

**Hampton University**  
**Department of Counseling**  
**Annual Report (2022-2023)**  
**Dr. Debbie Hood- Interim Chairperson**

**Executive Summary**

This Annual (2022-2023) report evaluates Hampton University's compliance with faculty-to-student ratio standards, faculty engagement, student demographics, program evaluation results, and subsequent program modifications within its counseling program.

**Faculty-to-Student Ratio Compliance**

Hampton University maintains a full-time equivalent (FTE) graduate student-to-faculty ratio well below the University's maximum of 12:1. Data from the past three academic years show ratios ranging from 2.9 to 4.6, confirming compliance with Standard T and ensuring an appropriate balance between graduate students and faculty.

**Faculty Engagement in the Counseling Profession**

Core faculty members actively contribute to the counseling profession through professional memberships, licensure maintenance, continuous professional development, research, and advocacy. Faculty hold certifications in counseling-related fields and engage in dissertation supervision, scholarship, and service, enhancing both their professional identity and the program's academic reputation.

**Student and Graduate Demographics**

Hampton University serves a diverse student population, with a strong commitment to inclusivity and socioeconomic mobility. Approximately 44% of students receive Federal Pell Grants, and the university maintains robust enrollment tracking to ensure targeted student support. Graduate students meet rigorous admission and academic standards, positioning them for professional success. Employer and post-graduation surveys indicate high levels of satisfaction with graduates' preparation for counseling roles.

**Program Evaluation and Student Learning Outcomes**

The program employs multiple assessment tools, including key performance indicators, course evaluations, student and faculty feedback, and standardized exams such as the Counselor Preparation Comprehensive Examination (CPCE). Results show student strengths in Human Growth and Development and Career Development but highlight areas for improvement in Social and Cultural Diversity, Group Counseling, and Helping Relationships. Employer surveys confirm that the majority of graduates are highly competent, with 75% rated as "Outstanding."

**Program Improvements**

In response to assessment data, the department has implemented curriculum enhancements, including strengthened coursework in underperforming areas, expanded case studies, and applied learning activities. Continuous data-driven modifications ensure the program remains aligned with industry standards and effectively prepares students for professional counseling practice.

Overall, the counseling program at Hampton University demonstrates a strong commitment to maintaining high academic standards, fostering faculty engagement, and supporting student success through continuous assessment and targeted improvements.

**Overview**

The Department of Counseling at Hampton University is committed to program excellence. We believe systematic program evaluation, data collection, data analysis, and departmental decision-making in response to the data collected is one (among many) factors that contribute to program excellence. This document is a summary of our 2022-2023 Departmental program evaluation process, outcomes, and responses.

**Mission Statement for the Department of Counseling**

To create an environment conducive to spirituality, self-examination, collaboration, and reflection for the development and growth of professional counselors who are leaders and advocates within communities and various school settings. These counselors will optimize individual development and emotional and spiritual health within these communities and various school settings through their leadership, advocacy, and spirituality.

**Belief:** That each of us was born with certain gifts or talents. In a supportive environment, these gifts and talents grow and prosper. In a non-supportive environment, these gifts and talents lay dormant, atrophy or die. As counselors, we place no societal value upon these gifts and talents but we aid others and ourselves in identifying our gift or talent and provide a supportive environment.

**Program Goals and Objectives: Master of Arts in Counseling Goals for all concentrations:**

The integration of program goals, objective, KPI's (e.g., personal growth, professional identity, collaboration) outlines specific expectations for student learning and development. Data for the overall program goals and objectives are collected on an annual basis during May of each academic year and reviewed by faculty during the annual Spring Institute. Data are used to discuss overall program objectives and possible changes to Professional Studies and Curriculum. Reports on program objectives are reported annually to senior administrative leaders on campus.

**Integration of objectives, measures, CACREP core area alignment, and Key Performance Indicators (KPIs) for each objective.**

<b>Goal #1: Challenge students to examine and reflect upon their personal growth as individuals.</b>					
<b>Objective</b>	<b>Course / Assignment</b>	<b>8 Core Counseling Areas</b>	<b>KPI of Student Learning KPI 1</b>	<b>KPI of Student Learning KPI 2</b>	<b>Outcome Measure</b>
<b>Objective 1.1:</b> Students demonstrate reflection and	COU 619 Small group activities Reflection essay	Counseling and Helping Relationships	COU 619 85% of students meet or exceed expectations.		N=18, 83.5 average

openness during small group activities and  <b>Objective 3.4</b> Students demonstrate individual and group counseling skills.	COU 618 individual and group counseling skills.	Counseling and Helping Relationships		COU 618 85% of students meet or exceed expectations.	
<b>Objective 1.2:</b> Students will be able to identify systemic and environmental factors that affect human development  <b>Objective 2.4</b> Students understand the influences of culture and spirituality on development.	COU 619 Case study analysis paper  COU 702 CPCE score Section 3 Human Growth and Development	Human Growth and Development Counseling & Helping Relationships  Human Growth and Development	COU 619 85% of students meet or exceed expectations.	COU 702 85% achieve at or above the mean score on CPCE Section III as established by the Department of Counseling.	N=15; 94.5 average
<b>Objective 1.3</b> Students demonstrate ethical behavior.  <b>Objective 3.7</b> Students demonstrate ethical behavior, establish healthy boundaries, and use of diagnostic instrument for appraisal	COU 702/ CPCE Section I Professional identity assessment  COU 698 Case Study Intake presentation	Professional Counseling orientation and Ethical practice  Professional Counseling orientation and Ethical practice  Counseling and helping relationships	COU 702 85% achieve at or above the mean score on CPCE section 1 as established by the Department of Counseling	COOU 698 85% of students meet or exceed expectations.	N=24; 99 average

### Summary of Data for 2019-2022: Goal 1

The findings from the 2019–2022 student performance data indicate that students in the counseling program consistently met or exceeded expectations across key learning objectives. Students demonstrated strong self-reflection, ethical behavior, and counseling skills, with particularly high performance in professional identity development (Objective 1.3), where they surpassed expectations with a 99% average. Performance in understanding systemic and environmental factors affecting human development (Objective 1.2) was also strong, with CPCE scores averaging 94.5%. While students met expectations in individual and group counseling skills (Objective 3.4) and ethical boundaries (Objective 3.7), one area for potential improvement is Objective 1.1, where 83.5% of students demonstrated reflection and openness during small group activities, slightly below the 85% benchmark. To further enhance outcomes, strategies such as structured reflective exercises, peer feedback, and increased

hands-on counseling practice could strengthen student engagement and application of skills.

**Goal #2: Inspire students to find their voice in a collaborative, reflective environment and advocate for others. 2019-2022**

Objective	Course / Assignment	8 Core Counseling Areas	KPI of Student Learning KPI 1	KPI of Student Learning KPI 2	Outcome Measure
<p><b>Objective 2.1</b> Students work effectively with diverse populations through community activities.</p> <p><b>Objective 2.2</b> Students identify cultural differences among ethnic and economic groups.</p>	<p>COU 603 Cultural Immersion Activity</p> <p>COU 702 Section 2 Social and Cultural Diversity</p>	<p>Social and Cultural Diversity</p> <p>Social and Cultural Diversity</p>	<p>COU 603 85% of students meet or exceed expectations.</p>	<p>COU 702 85% achieve at or above the mean score on CPCE Section 2 as established by the Department of Counseling.</p>	<p>N=20; 100 average</p>
<p><b>Objective 2.2</b> Students identify cultural differences among ethnic and economic groups.</p> <p><b>Objective 2.1</b> Students work effectively with diverse populations through community activities.</p>	<p>COU 702 Section 2 Social and Cultural Diversity</p> <p>COU 603 Cultural Immersion Activity</p>	<p>Social and Cultural Diversity</p> <p>Social and Cultural Diversity</p>	<p>COU 702 85% achieve at or above the mean score on CPCE Section 2 as established by the Department of Counseling.</p>	<p>COU 603 85% of students meet or exceed expectations.</p>	<p>N=24; 89 average</p>
<p><b>Objective 2.3</b> Students demonstrate establishing and maintaining healthy boundaries.</p> <p><b>Objective 3.7</b> Students demonstrate ethical behavior, establish healthy boundaries, and use of diagnostic instrument for appraisal</p>	<p>COU 618 Role play on establishing healthy boundaries</p> <p>COU 698 Case study/ intake presentation</p>	<p>Counseling &amp; Helping Relationships</p> <p>Professional Counseling and Orientation and Ethical Practice</p> <p>Counseling and Helping relationships</p>	<p>85%+or higher on demonstrating through roleplay how to establish and maintain healthy boundaries</p>	<p>85% of students meet or exceed expectations.</p>	<p>N=24; 87 average</p>
<p><b>Objective 2.4</b> Students understand the influences of</p>	<p>COU 702 Section 2 Social and Cultural</p>	<p>Social and Cultural Diversity</p> <p>Human Growth and</p>	<p>85% or above the mean score on CPCE Section 2 as</p>		<p>N=24; 99 average</p>

culture and spirituality on development.	Diversity	Development	established by the Department of Counseling.		
<b>Objective 2.1</b> Students work effectively with diverse populations through community activities.	COU 603 Cultural Immersion Activity	Social and Cultural Diversity		COU 603 85% of students meet or exceed expectations.	

### Summary of Data for 2019-2022: Goal 2

The results indicate that students in the counseling program consistently met or exceeded expectations across objectives related to cultural awareness, ethical behavior, and boundary-setting. In COU 603, 85% of students successfully demonstrated their ability to work with diverse populations and identify cultural differences through a cultural immersion activity, with an average score of 89. Similarly, students performed exceptionally well in COU 702, with an average score of 100 on CPCE Section 2 (Social and Cultural Diversity), surpassing the required benchmark. In boundary-setting and ethical behavior (Objective 2.3 and 3.7), students demonstrated proficiency through role-play exercises and case study presentations, achieving an average score of 87. Additionally, students showed a strong understanding of cultural and spiritual influences on development (Objective 2.4), with COU 603 students averaging 99. These findings suggest that students are well-prepared to engage with diverse populations, uphold ethical standards, and maintain professional boundaries. While overall performance is strong, continuous reinforcement of cultural competency and ethical practice will further enhance student preparedness for professional counseling roles.

### Goal #3: Provide specific counseling services supported by research to optimize human development.

Objective	Course / Assignment	8 Core Counseling Areas	KPI of Student Learning KPI 1	KPI of Student Learning KPI 2	Outcome Measure
<b>Objective 3.1</b> Students demonstrate knowledge of counseling theories.	COU 702 Section 3 and Section 5	Human Growth and Development Counseling and Helping Relationships	85% score above the mean on CPCE Section 3 and 5 as established by the Department		N=24; 98 average
<b>Objective 3.8</b> Students will demonstrate knowledge of counseling theories	COU 722 Diagnostic presentation	Human Growth and Development Counseling and Helping Relationships		85% of students meet or exceed expectations.	
<b>Objective 3.2</b> Students apply counseling techniques.	COU 702- Section 5	Counseling & Helping Relationships	85% score above the mean on CPCE 5 as established by the Department		N=24; 91 average
<b>Objective 3.5</b> Students demonstrate collaboration and	COU 698	Counseling and Helping Relationships		85% of students meet or exceed expectations.	

applying counseling techniques					
<p><b>Objective 3.3</b> Students demonstrate knowledge of appraisal procedures.</p> <p><b>Objective 3.7</b> Students demonstrate ethical behavior, establish healthy boundaries, and use of diagnostic instrument for appraisal</p>	<p>COU 702 Section 7</p> <p>COU 698 Intake and Case Presentation</p>	<p>Assessment and Testing</p> <p>Professional Counseling Orientation and Ethical practice</p>	<p>85% score at or above the mean score on CPCE Section 7 as established by the Department</p>	<p>85% of students meet or exceed expectations.</p>	<p>N=24; 89 average</p>
<p><b>Objective 3.4</b> Students demonstrate individual and group counseling skills.</p> <p><b>Objective 1.1</b> Students demonstrate reflection and openness during small group activities</p>	<p>COU 618</p> <p>COU 619</p>	<p>Counseling and Helping Relationships</p> <p>Group counseling and Group work</p> <p>Counseling and Helping Relationships</p>	<p>85% of students meet or exceed expectations.</p>	<p>85% of students meet or exceed expectations.</p>	<p>N=11; 98.3 average</p>
<p><b>Objective 3.5</b> Students demonstrate collaboration and apply counseling techniques.</p> <p><b>Objective 3.2</b> Students apply counseling techniques.</p>	<p>COU 698 Session recording review and analysis</p> <p>COU 702- Section 5</p>	<p>Counseling and Helping Relationships</p> <p>Counseling &amp; Helping Relationships</p>	<p>85% or above on the session recording review and analysis.</p>	<p>85% score above the mean on CPCE V as established by the Department</p>	<p>N=24; 95 average</p>
<p><b>Objective 3.6</b> Students develop a theoretical counseling orientation specific to their concentration.</p> <p><b>Objective 3.8</b> Students will demonstrate knowledge of counseling theories</p>	<p>COU 702 Section 3</p> <p>COU 722</p>	<p>Professional counseling orientation and Ethical practice</p> <p>Counseling and helping relationships</p>	<p>85% score at or above the national mean score on CPCE Section 3as established by the Department</p>	<p>85% of students meet or exceed expectations.</p>	<p>N=24; 95 average</p>
<p><b>Objective 3.7</b> Students demonstrate ethical</p>	<p>COU 698 Intake and Case Presentation</p>	<p>Professional Counseling orientation and</p>	<p>85% of students meet or exceed expectations.</p>		<p>N=24; 87 average</p>

behavior, establish healthy boundaries, and use of diagnostic instrument for appraisal  <b>Objective 2.3</b> Students demonstrate establishing and maintaining healthy boundaries.	COU 618 Role play on establishing healthy boundaries	Ethical practice  Counseling and helping relationships		85% of students meet or exceed expectations.	
<b>Objective 3.8</b> Students will demonstrate knowledge of counseling theories  <b>Objective 3.1</b> Students demonstrate knowledge of counseling theories.	COU 722 Diagnostic Presentation  COU 722 Diagnostic presentation	Human Growth and Development Counseling & Helping Relationships  Human Growth and Development Counseling and helping Relationships	85% of students meet or exceed expectations.	85% of students meet or exceed expectations.	N=24; 98 average

### Summary of Data for 2019-2022: Goal 3

The results indicate that students in the counseling program consistently met or exceeded expectations across key objectives related to counseling theories, techniques, ethical behavior, and professional skills. Students demonstrated strong knowledge of counseling theories (Objective 3.1 and 3.8), with an average score of 98 on assessments in COU 702 and COU 722. Application of counseling techniques (Objective 3.2 and 3.5) was also a strength, with students achieving an average score of 95 in session recording reviews and CPCE assessments. In individual and group counseling skills (Objective 3.4), students performed exceptionally well, averaging 98.3. Ethical behavior, boundary setting, and diagnostic appraisal (Objectives 3.3, 3.6, and 3.7) were consistently demonstrated, with scores ranging from 87 to 95. Additionally, students effectively developed a theoretical counseling orientation aligned with their concentration (Objective 3.6), achieving a 95 average. These findings highlight that students are well-prepared for professional counseling roles, demonstrating strong theoretical knowledge, practical application, and ethical decision-making. Continuous reinforcement through experiential learning and case-based assessments will further support student success.

Overall, the data across all three goals indicates that students are progressing well in their personal and professional development, with strong results in counseling knowledge, techniques, cultural understanding, and ethical behavior. However, minor gaps in collaboration and boundary-setting suggest areas for continued focus and growth.

### 3. Review or analysis of data:

Data collected from these assessments are systematically reviewed to inform program improvements. Faculty and administrators analyze trends across cohorts to identify strengths and areas for growth, ensuring the program continuously aligns with accreditation standards and best practices.

**Summary:** By aligning goals, objectives, and KPIs with CACREP Core Areas, the counselor education program ensures rigorous, systematic assessment of student learning while fostering individual and professional growth.

**Courses Taught by Core Counselor Education Faculty**

To ensure that students were taught by core counselor education program faculty, Table 1 displays data for the past two calendar years (2021–2023) that highlight the proportion of credit hours delivered by core faculty versus adjunct faculty. Specifically, of the total credit hours for counseling graduate programs were taught by the five full-time core faculty members assigned to the program. Additionally, Table 1 demonstrates that 20% of the total credit hours were taught by adjunct faculty. The table also provides details on the total credit hours and the ratio of adjunct credit hours to core faculty credit hours for each semester.

**Table 1. 2021-2022 – Cumulative Total Credit Hours and Ratio of Hours**

<b>CREDIT HOURS/RATIO</b>	<b>2021-FALL</b>	<b>2022-SPRING/ SUMMER</b>	<b>2021- 2022</b>
Core Faculty Credit Hours	61	61	122
Adjunct Faculty Credit Hours	15	0	15
Total of Core and Adjunct Credit Hours	76	61	137
<b>Percentage of Credit Hours by Core Faculty</b>	<b>80%</b>	<b>100%</b>	<b>90%</b>
<b>Percentage of Credit Hours by Adjuncts</b>	<b>20%</b>	<b>0%</b>	<b>20%</b>



**Table 1a. 2021-2022 – Cumulative Total Credit Hours and Ratio of Hours**

<b>Core Faculty</b>			
<b>Core Faculty Members Fall 2021</b>	<b>Credit Hours Taught</b>	<b>Core Faculty Members Spring /Summer 2022</b>	<b>Credit Hours Taught</b>
Core Faculty 1	15	Core Faculty 1	24
Core Faculty 2	13	Core Faculty 2	6
Core Faculty 3	18	Core Faculty 3	7
Core Faculty 4	15	Core Faculty 4	24
<b>Total Credit Hours Taught by Core Faculty</b>	<b>61</b>	<b>Total Credit Hours Taught by Core Faculty</b>	<b>61</b>
<b>Adjunct Faculty</b>			
<b>Adjunct Faculty Fall 2021</b>	<b>Credit Hours Taught</b>	<b>Adjunct Faculty Spring /Summer 2022</b>	<b>Credit Hours Taught</b>
Total Credit Hours taught by Adjunct Faculty	15	Total Credit Hours taught by Adjunct Faculty	0
Combined Total Credit Hours	76	Total Credit Hours	61
<b>Percentage of Credit Hours by Core Faculty</b>	<b>80%</b>	<b>Percentage of Credit Hours by Core Faculty</b>	<b>80%</b>

<b>Percentage of Credit Hours by Adjuncts</b>	<b>20%</b>	<b>Percentage of Credit Hours by Adjuncts</b>	<b>20%</b>
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**Data in Tables 1 and 1a 2021-2022** illustrates the credit hours delivered by core full-time and adjunct/non-core faculty members for counseling graduate courses over two semesters.

**2021 - Fall Semester:** Core full-time faculty members delivered 61 counseling course credit hours, while adjunct/non-core faculty members delivered 15 credit hours. The total credit hours delivered during this semester was 76. Consequently, core full-time faculty accounted for 80% of the 76 hours, or approximately **80%**, while adjunct/non-core faculty accounted for 15 of the 76 hours, or approximately **20%** of the total hours delivered (*refer to Table 1 and Table 1a*).

**2022 - Spring/Summer Semester:** Core full-time faculty members delivered 61 counseling course credit hours, while adjunct/non-core faculty members delivered 0 credit hours. The total credit hours delivered during this semester was 61. As a result, core full-time faculty accounted for 61 of the 61 hours, or **100%**, while adjunct/non-core faculty accounted for 0 of the 61 hours, or **0%** of the total hours delivered (*refer to Table 1 and Table 1a*).

**Table 2. 2022-2023 - Cumulative Total Credit Hours and Ratio of Hours**

<b>CREDIT HOURS/RATIO</b>	<b>2022-FALL</b>	<b>2023-SPRING/SUMMER</b>	<b>2022-2023</b>
Core Faculty Credit Hours	40	53	81
Adjunct Faculty Credit Hours	6	15	21
Total of Core and Adjunct Credit Hours	46	68	102
<b>Percentage of Credit Hours by Core Faculty</b>	<b>87%</b>	<b>78%</b>	<b>80%</b>
<b>Percentage of Credit Hours by Adjuncts</b>	<b>13%</b>	<b>22%</b>	<b>20%</b>

**Table 2a. 2022-2023 – Cumulative Total Credit Hours and Ratio of Hours**

<b>Core Faculty Members Fall 2022</b>	<b>Credit Hours Taught</b>	<b>Core Faculty Members Spring /Summer 2023</b>	<b>Credit Hours Taught</b>
Core Faculty 1	12	Core Faculty 1	21
Core Faculty 2	9	Core Faculty 2	3
Core Faculty 3	13	Core Faculty 3	11
Core Faculty 4	9	Core Faculty 4	18
<b>Total Credit Hours Taught by Core Faculty</b>	40	<b>Total Credit Hours Taught by Core Faculty</b>	<b>53</b>
<b>Adjunct Faculty</b>			
<b>Adjunct Faculty Fall 2022</b>	<b>Credit Hours Taught</b>	<b>Adjunct Faculty Spring /Summer 2022</b>	<b>Credit Hours Taught</b>
Total Credit Hours taught by Adjunct Faculty	6	Total Credit Hours taught by Adjunct Faculty	15
Combined Total Credit Hours	46	Total Credit Hours	68
<b>Percentage of Credit Hours by Core Faculty</b>	<b>87%</b>	<b>Percentage of Credit Hours by Core Faculty</b>	<b>78%</b>
<b>Percentage of Credit Hours by Adjuncts</b>	<b>13%</b>	<b>Percentage of Credit Hours by Adjuncts</b>	<b>22%</b>

**Data in Tables 2 and 2a. 2022-2023** illustrates the credit hours delivered by core full-time and adjunct/non-core faculty members for counseling graduate courses over two semesters.

**2022 - Fall Semester:** Core full-time faculty members delivered 28 counseling course credit hours, while adjunct/non-core faculty members delivered 6 credit hours. The total credit hours delivered during this semester was 34. Consequently, core full-time faculty accounted for 28 of the 34 hours, or approximately **82%**, while adjunct/non-core faculty delivered 6 of 34 hours, or approximately **18%** of the total hours (*refer to Table 2 and Table 2a*).

**2023 - Spring/Summer Semester:** Core full-time faculty members delivered 53 counseling course credit hours, while adjunct/non-core faculty members delivered 15 credit hours. The total credit hours delivered during this semester was 68. As a result, core full-time faculty accounted for 53 of the 68 hours, or approximately **78%**, while adjunct/non-core faculty delivered 15 of 68 hours, or approximately **22%** of the total hours (*refer to Table 2 and Table 2a*).

As demonstrated in **Tables 1 and 2**, the cumulative data for the past two calendar years confirms compliance with this standard. Full-time core faculty members delivered **203** counseling course credit hours, while adjunct/non-core faculty members delivered **36** credit hours. The total credit hours delivered was **239**. As a result, non-core faculty delivered **15%** of the total hours delivered. This data clearly demonstrates that the combined number, of course credit hours taught by non-core faculty did not exceed the number of credit hours taught by core faculty, ensuring that the majority of instruction remains in the hands of core counselor education program faculty. To ensure that students are taught primarily by core counselor education program faculty, the Department of Counseling adheres to the standard that, for any calendar year, the combined number, of course, credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.

### **Core Counseling Faculty Full-Time Equivalent (FTE) ratio**

The ratio of full-time equivalent (FTE) graduate students to FTE core and adjunct faculty is calculated as follows:

2021-2022 Academic Year:

- Total number of FTE graduate students: 16
- Total number of FTE core faculty: 5
- Total number of FTE adjunct faculty: 0.5
- Total FTE faculty (core + adjunct): 5.5
- Ratio of graduate students to faculty (FTE): 2.9

2022-2023 Academic Year:

- Total number of FTE graduate students: 18
- Total number of FTE core faculty: 5
- Total number of FTE adjunct faculty: 0.5
- Total FTE faculty (core + adjunct): 5.5
- Ratio of graduate students to faculty (FTE): 3.27

2023-2024 Academic Year:

- Total number of FTE graduate students: 20.5
- Total number of FTE core faculty: 4
- Total number of FTE adjunct faculty: 0.5
- Total FTE faculty (core + adjunct): 4.5
- Ratio of graduate students to faculty (FTE): 4.6

**Table 1 Ratio of FTE Faculty and Students**

	2021-2022	2022-2023	2023-2024
<b>ENROLLMENT</b>	<b>16</b>	<b>18</b>	<b>20.5</b>
<b>FTE CORE FACULTY</b>	<b>5</b>	<b>5</b>	<b>4</b>
<b>FTE Adjunct Faculty</b>	<b>.5</b>	<b>.5</b>	<b>.5</b>
<b>TOTAL FTE FACULTY</b>	<b>5.5</b>	<b>5.5</b>	<b>4.5</b>
<b>STUDENTS TO FACULTY FTE RATIO</b>	<b>2.9</b>	<b>3.27</b>	<b>4.6</b>

As noted in Table 1, Hampton University requires that the ratio of full-time equivalent (FTE) graduate students to FTE core and adjunct faculty not exceed 12:1 over any 12-month period, based on the university's definitions of full-time status, adjunct (part-time) status, and full-time graduate student status. [Office of Institutional Research]. The following data summarizes the ratios:

- **2021-2022 Academic Year: 2.9**
- **2022-2023 Academic Year: 3.27**
- **2023-2024 Academic Year: 4.6**

These ratios indicate that, in all three academic years, the department maintained a student-to-faculty ratio significantly lower than the 12:1 maximum allowed. The institution's definitions of full-time graduate students and full-time faculty, as well as the enrollment and faculty data, support

this conclusion. Therefore, the department complies with Standard T and maintains an appropriate balance between graduate students and faculty.

### **Core Faculty Engagement with the Counseling Profession**

Core counselor education program faculty demonstrate their commitment to the counseling profession through multiple avenues. These include:

1. **Sustained Memberships in Professional Counseling Organizations:** Faculty maintain active memberships in recognized professional counseling organizations, such as the American Counseling Association, Virginia Counseling Association, American Psychological Association, and ASERVIC, with a total of 8 memberships reported for the current year.
2. **Maintenance of Certifications and/or Licenses:** Faculty members hold certifications and licenses relevant to their counseling specialty areas. As of January 28, 2025, 4 faculty members hold active licenses or certifications in the following areas: Licensed Professional Counselors and Licensed Substance Abuse Treatment Practitioner.
3. **Evidence of Sustained Professional Development and Renewal:** Faculty engage in continuous professional development activities. Over the past 24-month period, faculty have participated in annual professional continuing education events to maintain licensure, including workshops, conferences, and training sessions. Notable examples include the Approved Clinical Supervisor training and faculty presentation at the VCA conference along with a doctoral student.
4. **Professional Service and Advocacy:** Faculty contribute to the counseling profession through professional service and advocacy. In the last 12 months, 1 faculty member(s) have held leadership roles in professional organizations or participated in advocacy initiatives.
5. **Research and Scholarly Activity:** Faculty members engage in research and scholarly activity that contributes to the counseling profession. Over the past 24-month period, each faculty member supervises more than 5 doctoral dissertations. Dissertation supervision is a key component of faculty scholarly activity, enhancing research productivity, academic reputation, and professional development. Mentoring doctoral students provides opportunities for co-authorship, conference presentations, and grant collaborations, strengthening a faculty member's research portfolio. It also plays a critical role in tenure and promotion evaluations, demonstrating sustained engagement in scholarship and mentorship. While supervision fosters intellectual growth and institutional recognition, it is time-intensive and often undervalued in workload models. Hampton University supports faculty in this role through incentives and workload adjustment that can enhance their overall research culture and academic excellence.

The engagement of core faculty members identifying with the profession demonstrates a strong professional identity within the counseling field, while also contributing to the growth and development of the profession.

## Demographic and Other Characteristics of Applicants, Students, and Graduates

Faculty collect demographic data to ensure the program serves a diverse student body and meets the needs of all students. The data collected includes:

- **Student Demographics: gender, race/ethnicity (2023-24)**

Year	Gender			Race/ Ethnicity
	Males	Females	Non-Binary	
2023-24				
	2	18	0	1 White
White		1		
Black	2	18		

### **Student, Applicant, and Graduate, Demographics:**

Demographic information on enrolled students is updated regularly to track trends and provide targeted support. Enrollment data is updated every semester during the registration period to ensure accuracy and reflect real-time trends. This process allows us to track demographic shifts, monitor enrollment patterns, and provide targeted support to students as needed.

Hampton University, located in Hampton, Virginia, serves a diverse student body from various economic and cultural backgrounds. The university is committed to fostering an inclusive and supportive learning environment. Approximately 32% of students come from the top 20% of family incomes, while 44% receive the Federal Pell Grant, which supports low-income students. Additionally, about 2.1% of students from low-income families achieve upward economic mobility, becoming high-earning adults.

As a historically Black institution, Hampton University maintains a strong commitment to diversity and multiculturalism. Students come from various countries, states, and territories, contributing to a rich and dynamic campus community. The university embraces a holistic educational approach that integrates personal and academic development. Its curriculum emphasizes scientific and professional studies while maintaining a strong liberal arts foundation, ensuring that students receive a well-rounded education.

## Summary of Graduate Demographics and Characteristics

Post-graduation surveys and follow-up studies at Hampton University provide insights into the demographic and professional characteristics of graduates, including job placement rates, employment settings, and career progression. Graduate students typically hold a bachelor's degree from a regionally accredited or internationally recognized institution and have an academic background relevant to their intended field of study. Admission to master's programs requires a minimum undergraduate GPA of 2.5 on a 4.1 scale, while doctoral programs require a GPA of 3.0 or higher.

In addition to academic qualifications, students must meet Hampton University's health standards. International applicants must provide proof of financial support to obtain an I-20 and demonstrate English proficiency if their native language is not English. The Graduate College requires a minimum TOEFL-iBT score of 71, a TOEFL-CBT score of 197, or an IELTS score of at least 6.5. These criteria ensure that graduate students are well-prepared academically and professionally, positioning them for successful careers and continued professional growth. The counselor employer survey demonstrates employers' satisfaction with graduates and that the preparation is relevant to the responsibilities completers comfort in their jobs.

### I. Summary of Program Evaluation Results

Data comes in many different forms. In this document, we include a summary of data from the following sources: (a) key performance indicators (KPIs), (b) faculty course evaluations, (c) student progress, activities, and achievements, (d) stakeholder surveys, (e) student surveys, and (f) qualitative data collected through advising, informal course feedback, conversations with students and faculty, faculty meetings, focus groups, and more.

The program assessment process at our institution is both continuous and data-driven, utilizing a variety of data sources to evaluate and inform necessary program modifications. Key data sources include:

1. **Course and Instructor Evaluations:** End-of-semester course evaluations provide valuable feedback on teaching effectiveness and course content. The aggregated feedback is reviewed by the Department Chair with redacted course **evaluations and Assessment Plans provided**. In the course and instructor evaluation, students reported that the professor was effective in communicating key topics and course goals, with clear instructions on how to participate in activities. These teaching practices received a 100% effectiveness rating among counseling students. Highly rated professor skills included encouraging exploration of new concepts, providing timely feedback that helps students understand strengths and weaknesses, and promoting student-faculty interaction outside class time, such as during office hours—all rated above 90%. Course activities facilitated student interaction, enabling students to share perspectives, engage in problem-based learning, and explore content-related questions. The course also allowed students to discuss potential solutions to problems. Reading materials and research opportunities were valuable, with all aspects rated above 95% by students.



Candidates learn to expand technology skills through the use of Blackboard, the internet, and other multimedia applications. Throughout the course, overall candidates felt they learned a great deal in the course and expressed satisfaction with the professor at 95% or better.

- MA Graduate Survey Feedback:** Follow-up surveys from graduates in 2023-24 to assess proficiencies yielded the following results: Among the four respondents, the ratings across various categories reflect a high level of mastery. In **Professional Orientation and Ethical Practice**, four out of five graduates rated their mastery as "Exceeded" (4), with one rating it as "Outstanding" (5). In **Career Development**, one respondent rated their mastery as "Acceptable" (3), while two rated it as "Exceeded" (4), and one rated it as "Outstanding" (5). For **Helping Relationships**, three respondents rated their mastery as "Exceeded" (4), and one rated it as "Outstanding" (5). In **Group Work**, three respondents rated their mastery as "Exceeded" (4), and one rated it as "Outstanding" (5). In **Research and Program Evaluation**, one respondent rated their mastery as "Acceptable" (3), while three rated it as "Exceeded" (4). Lastly, in **Assessment**, three respondents rated their mastery as "Exceeded" (4), and one rated it as "Outstanding" (5). Overall, the majority of respondents rated their mastery as "Exceeded" (4), with several individuals achieving "Outstanding" (5) in key areas such as Professional Orientation and Ethical Practice, Helping Relationships, Group Work, and Assessment. The only category with a lower rating of "Acceptable" (3) was Career Development, which was given by one respondent.
- CPCE Student Learner Outcomes Data:** The **Counselor Preparation Comprehensive Examination (CPCE)** serves as a valuable tool for both student development and program assessment within the **Department of Counseling**. This data is gathered in alignment with CACREP standards and is used to assess student progress and the effectiveness of the curriculum. These data are collected and reviewed in the same way as program objectives assessment data. Using the CPCE as a **comprehensive exam** offers several distinct advantages, both for students preparing for the **National Counselor Examination (NCE)** and for the continuous improvement of the counseling program.

**CPCE Results:** Data are received from the Counselor Preparation Comprehensive Examination (CPCE) when eligible students take the exam. The results are sent directly to the Department Chair for further analysis. Over the four years from 2021 to 2024, HU students have demonstrated strengths in **Human Growth and Development, Career Development, and Research and Program Evaluation**, with scores in these areas often meeting or exceeding the national average. Notably, **Human Growth and Development** emerged as a consistent strength, with particularly high performance in 2022 and 2024. **Career Development** also showed solid performance, especially in 2022 and 2024, while **Research and Program Evaluation** remained close to the national average across all years.

However, areas for improvement include **Social and Cultural Diversity, Group Counseling and Group Work, and Counseling and Helping Relationships**, which consistently scored below the national mean. **Social and Cultural Diversity** has been a persistent challenge, particularly in 2023, suggesting a need for enhanced training and curriculum support. **Group Counseling and Group Work** showed significant

discrepancies, especially in 2023, and **Counseling and Helping Relationships** along with **Assessment and Testing** exhibited performance gaps, particularly in 2021 and 2023.

While **Professional Counseling Orientation and Ethical Practice** remained relatively strong, minor discrepancies were observed in 2021 and 2023. Similarly, **Counseling and Helping Relationships** and **Assessment and Testing** showed slight gaps in 2024 and 2023, respectively.

Overall, while HU students have demonstrated solid proficiency in key areas, gaps in **Social and Cultural Diversity, Group Counseling and Group Work, and Counseling and Helping Relationships** highlight the need for targeted improvements. Addressing these areas through curriculum enhancements, additional training, and support services will help HU students better align with national standards and strengthen their overall competency in the field of counseling.

4. **Stakeholder/ Employer Surveys:** The survey results reflect employers' overall satisfaction with graduates' performance, indicating that the program effectively prepares students for the responsibilities of their roles. Out of five respondents, 75% rated graduates as "Outstanding" across key competencies, including foundational knowledge, counseling skills, prevention and intervention strategies, diversity, advocacy, assessment, research, academic development, collaboration, consultation, and leadership. This highlights that most graduates are perceived as highly competent and well-prepared for professional practice. However, 25% of respondents rated graduates as "Average", suggesting that while the program meets expectations, there is room for further development in certain areas. Notably, no respondents rated graduates as "Below Average", affirming the program's success in equipping students with the essential skills and knowledge needed for counseling. Overall, the survey results provide a positive assessment of the program's ability to prepare graduates for counseling roles, with most excelling in the competencies required for professional practice. While there are areas for improvement, the feedback confirms the program's effectiveness and highlights opportunities for continued growth.
5. **Site Supervisor Feedback:** Evaluations from site supervisors during practicum and internship placements to assess the application of counseling skills, professional demeanor, and cultural competence in the field. The candidate's performance in the school counseling program demonstrates an overall upward trajectory across multiple terms. In Spring 2018, the candidate was rated as **proficient** (3) or **exemplary** (4) in most areas, though there were some areas such as "basic counseling skills" and "developing school counseling program mission statements" where the candidate showed room for improvement. In the Fall of 2019, the candidate's performance dipped slightly, particularly in areas like "basic counseling skills" and "school counseling program design," where they received **proficient** (3) scores instead of **exemplary** (4). In Spring 2019, the candidate returned to **proficient** levels across most categories, but still showed some weaknesses in certain aspects, such as "demonstrating basic counseling skills" and "developing programs." By Spring 2020, while there were some **proficient** ratings, there were also **exemplary** ratings, suggesting a mixed performance with areas of growth alongside areas needing further attention. In Fall 2021, the candidate reached an **outstanding** (5) rating across all areas, signaling significant improvement and surpassing expectations in every category. The most recent scores from

Spring 2022, which show all **6** ratings, suggest that the candidate has not only maintained their excellence but has likely exceeded the previously set benchmarks, reflecting mastery and exceptional performance in all aspects of the school counseling program. Site Supervisor Feedback/Internship Survey.

Overall, these results reflect **a positive perception of the program's ability to prepare students** for counseling roles, with the vast majority excelling.

6. **Counseling Disposition Survey:** Administered one year and three years post-graduation to assess the long-term impact of the program on graduates' professional practice. The disposition survey results indicate consistently high ratings across all counseling competencies, with students frequently receiving the highest possible score ( $M = 5$ ) in areas such as research, ethics, cultural diversity, and career development. The only exception was "Counseling and Group Work," which received a slightly lower mean score ( $M = 4$ ) in Fall 2020 and Spring 2021 but improved in subsequent semesters. Notably, the standard deviation ( $SD = 0$ ) across all categories and semesters suggests uniformity in evaluations, potentially indicating a lack of differentiation in performance assessment. While the results affirm that students demonstrate strong professional dispositions, the absence of score variation may warrant a review of the assessment tool to ensure it effectively captures nuanced differences in student competencies and provides meaningful feedback for program improvement. See counseling disposition.

## **II. Subsequent Program Modifications**

The data gathered from various sources (e.g., course evaluations, CPCE results, surveys) are cross-referenced to assess the program's effectiveness.

This process of continuous data collection, aggregation, and review allows the program to make evidence-based modifications that enhance the educational experience and better prepare students for professional practice. By consistently integrating feedback from multiple data sources, the faculty ensures that the program remains responsive to both student needs and professional standards.

Based on the program evaluation data, the department has implemented several modifications to enhance student learning and professional preparedness. To address lower CPCE performance in Social and Cultural Diversity, Group Counseling & Group Work, and Counseling & Helping Relationships, the curriculum was strengthened with additional coursework, case studies, and applied learning activities as an example in COU 618 Practicum, COU 603 Diversity; COU 619 Group Counseling. Faculty development efforts focused on enhancing student engagement, improving feedback practices, and incorporating more telehealth technology-based learning tools. The University supports these efforts, as a Zoom account is provided to the Department of Counseling faculty. In response to clinical site supervisor feedback, the department has refined field placement training and expanded real-world simulations to strengthen practical counseling skills. Additionally, adjustments to the Counseling Disposition Survey have been made to better differentiate student competencies. To improve CPCE outcomes, targeted preparatory sessions, study guides, and faculty-led review sessions have been introduced. Lastly, employer feedback suggesting some graduates were "average" in key competencies has led to career readiness

initiatives such as networking opportunities, leadership training, attendance at outreach events, and conference/professional development workshops. These data-driven modifications ensure continuous program improvement and alignment with accreditation standards and industry expectations.

This process of continuous data collection, aggregation, and review allows the program to make evidence-based modifications that enhance the educational experience and better prepare students for professional practice. By consistently integrating feedback from multiple data sources, the faculty ensures that the program remains responsive to both student needs and professional standards.

### **III. Substantial Program Changes**

In addition to modifications based on assessment data, the report also highlights minor changes to the program that enhance its overall content to better align with best practices. These changes are made to ensure the program remains aligned with both its goals and emerging trends in the counseling field.

### **Conclusion**

The findings in this report demonstrate that Hampton University's counseling program maintains compliance with institutional and accreditation standards, particularly regarding faculty-to-student ratios, faculty engagement in the profession, and program effectiveness. The department consistently upholds a strong commitment to student success, faculty development, and continuous program improvement.

The program's strengths include a favorable student-to-faculty ratio well below the 12:1 threshold, active faculty involvement in professional organizations, research, and licensure maintenance, and positive feedback from students, employers, and site supervisors. Additionally, graduate surveys indicate that students feel well-prepared for their professional roles, with high ratings in key competency areas.

While the program has demonstrated strong outcomes, areas for improvement have been identified, particularly in CPCE performance related to Social and Cultural Diversity, Group Counseling, and Helping Relationships. In response, the department has made strategic curricular enhancements, incorporated targeted instructional strategies, and strengthened applied learning experiences to address these gaps.

Moving forward, the program remains committed to continuous assessment and data-driven improvements to ensure its graduates are well-equipped to meet the evolving demands of the counseling profession. By maintaining a balance between academic rigor, faculty engagement, and student support, Hampton University's counseling program continues to foster excellence in counselor education and professional preparation.