



NORTH CAROLINA
AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY

DEPARTMENT OF COUNSELING

Department of Counseling
2024-2025 Annual Report

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

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

2024-2025



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, 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 2024/2025 is shown below.



Program	Enrollment	Number of Graduates	Program Completion Rates	Licensure Exam Pass Rate	Job Placement Rate
Mental Health Counseling – Clinical	82	26	66%	100%	90%
Mental Health Counseling – Clinical Rehabilitation	14	3	0%	N/A	100%
School Counseling	25	10	90%	33%	100%
Counseling and Counselor Education	20	4	100%	N/A	100%

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

The mean score for student KPI 1st measure in the master's programs was 93.03% and for students in the doctoral program it was 91.39%. The mean score for student KPI 2nd measure in the master's programs was 82.4% and for students in the doctoral program it was 83.70%. The mean KPI 1st measure means for the CMH-C program were 90.48% and 73.6% respectively. The mean KPI 1st and 2nd measure means for the CMH-CR program were 100% and 72% respectively. The mean KPI 1st and 2nd measure means for the School program were 84.96% and 82.2% respectively. KPI 1st measure means are reported by program to coincide with SACSCOC reporting requirements.

In addition, during AY24/25 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 24/25	Williams, T. Brooks, M.	James, B. Simpson, J.	Salaries of Counselor Educators at Public Institutions in the United States: A Multilevel Analysis	<i>Bridging the Gap</i>
		Taylor, K., Boykin, C. Watkins, K. Shepherd, C. Handy, K.	CPCE Study Preparation: Doctoral-Led Study Group for Master's Students	<i>ACES Conference</i>
	Adams, J.	Simpson, J	Exploring the Lived Experiences of Black Intrinsically Religious Individuals who Resist	<i>ACES Conference</i>



			Counseling during Socio-Political Stress	
	Johnson, S.	Taylor, K.	Assessing the Ethical Utility and Cultural Responsiveness of Generative AI using Case Based Learning	ACES Conference
	Broosk, M.	Simson, J. Wyatt, M. Rowe, D.	Creating Stregths-Based Routes for Black Males to Survive and Thrive in Counselor Education Spaces	ACES Conference

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 1st measure means were 90.48% (CMH-C), 100% (CMH-R), 84.96% (School), and 100% (CES). The KPI 2nd measure means were 73.6% (CMH-C), 72% (CMH-R), 82.2% (School), and 81.33% (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 further updated in 2024/2025 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 update approved in 2023/2024 was implemented. The master's curricula were updated to include an additional skills class which launched in Spring 2024.

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 AY2024-2025 was 5. These students met with the Benchmarking Committee where they discussed the concerns and moved forward with the remediation process and 80% were successfully remediated. In addition, 100% of students made satisfactory academic progress.

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 4.33, which was a slight decrease of .05 from the 23/24 data. Outside stakeholders were also surveyed including site supervisors and graduate employers. The response rate on these surveys was low.

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 strong counseling community. For the 2024/2025 admission cycle, 145 applications were reviewed, and 95 applicants were admitted and subsequently enrolled in Fall 2024.

Programmatic Changes, Improvements, and Response based on AY24/25:

1. Curriculum changes approved in 23/24 were implemented in 24/25. 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.
2. The Department implemented its 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 resulted in quicker application review and decision.
3. Faculty voted to discontinue the use of the CPCE as a master's comprehensive exam. Although the test will still be required, having a passing will no longer be a stand-alone graduation requirement. Going forward, the exam will be taken as part of a class assignment and used for programmatic evaluation.
4. One new faculty member was hired to begin in the 2025 academic year. This brings the total number of full-time faculty to 15.
5. Overall enrollment in the master's and doctoral programs increased as did admissions enrollment numbers.
6. Faculty voted to return to twice yearly admission for the master's programs with both a fall and a spring start date. The doctoral program remains a fall only admission.
7. Continued refinement of syllabi and assessment rubrics occurred in 2024/2025.