

**CACREP COUNSELING PROGRAMS STUDENT OUTCOMES REPORT
2018-2019
MISSISSIPPI STATE UNIVERSITY**

Demographics and Characteristics

Numbers include Campus 1 (Starkville) and Campus 2 (Meridian).

The following data is provided by the Office of Institutional Research and Effectiveness:

Table 1. Enrollment by Program and Concentration

Major	Degree	Concentration	Fall 2017	Fall 2018*
Counselor Education	MS	Clinical Mental Health Counseling	44	46
		Rehabilitation Counseling	11	6
		School Counseling	33	15
Ph.D. in Counsel Ed-Counsel	PHD	No Concentration	Ph.D.	7
Ph.D. in Counsel & Personnel	PHD	No Concentration	7	9
Total (fall term) <i>*Effective fall 2018, November 1 is the official census enrollment snapshot for fall data. Prior to fall 2018, the official snapshot was 5:00 p.m. on the 10th class day of each semester.</i>			105	83

Table 2. Degrees Awarded by Program

Counseling, Educational Psychology, & Foundations		2017-2018		2018-2019	
Major	Degree	F	M	F	M
Counselor Education	MS	27*	8*	22	5
Ph.D. in Counselor Ed-Counseling	PHD	0	0	0	0
Ph.D. in Counsel & Personnel	PHD	4	0	0	0
Total by Gender		31	8	0	
Total by Year		39 * Summer 2017- Student Affairs Graduates (3-2 F/1M)		27	

Table 3. Applied, Admitted, and Enrolled Students, Summer 2018, Fall 2018, and Spring 2019

Major	Degree	Applied	Admitted	Enrolled
Clinical Mental Health Counseling	MS	40	24	19
School Counseling	MS	13	10	6
Rehabilitation Counseling	MS	1	1	1
PHCE	PHD	9	4	1
PHSE	PHD	3	3	3

Table 4. GPA, Summer 2018, Fall 2018, and Spring 2019

Major	Degree	GPA
Clinical Mental Health Counseling	MS	3.67
School Counseling	MS	3.55
Rehabilitation Counseling	PHD	3.72

Table 5. GPA by Demographics, Summer 2018, Fall 2018, and Spring 2019

Major	M	F	Black or African American	White
PHCE	3.93	3.78	3.52	3.87
PHSE	N/A	3.71	3.70	3.72

The GPA information is based on students enrolled through the Spring 2019 semester.

There were ten students with veteran's attributes and two students with disabilities.

Program Information

Clinical Mental Health Counseling (60 credit hours) and **School Counseling** (60 credit hours) are fully re-accredited under CACREP 2009 standards through March 2022. The next self-study for CMHC and SC is due to CACREP on December 20, 2021, or January 2021. Faculty committees have been formed, and programmatic adjustments will be made to reflect the changes in the new 2016 standards and KPI's by fall 2019.

Rehabilitation Counseling (48 credit hours), accredited by CACREP since July 2017, is fully accredited under the 2016 CACREP Standards through October 2025. The modifications needed to move Rehabilitation Counseling to 60 credit hours were approved by the department, college curriculum committee, and Mississippi State University's curriculum committee. All RC courses have signature assignments and accompanying rubrics for assessment and are uploaded in Taskstream/Watermark.

New Courses Developed

COE 9063: Leadership and Advocacy in Counseling was submitted to the Departmental Curriculum Committee.

COE 9073: Teaching in Counselor Education is scheduled to be taught as a special topic course in spring 2020.

Administrative and Faculty Changes

A major change to the COE program was the retirement of Dr. David Morse, Department Head of Counseling, Educational Psychology, and Foundations. He was replaced by Dr. Daniel Gadke. Under Dr. Gadke's administration, several regular structural meetings have been implemented with each area program coordinator on a monthly basis.

The Department hired two new clinical mental health faculty, Dr. Charles Jacob from the University of Pennsylvania (who later declined the position) and Dr. Sumedha Therthani from the University of Mississippi. Dr. Therthani's employment began in fall 2019.

Technology Updates

COE meetings were conducted by WebEx, recorded, and served as minutes. The faculty participated in multiple workshops and webinar training offered by Mississippi State University's Information Technology Services (ITS) Department about Canvas, WebEx, TurningPoint (Clickers), and Attendance Tracking (classroom scanners).

Canvas Learning System (Replaced Blackboard)

COE students were required to use the Canvas Learning System when accessing additional resources and assignments for course(s). Canvas is an online educational software application and can be accessed by logging into <https://my.msstate.edu> or <https://canvas.mssate.edu>. Students are prompted to enter their NETID/NETPassword and authenticate via DUO if they have two-factor authentication (highly recommended). Tutorials on the use of Canvas are also available to COE students through Mississippi State University's ITS Department(www.servicedesk.msstate.edu).

As of fall 2018, the Master's Comprehensive Specialty Exam was administered in Canvas (learning management system). However, effective 9/28/2019, the counseling faculty voted to eliminate the Specialty Area Comprehensive Exam in Clinical Mental Health Counseling, School Counseling, and Rehabilitation Counseling. The consensus was that the specialty area exams did not provide significant additional data from which to determine student counseling competencies.

Online Courses

The Counselor Education program modified several courses for online delivery. Each COE faculty modified one master's level course that they were responsible for teaching in the counseling program for online delivery and submitted that course to the college curriculum committee for approval for online campus delivery/distance education. All courses submitted were approved by the college and the university curriculum committee. Courses approved for online delivery included: COE: 4903/6903 Developmental Counseling/Mental Health, COE 4743/6743: Gender Issues in Counseling, COE 8023: Counseling Theory, COE 8063: Research Techniques for Counselors, COE 8073: Cultural Foundations/Counseling, COE 8203: Placement and Career Counseling, and COE 8913: Counseling Children.

TaskStream/Watermark

As of fall 2019, all COE students submitted their signature assignments in TaskStream/Watermark, which is an online assessment and learning outcomes data system. The signature assignments and dispositions were evaluated by faculty via TaskStream/Watermark. All outcome data is maintained in Watermark.

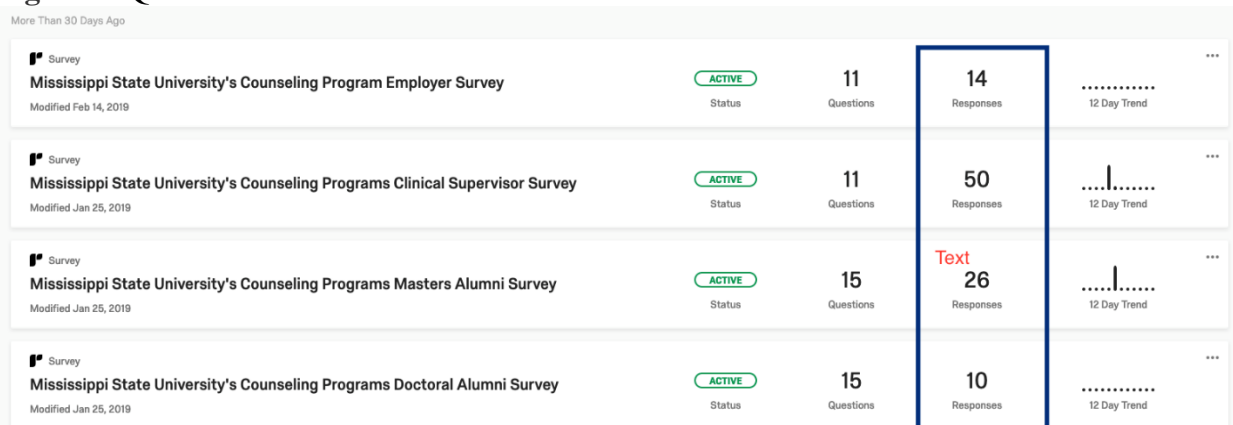
TracDat

TracDat is the university's tool for collecting and reporting assessment data. A subset of COE assessment measures and results associated with signature assignments tied to CACREP standards is documented on the TracDat system. The data captured in Watermark and TracDat applications are evaluated annually by COE faculty and by the university faculty through the institutional effectiveness review process for program improvement.

Qualtrics

Qualtrics is a tool for conducting surveys and managing the resulting data for analysis. It is used to follow up with alumni, site supervisors, and employers. CACREP requires a formal follow-up of program graduates to assess graduate perceptions and evaluations of major aspects of the program. In spring 2019, the surveys were revised, and all graduates (excluding Student Affairs) from fall 2015 through spring 2018 (N=112) were sent a letter requesting feedback on the programs. Data was collected in Qualtrics. The survey yielded a small number of responses that are reported below.

Figure 1. Qualtrics Screenshot



This sample size was too small to generalize results. However, most of the students positively endorsed the program by choosing the Agree or Strongly Agree responses for the items. The department surveyed recent graduates with current MSU emails. Unfortunately, the ITS department deletes student completers email a year after they graduate. The Dean's office decided to purchase a contract service with Qualtrics for the department to conduct all surveys for accreditation decisions effective fall 2020.

Banner-Administrative and My Banner

COE Syllabi are available for review by all students interested in enrolling in COE courses, through MSU banner embedded on the master class schedule tab. Syllabi are also available on the College of Education's website at <https://www.educ.msstate.edu/>.

Online University Graduate Exit Survey

COE Master's Graduate Exit Survey 2017-2018 (N=24)

The overall indicators were 4.0 or above out of 5. The Quality of Intellectual Environment/ Experience was 4.1; Quality of Instruction (Including Resources) was 4.0; Quality of Academic Resources and Services was 4.1; and Quality of Student Life Services was 4.0.

For overall Experience and Recommendations, 91.7% would choose to attend MSU for graduate study; 79.2% would recommend to others to apply/enroll for study in COE; and 87.5% would recommend prospective students to strongly consider MSU.

COE Ph.D. Major Graduate Exit Survey 2017-2018 (N=3)

The overall indicators were 4.5 or above out of 5. The Quality of Intellectual Environment/ Experience was 4.5; Quality of Instruction (Including Resources) was 4.6; Quality of Academic Resources and Services was 4.6; and Quality of Student Life Services 4.6.

For overall Experience and Recommendations, 100% stated they would choose to attend MSU for graduate study; 100% would recommend to others to apply/enroll for study in COE; and 100% would recommend prospective students to strongly consider MSU.

Counselor Preparation Comprehensive Exam

The Counselor Preparation Comprehensive Exam (CPCE) is the measure used by graduate counseling programs to ascertain student curricular mastery. This exam is now administered by MSU Computer-Based Testing Services. Candidates register for and schedule the exam through the website (<http://www.pearsonvue.com/CCE>).

Student Learning Outcomes Data

At the 2018-2019 assessment meeting, COE faculty, following the Comprehensive Assessment Plan, spent many hours focusing on the assessment of student learning. Students’ continuous improvement was monitored using the COE semester assessment and evaluation procedure at the academic outcomes meeting. During this time, COE faculty met as a group to discuss each student’s academic progress and dispositions. The faculty also reviewed the signature assignments results and made suggested modifications in needed areas. The faculty also reviewed the Master’s Comprehensive Exams results.

Table 6. Master’s Comprehensive Exams Results

CPCE	Summer 2018			Fall 2018			Spring 2019		
	MSU Examinee s	MSU Mea n	MSU Examinee s	MSU Examinee s	MSU Mea n	Nationa l Mean	MSU Examinee s	MSU Mea n	Nationa l Mean
C1: Human Growth and Development	5	13.2	5	3	13.0	11.9	5	12.4	11.3
C2: Social Cultural Diversity	5	11.8	5	3	9.7	10.4	5	11.2	9.7
C3: Helping Relationship	5	13.2	5	3	13.7	12.5	5	11.4	9.8
C4: Group Work	5	12.4	5	3	13.0	11.2	5	10.8	10.5
C5: Career Development	5	9.4	5	3	11.3	9.5	5	11.6	10.9
C6: Assessment	5	11.0	5	3	9.7	11.0	5	10.0	10.3

C:7Research & Program Evaluation	5	13.0	5	3	11.7	11.4	5	10.6	10.8
C:8 Professional Orientation & Ethical Practice	5	11.8	5	3	12.0	11.6	5	11.0	10.8
Total	5	95.8	5	3	94.0	89.5	5	89.0	84.1

In spring 2019, five students completed the CPCE. Eighty percent (4 out of 5) passed, one at the 50% rule, and three students passed at the 65% cut-off score. In Fall 2018, three students sat for the CPCE; 100 % (3 out of 3) of the students passed, one at the 50% rule, and two at the 65 % cut-off score.

In summer 2018, five students sat for the CPCE, and 80% (four out of five) passed the CPCE at the 65cut-off score. Based on the CPCE results, the faculty proposed a plan to address students who failed the CPCE at the 65cut-off score. The plan gives an option for an oral exam if the student’s second CPCE score is below 65% but above 58% or higher.

To ensure uniformity of standards, beginning fall of 2020, Rehabilitation Counseling students will be required to take the CPCE as their counseling comprehensive exam instead of the CRC exam.

Clinical Field Data

Students were evaluated by their on-site supervisors upon completing the minimum hours for Practicum (100) and Internship (600) in a counseling setting.

Table 7. Site Supervisors Evaluations, Clinical Mental Health Counseling

Clinical trainee’s skills rated on a scale 1 through 4. Strongly Disagree =1, Disagree=2, Agree=3, Strongly Agree=4, N/A= Not Applicable			
Site Supervisors Evaluations-Student Use of Counseling Skills	Fall 2017 Practicum N =8	Spring 2018 Internship N=7	Spring 2019 Internship N= 11
	Mean	Mean	Mean
General knowledge of the goals of the agency.	3.83	4.00	4.00
Integrates academic work and knowledge of various counseling theories, techniques and interventions to practical settings.	3.50	3.86	3.90
Trainee establishes good rapport with clients/ advisees/students/consultees.	3.67	3.86	4.00
Trainee is sensitive to individual differences and demonstrates flexibility in the client/counselor relationship.	3.67	3.86	4.00
Trainee reflects feelings of client and focuses on client's needs.	3.50	3.86	3.90
Trainee comforts client when appropriate.	3.50	3.71	3.88 (N=9)
Trainee assists client in planning effective goals and objectives as appropriate.	3.30	3.86	3.90

Trainee can identify his/her own professional and personal strengths and weaknesses.	3.50	3.71	3.90
Student Effectiveness	Mean	Mean	Mean
Overall satisfaction with trainee.	3.67	3.86	4.00
The trainee accepts the supervisor's feedback.	3.83	3.86	4.00
Trainee maintains client confidentiality	4.00 (N=3)	4.00 (N/A=1)	4.00 (N=10)
Trainee practices ethical behavior.	4.00 (N=3)	3.67 (N/A=3)	4.00 (N=10)
Trainee maintains appropriate case notes.	4.00 (N=3)	3.67 (N/A=3)	3.90 (N=10)

Table 8. Site Supervisors Evaluations, School Counseling

School Counseling trainee's skills rated on a scale 1 through 4. 1=Unsatisfactory, 2=Needs Improvement, 3=Adequate, 4=Excellent, N/A=Not Applicable			
Site Supervisors Evaluations of School Counseling Students Practice of Counseling	Spring 2018 Internship N=5	Fall 18 Academic Year-Long Practicum N=4	Spring 2019 Academic Year/Internship Acad. Long Internship N=4
	Mean	Mean	Mean (N=4)
1. Evidence of personal organization; proficiency in organization and administration of the school counseling program to promote a positive learning environment for students.	4.00	4.00	4.00
2. Providing individual counseling to students; sensitivity to individual differences; flexibility in counseling relationships with students; assisting students in planning and achieving appropriate academic & personal-social goals; and assisting newly enrolled student to adjust to school.	3.80	4.00	4.00
3. Providing timely, appropriate, and productive group counseling for students; developing a calendar for small group counseling and large group guidance.	3.33 (N/A=2)	4.00	3.75
4. Assistance with student records; assistance with standardized testing; interpretation of student information; identification of special needs students; reviewing and responding to student progress at the end of grading periods.	3.33 (N/A=2)	4.00	4.00
5. Assisting with career development of students; providing career information; assisting students with self-awareness; & exploring student long-range plans.	3.75	3.50 (N=3)	3.75
6. Providing students with educational planning; working with groups and individual students; communicating with parents about student progress; and assisting in educational planning for special needs students & at-risk students.	3.80	4.00	4.00
7. Assisting with referrals; acting upon referrals from school staff; utilizing community resources/agencies to provide services; promoting use of resources.	3.60	4.00	3.75

8. Assisting in academic & job placement of students; counseling students about appropriate course/activity placement; assisting with grouping for instruction; and coordinating activities to assist students in preparing for job placement.	3.60	4.00 (N=3)	4.00 (N=2)
9. Consulting with students, parents, teachers, administrators, etc.; working with family situations which affect student performance; and working with school staff to apply strategies for improving student learning.	3.80	4.00	4.00 (N=3)
10. Coordination of school counseling program evaluation; conducting follow-up of students; evaluation of existing school counseling program; making recommendations for productive changes.	3.33	4.00	3.75
11. Demonstrating professionalism; using correct oral and written communication; demonstrating general knowledge of school policy and adheres to rules; adhering to professional ethical standards (ACA and ASCA).	4.00	4.00	4.00
Student Effectiveness			
12. Develops appropriate interventions and achieves successful resolutions of students' social and learning strengths.	3.80	4.00	4.00
13. Identifies his/her own professionalism and personal strengths and weaknesses.	3.60	4.00	4.00
14. Accepts supervisor's feedback.	4.00	4.00	4.00
15. Maintains confidentiality with students and faculty.	4.00	4.00	4.00
16. Maintains appropriate case notes.	3.30	4.00	4.00
17. Student's overall effectiveness.	4.00	4.00	4.00

Table 9. Site Supervisors Evaluations, Rehabilitation Counseling

Clinical trainee's skills rated on a scale 1 through 4. 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree, N/A= Not Applicable	
Student Use of Counseling Skills	Summer 2018 Practicum N=2
	Mean
General knowledge of the goals of the agency.	4.00
Integrates academic work and knowledge of various counseling theories, techniques and interventions to practical settings.	3.00
Trainee establishes good rapport with clients/ advisees/ students/ consultees.	4.00
Trainee is sensitive to individual differences and demonstrates flexibility in the client/counselor relationship.	4.00
Trainee reflects feelings of client and focuses on client's needs.	4.00
Trainee comforts client when appropriate.	N/A (N=2)
Trainee assists client in planning effective goals and objectives as appropriate.	3.00

Trainee can identify his/her own professional and personal strengths and weaknesses.	4.00
Student Effectiveness	
Overall satisfaction with trainee.	4.00
Trainee accepts supervisor's feedback.	4.00
Trainee maintains client confidentiality.	*
Trainee practices ethical behavior.	*
Trainee maintains appropriate case notes.	*

COE Courses and Program Modifications

In fall 2017, the COE programs were extensively reviewed and revised. The process to align the programs with the 2016 CACREP Standards began with a mapping of 2016 CACREP standards to COE courses within the COE program. As a result, newly revised syllabi and signature assignments to measure standards based on CACREP learning outcomes were developed. In spring 2019, two years of key performance outcomes were collected and disseminated, capturing outcomes data based on 2016 CACREP standards.

Faculty reviewed, analyzed the data, and identified areas of growth to implement changes for program improvement. All the specific CACREP standards assessed in the COE courses were met at the overall goal of 80% or higher score. The faculty decided to put more emphasis on specific content in various classes. New textbooks were chosen for COE 6903: Developmental Counseling and Mental Health and COE 8633: Psychosocial Rehabilitation. COE faculty used doctoral students to cover in-class supervision during Practicum and Internship. Starting fall 2019, the newly hired faculty member is responsible for assisting the COE department with supervision in Practicum and Internship.

During this reporting period, the Rehabilitation Counseling (RC) program approved by CORE worked on its self-study documents for CACREP accreditation. The Rehabilitation Counseling program is accredited by CACREP until 2025. All RC syllabi were updated using the 2016 CACREP standards, including the signature assignments to align with specific CACREP standards via Watermark (formerly Taskstream).

COE identified key performance indicators and multiple measures of the KPI's across multiple points for the eight core, specialty areas (Clinical Mental Health, School Counseling, and Rehabilitation Counseling) and for the five doctoral core areas that are tied to knowledge and skills. The dispositions were measured across multiple points (gatekeeping courses, including Practicum and Internship). The doctoral dispositions form will be revised to be closely aligned with the doctoral core standards.

Additional Doctoral Changes

The COE faculty made several modifications for the Doctor of Philosophy in Counseling and School Counseling: A cohort model was developed (Master's through Ph.D.) for the program, and five new students enrolled for fall 2019. The proposed doctoral program will include increased course hours, with the option of a minor, focus area, or 12 hours of coursework; COE 9750 Internship clock hours will increase from six hours to 12 hours. Other changes include a research core emphasizing CACREP Research & Scholarship (EPY 8214: Advanced Educational

and Psychological Statistics, EPY 9213 Advanced Analysis in Educational Research, EDF 9453 Introduction to Qualitative Research in Education, EPY 8513 Psychometric Theory, EDF 9373 Educational Research Design, EDF 9443 Single Subject Research Designs for Education, and EDF 9443 Single Subject Research Design). The program changes were sent via Qualtrics for faculty approval. Two new courses have been added COE 9073: Teaching in Counselor Education (CACREP Requirement-Teaching) and COE 9063: Leadership and Advocacy in Counseling (CACREP Requirement-Leadership & Advocacy).

CACREP Report

The 2017-2018 annual report was distributed to alumni, community liaisons, university officials, and Practicum/Internship supervisors via the department website, <https://www.cep.msstate.edu/accreditations>. A notice of this annual report was made available and sent to students, faculty, and staff via email.

Professional Development Opportunities

The department hosted a Supervisor's Workshop for all Practicum and Internship Supervisors on March 22, 2019. Dr. Kathy Dooley's presentation was focused on Supervision and Ethics. Each participant received CEUs. The workshop was well attended. The faculty contact information was updated and provided to site supervisors. Faculty will continue their site supervisor's consultation via email or telephone contact.

National and International Meetings and Presentations

Kimberly Peebles, a doctoral student, and Dr. Joan Looby, Professor in the Department of Counseling, Educational Psychology, and Foundations, presented at the American Counseling Association Illuminate Conference, Washington, DC., June 2017. The presentation was entitled "*Counselor religiosity, competence, and readiness to work with sexual minority clients: Counseling Implications.*"

Kimberly Peebles and Hope Gilbert, doctoral students, and Gallo, K., Hung, M., Houston, M. K., Xie, J., & Morse, D, presented at the annual meeting of the Mid-South Educational Research Association, Starkville, MS. (November 2017). The presentation was entitled "*Body weight and self-esteem: A meta-analysis of research conducted between 1994-2017.*"

Melanie Walsh, a doctoral student, and Dr. Rebecca Goldberg, Associate Professor in the Department of Counseling, Educational Psychology, and Foundations, presented at the American Counseling Association's Annual Conference, New Orleans, LA, March 2019. The presentation was entitled "*Reaching out versus lashing out: Gender differences in responses to bullying in high school.*"

Kendra Blakely and Chiquita Holmes, doctoral students, presented at the Southern Association for Counselor Education and Supervision conference, October 2018, Myrtle Beach, South Carolina.

Dr. Rebecca Goldberg, along with Sinclair, H. C., Ellithorpe, C., & Utley, J, presented at the International Association for Relationship Research Main Conference, Fort Collins CO, (July 2018). The panel presentation was entitled "*Findings from the reasons for retaliation project: Individual, dyadic, and contextual findings that contribute to responses toward bullying.*"

Stubbs-Richardson, M.*, May, D. C., Wells, M.*, Sinclair, H. C., Sellers, J.*, McCleon, T., & Goldberg, R. M. (November 2017), presented at the American Society of Criminology Annual Meeting, Philadelphia PA. The presentation was entitled “*Examining responses to rejection among students in a high school setting. Exploring the individual, school, and community-level factors and the interactions between them that contribute to school safety.*”

Publications

Dr. Rebecca Goldberg, along with Stubbs-Richardson, M.*, Sinclair, H. C., Ellithorpe, C. N., & Amadi, S. C.* (2018), published “*Reaching out versus lashing out: Examining gender differences in experiences with and responses to bullying in high school*” in the *American Journal of Criminal Justice*, 43, 39-66. DOI: 10.1007/s12103017-9408-4

Conference Attendee

Candice Chapman, a doctoral student, attended the American Counseling Association conference in New Orleans, LA, March 2019.

Thinking Ahead

Move to have electronic documentation of Practicum and Internship into Watermark and matched with CACREP standards and key performance indicators.

Revise and align site supervisors’ evaluation of student's instrument with CACREP standards.

Develop online COE courses for approval (CMHC will be first due to high demand).

Finalize the revisions of the doctoral programs, dispositions, and KPI’s.

Utilize Watermark Approval Request Forms.