



DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION

Counselor Education Program Annual Report 2017-2018

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 50 students are enrolled in the CMHC and SC programs and 12 students enrolled in the Ph.D. program for 2017-2018. 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 98% 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 2017-2018 academic year. Specifically, it provides a summary of the program evaluation results and subsequent program modifications.

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.

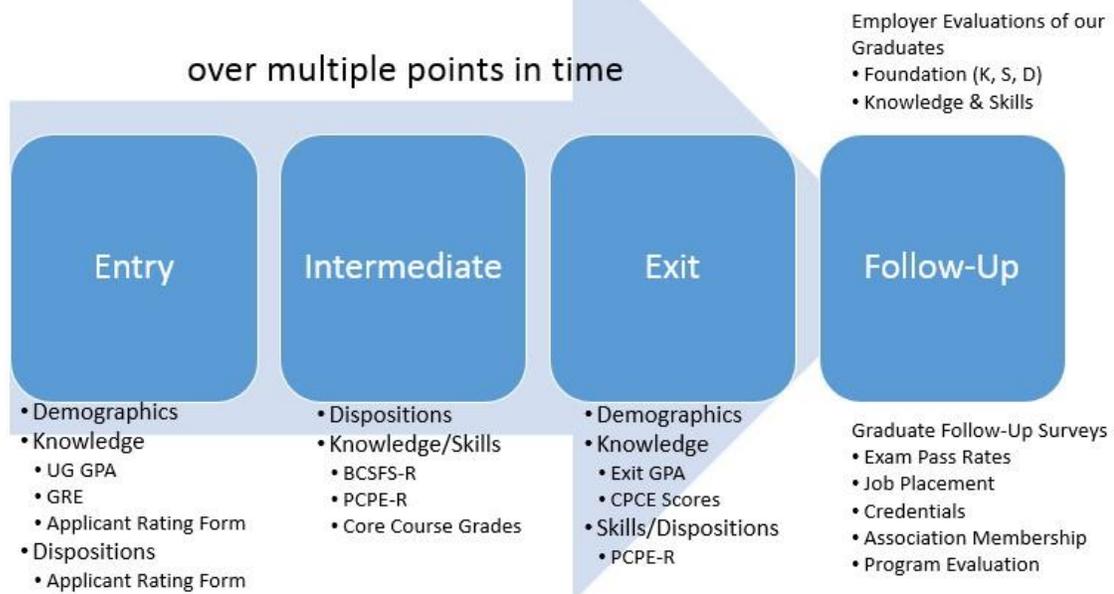
	M.Ed. Program in Clinical Mental Health Counseling	M.Ed. Program in School Counseling	Ph.D. Program in Counselor Education and Supervision
# of Applicants	80		20
# of Currently Enrolled Students	34	16	12
# of Graduates in Past Year	13	5	2
Completion Rate	98%	98%	75%
Licensure/Certification Examination Pass Rate	100%	100%	N/A
Job Placement Rate	98%	100%	100%

Data Collection

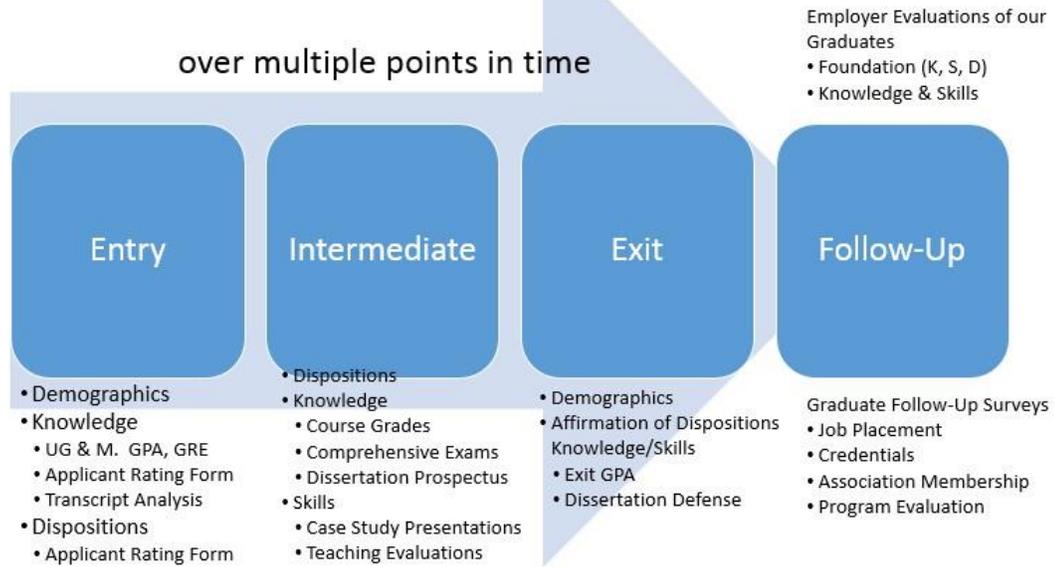
Our program evaluation plan uses data collected from a variety of stakeholders (faculty, students, supervisors, employers) at four specific stages relative to a student’s progression through our program: (1) program entry/admissions; (2) intermediate assessments over the course of a student’s progression; (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.

M.Ed. Data collection

over multiple points in time



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.

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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 utilize a new and improved system 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 in faculty responsibilities.

Changes in Faculty Responsibilities

Dr. Rick Balkin has assumed responsibilities as Doctoral Program Coordinator. In this capacity, he manages the development and execution of the PhD curriculum in Counselor Education and Supervision. The goal of the PhD program is to develop counselor educators who are prepared to be skillful teachers, supervisors, researchers, and outstanding professional faculty members.

Dr. Alex Kerwin has assumed responsibilities as Clinical Coordinator at the COPE Clinic. 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 Clinical Coordinator, Dr. Kerwin oversees the intake assessment process, client assignments, and clinical supervision of students working at the COPE Clinic.

Dr. Amanda Winburn is the new EdS-Play Therapy Coordinator. She oversees the entire online specialist's degree in play therapy. Students can complete the coursework and experiential training required to obtain the RPT (Registered Play Therapist) credential in one year.

Dr. Mandy Perryman now serves as the Program Coordinator. In her role, she supports Drs. Kerwin, Balkin and Winburn in their positions, as well as all other Counselor Education faculty and students. She coordinates the MEd programs in Clinical Mental Health and School Counseling.