



DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION

Counselor Education Program Annual Report 2016-2017

About Our Programs

The Counselor Education program at the University of Mississippi is housed within the School of Education's Department of Leadership and Counselor Education. There are three CACREP accredited graduate programs:

1. A Master's degree (M.Ed.) in Clinical Mental Health Counseling (CMHC)
2. A Master's degree (M.Ed.) in School Counseling (SC)
3. A doctoral degree (Ph.D.) in Counselor Education and Supervision (CES)

Accredited under the 2001 Standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the CMHC program is 60 credit hours and prepares students for licensure as a Professional Counselor in the state of Mississippi. The SC program is 48 credit hours and prepares students for certification as a School Counselor in Mississippi. The Ph.D. program is 75 credit hours and prepares students for careers as counselor educators.

There are 48 students are enrolled in the CMHC and SC programs and 12 students enrolled in the Ph.D. program for 2016-17. Over 95% of our graduates indicated agreement or strong agreement that our programs help future counselors and counselor educators develop instructional strategies, interventions, and technologies, based on research and experience, that will help individuals learn and develop. We are proud of our 100% pass rate on licensure and certification exams for the CMHC and SC programs. Approximately 80% of our CMHC graduates find jobs in their chosen field after the first year of graduation; our school counseling graduates have a 100% placement rate, as well as our doctoral graduates!

About this Report

This annual report presents information for the 2016-2017 academic year. Specifically, it provides:

1. A summary of the program evaluation results
2. Subsequent program modifications
3. Other substantial program changes

Summary of Program Evaluation Results

About our Program Evaluation Plan

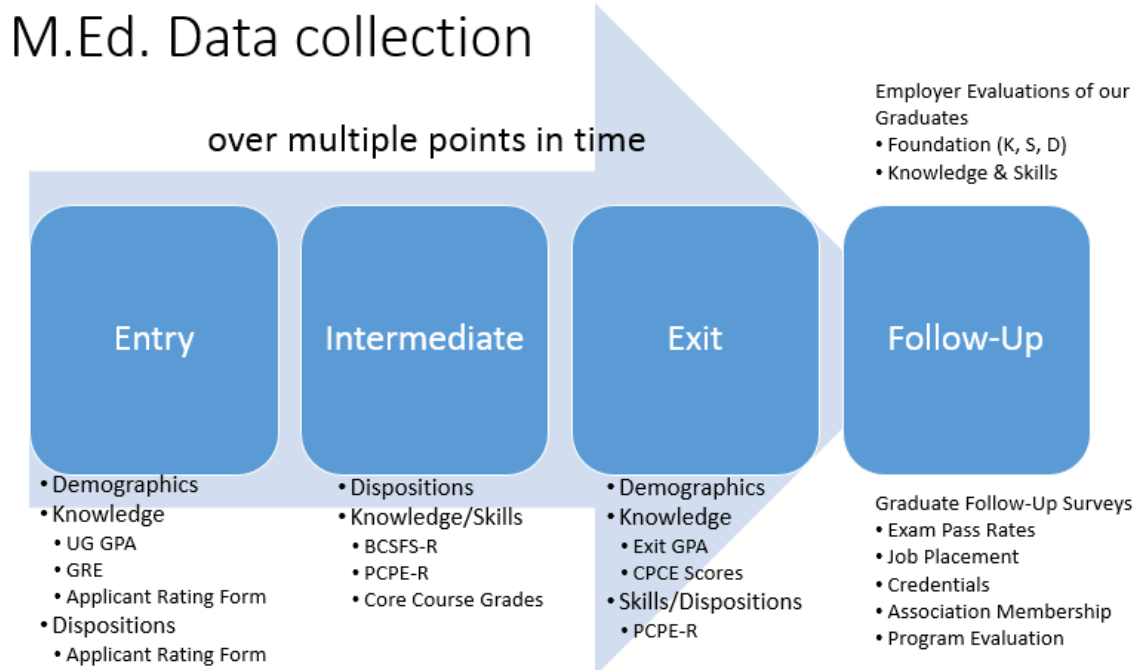
The counselor education program has a revised and evolving assessment plan involving the collection, analysis, review and use of data for the purpose of evaluating the program, individual students, and individual faculty members and supervisors. The program evaluation plan includes the use of aggregate student assessment data that address student knowledge, skills, and professional dispositions; demographic data for applicants, students, and graduates, and data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The following table summarizes the “vital statistics” for our three programs.

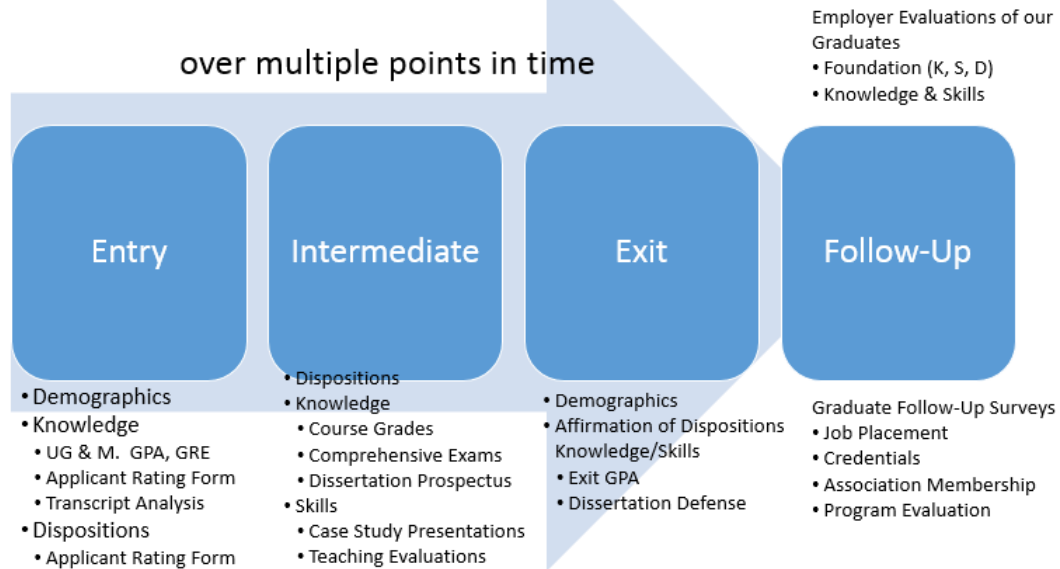
	M.Ed. Program in Clinical Mental Health Counseling	M.Ed. Program in School Counseling	Ph.D. Program in Counselor Education and Supervision
# of Applicants	96		36
# of Currently Enrolled Students	30	18	12
# of Graduates in Past Year	16	7	3
Completion Rate	75%	81%	54%
Licensure/Certification Examination Pass Rate	100%	100%	N/A
Job Placement Rate	78%	100%	100%

Data Collection

Our program evaluation plan uses data collected from a variety of stakeholders (faculty, students, supervisors, employers) at four specific stages relative to a student’s progression through our program: (1) program entry/admissions; (2) intermediate assessments over the course of a student’s progression; (3) exit/graduation; and (4) follow-up with both our graduates and their employers. The following figure provides an overview of the data collection timeline. The revised assessment plan provides additional details about how, when and from whom data is collected.



Ph.D. Data collection



Program Evaluation Criteria

The counselor education program utilizes intermediate, exit, and follow-up data for the purpose of program evaluation.

M.Ed. Program

The program evaluation criteria include descriptive statistics (means and variability in student performance) to evaluate the success of the program in preparing counselors as evidenced by their performance. The following table identifies the criteria of excellence the program will use to evaluate our success in preparing counselors.

Assessment Method	Criterion of Excellence
Basic Counseling Skills Feedback Sheet Revised (BCSFS-R)	90% of students evaluated by faculty, teaching assistants, and site supervisors will achieve a rating of 3 or higher on the Attending scale (items 1-5) and 90% of students will rate a 3 or higher on items 6-10 on the Basic Listening Sequence.
PCPE-R	90% of students will score at 1 or higher on 13 of the 19 statements (approximately 70%) concerning Counseling Skills and Abilities for the final Practicum evaluation.
PCPE-R (Professional Role Subscale)	For each item, 90% of responses submitted by site supervisors will fall in the Always/Most of the Time and Often categories.
CPCE	75% of students taking the CPCE on the first administration will achieve at or above the national mean for the total score on the examination.
Graduate Follow Up Survey	80% of students will Strongly Agree or Agree to the following statements: <ul style="list-style-type: none"> • "I believe that my educational experiences assisted me in understanding the significance of my professional identity as a mental health counselor." • "As a result of my program and experiences in the School of Education, I feel I have an in-depth understanding of the content related to my field so as to uphold professional, state, and institutional standards." • "I believe the Clinical Mental Health Counseling Program has prepared me in all entry-level aspects, for my role as a professional counselor."
Employer follow-up survey	For each item, 90% of responses submitted by employers will fall in the Always/Most of the Time and Often categories.

Ph.D. Program

The program evaluation criteria descriptive statistics (means and variability in student performance) to evaluate the success of the program in preparing counselors as evidenced by their performance. The following table identifies the criteria of excellence the program will use to evaluate our success in preparing counselors.

Assessment Method	Criterion of Excellence
Site Supervisor Evaluations	For each item, 90% of responses submitted by site supervisors will fall in the Always/Most of the Time and Often categories.
Comprehensive Exams	75% of students will pass all four sections of their comprehensive exams on the first administration.
Graduate Follow Up Survey	80% of students will Strongly Agree or Agree to the following statements: <ul style="list-style-type: none">• "I believe that my educational experiences assisted me in understanding the significance of my professional identity as a counselor educator."• "As a result of my program and experiences in the School of Education, I feel I have an in-depth understanding of the content related to my field so as to uphold professional, state, and institutional standards."• "I believe the Ph.D. Program in Counselor Education has prepared me in all entry-level aspects, for my role as a counselor educator."
Program Completion	75% of students will complete the program within 6 years.
Employer follow-up survey	For each item, 80% of responses submitted by employers will fall in the Always/Most of the Time and Often categories.

Program Evaluation Results

M.Ed. Program

The program evaluation criteria include descriptive statistics to evaluate the success of the program in preparing counselors as evidenced by their performance. The following table identifies the criteria of excellence the program will use to evaluate our success in preparing counselors.

Assessment Method	Criterion of Excellence	Program Outcomes
Basic Counseling Skills Feedback Sheet Revised (BCSFS-R)	90% of students evaluated by faculty, teaching assistants, and site supervisors will achieve a rating of 3 or higher on the Attending scale (items 1-5) and 90% of students will rate a 3 or higher on items 6-10 on the Basic Listening Sequence.	Unknown. Due to a glitch in the assessment database, we were unable to retrieve and analyze this data.
PCPE-R	90% of students will score at 1 or higher on 13 of the 19 statements (approximately 70%) concerning Counseling Skills and Abilities for the final Practicum evaluation.	Criterion Met
PCPE-R (Professional Role Subscale)	For each item, 90% of responses submitted by site supervisors will fall in the Always/Most of the Time and Often categories.	Criterion Met
CPCE	75% of students taking the CPCE on the first administration will achieve at or above the national mean for the total score on the examination.	Criterion Met

Assessment Method	Criterion of Excellence	Program Outcomes
Graduate Follow Up Survey	80% of students will Strongly Agree or Agree to the following statements: <ul style="list-style-type: none"> • “I believe that my educational experiences assisted me in understanding the significance of my professional identity as a mental health counselor.” • “As a result of my program and experiences in the School of Education, I feel I have an in-depth understanding of the content related to my field so as to uphold professional, state, and institutional standards.” • “I believe the Clinical Mental Health Counseling Program has prepared me in all entry-level aspects, for my role as a professional counselor.” 	Criterion Met
Employer follow-up survey	For each item, 90% of responses submitted by employers will fall in the Always/Most of the Time and Often categories.	Criterion Met

Ph.D. Program

The program evaluation criteria descriptive statistics to evaluate the success of the program in preparing counselors as evidenced by their performance. The following table identifies the criteria of excellence the program will use to evaluate our success in preparing counselors.

Assessment Method	Criterion of Excellence	Program Outcomes
Site Supervisor Evaluations	For each item, 90% of responses submitted by site supervisors will fall in the Always/Most of the Time and Often categories.	Criterion Met
Comprehensive Exams	75% of students will pass all four sections of their comprehensive exams on the first administration.	Criterion Met
Graduate Follow Up Survey	80% of students will Strongly Agree or Agree to the following statements: <ul style="list-style-type: none"> • “I believe that my educational experiences assisted me in understanding the significance of my professional identity as a counselor educator.” • “As a result of my program and experiences in the School of Education, I feel I have an in-depth understanding of the content related to my field so as to uphold professional, state, and institutional standards.” • “I believe the Ph.D. Program in Counselor Education has prepared me in all entry-level aspects, for my role as a counselor educator.” 	Criterion Met
Program Completion	75% of students will complete the program within 6 years.	Criterion Met
Employer follow-up survey	For each item, 80% of responses submitted by employers will fall in the Always/Most of the Time and Often categories.	Criterion Met

Subsequent Program Modifications

The one program modification prompted by this program evaluation cycle involves the counselor education program's decision to change data collection systems. This decision was prompted by glitches in the online assessment system previously used (resulting in our inability to retrieve and analyze BCSF data) as well as user complaints regarding difficulty accessing the system. As a result, the counselor education program has decided to begin using Qualtrics for the purpose of collecting student evaluation data from faculty members, site supervisors, alumni, and employers.

Other Substantial Program Changes

Consistent with the counselor education program's commitment to continuous improvement, the program has made a number of changes. These include changes to the faculty, changes in faculty responsibilities, and changes in curricular requirements.

Faculty Changes

The counselor education program has hired an additional senior faculty member, Dr. Rick Balkin, at the rank of full professor. He brings to our program a national reputation as a researcher and scholar. Dr. Balkin is a Fellow of the American Counseling Association, the editor for the *Journal of Counseling & Development*, the flagship journal for the American Counseling Association (ACA), and past president for the Association for Assessment and Research in Counseling. He serves on numerous committees for ACA. Dr. Balkin has over 70 publications, which include text books on assessment in counseling, research methods, the counseling relationship, published tests and technical manuals, peer-reviewed manuscripts, book chapters, and conference proceedings. His counseling experience with at-risk youth was formative to his research agenda, which includes understanding the role of counseling and relevant goals for adolescents in crisis and counseling outcomes. This led to numerous published articles and one published measure through Mindgarden (Crisis Stabilization Scale) related to assessing and counseling youth in crisis. He has published in the area of religious diversity and forgiveness and developed a model and measure for counseling clients through issues of forgiveness and conflict.

Changes in Faculty Responsibilities

Dr. Josh Magruder has assumed responsibilities as our Interim Clinical Coordinator. The counselor education program operates a training clinic known as the Counselor Education Clinic for Outreach and Personal Enrichment (COPE Clinic). The COPE clinic is used to train master's students during their practicum and/or internship experiences and to train doctoral students in the provision of clinical supervision. As part of their training, our students provide counseling services – under close supervision – to children, adolescents, college students and adults. As Interim Clinical Coordinator, Dr. Magruder oversees the intake assessment process, client assignments, and clinical supervision of students working at the COPE Clinic.

Dr. Rick Balkin has assumed responsibilities as our Assessment Coordinator. In this capacity, Dr. Balkin will oversee the assessment of students at the entry, intermediate, exit and follow-up points of their progression into and through our counselor education program. He will also manage the program evaluation process.

Changes in Curricular Requirements

Based upon feedback from students, alumni, and site supervisors, the counselor education program has made several curricular changes.

Curricular Changes for M.Ed. Programs

Whereas Crisis Intervention had previously been offered as an elective, it is now a required core course for both the clinical mental health counseling and school counseling program.

Students in our M.Ed. programs previously took a single course entitled Professional Identity and Ethics. Based on intermediate, exit and follow-up data, the counselor education faculty identified a need to offer a course dedicated exclusively to ethics. As such, students now take an ethics course as well as an introductory foundations course.

Based upon follow-up data, the counselor education faculty has removed the requirement that students in the school counseling program complete a course on addictions counseling.

Curricular Changes for Ph.D. Program

Based on intermediate, exit and follow-up data, the counselor education faculty redesigned the Ph.D. program over the past two years. Changes to the doctoral program include:

- Replacement of seminars with content-specific coursework
- Addition of courses
 - Advanced Professional Identity and Ethics
 - Advanced Multicultural Counseling & Advocacy
 - Research & Publication in Counselor Ed
 - Advanced Career Theory and Practice
 - Advanced Assessment, Diagnosis and Treatment
 - Leadership, Program Evaluation & Accreditation
 - Transitioning into the Professoriate
- Replacement of co-teaching requirements with a scaffolded sequence of three teaching internships
- Replacement of cognate requirements with a specialization core