

Assessment Plan and Report
UNCP COUNSELING PROGRAMS



**DEPARTMENT OF
COUNSELING**

2019-2020

ASSESSMENT PLAN AND REPORT

Department: Counseling

Programs: MAED in Professional School Counseling and Clinical Mental Health Counseling

MISSION STATEMENT

The Department of Counseling, housed in the College of Health Sciences, aims to improve mental health and well-being of individuals across the region and beyond through innovative, interdisciplinary, and effective research, service, and teaching that prepares culturally-responsive clinical mental health counselors and professional school counselors.

STUDENT LEARNING OUTCOMES (SLO)

The primary goal of the Counseling Programs is to prepare effective professional counselors. To this end, upon completion of the graduate counseling program students, will be able to:

1. Demonstrate knowledge in the core areas of professional counseling for the purposes of conceptualizing the self, the counselor, and clients. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following common core areas.
 - a. Professional Counseling Orientation and Ethical Practice: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
 - b. Social and Cultural Diversity: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
 - c. Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.
 - d. Career Development: Students will understand career development factors as related to counseling relationships and theory.
 - e. Counseling and Helping Relationships: Students will create effective helping relationships using generalist helping skills.
 - f. Group Counseling and Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
 - g. Assessment and Testing: Students will use assessment and tests to better understand their clients and to assist clients in better understanding themselves.
 - h. Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.
2. Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.
 - a. Students will develop a professional identity as a counselor and as either a Professional School Counselor or Clinical Mental Health Counselor.
 - b. Within their specialized professional identity, students will implement knowledge, skills, and practices to be effective counselors in a specialized setting.
 - c. In preparation for practice within the school setting, students within the Professional School Counseling program will select from research-driven specialty courses aimed at improving professional practice and impacting professional identity.
3. Evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

ASSESSMENT PLAN

DATA COLLECTION

The Counseling Programs, Professional School Counseling and Clinical Mental Health Counseling, track student performance on three standardized exams to measure student learning and to assess the programs' success in fulfilling its mission. These exams include the Counselor Preparation Comprehensive Examination (CPCE), the National Counselor Examination (NCE), and the Praxis II exam (completed by Professional School Counseling students only). The content areas of the CPCE and NCE test the knowledge and skills of beginning counselors across eight content areas: (1) human growth and development, (2) social and cultural diversity, (3) helping relationships, (4) group work, (5) career development, (6) assessment, (7) research and program evaluation, and (8) professional orientation and ethical practice. The counseling programs review composite data for each exam during counseling programs meeting and the annual program review meeting and use the data to make decisions related to curriculum, teaching and learning, and field placement activities. Review of licensure exam (i.e., NCE and the Praxis II) scores allows faculty to compare students at UNCP to national means.

Students' academic performance on Program SLO 1.a – h is assessed using the CPCE. The benchmark for the CPCE student score is 70. The Counseling Department Testing Coordinator (TC) coordinates the administration of the CPCE with an external proctor for administering during the CNS 6100 Counseling Practicum course. Students in CNS 6100 are required to take the CPCE. All counseling students are required to take the CPCE and must receive a passing score within three attempts to graduate. Beginning with students admitted fall 2016, the CPCE must be passed in order for students to matriculate to Internship I (either CNS 6120 or CNS 6130, dependent upon program in which student is enrolled). The TC reports individual student scores to students, and overall program performance is reported to the program faculty for discussion at a monthly counseling programs meeting, the annual advisory board meeting held each December, and at the annual spring program assessment and evaluation meeting held in May.

The programs' ability to produce students who have successfully mastered the content in the core counseling areas, SLO 1.a – h, is also evaluated using scores on the NCE and the Praxis II (completed by Professional School Counseling students only). Participation in the Praxis II and the NCE is optional. Students opt to sit for the NCE during their internship semesters, pending the receipt of a passing score on the CPCE. UNCP receives an overall pass rate for the NCE from the Center for Credentialing and Education (CCE) for all UNCP students but does not receive individual student score reports. Students may take the Praxis II in order to pursue school counseling licensure. Individual student scores for the Praxis II are received from the Licensure Office in the School of Education at the conclusion of each academic year.

Students' professional development, skills, and abilities, SLO 2.a – c, are assessed by site supervisors' midterm and final evaluations completed during CNS 6100 (Practicum) and CNS 6120/CNS 6130 (Internship I & Internship II). Site supervisors directly observe students' professional development and complete a Professional Competency Assessment (PCA). Site supervisors discuss their evaluations with students and compare their evaluations to students' self-assessments. The overall results of students' performance are reviewed for program evaluation purposes by the program directors and then reported to the Assessment Coordinator/CACREP liaison.

Students' personal development, SLO 3, is assessed through self-evaluation using the Professional Performance Review (PPR) and Professional Competency Assessment (PCA) completed during their first semester, application for practicum, and at the end of their last internship course. During the first semester of enrollment, students are monitored closely by instructors. Instructors are encouraged to address any presenting concerns that emerge directly with students and document their efforts to alleviate them. At the conclusion of the semester, all students will receive a letter from the department chair indicating their state of progression (e.g., satisfactory, satisfactory with area(s) for growth, unsatisfactory) based on the PPR and instructors' feedback. Any documented areas for growth will be monitored during the students second semester. If noted concerns are not alleviated/remedied by the

mid-way point of the students' second semester, a formal remediation plan may be developed. In addition, for the purpose of gatekeeping, the faculty advisor will complete the PPR for students' practicum application. In addition, site supervisors will provide six evaluations of students' personal development throughout the three field placement courses. Students are provided with criteria for personal development evaluation during program orientation and CNS 5000. Program directors review the completed PCAs to determine if students are demonstrating growth across the developmental sequence of coursework.

Additional institutional data and indirect evidence (e.g., field placement site evaluation and site supervisor evaluation) are used to evaluate the overall effectiveness of the counseling programs. The following intuitional data is collected and evaluated: Grad Finale Survey Results (every Fall and Spring semesters), number of program graduates, completion rates data (collected from IR every Fall), and demographic profiles of students and faculty (collected from IR each Fall). The Counseling Programs also use program evaluation surveys conducted every three years (last completed in Summer 16) to evaluate program effectiveness based on the perceptions of stakeholders (current students, alumni, and employers of graduates). An annual alumni survey is also conducted to gather information from each year's graduates to track additional program outcomes (job placement, licensure attainment, starting salary).

ANALYSIS & USE OF RESULTS

Table 1

Pass Rates: CPCE, NCE, & Praxis II

Target: 80% pass rate

CPCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
Spring 2020	100%	3	3	84	82.9
Fall 2019	91.7%	36	33	83.7	82.6
Summer 2019	88.9%	9	8	82.9	79.3
Spring 2019	79%	33	26	74.6	81.7
Fall 2018	100%	12	12	99.25	87.6
Summer 2018	100%	8	8	92.40	85.5
Spring 2018	82%	9	7	81.91	87.13
Fall 2017	83%	23	19	81.70	87.13
Summer 2017	90%	10	9	84.90	85.67
Spring 2017	88%	17	15	82.81	85.67
Fall 2016	81%	21	17	78.52	85.67
*Overall 2019 – 20	91.7%	48	44		
Overall 2018 – 19	93%	53	46		
Overall 2017 – 18	85%	42	35		
Overall 2016 – 17	85%	38	32		
Overall 2015 - 16	81%	52	42		

*Overall includes scores from Summer 19, Fall 19, and Spring 20 administrations. Passing score of 70 used for Fall 19 and Spring 20. COVID-19 began March 2020, the April 2020 regular administration was cancelled. The Spring 2020 administration was a trial administration of the exam in students' homes. Students had 10 days to prepare.

Each university that administers the exam determines the CPCE passing score. UNCP calculates the passing score as one standard deviation below the national mean score for each administration cycle. In order to pass the exam, students must score no more than one standard deviation below the national mean.

NCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
*Spring 2020	-	-	-	-	-
Fall 2019	85%	13	11	102.3	108.43
Spring 2019	75%	16	12	100.4	104.9
Fall 2018	73%	11	8	97.02	104.87
Spring 2018	86%	7	6	104.24	113.47
Fall 2017	92%	11	10	111.69	105.43
Spring 2017	90%	10	9	112.00	115.25
Fall 2016	80%	15	12	105.35	112.05
**Overall 2019 – 20	85%	13	11		
Overall 2018 – 19	74%	27	20		
Overall 2017 – 18	89%	18	16		
Overall 2016 – 17	84%	25	21		
Overall 2015 – 16	85%	40	34		

*Data is not available as of 6/22/2020 due to COVID-19. ** Incomplete.
 The National Board of Certified Counselors (NBCC) determines the NCE passing score annually. Counseling students have the option of taking this exam for state licensure and national certification during their internship semesters while enrolled at UNCP. The NBCC does not collect or provide post-graduation test taker data for universities.

Praxis II (5421) Pass Rate				
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Score Range (NC Qualifying Score = 156)
Overall 2019 – 20	71.4%	7	5	148 – 169
Overall 2018 – 19	100%	10	10	157 – 182
Overall 2017 – 18	92%	12	11	154 – 183
Overall 2016 – 17	100%	12	12	160 – 187
Overall 2015 – 16	80%	25	20	130 – 183

Use of CPCE, NCE, & Praxis Results

All students in the UNCP Department of Counseling must pass comprehensive exam requirements before graduation. Students take the CPCE during CNS 6100 Counseling Practicum. If a student does not pass the CPCE during the Practicum semester, that student cannot register for CNS 6120 or CNS 6130 (Internship) until fulfilling the comprehensive exam requirements. Students who began the program before summer/fall 2018 may take the CPCE three times and then request an oral comprehensive examination if preferred. Students who began the counseling programs during summer/fall 2018 or later must pass the CPCE (no oral examination option). Students may take the exam every semester until they pass or time out of the program.

The CPCE is offered once per semester (fall, spring, and summer), and students must take the CPCE through UNCP. Students who do not pass the CPCE on the first attempt will create a written study plan and consult with their advisors about additional academic remediation or testing taking strategies as needed.

There continues to be a cultural shift among students on test-taking attitudes and expectations set forth by the faculty. For students admitted to the Counseling Programs in fall 2019 or thereafter, a passing score of 70 for the CPCE is required (rather calculating a unique passing score for each administration by subtracting one standard deviation from the national mean). This shift was made because the CPCE is offered exclusively in computer-based format (as opposed to paper), and students instantly see their scores, but had no way of knowing if it is a pass or fail until national statistics were released six weeks later. To relieve this uncertainty, the passing scores for the previous five academic years (all ranging from 69 to 71) were averaged to determine a set passing score for students. The faculty will continue to monitor the effects of the policy changes.

In the months and years after intentional strategic planning and strong departmental effort, the pass rate goal of 80% has been met for the CPCE for every semester since fall 2016 except spring 2019 (79% pass rate). The slightly low pass rate in spring 2019 was possibly skewed for reasons related to Hurricane Florence, which caused significant damage to the UNCP community in fall 2018. Fall 2018 practicum students were permitted to defer their CPCE and continue on to internship in spring 2019. The 100% pass rate in fall 2018 was possibly skewed because it included only students who voluntarily took the exam. Regarding the lower than average spring 2019 CPCE scores, first, the strongest students voluntarily tested the semester before, and their scores were not included to bring up the spring 2019 average. Second, the trauma of the hurricane might have still affected spring 2019 testers. Third, some spring 2019 testers would have had required study material built into their fall 2018 practicum coursework, but not their spring 2019 internship coursework. Additionally, many spring 2019 testers were one more semester removed from their core coursework, which must be completed before internship and is the focus of the CPCE.

NCE pass rates for the 2018-19 school year might have been affected for similar reasons. The fall 2018 pass rate was 73% and the spring 2019 pass rate was 75%. However, the pass rate for fall 2019 returned to above 80%.

Testing information is provided by the TC via a recorded informational video. The video has been posted on the UNCP counseling programs website (SLO 1). The counseling faculty will continuously integrate the CPCE and NCE content areas throughout the curriculum. The program directors are responsible for analyzing CPCE scores and developing ways to engage in ongoing program development.

The counseling faculty continue to provide regular feedback regarding exam outcomes and integrate test areas throughout the curriculum. Faculty will continue to closely monitor the testing process and results for the Wilmington students. Faculty will carefully interview students who did not pass the exam to understand what factors contributed to the failing score.

The CPCE is administered by the UNCP Office of Regional Initiatives (a testing center for the university) or via Pearson Vue national testing centers or home-based locations (especially helpful for Wilmington-based students). The NCE is only offered via Pearson VUE sites/home-based locations. The TC actively reaches out to test providers and administrators to prevent any difficulties during the exams.

Praxis exam results were below the 80% pass rate during the 2019-2020 academic year. The students who failed the exam were contacted individually and provided context to explain the outcome based on student capacity. For the two students out of seven who did not pass the exam, they reported test anxiety and lack of preparation. Both students worked full-time jobs with full-time course loads, which impacted the amount of time devoted to studying for the Praxis. One of the students specifically mentioned that preparing for the CPCE was prioritized over Praxis due to repeated failed attempts. In response to the

lower pass rate, professional school counseling faculty will consult and collaborate to identify additional ways to support Praxis exam preparation within each specialty course. Test anxiety is likely to decrease as students increase preparation for the exam.

Table 2
PPR and PCA Data for CMHC Program 2019-2020

Check Points		Student			Site-Supervisor					
		First Sem.	Mid-Point	Last Sem.	Pract Mid	Pract Final	Intern1 Mid	Intern1 Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	19	21	20	25	24	26	25	25	22
	M	4.50	4.41	4.63	4.30	4.60	4.00	4.52	4.14	4.24
	SD	.52	.48	.46	.59	.44	.93	.59	.62	.62
Foundations	N	18	21	20	25	24	26	25	25	22
	M	4.29	4.03	4.53	4.20	4.44	4.06	4.38	3.97	4.17
	SD	.80	.64	.46	.67	.59	.84	.76	.62	.67
Counseling Prevention Intervention	N	11	17	20	25	24	26	25	25	22
	M	4.08	3.64	4.24	3.83	4.24	3.77	4.25	3.79	4.20
	SD	.94	.66	.53	.68	.66	.82	.79	.62	.58
Diversity Advocacy	N	15	16	20	24	24	26	25	24	22
	M	4.00	3.97	4.20	3.93	4.34	3.94	4.25	4.00	4.36
	SD	1.18	.75	.71	.90	.80	.84	.84	.69	.69
Assessment	N	9	11	20	22	24	26	24	24	22
	M	4.25	3.85	4.15	3.85	4.23	3.73	4.25	3.98	4.30
	SD	1.15	.83	.75	.78	.75	.94	.87	.61	.65
Research Evaluation	N	10	13	20	24	24	26	24	24	22
	M	4.17	3.83	4.16	3.90	4.29	3.79	4.29	3.94	4.31
	SD	.97	.83	.70	.79	.72	.90	.80	.63	.67
Diagnosis	N	11	11	20	25	22	26	25	25	22
	M	3.77	3.70	4.18	3.75	4.23	3.74	4.24	3.74	4.10
	SD	1.19	.92	.84	.69	.75	.92	.79	.68	.71

Table 3
PPR and PCA Data for PSC Program 2019-2020

		Student			Site-Supervisor					
Check Points		First Sem.	Mid-Point	Last Sem.	Pract Mid	Pract Final	Intern1 Mid	Intern1 Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	13	25	19	23	24	20	22	25	24
	M	4.48	4.35	4.41	4.13	4.32	4.28	4.40	4.19	4.57
	SD	.63	.59	.53	.80	.60	.52	.44	.75	.70
Foundations	N	12	21	19	22	24	20	22	25	24
	M	4.37	4.21	4.09	3.96	4.32	4.18	4.21	4.15	4.40
	SD	.97	.77	.85	.69	.60	.69	.52	.77	.71
Counseling Prevention Intervention	N	12	24	19	23	24	20	22	25	24
	M	4.34	4.10	4.11	4.04	4.17	4.11	4.11	4.08	4.39
	SD	.93	.76	.72	.73	.61	.65	.50	.74	.77
Diversity Advocacy	N	11	21	19	23	24	20	22	25	24
	M	4.27	4.10	4.05	3.86	4.19	4.18	4.16	4.13	4.43
	SD	.78	.75	.82	.80	.73	.63	.59	.76	.76
Assessment	N	6	19	19	23	23	20	22	25	24
	M	4.04	3.69	3.76	3.83	4.08	3.98	3.94	4.02	4.33
	SD	.99	.67	.94	.71	.74	.76	.57	.83	.91
Research Evaluation	N	5	16	19	18	22	20	20	25	23
	M	4.20	3.75	3.64	3.54	4.10	3.75	4.00	4.05	4.25
	SD	.76	.80	.95	.72	.70	.79	.42	.79	.79
Academic Development	N	6	15	19	16	21	17	20	22	22
	M	4.27	3.63	3.71	3.70	3.95	4.03	3.93	3.92	4.19
	SD	.99	.76	.96	.70	.88	.74	.45	.75	.95
Collaboration Consultation	N	9	18	19	22	24	20	20	24	24
	M	4.12	3.83	3.90	3.93	4.15	4.04	3.95	4.08	4.35
	SD	.90	.60	.95	.67	.69	.72	.59	.68	.83
Leadership	N	10	19	19	20	24	19	20	24	24
	M	4.33	3.95	3.71	3.81	3.87	3.79	4.01	3.84	4.26
	SD	.81	.80	.99	.82	.78	.64	.76	.83	.93

SLO 3: Professional Competency Assessment/Professional Performance Review

The PCA is intended to assess both SLO 2 and SLO 3. The PCA underwent revisions during the 2018-2019 academic year in preparation for alignment with the 2016 CACREP standards for the 2019-2020 academic year. In addition to disposition assessment of the PCA completed by students and their supervisors, 37 students were inducted into the UNCP Phi Sigma chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International. These inductions and overall membership in the society signify faculty and students' ongoing dedication to the counseling profession and exemplar academic and professional achievement.

Additionally, student progress is assessed at each faculty meeting. Students of concern are reported to advisors and faculty discuss student progress at monthly meetings. Remediation plans are developed when appropriate. There was one remediation plan due to professional disposition concerns during field placement. Students are also referred to other academic offices on campus for assistance, including but not limited to UNCP Student Success Center, Student Conduct, the Writing Center, Career Center and Counseling and Psychological Services (CAPS). All syllabi contain a recommendation that all counseling students seek personal counseling. Students may opt to attend free counseling at CAPS on campus or alternative venues are provided upon request.

Additional Evaluation Data

Graduate Student Surveys

The School of Graduate Studies and Research administers the Graduate Student Survey during Grad Finale events each semester and then disaggregates the data for each program area.

Result of Fall 2019 Graduate Student Survey (Spring 2020 data not available)

During Fall 2019, 15 PSC graduating students and 15 CMHC graduating student completed the survey. Out of the 30 participants, 60% (n = 18) rated their academic experience as 'Excellent' and 36.7% (n = 11) rated either 'Very Good' or 'Good.' On how well the counseling programs prepared them to practice in the counseling field, 60% (n = 18) reported 'Very Prepared', 36.7% (n = 11) reported 'Prepared', and 3.3% (n = 1) reported 'Neither Prepared nor Unprepared.' Finally, out of 30 graduates, 80% indicated that their internship experience was 'Excellent' or 'Very Good.'

The following table provides information on the quality of services provided by counseling faculty. The data indicates that the faculty are providing high quality of services in all areas.

Survey Results on Faculty Services

	Excellent		Very Good		Good		Fair		Poor		N/A	
	N	%	N	%	N	%	N	%	N	%	N	%
Quality of Instruction	21	70	5	16.7	2	6.7	1	3.3	-	-	1	3.3
Opportunity for Interaction with Faculty	19	63.3	6	20	3	10	1	3.3	-	-	1	3.3
Quality of Advising	19	63.3	7	23.3	2	6.7	1	3.3	-	-	1	3.3
Quality of Mentorship	22	73.3	1	3.3	5	16.7	-	-	1	3.3	-	-

Opportunities for Conducting Research	14	46.7	6	20	6	20	-	-	-	-	4	13.3
Research Ethics Training and Understanding	16	53.3	6	20	5	16.7	-	-	-	-	3	10
Opportunities for Leadership Development	16	53.3	6	20	6	20	1	3.3	-	-	1	3.3
Career Guidance and Preparation	17	56.7	3	10	8	26.7	1	3.3	-	-	1	303

Accreditation Information on Program Outcomes

Per CACREP policies, the Counseling Programs' outcomes are available online and include the number of program graduates (PSC = 24, CMHC = 25), completion rate (77.2%), job placement rate (78%), and program enrollment statistics (PSC = 96, CMHC = 101). The CACREP Vital Statistics Survey was completed during September 2019. CACREP accreditation is active through March 2021.

Graduates

	PSC	CMHC	Total
2019 – 2020	24	25	49
2018 – 2019	18	20	38
2017 – 2018	22	21	43
2016 – 2017	14	35	49
2015 – 2016	31	20	51
2014 – 2015	16	15	31

6-Year Completion Rates

	PSC	CMHC	Total
2013-2014	79.2%	75.8%	77.2%
2012-2013	79.5%	50.5%	65%
2011-2012	83%	78%	80%

Total Enrollment

	PSC	CMHC	Total
Fall 2019	96	101	197
Fall 2018	96	92	188
Fall 2017	101	91	191
Fall 2016	81	87	168
Fall 2015	76	85	161

New Applicants Enrolled

	PSC	CMHC	Total
Fall 2019	34	40	74
Fall 2018	28	30	58

Fall 2017	36	35	71
Fall 2016	25	22	47
Fall 2015	27	22	49

Student Demographic Information

Gender	Total	%
Female	175	88.8
Male	22	11.2
Total	197	100%

Student Race/Ethnicity	Total	%
African American/Black	71	36.0
American Indian/Native Alaskan	20	10.2
Asian/Pacific Islander	1	0.5
Caucasian/White	85	43.1
Hispanic/Latino/Spanish American	12	6.1
Multiracial	6	3.0
Nonresident Alien	0	-
Other/Undisclosed	2	1.0
Total	197	100%

Alumni Survey (2019 – 2020) Responses*

Participants	Employment	Salary
Total = 7 (PSC = 3 & CMHC = 4)	100% (7)	Less than \$30K: 29% (2) \$30 – 40K: 29% (2) \$40 – 50K: 14% (1) \$50 – 60K: 14%(1) N/A: 14% (1)

*Data compiled during summer 2020 (Covid-19 pandemic)

How can counseling programs better prepare students for career and job seeking process?

- LCASA offered for the recent graduates
- I think there needs to be a person at the end of the program to help guide us through the licensure process and/or further education, job interviews, resume building, etc. I felt COMPLETELY supported until I was in the field placement portion of the program and then I felt like all the support was removed.
- More in-depth information on actually applying different theories and what that looks like in session.
- Classroom management, SST, Section 504, and IEP training/knowledge. I currently have to teach social skills daily in classrooms and I do not have prior knowledge of classroom management.
- Being able to shadow/visit an internship site where the CMHC students were, and having them shadow/visit at the schools to see both sides would be nice.

- My current research job prefers to hire rehabilitation counselors and psychological associates and is heavily DSM-V focused with us administering a ton of assessments with clients. I did my internship at UNC Memorial Hospital in the Transplant Clinic working with Heart and Lung patients. One of the biggest gaps in the program I see is a reluctance to provide us more medical training (to include more specific assessment training) so we can keep up with the interdisciplinary nature of team focused treatment. Rehab Counselors have to take a Medical Aspects course and they get a lot more training in CBT-TF skills. Thankfully, I elected to take the Psychopharmacology class and that provided some great tools so I could converse in team meetings, but I needed more. I also think Psychopharmacology should be a required course for everyone in our program. Whether it's a school counselor working with kids or a mental health counselor working with adults, addiction touches everyone.
- Study sessions for NCE; help with Licensure application

What did you learn as a student in the UNCP Counseling Programs that has been most important to you in your career?

- Too many things to list: time management, personal skills, things outside of the classroom and connections made
- How to advocate for myself, and to value the connections made within the program.
- The cases I have seen in just this first week on the job will really break your heart. I can now hear all of my instructors stressing the importance of self-care.
- Advocating for students and helping skills.
- Networking/meeting colleagues
- The most important thing I learned as a student was about how to better conceptualize mental illness through both a development lense and from my psychopharmacology class, my views on addiction were significantly shifted to be in awe of the huge role the brain orchestrates in our lives. In fact, some of what I am learning in addictions research is at times contrary to commonly held prevailing views of addiction that we were taught so it requires some unlearning. I am most thankful for the personal counseling and university supervision I received from Charla Suggs. For me, she is the gold standard of what an effective counselor embodies. Kathryn Kelly co-taught our Psychopharmacology class and did a knock out job. I still check in with her for collaboration on current issues I encounter in addictions research. She's phenomenal and very up-to-date on current addiction research practices, more so than our program.

Employer Survey (2019 – 2020) Responses* (COMPLETE)

Participants	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%	N	%
Total = 5 (PSC = 3 & CMHC = 2)												
The graduate possesses sufficient knowledge and clinical skills to adequately perform the tasks of a counselor.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate works well with clients, co-workers, supervisors, administrators,	3	60	2	40	-	-	-	-	-	-	-	-

students, and/or parents.												
The graduate demonstrates effective counseling skills and implements individual and group counseling effectively in your setting.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate effectively intervenes in crises.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate demonstrates multicultural competence when working with clients and/or students.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate demonstrates ethical practice in all areas of professional practice.	3	60	2	40	-	-	-	-	-	-	-	-

***Data compiled during summer 2020 (Covid-19 pandemic)**

We are interested in your input for program improvement. What is something that the Counseling Programs can do to improve the preparation of new counselors?

- “Provide some training around Suicide and self-harm. This is an area that they don't always get as interns depending on placement. Also, expose them to "administrative" tasks like 504, MTSS, Transcripts and scheduling. Lastly, talk to them about the hiring process, writing a resume, etc.”
- “Our UNCP counselor is INCREDIBLE!! I have no advice to improve your program.”
- “More information about the different roles of the school counselor and how to plan a schedule; how to teach classroom lessons with effective classroom management and run groups. They do get some of this in internship, but I almost feel like they need more.”

FTE Tracking Data (COMPLETE)

Academic Term	Total # of Sections Offered	Faculty FTE; Full time load = 9 graduate credit hours	Student SCHs	Student FTE Full time load=12 credit hours	FTE Student: Faculty Ratio
Fall 2010	16	5	747	62.5	12.45:1
Fall 2011	17	5.67	867	72.25	12.74:1
Fall 2012	19	6.33	999	83.25	13.15:1
Fall 2013	24	8	1035	86.25	10.78:1
Fall 2014	27	9	1068	89	9.88:1
Fall 2015	31	10	1164	97	9.70:1

Fall 2016	29	9.66	1176	98.5	10.20:1
Fall 2017	34	11	1371	114.25	10.39:1
Fall 2018	37	12.33	1392	116	9.41:1
Fall 2019	38	12.67	1569	130.75	10.3:1

*Effective Fall 2019 in Compliance with 2016 CACREP Standards

***Target=
12:1**

ASSESSMENT RESULTS MATRIX

Goals	Objectives	Assessment Method(s)	Assessment Results UPDATED	Use of Results
<p>[SLO 1] Demonstrate knowledge in the core areas of counseling for the purposes of conceptualizing the self of the counselor and clients. Students will analyze the major concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following core knowledge areas.</p>	<p>1. 80% Pass Rate on Counselor Preparation Comprehensive Examination (CPCE)</p>	<p>CPCE assessed during fall, spring, and summer semesters</p>	<p>92% Pass Rate (See Table 1)</p>	<p>1) Met 2/3 objectives 2) CPCE pass rate increased 8% points from previous year. 3) Discussed results in faculty meeting. 4) Reported results to CACREP. 5) Report made available on program website. 6) Exams was administrated by a proctor at the UNCP Office of Regional Initiatives. 7) New testing policy implemented. 8) Faculty included exam preparation materials in courses.</p>
	<p>2. 80% Pass Rate on National Counselor Examination (NCE)</p>	<p>NCE assessed during fall and spring semesters</p>	<p>85% Pass Rate (See Table 1)</p>	
	<p>3. 80% Pass Rate on Praxis II (only for PSC students)</p>	<p>Praxis II assessed during fall and spring semesters</p>	<p>71.4% Pass Rate (See Table 1)</p>	
<p>[SLO 2] Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.</p>	<p>1. Above average of 3 (Fair) on all categories of Professional Competency Assessment (PCA)</p>	<p>Site-supervisors complete the PCA during the field placement courses at midterm and final exam periods (6 check points).</p>	<p>-Site supervisors had above 3 (Fair) in all six check points for both programs (See Table 2 & 3) -Mean varied from first to last check points for CMHC Program (Table 2). -Mean increased from first to last check points for PSC Program (Table 3).</p>	<p>1) Met objective. 2) Reported results to CACREP. 3) Report made available on program website. 4) Conduct regular check-in with site supervisor.</p>
<p>[SLO 3] Evidence an ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.</p>	<p>1. Above average of 3 (Fair) on self-evaluation of Professional Competency Assessment (PCA)</p>	<p>PCA is administered during students' first semester, pre-practicum,</p>	<p>-Students had average above 3 (Fair) in all three check points (see Table 2 & 3) -Mean increased from</p>	<p>1) Met objective. 2) Reported results to CACREP. 3) Report made available on program website. 4) Students of concerns were reported and discussed during monthly meetings.</p>

		and last semester (3 check points).	first to last check points for most items.	5) Students were offered resources and referrals. 6) Reexamine course syllabi and program curriculum and update to 2016 CACREP standards
	2. Above average of 3 (Fair) on faculty advisor evaluation of Professional Performance Review (PPR).	PPR is administered during students' pre-practicum semester.	-Students had average above 3 (see Table 2 & 3)	

2019 – 2020 Counseling Programs Highlights

Faculty Highlights

- **Dr. Ki Chae** serves as the Associate Editor of Journal of Asia Pacific Counseling (JAPC)
- **Dr. Ki Chae** serves as Treasurer of Korea Counseling Association International Chapter (KCA-IC)
- **Dr. Shenika Jones** served as immediate past-President of the North Carolina Counseling Association.
- **Dr. Shenika Jones** became a tenured faculty member and was promoted to the rank of Associate Professor.
- **Dr. Jonathan Ricks** received the Graduate Faculty Mentor Award from The Graduate School at UNCP
- **Dr. Jonathan Ricks** received the Devoted Service Award from the North Carolina Counseling Association.
- **Dr. Jonathan Ricks** received the 2020 Adolph Dial Award for Community Service at UNCP
- **Dr. Jonathan Ricks** was selected for and completed the Play Therapy Leadership Academy with the Association for Play Therapy. (January 2020 – May 2020)
- **Dr. Nicole Stargell** serves as the associate editor of the Exemplar (Chi Sigma Iota)
- **Dr. Stephanie Robinson** serves as a board member of the North Carolina Addiction Specialist Professional Practice Board (NCASPPB)
- **Dr. Stephanie Robinson** serves as vice president & president- Elect of the North Carolina Addiction and Offender Counselor Association (NCAOCA)
- **Dr. Jeff Warren** received the inaugural Exemplary Practices Award from the NC Association of Assessment and Research in Counseling.

- Faculty published book chapters and articles in peer/non-peer reviewed publications including:
 - **Akers, W. P.** (Spring 2020). Stepping up and into our advocate identities: Liberatory practices for serving intersectional queer and trans youth. Carolina Counselor (Official Newsletter of the North Carolina Counseling Association, Special Edition Sponsored by the NC Association for Multicultural Counseling and Development), 10-17.
<https://nccounselingassociation.files.wordpress.com/2020/04/2020-spring-carolina-counselor-1.pdf>

- **Robinson, S. R.** (2019). Sexual Addiction. American Counseling Association: Practice Briefs.
- **Warren, J. M., & Chae, K.** (2020). The effects of the detrimental association model on multicultural competence of students enrolled in a counseling theory course. *North Carolina Counseling Journal*, 13(2), 21 – 32.
- **Warren, J. M., & Mauk, G. W.** (2020). Implementation science: A path toward strengthening school counselor practice. *Professional School Counseling*, 23(1), 1–10. <https://journals.sagepub.com/doi/pdf/10.1177/2156759X19878120>
- Testa, D. S., Headley, J. A., & **Adamson, N. A.** (2020). From envisioning to actualization: Marketing yourself in the 21st century. In B. T. Erford, D. G. Hays, & S. Crockett (Eds.), *Mastering the national counselor examination and the counselor preparation comprehensive examination* (3rd ed., pp. 250-266). Upper Saddle River, NJ: Pearson Education.
- **Warren, J. M., Stargell, N. A., & Jones, S. J.** (2020). A confirmatory factor analysis of the Academic Rational Beliefs Scale for students attending minority-serving institutions. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 38, 96-109. doi: 10.1007/s10942-019-00326-2
- Bradley, N., **Stargell, N.**, Craigen, L., Whisenhunt, J., Campbell, E., & Kress, V. (2019). Creative approaches for promoting vulnerability in supervision: A relational-cultural approach. *Journal of Creativity in Mental Health*, 14, 391-404. doi: 10.1080/15401383.2018.1562395
- **Warren, J. M., Jones, S., & Unger, D.** (2020). Strengthening professional school counseling: Recommendations for preparation. *Professional Issues in Counseling*, VI, 61-76. Retrieved from <https://www.shsu.edu/academics/counselor-education/piic/journals/2020/>
- More than 40 regional, state, and national representations including:
 - **Stargell, N., Akers, W. P., Jones, S., & Parker, M.** (2019, October). Training the trainer: Teaching basic helping skills to increase LGBTQ+-affirmative practices in schools and the community. Presentation delivered at the biennial conference for the Association for Counselor Education and Supervision (ACES). Seattle, WA.
 - **Akers, W. P.,** Merchant, E. K. (2020, February). Keeping faith: Honoring lgbtq+ clients through exploring values and ethics in counselor education and supervision. Presentation delivered at the Annual North Carolina Counseling Association Conference, Charlotte, NC.
 - Garris, M. B., & **Mauk, G. W.** (2020, March). Don't shoot the unicorn: How to find true happiness and resilience along your self-care journey. Concurrent session presentation at the 31st Annual National Youth At-Risk (NYAR) Conference in Savannah, Georgia.
 - **Ricks, J. & Jones, S.** (2019, October). Child-centered play therapy at the intersection of American Indian culture, poverty, and trauma. Presented at the annual conference of the Association of Play Therapy, Dallas, Texas.
 - **Jones, S. & Ricks, J.** (2019, October). Teen stress epidemic: The cause and the cure. Presented at the regional HOSA Chapter Jumpstart event, Pembroke, North Carolina.
 - **Unger, D.** (2020, March). Strategies to address bullying/cyberbullying. Presentation at North Carolina School Counselor Association Sandhills Region Drive-In Workshop. Virtual.

- **Robinson, S.** (2020, February). Navigating the slippery slopes and ethical issues in addiction counseling. Presented at the annual North Carolina Counseling Association Conference. Charlotte, North Carolina.
- **Robinson, S.,** & Trogden, A. (2020, February). Navigating legal and ethical issues associated with addiction counseling supervision. Presented at the International Law and Ethics in Counseling Conference. New Orleans, Louisiana.
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- Faculty received various grant funding including:
 - Beasley, C., Bryan, A., Blackmon-Moran, K., Hummer, D. B., Davis, J., **Akers, W. P., & Stargell, N.** (2019). Interprofessional North Carolina AHEC Grant. Nursing Clinical Site Development. \$10,000 Awarded.
 - Goins, C., Locklear, L., **Warren, J. M.,** Locklear, T., **Unger, D.,** Robinson, G., & Neal, G. (2020). *Culturally responsive teaching and learning cohort*. Teaching and Learning Center, University of North Carolina at Pembroke. Grant for Excellence in Teaching & Learning (\$15,500).

Student Highlights

- Nee, N., Smith, M., & Tutts, A. (2019). *13th Annual Glen H. Walter Drive-in Counseling Workshop for Area Counselors*. The University of North Carolina-Pembroke Graduate Student Association Grant. \$555.48 funded. (Dr. Nicole Stargell mentored counseling honor society student leader applicants).
- 15 students enrolled in the Graduate Certificate in Addictions Counseling (GCAC) received scholarship funding totaling approximately \$29,403.
 - 7 students below (4 Wilmington, 3 Pembroke) received a scholarship from the Governor's Institute on Substance Abuse to cover tuition for GCAC course taken during the summer I semester. The amount each student received varied, but they all received at least \$629. Students included: Davida Randolph, Samantha Asfour, Haylie Parks, Rocio Serna, Gilda Falso, Kimberly May, Melanie Hunt
 - 7 GCAC students below received a scholarship during the spring 2020 semester from the North Carolina Governor's Institute on Substance Abuse. These students will each receive an equal portion of the \$10,000 received from the Governor's Institute. These students were selected for their outstanding graduate school achievements and after demonstrating a commitment to providing addiction treatment services to underserved communities and individuals in North Carolina upon graduation. Students included: Rashanda Coleman, Samantha Nelson, Sara Parisi, Jenna Rankin, Rosa-Rodriguez-Cortes, Rashida Wise, Rebecca Zumppe
 - Elzetter Norris was the recipient of NBCC Minority Fellowship Program for Addictions Counselors. She is 1 of 40 graduate students in the nation to receive fellowship and scholarship funds. The fellowship is valued at \$15,000.
- A number of students participated in the development and delivery of a variety of presentations including:
 - Ozment, R. (2020, February). *Somatic counseling: Connecting the mind and the body*. Faculty mentor to student presentation delivered at the Annual North Carolina Counseling Association Conference, Charlotte, NC. (Mentor: Dr. Whitney Akers)

- Coachman, R. (2020, March). *Hair discrimination: Empowering diverse cultures and lifestyles*. Faculty mentor to student presentation delivered at the UNCP Graduate Research Symposium, Pembroke, NC. (Mentor: Dr. Whitney Akers)
- Cole, P. (2020). *Exploring non-suicidal self-injury in the field of school counseling*. Poster presented at the annual UNCP Graduate Research Symposium, Pembroke, NC. (Mentor: Dr. Nicole Stargell)
- Parisi, S. (2020). *Career counseling intervention proposal for Robeson County offender population*. Poster presented at the annual UNCP Graduate Research Symposium, Pembroke, NC. (3rd Place Winner) (Mentor: Dr. Nicole Stargell)
- Barnes, S. J., & Townsend, S. C. (2019). *Crisis intervention and the school counselor*. Poster presented at the Annual North Carolina School Counselor Association Conference, Charlotte, NC. (Mentor: Dr. Nicole Stargell)
- Sang, R. (2020). *The psychological and psychosocial impact of Female Genital Mutilation among immigrant/refugee women and girls*. Three-Minute Thesis Presented at the annual UNCP Graduate Research Symposium, Pembroke, NC.
- 13 PSC students presented at the NC School Counselor Association Annual Conference including.
 - Amelia Gillette (2019, November). *Growth mindset: Strategies and techniques*. Poster presented at the 2019 North Carolina School Counselor Association Annual Conference, Concord, NC. (3rd Place) (Mentored: Dr. Jonathan Ricks)
 - Butler, E. (2019). *Standardized testing as it relates to anxiety and depression in school aged children and adolescents*. Poster presented at the Annual North Carolina School Counselor Association Conference, Charlotte, NC. (Honorable Mention) (Mentor: Dr. Nicole Stargell)

Programs Highlights

- The Counseling Programs in the Department of Counseling remained an integral component of the College of Health Sciences.
- The Graduate Certificate in Addiction Counseling was approved by SACSCOC and NC Substance Abuse Professional Practice Board and was formally launched in fall 2019
- First group of students graduated from the Wilmington Initiative.
- The counseling programs continued to develop the Wilmington Initiative based at Cape Fear Community College.
- The counseling programs continued to establish partnerships with various agencies, organizations, and school systems across the region.
- Phi Sigma, the UNCP chapter of Chi Sigma Iota inducted 35 new student members.