

COUNSELING PROGRAMS
ASSESSMENT PLAN AND REPORT
2024-2025

Department of Counseling
School of Education

Programs:
MAEd in Professional School Counseling
MAEd in Clinical Mental Health Counseling

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UNCP COUNSELING PROGRAMS ASSESSMENT PLAN AND REPORT

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MISSION STATEMENT

The Mission of the Department of Counseling is 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 OBJECTIVES (SLO) and KEY PERFORMANCE INDICATORS (KPI)

The primary goal of the Counseling Programs is to prepare culturally-responsive professional counselors. To this end, upon completion of the graduate counseling program, students will demonstrate proficiency in the following key performance indicators (KPI):

1. Demonstrate knowledge in the foundational counseling curriculum for the purposes of conceptualizing the self, diverse clients, and an effective counseling process. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, historical trends, and projected needs in counseling. Students will demonstrate proficiency in culturally-responsive, effective, and ethical counseling practice through signature assignments, final grades, and by passing the comprehensive exam that assesses the foundational counseling curriculum:
 - 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 Identities and Experiences: Students will display cultural sensitivity and multicultural competence with clients who are both similar and different to the counselor across all dimensions of personal identity. Students will identify and address the needs of marginalized populations in a diverse, global society.
 - c. Lifespan 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 Practice and 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 Diagnostic Processes: 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 skill to professional practice in a diverse, global society.
 - a. Students will develop a professional identity as a Professional School Counselor or Clinical Mental Health Counselor as evidenced by supervisor evaluations using the CSS-R, PCA, and PPR.
 - b. Within their specialized professional identity, students will implement knowledge, skills, and practices to be effective counselors in a specialized setting as evidenced by successful completion of field placement.
 - c. In preparation for practice within the school or clinical setting, students will earn satisfactory passing grades in research-driven specialty and elective courses aimed at improving professional practice and impacting professional identity.
3. Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.
 - a. Students' personal and professional development is assessed through self-evaluation during first semester, when applying for field placement, and at the end of the program.
 - b. Students' personal and professional development is assessed by faculty at the beginning of the program, in all coursework, and when applying for field placement.
 - c. University supervisors provide a minimum of three evaluations of students' personal and professional development with increased mastery thresholds across three field placement courses
 - d. Student and program performance feedback is provided by the annual advisory committee consisting of diverse representatives from the program, community, and alumni.

ASSESSMENT PLAN

Data Collection and Procedure

The Counseling Programs, Clinical Mental Health Counseling and Professional School Counseling, track student performance on three standardized exams, which measure student learning and assess the programs' success in fulfilling the mission. These exams include the **Counselor Preparation Comprehensive Examination (CPCE)**, the **National Counselor Examination (NCE)** for Licensed Clinical Mental Health Counselors, and the **Praxis II** exam for Licensed School Counselors. The content areas of the CPCE test the knowledge and skills of beginning counselors across eight content areas: (1) professional counseling orientation and ethics, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) counseling and helping relationships, (6) group counseling and group work, (7) assessment and testing, and (8) research and program evaluation.

The **Counseling Skills Scale-Revised (CSS-R)** is used to evaluate students' specialized skills in professional counseling practice. The CSS-R includes 19 items on a 5-point likert scale ranging from -2 (poor) to 2 (excellent). The CSS-R is used to assess students' skills in building the therapeutic relationship, encouraging exploration, encouraging insight, encouraging action/change, and managing the session.

The **Professional Competency Assessment (PCA)** is used to evaluate students' professional disposition, knowledge and skills in specific counseling domains. These

items are informed by CACREP Standards and NC Professional School Counseling Standards. The PCA is on a 5-point Likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent). The PCA for CMHC assesses counseling foundations, counseling prevention and intervention, diversity and advocacy, assessment, research and evaluation, and diagnosis. The PCA for PSC assesses counseling foundations, counseling prevention and intervention, diversity and advocacy, assessment, research and evaluation, academic development, collaboration and consultation, and leadership.

The **Professional Performance Review (PPR)** is used to evaluate students' professional, ethical, and academic behaviors. The PPR is a 13-item assessment on a 5-point Likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent). Assessment items include: attention to ethical and legal consideration, ability to interact in a professional manner, openness to new ideas, flexibility in professional and interpersonal environment, awareness of own impact on others, ability to deal with conflict, cooperativeness with others, willingness to accept and use feedback, respect for culture and individual differences in professional interaction, ability to accept personal responsibility, ability to express feelings effectively and appropriately in class or supervision, commitment to meet attendance/appointment requirements and deadlines, and active participation in all aspects of learning experiences.

The **Abbreviated PPR (APPR)** has eight items and is on a 5-point Likert scale ranging from -2 (poor) to 2 (excellent). Assessment items include: attention to ethical and legal consideration, ability to interact in a professional manner, awareness of own impact on others, cooperativeness with others, willingness to accept and use feedback, respect for culture and individual differences in professional interaction, ability to accept personal responsibility, and commitment to meet attendance/appointment requirements and deadlines.

Data Analysis and Review

Per CACREP policies, the Counseling Programs' Assessment Plan and Report is available online. Academic quality indicators are provided below. CACREP accreditation is active through March 2029.

The data is collected across the academic year and analyzed annually. This report includes data trends across multiple years, and the information is used for curriculum and program improvement at the start of every academic year. All faculty read the report and implement a plan to address any unmet thresholds.

The UNCP Department of Counseling Testing Coordinator collects demographic and grade information from university reports. Student enrollment and graduation rates are tracked by the Testing Coordinator and both Program Directors. The Testing Coordinator pulls additional information (e.g., FTE) from the university scheduling system. Students, Advisors, and Supervisors complete evaluations in our field placement software, and the Department Chair runs the reports.

The UNCP Graduate School collects exit data from students about 2 weeks before graduation. The Graduate Student Survey is collected at a university event called Grad Finale each fall and spring and provides graduate evaluations of the counseling programs.

The UNCP Department of Counseling Testing Coordinator collects information from alumni in the fall after the year they graduate. This allows time for students to secure licensure, which cannot be awarded until after degrees are conferred and licensure tests are passed. Information collected includes employment rates, salary, positive feedback, and constructive feedback.

The UNCP Department of Counseling Testing Coordinator collects employer information from our field placement software. The Testing Coordinator uses employer information to collect information about program graduates' employment successes and areas for growth.

The Testing Coordinator reports individual student outcomes to students, and overall program performance is reported to the program faculty for discussion at monthly counseling programs meetings, the annual advisory committee meeting held each December, and on the Department of Counseling website. Faculty will continue to closely monitor the testing process and results for continuous quality improvement.

The counseling programs review composite data for each exam during counseling programs meetings and the annual advisory committee meeting for program review. Review of exam scores allows faculty to compare students at UNCP to national means. The programs use the data to make decisions related to curriculum, teaching and learning, and field placement activities.

The Counseling Programs also use information from an advisory board meeting conducted every fall to evaluate program effectiveness based on the perceptions of key stakeholders (e.g., alumni, adjunct instructors, site supervisors, and employers of graduates).

Unmet thresholds will be addressed at the annual advisory board meeting, and core faculty will take responsibility for addressing the deficits across the next academic year. Progress will be documents in the Counseling Programs Assessment Plan and Report, and it will be a point of discussion at the next advisory board meeting.

SLO 1 Academic Quality Indicators and Thresholds

Demonstrate knowledge in the foundational counseling curriculum for the purposes of conceptualizing the self, diverse clients, and an effective counseling process. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, historical trends, and projected needs in counseling. Students will demonstrate proficiency in culturally-responsive, effective, and ethical counseling practice through signature assignments, final grades, and by passing the comprehensive exam that assesses the foundational counseling curriculum.

Students' academic performance on Program SLO 1.a – h is assessed using signature assignments and final grades. Students may earn two or fewer final grades of C to remain in the program. A grade of C or lower on a signature assignment is grounds for remediation. No student may earn an F and remain in the program. Students dismissed from The Graduate School for three final grades of C or one final grade of F may apply to return after one year. Any further final grade of C or F results in permanent dismissal from the program.

Additionally, SLO 1 is assessed using the CPCE. The benchmark for the CPCE is student pass rates at 80% or above. The Counseling Department Testing Coordinator coordinates the administration of the CPCE during the CNS 6100 Counseling Practicum course. All CNS 6100 students are required to earn a passing score in order to enroll in Internship CNS 6120 (CMHC) or 6130 (PSC).

Students in the counseling programs are required to pass the CPCE during CNS 6100 Counseling Practicum. If a student does not pass the CPCE at that time, that student is not permitted to register for CNS 6120 or CNS 6130 (Internship) until retaking and passing the CPCE. The exam is offered one time each summer, fall, and spring semester (a total of three times per year). Students who do not pass 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. Students in need of additional support for passing the CPCE are provided with information for UNCP Counseling and Psychological Services if test anxiety is present. Students are referred to UNCP Writing Center and Career Services as needed. Students may continue to take non-field placement courses while working to pass the CPCE. If a student does not pass the CPCE, they are not permitted to complete internship and might not complete the degree within the six-year limit.

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. Participation in the Praxis II and the NCE is optional. Students can opt to sit for the NCE or Praxis during their internship II semester if they choose.

The CPCE and NCE are administered at Pearson Vue national testing centers located in various cities that can be chosen by each student. Testing centers are located within 45 minutes of the two counseling programs locations (i.e., Pembroke and Wilmington). Students may choose any testing center at the location of their choice. The Testing Coordinator actively communicates with test providers and administrators to prevent any difficulties during the exams.

SLO 2 Academic Quality Indicators and Thresholds

Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice in a diverse, global society.

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 PCA and PPR at midterm and final. 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 Testing Coordinator/CACREP liaison. The PCA is on a 5-point likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent). The PPR is a 13-item assessment on a 5-point Likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent). The threshold for the PPR and PCA is above average of 3 (Good) on all categories. As well, the mean should increase from first to last check points.

Students' professional development, skills, and abilities, SLO 2.a – c, are also assessed by university instructors for field placement courses at midterm (required) and final (as needed). University instructors complete the CSS-R and APPR at midterm for every practicum and internship student and review it with them. Any student who scores lower than 0 on any item is given concrete feedback for improvement and evaluated again at the end of the semester using the CSS-R and APPR. This process occurs in CNS 6100 Practicum, Internship I, and Internship II.

If any field placement student earns a score of -1 or -2 on any item at midterm, they will be provided with concrete items from the CSS-R/APPR that should be attended to for the second half of the semester. The student is required to meet for a final individual session with the university supervisor, at which point the CSS-R/APPR will be completed again.

No student may pass practicum with a final score of -2 on any item (i.e., final grade of F will be earned).

No student may pass CNS 6120 with a final score of -2 on any item.

Students may pass Internship I with no more than three final scores of -1 on the CSS-R. Students may only pass Internship II with all final scores of 0 or better on all items.

SLO 3 Academic Quality Indicators and Thresholds

Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

Students' personal and professional development, SLO 3, is assessed through self-evaluation using the PPR and PCA completed during their first semester (CNS 5000), when applying for practicum, and at the end of their last internship course. Also, the students' faculty advisors will complete the PCA and PPR at the time of their practicum application.

The threshold for the student self-evaluation of the PPR and PCA is above average of 3 (Good). As well, the mean should increase from first to last check points. The threshold for the advisor evaluation of the student using the PPR is above average of 3 (Good).

The UNCP Department of Counseling faculty evaluate students' personal and professional development, SLO 3, after their first semester in the counseling programs. This evaluation is completed using the PPR and by reviewing each students' final grades from their first semester. All tenure-track, fulltime professors in the department of counseling collectively complete one PPR after the fall semester for every student who was admitted that summer/fall. Any mark of a 1 (poor) or 2 (fair) is noted as a concern. Additionally, any final grade of a C or below in a core course, or any grade of a C or below on a signature assignment, is noted as a concern. Students receive a letter in the second semester of their first year (spring) indicating their progress: Satisfactory, Satisfactory with area(s) for growth, or Unsatisfactory. Any mark other than Satisfactory is accompanied with concrete areas for improvement.

Data Analysis for SLO 1: CPCE, NCE, & Praxis II

CPCE, NCE, & Praxis II

SLO 1

Demonstrate knowledge in the foundational counseling curriculum for the purposes of conceptualizing the self, diverse clients, and an effective counseling process. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, historical trends, and projected needs in counseling. Students will demonstrate proficiency in culturally-responsive, effective, and ethical counseling practice through signature assignments, final grades, and by passing the comprehensive exam that assesses the foundational counseling curriculum.

A passing score is 70/136, which was determined by taking a five-year average of passing scores (Fall 2013 through Summer 2018). During these five years, a passing scores was calculated using the national exit exam scores and subtracting one standard deviation from the national mean score. Pass rates are calculated using scores from first-time testers only. Scores for students who take the CPCE subsequent times are not counted in calculation of pass rates for the CPCE.

The Center for Credentialing and Education determines the passing score on the NCE based upon norming data and psychometrics. UNCP receives an overall pass rate for the NCE from the Center for Credentialing and Education (CCE) for UNCP students who test during internship II but does not receive individual student score reports. Scores are disaggregated by program.

The Department of Public Instruction requires that school counselors pass the Praxis II for licensure as a Professional School Counselor. Students took Praxis II exam form 5421 or 5422 before August 2023; students are required to take Praxis II exam form 5422 after August 2023 and beyond. A passing score on the Praxis II exam form 5421 is 156. A passing score on the Praxis II exam form 5422 is 159. Students complete this exam during the final semesters of their program or shortly after graduation. The Professional School Counseling Program Director communicates with the UNCP School of Education Licensure Office to obtain annual scores from the first day of June to the last day of May for the academic year in review. Only degree-seeking student scores are used to calculate Praxis II pass rates. Licensure-only or certificate student Praxis II scores are not used in review of the UNCP Department of Counseling program review.

The counseling programs review composite data for each exam during counseling programs meetings and the annual advisory committee meeting for program review. Review of exam scores allows faculty to compare students at UNCP to national means. The programs use the data to make decisions related to curriculum, teaching and learning, and field placement activities.

Only first attempt outcomes are reported and tracked for the CPCE.

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
Overall 2024-25	98.0%	48	47	--	--
Overall 2023-24	83.0%	48	40	--	--
Overall 2022-23	78.0%	46	36	--	--
Overall 2021-22	82.0%	66	54	--	--
Spring 2025	91.0%	11	10	90.1	87.1
Fall 2024	100%	37	37	95.0	94.8
Spring 2024	28.6%	7	2	68.3	85.4
Fall 2023	92.7%	41	38	81.2	80.0
Spring 2023	75.0%	16	12	78.6	82.9
Fall 2022	76.0%	25	19	81.8	80.6
Summer 2022	100%	5	5	75.0	85.4
Spring 2022	87.5%	24	21	81.7	87.9
Fall 2021	73.5%	34	25	76.1	80.5
Summer 2021	100%	8	8	80.8	88.1

Credentialing Examination for CMHC NCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
Overall 2024-25	93%	28	26	--	--
Overall 2023-24	97%	33	32	--	--
Overall 2022-23	83%	24	20	--	--
Overall 2021-22	90%	39	35	--	--
Spring 2025	100%	11	11	112.5	110.8
Fall 2024	88%	17	15	108.5	108.4
Spring 2024	100%	12	12	106.0	112.5
Fall 2023	95%	21	20	112.9	111.1
Spring 2023	83%	12	10	119.0	115.7
Fall 2022	83%	12	10	119.0	110.0
Spring 2022	96%	23	22	105.44	108.65
Fall 2021	81%	16	13	126.50	106.46

Credentialing Examination for PSC Praxis II (5421/5422) Pass Rate				
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Score Range (NC Qualifying Score = 159)
Overall 2024 – 25	80%	5	4	152-170
Overall 2023 – 24	100%	14	14	157-186
Overall 2022 – 23	78%	18	14	135-183
Overall 2021 – 22	96%	25	24	132-187

Use of CPCE, NCE, & Praxis Results

SLO 1

Demonstrate knowledge in the foundational counseling curriculum for the purposes of conceptualizing the self, diverse clients, and an effective counseling process. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, historical trends, and projected needs in counseling. Students will demonstrate proficiency in culturally-responsive, effective, and ethical counseling practice through signature assignments, final grades, and by passing the comprehensive exam that assesses the foundational counseling curriculum.

An 80% pass rate is the goal for the CPCE, NCE, and Praxis II.

The overall CPCE pass rate for the 24-25 academic year (98%) met our goal. The pass rate for fall 2024 (100%) met our goal, and the passing rate for spring 2025 (91%) met our goal.

Students are required to pass the CPCE before transitioning from practicum to internship. This ensures that students have attained all core knowledge and are well-prepared to pass licensure exams. Although it might contribute to lower motivation for spring testers, we have decided to keep offering the summer CPCE to support students toward graduating on time. There is high motivation to pass the summer administration, but only first-time pass rates are reported.

We will continue to explore study materials that can best support our students without adding additional financial burden to students. Students who do not pass the CPCE on the first attempt create a study plan with their advisor. As needed, students are referred to campus resources that can provide tutoring and address test anxiety.

An 80% pass rate on the NCE was achieved each semester: Fall 2024 (88%) and Spring 2025 (100%) for an overall pass rate of 93% for the 2024-2025 academic year.

The 80% threshold was met for students who took the Praxis II this year (80%).

Faculty expect NCE and Praxis II pass rates to continue at above 80% for upcoming administrations.

Testing information is provided by the Testing Coordinator in the testing manual, via email, and via recorded informational videos. The materials are posted on the UNCP

counseling programs website (SLO 1). The counseling faculty will continuously integrate the CPCE, NCE, and Praxis content areas throughout the curriculum. The program directors are responsible for analyzing test scores and developing ways to engage in ongoing program development.

Data Analysis for SLO 2 & 3: PPR and PCA

PPR and PCA

SLO 2

Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skill to professional practice in a diverse, global society.

SLO 3

Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

The PPR evaluates the student's professional, ethical, and academic behaviors. This information is used to determine students' strengths and weaknesses. Reflective feedback is useful in helping students, university course instructors, and/or academic advisors work together to create goals, remediate deficiencies, and reinforce excellence. The PPR is a 13-item assessment on a 5-point Likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent). Mean (i.e., 2.5) value imputation was used for all missing answers or answers of "no basis for evaluation."

The PCA evaluates the student's professional disposition, knowledge and skills in specific counseling domains. These items are informed by CACREP Standards and NC Professional School Counseling Standards. This information is used to determine strengths and weaknesses in the student's professional practice. Reflective feedback is useful in helping the student and university course instructor and/or academic advisors work together to create goals, remediate deficiencies, and reinforce excellence. The PCA is on a 5-point Likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent). Mean (i.e., 2.5) value imputation was used for all missing answers or answers of "no basis for evaluation."

Table 2**PPR and PCA Data for CMHC Program 06.01.2024—05.31.2025**

1=poor, 2=fair, 3=good, 4=very good, and 5=excellent

		Student			Site-Supervisor					
Check Points		First Sem.	Mid-Point	Last Sem.	Pract Mid	Pract Final	Intern I Mid	Intern I Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	40	41	36	32	32	33	29	31	31
	M	4.18	4.23	4.71	3.96	4.44	4.17	4.47	4.34	4.62
	SD	0.81	.60	0.31	0.80	0.56	0.49	0.38	0.66	0.50
Foundations	N	40	41	36	32	32	33	29	31	31
	M	3.42	3.71	4.56	3.85	4.29	4.02	4.39	4.39	4.57
	SD	0.97	0.78	0.54	0.78	0.58	0.56	0.44	0.52	0.48
Counseling Prevention Intervention	N	40	41	36	32	32	33	29	31	31
	M	2.86	3.00	4.20	3.27	3.76	3.53	3.90	3.91	4.18
	SD	0.79	0.78	0.68	0.73	0.66	0.52	0.56	0.59	0.61
Diversity Advocacy	N	40	41	36	32	32	33	29	31	31
	M	3.08	3.11	4.28	3.33	3.84	3.75	4.01	4.17	4.44
	SD	0.84	0.97	0.83	0.84	0.77	0.79	0.72	0.75	0.58
Assessment	N	40	41	36	32	32	33	29	31	31
	M	2.87	2.98	4.33	3.32	3.85	3.60	3.96	4.13	4.40
	SD	0.84	0.98	0.68	0.86	0.79	0.67	0.67	0.61	0.53
Research Evaluation	N	40	41	36	32	32	33	29	31	31
	M	2.82	2.99	4.22	3.29	3.96	3.74	4.07	4.07	4.28
	SD	0.82	0.86	0.76	0.86	0.75	0.54	0.58	0.57	0.68
Diagnosis	N	40	41	36	32	32	33	29	31	31
	M	2.78	2.93	4.30	3.27	3.98	3.78	4.06	4.17	4.42
	SD	0.78	0.91	0.81	1.71	0.78	0.65	0.61	0.58	0.56

Table 3
PPR and PCA Data for PSC Program 06.01.2024—05.31.2025
 1=poor, 2=fair, 3=good, 4=very good, and 5=excellent

		Student			Site-Supervisor					
Check Points		First Sem.	Mid-Point	Last Sem.	Prac Mid	Prac Final	Intern I Mid	Intern I Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	20	12	17	20	21	24	22	17	18
	M	4.02	4.26	4.67	3.94	4.24	4.22	4.13	4.15	4.50
	SD	0.70	0.64	0.37	0.70	0.73	0.65	0.64	0.60	0.54
Skills and Practices	N	20	12	17	20	21	24	22	17	18
	M	3.51	3.52	4.61	3.81	4.18	4.07	4.01	4.09	4.46
	SD	1.03	0.70	0.42	0.76	0.80	0.74	0.65	0.64	0.58
Counseling Prevention Intervention	N	20	12	17	20	21	24	22	17	18
	M	3.13	3.14	4.59	3.58	4.03	3.99	4.02	4.00	4.34
	SD	0.78	0.65	0.44	0.81	0.84	0.70	0.64	0.56	0.52
Diversity Advocacy	N	20	12	17	20	21	24	22	17	18
	M	3.38	3.47	4.66	3.56	4.02	3.98	4.03	4.04	4.37
	SD	0.91	0.72	0.47	0.89	0.97	0.73	0.73	0.62	0.52
Assessment	N	20	12	17	20	21	24	22	17	18
	M	2.92	2.99	4.52	3.34	3.92	3.78	4.04	3.95	4.17
	SD	0.73	0.74	0.63	0.94	0.91	0.85	0.70	0.60	0.71
Research Evaluation	N	20	12	17	20	21	24	22	17	18
	M	2.93	2.96	4.37	3.38	3.84	3.60	3.83	3.99	4.21
	SD	0.83	0.41	0.74	0.91	1.06	0.79	0.69	0.56	0.77
Academic Development	N	20	12	17	20	21	24	22	17	18
	M	2.83	2.99	4.42	3.37	3.79	3.66	3.87	3.89	4.19
	SD	0.66	0.83	0.63	0.95	1.03	0.77	0.63	0.75	0.59
Collaboration and Consultation	N	20	12	17	20	21	24	22	17	18
	M	2.97	3.06	4.42	3.65	3.99	3.98	4.04	4.00	4.25
	SD	0.77	0.68	0.63	0.83	0.89	0.83	0.72	0.64	0.57
Leadership	N	20	12	17	20	21	24	22	17	18
	M	2.88	2.91	4.36	3.31	3.75	3.69	3.76	3.92	4.05
	SD	0.69	0.38	0.74	0.84	0.93	0.68	0.64	0.65	0.64

Table 4

Advisor PPR for 2024-2025

N	M	SD
37	3.17	1.14

1=poor, 2=fair, 3=good, 4=very good, and 5=excellent

Use of PPR and PCA

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.

SLO 3

Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

The Professional Performance Review is a set of 13 questions used to evaluate students' professional, ethical, and academic behaviors. The PPR is on a 5-point likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent) and a composite score is reported for this scale. The PCA is aligned with the CACREP Standards, and all items are reported separately.

On the PPR and PCA, student-reported mean scores increased from first semester to last semester.

On the PPR and PCA, supervisor-reported mean scores increased from practicum midterm to internship final.

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 were three formal remediation plans created for a student in the 2024-2025 academic year. Two students successfully completed the plans and all three remain in the programs. One student is still working to complete their plan. Students are also referred to other academic offices on campus for assistance, including but not limited to UNCP Student Conduct, the Writing Center, CARE Team, Career Center and Counseling and Psychological Services (CAPS).

In addition to professional disposition assessment of the PCA completed by students and their supervisors, 23 students were inducted into the UNCP Phi Sigma chapter of Chi Sigma Iota in 2025. This induction and overall membership in the society signify faculty's and students' ongoing dedication to the counseling profession and exemplify academic and professional achievement.

ASSESSMENT RESULTS MATRIX

Objectives	Minimum Thresholds	Assessment Method(s)	Assessment Results	Use of Results
[SLO 1] Demonstrate knowledge in the foundational counseling curriculum for the purposes of conceptualizing the self, diverse clients, and an effective counseling process. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, historical trends, and projected needs in counseling. Students will demonstrate proficiency in culturally-responsive, effective, and ethical counseling practice through signature assignments, final grades, and by passing the comprehensive exam that assesses the foundational counseling curriculum.	1. 80% Pass Rate on Counselor Preparation Comprehensive Examination (CPCE)	CPCE assessed during fall and spring semesters	98% Pass Rate (See Table 1)	1) Discussed results in faculty meeting. 2) Reported results to CACREP. 3) Report made available on program website. 4) Faculty included exam preparation materials in courses. 5) New testing resources were identified for students and shared in the testing manual, via video on website, via email, and in person.
	2. 80% Pass Rate on National Counselor Examination (NCE)	NCE assessed during fall and spring semesters	93% Pass Rate (See Table 1)	
	3. 80% Pass Rate on Praxis II (only for PSC students)	Praxis II assessed during fall and spring semesters	80% Pass Rate (See Table 1)	
[SLO 2] Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skill to professional practice in a diverse, global society.	1. Above average of 3 (Good) on all categories of Professional Competency Assessment (PCA) and Professional Performance Review (PPR)	Site-supervisors complete the PCA/PPR during the three field placement courses at midterm and final exam periods (6 check points).	-Site supervisors rated above 3 (Good) or 4 (Very Good) at all six check points for both programs (See Table 2 & 3) -Mean increased from first to last check points for CMHC Program (Table 2).	1) Reported results to CACREP. 2) Report made available on program website. 3) Conduct regular check-in with site supervisor.

			-Mean increased from first to last check points for PSC Program (Table 3).	
[SLO 3] Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.	1. Above average of 3 (Good) on self-evaluation of Professional Competency Assessment (PCA) and Professional Performance Review (PPR)	PCA/PPR is administered during students' first semester, pre-practicum, and last semester (3 check points).	-Students self-rated above 4 (Very Good) in all categories at final checkpoint (see Table 2 & 3) -Mean increased from first to last check points for all items.	1) Reported results to CACREP. 2) Report made available on program website. 3) Students of concerns were reported and discussed during monthly meetings. 4) Students were offered resources and referrals.
	2. Above average of 3 (Good) on faculty advisor evaluation of Professional Performance Review (PPR).	PPR is administered during students' pre-practicum semester.	-Students were rated above average of 3 (see Advisor PPR; Table 4)	

ACADEMIC QUALITY INDICATORS

To demonstrate overall effectiveness of the counseling programs, the following institutional data and indirect evidence is collected and evaluated:

- Applicant Demographics
- Enrolled Student Demographics
- Field Placement Thresholds and Achievement
- Degree Completion Rates with Demographics
- Employment and Doctoral Admission Rates
- Full Time Equivalencies
- Fulltime Faculty Applicant Demographics
- Fulltime Faculty Demographics
- Fulltime Faculty Retention Rates with Demographics

Applicant and Student Demographics

New Students Enrolled

	PSC	CMHC	Total
Fall 2024	19	41	60
Fall 2023	28	36	64
Fall 2022	21	35	56
Fall 2021	19	33	52

New Applicant Demographic CMHC

Total	Tribal Affiliation	%	Male	%	Female	%
95	9	10	14	15	80	85

New Student Demographic Information CMHC

Student Race/Ethnicity	Total	%	Male	%	Female	%
Asian	0	0	0	0	0	0
Black/African American	6	15	2	33	4	67
Hispanic	2	5	0	0	2	100
Native American	5	12	0	0	5	100
White	27	66	5	19	22	81
Two or More	0	0	0	0	0	0
Undisclosed	1	2	0	0	1	100
Total	41	100	7	17	34	83

New Applicant Demographic PSC

Total	Tribal Affiliation	%	Male	%	Female	%
31	3	10	4	13	27	87

New Student Demographic Information PSC

Student Race/Ethnicity	Total	%	Male	%	Female	%
Asian	0	0	0	0	0	0
Black/African American	9	47	2	22	7	78
Hispanic	0	0	0	0	0	0
Native American	2	11	0	0	2	100
White	6	31	1	17	5	83
Two or More	2	11	0	0	2	100
Undisclosed	0	0	0	0	0	0
Total	19	100	3	16	16	84

Total Students Enrollment

	PSC	CMHC	Total
Fall 2024	64	109	173
Fall 2023	65	99	164
Fall 2022	59	110	169
Fall 2021	76	101	187

Total Student Demographic Information CMHC

Student Race/Ethnicity	Total	%	Male	Female
Asian	1	1	0	1
Black/African American	19	18	5	14
Hispanic	7	6	1	6
Native American	9	8	0	9
White	65	60	7	58
Two or More	7	6	2	5
Undisclosed	1	1	0	1
Total	109	100	15	94

Total Student Demographic Information PSC

Student Race/Ethnicity	Total	%	Male	Female
Asian	0	0	0	0
Black/African American	20	31	4	16
Hispanic	5	8	0	5
Native American	11	17	0	11
White	24	37	6	18
Two or More	3	5	0	3
Undisclosed	1	2	0	1
Total	64	100	10	54

Field Placement Thresholds and Achievement

Students apply for field placement the semester before they begin practicum. The threshold for field placement is 80%.

During the 2024-2025 Academic Year, the overall field placement rate was 99%

The CMHC program placed 91 students

The PSC program placed 68 students

For CMHC, 1 student wanted to start practicum, but was not able to secure a site due to applying past the deadline.

$91/92=99\%$

For PSC, 1 student did start Practicum but withdrew when unable to be placed in the school where they are currently teaching fulltime.

$67/68=99\%$

Student field placement success is tracked by successful completion of practicum and internship. Practicum is graded on a letter scale, and an A or B is considered successful. Internship is graded on a pass/fail basis.

During the 2024-2025 academic year, 159 students were enrolled in field placement. 152 students passed successfully with a grade of A or Pass. 7 students withdrew, and no students earned a grade of B, C, or F. The overall success rate for field placement was 96%.

FALL 2024 Pembroke

	CMHC PRAC	%	CMHC INT	%	PSC PRAC	%	PSC INT	%
Enrolled	6	100	18	100	16	100	13	100
Succeeded	6	100	16	89	16	100	13	100
Withdrew	0	0	2	11	0	0	0	0
C or F	0	0	0	0	0	0	0	0

SPRING 2025 Pembroke

	CMHC PRAC	%	CMHC INT	%	PSC PRAC	%	PSC INT	%
Enrolled	8	100	17	100	4	100	23	100
Succeeded	7	88	16	94	4	100	23	100
Withdrew	1	12	1	6	0	0	0	0
C or F	0	0	0	0	0	0	0	0

FALL 2024 Wilmington

	CMHC PRAC	%	CMHC INT	%	PSC PRAC	%	PSC INT	%
Enrolled	15	100	12	100	4	100	4	100
Succeeded	14	93	12	100	3	75	4	100
Withdrew	1	7	0	0	1	25	0	0
C or F	0	0	0	0	0	0	0	0

SPRING 2025 Wilmington

	CMHC PRAC	%	CMHC INT	%	PSC PRAC	%	PSC INT	%
Enrolled			15	100			4	100
Succeeded			15	100			3	75
Withdrew			0	0			1	25
C or F			0	0			0	0

Degree Completion Rates with Demographics

To calculate completion rates, the programs calculate a percentage of students who enrolled in the counseling programs and graduated within six years. This calculation does not include students who never complete a counseling class after being admitted or those who were only enrolled in a certificate. This calculation does include students who:

- have withdrawn from graduate school completely
- transfer to another non-counseling graduate program
- are dismissed from the program for academic reasons (e.g., earning three final grades of C, earning a final grade of F, failure to pass the comprehensive exams, or failure to fulfil a remediation plan)

Students who switch from one counseling specialty area to another are counted in the second specialty area statistics.

During the 2024-2025 academic year 4 students earned a final grade of F or a third/fourth final grade of C and were dismissed from the program.

Graduates

	PSC	CMHC	Total
2024 – 2025	15	29	44
2023 – 2024	12	29	41
2022 – 2023	25	34	59
2021 – 2022	26	29	55

6-Year Completion Rates

	PSC	CMHC	Total
2019-2020	81.8%	81.1%	81.4%
2018-2019	80.8%	82.1%	86.3%
2017-2018	74.2%	76.9%	75.4%
2016-2017	72.0%	94.7%	81.8%

2024-2025 Graduate Demographic Information CMHC

Student Race/Ethnicity	Grad	%	Compare Total %
Asian	0	0	1
Black/African American	3	12	18
Hispanic	1	4	6
Native American	2	8	8
White	12	46	60
Two or More	6	22	6
Undisclosed	2	8	1
Total	26	100	100

2024-2025 Graduate Demographic Information PSC

Student Race/Ethnicity	Grad	%	Compare Total %
Asian	0	0	0

Black/African American	4	36.5	31
Hispanic	0	0	8
Native American	0	0	17
White	4	36.5	37
Two or More	2	18	5
Undisclosed	1	9	2
Total	11	100	100

COMMUNITY PARTNER ENGAGEMENT AND ACCOUNTABILITY

Systematic follow-up is conducted with graduates, fieldwork site supervisors, and employers of program graduates.

Graduate 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.

During Fall 2024, 18 CMHC graduating students completed the survey and 9 PSC graduating students completed the survey.

Out of the 27 participants, 56% (n = 15) rated their academic experience as “Excellent”. 33% (n = 9) rated “Very Good”, and 11% (n=3) rated “good”. When asked about being prepared for their current or desired position, 46% (n=12) answered “Very Prepared” and 54% (n=14) answered “Prepared.”

During Spring 2025, 8 CMHC graduating students completed the survey and 2 PSC graduating students completed the survey.

Out of the 10 participants, 60% (n = 6) rated their academic experience as “Excellent” and 40% (n = 4) rated “Very Good”. When asked about being prepared for their current or desired position, 50% (n=5) answered “Very Prepared” and 50% (n=5) answered “Prepared.”

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

Fall 2024

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Opportunity for Interaction with Faculty	18	66%	7	7%	1	4%	1	4%	0	0%
Quality of Advising	19	70%	3	11%	4	15%	1	4%	0	0%
Relevance of Practicum	19	70%	1	4%	4	15%	2	7%	1	4%

Relevance of Internship	19	73%	3	12.5 %	3	12.5 %	1	4%	0	0%
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Spring 2025

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Opportunity for Interaction with Faculty	8	80%	2	20%	0	0%	0	0%	0	0%
Quality of Advising	9	90%	1	10%	0	0%	0	0%	0	0%
Relevance of Practicum	5	50%	3	30%	1	10%	0	0%	1	10%
Relevance of Internship	5	50%	4	40%	1	10%	0	0%	0	0%

Employment and Doctoral Admission Rates

The UNCP Department of Counseling administers an Alumni Student Survey during the fall semester of the evaluation period for the previous academic year. The delay between data collection and evaluation allows for graduates to apply for licensure, which takes several weeks after conferred transcripts are issued. The Department of Counseling testing coordinator collects the data each year and then disaggregates the data for each program area.

For the 2024-2025 evaluation period, 4 PSC graduates and 7 CMHC graduates who completed their degrees during the 2023-2024 academic year completed the survey. The following table provides information on job placement rates, and student qualitative feedback is presented below.

Employment and Doctoral Admission Rates

	Overall		CMHC		PSC	
	N	%	n	%	n	%
EMPLOYED						
Yes	11	100%	7	100%	4	100%
Using Counseling Degree Part Time	1	9%	0	0%	1	25%
Using Counseling Degree Full Time	9	82%	6	86%	3	75%
Not Using Counseling Degree	1	9%	1	14%	0	0%
ANNUAL SALARY						
Less than \$30,000	1	11%	1	17%	0	0%
\$40,000-\$50,00	3	33%	1	17%	2	66%
\$50,000-\$60,000	1	11%	1	17%	0	0%
More than \$60,000	4	45%	3	50%	1	33%
IN OR ACCEPTED INTO DOC PROG						
No	11	100%	7	100%	4	100%

Source: UNCP Department of Counseling 2023-2024 Alumni Student Survey

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

CMHC

- Field Experience
- Over arching themes and how to engage with other counselors
- The experience gained during practicum and internship
- Helping people/ children with their challenges is a good career for me
- Although I am working in a career that does not require a counseling degree, it has been beneficial in helping me be a better NC probation officer. I do plan on using my degree part-time prior to my retirement. I can say I am a much better probation officer because of it.

PSC

- Use of behavioral assessments
- Laws and our rights.

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

CMHC

- Make securing an internship site easier and less stressful for students. The school should also follow-up with the sites to ensure that they are being compliant with the school's requirements/the field placement coordinator should arrange random visits to sites to ensure that students are being allowed to practice within their scope of practice/allowed to participate.
- More real-world application. Difference in 1099 vs salary, trainings,
- Attending the Career Fair through OPTIMISE was extremely helpful, so more opportunities like that.
- internships should be more appropriate for full time employees and spread out
- I think UNCP does an excellent job in preparing students for a career in the counseling field.

PSC

- More licensure information, navigating the NCDPI process, accurate payscale info
- More job sharing for school positions.
- I felt very prepared.

Site Supervisor Survey

At the midpoint and end of every semester, site supervisors are asked, "How can we better support UNCP counseling students and site supervisors?" Data was collected for fall 2024 and spring 2025.

Of the 313 responses, 119 were "n/a" or "none."

The Tables below include themes created by Microsoft CoPilot.

Clinical Mental Health Counseling Site Supervisor Feedback

Feedback	Response
Strong Communication and Responsiveness Regular email communication and timely responses from UNCP faculty are highly appreciated by site supervisors and practitioners.	n/a
Supportive and Collaborative Environment UNCP is praised for its supportive approach to both students and site supervisors, fostering a collaborative and encouraging atmosphere.	n/a
Effective Preparation and Program Structure The program is recognized for preparing students well for clinical practice through a structured curriculum and practical training.	n/a
User-Friendly Tools and Processes Tools like Tevera are considered user-friendly and effective for managing internship requirements and communication.	n/a
NCE Testing Guidance Advise students earlier on NCE testing requirements and registration to ensure timely preparation.	The required study guides in practicum are for the NCE and CPCE. NBCC has adopted rolling rosters in which all students are able to sit for the NCE at the beginning of internship II.
Internship Continuity Avoid semester breaks between practicum and internship to maintain continuity of care and skill development.	Students are only permitted on site when they are actively registered in a field placement class. The summer term is not long enough for students to be successful.
Direct Hours Requirements The direct hours requirements are too high and cumbersome, perhaps unrealistic.	We follow the CACREP requirements for overall hours (100 practicum, 300 each internship), and we have historically followed the NCBLCMHC ratio of 66% direct, but beginning with the 2025-2026 academic year, we will move to a 40% direct hour requirement.
Clear Scheduling and Evaluation Timelines Provide a calendar at the start of the semester with key dates for evaluations and breaks to improve planning.	The field placement coordinator communicates with site supervisors every two weeks and will take care to foreshadow upcoming deadlines and important dates.

Professional School Counseling Site Supervisor Feedback

Feedback	Response
Strong Curriculum and Practical Preparation The program is described as well-structured, comprehensive, and effective in preparing students for real-world counseling roles. Emphasis on hands-on learning, theoretical grounding, and practical application is highly valued.	n/a
Exceptional Faculty and Mentorship Faculty are seen as experienced, supportive, and accessible. Mentorship from both faculty and site supervisors is considered a standout feature that contributes to student success.	n/a
Student Support and Communication Students feel well-supported throughout their journey, with consistent communication and guidance from the program. Alumni and site supervisors appreciate the responsiveness and collaboration from UNCP staff.	n/a
Adaptability and Relevance The program is praised for evolving with the needs of the field, especially in areas like trauma-informed care, crisis intervention, and diversity and inclusion. Graduates feel prepared to address current challenges in school counseling.	n/a
Clarifying the Role of School Counselors There's a need for better collaboration with school administrators and principal preparation programs to clarify the counselor's role. Misunderstandings about counselor responsibilities can lead to discouragement and underutilization.	PSC field placement students are required to have an ASCA Annual Administrative Conference each semester in which they explain the role of a school counselor and make plans to address key goals and allocate their time based on the ASCA National Model. Also, all PSC field placement students are required to report their results to school administration at the end of each semester, which includes outcome data from action plans they implement during the semester to support the students.
Enhanced Training in Key Areas Multiple respondents suggest more training Student Support Teams, 504 Plans, classroom management, and federal programs (e.g., 504s and IEPs).	The PSC faculty intentionally reviewed the PSC curriculum during 2024–2025 to identify areas for improvement. The team decided to add content regarding 504 Plans, IEPs, and classroom management to the CNS 5550 Seminar in School Counseling Course.
Ongoing Communication with Site Supervisors Continued and possibly increased outreach to site supervisors is encouraged to ensure alignment and	All faculty instructors for PSC field placement contact site supervisors every other week during the semester as check-

support for interns. Supervisors appreciate regular check-ins and would like to maintain or enhance this collaboration.	ins, and complete their contact logs in Tevera at the end of the semester.
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Employer Survey

The testing coordinator emailed all past and current site supervisors for both programs to request they complete a survey if they currently employ or supervise a graduate of the UNCP Counseling Programs. The testing coordinator sent the employers one anonymous survey for each UNCP graduate employed.

Employer Survey - Fall 2020 through Spring 2025 Graduates

N=11

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	n/a
The graduate possesses sufficient knowledge and skills to adequately perform the tasks of a counselor.	7	3	1	0	0	0	0
The graduate works well with clients/students, co-workers, supervisors, administrators.	10	0	0	0	0	0	0
The graduate implements individual counseling effectively in your setting.	7	3	1	0	0	0	0
The graduate implements group and/or family counseling effectively in your setting.	3	6	1	0	0	0	1
The graduate effectively intervenes in crises.	3	8	0	0	0	0	0
The graduate demonstrates multicultural competence when working with clients and/or students.	6	5	0	0	0	0	0

The graduate demonstrates ethical practice in all areas of the job.	7	4	0	0	0	0	0
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Full-Time Equivalent Ratios

FTE Target= 12:1

Summer I, Summer II, Fall, Spring

Academic Term	Total # of Sections Offered	Faculty FTE; Full time load = 9 graduate credit hours	Student SCHs	Student FTE Full time load=9 credit hours	FTE Student: Faculty Ratio
Fall 2022	40	13.33	1431	159.00	11.93
Spring 2023	32	11.67	1227	136.33	11.68
Fall 2023	39	13.00	1449	161.00	12.38
Spring 2024	34	11.33	1278	142.00	12.53
2024-2025	102	34	3825	425	12.50

Core Faculty and Affiliate Faculty Ratios Target= .51

Pembroke

2024-2025	2024 Sx 1	2024 Sx 2	2024 Fall	2025 Spring	Overall
Core	1	3	10	8	22
Adjunct	1	1	10	7	19
Ratio	.5	.75	.5	.53	.54

Extension

2024-2025	2024 Sx 1	2024 Sx 2	2024 Fall	2025 Spring	Overall
Core	10	5	12	14	41
Adjunct	2	4	9	5	20
Ratio	.83	.56	.57	.74	.67

Combined

2024-2025	2024 Sx 1	2024 Sx 2	2024 Fall	2025 Spring	Overall
Core	11	8	22	22	63
Adjunct	3	5	19	12	39
Ratio	.79	.62	.54	.65	.62

Faculty Demographics

The Department of Counseling has 9 fulltime faculty. All full-time faculty teach in the Department of Counseling. One faculty holds the service position of Department Chair, and two faculty hold the service position of Program Director (CMHC & PSC). No Department of Counseling faculty hold administrative positions such as Dean or Vice Chancellor.

Fulltime Faculty Applicant Demographics

There were no searches for fulltime faculty during the 2024-2025 Academic Year

Fulltime Faculty Demographics

	Male	Female	Non-Binary
Native American	0	0	0
Asian	0	0	0
Black	0	1	0
Native Hawaiian/ Pacific Islander	0	1	0
Hispanic	0	0	1
Two or More	0	0	0
Unknown/Other	1	0	0
White	2	3	0
Veteran	0	0	0
With a Disability	1	1	1

Curriculum Modification and Program Improvement

During the 2024-2025 Academic Year, the Department of Counseling actively worked to continuously improve our curriculum in response to changing trends in the field and feedback from the Advisory Committee, Students, Site Supervisors, Employers, and other key stakeholders.

1. CACREP 2024 Standards Implementation

During the 2024-2025 academic year, the Department of Counseling completed phase 1 of 2 in implementing the 2024 CACREP Standards. Full standards adoption is required by July 1, 2026. In phase 1, we updated the CACREP standards in all syllabi and mapped them to sections 3 and 5 of the standards, which addresses the foundational curriculum as well as the curriculum for our two specialty areas.

2. 5450 PrePracticum

CNS 5450 The Clinical Mental Health Counselor has historically been a class taken early in the program. However, it includes some content that requires a deeper understanding of the field before it can be fully understood, such as information about how to document sessions and how to navigate insurance billing. As such, we have moved 5450 in the sequence to be taken right before field placement. As well, we have highlighted an emphasis on ethics in order to align with a rule change from the North Carolina Board of Licensed Clinical Mental Health Counselors.

3. Psychopharmacology in 5360

CNS 5360 Diagnosis and Treatment Planning includes an overview of every mental health diagnosis in the ICD-10 and available treatment options. We formally added psychopharmacology as a treatment consideration for all relevant disorders in order to align with a rule change from the North Carolina Board of Licensed Clinical Mental Health Counselors.

4. Two New Certificates

This year, we created two new post-master's certificates for students who earn a degree in one counseling specialty and wish to obtain licensure in the other specialty. These certificates include *Post-Master's Certificate in Clinical Mental Health Counseling* and *Post-Master's Certificate for Licensure in Professional School Counseling*. Both certificates fulfill the educational requirements for licensure in the respective field and are eligible for financial aid.

5. Reduced FP Direct Hours

Our programs have historically required 60% hours in all field placement classes. Practicum requires 100 hours in the field, and each internship requires 300 hours in the field. CACREP required 40% direct hours, and we shift to this ratio in order to support student success and wellness. As such, beginning in the 2025-2026 academic year, direct hours for practicum will be 40 out of 100, and 120 out of 300 will be required for each internship.

6. Key Concepts in CNS 5500

The PSC faculty intentionally reviewed the PSC curriculum during 2024–2025 to identify areas for improvement. The team decided to add content regarding 504 Plans, IEPs, and classroom management to the CNS 5550 Seminar in School Counseling Course.