

Counselor Education Programs 2023-24 Program Evaluation Report

The Department of Counseling, Family Therapy, and Higher Education at Appalachian State University houses CACREP-accredited Clinical Mental Health (CMHC) and Professional School Counseling (PSC) master’s degree programs. This report provides a summary of student and program evaluation data collected during the 2023-24 academic year (reflecting data gathered from Fall 2023 through Summer 2024) as well as program modifications informed by that data.

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

- Admissions, enrollment, and graduation data for the AY20-21 cycle
- Student ratings on Key Performance Indicators (KPIs) connected to course assignments
- Student ratings on professional dispositions
- Performance on the National Counselor Examination (NCE)
- Performance on the Praxis Examination (SC-Praxis)
- Performance on the Counselor Preparation Comprehensive Examination (CPCE)
- Surveys of current students

Data were examined in relation to the following program objectives:

1. Enroll diverse students who demonstrate potential for becoming effective counselors.
2. Prepare students to demonstrate professional and ethical behavior.
3. Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.
4. Foster in students a strong identification with and engagement in the counseling profession.

Overall Student Outcomes

	CMHC	PSC
Number of Graduates	19	16
Program Completion Rate	94%	94%
Counseling Employment or Doctoral Program Admission Rate	100%	94%
National Counselor Examination Pass Rate	100%	100%
Praxis Exam Pass Rate	n/a	100%

Note. Completion rate reflects the percentage of students who complete degree requirements within expected time to degree (2-3 years for full-time students or 3-4 years for part-time students). Employment rate indicates the percentage of students who sought employment in the field of counseling that found positions.

Counselor Education Program Evaluation

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

- The counseling programs enrolled a diverse group of students – see Table 1 below for characteristics of students enrolled during the 2023-24 academic year.
- Across all areas, 98-99% of enrolled students met or exceeded standards set by the counseling programs faculty on measures of professional dispositions relevant to being an effective counselor (See Table 2 below).

Table 1: Counselor education student characteristics

	# CMHC students	# PSC students
Full-time	36	27
Part-time	3	2
In-state	34	24
Out-of-state	5	5
Underrepresented	10	5
American Indian/ Alaskan Native	0	0
Asian	0	0
Black/African American	3	3
Hispanic/Latino	5	1
Native Hawaiian/Pacific Islander	0	0
Two or More Races	1	1
Foreign National	1	0
White	27	24
Female	27	24
Male	12	5
Total	39	29

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

- Assessment of dispositions related to professional and ethical behavior were assessed by all faculty using the Counseling Skills and Dispositions Assessment Tool (CSDAT). The breakdown of student ratings is reflected in Table 2 below.

Table 2: Counselor education student professional disposition ratings

	% Surpasses Expectation	% Meets Expectation	% Below Expectation
Ethical behavior	0.9	98.1	0.9
Engagement with others	14	85.8	.09
Self-awareness	3.7	95.2	.09
Acceptance of self and others	4.7	94.3	.09
Multicultural competence	4.7	94.3	.09
Professionalism	24.5	72.6	1.8
Initiative	7.5	91.5	.09
Emotional stability and self-control	3.7	95.2	.09

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

- Assessment of Key Performance Indicators (KPI) related to knowledge and skills necessary to become competent counselors were assessed using the Counseling Skills and Dispositions Assessment Tool (CSDAT) and program rubrics connected to specific course assignments. The breakdown of ratings is provided below in Table 3.
- Alumni also reported how prepared they felt in relation to the KPIs (specific knowledge and skills), and their self-ratings are presented in Table 4 below.
- Students perform well on professional exams:
 - 94% passed the CPCE on the first try
 - 100% passed the NCE
 - 94% passed the school counseling PRAXIS

Table 3: Current student ratings regarding knowledge and skills (KPIs)

	% Exceeded Expectation	% Met Expectation	% Below Expectation
Demonstrate ethical practice in counseling relationships	33	66	0
Understand the role and function of professional counselors and their specialty areas.	23.3	76.7	0
Demonstrate multicultural counseling competencies	40	60	0
Demonstrate knowledge of theories and models of multicultural counseling	51.2	48.8	0
Demonstrate knowledge of factors that affect human development	0	100	0
Understand the interrelationships between work and mental well-being	43.18	56.82	0
Effectively apply counseling skills in the helping relationship	50	50	0
Demonstrate competence in the functions of effective group leaders	36.36	63.64	0
Use assessments for intervention planning purposes.	62.8	37.1	0
Critique research to inform counseling practice	52.6	47.3	0
Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	49.5	50.5	0

Demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues	49.5	50.5	0
Use data to inform school counseling practice	39.29	60.71	0
Design developmentally and culturally appropriate lessons	39.29	60.71	0

Table 4: Current students self-ratings regarding knowledge and skills

	% Very Well Prepared	% Well Prepared	% Somewhat Prepared
Demonstrate ethical practice in counseling relationships	91.67	8.33	0
Understand the role and function of professional counselors and their specialty areas.	79.17	16.67	4.17
Demonstrate multicultural counseling competencies	70.83	25	4.17
Demonstrate knowledge of theories and models of multicultural counseling	33.33	58.33	8.33
Demonstrate knowledge of factors that affect human development	70.83	29.17	0
Understand the interrelationships between work and mental well-being	87.5	8.33	4.17
Effectively apply counseling skills in the helping relationship	79.17	20.83	0
Demonstrate competence in the functions of effective group leaders	62.5	29.17	8.33
Use assessments for intervention planning purposes.	41.67	45.83	12.5

Critique research to inform counseling practice	45.83	41.67	12.5
Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	47.06	35.29	11.76
Demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues	52.94	35.29	11.76
Use data to inform school counseling practice	86.67	6.67	0
Design developmentally and culturally appropriate lessons	73.33	20	0

Exit Survey Feedback Addressing Knowledge and Skills

- “More workshops towards the end of the program about applying for licensure. I feel we got a lot of that information early on in the program, when I was not at the stage of applying. Having workshops in the beginning and end of the program would be beneficial.”
- “More focus on and practice with note writing. More hands-on assistance with finding jobs (at least teaching us the tools to find finds ourselves).”

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

- Many students became members and/or were actively engaged in professional counseling organizations (see Table 5 below).
- Alumni identify with the counseling profession by pursuing counseling credentials:
 - Licensed clinical mental health counseling – 43%
 - NC licensed school counselor – 32%
 - National certified counselor – 14%

Table 5: Counselor education student professional involvement

Professional Organization	% with Membership
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American Counseling Association	5%
American School Counselor Association	23%
Chi Sigma Iota	27%
NC Counseling Association	18%
NC School Counselor Association	20%
Other counseling organizations	8%

Curricular Changes Informed by 2023-24 Program Evaluation Data

CMHC

- Faculty will work to increase student's knowledge of professional issues like third-party reimbursement, counseling licensure regulations, the counseling compact, and private practice strategies by integrating more opportunities to learn directly from experts in the field through panels and guest speakers in the 2024-2025 academic year.
- Key adjustments include revising the curriculum to better address the understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in the signature assignment in CED 6120.

PSC

- Examined and updated curriculum map to improve program of study for PSC. These include the reorganization of knowledge and skill assignments reflective of professional school counseling practice.
- Our KPIS and corresponding assignments and rubrics are under restructuring to better reflect current needs in the PSC field based on meetings with area administrators and statewide superintendent input.
- CED 6620 was redesigned to reflect an updated and ecological perspective..

Program Changes Informed by 2023-24 Program Evaluation Data

CMHC

- Increased risk assessment skills by training students in assessment and intervention models of suicide assessment and intervention, ie ZERO Suicide Model.
- Increased focus of treatment planning skills in CED 6120

Other Modifications or Changes Implemented Since 2023-24

CMHC

- Continued to refine holistic admissions procedures, specifically redesigned recommendation format required for application
- Updated orientation presentation and information shared with newly admitted Students
- Risk assessment and prevention instruction was increased and aligned in CED 5225, 5140, 6120, and 6900

PSC

- Hired for tenure track position to fill all vacant faculty positions
- Updated orientation presentation and information shared with newly admitted students
- Modified/updated speaker invitations for orientation based on student feedback