

Counseling Program Overview Report

The counseling faculty of the Department of Secondary Education and School Leadership meets annually to review, amend, and approve the counseling degree program's objectives, student matriculation, curriculum, and counseling profession service within the context of data gathered from the previous academic year. Based on the data gathered, the counseling faculty reviewed and approved recommendations for programmatic changes to be initiated in the 2025-26 academic year. Following is a summative report for the 2024-2025 academic reporting year.

Service

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that departments provide appropriate continuing education regarding supervision and practicum/internship expectations among professionals in the field who provide practicum/internship supervision for NSU students. The SESL Department revised online site supervisor training and added the revised training to the department's webpage on the Norfolk State University (NSU) Website for the 2025-2026 academic year. Online training gives site supervisors a chance to earn two (2) continuing education training hours that can be used toward various licensure renewals. At the end of the online site supervision training, the site supervisor completes an online survey to verify course attendance and this survey along with the training completed certification to be filed with the department. University supervisors monitor effectiveness of site supervisor training in the students' documentation and site supervisor evaluation feedback instrument throughout the 2025-2026 academic year. In addition, site supervisor training can be held in a one-on-one training session on an as-needed basis if sites contact the university supervisor for additional support.

Program Evaluation

The counseling faculty of the Department of Secondary Education and School Leadership met to review and evaluate the current counseling program objectives within the context of data gathered from departmental instruments Counselor Education Benchmark Disposition (CEBD) and site supervisor evaluations collected during the previous academic year of 2024-2025. Based on the results of the review which included data from the CEBD, site supervisors' evaluations, core and non-core faculty input, and in alignment with CACREP standards, the following recommendations were approved for programmatic changes to be initiated in the next academic year:

- The program revised the program objectives to align with the 8 core CACREP standards. The new objectives incorporate the program's Key Performance Indicators (KPIs) along with counselor identity and diversity objectives. The counselor identity and diversity objectives will use admissions and program completers data for measurements. The program also included one objective in the specialty area inclusive of the specialty area KPIs.
- The department instituted a program data day each semester in which core faculty and affiliated faculty collaborate to ensure KPIs and other data necessary are evaluated and reviewed for the programmatic continuous improvement. During a discussion at data day, it was approved by the faculty that starting in Fall 2025 all 2024 CACREP standards would be uploaded in Blackboard to link to assignments for the ability to generate a report from Blackboard on the standards.

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- The SESL Department collected data from the CEBD and site supervisors for insight into how well the students are prepared for field placement. The data showed the averages in the areas of Professional/Personal Development were 4.00 and Clinical Skill Development to be 3.98 with the possible average being 5.00. However, the area of Academic Development average was 4.11 with the possible average being 5.00. The lower scores in overall performance reflected variance in the course offering sequence in the course matriculation. UED 606 and COED 622 were moved to first year courses offered in the fall spring semesters and COED 645 was moved to a second-year course that was offered in the spring only semester in the counseling program. The delivery format was changed to full-term courses of 16 weeks versus mini-term courses of 7 weeks. UED 606 was paired with the counseling theories course of COED 622 for content matching to making the course instruction congruent.
- The data reported show that 99% of the students (N=20) in UED 606 are on target or acceptable according to the department goal of 85% according to assessed areas connected to counseling program goals. The data reported show that the students enrolled in UED 606 averaged 92% in academics, 95% in professional growth, and 91% in clinical skills which are within the department goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. In the areas of academic and professional growth there was progress, such as in the academic area from 86% to 95% and in professional growth area from 91% to 95%. There was a drop in clinical skills from 94% to 91%.
- The data reported show that 75% of the students (N=8) in COED 645 were acceptable and 25% unacceptable according to the department's goal of 85% according to assessed areas connected to counseling program goals. The data from COED 645 showed students averaged 68% in academics, 62% in professional growth, and 75% in clinical skills which are below the department goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. A decline was reflected in the academic area from 92% to 68%, in professional growth area from 95% to 62%, and in clinical skills from 91% to 75%.
- The data reported show that 92% of the students (N=12) in COED 650 are on target or acceptable and 8% unacceptable according to the department goal of 85% according to assessed areas connected to counseling program goals. The data from COED 650 showed students averaged 90% in academics, 89% in professional growth, and 87% in clinical skills which are within the department's goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. In the areas of academic and professional growth reflected a decline as in the academic area went from 94% to 90% and in professional growth area from 94% to 89%. There was growth in clinical skills from 85% to 87%.
- The data reported show that 90% of the students (N=22) in COED 622 are acceptable and 10% unacceptable according to the department's goal of 85% according to assessed areas connected to counseling program goals. The data from COED 622 showed students averaged 79% in academics, 74% in professional growth, and 75% in clinical skills which are below the department's goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this

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point in the program. In the areas of academic, professional growth, and clinical skills did not have previous data collected from the COED 622 course in the academic year 2023-24.

- The feedback from the site supervisors' evaluation was added to the core faculty discussions for improvement in the field placement courses. The consistent student performance from practicum to internship was noted as a positive factor in the site supervisors' feedback. Students knew the basic and advanced foundations of the counseling profession and showed up to sites well prepared. Students were well versed in the American Counseling Association (ACA) Ethical Standards and could effectively plan and run counseling groups. The site supervisors' feedback recognized the extensive support from university faculty supervisors and the accessibility of the program's practicum and internship handbook on the website which included the forms necessary for field placements and the department's processes and procedures for conducting practicum and internship.
- Starting in academic year 2024-2025, the counseling faculty began a student recruit campaign. Recruitment efforts were made at the Virginia Counseling Association in Hampton, the local military bases, and in local school systems. Individuals interested were given a graduate application fee waiver code to reduce barriers for applying to the counseling program.
- The program completed its CACREP site visit in April 2025. Based on site reviewers' feedback the department needs to extend the program student evaluation efforts. The departmental faculty is in the process of implementing an electronic student portfolio to document students' progress in various developmental areas of counseling throughout their matriculation in the program.
- The SESL department was granted permission to hire a tenure track faculty position and a term position. The new tenure track faculty position and term position will meet the requirements of CACREP core faculty to support the growth of the department programs and increased enrollment. The program has deemed that the term faculty position will serve as the clinical instructor in the 2025-26 academic year.
- The Department has increased efforts to build a stronger first year counseling foundation by implementing a cohort style model for students entering the program. The cohort model will address the matriculation of full time and part time students to increase student preparedness for field placements in a timely manner. This cohort model, along with program data, drives the course availability and sections during the academic year.
- The department enrolled its first cohort of students in the Addictions and Trauma Graduate certification program. This program was designed to prepare students to take the International Certification & Reciprocity Consortium (IC&RC) exam for the Certified Advanced Alcohol and Drug Counselor (CAADC). For the 2025-26, the certification program will be added to the department website and recruitment efforts will be extended to that program as well.
- The School of Education is proposing a reorganization in the 2025-26 AY. In this proposal, the SESL Department will be a counselor education graduate stand-alone department. Once the reorganization plan is completed, it will be approved by internal and external governing bodies.