



# **CACREP Annual Program Review**

## **Counselor Education Program**

2022-2023

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## Introduction

The 2022-2023 Annual Program Report is a comprehensive overview of the Counselor Education (COE) program's achievements over the past year (Summer 2022, Fall 2022, and Spring 2023). This includes updates on accreditation status, program milestones, faculty and student accomplishments, research initiatives, and continuous improvement efforts aimed at advancing the counseling profession. There are a total of four programs in this report: Clinical Mental Health Counseling (CMHC; Master's), School Counseling (SC; Master's), Rehabilitation Counseling (RC; Master's), and Counselor Education and Supervision (COED; Doctoral).

## Program Overview

### Mission Statement

The mission of the counseling programs is the development of students who can practice in a variety of professional settings, including K-12 schools, clinical mental health settings, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, dispositions reflective of the profession, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

### Program Details

Table 1: COE Program Vital Statistics (2022-2023)

	# of Graduates	Completion Rate	Licensure/ Certification Rate	Job Placement Rate
<b>CMHC</b>	27	100%	98%	99%
<b>SC</b>	10	100%	100%	100%
<b>RC</b>	0	100%	43%	100%
<b>COED</b>	2	100%	100%	100%

**Reaccreditation Approval:** COE successfully submitted; received reaccreditation in Summer 2022. Dr. Joan Looby served as CACREP Liaison during this time.

## CACREP Key Professional Identity (KPI) Objectives

This report presents an analysis of student performance on key professional counseling competencies, evaluated through various assessments across multiple courses. The data covers ethical considerations, cultural influences, intervention strategies, career assessment, counseling relationships, group counseling, assessment reliability, and

evidence-based practices. The assessment results reflect high achievement and alignment with professional standards.

## CORE Program Courses

Table 2: Summary of CORE KPIs in COE (2022-2023); S = Starkville or M = Meridian campuses

CORE KPI	Description	Courses & Assessment	# of Students Assessed	Average Score
<b>KPI 1: Ethical Standards in Counseling (2.F.1.i)</b>	Awareness of ethical standards and application in counseling	COE 8013 Counseling Skills <i>Case presentation, paper</i>	S - 38 M - 14	S - 2.66/3 (72%) M - 2.00/3 (89%)
		COE 8043 Group Counseling <i>Group counseling proposal</i>	S - 23 M - 14	S - 2.52/3 (84%) M - 2.14/3 (77%)
<b>KPI 2: Cultural Heritage and Its Impact (2.F.2.d)</b>	Understanding how heritage, beliefs, and acculturation impact individuals	COE 6903 Developmental Counseling <i>Developmental interviews</i>	S - 10 S - 27 M - 15	S - 3.00/3 (100%) S - 2.93/3 (98%) M - 2.00/3 (67%)
		COE 8073 Multicultural Counseling <i>Voice project (S), Cultural portfolio (M)</i>	S - 8 M - 18	S - 2.75/3 (92%) M - 2.94/3 (98%)
<b>KPI 3: Differentiated Interventions (2.F.3.h)</b>	Tailoring interventions to diverse abilities	COE 8203 Career Counseling <i>Career counseling paper</i>	S - 30 M - 10	S - 2.01/3 (70%) M - 2.13/3 (71%)
<b>KPI 4: Career Development Assessments (2.F.4.e)</b>	Evaluation of career abilities, interests, and values	COE 8083 Assessment Techniques <i>Measure paper</i>	S - 25 M - 19	S - 2.48/3 (96%) M - 2.11/3 (70%)
		COE 8203 Career Counseling <i>Career counseling paper</i>	S - 30 M - 10	S - 2.33/3 (78%) M - 2.60/3 (87%)
<b>KPI 5: Counseling Relationships (2.F.5.d)</b>	Establishing and maintaining counseling relationships	COE 8013 Counseling Skills <i>Basic attending skills review</i>	S - 38 M - 14	S - 2.52/3 (84%) M - 2.60/3 (87%)
		COE 8023 Counseling Theory <i>Counseling theory paper</i>	S - 39 M - 17	S - 2.13/3 (71%) M - 2.12/3 (71%)
<b>KPI 6: Group Counseling Considerations (2.F.6.f)</b>	Understanding and conducting group counseling	COE 8043 Group Counseling <i>Group counseling proposal</i>	S - 23 M - 14	S - 2.83/3 (94%) M - 3.00/3 (100%)
<b>KPI 7: Reliability and Validity in Assessments (2.F.7.h)</b>	Application of reliable and valid counseling assessments	COE 8063 Research Techniques <i>Research project proposal</i>	S - 25 M - 7	S - 2.08/3 (69%) M - 2.00/3 (67%)
		COE 8083 Assessment Techniques <i>Measure paper</i>	S - 25 M - 19	S - 2.52/3 (84%) M - 2.74/3 (91%)
<b>KPI 8: Evidence-Based Counseling Practices (2.F.8.b)</b>	Identifying and applying evidence-based counseling techniques	COE 8013 Counseling Skills <i>Case presentation and paper</i>	S - 38 M - 14	S - 2.66/3 (72%) M - 2.00/3 (89%)
		COE 8023 Counseling Theory <i>Counseling theory paper</i>	S - 33 M - 12	S - 2.67/3 (89%) M - 2.00/3 (67%)

		COE 8063 Research Techniques <i>Research project proposal</i>	S - 14 M - 12	S - 2.93/3 (98%) M - 2.00/3 (67%)
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**Cumulative Average Score: #/3 (#%)**

### Specialty Program Courses

The CMHC, SC, and RC students are assessed on KPIs for their specialty areas. These competencies are assessed through various assignments across multiple courses. This report analyzes student performance on the key professional counseling knowledge and skills, highlighting high achievement and strong alignment with professional standards.

*Table 3: CMHC KPI #1: Diagnostic Process (2022-2023); S = Starkville or M = Meridian campuses*

Assessment	Course	Students Assessed	Average Score
<b>Diagnostic Paper</b>	COE 8053 CMH Practicum	S – 20 M – 7	S – 2.45/3.00 (82%) M – 2.57/3.00 (86%)
<b>Diagnostic Study - Interview/script accuracy</b>	COE 8633 Psychosocial Rehabilitation	S – 38 M – 15	S – 2.81/3.00 (94%) M – 1.93/3.00 (64%)
<b>Treatment Plan Development</b>	COE 8633 Psychosocial Rehabilitation	S – 38 M – 15	S – 2.45/3.00 (82%) M – 2.00/3.00 (67%)
<b>Diagnosis Study</b>	COE 8730 CMHC Internship	S – 17 M – 9	S – 3.00/3.00 (100%) M – 2.22/3.00 (74%)

*Table 4: CMHC KPI #2: Counseling Theories & Interventions (2022-2023); S = Starkville, M = Meridian, D = Distance*

Assessment	Course	Students Assessed	Average Score
<b>Counseling Theory</b>	COE 8803 Crisis Response in Mental Health	S - 24 M - 5	S – 2.92/3.00 (97%) M – 2.00/3.00 (67%)
<b>Intervention Planning Project</b>	COE 8703 Principles of Mental Health Counseling	S – 8 D - 3	S – 2.25/3.00 (75%) D – 1.87/3.00 (62%)

*Table 5: SC KPI #1: Program Mission & Objectives Development (2022-2023); S = Starkville, M = Meridian*

Assessment	Course	Students Assessed	Average Score
<b>School Counseling Internship Assignment</b>	COE 8730 & COE 8740 School Internship	S - 4 M - 7	S – 2.75/3.00 (92%) M – 2.83/3.00 (94%)
<b>SC Program Development</b>	COE 8903 School Seminar	S - 4 M - 13	S – 3.00/3.00 (100%) M – 2.31/3.00 (77%)

*Table 6: RC KPI #1: Scope of Practice, Roles, & Settings (2022-2023); S = Starkville or M = Meridian campuses*

Assessment	Course	Students Assessed	Average Score
<b>Vocational Assessment</b>	COE 6373 Vocational Assessment	S – 3	S – 2.44/3.00 (81%)
<b>Portfolio</b>	COE 8053 Rehab Practicum	S – 2	S – 3.00/3.00 (100%)

<b>Rehabilitation Research Paper</b>	COE 8353 Vocational Rehab Counseling	5	3.00/3.00 (100%)
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## Summary of Program Evaluation Results

### Data Analysis

1. Objective 1: Recruit, retain, and graduate a diverse student population across all COE programs.
2. Objective 2: Engage students in professional organizations to promote counselor identity development.
3. Objective 3: Ensure graduates demonstrate competence in theoretical knowledge, clinical skills, and dispositions.
4. Objective 4: Ensure graduates are satisfied with the program.

#### Objective 1

Recruit, retain, and graduate a diverse student population across all COE programs.

Table 7: COE Recruit, Retain, Graduate – Starkville (2022-2023)

	# of Applicants	# of Enrolled Students	# of Graduates
<b>CMHC</b>	63	68	27
<b>SC</b>	14	27	10
<b>RC</b>	9	11	0
<b>COED</b>	4	14	2

Table 8: COE Enrolled Student Demographics – Starkville (2022-2023)

	Gender Identity		Racial Identity				
	Male	Female	White	Black	Hispanic	Asian	Multiracial
<b>CMHC</b>	5	36	34	5	1	1	0
<b>SC</b>	1	15	15	1	0	0	0
<b>RC</b>	1	15	8	7	1	0	0
<b>COED</b>	2	12	6	7	0	1	0

#### Objective 2

Engage students in professional organizations to promote counselor identity development.

- CHI Sigma, KDP, and CHEF Faculty Annual “Fight Domestic Violence Program” donations to Safe Haven.
- Student Chapter for Social Justice (CSJ) Annual Social Justice Symposiums.
- Three doctoral students and two faculty members from the Department of Counseling, Educational Psychology, and Foundations delivered presentations at the Association for Specialists in Group Work (ASGW) National Conference held

February 17-22 at the One Ocean Resort and Spa in Atlantic Beach, Florida (Spring 22).

- Ten doctoral students, one master student and two faculty members delivered presentations at the Association for Counselor Education and Supervision Conference held in Atlanta, Georgia: (Fall 22).
  - Cultural code switching among underrepresented groups: Implications for counseling and supervision
  - Moral disengagement: Implications of violence and bullying in higher education.
  - The eight dimensions of wellness: Resetting for the new normal.
  - Bend, don't break: Using therapeutic strategies to support resilience
  - Life in Limbo: School counselors and children from mixed status families.
  - Impact of parental incarceration on school aged children: How counselors can help.
  - Falling through the cracks: Strategies to support transitioning foster care youth.

### Objective 3

Ensure graduates demonstrate competence in theoretical knowledge, clinical skills, and dispositions.

- Counselor Preparation Comprehensive Examination (CPCE) Performance
  - The Counselor Preparation Comprehensive Examination (CPCE) is a mandatory assessment for all Master of Counseling Education (COE) students. To fulfill the comprehensive requirements, students must:
    - Achieve a score at or above the 65th percentile (88.4 out of 136).
    - Alternatively, students scoring within 1 standard deviation (1 SD) below the national mean can pass with this threshold.
    - Successfully completing an oral examination also satisfies the comprehensive requirements for students who do not meet the above score thresholds.

Table 10: Starkville and Meridian Campus CPCE Performance Overview (2022-2023)

Semester/Year	Campus	Total Test Takers	Pass Rate	Fail Rate
Summer 2022	Starkville	7	71% (5)	29% (2)
	Meridian	15	40% (6)	60% (9)
	Overall	22	50% (11)	50% (11)
Fall 2022	Starkville	5	40% (2)	60% (3)
	Meridian	8	0% (0)	100% (8)
	Overall	13	15% (2)	85% (11)
Spring 2023	Starkville	18	67% (18)	33% (6)
	Meridian	16	6% (1)	94% (15)
	Overall	34	50% (11)	50% (11)
Total		69	38% (26)	62% (43)

## **Performance Overview**

A total of 69 students sat for the CPCE across the three semesters. Of these, 26 students (38%) achieved a passing score, while 43 students (62%) did not meet the passing threshold.

Across all three semesters, the performance varied by content area. Notable findings include:

1. Social and Cultural Diversity consistently had the lowest scores.
2. Career Development and Group Counseling and Group Work were among the strongest areas for Starkville students.
3. Professional Counseling Orientation and Ethical Practice was a stronger area for Meridian students.

## **Recommendations:**

1. Address Weak Areas: Additional support and resources should be directed toward Social and Cultural Diversity, as it consistently had the lowest scores across both campuses.
2. Enhance Test Preparation: Consider implementing targeted workshops and practice exams focusing on historically low-scoring areas.
3. Campus-Specific Support: Given the higher failure rates on the Meridian campus, additional academic support may be necessary to improve performance.
4. Monitoring Trends: Continuous assessment of student performance trends can help refine instructional strategies and better prepare students for the CPCE.

### **• Clinical Skills Assessment**

- The Clinical Skills Assessment, based on site supervisor feedback using a scale of 1 (Strongly Disagree) to 4 (Strongly Agree), highlights high levels of performance across counseling programs in both practicum and internship
  - Practicum (Fall 2022)
    - CMHC: 20 students participated in practicum. Their average scores were 3.81/4 for Counseling Skills and 3.92/4 for Effectiveness, reflecting strong foundational competencies in clinical work.
    - SC: Four students achieved average ratings of 3.81/4 for Counseling Skills and a perfect 4/4 for Effectiveness, showcasing exemplary performance.
    - RC: Two students received ratings of 3.73/4 for Counseling Skills and 3.81/4 for Effectiveness, demonstrating proficiency.

- Internship (Spring 2023)
  - CMHC: 20 students participated in practicum. Their average scores were 3.81/4 for Counseling Skills and 3.91/4 for Effectiveness, reflecting consistency in clinical development.
  - SC: Four students received ratings of 3.73/4 for Counseling Skills and 3.81/4 for Effectiveness, demonstrating proficiency.
  - RC: Two excelled, earning perfect scores of 4/4 in both Counseling Skills and Effectiveness, underscoring their readiness for professional practice.
- **Disposition Reviews**
  - The 2022-23 Disposition Reviews evaluated 80 students across four counseling programs, focusing on their adherence to professional standards and behaviors critical to their roles as counselors.
    - Fall 2022:
      - Master's students (N=69): 87% scored a B or higher in program courses. 6 scored below a C. 3 received incomplete scores.
      - PhD (N=11): 100% met/exceeded expectations.
    - Spring 2023:
      - Two SC students received a Professional Development Plan (PDP) for grades and or/dispositions below expectations.
      - One RC student received a PDP for grades and or/dispositions below expectations.

## Objective 4

Ensure graduates are satisfied with the program.

*Graduate Exit Survey (2021-2022; N= 35)*

The Graduate Exit Survey (GES) provides insights into the quality of their educational experience across several key areas.

*Table 13: GES Results (2022-2023)*

Category	Average Rating (1-5)
Quality of Intellectual Environment/Experience	4.1
Quality of Instruction	4.0
Quality of Academic Resources	4.1
Quality of Student Life Services	3.9

## Key Observations

- Overall, the survey results reflect a positive graduate experience, with high marks for intellectual engagement, instruction, and academic resources, while identifying student life services as an area for growth.

## **Action Plans**

The following action plan outlines strategic objectives and initiatives aimed at strengthening and improving various aspects of the COE programs. The plan focuses on enhancing student experience, professional development, and ensuring ongoing alignment with national standards.

### **Objective 1**

Recruit, retain, and graduate a diverse student population across all COE programs.

1. Continue collaboration with Mississippi Department of Rehabilitation Services (MDRS) to provide certified counselors
2. Update COE program brochures, enhance Facebook presence, and engage faculty to guest-lecture in undergraduate courses.

### **Objective 2**

Engage students in professional organizations to promote counselor identity development.

1. Incorporate mentorship program in Chi Sigma Iota (CSI) counseling honor society.

### **Objective 3**

Ensure graduates demonstrate competence in theoretical knowledge, clinical skills, and dispositions.

1. Introduce portfolio-based comprehensive exam with Watermark assignments and proof of licensure exam.
2. Discontinue CPCE as of Fall 2023; allow current students to choose between old and new guidelines.

### **Objective 4**

Ensure graduates are satisfied with the program.

1. Distribute Alumni surveys and collect data for future program improvements.

## **Program Improvement Initiatives**

Upon review of the data collected in the 2022-2023 academic year, faculty identified the following initiatives to promote the program:

- Faculty have agreed to enhance rubrics for clarity and performance tracking.
  - 5-point scale on signature assignments
- Continue emphasis on evidence-based practices and cultural competency
- Continue refining course content and assessment tools to support student success.