



Counselor Education Programs

Rehabilitation and Counseling – Mental Health Concentration

**COLLEGE OF ARTS AND SCIENCES
DIVISION OF EDUCATION, HEALTH
& SOCIAL WORK
UNIVERSITY OF THE DISTRICT OF
COLUMBIA**

2021-2022 Annual Report

University Mission Statement

Embracing its essence as a public historically black urban-focused land- grant university in the nation's capital, UDC is dedicated to serving the needs of the community of the District of Columbia, and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond.

University Vision Statement

All students will achieve their highest levels of human potential.

Counselor Education Program Objectives

Program evaluation is a continual agenda item on the faculty and staff meetings throughout the academic year. Assessment procedures, data collection strategies and tools, the comprehensive student database, and analytic methods are reviewed and discussed. This report illustrates the degree to which the Counseling program met its two objectives during the 2021-2022 academic years. Findings from these assessments resulted in action items and program modifications to ensure that the program is meeting its objectives and students are obtaining requisite knowledge, skills, and dispositions for working as license-eligible rehabilitation and mental health counselors.

GOAL 1:	Increase the number of new students
OBJECTIVE 1.1:	Increase the number of first-time students
ACTION STRATEGIES:	<ul style="list-style-type: none">• Consider using supervisors of internships in the field, employers, and advisory board to improve the quality of outreach with prospective students• Determine the way you are reaching prospective students and consider the role that SMS and phone play in your outreach• Increase the number of prospects
KPI	An 5% increase in enrollment

GOAL 2:	Increase retention rates by 5% over last year.
OBJECTIVE 2.1:	Students re-enroll the next semester

ACTION STRATEGIES:	<ul style="list-style-type: none"> • Equip students to succeed academically with more access to support • Implement a faculty initiative to offer more office hours to students • We use disposition surveys to identify students presenting with deficiencies and plans to develop and enhance student success
KPI	An increased number of returning students next year
<p>Empowering Student Success through Data</p> <p>Within the Counseling Program, our faculty has crafted a process to utilize individual student assessment data for shaping decisions regarding student retention, remediation, and, if necessary, dismissal. Our counseling faculty utilizes this assessment data as a compass, guiding us in our commitment to nurturing student success. When students attain a mean score below 3.24, it serves as a signal for intervention. Our approach to remediation encompasses a wide array of strategies including, targeted exercises and assignments aimed at bolstering competencies in crucial areas such as writing, communication, critical thinking, leadership, and the development of clinical skills. Moreover, we deploy disposition surveys as a powerful diagnostic tool. These surveys help us identify students grappling with deficiencies, enabling us to formulate precise and targeted plans for their development and success</p>	

Program Modifications

Area of Improvement	Program Modification
Licensing exam preparation	<p>Despite a commendable percentage of alumni successfully passing licensing and certification exams, qualitative feedback underscored the desirability of more robust preparation for these pivotal milestones.</p> <ul style="list-style-type: none"> • our program now offers dedicated study sessions in the Spring semester, equipping our second-year students with the tools they need to excel in the National Counselor Examination (NCE) and the Certified Rehabilitation Counselors (CRC) exam.

	<ul style="list-style-type: none"> • A core faculty member has taken the lead in guiding students through this process, including conducting comprehensive review sessions to ensure they are well-prepared for the challenges that lie ahead
CPCE Test Scores	<p>A thorough examination of CPCE test scores reveals that our rehabilitation students perform below average in the area of Philosophy of Counseling.</p> <ul style="list-style-type: none"> • A course correction was initiated, bolstered by the addition of a second book designed to fortify our students' foundational understanding • Moreover, our faculty recognized the pressing need to infuse contemporaneous scholarship into our class readings, enriching the educational experience beyond required textbooks. • a substantive revision of course syllabi, expanding the list of required readings and introducing a new section to elevate candidates' mastery of counseling constructs
Licensure Requirements	<ul style="list-style-type: none"> • Add psychopharmacology • Add psychopathology • Diagnosis and Treatment Planning. (Note: This course should have its own special designation and no longer be listed as a Special Topics Course.)
Mission Statement	<p>As part of the process in developing this report, the faculty and staff revisited the Program's mission statement, program objectives and vision statement. First, they decided that the mission statement needed to be inclusive and to capture the essence of the University, College of Arts and Sciences and program's goal. To address, the program added language championing diversity and inclusion.</p>

Class of 2022 Outcome Data

	# Graduates	Program Completion Rate	Employment Rate (Fall 2022)
Rehab	pending	pending	pending
MH	pending	pending	pending

Site Supervisor, Recent Graduate and Employer Survey Data

Response Rate

Recent Graduate	Employer	Site Supervisor
pending	pending	pending

Entry-level Specialty Area for AY 2021-2022

Specialty Area	Number of Graduates	Credentialing Exam Pass Rates	Job Placement
Rehabilitation	16	84%	100%
Mental Health	2	84%	100%
School	1	100%	100%

Key Performance Indicator Data

As described in the 2016 CACREP Standards (Standard IV.F), KPIs must be established for the assessment of students' knowledge and skills. A total of 10 KPIs were identified and defined—eight corresponding to each core area; one for the Program's specialty area (i.e., clinical mental health counseling); and one specific to behavioral medicine and neuroscience.

The Program maintains a database for tracking student performance on KPIs across courses and identifying areas where a student may need additional support or training. Faculty advisors meet with students after each semester to review their progress, which partly consists of an assessment of student performance on the KPIs.

The Program revised its objectives as well as identified and defined student KPIs and professional dispositions and each KPI is assessed at introductory and proficiency levels with a specified assignment or assessment. Course instructors provide these ratings using a rubrics-driven, 3-point Likert scale: 1) Below Expectations; 2) Meets Expectations; and 3) Exceeds Expectations

To implement the Program's conversion to the 2016 CACREP Standards, the faculty decided to assess and collect data on only the first-year students beginning in Fall 2019.