



NCCU Counseling Program

Annual Report 2025-2026

Survey Results, Thematic Summaries, and Selected Visualizations

September 2026

Table of Contents

[Selected Findings at a Glance](#)

[Practicum/Internship Site Supervisor Survey](#)

[Student Evaluation of a Clinical Placement](#)

[Completer's Survey - Part I](#)

[Completer's Survey - Part II](#)

[Graduate Follow-up Survey](#)

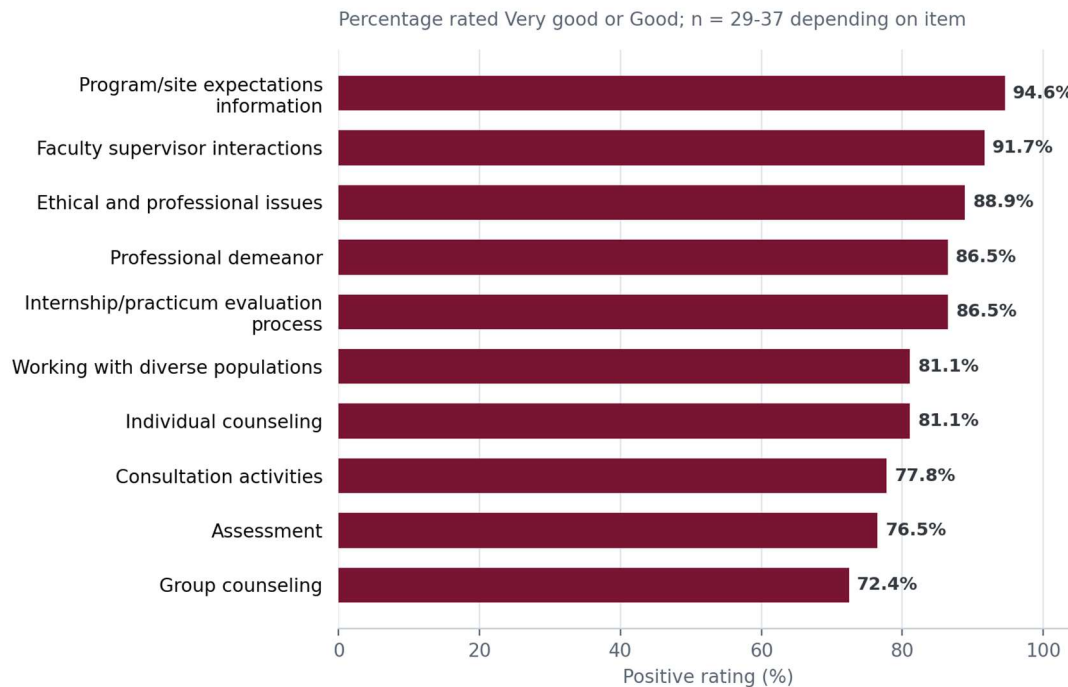
[Employer Survey](#)

[Faculty Review of Data](#)

Site Supervisor Selected Findings at a Glance

The charts below highlight the most actionable quantitative results. Positive ratings combine the two most favorable response options for each item.

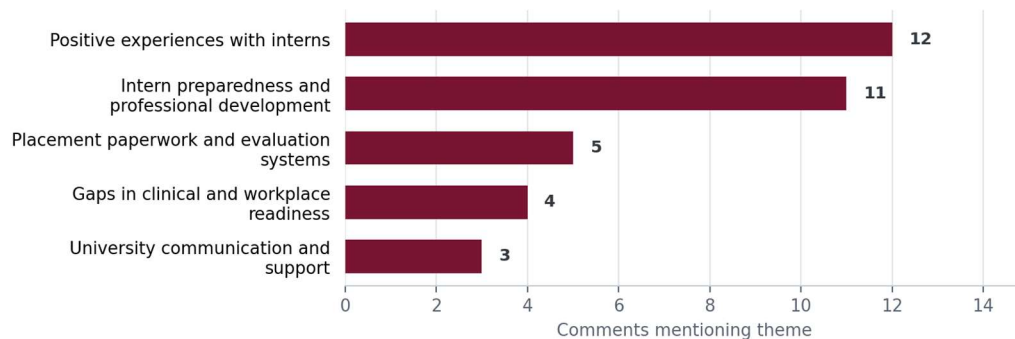
Site supervisors rated preparation most highly in program communication



Key takeaway: Strongest results were communication of program/site expectations (94.6%) and faculty-supervisor interactions (91.7%). Group-counseling preparation was the lowest-rated item (72.4%).

Site Supervisor Qualitative Themes at a Glance

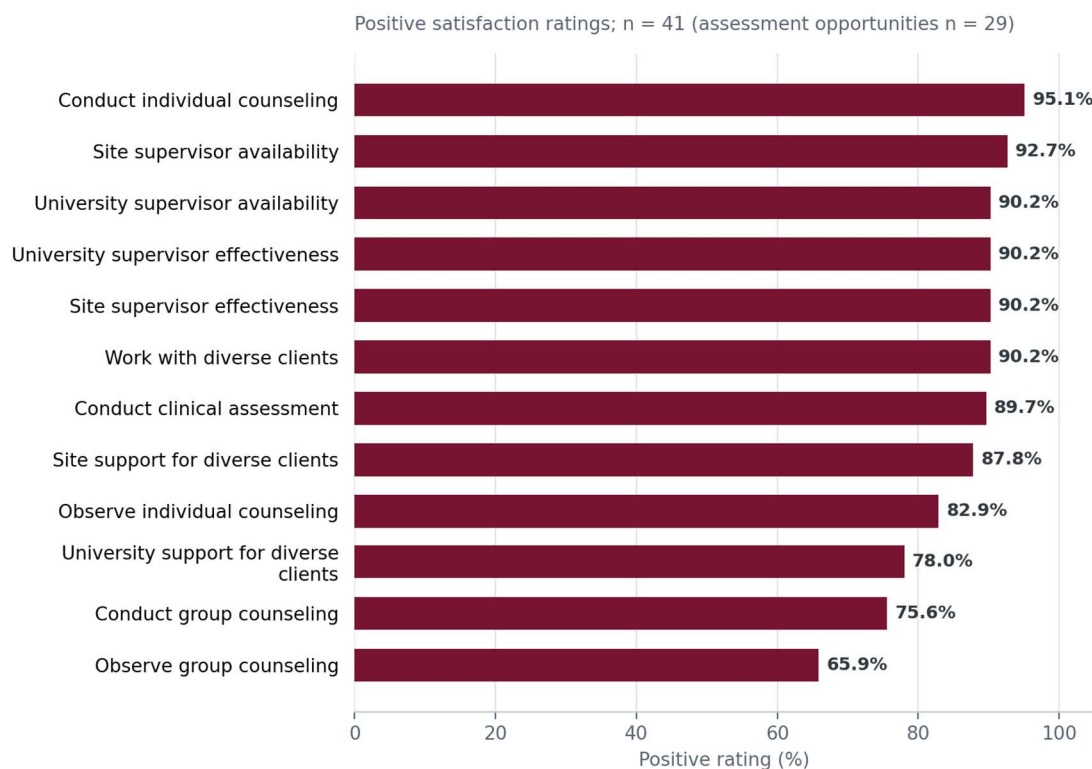
Site supervisors described interns positively and as well prepared



Key takeaway: Positive experiences and intern preparedness were the dominant themes. The most common improvement-oriented comments concerned paperwork, readiness gaps, and university communication.

Clinical Placement Selected Findings at a Glance

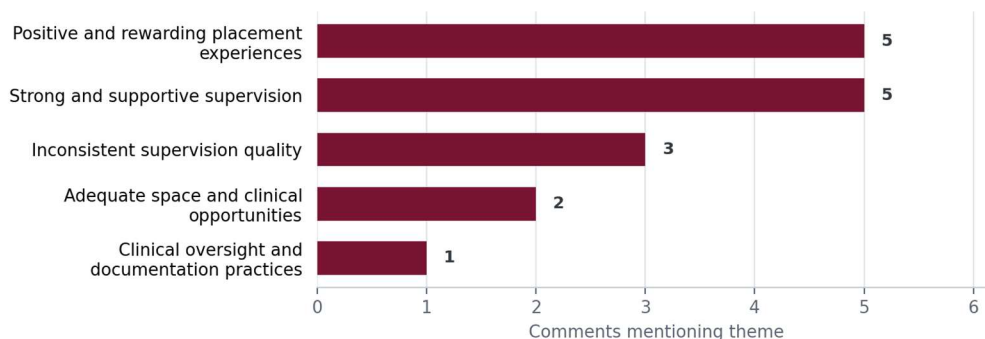
Clinical-placement satisfaction was high, with two notable gaps



Key takeaway: Students were most satisfied with opportunities for individual counseling (95.1%). Observing group counseling (65.9%) and conducting group counseling (75.6%) were the clearest areas for improvement.

Clinical Placement Qualitative Themes at a Glance

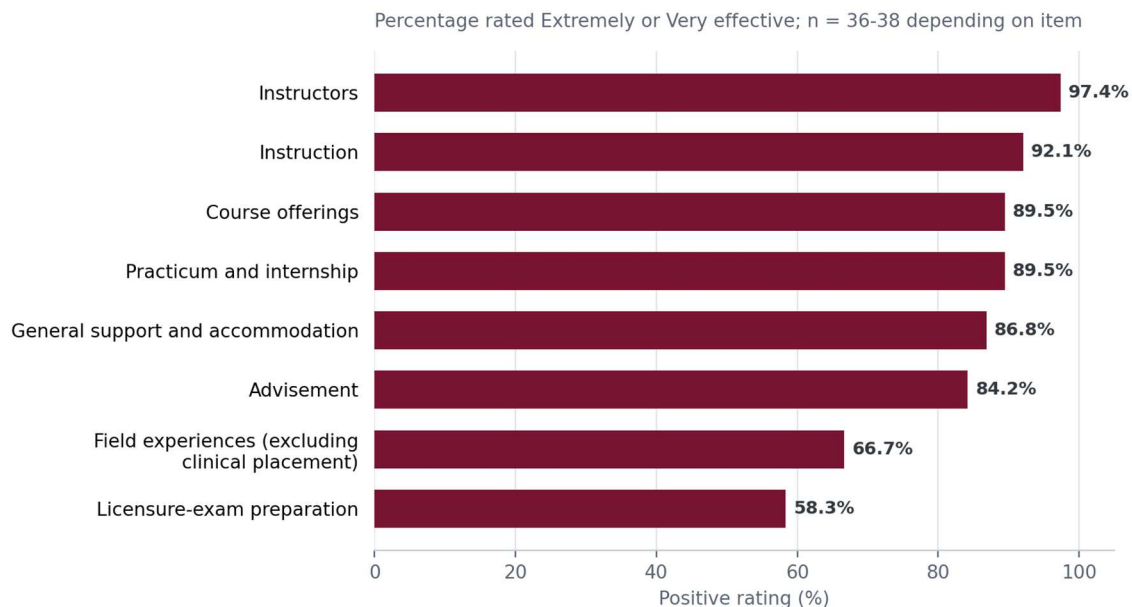
Students emphasized rewarding placements and supportive supervision



Key takeaway: Positive placement experiences and strong supervision were most common. A smaller group described inconsistent supervision or limited space and clinical opportunities.

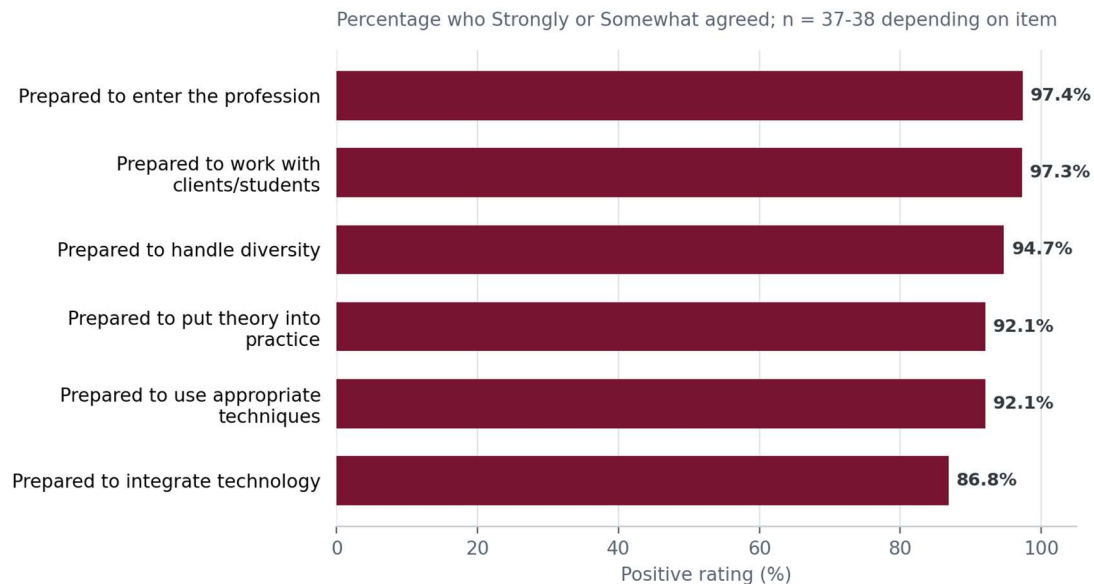
Completers' Selected Findings at a Glance

Instruction and instructors were viewed as especially effective



Key takeaway: Instructors (97.4%) and instruction (92.1%) led the program-effectiveness ratings. Preparation for licensure examinations (58.3%) and nonclinical field experiences (66.7%) were the lowest-rated areas.

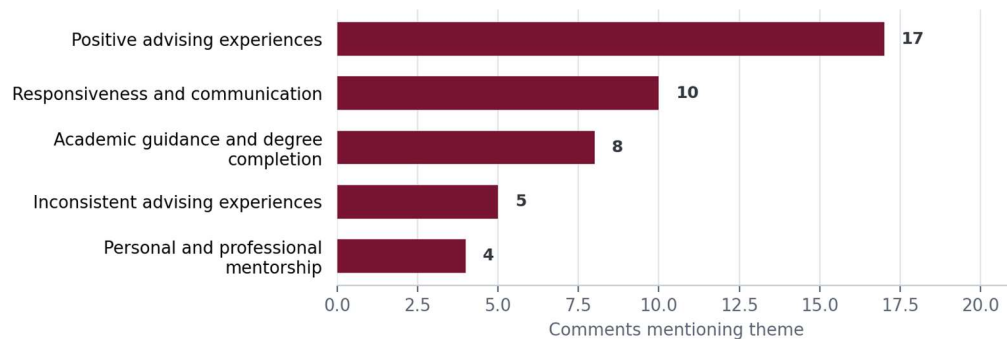
Completers generally felt ready for professional practice



Key takeaway: At least 86.9% agreed with every readiness statement. Preparation to integrate technology, while still favorable, was the lowest-rated area.

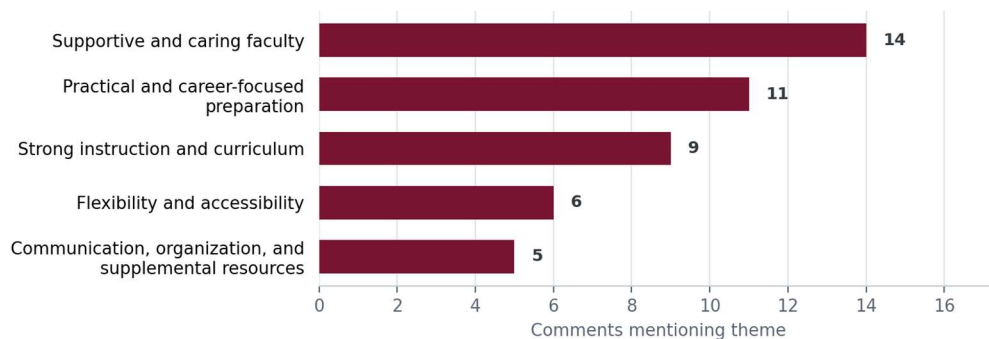
Completers' Qualitative Themes at a Glance

Advising feedback centered on positive experiences and responsiveness



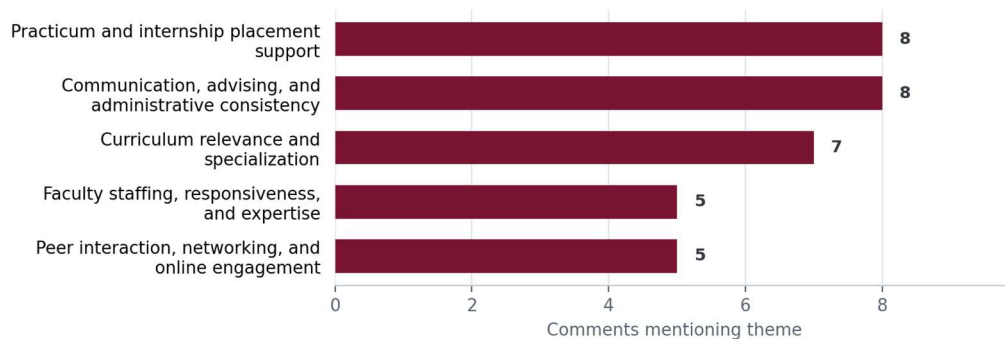
Key takeaway: Students most often described advising positively, especially responsiveness and academic guidance. Inconsistent experiences were the most frequently coded concern.

Faculty support and practical preparation were the clearest strengths



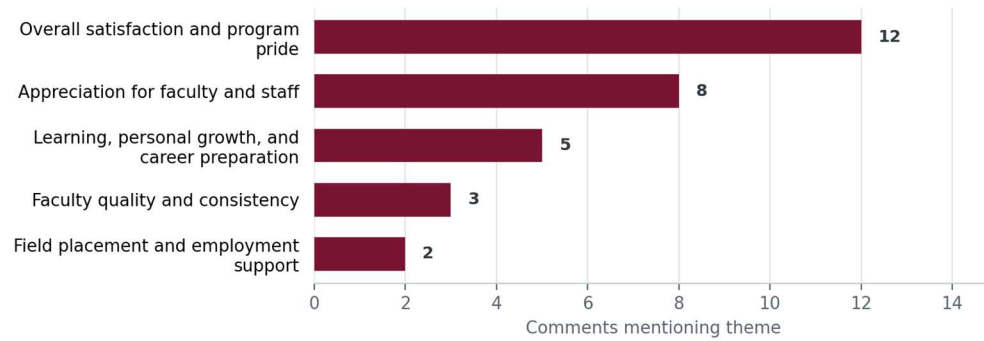
Key takeaway: Supportive faculty was the leading program-strength theme, followed by practical preparation and strong instruction. Flexibility and communication also appeared frequently.

Placement support and communication led improvement priorities



Key takeaway: Field-placement support and administrative consistency tied as the most common improvement themes. Curriculum relevance, faculty capacity, and online engagement followed.

General comments reflected satisfaction, faculty appreciation, and growth



Key takeaway: Overall satisfaction and program pride led the general comments, with frequent appreciation for faculty and recognition of learning, growth, and career preparation.

Practicum/Internship Site Supervisor Survey

Q4 - Please rate each counseling student on his/her preparation to....

#	Question	Very good		Good		Average		Poor		Very Poor		Total
1	Preparation to conduct individual counseling	56.76%	21	24.32%	9	18.92%	7	0.00%	0	0.00%	0	37
2	Preparation for conducting group counseling	48.28%	14	24.14%	7	24.14%	7	3.45%	1	0.00%	0	29
3	Preparation for assessing client/student functioning	44.12%	15	32.35%	11	23.53%	8	0.00%	0	0.00%	0	34
4	Preparation for engaging in consultation activities with parents and/or other professionals	41.67%	15	36.11%	13	22.22%	8	0.00%	0	0.00%	0	36
5	Preparation for dealing with ethical and professional issues	58.33%	21	30.56%	11	11.11%	4	0.00%	0	0.00%	0	36
6	Preparation for working with diverse populations	59.46%	22	21.62%	8	18.92%	7	0.00%	0	0.00%	0	37
7	The student's professional demeanor	62.16%	23	24.32%	9	13.51%	5	0.00%	0	0.00%	0	37
8	The information you received about the student and counseling program's expectations of sites and site supervisors	62.16%	23	32.43%	12	2.70%	1	2.70%	1	0.00%	0	37
9	Interactions with faculty supervisor	58.33%	21	33.33%	12	5.56%	2	0.00%	0	2.78%	1	36
10	The internship/practicum evaluation process	56.76%	21	29.73%	11	10.81%	4	0.00%	0	2.70%	1	37

Q5 - Please indicate any additional comments you would like to make about the internship/practicum experience.

Thematic Summary: Intern and Clinical-Placement Feedback

Nineteen responses from site supervisors were reviewed. Student, faculty, and site names were omitted. Because individual responses could address multiple topics, the frequencies overlap.

Theme	Comments mentioning theme	Summary
Positive experiences with interns	12	Most supervisors described their experiences favorably. Interns were characterized as professional, prepared, knowledgeable, eager to learn, and pleasant to supervise. Several supervisors expressed interest in hosting additional students.
Intern preparedness and professional development	11	Many respondents believed interns entered their placements ready to work and continued developing throughout the experience. Supervisors praised students' counseling abilities, interpersonal skills, professionalism, and interactions with clients and colleagues.
Gaps in clinical and workplace readiness	4	Some supervisors identified weaknesses in foundational counseling skills, diagnosis, treatment planning, intervention selection, professional independence, self-reflection, and responsiveness to feedback. One respondent perceived these concerns as particularly pronounced among online students.
Placement paperwork and evaluation systems	5	Supervisors described evaluation forms and placement paperwork as confusing, time-consuming, difficult to manage, or poorly formatted. Respondents recommended clearer forms and an electronic system for tracking hours, submitting evaluations, and storing recordings.
University communication and support	3	Experiences with university support varied. One supervisor praised the faculty supervisor's accessibility and communication, while others reported inconsistent support or an absence of faculty check-ins and direct communication.

Theme	Comments mentioning theme	Summary
Placement scheduling and program structure	2	Supervisors identified concerns about the timing and structure of placements. One noted that the current sequence does not align well with higher-education sites that typically cannot accommodate summer internships. Another reported difficulty maintaining planned clinical activities after the student completed the minimum required direct hours.
Continued partnerships and employment opportunities	3	Some sites expressed strong interest in continuing their relationship with the program, including hosting additional students and hiring interns. Conversely, two comments suggested that scheduling or supervisory difficulties could discourage sites from continuing a placement.
Balancing internship with other responsibilities	1	One respondent recommended that students reduce competing coursework, employment, or other responsibilities during internship so they can focus more fully on clinical development.

Overall interpretation

Site-supervisor feedback was predominantly positive. Most respondents viewed the interns as capable, professional, receptive to learning, and prepared to engage with clients. Several placements considered their interns exceptional, and one site reported hiring a former intern while hoping to hire another. These comments suggest that the program generally produces students who represent the university well and can develop into effective counselors.

However, supervisors identified some inconsistencies in readiness for clinical practice. Reported gaps included reflective listening, diagnosis, treatment planning, use of specific clinical interventions, independent functioning in professional settings, self-evaluation, and receptiveness to corrective feedback. One detailed response attributed several concerns to online education, but this represents one supervisor's perspective and should not be generalized to all online students without broader supporting data.

Administrative procedures emerged as the most consistent operational concern. Supervisors reported that paperwork and evaluations were difficult to understand, format, complete, and return. A centralized electronic platform for documenting hours, exchanging evaluations, managing recordings, and communicating with university supervisors could reduce the burden on both site supervisors and students.

The comments also indicate a need for more consistent communication between university and site supervisors. Recommended practices include an introductory contact at the beginning of the placement, scheduled check-ins, direct submission of evaluations to the faculty supervisor, and a clear process for addressing concerns about student performance.

Finally, maintaining strong placement partnerships may require closer alignment between program expectations and site needs. Placement sequences should account for the operating calendars of different settings, and expectations regarding direct hours, internship duration, workload, and student availability should be established before placement begins.

Overall tone

Response type	Number
Predominantly positive	10
Mixed or constructively suggestive	5
Predominantly critical	2
Nonresponsive ("None" or "N/A")	2

Overall, the feedback portrays interns as a significant program strength while highlighting opportunities to improve clinical skill consistency, faculty-site communication, placement scheduling, and administrative systems.

Student Evaluation of a Clinical Placement

Q3 - What semester are your answers in reference to?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What semester are your answers in reference to?	1.00	3.00	1.98	0.39	0.15	46

#	Answer	%	Count
1	Fall	8.70%	4
2	Spring	84.78%	39
3	Summer	6.52%	3
	Total	100%	46

Q5 - Are you responding regarding practicum (100 hour placement) or your internship (300 or 600 hour placement)?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you responding regarding practicum (100 hour placement) or your internship (300 or 600 hour placement)?	1.00	3.00	2.26	0.71	0.50	46

#	Answer	%	Count
1	Practicum	15.22%	7
2	300 hour Internship	43.48%	20
3	600 hour Internship	41.30%	19
	Total	100%	46

Q6 - In what type of placement were you?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In what type of placement were you?	1.00	3.00	2.20	0.49	0.24	46

#	Answer	%	Count
1	Career Counseling	4.35%	2
2	Mental Health Counseling	71.74%	33
3	School Counseling	23.91%	11
	Total	100%	46

Q22 - Were you in a placement that was specific to addictions? In other words, was this placement for LCAS purposes?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you in a placement that was specific to addictions? In other words, was this placement for LCAS purposes?	1.00	2.00	1.71	0.45	0.21	31

#	Answer	%	Count
1	Yes, it was an LCAS placement	29.03%	9
2	No, it was not an LCAS placement	70.97%	22
	Total	100%	31

Q19 - Please indicate the name of your placement site.

Please indicate the name of your placement site.

Eagle Counseling, Consultation, & Research Clinic

RN Harris Elementary

DukeWell

Green Hill Recovery/Aim

Durham Public Schools

DukeWELL - Duke Outpatient Clinic

Wilson County Schools

Steps Toward Success

Came City Counseling

Please indicate the name of your placement site.

Anderson Counseling and Consulting Group, PLLC

Counseling Professionals

Higher Aspiration Behavioral Healthcare

Counseling Professionals PLLC

North Carolina School of Science & Math

Daymark Recovery Services Hoke Center

DukeWell

Broadway Elementary

Emily K Center

Family Matters of Coastal Georgia

C.C Griffin STEM Middle

Creasman Counseling

Pee Dee Mental Health

Overcomers Counseling Center

Paisley Magnet IB / WSFCS

New Waters Recovery

Troutman Middle School - Iredell-Statesville Schools

The Down Town School

New Waters Recovery

Paisley IB Magnet School (WSFCS)

Trellis Supportive Care

Trellis Supportive Care

Anuvia Prevention and Recovery Center

Trellis Supportive Care

Bragg Street Academy

Overcomers Counseling Center

OCC

Camel City Counseling

OCC

Please indicate the name of your placement site.

Triangle Wellness and Recovery, PLLC

Awakenings Counseling

Coastal Horizons, Inc.

Lifeologie

Eagles Counseling Clinic

Lewisville Elementary School

Q20 - If your response is regarding internship, did you change sites between your practicum and your internship? In other words, were you in a different site for Internship (different than your practicum site)?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If your response is regarding internship, did you change sites between your practicum and your internship? In other words, were you in a different site for Internship (different than your practicum site)?	1.00	2.00	1.61	0.49	0.24	38

#	Answer	%	Count
1	Yes	39.47%	15
2	No	60.53%	23
	Total	100%	38

Q21 - Why did you change sites between practicum and internship?

Why did you change sites between practicum and internship?

My practicum site wasn't a LCAS placement

Job Opportunity

I did practicum at a school counseling site

Practicum site not supportive and was not confident I would get necessary hours, internship is where I worked and I knew I would get both hours and proper support in this environment

I wanted to experience other settings

Differential learning

Wanted to attempt middle school

Why did you change sites between practicum and internship?

needed to be at an addictions site for LCAS

wanted to gain experience with other grade levels

Needed an addictions site in the spring for the LCAS

Wanted to experience the middle school level

I am a dual degree student.

The site for practicum could not retain me to continue for internship

Transition to an LCAS site

Unethical practices

Q8 - Your opportunities to conduct individual counseling.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your opportunities to conduct individual counseling.	1.00	5.00	4.71	0.74	0.55	41

#	Answer	%	Count
1	Extremely dissatisfied	2.44%	1
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	2.44%	1
4	Somewhat satisfied	14.63%	6
5	Extremely satisfied	80.49%	33
	Total	100%	41

Q23 - Your opportunities to conduct group counseling.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your opportunities to conduct group counseling.	1.00	5.00	1.85	1.14	1.30	41

#	Answer	%	Count
1	Extremely Satisfied	53.66%	22
2	Somewhat satisfied	21.95%	9
3	Neither satisfied nor dissatisfied	14.63%	6
4	Somewhat dissatisfied	4.88%	2
5	Extremely dissatisfied	4.88%	2
	Total	100%	41

Q9 - Your opportunities to observe effective individual counseling.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your opportunities to observe effective individual counseling.	1.00	5.00	4.41	1.01	1.02	41

#	Answer	%	Count
1	Extremely dissatisfied	2.44%	1
2	Somewhat dissatisfied	4.88%	2
3	Neither satisfied nor dissatisfied	9.76%	4
4	Somewhat satisfied	14.63%	6
5	Extremely satisfied	68.29%	28
	Total	100%	41

Q24 - Your opportunities to observe effective group counseling.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your opportunities to observe effective group counseling.	1.00	5.00	4.02	1.32	1.73	41

#	Answer	%	Count
1	Extremely dissatisfied	7.32%	3

#	Answer	%	Count
2	Somewhat dissatisfied	7.32%	3
3	Neither satisfied nor dissatisfied	19.51%	8
4	Somewhat satisfied	7.32%	3
5	Extremely satisfied	58.54%	24
	Total	100%	41

Q10 - Your opportunities to work with diverse groups of clients.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your opportunities to work with diverse groups of clients.	1.00	5.00	4.56	0.96	0.93	41

#	Answer	%	Count
1	Extremely dissatisfied	4.88%	2
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	4.88%	2
4	Somewhat satisfied	14.63%	6
5	Extremely satisfied	75.61%	31
	Total	100%	41

Q25 - Your opportunities to conduct a comprehensive clinical assessment

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your opportunities to conduct a comprehensive clinical assessment	1.00	4.00	1.59	0.85	0.73	29

#	Answer	%	Count
1	Extremely satisfied	58.62%	17
2	Somewhat satisfied	31.03%	9

#	Answer	%	Count
3	Neither satisfied nor dissatisfied	3.45%	1
4	Somewhat dissatisfied	6.90%	2
5	Extremely dissatisfied	0.00%	0
	Total	100%	29

Q11 - Your site supervisor's availability.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your site supervisor's availability.	1.00	5.00	4.61	0.91	0.82	41

#	Answer	%	Count
1	Extremely dissatisfied	2.44%	1
2	Somewhat dissatisfied	4.88%	2
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat satisfied	14.63%	6
5	Extremely satisfied	78.05%	32
	Total	100%	41

Q13 - The effectiveness of your site supervisor.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The effectiveness of your site supervisor.	1.00	5.00	4.54	0.94	0.88	41

#	Answer	%	Count
1	Extremely dissatisfied	2.44%	1
2	Somewhat dissatisfied	4.88%	2
3	Neither satisfied nor dissatisfied	2.44%	1

#	Answer	%	Count
4	Somewhat satisfied	17.07%	7
5	Extremely satisfied	73.17%	30
	Total	100%	41

Q14 - Your site's or site supervisor's assistance in working with a diverse population.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your site's or site supervisor's assistance in working with a diverse population.	3.00	5.00	4.63	0.69	0.48	41

#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	12.20%	5
4	Somewhat satisfied	12.20%	5
5	Extremely satisfied	75.61%	31
	Total	100%	41

Q15 - Your university supervisor's availability.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your university supervisor's availability.	2.00	5.00	4.68	0.71	0.51	41

#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	2.44%	1
3	Neither satisfied nor dissatisfied	7.32%	3
4	Somewhat satisfied	9.76%	4

#	Answer	%	Count
5	Extremely satisfied	80.49%	33
	Total	100%	41

Q16 - The effectiveness of your university supervisor.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The effectiveness of your university supervisor.	3.00	5.00	4.68	0.64	0.41	41

#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	9.76%	4
4	Somewhat satisfied	12.20%	5
5	Extremely satisfied	78.05%	32
	Total	100%	41

Q17 - Your university supervisor's assistance in working with a diverse population.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your university supervisor's assistance in working with a diverse population.	3.00	5.00	4.49	0.83	0.69	41

#	Answer	%	Count
1	Extremely dissatisfied	0.00%	0
2	Somewhat dissatisfied	0.00%	0
3	Neither satisfied nor dissatisfied	21.95%	9
4	Somewhat satisfied	7.32%	3
5	Extremely satisfied	70.73%	29

#	Answer	%	Count
	Total	100%	41

Q18 - Any additional comments?

Thematic Summary: Clinical Placement Comments

Eleven responses were reviewed. Names, placement sites, and other potentially identifying information were omitted. Because comments could reflect multiple themes, frequencies overlap.

Theme	Comments mentioning theme	Summary
Positive and rewarding placement experiences	5	Several students described their placements as rewarding, enjoyable, and valuable learning experiences. One reported receiving substantial responsibility while remaining well supported.
Strong and supportive supervision	5	Students praised supervisors who were encouraging, accessible, and effective. Several comments suggested that the quality of supervision strongly shaped the overall placement experience.
Inconsistent supervision quality	3	Some respondents experienced differences in quality across supervisors or semesters. Concerns included limited feedback, inconsistent availability, insufficient familiarity with the role, and a decline in support after a supervisory change.
Adequate space and clinical opportunities	2	Students requested private, interruption-free counseling space and sufficient opportunities to counsel individual clients or facilitate groups.
Clinical oversight and documentation practices	1	One respondent reported that clinical documentation and treatment plans were not regularly reviewed and questioned how performance was evaluated without direct observation or adequate review of clinical work.
Program response to placement concerns	1	One respondent felt that concerns about a placement were dismissed and that the existing agreement made changing sites difficult. The comment called for more active listening, responsiveness, and psychological safety when students raise concerns.
Placement fit and student independence	1	One respondent strongly recommended a placement while noting that it may be particularly appropriate for students who are comfortable working independently.

Overall interpretation

Most respondents viewed their clinical placements positively and frequently attributed the quality of their experiences to supportive supervisors. Students especially valued placements that offered meaningful responsibility, strong guidance, and opportunities to develop as practicing counselors.

At the same time, the comments indicate that supervision quality may vary considerably by supervisor and semester. Suggested areas for improvement include clearer expectations for supervisor availability, timely feedback, direct observation or review of clinical work, assistance with required documentation, and consistent monitoring of student progress.

One detailed response raised potentially significant concerns about clinical oversight, secure recordkeeping, the review of assessments and treatment plans, supervisory availability, and the program's response when concerns were reported. The respondent also described perceptions about the placement that cannot be verified from survey data alone. Those claims should not be treated as established facts, but the concerns about documentation, supervision, boundaries, and the student's reported distress warrant confidential follow-up and objective review.

The feedback also suggests that the department should periodically evaluate whether placement sites provide:

- Private and appropriate counseling space

- Sufficient access to clients and planned clinical activities
- Secure systems for maintaining clinical records
- Regular supervision and meaningful feedback
- Direct observation or another sound basis for evaluating performance
- A clear, supportive process for reporting concerns or requesting a placement review

Overall tone

Response type	Number
Predominantly positive	6
Positive with some reservations	1
Constructively critical	2
Highly critical or concerning	1
Nonresponsive ("N/A")	1

Because the sample contains only eleven responses—and one detailed response accounts for several of the concerns—the results should be interpreted as indicators for further review rather than evidence that these issues characterize all placements.

Completer's Survey - Part I

Q2 - Program(s) completed

#	Answer	%	Count
1	Career Counseling and Placement	2.33%	1
2	Clinical Mental Health Counseling	67.44%	29
3	School Counseling	30.23%	13
	Total	100%	43

Q3 - If you are a School Counseling major, have you passed the Praxis II?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you are a School Counseling major, have you passed the Praxis II?	1.00	3.00	2.31	0.82	0.67	13

#	Answer	%	Count
1	Yes	23.08%	3
2	Took the exam, did not pass	23.08%	3
3	Have not taken it yet	53.85%	7
	Total	100%	13

Q4 - Do you intend on seeking licensure as a school counselor?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you intend on seeking licensure as a school counselor?	1.00	1.00	1.00	0.00	0.00	10

#	Answer	%	Count
1	Yes	100.00%	10
2	Maybe	0.00%	0

#	Answer	%	Count
3	No	0.00%	0
	Total	100%	10

Q5 - When do you plan on taking (or retaking) the Praxis II?

When do you plan on taking (or retaking) the Praxis II?
Summer or By 2027
June
Retake: May 26th
Summer
May 2026
This summer
May or June 2026
Fall 2026
Fall 2026
June 2027

Q7 - Did you attend a Praxis preparation workshop while at NCCU?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you attend a Praxis preparation workshop while at NCCU?	2.00	2.00	2.00	0.00	0.00	13

#	Answer	%	Count
1	Yes	0.00%	0
2	No	100.00%	13
	Total	100%	13

Q6 - If you are seeking some type of licensure (other than NC school licensure), which license(s) will you attempt to attain?

If you are seeking some type of licensure (other than NC school licensure), which license(s) will you attempt to attain?

NC clinical mental health counselor

LCMHC, LCAS

LCMHCA

LCAS

LCMHC-A

LCMHC-A

N/A

N/A

LAPC (Pennsylvania)

LCMHC

CMHCA

Counseling License from NC board of licensed mental health counselors

LCMHCA

Not at this time.

LPCC Minnesota

LCMHC and LCAS

LCMHC-A then LCMHC

LCHMC-A

LCMHC

n/a

N/A

LCMHC, LCAS.

LCAS-A & then LCAS

LCMHC-A

LCMHC

LCMH-A & LCAS-A

Lisenced Clinical Mental Health Counselor

Licensed Clinical Mental Health Counseling Associate Licensed Clinical Addiction Specialist

LCMHCA, LCASA

If you are seeking some type of licensure (other than NC school licensure), which license(s) will you attempt to attain?

LCMHCA

LCMHCA (NC)

NC Clinical Mental Health License

Q8 - Are you currently employed in your selected discipline (what you went to school for)?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed in your selected discipline (what you went to school for)?	1.00	2.00	1.69	0.46	0.21	39

#	Answer	%	Count
1	Yes	30.77%	12
2	No	69.23%	27
	Total	100%	39

Q12 - Have you recently been employed (and will begin your job relatively soon)?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you recently been employed (and will begin your job relatively soon)?	1.00	2.00	1.70	0.46	0.21	27

#	Answer	%	Count
1	Yes	29.63%	8
2	No	70.37%	19
	Total	100%	27

Q18 - Are you currently seeking employment?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently seeking employment?	1.00	2.00	1.21	0.41	0.17	19

#	Answer	%	Count
1	Yes	78.95%	15
2	No	21.05%	4
	Total	100%	19

Q15 - How many months before you begin your new job?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many months before you begin your new job?	2.00	3.00	2.38	0.48	0.23	8

#	Answer	%	Count
1	Less than one	0.00%	0
2	One to two months	62.50%	5
3	Between two and six months	37.50%	3
4	More than six months	0.00%	0
	Total	100%	8

Q13 - Employer

Employer
Horizon Integrated Wellness Group
Penn State University - Herr Counseling Clinic
Calm and Focused Therapy
Counseling Professionals PLLC
UHC

Employer
Cabarrus County Schools
Lifeologie

Q16 - Will you continue to work for your current employer in your present or new position?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Will you continue to work for your current employer in your present or new position?	1.00	3.00	1.71	0.89	0.79	24

#	Answer	%	Count
1	Yes	58.33%	14
2	No	12.50%	3
3	Not applicable (N/A)	29.17%	7
	Total	100%	24

Q17 - How long have you been with your current employer?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been with your current employer?	1.00	7.00	2.25	1.69	2.85	12

#	Answer	%	Count
1	Less than one year	41.67%	5
2	1-2 years	33.33%	4
3	3-5 years	8.33%	1
4	6-10 years	8.33%	1
5	11-15 years	0.00%	0
6	16-20 years	0.00%	0
7	21-25 years	8.33%	1

#	Answer	%	Count
8	More than 25 years	0.00%	0
	Total	100%	12

Q22 - What are your plans for the next year?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What are your plans for the next year?	1.00	2.00	1.10	0.30	0.09	39

#	Answer	%	Count
1	I plan to work or pursue employment during the next year	89.74%	35
2	I plan to pursue advance study during the next year	10.26%	4
3	I do not plan to work, pursue employment, or advanced study during the next year	0.00%	0
	Total	100%	39

Completer's Survey - Part II

Q3 - Program(s) completed

#	Answer	%	Count
1	Career Counseling and Placement	2.38%	1
2	Clinical Mental Health Counseling	69.05%	29
3	School Counseling	28.57%	12
	Total	100%	42

Q5 - Course offerings

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Course offerings	1.00	3.00	1.79	0.61	0.38	38

#	Answer	%	Count
1	Extremely effective	31.58%	12
2	Very effective	57.89%	22
3	Moderately effective	10.53%	4
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	38

Q6 - Instructors

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Instructors	1.00	3.00	1.61	0.54	0.29	38

#	Answer	%	Count
1	Extremely effective	42.11%	16
2	Very effective	55.26%	21
3	Moderately effective	2.63%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	38

Q7 - Advisement

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Advisement	1.00	5.00	1.74	1.02	1.04	38

#	Answer	%	Count
1	Extremely effective	52.63%	20
2	Very effective	31.58%	12
3	Moderately effective	10.53%	4
4	Slightly effective	0.00%	0
5	Not effective at all	5.26%	2
	Total	100%	38

Q7.5 - Please provide us with feedback regarding your experience with advising.

Thematic Summary: Advising Feedback

Names, institutional references, dates, and potentially identifying details have been removed. Themes overlap because individual comments sometimes addressed multiple topics.

Theme	Comments mentioning theme	Summary
Positive advising experiences	17	Most respondents described their advising positively. Advisors were commonly characterized as helpful, patient, caring, knowledgeable, and important to students' progress toward graduation.
Responsiveness and communication	10	Students valued advisors who replied promptly, remained accessible, and communicated important information before it was needed. Online students particularly appreciated consistent communication through email and program systems.
Academic guidance and degree completion	8	Advisors were frequently praised for helping students select courses, understand graduation requirements, resolve academic concerns, and remain on track.
Personal and professional mentorship	4	Some students experienced advising as more than academic planning. These respondents valued guidance related to personal growth, professional development, career questions, and life concerns.
Inconsistent advising experiences	5	Several respondents reported uneven advising quality. Concerns included nonresponsiveness, limited follow-through, insufficient advocacy, and advising that focused mainly on course registration.
Need for clearer program timelines	2	Students wanted a standardized written timeline covering important requirements outside coursework. Confusion was reported regarding examinations, licensure preparation, practicum applications, internships, and other program milestones.
Earlier clinical-field preparation	2	Students recommended earlier exposure to potential internship sites and earlier communication about practicum and internship application deadlines.
Career and postgraduation support	1	One respondent wanted more assistance with employment and the transition from the program into professional practice. The student felt advising focused primarily on completing degree requirements.
Advisor workload and institutional limitations	2	Some students believed large advising caseloads or limited institutional authority may have affected advisors' ability to provide individualized support, follow through, or advocate effectively.
Professionalism and psychological safety concerns	1	One respondent reported serious concerns involving delayed communication, lateness, uncomfortable identity-related remarks, interpersonal conflict, and a lack of trust and safety in the advising relationship. The student also indicated being unaware of the process for changing advisors.
Broader faculty and program experience	2	A small number of comments addressed the overall program or faculty rather than advising specifically. One described the program very positively, while another indicated that most professors were effective but a few did not meet expectations.

Overall interpretation

The feedback was largely positive, with students most frequently emphasizing supportive relationships, responsiveness, helpful academic guidance, and advisors' investment in student success. Several students viewed their advisors as essential to their progress and graduation.

The primary concerns involved inconsistent advising practices, incomplete communication about major program milestones, limited career support, and difficulty obtaining assistance when an advising relationship was unsuccessful. The comments suggest that students' experiences depend substantially on the individual advisor.

Recommendations emerging from the data

1. Develop a standardized, year-by-year advising timeline.
2. Include examination, licensure, practicum, internship, and graduation milestones.

3. Introduce internship-site exploration and shadowing earlier.
4. Establish consistent expectations for advisor responsiveness and follow-through.
5. Expand career and postgraduation support.
6. Review whether advising caseloads allow sufficient individualized attention.
7. Clearly communicate the process for requesting a different advisor.
8. Provide a confidential process for reporting professionalism, identity-related, or psychological-safety concerns.

Q8 - Instruction

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Instruction	1.00	3.00	1.71	0.60	0.36	38

#	Answer	%	Count
1	Extremely effective	36.84%	14
2	Very effective	55.26%	21
3	Moderately effective	7.89%	3
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	38

Q9 - Field experiences (not including practicum or internship)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Field experiences (not including practicum or internship)	1.00	5.00	2.19	1.05	1.10	36

#	Answer	%	Count
1	Extremely effective	27.78%	10
2	Very effective	38.89%	14
3	Moderately effective	25.00%	9
4	Slightly effective	2.78%	1

#	Answer	%	Count
5	Not effective at all	5.56%	2
	Total	100%	36

Q10 - Practicum and Internship

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Practicum and Internship	1.00	4.00	1.61	0.74	0.55	38

#	Answer	%	Count
1	Extremely effective	52.63%	20
2	Very effective	36.84%	14
3	Moderately effective	7.89%	3
4	Slightly effective	2.63%	1
5	Not effective at all	0.00%	0
	Total	100%	38

Q11 - Preparation for licensure examination(s)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation for licensure examination(s)	1.00	5.00	2.33	1.08	1.17	36

#	Answer	%	Count
1	Extremely effective	25.00%	9
2	Very effective	33.33%	12
3	Moderately effective	30.56%	11
4	Slightly effective	5.56%	2
5	Not effective at all	5.56%	2

#	Answer	%	Count
	Total	100%	36

Q12 - General support and accommodation

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	General support and accommodation	1.00	4.00	1.71	0.76	0.57	38

#	Answer	%	Count
1	Extremely effective	44.74%	17
2	Very effective	42.11%	16
3	Moderately effective	10.53%	4
4	Slightly effective	2.63%	1
5	Not effective at all	0.00%	0
	Total	100%	38

Q14 - I have been well prepared to enter my profession

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been well prepared to enter my profession	1.00	4.00	1.37	0.62	0.39	38

#	Answer	%	Count
1	Strongly agree	68.42%	26
2	Somewhat agree	28.95%	11
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	2.63%	1
5	Strongly disagree	0.00%	0
	Total	100%	38

Q15 - I have been well prepared to work with my clients/students

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been well prepared to work with my clients/students	1.00	3.00	1.24	0.49	0.24	37

#	Answer	%	Count
1	Strongly agree	78.38%	29
2	Somewhat agree	18.92%	7
3	Neither agree nor disagree	2.70%	1
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	37

Q16 - I have been well prepared to put theory into practice

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been well prepared to put theory into practice	1.00	4.00	1.50	0.72	0.51	38

#	Answer	%	Count
1	Strongly agree	60.53%	23
2	Somewhat agree	31.58%	12
3	Neither agree nor disagree	5.26%	2
4	Somewhat disagree	2.63%	1
5	Strongly disagree	0.00%	0
	Total	100%	38

Q17 - I have been well prepared to use appropriate techniques

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been well prepared to use appropriate techniques	1.00	4.00	1.61	0.78	0.61	38

#	Answer	%	Count
1	Strongly agree	52.63%	20
2	Somewhat agree	39.47%	15
3	Neither agree nor disagree	2.63%	1
4	Somewhat disagree	5.26%	2
5	Strongly disagree	0.00%	0
	Total	100%	38

Q18 - I have been well prepared to integrate technology into my work

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been well prepared to integrate technology into my work	1.00	4.00	1.74	0.75	0.56	38

#	Answer	%	Count
1	Strongly agree	42.11%	16
2	Somewhat agree	44.74%	17
3	Neither agree nor disagree	10.53%	4
4	Somewhat disagree	2.63%	1
5	Strongly disagree	0.00%	0
	Total	100%	38

Q19 - I have been well prepared to handle issues of diversity

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been well prepared to handle issues of diversity	1.00	3.00	1.32	0.57	0.32	38

#	Answer	%	Count
1	Strongly agree	73.68%	28
2	Somewhat agree	21.05%	8
3	Neither agree nor disagree	5.26%	2
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	38

Q22 - How far in advance did you start formally preparing for the CPCE?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How far in advance did you start formally preparing for the CPCE?	1.00	7.00	3.20	1.26	1.59	35

#	Answer	%	Count
1	Less than one month before taking the test	5.71%	2
2	One month before the test	25.71%	9
3	Two months before the test	31.43%	11
4	Three months before the test	22.86%	8
5	Four months before the test	11.43%	4
6	Five months before the test	0.00%	0
7	Six months before the test	2.86%	1
8	Seven months before the test	0.00%	0
9	Eight months before the test	0.00%	0

#	Answer	%	Count
10	More than eight months before the test	0.00%	0
	Total	100%	35

Q23 - What (if anything) do you think we do well?

Thematic Summary: What the Program Did Well

Generated using AI: Twenty-eight comments were reviewed. Names and identifying references were omitted. Because individual comments could reflect multiple themes, the frequencies below overlap.

Theme	Comments mentioning theme	Summary
Supportive and caring faculty	14	Faculty were described as compassionate, accessible, empathetic, flexible, and invested in students' academic and professional success. Students especially valued advocacy, mentorship, and support during personal challenges.
Practical and career-focused preparation	11	Practicum, internship, pre-practicum, group counseling, and other hands-on experiences helped students apply theory, develop counseling skills, build confidence, and prepare for professional practice.
Strong instruction and curriculum	9	Students praised the quality of instructors, course content, foundational theory, counseling practices, and the organization of classes.
Flexibility and accessibility	6	Online and asynchronous options, reasonable workloads, flexible faculty, and concentrated in-person experiences made the program accessible to working adults and students with families.
Communication, organization, and supplemental resources	5	Clear communication, program organization, preparedness, newsletters, webinars, trainings, and campus events were viewed as helpful sources of guidance.
Multiculturalism, diversity, and social justice	4	Students valued the program's meaningful attention to culture, diversity, multicultural counseling, and social justice. Faculty were credited with creating an inclusive learning environment and preparing students to serve diverse populations.
Ethical professional development	1	The program was praised for treating ethical practice as a genuine professional commitment rather than simply a formal requirement.
Affordability and value	1	One respondent highlighted the program's strong instruction and career preparation relative to its affordable cost.

Overall interpretation

The program's strongest and most consistent asset was its faculty. Respondents experienced faculty members as caring, responsive, accommodating, and genuinely committed to student success. This supportive environment appeared particularly important for students balancing graduate education with employment, family responsibilities, or unexpected personal circumstances.

Students also viewed the program as effective preparation for professional counseling. Clinical training experiences—especially pre-practicum, practicum, internship, group counseling, and in-person skill development—were repeatedly identified as valuable. Respondents felt these experiences connected classroom learning with real-world practice and helped them develop both competence and confidence.

A third notable strength was the program's emphasis on multicultural awareness, diversity, and social justice. Respondents indicated that these topics were meaningfully incorporated into their education and helped prepare them to counsel people from varied backgrounds. Overall, the comments depict a supportive, inclusive, flexible, and professionally oriented program that combines strong instruction with practical skill development.

One response focused on the respondent's own resilience and flexibility rather than identifying something the program did well, so it was not assigned to a program-strength theme.

Q24 - What (if anything) do you think we need to improve?

Thematic Summary: What the Program Could Improve

Twenty-three responses were reviewed. Names and potentially identifying details were omitted. Eighteen responses identified at least one area for program improvement. Because responses could address multiple areas, the frequencies overlap.

Theme	Comments mentioning theme	Summary
Practicum and internship placement support	8	The most frequent concern involved insufficient support locating field placements. Students requested earlier preparation, updated site/contact lists, stronger partnerships with placement sites, help finding sites aligned with career goals, and a clearer MOA process.
Communication, advising, and administrative consistency	8	Students described a need for earlier, clearer, and more consistent information about program requirements, placement timelines, examinations, clinical hours, licensure, and other administrative processes.
Curriculum relevance and specialization	7	Some respondents viewed parts of the curriculum as repetitive, tedious, or insufficiently connected to clinical practice. Students also requested more track-specific instruction, greater exposure to varied counseling theories, and additional research preparation.
Faculty staffing, responsiveness, and expertise	5	Respondents requested more responsive faculty, retention of experienced instructors, improved faculty familiarity with university procedures, and instructors whose professional backgrounds align with students' specializations.
Peer interaction, networking, and online engagement	5	Online and specialty-track students wanted more opportunities to practice with peers, engage in discussion and debate, build support networks, and connect with students who share their professional interests.
CPCE, NCE, and licensure preparation	4	Students requested earlier and more systematic preparation for comprehensive and licensing examinations. Suggestions included regular informational meetings, earlier notification of testing dates, dedicated exam preparation, and clearer guidance about postgraduation licensure and supervision.
Applied practice and meaningful feedback	4	Respondents wanted more role-play, practical application of interventions, skill-building opportunities, and timely, detailed feedback on clinical recordings and assignments.
Support for working and distance-education students	2	Some students felt that the program did not always provide the flexibility or interactive learning experience expected by working and online students.
Student development and recognition	2	Responses suggested more attention to leadership, confidence, professional networking, and recognition of student accomplishments.
Financial-aid support	1	One respondent identified the financial-aid department as an area needing improvement but did not provide additional details.

Overall interpretation

The clearest area for improvement is the program's practicum and internship placement process. Students reported wanting guidance much earlier in the program, including realistic timelines for contacting sites, current lists of approved placements, accurate contact information, assistance with affiliation agreements, and stronger institutional relationships with prospective sites. Some respondents believed the present process placed too much responsibility and stress on individual students and did not consistently connect them with placements suited to their career goals.

A related concern was the timing and consistency of program communication. Students wanted a more structured advising system that proactively communicates important milestones, including field-placement deadlines, required clinical hours, examination dates, graduation requirements, licensure procedures, and the need for postgraduate

supervision. Regular milestone meetings, written timelines, and centralized resources could address several of these concerns simultaneously.

Respondents also wanted the curriculum to be more consistently practical, purposeful, and aligned with their areas of specialization. Suggested improvements included organizing key clinical courses by counseling track, using instructors with relevant field experience, reducing repetitive or low-value assignments, expanding exposure beyond one dominant theoretical orientation, and providing more meaningful feedback on developing counseling skills.

Finally, online students expressed a desire for greater interpersonal engagement. More structured role-play, peer discussion, specialization-based cohorts, mentorship, and networking opportunities could help distance learners feel more connected while strengthening their clinical and professional development.

Three respondents answered “N/A,” one offered only positive feedback, and one discussed personal self-advocacy rather than an area the program should improve. These responses were not assigned to program-improvement themes.

Q25 - Any additional comments about our Program (in general) that you would like to share?

Thematic Summary: General Comments About the Program

Nineteen responses were reviewed. Names and potentially identifying details were omitted. Because comments could address multiple topics, the frequencies overlap.

Theme	Comments mentioning theme	Summary
Overall satisfaction and program pride	12	Most respondents described the program positively, expressing gratitude, pride, enjoyment, or satisfaction with their overall experience. Several indicated that the program was worthwhile or that they would recommend it to others.
Appreciation for faculty and staff	8	Students frequently thanked faculty and staff for their support, flexibility, accessibility, administrative assistance, and contributions to their success.
Learning, personal growth, and career preparation	5	Respondents reported gaining knowledge, developing professionally and personally, and feeling prepared to work with clients or enter the counseling field.
Faculty quality and consistency	3	Although faculty were generally praised, some respondents reported inconsistent instructional quality. Concerns included stressful learning environments, limited engagement, and perceptions that certain instructors contributed only minimal effort.
Field placement and employment support	2	Students requested stronger assistance with practicum and internship placement, evaluation of site supervisors, and the transition from graduation to employment.
Online and in-person learning experiences	2	One respondent praised the program for creating meaningful relationships in an online environment, while another wanted more in-person courses and a stronger residential experience.
Program growth and admissions	2	Respondents recognized that the program is growing but cautioned that enrollment growth should not come at the expense of instructional quality, student support, or professional standards.
Professional relationships and belonging	2	Students valued the professional connections they developed and described finding a sense of belonging within the program.
Specialization-specific instruction	1	One respondent recommended grouping students by counseling specialization in key clinical courses to make instruction more relevant to their career paths.

Overall interpretation

General comments were predominantly positive. Students commonly expressed gratitude for the opportunity to participate in the program and described their experiences with pride and affection. Many believed the program

contributed meaningfully to their knowledge, personal development, professional identity, and readiness to serve clients.

Faculty and staff were central to these positive experiences. Respondents frequently described them as supportive, gracious, talented, and committed to students. Online students also indicated that faculty helped create connection despite the physical distance. At the same time, several comments suggested that the quality and level of engagement were not consistent across all instructors.

The critical comments largely reinforced concerns identified elsewhere in the survey. Students wanted greater assistance securing appropriate practicum, internship, and employment opportunities; more careful monitoring of field-site supervision; and clinical instruction tailored to their areas of specialization. Respondents also encouraged the program to balance enrollment growth with the need to maintain instructional quality, student support, and appropriate professional preparation.

Overall tone of the responses

Response type	Number
Predominantly positive	9
Mixed or constructively suggestive	6
Predominantly critical	2
Nonresponsive (“No” or “N/A”)	2

Overall, the comments portray a program that students value and identify with strongly, while also highlighting opportunities to improve consistency, field-placement support, specialization-specific training, and access to in-person learning.

Graduate Follow-up Survey

Q1 - Gender

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Gender	2.00	2.00	2.00	0.00	0.00	5

#	Answer	%	Count
1	Male	0.00%	0
2	Female	100.00%	5
3	Non-binary / third gender	0.00%	0
4	Prefer not to say	0.00%	0
	Total	100%	5

Q2 - Ethnicity? Please select all that apply

#	Answer	%	Count
1	African American/Black	40.00%	2
2	Asian American (including Asian Indian)	0.00%	0
3	Latinx	0.00%	0
4	Native American and Alaskan Native	0.00%	0
5	Native Hawaiian and other Pacific Islander	0.00%	0
6	White/Caucasian	60.00%	3
7	International	0.00%	0
8	Multiracial	0.00%	0
9	Other	0.00%	0
	Total	100%	5

Q3 - What semester did you begin the Counseling Program?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What semester did you begin the Counseling Program?	1.00	1.00	1.00	0.00	0.00	4

#	Answer	%	Count
1	Fall	100.00%	4
2	Spring	0.00%	0
	Total	100%	4

Q4 - What year did you begin the Counseling Program?

What year did you begin the Counseling Program?

1989?

2021

2022

2022

Q5 - What was your track while in the program? Select all that apply.

#	Answer	%	Count
1	Career Counseling	0.00%	0
2	Clinical Mental Health Counseling	75.00%	3
3	School Counseling	25.00%	1
4	Agency Counseling	0.00%	0
	Total	100%	4

Q6 - What is your current position?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current position?	1.00	6.00	2.50	2.06	4.25	4

#	Answer	%	Count
1	Employed full time in a counseling position	50.00%	2
2	Employed full time in a non-counseling position	25.00%	1
3	Employed part time in a counseling position	0.00%	0
4	Employed part time in non-counseling position	0.00%	0
5	Unemployed	0.00%	0
6	Retired	25.00%	1
	Total	100%	4

Q7 - Current (or most recent) setting?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Current (or most recent) setting? - Selected Choice	1.00	6.00	3.25	1.92	3.69	4

#	Answer	%	Count
1	Private practice	25.00%	1
2	Community Agency	25.00%	1
3	Hospital	0.00%	0
4	School	25.00%	1
5	University	0.00%	0
6	Other	25.00%	1
	Total	100%	4

Q8 - Are you currently receiving clinical supervision for clinical work?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently receiving clinical supervision for clinical work?	1.00	2.00	1.50	0.50	0.25	4

#	Answer	%	Count
1	Yes	50.00%	2
2	No	50.00%	2
	Total	100%	4

Q9 - Areas of counseling in which you have practiced (check all that apply).

#	Answer	%	Count
1	Career counseling	9.09%	1
2	Christian counseling	0.00%	0
3	Grief counseling	18.18%	2
4	Play therapy	18.18%	2
5	Mindfulness	27.27%	3
6	Rehabilitation counseling	0.00%	0
7	Marriage and family counseling	9.09%	1
8	School counseling	9.09%	1
9	Addictions counseling	0.00%	0
10	Other	9.09%	1
11	Other	0.00%	0
	Total	100%	11

Q10 - What theoretical orientation or therapy do you use when counseling? Please select all that apply.

#	Answer	%	Count
1	Behavioral therapy	6.25%	1
2	Brief solutions therapy	12.50%	2
3	Cognitive-behavioral	18.75%	3
4	Dialectical behavior therapy (DBT)	18.75%	3

#	Answer	%	Count
5	Existential therapy	6.25%	1
6	Feminist therapy	12.50%	2
7	Narrative therapy	6.25%	1
8	Play therapy	12.50%	2
9	Psychoanalytic	0.00%	0
10	Reality therapy	0.00%	0
11	Sand tray therapy	6.25%	1
12	Other	0.00%	0
	Total	100%	16

Q11 - Have you received Continuing Education Units (CEUs) in counseling since graduation?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you received Continuing Education Units (CEUs) in counseling since graduation?	1.00	2.00	1.25	0.43	0.19	4

#	Answer	%	Count
1	Yes	75.00%	3
2	No	25.00%	1
	Total	100%	4

Q12 - Have you pursued another degree since graduating from NCCU's Counselor Education program?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you pursued another degree since graduating from NCCU's Counselor Education program?	2.00	2.00	2.00	0.00	0.00	4

#	Answer	%	Count
1	Yes	0.00%	0
2	No	100.00%	4
	Total	100%	4

Q13 - If you answered yes to the question above, is it another master's or doctorate?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you answered yes to the question above, is it another master's or doctorate?	0.00	0.00	0.00	0.00	0.00	0

#	Answer	%	Count
1	Master's	0.00%	0
2	Doctorate	0.00%	0
	Total		0

Q15 - Have you completed this degree since graduating from NCCU's Counselor Education program?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you completed this degree since graduating from NCCU's Counselor Education program?	0.00	0.00	0.00	0.00	0.00	0

#	Answer	%	Count
1	Yes	0.00%	0
2	No	0.00%	0
	Total		0

Q16 - What licenses or certifications do you hold? Select all that apply.

#	Answer	%	Count
1	(NC) LCMHCA	40.00%	2
2	(NC) LCMHC	0.00%	0
3	(NC) LCMHCS	0.00%	0
4	Mental Health Counseling license in another state	20.00%	1
5	(NC) School Counselor license	20.00%	1
6	School Counselor license in another state	0.00%	0
7	Nationally Certified Counselor (NCC)	20.00%	1
8	Licensed Clinical Addictions Specialist (LCAS)	0.00%	0
9	Certified Addictions Specialist (CAS)	0.00%	0
10	Certified Coach	0.00%	0
11	Registered Play Therapist	0.00%	0
12	Approved Clinical Supervisor (ACS)	0.00%	0
13	Certified Sexuality Educator/Counselor/Therapist (ASSET)	0.00%	0
15	other	0.00%	0
	Total	100%	5

Q17 - Current annual salary?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Annual Salary	50305.00	97606.00	79960.25	17996.41	323870710.19	4

Q18 - What are your current memberships? Select all that apply

#	Answer	%	Count
1	American Counseling Association (ACA)	28.57%	2
2	American School Counseling Association (ASCA)	14.29%	1
3	American Mental Health Counseling Association (AMHCA)	0.00%	0
4	North Carolina Counseling Association (NCCA)	14.29%	1
5	North Carolina School Counseling Association (NCSCA)	14.29%	1

#	Answer	%	Count
6	Licensed Clinical Counselors of North Carolina (LPCANC/LCCNC)	0.00%	0
7	ADEC	14.29%	1
8	Play Therapist	0.00%	0
9	None	14.29%	1
10	Other	0.00%	0
	Total	100%	7

Q19 - How well did NCCU's counseling program prepare you in the following areas?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Counseling theories	3.00	4.00	3.50	0.50	0.25	4
2	As a practitioner	3.00	4.00	3.50	0.50	0.25	4
3	For your professional interests	3.00	4.00	3.25	0.43	0.19	4
4	For clinical experiences	3.00	4.00	3.50	0.50	0.25	4
5	Diverse cultural settings	3.00	4.00	3.75	0.43	0.19	4

#	Question	Not very well		Somewhat well		Well		Very well		Total
1	Counseling theories	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
2	As a practitioner	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
3	For your professional interests	0.00%	0	0.00%	0	75.00%	3	25.00%	1	4
4	For clinical experiences	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
5	Diverse cultural settings	0.00%	0	0.00%	0	25.00%	1	75.00%	3	4

Q20 - Please indicate how well each of the following courses prepared you to be a counselor. For courses that you did not take, leave blank. On the next page, you will be allowed to provide comments regarding the helpful aspects of each course and what could be improved to better prepare future students.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethical and Professional Issues	3.00	4.00	3.75	0.43	0.19	4
2	Theories and Techniques	3.00	4.00	3.50	0.50	0.25	4
3	Group Process	2.00	4.00	3.50	0.87	0.75	4
4	Vocational Theory	3.00	4.00	3.67	0.47	0.22	3
5	Advanced Career Counseling	2.00	4.00	3.33	0.94	0.89	3
6	Multicultural and Gender Issues	3.00	4.00	3.50	0.50	0.25	4
7	Intro to School Counseling	3.00	4.00	3.50	0.50	0.25	4
8	Advanced School Counseling	2.00	4.00	3.00	0.82	0.67	3
9	Intro to Clinical Mental Health	4.00	4.00	4.00	0.00	0.00	3
10	Intro to Addictions Counseling	3.00	4.00	3.67	0.47	0.22	3
11	Crisis, Grief, and Trauma	3.00	4.00	3.50	0.50	0.25	4
12	Psychosocial Development	3.00	4.00	3.50	0.50	0.25	4
13	Family Counseling	2.00	4.00	3.00	0.71	0.50	4
14	Consultation	3.00	4.00	3.25	0.43	0.19	4
15	Assessment	2.00	4.00	3.00	0.71	0.50	4
16	Diagnosis, Assessment, and Pschyopathology (Adv. Assessment)	2.00	4.00	3.00	0.82	0.67	3
17	Pre-practicum	3.00	4.00	3.75	0.43	0.19	4
18	Practicum	3.00	4.00	3.75	0.43	0.19	4
19	Internship	3.00	4.00	3.50	0.50	0.25	4
20	Statistics	2.00	3.00	2.67	0.47	0.22	3
21	Educational Research	2.00	3.00	2.75	0.43	0.19	4

#	Question	Not very well		Somewhat well		Well		Very well		Total
1	Ethical and Professional Issues	0.00%	0	0.00%	0	25.00%	1	75.00%	3	4
2	Theories and Techniques	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
3	Group Process	0.00%	0	25.00%	1	0.00%	0	75.00%	3	4
4	Vocational Theory	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
5	Advanced Career Counseling	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3

#	Question	Not very well		Somewhat well		Well		Very well		Total
6	Multicultural and Gender Issues	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
7	Intro to School Counseling	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
8	Advanced School Counseling	0.00%	0	33.33%	1	33.33%	1	33.33%	1	3
9	Intro to Clinical Mental Health	0.00%	0	0.00%	0	0.00%	0	100.00%	3	3
10	Intro to Addictions Counseling	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
11	Crisis, Grief, and Trauma	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
12	Psychosocial Development	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
13	Family Counseling	0.00%	0	25.00%	1	50.00%	2	25.00%	1	4
14	Consultation	0.00%	0	0.00%	0	75.00%	3	25.00%	1	4
15	Assessment	0.00%	0	25.00%	1	50.00%	2	25.00%	1	4
16	Diagnosis, Assessment, and Psychopathology (Adv. Assessment)	0.00%	0	33.33%	1	33.33%	1	33.33%	1	3
17	Pre-practicum	0.00%	0	0.00%	0	25.00%	1	75.00%	3	4
18	Practicum	0.00%	0	0.00%	0	25.00%	1	75.00%	3	4
19	Internship	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
20	Statistics	0.00%	0	33.33%	1	66.67%	2	0.00%	0	3
21	Educational Research	0.00%	0	25.00%	1	75.00%	3	0.00%	0	4

Q23 - How often did you meet with your advisor per academic year?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often did you meet with your advisor per academic year?	2.00	3.00	2.50	0.50	0.25	4

#	Answer	%	Count
1	None	0.00%	0
2	1-2 times per year	50.00%	2
3	3 or more times per academic year	50.00%	2
	Total	100%	4

Q24 - Please rate your satisfaction with the following:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of academic advising	1.00	3.00	1.50	0.87	0.75	4
2	Number of electives offered	1.00	2.00	1.25	0.43	0.19	4
3	Quality of electives	1.00	1.00	1.00	0.00	0.00	4
4	Availability of electives	1.00	2.00	1.25	0.43	0.19	4

#	Question	Extremely satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Extremely dissatisfied		Total
1	Quality of academic advising	75.00%	3	0.00%	0	25.00%	1	0.00%	0	0.00%	0	4
2	Number of electives offered	75.00%	3	25.00%	1	0.00%	0	0.00%	0	0.00%	0	4
3	Quality of electives	100.00%	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	4
4	Availability of electives	75.00%	3	25.00%	1	0.00%	0	0.00%	0	0.00%	0	4

Q25 - Did you complete a thesis?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you complete a thesis?	1.00	2.00	1.25	0.43	0.19	4

#	Answer	%	Count
1	No	75.00%	3
2	Yes	25.00%	1
	Total	100%	4

Q26 - If you completed a thesis, did you publish it?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you completed a thesis, did you publish it?	1.00	1.00	1.00	0.00	0.00	1

Employer Survey

Q2 - How many graduates of the NCCU graduate counseling program have you supervised?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Number of NCCU Counseling Graduates Supervised	1.00	1.00	1.00	0.00	0.00	1

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Number of NCCU Counseling Graduates Supervised	1.00	1.00	1.00	0.00	0.00	1

Q3 - How many graduates of similar counselor preparation programs have you supervised?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Graduates of other programs	11.00	11.00	11.00	0.00	0.00	1

Q4 - How many years have you been engaged in supervising counselors?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	# of years supervising	16.00	16.00	16.00	0.00	0.00	1

Q5 - What is your overall assessment of NCCU graduates compared to graduates of other programs?

#	Answer	%	Count
1	Superior	0.00%	0
2	About the same	100.00%	1
3	Inferior	0.00%	0
	Total	100%	1

Q6 - Please rate the NCCU graduate(s) you have supervised on the following factors:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Professional work attitude	1.00	1.00	1.00	0.00	0.00	1
2	Disposition	1.00	1.00	1.00	0.00	0.00	1
3	Ethical behavior	1.00	1.00	1.00	0.00	0.00	1
4	Working with families	2.00	2.00	2.00	0.00	0.00	1
5	Working with individuals	0.00	0.00	0.00	0.00	0.00	0
6	Working with groups	0.00	0.00	0.00	0.00	0.00	0
7	Working with children	0.00	0.00	0.00	0.00	0.00	0
8	Administrative skills	0.00	0.00	0.00	0.00	0.00	0
9	Time management	0.00	0.00	0.00	0.00	0.00	0
10	Counseling skills	0.00	0.00	0.00	0.00	0.00	0
11	Evaluation/research skills	0.00	0.00	0.00	0.00	0.00	0
12	Assessment skills	0.00	0.00	0.00	0.00	0.00	0
13	Career counseling/consulting	0.00	0.00	0.00	0.00	0.00	0
14	Ability to be supervised	0.00	0.00	0.00	0.00	0.00	0
15	Relationships with colleagues	0.00	0.00	0.00	0.00	0.00	0
16	Continuing professional development	0.00	0.00	0.00	0.00	0.00	0
17	Initiative and leadership	0.00	0.00	0.00	0.00	0.00	0

Faculty Review of Data

In September 2026, faculty met to discuss data from the 2025-2026 academic year. The following elements and actions were discussed. The discussion was facilitated by Program Co-coordinators within a “Stop/Start/Continue” framework (What should we stop doing? What should we start doing? What should we continue doing?). All program faculty were present.

Below is a summary of the discussion:

Programmatic 1 - Admissions

- **Data Shared:** Admission comparative data. Faculty experiences about the process of admissions. Consistent multiple year feedback about GRE cost and bias.
- **Program Improvement/Data Driven Change:**
 - Prospective students are asking to hear from alum or current students.
 - Include enrolled students and/or recent grads to the Sunday informational sessions. Use a breakout room to have students and prospective
 - Recruitment - Create flyers, going to conferences, create video Targeting Career and School because of low-enrollment. Utilize social media to increase recruitment efforts. Informational video or flier to distribute on our website.
 - Set up interview schedule now for February slots to interview candidates
 - Discontinue Requiring GRE (Effectively Fall 2027 Admissions)
 - Reduce number of questions by 1 or 2 for group interview to allow for the problem-solving activity for the end.
 - Create a plan for doctoral student enrollment
- **Continue:**
 - To have program coordinator and faculty attend information sessions.
 - Group interview with candidates.

Programmatic 2 - Communication

- **Data Shared:** There is a gap for inefficient communication with sites systematic approach in share point for faculty and adjuncts to communicate with site supervisors. (CACREP Standard)
- **Change/modification:**
 - We are going to create a minimum touchpoint timeline for communicating with site supervisors. Suggestions for topics and content to be discussed will be given. Add this to the adjunct training information.
 - Discussing transitioning to electronic forms

Curriculum 1 – Group Co-Lead/Leadership

- **Data Shared:** Confusion about Group co-leadership/Leadership in field experience
- **Change/modification:** a) University supervisor will schedule a meeting with each student and share practicum and internship logs. b) University supervisor will ask if student has at least 2 co-led/led group. Field Site Coordinator will share access to the log with the university supervisor. c) University supervisor reviews the CSDAT midterm evaluation that includes narrative feedback about the co-led/led groups & this will be discussed with student intern. Add to your simple syllabus. If a student does not meet the expected competency for group leadership, a developmental plan will be created.

Curriculum 2 – Licensure/CPCE

- **Data Shared:** a) Preparation for licensure exams and Comps. **CPCE** 1 – 6 months; 4- 4 months; 8 – 3 months, 11 said 2 months, 9 said 1 month, 2 less than 1 month. (Question 22); b) 2025-2026 pass rates **NCE:** 75% (Fall); 100% (Spring) [80% is minimum threshold]
- **Change/modification:** Faculty will send friendly reminders to prepare and make the reminders a part of academic advising by asking the student their plan for preparation. Follow-up each advising meetings. There

is a designated faculty training about advising which will include strategies on preparing for licensure exams/CPCE. To help simulate test environments: Use a lock down browser, and time the test. Perhaps increase the use of timed tests/quizzes. Praxis 2, NCE, CPCE, NCMHCE are multiple choice.

- **Continue:** CSI sponsored - Offering NCE/CPCE workshops; discuss timeline with advisees. How to address test taking anxiety (i.e. cognitive restructuring.)

Note: When we have a systematic way of addressing this issue, scores go up.

Programmatic 3 – Field site placement

- **Data Shared:** Some students are feeling anxiety around field site placement and searching early enough. Concerns about not finding a site and that they will be closed.
- **Change/Modification:** Give students information about field site placement information, content on the MOA, approval for new sites, and etiquette on approaching sites a semester before pre-practicum. Dr. Blount has a video that can be used. Early exploration is acceptable but finalizing/securing is not encouraged to do before pre-practicum.

Curriculum 3 – Group Counseling Prep

- **Data Shared:** Need more Group counseling preparation
- **Change/Modification:** Perhaps add group counseling module emphasizing content in pre-practicum, Practicum (Class), and Internship (Class).

Curriculum 4 – Gaps in curriculum content

- **Data Shared:** Reported gaps included reflective listening, diagnosis, treatment planning, use of specific clinical interventions, independent functioning in professional settings, self-evaluation, and receptiveness to corrective feedback. Classes mentioned: Assessment; Diagnosis, Assessment, and Psychopathology, statistics; educational research, family, advanced school counseling received lower score in preparation in being a counselor (Graduation survey: please note it is a low response rate. n=4)
- **Change/Modification:** Underscore skills gaps in multiple classes prior to Pre-Practicum; Emphasize Diagnosis & treatment planning through definitions and concepts in the Intro to Clinical Mental Health course; Also include the same in Practicum and Internship.

Curriculum 5 - Psychopharmacology

- **Data Shared:** Incorporating psychopharmacology in the coursework based on CMH advisory board feedback– added to doc advanced theories class
- **Change/Modification:** Instructors can determine how they would like to incorporate psychopharmacology in their course. For example, one may want to include videos for students to watch; one might use a case study. Faculty should also consider where this requirement would best fit within the curriculum.

Curriculum 6 - IBH

- **Data shared:** Finding that there is a need to incorporate Integrated behavioral health into the curriculum (faculty comment)
- **Change/Modification:** Continue integration into other courses in masters and doc programs.

Curriculum 7 - KPIs & Dispositions

- **Data shared:** Key performance indicator assignment scores were generally good.
- **Change/Modification:** Faculty are discussing the utilization of KPI assignment rubrics for clarity and consistency across courses and course sections.

Curriculum 8 – Internship syllabus revamp

- **Data shared:** Internship syllabus revamp because it has too many assignments.
- **Change/Modification:** Making sure that all internship syllabi are up-to-date and consistent. For example, we have removed journals as an assignment. Assign small team to review and streamline internship syllabi. One person from each specialty.