



NORTH CAROLINA
AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY

DEPARTMENT OF COUNSELING

Department of Counseling
2023-2024 Annual Report

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

Department of Counseling
North Carolina A&T State University
Greensboro, NC

2023-2024



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

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

Sources of Data

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

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

Enrollment, number of graduates, program completion rates, licensure exam pass rate, and job placement rates for each program inform the overall development of the students as professional counselors. This data for 2023/2024 is shown below.



Program	Enrollment	Number of Graduates	Program Completion Rates	Licensure Exam Pass Rate	Job Placement Rate
Mental Health Counseling – Clinical	85	31	61 %	100%	90%
Mental Health Counseling – Clinical Rehabilitation	12	4	33%	N/A	67%
School Counseling	29	4	53%	67%	100%
Counseling and Counselor Education	21	6	86%	N/A	100%

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

99% of students in the master’s programs and 100% of students in the doctoral program passed the KPI first and second measures, including the practical experience of Internship II. The mean KPI first measure percentage for the CMH-C program was 92.6%. The mean KPI first measure percentage for the CMH-CR program was 89.7%. The mean KPI first measure percentage for the School program was 90.6%. KPI 1st measure means are reported by program to coincide with SACSCOC reporting requirements. The mean KPI first measure score for the CES program was 85.46%. The KPI second measure mean percentage was 85.34% and 87.14% for CMH-C and School programs respectively. The CMH-CR and CES KPI second measure mean percentages were not assessed or reported due to enrollment.

In addition, during AY23/24 the following student/alumni and faculty research collaborative projects were published or professionally presented. These are representative of the spirit of inquiry and production of original research.

b. Accepted/Published/Presented

	Faculty Name	Student Name	Title	Journal or Conference
AY 23/24	Chen, Y.	McLeroy	Poverty, parenting stress, and adolescent mental health: The protective role of school connectedness reexamined.	<i>Children and Youth Services Review</i>
	Brooks, M, Adams, J., Chen, Y.	Matthews, T.	Phenomenological Understanding of Black Counselor Education Students at PWIs, HBCUs and HSIs.	<i>Journal of Counselor Education and Supervision</i>
	Vazquez, M., Coopwood, S.	Suol, K.,, Washington, A., Honay, T.	Supporting undocumented students in rural areas.	<i>North Carolina School Counseling Association</i>



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

This programmatic objective speaks to the measurement of professional counseling skills. Each program has at least one KPI skill measure. The KPI first measure means were 94.7% (CMH-C), 100% (CMH-R), 90% (School), and 97% (CES). These reflect the consistent development of counselors who are using effective and culturally appropriate counseling intervention strategies during their matriculation in the program. In addition, the Counseling Skills lab was expanded with weekly appointments throughout the academic year.

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

All course syllabi were updated in 2023/2024 and updated readings, textbooks, and corresponding assignments were added to ensure that courses contained the most up-to-date information from the counseling profession. In addition, each curriculum was updated. The master's curricula were updated to include an additional skills class. The doctoral curricula was modified to better reflect a counselor education and supervision focus and to prepare for CACREP 2026 standards.

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

All students are assessed at the end of each semester on dispositional, behavioral, and skill dimensions in the Systematic Student Assessment and Benchmarking meeting. Using rubrics adapted from the Professional Disposition Competence Assessment (PDCA; Garner, Freeman, & Lee, 2016), the number of students who were referred to remediation for AY2023-2024 was 15. These students met with the Benchmarking Committee where they discussed the concerns and moved forward with the remediation process and 100% were successfully remediated.

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

Students were asked to rate the overall effectiveness of program for their preparation, using domains on quality of faculty, retention meetings, and advising. Results indicated that advising and program retention activities were adequate while professional preparation and faculty were more highly rated. Using previous AY graduation listings, alumni were surveyed and asked to provide updated contact information, employment information, licensure/certification information and to rate the program on several dimensions on a scale of 1 (lowest) to 5 (highest). Overall, the grand mean was 4.38, which was an increase of .5 from last year's rating.

Outside stakeholders were also surveyed including site supervisors and graduate employers. The response rate on these surveys was low. The Department of Counseling Advisory Board also provided feedback on graduates' knowledge, skills, and dispositions related to the program



objectives. This overall feedback informed the need to increase skill development of students while in the program.

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

The counseling programs at North Carolina A&T State University strive to create a diverse and inclusive counseling community. For 2023/2024 admission cycle, 100 applications were reviewed and, of these, 56 were admitted and enrolled in Fall 2024. Applicant data shown below indicates that potential students from diverse backgrounds applied.

Year	American Indian/Alaskan Native	Asian/Asian American	Black/African American	Caucasian/White	Hispanic	Multi-Racial	Unknown	International
2023/2024 (Fall 2022)	0%	0%	75%	9.34%	5%	2%	1%	5%

Year	Female	Male	Non-Binary
2023/2024 (Fall 2022)	78%	22%	unknown

Programmatic Changes, Improvements, and Response based on AY23/24:

1. Curriculum changes were submitted and approved to change the curriculum for each program. Specifically, COUN713 Counseling Theories and Methods was separated into two separate courses (COUN 713 Counseling Theories and COUN735 Counseling Methods). These courses will be required for all master’s students. The doctoral curriculum was modified to replace elective courses and rename courses consistent with the program’s counselor education and supervision focus. The curriculum has a stronger research focus now and should shorten the time to graduation.
2. A new Forensic Rehabilitation course was developed and approved in the Clinical Rehabilitation program.
3. The department’s addiction-focused syllabi were revised according to the North Carolina Substance Abuse Practice Board Criteria C standards. The RCBA certificate was fully reaccredited for 3 years as a result of these efforts.
4. The Department received approval for a streamlined admissions process where no interview is required, except for the doctoral program. The requirements were modified for all programs to include an enhanced and more detailed writing prompt as well as making the GRE optional. The new admissions process will be implemented in the 24/25 admissions cycle.



5. An alternate KPI second measure for the 8 core areas of counseling for the master's program was created and implemented. This Core Competency Exam is in addition to the CPCE, which continues to serve as the exit exam.
6. Two new faculty members were hired to begin in the 2024 academic year. Two additional positions remain open for hire and will hopefully be filled in the 24/25 academic year.
7. The CACREP self-study for all four programs was completed and submitted in spring 2024.
8. Overall enrollment in the master's programs declined as did the reported completion rate for all programs except the doctoral program which had an increased completion rate. Continuation of the comprehensive exam/licensure exam study groups will continue and be enhanced in the 24/25 academic year.
9. Licensure exam pass rates have increased from the previous year from 67% to 100% for the clinical students taking licensure exams. School counseling licensure pass rates were unchanged from the previous year at 67%. More emphasis on recruitment and retention is planned next year.