



DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION

Counselor Education Program Annual Report 2019-2020

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)

Reaccredited under the 2016 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 68 credit hours and prepares students for careers as counselor educators.

There were 50 students enrolled in the MEd program. There were 36 CMHC students and 14 SC students. There were 14 students enrolled in the Ph.D. program for 2019-2020. 90% of surveyed graduates agreed or strongly agreed with the following: 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. We are proud of our 95% pass rate on the MEd comprehensive exam in 2019. All of our CMHC, SC and PhD graduates (100%) found jobs in their chosen field after graduation.

About this Report

This annual report presents information for the 2019-2020 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.

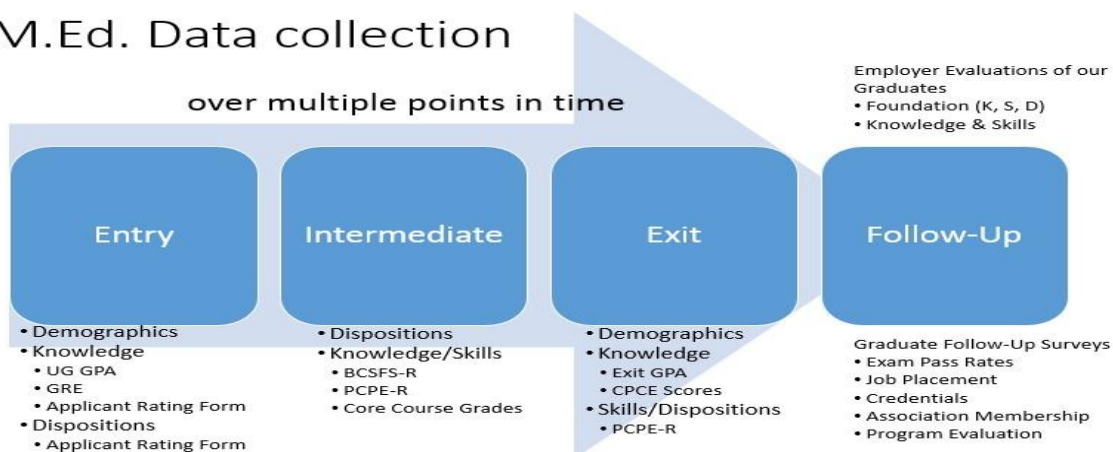
The following table summarizes the “vital statistics” for our three programs in 2019-2020.

	M.Ed. Program in Clinical Mental Health Counseling	M.Ed. Program in School Counseling	Ph.D. Program in Counselor Education and Supervision
# of Applicants	34	12	13
# of Currently Enrolled Students	48	16	20
# of Graduates in Past Year	8	5	1
Completion Rate	44%	83%	93%
Licensure/Certification Examination Pass Rate	100%	83%	N/A
Job Placement Rate	100%	100%	100%

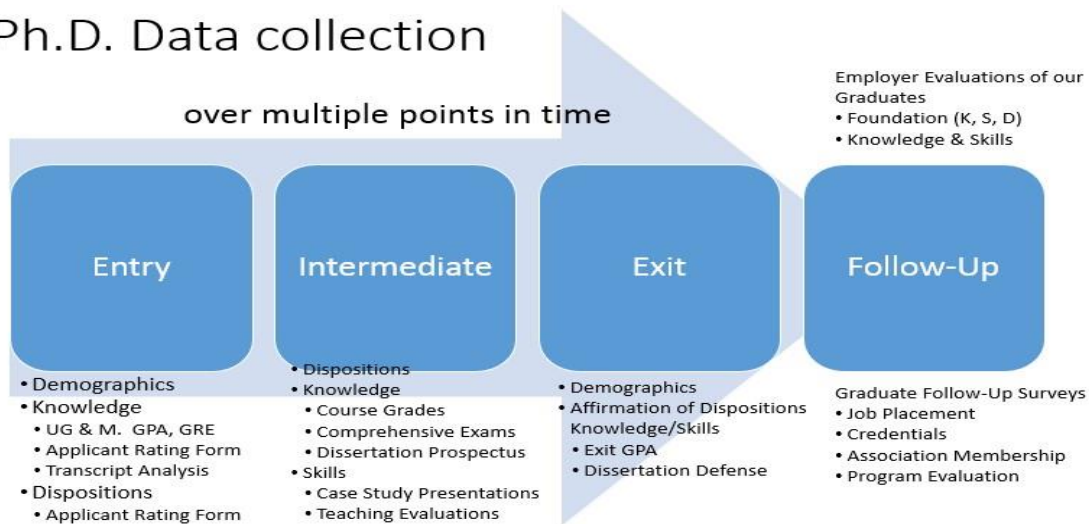
Data Collection

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



Ph.D. Data collection



Program Evaluation Criteria

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

The following tables represent data collected for students enrolled or graduated in 2019. Program evaluation activities occur at the end of each spring semester and are completed by September 15th of the fall semester.

Key Performance Indicators and Dispositions

Clinical Mental Health Counseling

CMHC Annual Report: 2019

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Criterion of Excellence</i>	<i>Uses of Results</i>
Counseling Skills Students demonstrate the ability to perform appropriate and effective counseling skills.	SPDE	92% (12 / 13) met or exceed criteria	For each skill, at least 95% of students will met or exceed expectations on the final assessment	Identified one student in need of remediation and to repeated Internship
Counseling Dispositions Students demonstrate appropriate and effective counseling dispositions.	SPDE	92% (12 / 13) met or exceed criteria	At least 95% of students will met or exceed expectations on the final assessment	Identified one student in need of dispositional intervention

Students demonstrate a comprehensive knowledge of the role of professional counselors in school, community or mental health settings, depending on program concentration and internship setting.	SPDE	100% (13 / 13) met or exceed criteria	At least 95% of students will met or exceed expectations on the final assessment	All students meeting criteria for CMHC specific competencies in skills, diagnosis, treatment planning, treatment modalities, and case management
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School Counseling

SC Annual Report: 2019

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Criterion of Excellence</i>	<i>Uses of Results</i>
Counseling Skills Students demonstrate the ability to perform appropriate and effective counseling skills.	SPDE	100% (6 / 6) met or exceed criteria	For each skill, at least 95% of students will met or exceed expectations on the final assessment	Identified one student in need of remediation and to repeated Internship
Counseling Dispositions Students demonstrate appropriate and effective counseling dispositions.	SPDE	100% (6 / 6) met or exceed criteria	At least 95% of students will met or exceed expectations on the final assessment	Identified one student in need of dispositional intervention
Students demonstrate a comprehensive knowledge of the role of professional counselors in school, community or mental health settings, depending on program concentration and internship setting.	SPDE	100% (6 / 6) met or exceed criteria	At least 95% of students will met or exceed expectations on the final assessment	All students meeting criteria for SC specific competencies in skills, diagnosis, treatment planning, treatment modalities, and case management

Combined CMHC and SC for CPCE and Graduate Student Survey

CMHC and SC Annual Report for CPCE and Survey: 2019

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Criterion of Excellence</i>	<i>Uses of Results</i>
Student Achievement Students will achieve scores on national examinations that demonstrate knowledge of the eight core content areas related to professional counseling as identified by the Council on Accreditation for Counseling and Related Educational Programs (CACREP).	CPCE	100% (n = 25) pass rate on the CPCE in 2019	For each content area, at least 90% will pass the departmental criterion	Faculty review program data to identify needed areas of development and improvement in the curricula
Program Preparation Graduates from M.Ed. in Counseling program will indicate confidence in the skills and knowledge gained from the program	Graduate Student Survey	90% (9/10)	80% of students will Strongly Agree or Agree to the following: 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	Criteria met: students identify feeling prepared

Student Achievement Counselor Education MEd graduates are prepared for employment and/or post-graduate educational positions.	Graduate Student Survey	80% (8/10)	At least 90% of students will agree or strongly agree their experiences prepared them to assume the responsibilities of their chosen profession.	Continue to dialogue with site supervisors about changing demands in the profession
Satisfaction The Counselor Education MEd program provides satisfactory educational experiences	Graduate Student Survey	90% (9/10)	For each relevant question, at least 90% of respondents will agree or strongly agree. Items with the lowest percentage of students agreeing/strongly agreeing will be examined for potential improvements.	Criteria met: students identify feeling prepared

PhD Annual Report: 2019

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Criterion of Excellence</i>	<i>Uses of Results</i>
Knowledge/Skills in Counselor Supervision Students will demonstrate knowledge and skills in counselor supervision.	The Graduating Student Survey has four items related to this outcome; students satisfactorily complete 100 hours of supervision for Internship requirements; students address supervision theory during comprehensive examination	Criteria Met. 100% of students (n = 3) agreed indicated strongly agree or agree for each of the four items; 5/5 students complete supervision requirements and passed their comprehensive exam	80% of respondents with agree/strongly agree with the related items	All students meet criteria
Counseling Graduates of the Counselor Education doctoral program demonstrate appropriate knowledge of theory.	Passing theory portion in comprehensive examination; demonstrating effective counseling in Advanced practicum and Internship based on CPDE	5 students enrolled in Advanced Theory. 5 students (100%) successfully completed the course. 4 students enrolled in Advanced Practicum; 5 students (100%) completed the course receiving meet or exceeds expectations in utilization of treatment modalities. 5 students completed theory portion of comprehensive exam	At least 95% of students will met or exceed expectations on the final assessment	All students met criteria

Research

Students will demonstrate knowledge and skills in quantitative and qualitative research.

students will successfully complete a comprehensive examination question that evaluates their knowledge of qualitative and quantitative methodologies and the application of this knowledge in Counselor Education practice.

80% (4/5) met or exceed criteria

Passing scores on research portion of comprehensive exam

1 student has received remediation for the written portion of the comprehensive exam

Teaching

Students will demonstrate skills in teaching.

students satisfactorily complete 100 hours of teaching for Internship requirements; students address teaching theory during comprehensive examination

80% (4/5) met or exceed criteria

Faculty will observe and evaluate students' teaching in a minimum of 2 different courses; Faculty will utilize rubric for portion of comprehensive exam

1 student has received remediation for the written portion of the comprehensive exam

Leadership and Advocacy Students will demonstrate initiative in leadership and advocacy in the counseling profession	Completion of leadership and advocacy on comprehensive exam; demonstration of leadership and advocacy activities through involvement in state and national associations	100% (5/5) met or exceed criteria	Faculty will utilize rubric for portion of comprehensive exam	All students met criteria
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Employer Data

One area of concern is our ability to track employer data for our graduates. We have emailed our graduates directly and sent them a Qualtrics survey. The School of Education also follows up with employers of graduates. These methods produced 6 completed responses, one from Clinical Mental Health Counseling, 4 from School Counseling, and 1 from Counselor Education and Supervision. Employers have responded that graduates are competent or exemplary in all areas of evaluation on the survey including the following:

Clinical Mental Health Counseling

- Treatment planning
- Engaging with a variety of mental health settings
- Operating from a theoretical framework
- Addressing a variety of clinical concerns
- Using data
- Understanding human development
- Effective skills in individual and group settings
- Culturally competent

School Counseling

- Implementing strategies for college and career readiness
- Implementing school counseling core curriculum
- Providing culturally informed responsive services
- Communicating and collaborating with stakeholders
- Utilization of data

Counselor Education and Supervision

- Establish a research agenda
- Teach core counseling courses
- Engage in college/university service and professional associations
- Provide supervision

Please see the information below concerning the next scheduled program evaluation activities, indicating when they will take place, the process involved, and how results are used for program development.

Program Evaluation Activities

Each summer, data collected by the SOE and University are documented into an annual report. Each fall semester, the CES program faculty review findings from the spring assessment. Areas of strengths and challenges are noted with specific plans to review deficiency areas. Evaluations are placed on the website and communicated to stakeholders via email. In addition, the faculty review data from CPCE results in the spring and address areas of deficiency and propose curriculum changes. In summary, our program evaluation activities follow the cycle below:

- **Summer Cycle:** synthesis of data collected by SOE and University; compile annual report
- **Fall Cycle:** Review of annual report; review of student dispositions
- **Spring cycle:** Administration and review of comprehensive exams; review of student dispositions

This past year, KPIs were revised to focus on aggregate data, as opposed to individual markers in order to provide a stronger synthesis of information at the programmatic level. In addition, the SOE assessment system provides information for individual students when expectations are not met on the SPDE or comprehensive exam (i.e., CPCE or doctoral comprehensive exam). These data are reviewed each semester.

- For 2019-2020, one dispositional issue was identified. The student was consulted by both faculty supervisor and advisor. A remediation plan was issued and followed.
- In addition, faculty supervisors will be asked to address the extent to which interns are meeting demands of the profession.
- We will consider revisions when faculty meet in the fall semester to continue to monitor this standard, as noted from the KPI assessment.