The mission of the Graduate Counselor Education program at East Carolina University is to promote human development and learning by preparing culturally competent professional counselors to work with diverse populations to improve the mental health of individuals in the P-16 schools and communities in which they serve. Students and faculty are expected to work in accord with the highest ethical and professional standards while engaged in the fulfillment of this mission. The Counselor Education Program began in 1951 and, today, offers graduate studies at the Master’s (MS) level.

The purpose of this annual report is to inform all stakeholders of the Counselor Education Program, including students, faculty, administration (school, college, and university), alumni, site hosts, employers of graduates, community partners, and the public about program evaluation results, program modifications based on these results, and other significant program changes.

1. Enrollment Data and Faculty Changes
The ECU Counselor Education admits in Summer/Fall semester sessions. The program faculty reviewed applications of 68 prospective master’s students and enrolled 31 students in Summer/Fall 2021. Table 1 contains a summary of the number of prospective students that applied, were admitted, and enrolled.

Table 1: Number of Students that applied, were admitted, and enrolled during the 2020-2021 year

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester</th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS, Counselor Education (School Counseling, Clinical Mental Health Counseling, Student Affairs and College Counseling)</td>
<td>Summer/Fall 2021</td>
<td>68</td>
<td>50</td>
<td>31</td>
</tr>
<tr>
<td>MS, Counselor Education (School Counseling, Clinical Mental Health Counseling, Student Affairs and College Counseling)</td>
<td>Summer/Fall 2022</td>
<td>167</td>
<td>85</td>
<td>57</td>
</tr>
</tbody>
</table>

2. Number of Graduates, Program Completion, Certification/Licensure Exam Pass Rate,
and Job Placement Rate

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Students who Graduated</th>
<th>Completion Rate</th>
<th>Certification/Licensure Exam Pass Rate</th>
<th>Job Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS, Counselor Education (School Counseling, Clinical Mental Health Counseling, Student Affairs and College Counseling)</td>
<td>23</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Curricular Evaluation and Enhancement

In accordance with the 2016 CACREP standards, the ECU Counselor Education Program collected data in alignment with their Comprehensive Assessment Plan (CAP) to measure and evaluate key program components, student progress, and curriculum design. In reviewing data for key performance indications (KPIs) for the 2020-2021 year, the majority of students scored at the accomplished or exceptional performance level for all KPIs.

Academic Performance and Professional Dispositions:
All students were evaluated according to the CAEPPR process at least once per semester. There were 63 students enrolled in Fall 2021 and 60 students enrolled in Spring 2022. Students evaluated below 3.5 in any of the professional dispositions categories met with their academic advisors to discuss plans to address these areas.

Students’ Evaluation of Practicum and Internship Sites:
Practicum and internship students are asked to evaluate the placement site and the practicum and internship experience at the end of the semester for each placement. The students identified strengths (e.g., supervisors’ expertise and willingness to help) and areas for improvement (e.g., some students noted sites that required more self-reliance from the student) with most students rating their supervisors and their placement sites as positively affecting their education experience.

Site Supervisor Evaluation
Each year, site supervisors evaluate the overall preparation of the students for clinical experiences. Site supervisors have the opportunity to identify student strengths and areas for improvement in order to help strengthen future clinical experiences. Examples of strengths include students’ eagerness to learn, strong clinical skills and ability to build rapport with clients, professionalism, and the ability to implement appropriate interventions. Examples of areas of improvement include the need for students to advocate for more feedback from supervisors and to be more confident during consultations about clients with colleagues.

Exit Survey
At the completion of the program, all students complete a graduate exit survey. The survey is disseminated by the College of Education and includes demographic questions and other questions related to satisfaction of the program’s preparation for professional responsibilities.

4. Constituent Surveys
In accordance with the 2016 CACREP standards, the ECU Counselor Education Program
updated constituent surveys, including surveys to Site Supervisors, Employers, and Alumni (integrated into Graduate Exit Survey) to inform program modifications that enhance the quality of our program.

5. Program Advisory Board
The Program Advisory Board met in Fall 2022. The board is comprised of stakeholders that including site supervisors, program alum, and community counseling professionals. Some of the feedback provided included: increased training in Crisis/Crisis management in student affairs/college counseling, increased training in MTSS/PBIS for school counselors, and private practice billing. Noted strengths of the program included therapeutic skills, elective offerings, and interpersonal skills of students/alum. Program faculty will host board meetings once per semester.

6. CACREP Self Study
CACREP accreditation for the Counselor Education program expires March 2023. The program faculty submitted the self-study for reaccreditation in Fall 2022. Due to COVID-19 and other programmatic and personnel promotions and resignations, program faculty will request an extension to be considered at the January 2023 CACREP Board Meeting. As a result of the self-study preparation and process, the program faculty have instituted several improvements and changes to align with the CACREP (2016) Standards.

7. Program Changes and Modifications
In reviewing all program evaluation data, including aggregate data from the 2016 CACREP standard key performance indicator (KPI) assignments, enrollment data, and constituent surveys, the faculty made the following program modifications:

Implemented Changes:
- Updated Graduate Exit Survey to include additional questions (e.g., more detailed employment information for follow-up)
- Counselor Education Canvas site created to keep students updated and house documents and program-specific forms
- Increased recruitment efforts for attracting diverse applicants
- Assigned a 10 hour/week dedicated Graduate Student to Clinical Experiences Coordinator faculty member to support the clerical and administrative work Updated Internship and Practicum end-of-semester evaluation to align more closely with Key Performance Indicators and program objectives
- Added mid-semester evaluation for practicum and internship

Goals
- Hire additional faculty with Student Affairs and College Counseling background experience
- Formalize guaranteed admissions process with Historically Black Colleges and Universities (HBCUs) and/or Hispanic Serving Institutions (HSIs)

Other program changes included:
- Hired Teaching Assistant Professor/McClammy Counseling and Research Lab Director and Teaching Assistant Professor/Program Faculty Advisor
- Dr. Allison Crowe transitioned to Department Chair, Interdisciplinary Professors
- Dr. Scott Glass transitioned to Interim Associate Dean for College of Education
- Dr. Kylie Dotson-Blake resigned to assume the role of Executive Director at NBCC
- Hired a tenure track faculty member
- Hired a 1-year Research and Teaching fellow
- Currently conducting a national search for a Fixed Term, full time faculty member to begin in January 2023