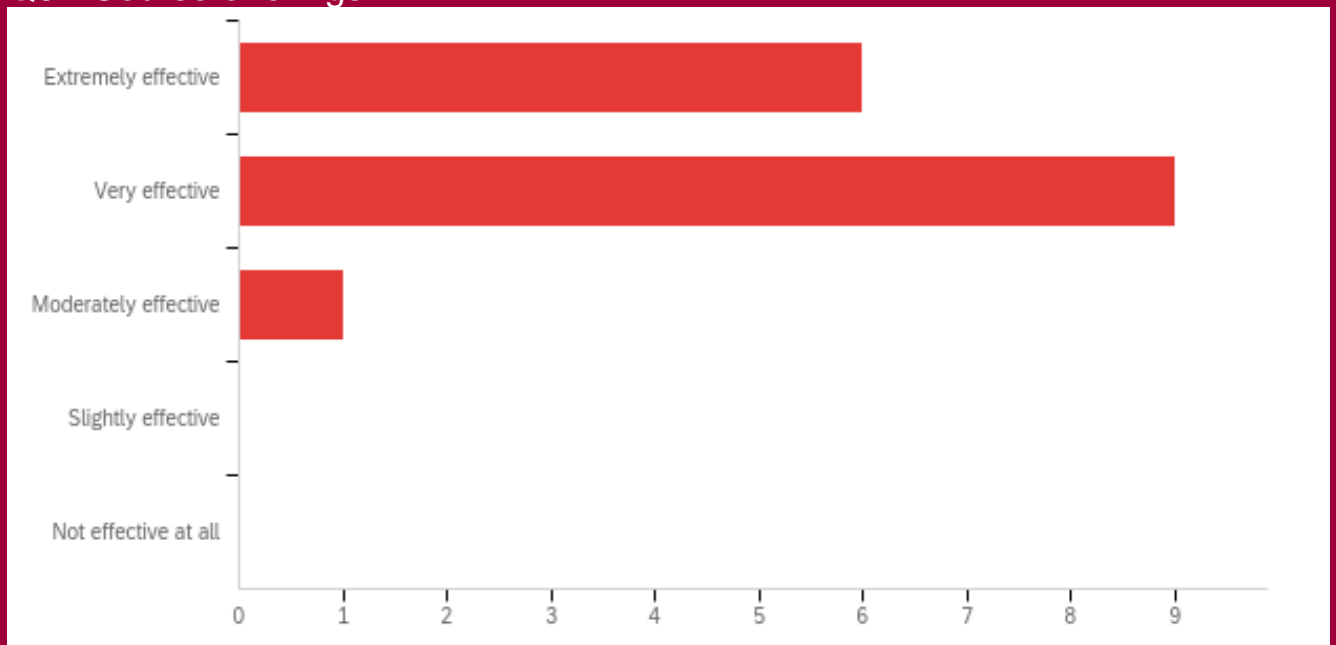
#	Answer	%	Count
1	Extremely effective	37.50%	6
2	Very effective	56.25%	9
3	Moderately effective	6.25%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	16

Q6 - Instructors
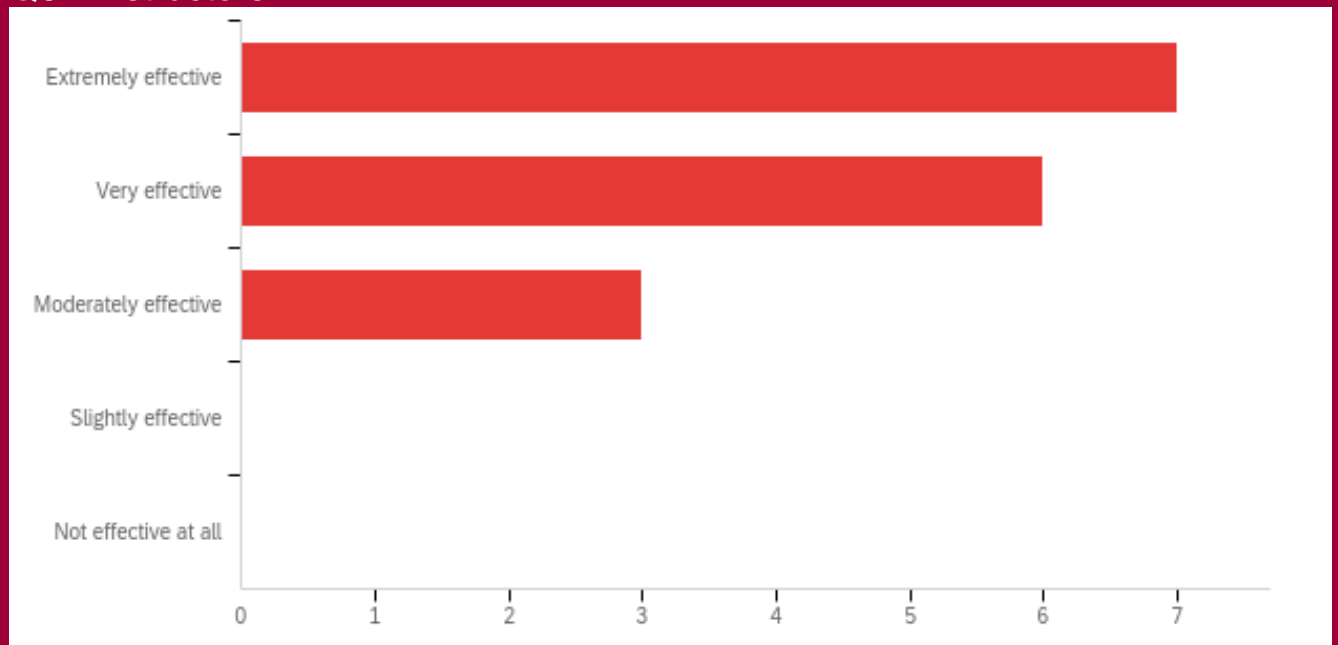
#	Answer	%	Count
1	Extremely effective	43.75%	7
2	Very effective	37.50%	6
3	Moderately effective	18.75%	3
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	16

Q7 - Advisement
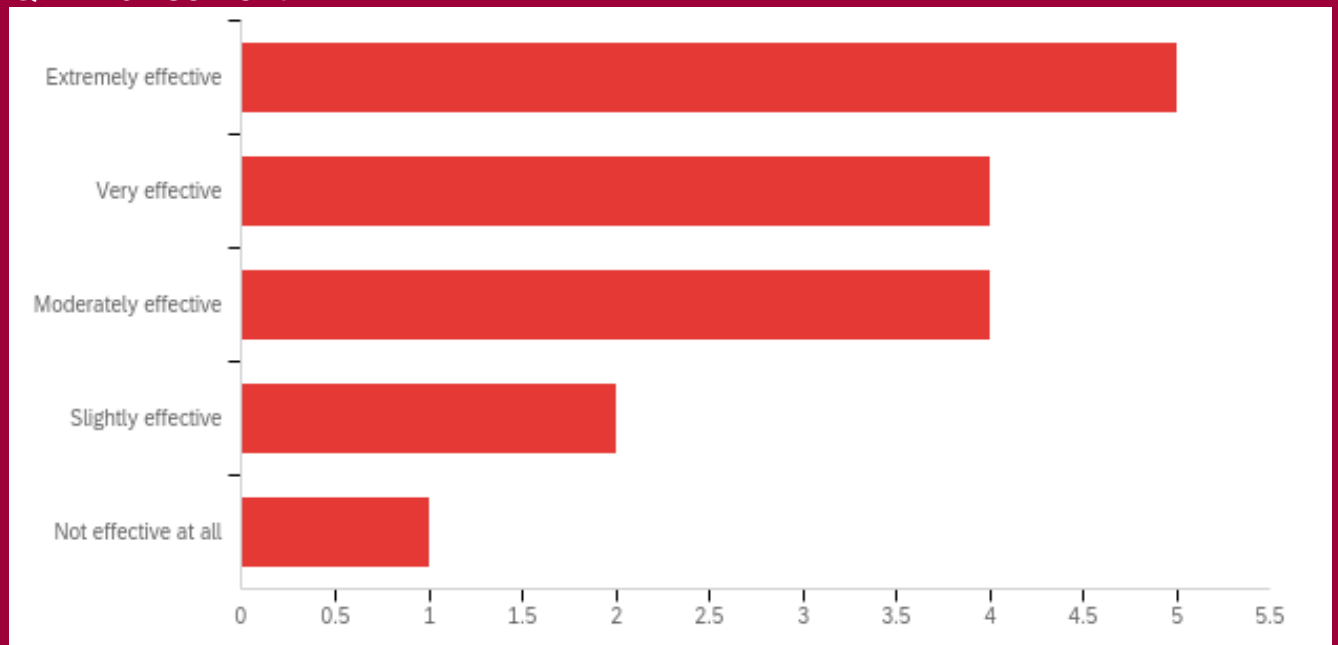
#		Answer	%	Count
1		Extremely effective	31.25%	5
2		Very effective	25.00%	4
3		Moderately effective	25.00%	4
4		Slightly effective	12.50%	2
5		Not effective at all	6.25%	1
		Total	100%	16

Q8 - Instruction
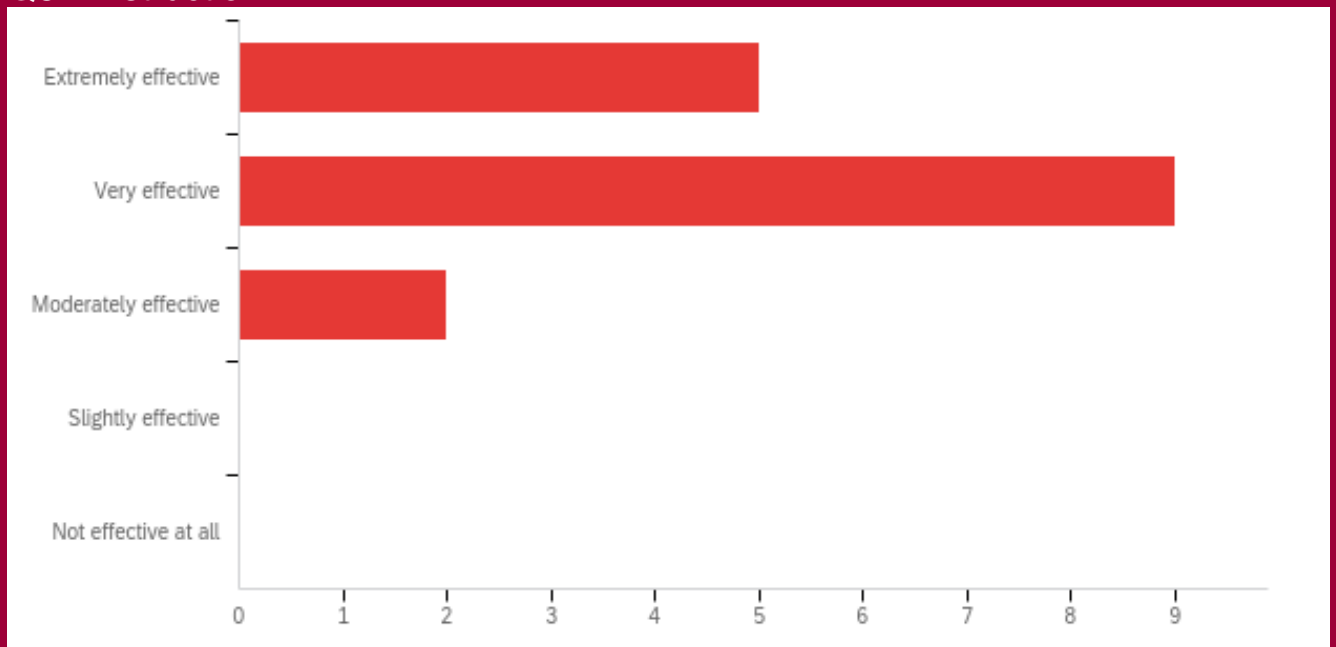
#	Answer	%	Count
1	Extremely effective	31.25%	5
2	Very effective	56.25%	9
3	Moderately effective	12.50%	2
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	16

Q9 - Field experiences (not including practicum or internship)
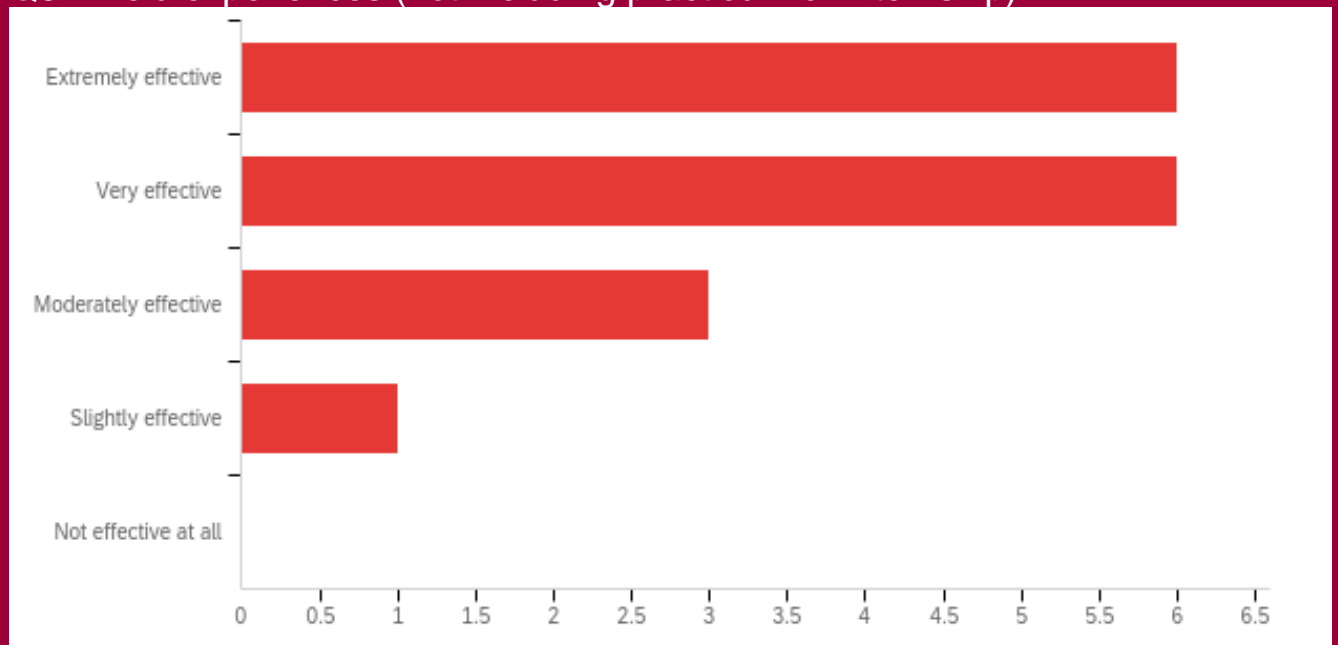
#	Answer	%	Count
1	Extremely effective	37.50%	6
2	Very effective	37.50%	6
3	Moderately effective	18.75%	3
4	Slightly effective	6.25%	1
5	Not effective at all	0.00%	0
	Total	100%	16

Q10 - Practicum and Internship
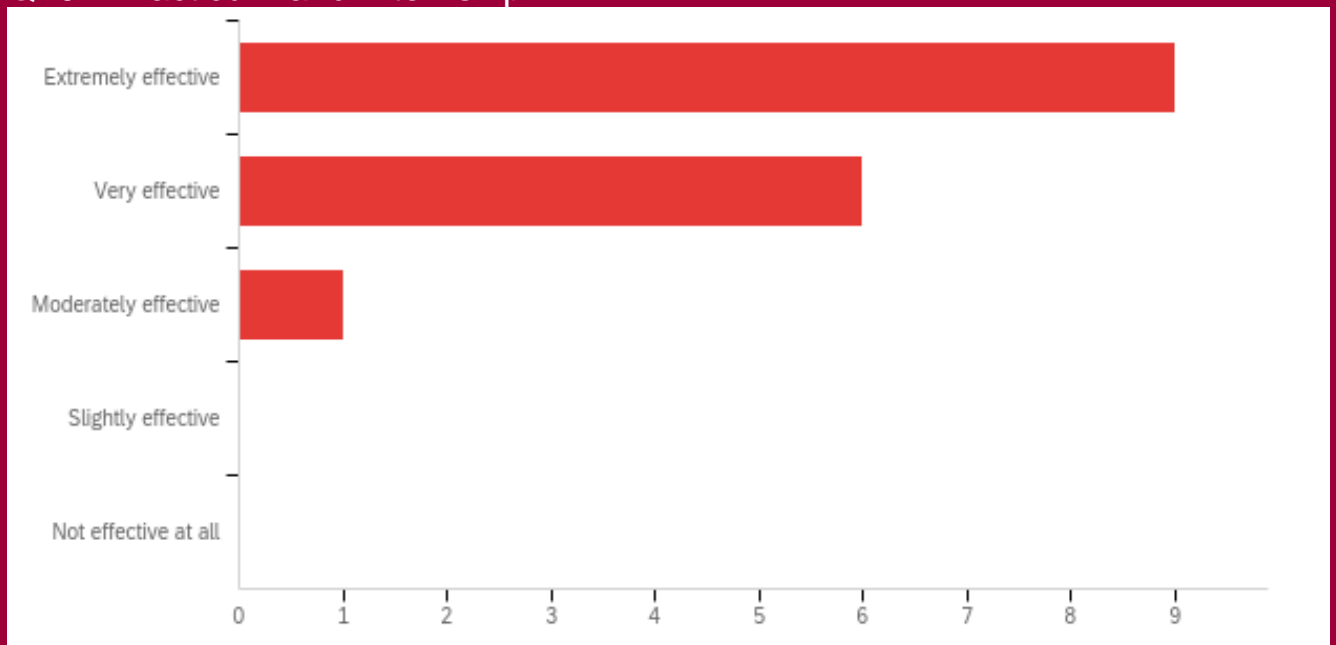
#	Answer	%	Count
1	Extremely effective	56.25%	9
2	Very effective	37.50%	6
3	Moderately effective	6.25%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	16

Q11 - Preparation for licensure examination(s)
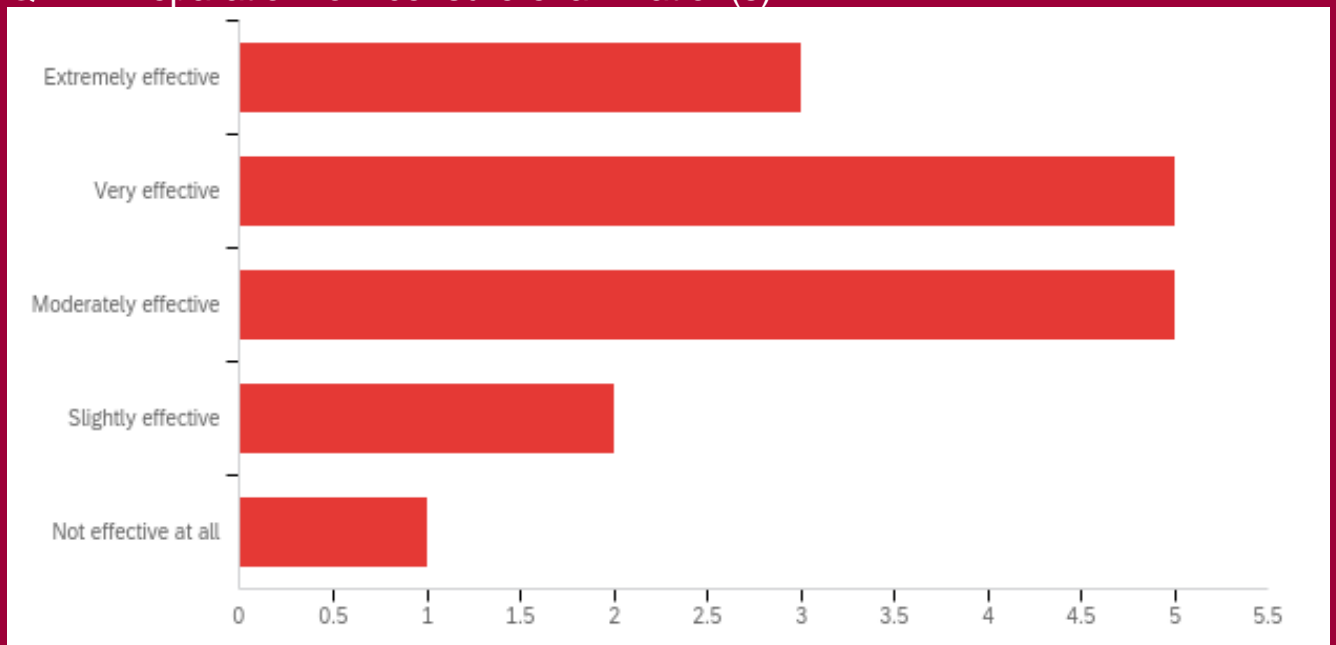
#	Answer	%	Count
1	Extremely effective	18.75%	3
2	Very effective	31.25%	5
3	Moderately effective	31.25%	5
4	Slightly effective	12.50%	2
5	Not effective at all	6.25%	1
	Total	100%	16

Q12 - General support and accommodation
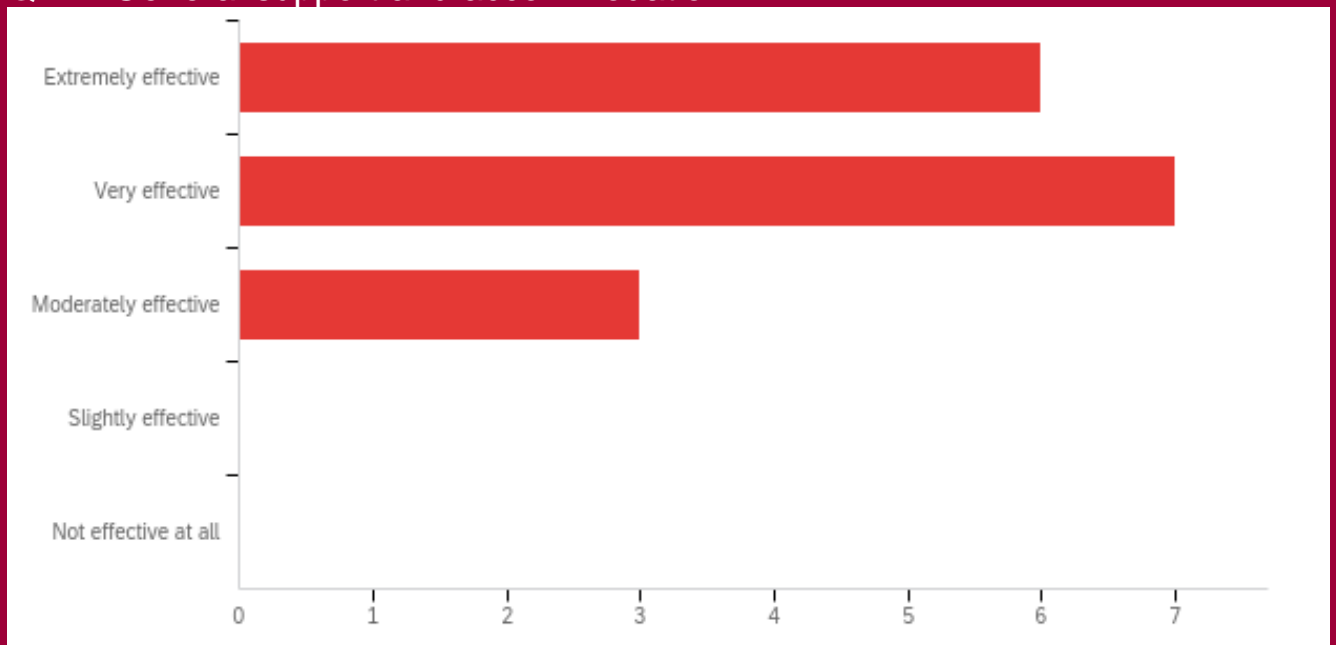
#	Answer	%	Count
1	Extremely effective	37.50%	6
2	Very effective	43.75%	7
3	Moderately effective	18.75%	3
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	16

Q14 - I have been well prepared to enter my profession
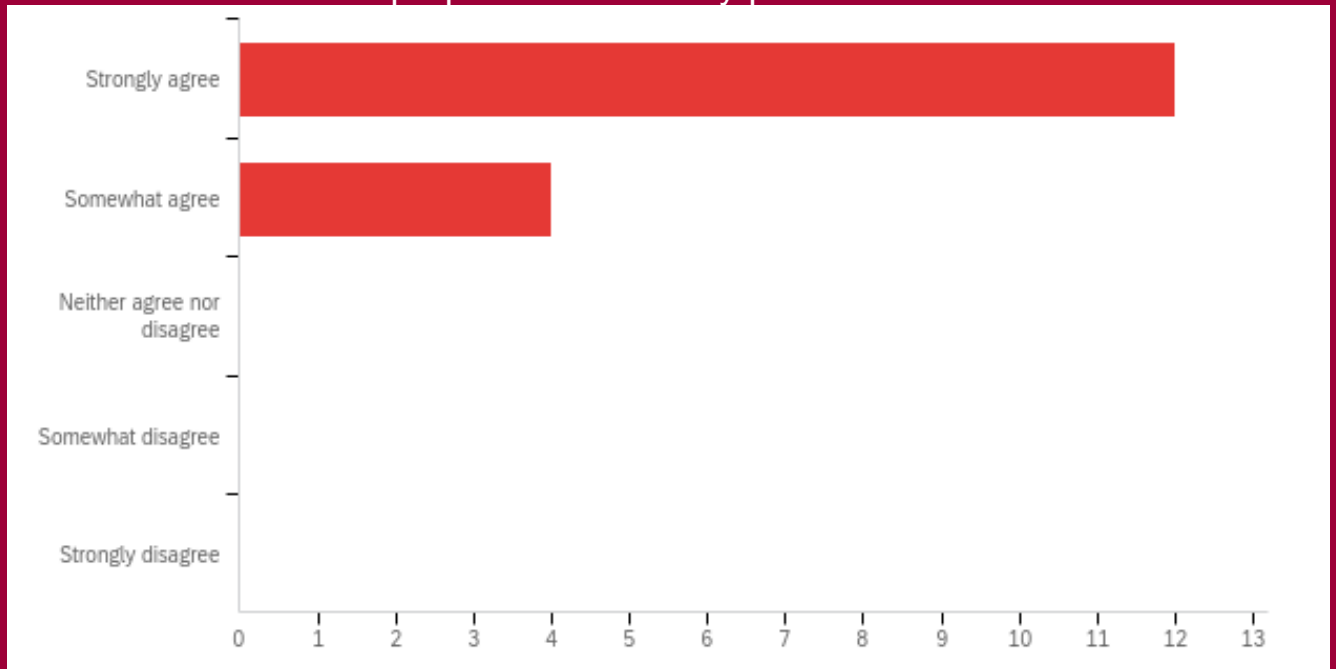
#	Answer	%	Count
1	Strongly agree	75.00%	12
2	Somewhat agree	25.00%	4
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	16

Q15 - I have been well prepared to work with my clients/students
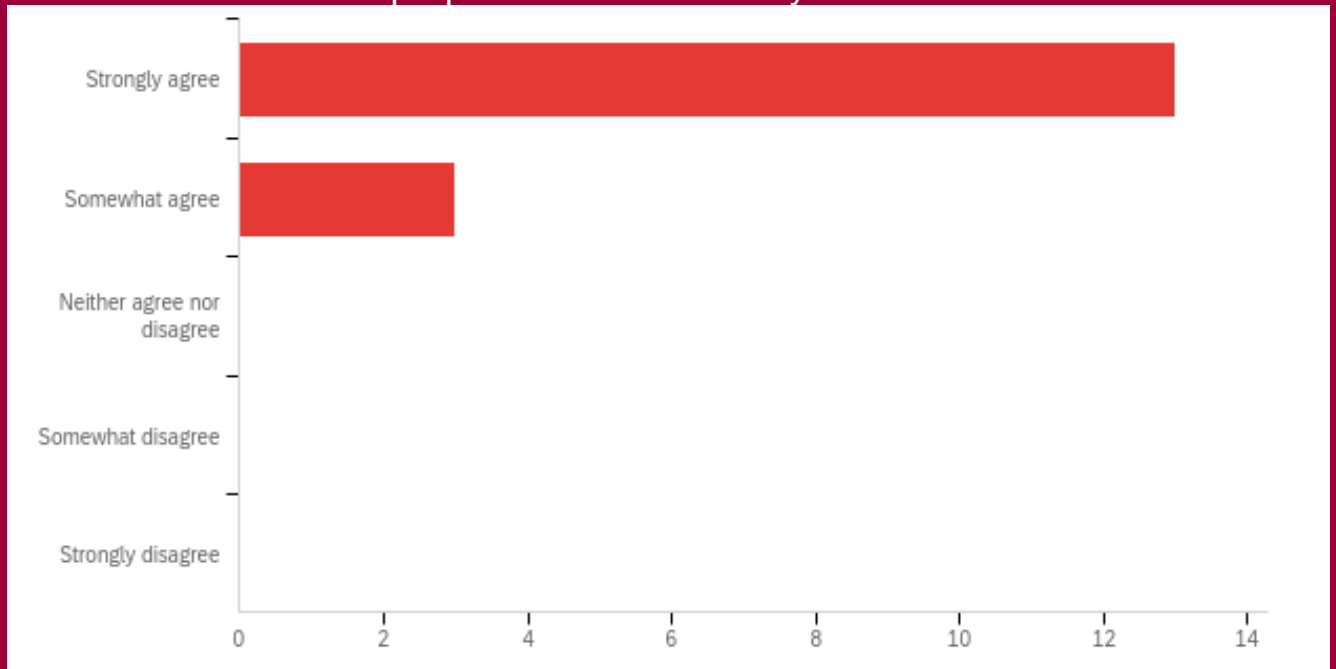
#	Answer	%	Count
1	Strongly agree	81.25%	13
2	Somewhat agree	18.75%	3
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	16

Q16 - I have been well prepared to put theory into practice
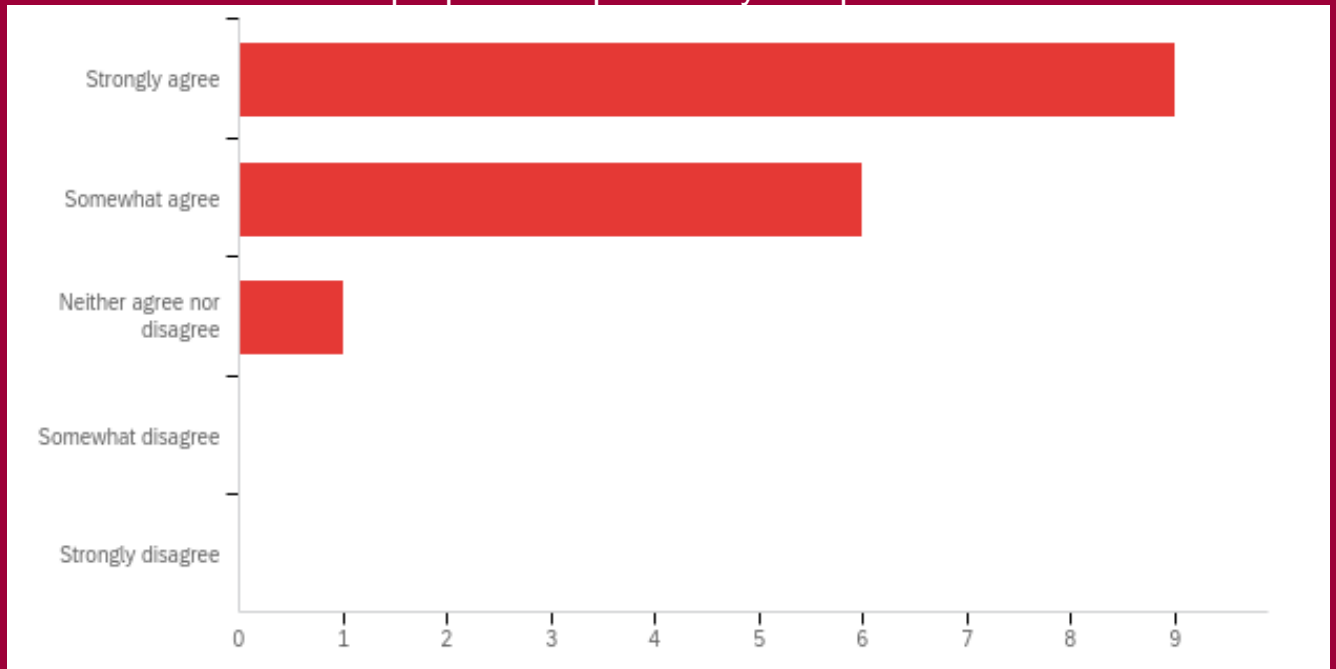
#	Answer	%	Count
1	Strongly agree	56.25%	9
2	Somewhat agree	37.50%	6
3	Neither agree nor disagree	6.25%	1
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	16

Q17 - I have been well prepared to use appropriate techniques
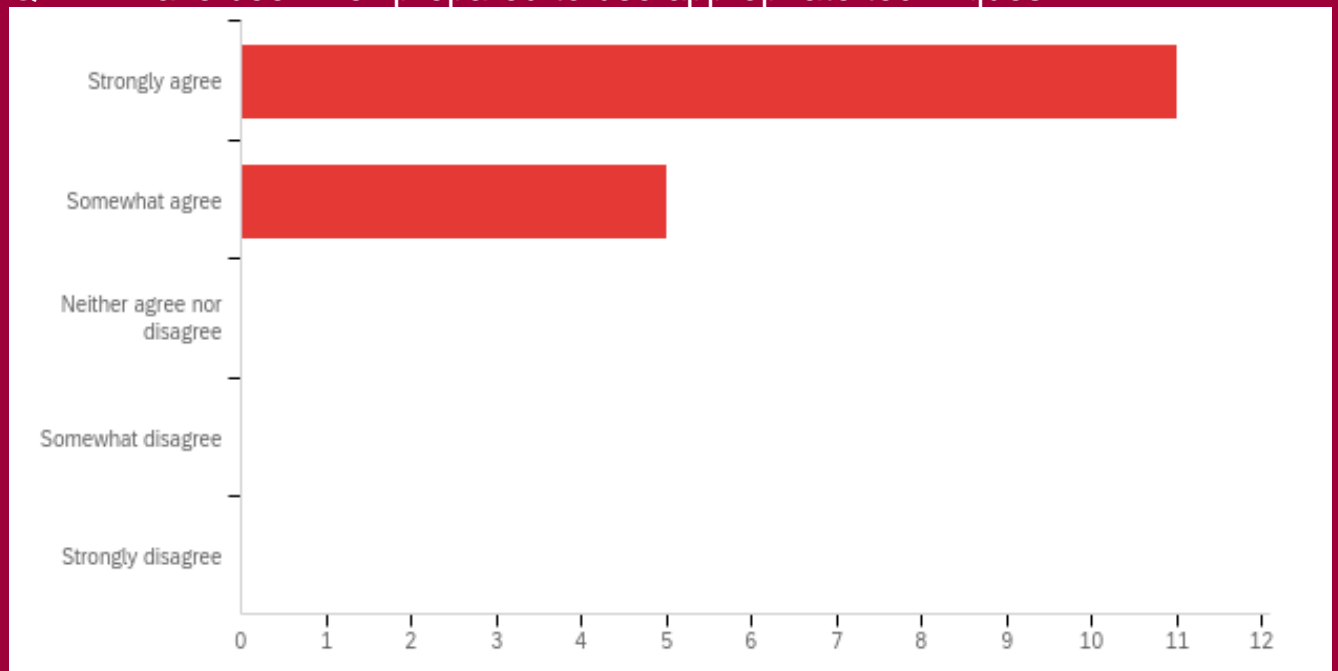
#	Answer	%	Count
1	Strongly agree	68.75%	11
2	Somewhat agree	31.25%	5
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	16

Q18 - I have been well prepared to integrate technology into my work
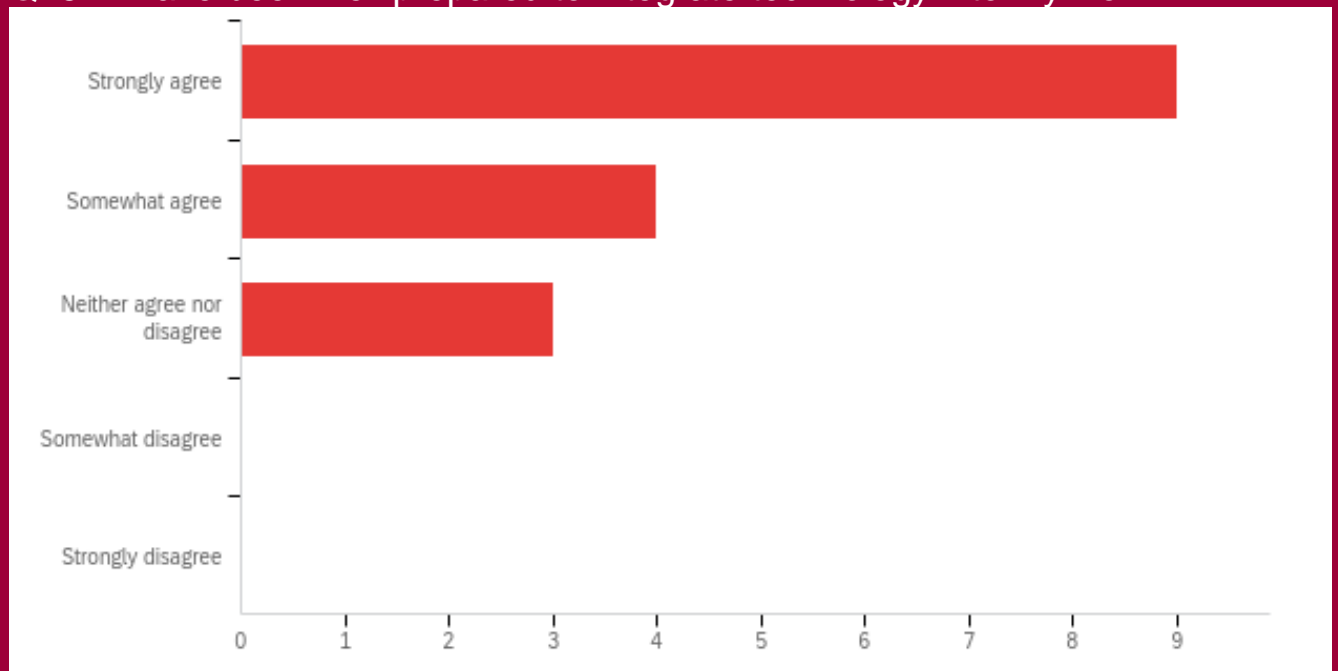
#	Answer	%	Count
1	Strongly agree	56.25%	9
2	Somewhat agree	25.00%	4
3	Neither agree nor disagree	18.75%	3
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	16

Q19 - I have been well prepared to handle issues of diversity
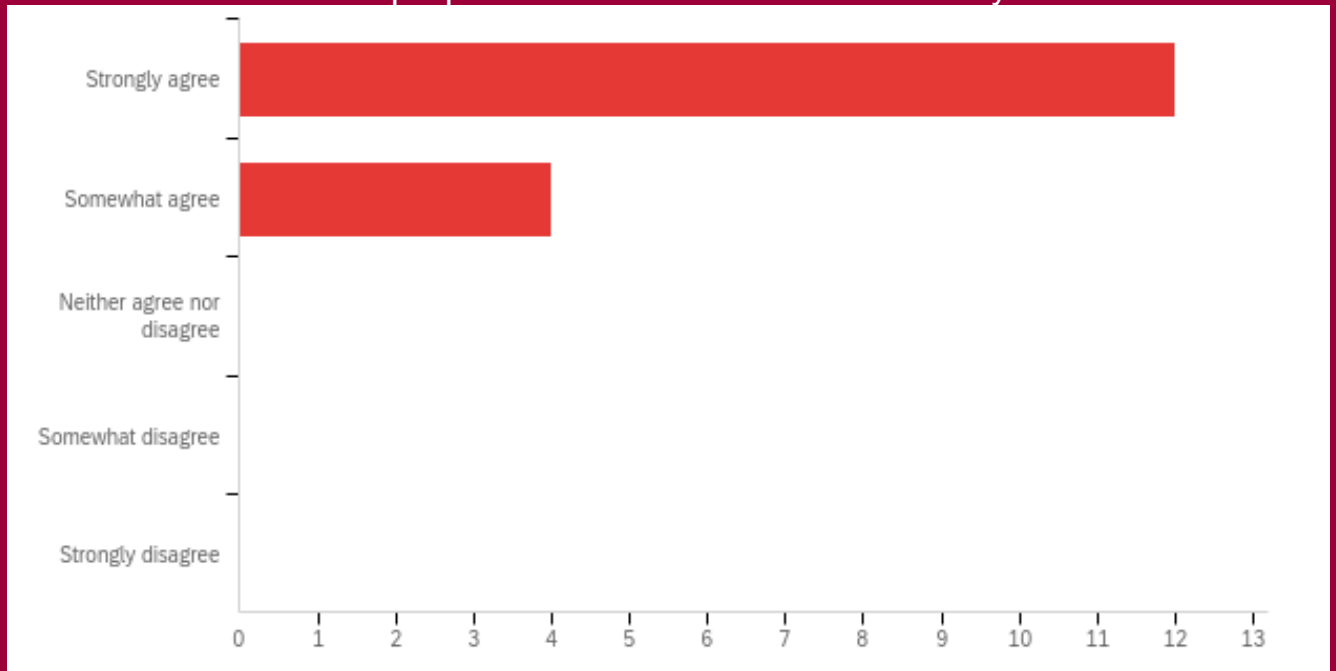
#	Answer	%	Count
1	Strongly agree	75.00%	12
2	Somewhat agree	25.00%	4
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	16

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

Fall 2020:

- Royal asked if we should continue both the Exit Interview and the Completer's Survey. It was generally agreed that we keep both data points/activities.

Spring 2021:

- It was suggested that we would like to know more about student use of the AATBS materials. We will add questions to our "Completer's Survey" COMPLETED

    i. Did you use AATBS materials to study for the CPCE?

    ii. Did you use the coaching services provided by AATBS?

    iii. How far in advance did you start formally preparing for the CPCE?

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 2020-2021.

September 2020

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	4	11.0	0.8	10	12	262	10.8	1.9	6	16
C2: Social and Cultural Diversity	17	4	10.8	2.1	9	13	262	9.3	2.8	2	16
C3: Human Growth and Development	17	4	10.8	1.5	9	12	262	10.9	2.3	4	15
C4: Career Development	17	4	9.5	2.6	6	12	262	10.6	2.4	4	16
C5: Counseling and Helping Relationships	17	4	10.5	0.6	10	11	262	10.7	2.2	4	16
C6: Group Counseling and Group Work	17	4	12.8	2.2	11	16	262	12.6	2.4	5	17
C7: Assessment and Testing	17	4	9.0	2.2	7	12	262	9.7	2.4	3	17
C8: Research and Program Evaluation	17	4	11.5	1.7	10	14	262	10.2	2.4	4	17
Total	**All**	**4**	**85.8**	**9.3**	**76**	**98**	**262**	**84.8**	**13.4**	**47**	**114**

October 2020

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	11	11.5	1.6	9	14	796	10.6	2.0	4	16
C2: Social and Cultural Diversity	17	11	10.0	2.7	6	15	796	9.2	2.6	2	16
C3: Human Growth and Development	17	11	12.0	1.7	8	14	796	10.4	2.4	3	16
C4: Career Development	17	11	9.9	3.0	5	15	796	10.2	2.4	2	16
C5: Counseling and Helping Relationships	17	11	10.1	2.2	7	15	796	10.2	2.2	2	15
C6: Group Counseling and Group Work	17	11	12.9	2.3	9	17	796	12.1	2.4	4	17
C7: Assessment and Testing	17	11	10.2	2.4	6	14	796	9.5	2.4	3	15
C8: Research and Program Evaluation	17	11	9.6	2.3	4	12	796	9.9	2.5	3	16
Total	**All**	**11**	**86.2**	**11.5**	**75**	**113**	**796**	**82.1**	**13.4**	**34**	**115**

March 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	28	12.7	2.4	7	16	1,200	13.4	2.4	3	17
C2: Social and Cultural Diversity	17	28	8.1	2.0	3	11	1,200	9.7	2.5	2	16
C3: Human Growth and Development	17	28	8.8	2.2	4	12	1,200	9.4	2.3	1	16
C4: Career Development	17	28	11.1	2.3	6	16	1,200	11.2	2.5	2	17
C5: Counseling and Helping Relationships	17	28	10.2	2.6	5	15	1,200	10.4	2.6	1	17
C6: Group Counseling and Group Work	17	28	11.6	2.5	6	15	1,200	12.1	2.5	0	17
C7: Assessment and Testing	17	28	9.0	2.4	6	15	1,200	9.7	2.5	2	16
C8: Research and Program Evaluation	17	28	10.5	1.9	7	14	1,200	11.2	2.6	3	17
Total	**All**	**28**	**82.0**	**12.3**	**55**	**102**	**1,200**	**87.2**	**14.7**	**35**	**124**

There were some significant issues with testing in the fall semester of 2020 due to COVID. Students experienced problems scheduling their test date. Only 15 students tested in the fall of 2020. There were 28 students who tested in the spring of 2021.

Overall, the student mean scores fell very close to the national average for each test administration during 2020-2021.

Faculty discussion regarding the CPCE:

Fall 2020:

- There was some discussion of the use and adoption of AATBS materials. This topic will be discussed again at the January faculty meeting and a vote taken regarding continued use. It was suggested that the cost could be incorporated in student fees.

- We will continue to attempt to provide test-taking strategy workshops, such as the ones offered by CSI already.

Spring 2021:
- Related to CPCE and licensure test scores, we will develop a page on our website for students that present somewhat of a checklist for students:

    o Outline/description of a study plan

    o Clear direction to use AATBS test materials, utilize their coaching service as well as practice tests (resources already paid for).

    o Strong encouragement of the use of the study/prep sessions that are offered.

    o A description and reinforcement of the importance of the test (the gravity of the process, studying, doing well, learning as much as you can while in the program, the gravity of the profession)

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 3, 2020.

Summary Data from Fall 2020:

What did not work well:

- *With the pandemic, there was a bit of a disconnect as an online student. Wanted to feel more a part of the master's experience.*

> **ACTION COMPLETED:**
>
> **Faculty offered online "social events" for all enrolled students two times per month in the spring semester of 2021. Faculty took turns as "hosts" for each event and offered unstructured social and recreational time.**

What did work well:

- *Had an opportunity to benefit from the experiences and style of the faculty. The faculty shared their experiences which helped shape their professional development.*
- *The in person learning was beneficial.*
- *The program went smoothly. Felt supported in the academic arena. Faculty helped by responding promptly. Had online and face to face classes. Online classes worked well. Dr. Horne made himself available. And he showed that he cared about us personally. She felt as if she grew a lot.*

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- *Appreciated the list of practicum and internship sites really laid out the options for students. She enjoyed her experiences and felt like the sites had already had and Eagle Intern and were ready to receive them.*
- *Thank you for dedication and encouragement and the hard work of the faculty and appreciate the experience.*

Summary Data from Spring 2021

What did not work well:

- *Group assignments and projects were challenging for online students, especially online students with jobs. Using Blackboard tools to facilitate these made them easier to complete.*
- *New assignments for internship were challenging and did not contribute to learning.*
  - *Internship assignments were busy work and may need to be revisited and keep focus on internship experience/counseling practice/ and reflection and not new assignments.*
- *Information on licensure process sooner. Suggested intro to mental health counseling course.*
- *Ed research requirements inconsistent across faculty (i.e., counseling faculty versus non-counseling faculty)*
- *Having stats taught by a counseling faculty would be a "nice addition" to have it taught through counseling lens. Compared Dr. Kurian using counseling lens to teach ed research as an exemplar for how stats could be more*
- *If cohort model not possible explore ways to connect students to each other.*
- *Address virtual care/counseling/ethical considerations involved in telehealth.*

ACTIONS CONSIDERED:

- **Can revisit internship assignments, but will likely be best to wait to do so until after CACREP re-accreditation visit. Assignment recently revised through self-study process – and address specific standards.**
- **We can continue to offer "Navigating the Licensure Process" webinar with Drs. Kurian and Scott – perhaps at the end of each semester.**
- **We can continue to have Dr. Kurian teach a section of EDGR 5920 (Educational Research). With current staffing, may be difficult to offer EDGR 5910 from existing faculty.**

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- **We can consider continuing social events in the following academic year. Connecting students to each other has proven difficult during pandemic.**
- **There is a plan to offer Telehealth Counseling coursework in the future.**

What did work well:

- *Oral presentations and discussions in practicum and internship were helpful.*
- *Expression of gratitude for supportive, great faculty and advisors. Authenticity and genuineness of faculty created a supportive environment. Communication between staff and student was just as good for online students as compared to on campus*
- *Faculty concerned with clinical placement and engagement at sites and concern for personal development by faculty all along the way.*
- *Flexibility of online and on campus offerings and change to all online when pandemic forced us away from campus.*
- *Feel well prepared for field because of course preparation, professional development opportunities (i.e., webinars, NBCC Fellows programs)*
- *Availability of special student courses to weigh career options before investing in graduate program*
- *Prompt responses from Dr. Whiting. Providing students with lower undergraduate GPAs an opportunity to pursue graduate work.*
- *Incorporation of cultural competence, praise for DREAM and Worldview projects.*
- *Assistance in locating internships when COVID impacted placements.*
- *AA meetings were powerful and should be kept as an assignment in Intro to Addictions Counseling*
- *Flexibility and availability of faculty to support students.*
- *Incorporating current events into course content (Dr. Whiting) and addressing where students are emotionally and academically.*
- *Praise for Dr. Whiting's care and promptness.*
- *Praise for Dr Scott's group counseling residency in developing leadership skills (esp., for introverts)*
- *Praise for Dr. Beckwith and her hard work in her first semester.*
- *Praise for Juls Joyner for "carrying us through the program"*

Site Supervisor Survey

The site supervisor survey is requested of all field site supervisors each semester. Below are the data from the 2020-2021 academic year:

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	65.63%	21	28.13%	9	6.25%	2	0.00%	0	0.00%	0	32
2	Preparation for conducting group counseling	52.38%	11	33.33%	7	14.29%	3	0.00%	0	0.00%	0	21
3	Preparation for assessing client/student functioning	50.00%	15	33.33%	10	16.67%	5	0.00%	0	0.00%	0	30
4	Preparation for engaging in consultation activities with parents and/or other professionals	53.13%	17	28.13%	9	18.75%	6	0.00%	0	0.00%	0	32
5	Preparation for dealing with ethical and professional issues	65.63%	21	31.25%	10	3.13%	1	0.00%	0	0.00%	0	32
6	Preparation for working with diverse populations	68.75%	22	28.13%	9	3.13%	1	0.00%	0	0.00%	0	32
7	The student's professional demeanor	65.63%	21	34.38%	11	0.00%	0	0.00%	0	0.00%	0	32
8	The information you received about the student and counseling program's expectations of sites and site supervisors	59.38%	19	40.63%	13	0.00%	0	0.00%	0	0.00%	0	32
9	Interactions with faculty supervisor	58.06%	18	32.26%	10	9.68%	3	0.00%	0	0.00%	0	31
10	The internship/practicum evaluation process	56.25%	18	34.38%	11	9.38%	3	0.00%	0	0.00%	0	32

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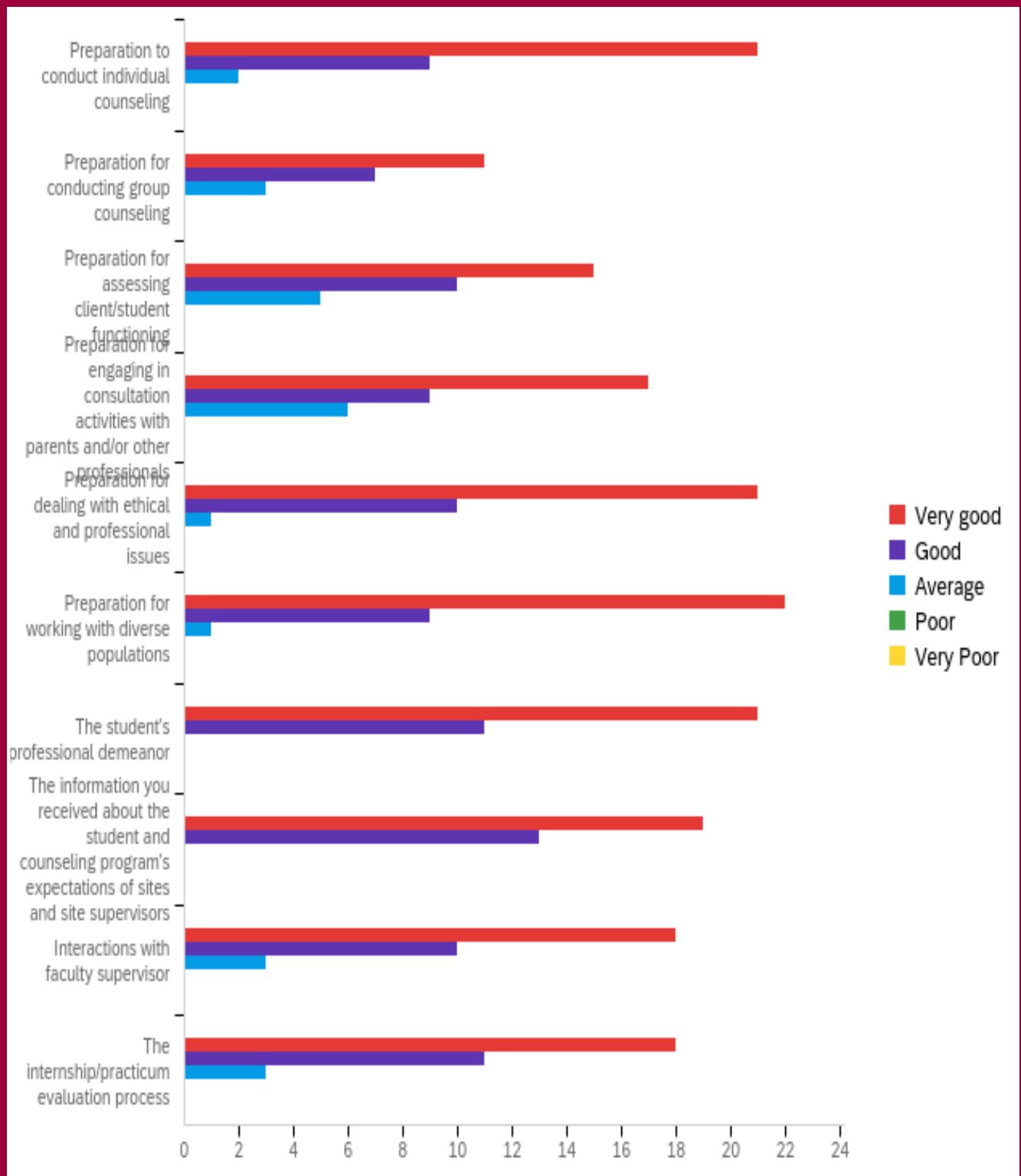
Q5 - Please indicate any additional comments you would like to make about the internship/practicum experience.

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

Seems you have a great program and educating new counselors, and supervisors, well!

Our intern this semester was very prepared, which made the onboarding process very smooth. She was eager to plug in where we needed her most and where she had the most interest. We have supervised several graduate interns from NCCU and this one this year has risen to the top in terms of preparation and delivery of counseling and other services. Thank you!

I had an amazing intern!

Overall, our School Counseling Intern was very prepared. She interacted with students, parents, and staff in a professional and confident manner. She was knowledgeable of counseling theories, approaches, and techniques, and applied them well (especially solution-focused/person centered). Also, communication with NC Central University staff and the evaluation process were appropriate.

Thank you for preparing your students so well for working with clients in a professional setting! The program at NCCU has been wonderful, and all of the communication has been timely and clear. I will say that it has been very challenging to have the gaps between semesters where the internship student is not permitted to work with his clients. It has caused some problems at our practice, and has resulted in some missed opportunities for the internship student to deal with some crises in real time. In addition, while all of his clients have understood the reason, it has caused some significant disruption for some of the clients working with him.

This has been a great experience, and I'm thankful for the opportunity to work with NCCU students!

I would revise some of the forms, especially the evaluation form. It has instructions about sending in an envelope and that was not correct.

I loved working with Dr. Blount, what a joy!

I enjoy having an intern and helping them with the profession

N/a

I enjoyed working with your School Counseling Practicum student. She was prepared, confident, and professional. Also, the staff at NC Central University made the administrative aspects manageable and straightforward. Thank you!

The NCCU Counseling Internship Program is structured, interactive, and collaborative.....essential components for all stakeholders. I have had several interns from this program and they are knowledgeable, prepared, and cognizant of the expectations set for them as interns and professionals. Also, the orientation for site supervisors is great because it provides insight as to what is expected of the intern and site supervisor, very well organized. I enjoy working with the interns in order to assist them in acquiring the additional practical knowledge and skills in the field of counseling. Keep up the good work!

We enjoyed having student in our practice. She was respectful and willing to learn.

In my supervision of _____, I found him to be fully prepared for each appointment with all of his clients. He was professional and attentive to their needs, and utilized appropriate interventions with them through the course of therapy.

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My intern was appreciative of the program's flexibility considering that she was also working a fulltime job while taking clases last semester. Every interaction that I had with representatives of the program was pleasant and informative.

I had to ask about the evaluation and if it is to be done in person as the form says it is to be returned in a sealed envelope. Perhaps the forms could be more clear. Also, the recordings seem to be a real anxiety producer for the students. Seems there could be another way.

Especially in a time of remote learning have forms and weekly log sheet online and electronic would be very helpful and more efficient to evaluate and sign off on students.

No questions or concerns. Thank you!

There were no comments from faculty at the Fall Data Analysis meeting.

The following comment was made at the Spring Data Analysis meeting:

- We will provide evaluations that site supervisors complete in a digital format. It is likely that these will be implemented either within SupervisionAssist or TaskStream, once these systems are in place and able to collect data.

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 2020-2021 academic year:
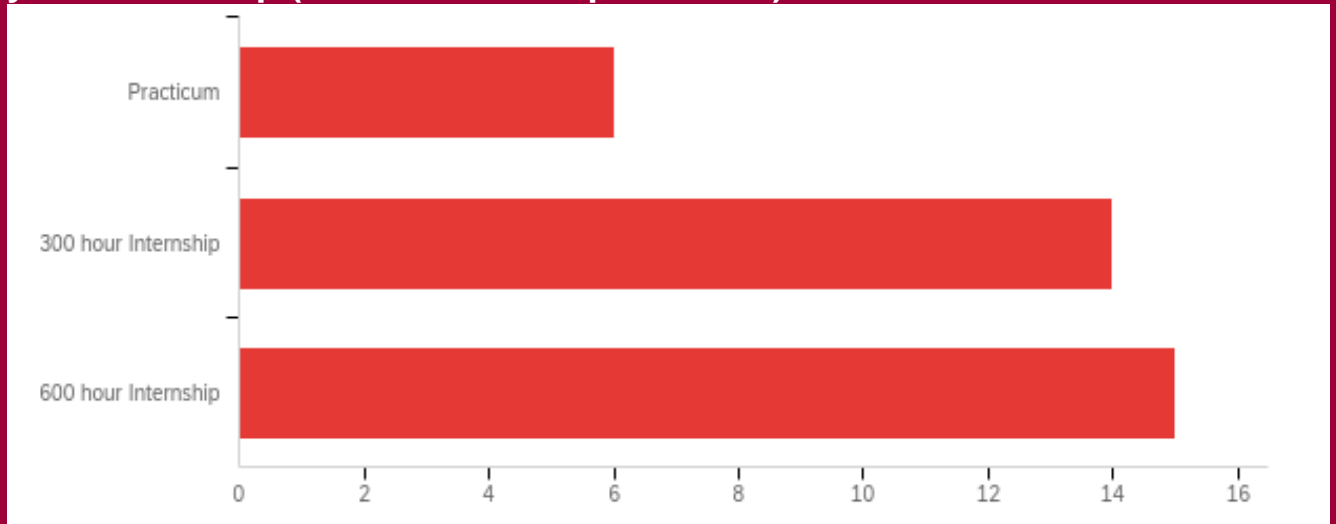
Student Evaluation of a Clinical Placement

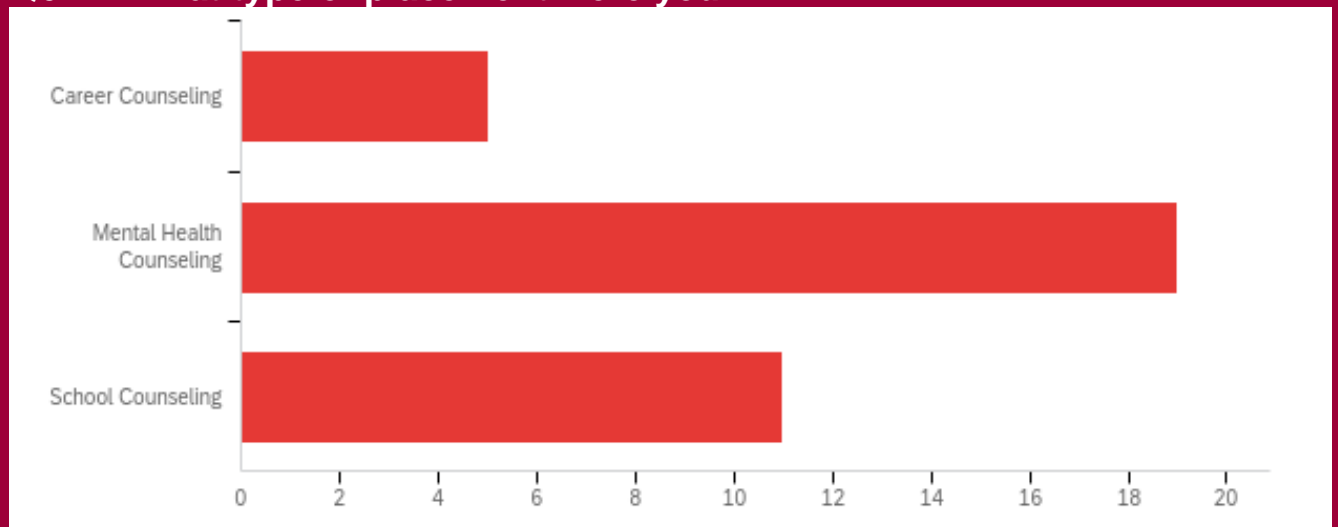**Q3 - What semester are your answers in reference to?**
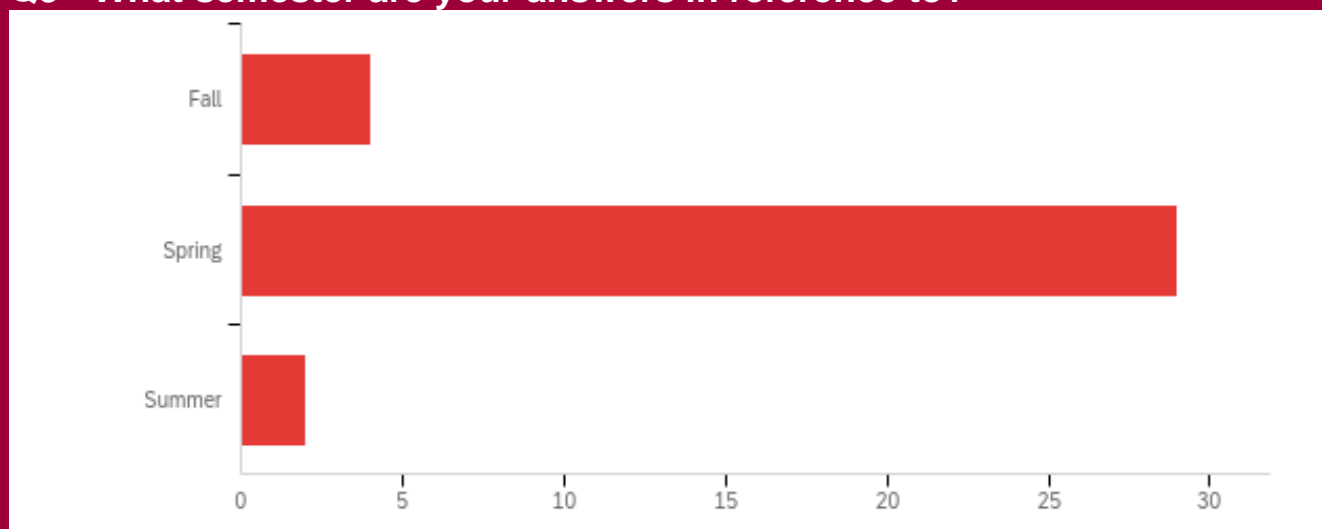
#	Answer	%	Count
1	Fall	11.43%	4
2	Spring	82.86%	29
3	Summer	5.71%	2
	Total	100%	35

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

#	Answer	%	Count
1	Practicum	17.14%	6
2	300 hour Internship	40.00%	14
3	600 hour Internship	42.86%	15
	Total	100%	35

Q6 - In what type of placement were you?

#	Answer	%	Count
1	Career Counseling	14.29%	5
2	Mental Health Counseling	54.29%	19
3	School Counseling	31.43%	11
	Total	100%	35

Q19 - Please indicate the name of your placement site.

Please indicate the name of your placement site.

Olive Chapel Elementary

NCSU

S&H Youth and Adult Services

Freedom House

Duke Wellness Center

Duke Wellness Center

Belville Elementary School

Family Services of the Piedmont

Overcomers Counseling Center

Durham Technical Community College

Riverstone Wellness Collaborative

Rogers-Herr Middle School

Fox Road Elementary

Changing Tifes Addiction Center

Freedom House Recovery Center

Freedom House Recovery Center

S&H Youth and Adult Services

Renaissance Wellness Services

StillWaters

Coastal Horizons

freedom house

Meredith College OCP

South Point High School

Person High School

LifeStance Health

Rowan-Cabarrus Community College

Page High School

Club Blvd. Elementary

Battle Mountain High School

Brunswick Early College High School

Meredith 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)?
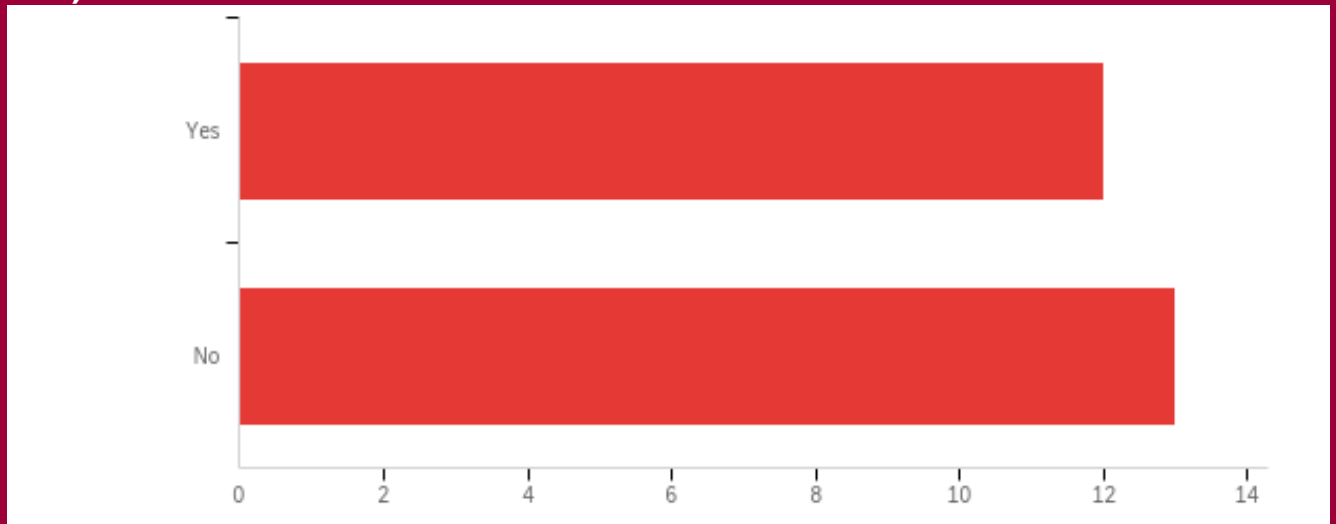
#	Answer	%	Count
1	Yes	48.00%	12
2	No	52.00%	13
	Total	100%	25

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

Why did you change sites between practicum and internship?

Dual Major

I did two 300 hr internships at different sites.

Availability

Program needs not matching what site allows

Dual major student and needed to complete an internship in a career site.

Practicum was a Mental Health site.

Location

I got a job at my internship site prior to the Spring semester starting.

I was offered a provisional school counselor job which would allow me to complete my internship while working.

I wanted experience in different settings. I was at a small alternative high school during practicum, and my internship I am at a traditional public high school. I also was offered employment as a school counselor at the traditional high school.

I completed a mental health practicum and school internship

My practicum was completed in a school setting for my first major which is school counseling and I completed my first 600 hour internship at the same site. However, for my second major which is career counseling I had to complete the 300 hour internship at a career counseling site which was Meredith College.

Q8 - Your opportunities to conduct individual and/or group counseling.
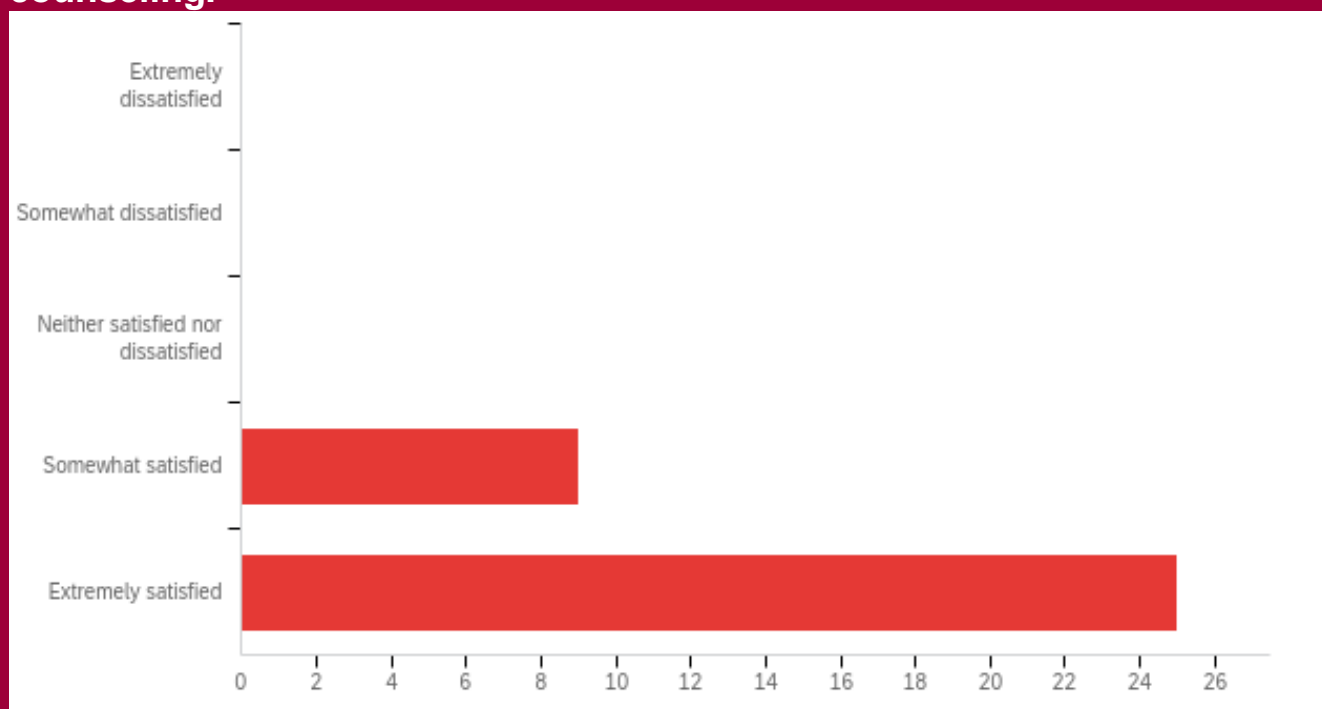
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	26.47%	9
5	Extremely satisfied	73.53%	25
	Total	100%	34

Q9 - Your opportunities to observe effective individual and/or group counseling.
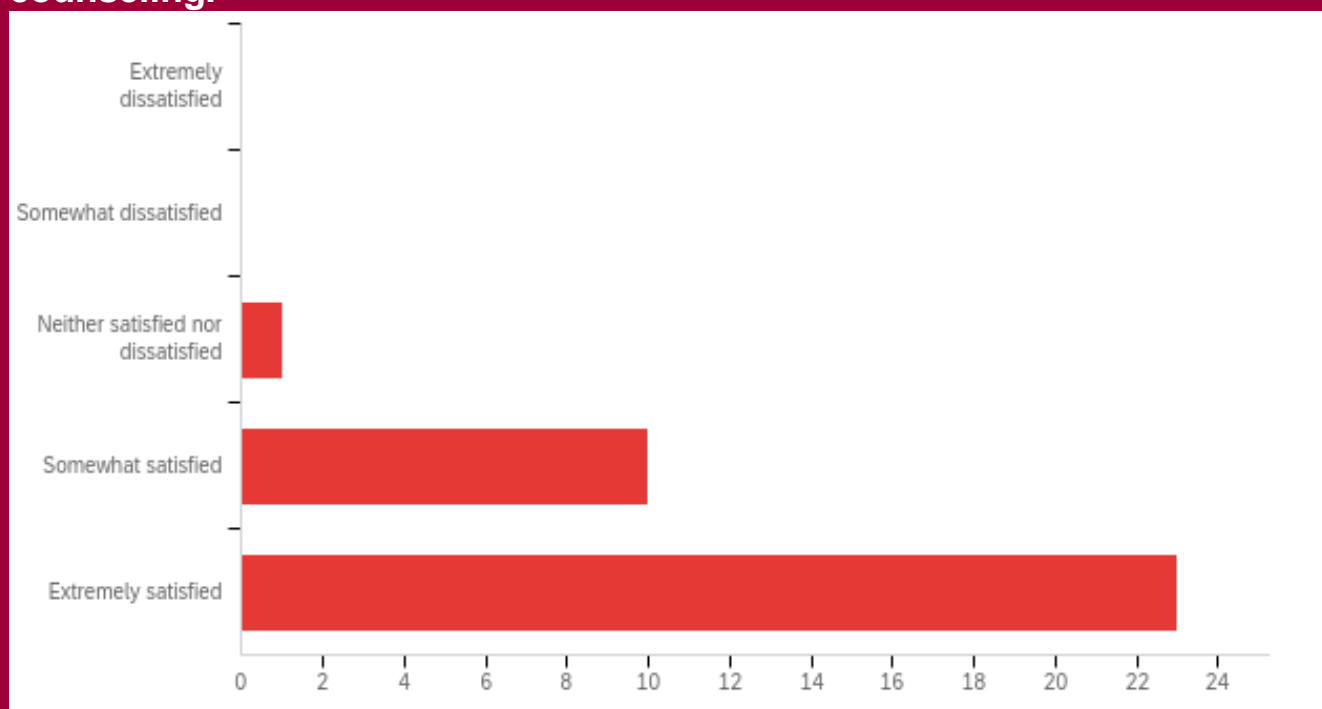
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	2.94%	1
4	Somewhat satisfied	29.41%	10
5	Extremely satisfied	67.65%	23
	Total	100%	34

Q10 - Your opportunities to work with diverse groups of clients.
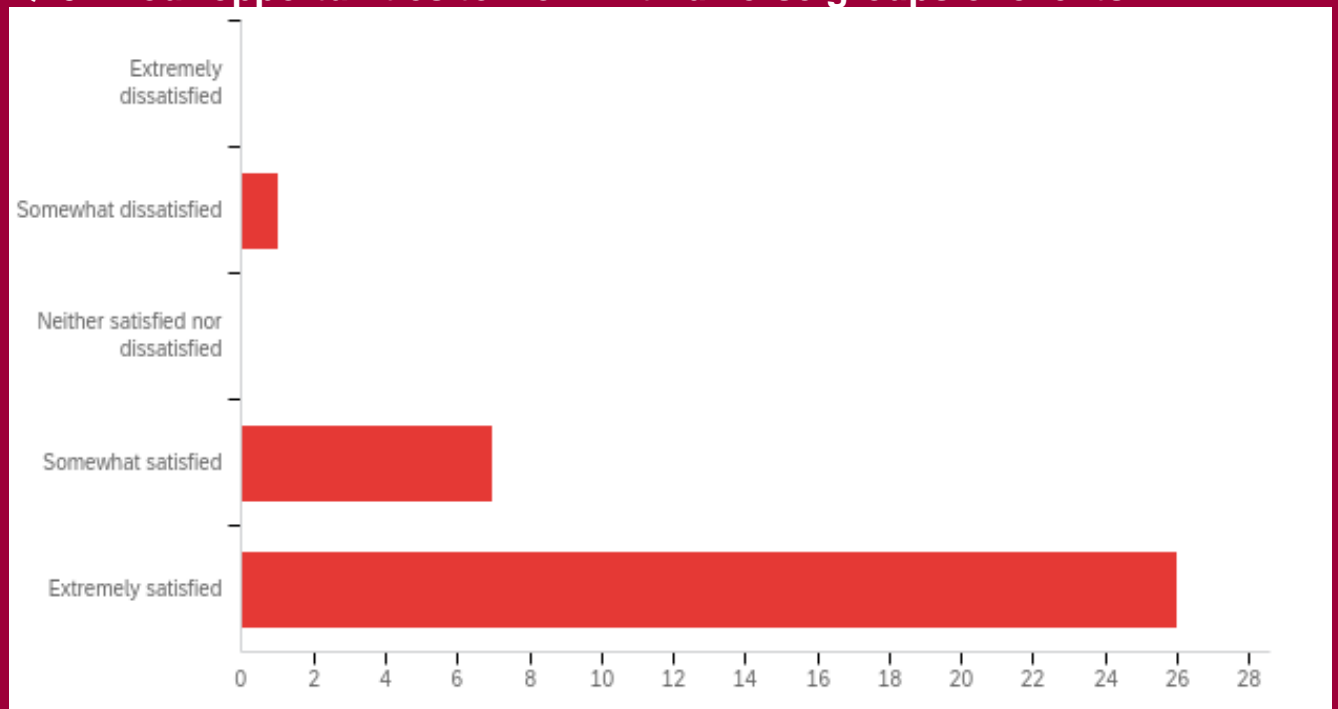
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	2.94%	1
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	20.59%	7
5	Extremely satisfied	76.47%	26
	Total	100%	34

Q11 - Your site supervisor's availability.
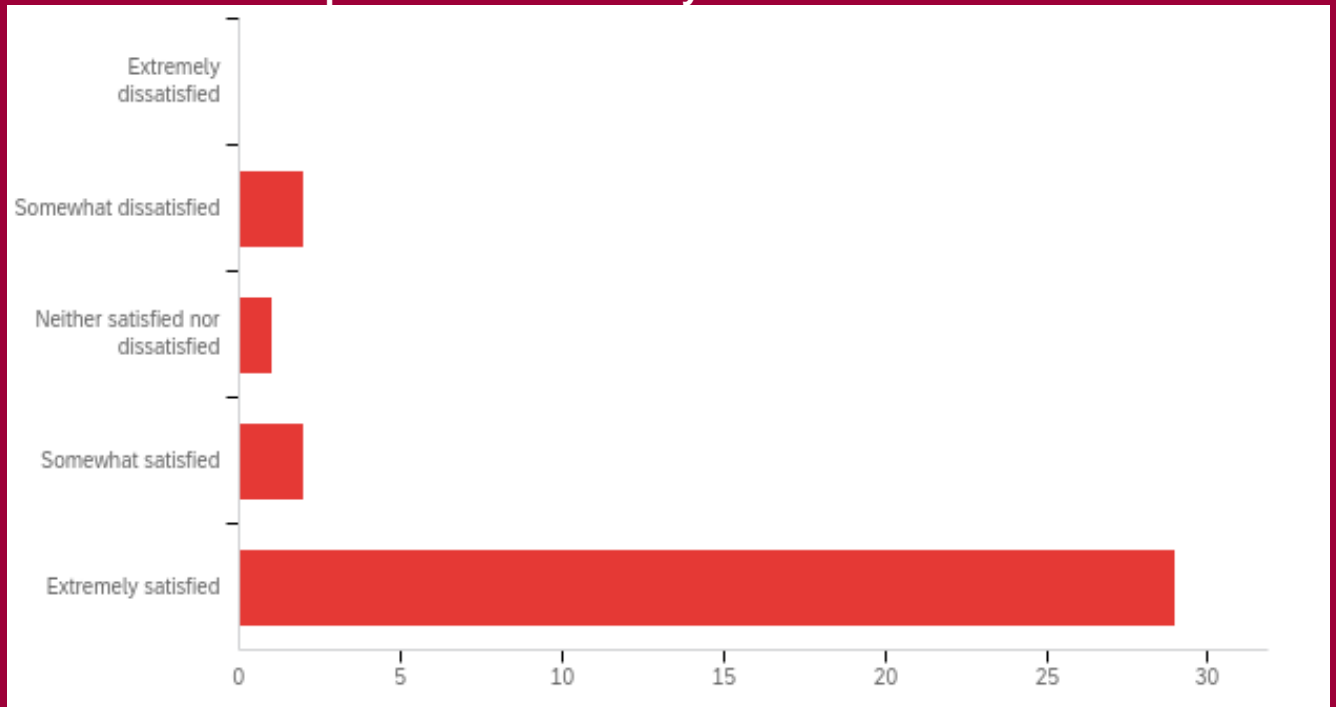
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	5.88%	2
3	Neither satisfied nor dissatisfied	2.94%	1
4	Somewhat satisfied	5.88%	2
5	Extremely satisfied	85.29%	29
	Total	100%	34

Q13 - The effectiveness of your site supervisor.
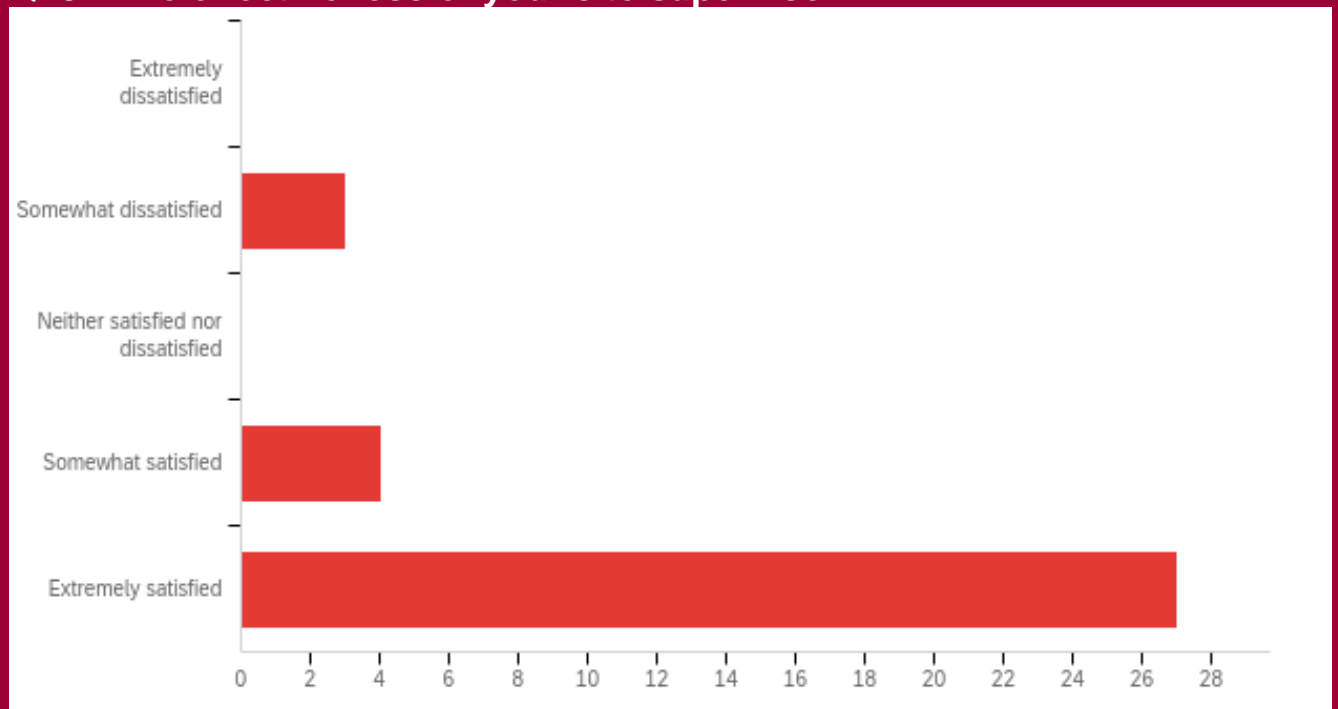
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	8.82%	3
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	11.76%	4
5	Extremely satisfied	79.41%	27
	Total	100%	34

Q14 - Your site's or site supervisor's assistance in working with a diverse population.
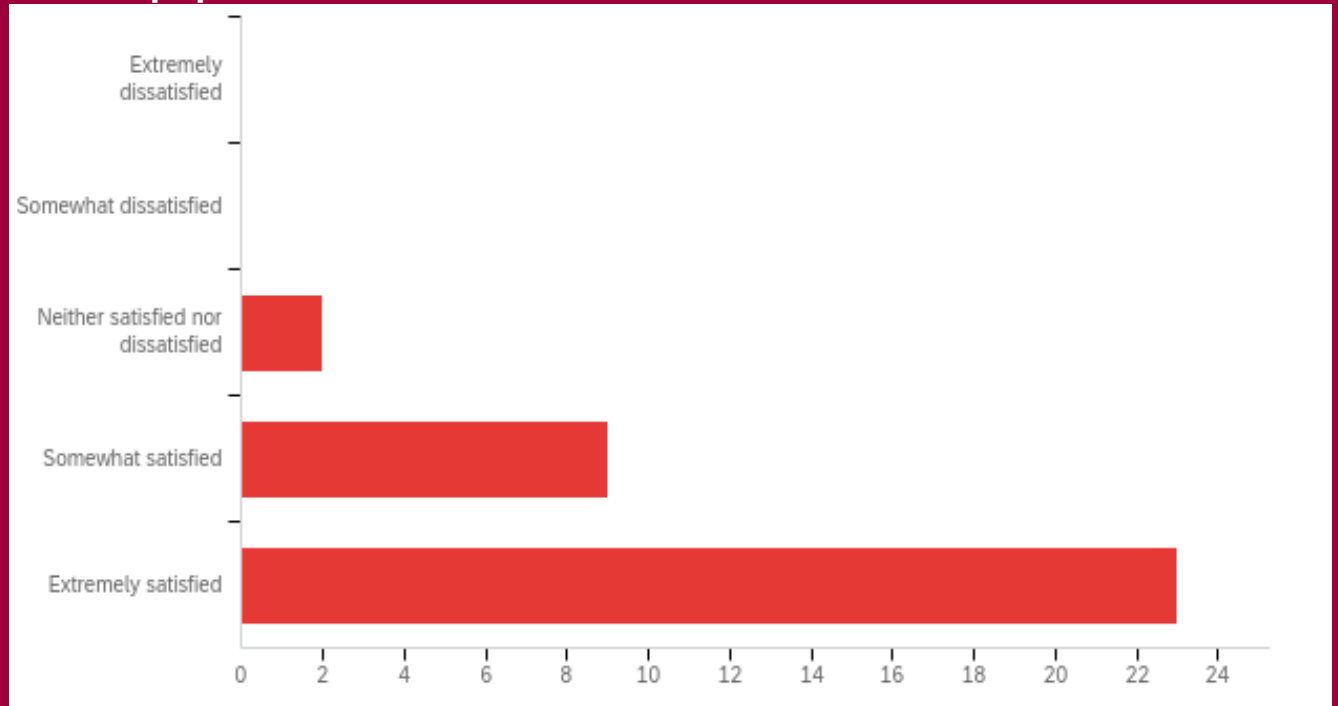
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	5.88%	2
4	Somewhat satisfied	26.47%	9
5	Extremely satisfied	67.65%	23
	Total	100%	34

Q15 - Your university supervisor's availability.
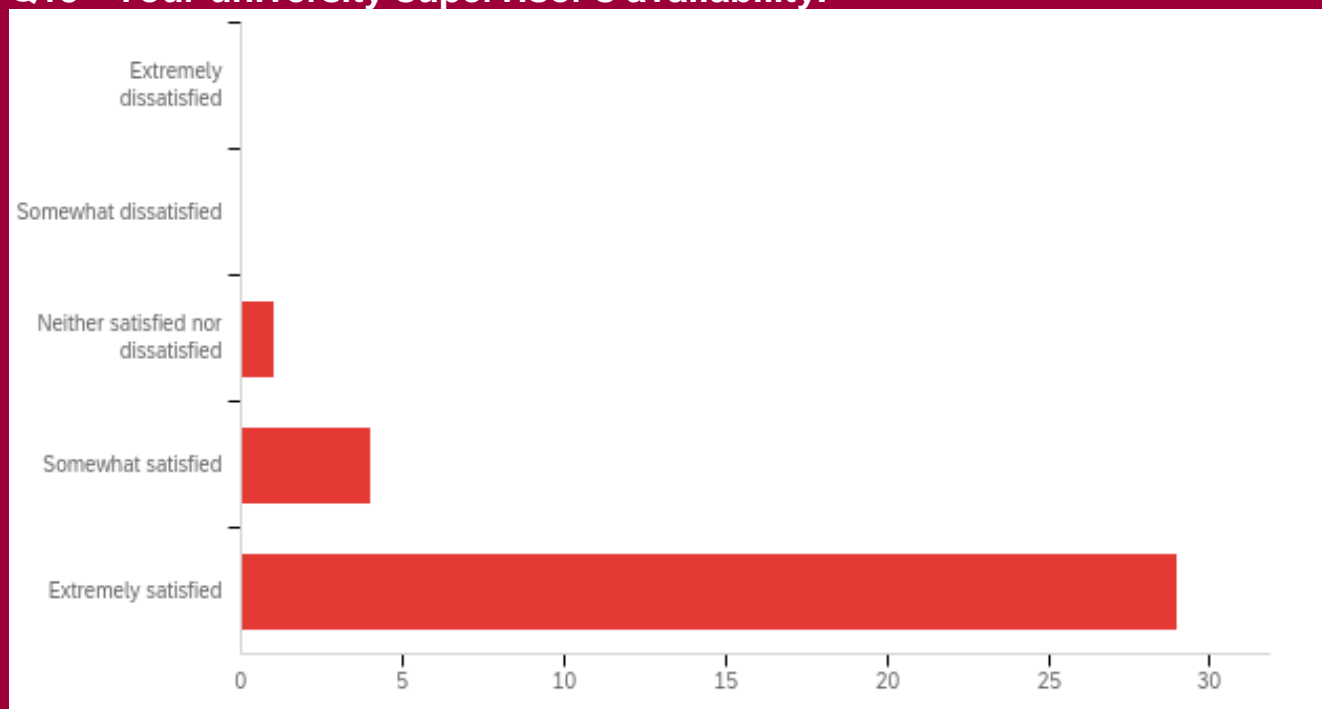
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	2.94%	1
4	Somewhat satisfied	11.76%	4
5	Extremely satisfied	85.29%	29
	Total	100%	34

Q16 - The effectiveness of your university supervisor.
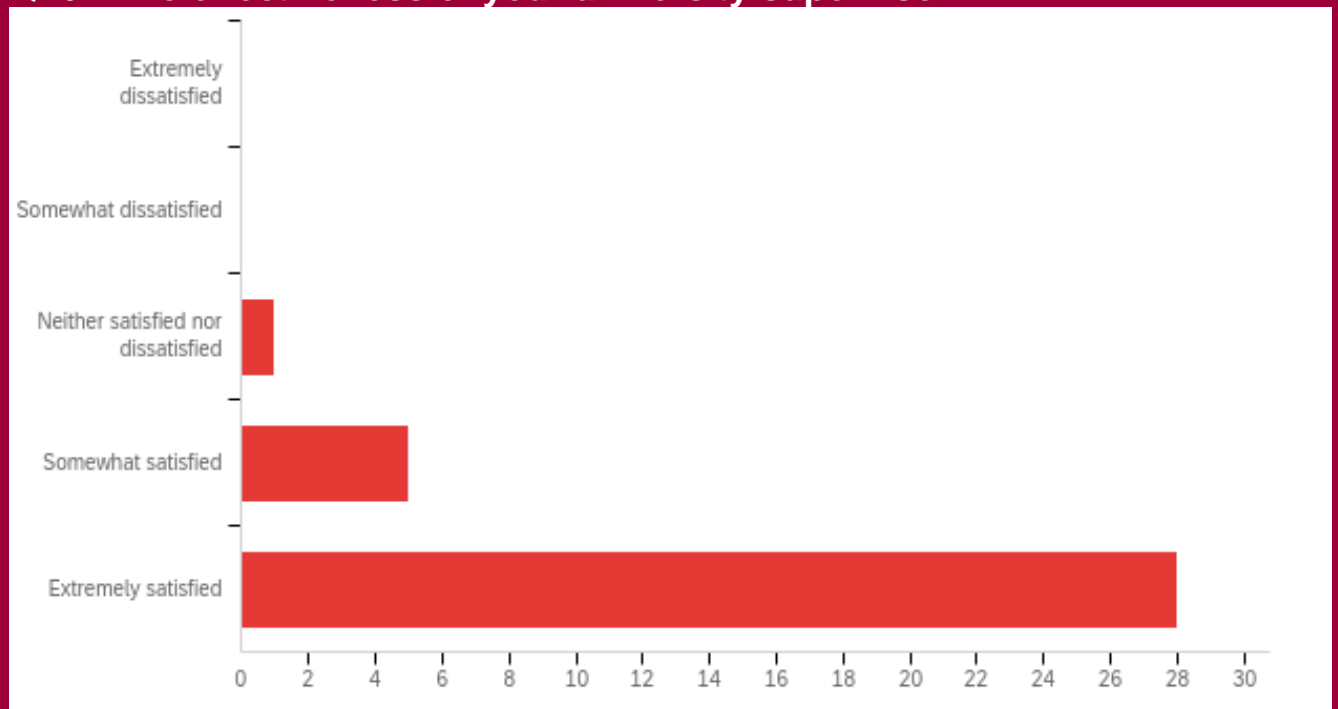
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	2.94%	1
4	Somewhat satisfied	14.71%	5
5	Extremely satisfied	82.35%	28
	Total	100%	34

Q17 - Your university supervisor's assistance in working with a diverse population.
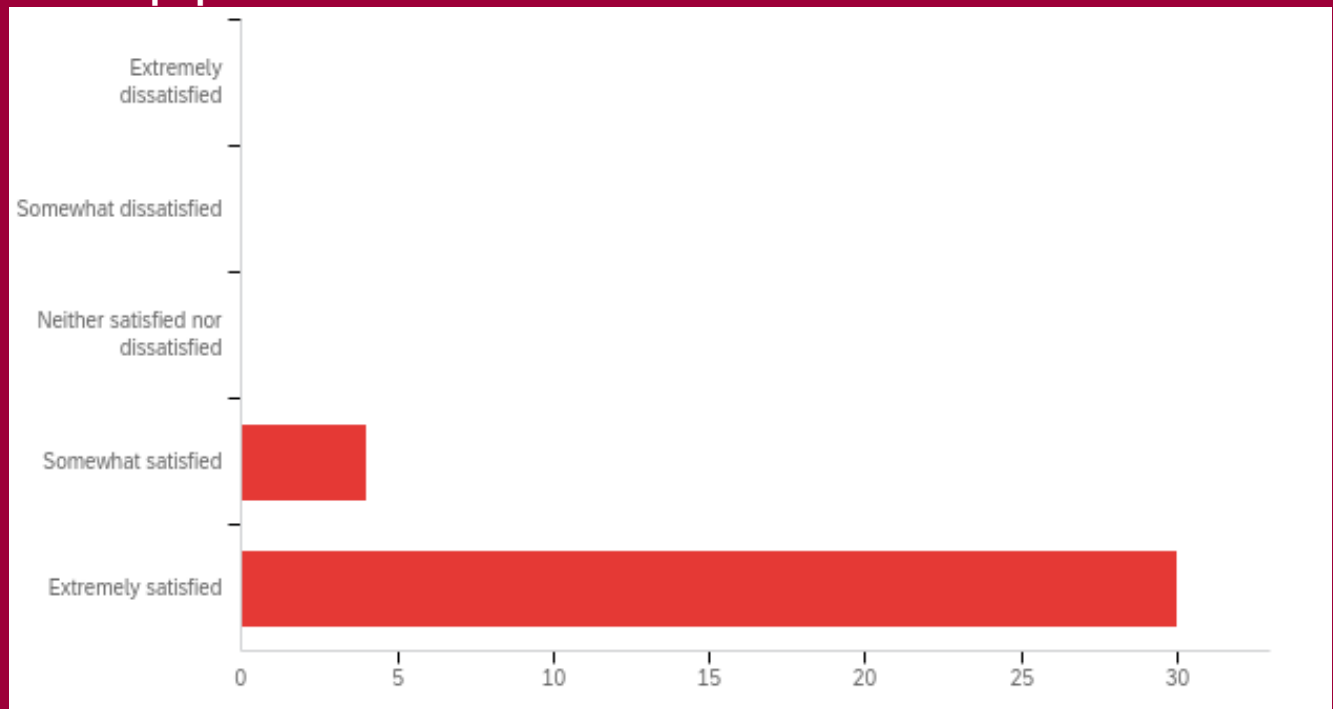
#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	11.76%	4
5	Extremely satisfied	88.24%	30
	Total	100%	34

Q18 - Any additional comments?

Any additional comments?

I think the Freedom House is an excellent site. Students will 100% get intensive clinical experience. I, however, think _____ is balancing a lot and needs more support, which inhibits him from giving interns robust supervision. Dr. Horne was wonderful. Overall, I learned a lot. I also neglected to mention that I learned a lot from Dr. Becton too! She challenged me and I saw myself grow.

This is a great site to learn about holistic approaches to working with clients and their presenting issues. Now that I have worked in an alternative setting for the second part of my internship, I see that there are ways to intensify the clinical aspects of this setting, including but not limited to, doing more follow-ups with clients. However, there is much to be explored at this site and I was even able to re-instate the substance abuse group meetings at this site!

This is a great site for learn about holistic approaches to working with clients.

Practicum was a great introduction to a day in a life as a counselor. For me it was a learning moment and confidence booster. Dr. Lupton-Smith was phenomenal. She's so resourceful and knowledgeable. The way she gives feedback is so constructive. Dr. Lupton-Smith and my site supervisor _____ at Fox Road Elementary were so reassuring. I've learned a lot from my practicum experience through the help of my professor and my site supervisor. I feel confident going into my internship at the middle school level.

Excellent internship site with a plethora of resources and a very hands on and thorough site supervisor which enabled me to grow alot!

N/A

The placement was difficult, and we are working to build out a lot of the career counseling processes. However, I learned a lot from doing and leaning on the strengths of my team, classmates and Dr. Beckwith.

Great school environment, great supervisor!

My internship with Meredith College Office of Career Planning was amazing. I was able to learn many new skills which will help me as a future career counseling. In addition, my supervisor _____ was the best supervisor I have ever had. She is very hands on and thorough and made sure I was learning and had the necessary resources to do the work. She also provided excellent feedback to help me improve.

None

Due to COVID-19 pandemic, the internship experience was not as desirable as in-person interactions with students. Giving the current circumstances, my overall internship experience was enjoyable.

The following comments were made by faculty about the student evaluation of clinical placement at the fall 2020 data analysis meeting:

- It was agreed that we need to work some at ensuring that all students in a practicum or internship placement complete this survey, which is available on Qualtrics, via our Program website.

- It was recommended that the survey and results be shared with the student field site coordinator (Blount). COMPLETED

- It was requested that the survey be changed to include and capture the site information from the student. COMPLETED

- It was requested that the survey be changed to include a question that internship students if they changed sites from Practicum and why. COMPLETED

There were no comments related to this survey at the spring 2021 data analysis meeting.

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 2021 admission were reviewed during the 2020-2021 academic year.

As of February 19, 2021

Applications completed and reviewed:	132
Applications initiated and not reviewed:	267
Total applications:	399

Application breakdown:

Career Counseling:	30 (completed = 3)
Clinical Mental Health Counseling:	275 (completed = 103)
School Counseling:	94 (completed = 26)

Applicants invited for an interview:	72
Students admitted for Fall 2021:	54 (52 enrolled)

Characteristics of Students admitted for the Fall of 2021

Enrolling Class: 54
Average Undergraduate GPA   3.3
Average GRE Verbal: 148.9
Average GRE Qual: 143.7
Average GRE Writing: 3.6
Previously Applied: 14

Pursuing 2nd Master's Degree: 18

Race
    Asian   1
    Black   27
    White: 26

Gender
    Male: 19
    Female: 35

Majors
    Career Counseling – Online: 1
    Clinical Mental Health Counseling – Campus: 8
    Clinical Mental Health Counseling – Online: 32
    School Counseling – Online: 13

# of Undergraduate Colleges Represented   31

    Highest modes below:
    UNC Chapel Hill   5
    NCCU   5
    NC State   5
    UNC Greensboro   4
    Fayetteville State   3
    Meredith   3

At the spring data analysis meeting, faculty shared the following thoughts related to admissions data:

- Increase marketing of Career Counseling Program with the intent of increasing enrollment. Involve Quentin Murphy and any other resources within the SOE. Involve campus office of PR to develop a possible video and other print/digital materials regarding the program. Target of next Fall semester regarding involvement of SOE and PR. Can initiate quick campaign using own resources and social media this summer. Target would be for our next admission cycle (Feb. 1 application deadline).

- To assist with students and advising, we can develop a resource on the webpage that clearly outlines and summarizes major program milestones. COMPLETED

- We will designate a fall retreat for faculty specific to advising (a "how to"). COMPLETED

- Dr. Whiting and Damon Toone (GA) are actively working on a resource for the fall (possibly video) that can address a number of frequently asked questions by those interested in applying to our Program.   COMPLETED

- We would like to request a meeting with Admissions personnel from the School of Graduate Studies (perhaps Sabrina Butler) to discuss roles and find out more about their efforts – and share our efforts – related to admissions and recruitment. We would like better communication and collaboration.

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