

Assessment Plan and Report 2015-2016

UNCP COUNSELING PROGRAMS

ASSESSMENT PLAN AND REPORT

Department: Educational Leadership and Counseling

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

MISSION STATEMENT

The mission of the Graduate Counseling Programs at the University of North Carolina at Pembroke is to train diverse professional counselors committed to improving the mental health and human development of individuals served in schools and communities. Through research, service, and teaching, the faculty members collaborate with students to prepare counseling practitioners who have strong counselor identities, effective clinical and leadership skills, and cultural competence. The counseling programs engage in continual program evaluation and revision to maintain alignment with the counseling profession's national standards.

STUDENT LEARNING OUTCOMES

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

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.
 - a. 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.
 - b. Social & Cultural Foundations: 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. Helping Relationships: Students will create effective helping relationships using generalist helping skills.
 - d. Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
 - e. Career and Life Style Development: Students will understand career and life style factors as related to counseling relationships.
 - f. Appraisal: Students will use assessment and appraisal to better understand their clients and to assist clients in better understanding themselves.
 - g. Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.
 - h. Professional Orientation & Ethics: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
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 newly designed, research-driven specialty courses aimed at improving professional practice and impacting professional identity.
3. Evidence an 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 four 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), the National Clinical Mental Health Counselor Examination (NCMHCE, completed by Clinical Mental Health Counseling student only), and the Praxis 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: human growth and development, social and cultural diversity, helping relationships, group work, career development, assessment, research and program evaluation professional orientation and ethical practice. The counseling programs review composite data for each exam during the annual program review meeting and use the data to make decisions related to curriculum, teaching and learning, and field placement activities. Reviewing licensure exams permits faculty to compare students at UNCP to national means.

Students' academic performance on Program SLO 1.a – h is assessed using the Counselor Preparation Comprehensive Examination (CPCE). The benchmark for the CPCE is student scores determined by subtracting one standard deviation from the national mean score for exit exams. The Field Placement and Testing Coordinator (FPTC) coordinates the administration of the CPCE with an external proctor for administering during the CNS 6100 Counseling Practicum course. All sections of CNS 6100 participate. 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 before continuing into internship. The FPTC and program directors report individual student scores to students, and overall program performance is reported to the program faculty for discussion at the annual spring program assessment and evaluation meeting, held each 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 Praxis II, National Counselor Exam (NCE), and the National Clinical Mental Health Counselor Examination (NCMHCE, completed by Clinical Mental Health Counseling student only). Participation in the Praxis II, NCE, or NCMHCE is optional. Students opt to participate in the NCE or NCMHCE during their internship semesters, pending passing scores on the CPCE. UNCP receives an overall pass rate from the Center for Credentialing and Education 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.

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 PCA completed during their first semester, application for practicum, and at the end of their last internship course. Also, the students' faculty advisor will complete the Professional Performance Review for their practicum application. In addition, site supervisors will provide a total of six evaluation of students' personal development throughout the three field placement courses. Students are provided with criteria for personal development evaluation during 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 is 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), number of program graduates, completion rates data (collected from IR every Spring), and demographic profiles of students and faculty (collected from IR each Spring). 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

All program faculty met on August 24, 2016 to discuss the assessment results available at that time and as presented below. This meeting prompted several action steps that are discussed below. The results of that meeting are included in this report. This report was completed by the Assessment Coordinator/CACREP liaison and distributed to faculty during Fall 2016 for further discussion and analysis at the Fall Counseling Programs meeting. The results of the analysis and use of results, as well as procedural changes made, are discussed in the following sections.

Pass Rates: CPCE, NCE, & Praxis

Target: 80% pass rate

CPCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
Summer 2016	78%	9	7	92.56	85.67
Spring 2016	80%	20	16	73.88	86.16
Fall 2015	83%	23	19	79.00	87.13
Overall 2015 - 16	81%	52	42		
Overall 2014 - 15	64%	70	45		

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 2016	91%	23	21	107.10	112.91
Fall 2015	76%	17	13	92.60	105.90
Overall 2015 - 16	85%	40	34		
Overall 2014 - 15	76%	21	16		

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 2015 - 16	80%	25	20	130 - 183
Overall 2014 - 15	95%	22	21	140 - 187
Overall 2013 - 14	80%	5	4	156 - 171

Use of CPCE, NCE, & Praxis Results

Based on the data analysis of the CPCE and NCE data, the counseling faculty revised the testing procedures for the CPCE. Post-testing conversations with students and the Field Placement and Testing Coordinator (FPTC) indicated that students were not viewing the first administration of the CPCE with the level of seriousness intended by faculty. Through analysis of the results of these conversations and the overall testing outcomes, faculty determined that a culture shift was necessary on campus to ensure that students viewed the CPCE as intended. The new testing procedures were drafted by the FPTC and edited by all faculty. Additional input was provided by a site supervisor. The new procedures differentiate between students admitted before Fall 2016 and students admitted after Fall 2016. Students who enter the counseling programs during Fall 2016 or later will be required to complete the CPCE on the first attempt during CNS 6100 Counseling Practicum. If a student does not pass the CPCE at that time, that student will not be permitted to register for CNS 6120 or CNS 6130 (Internship) until retaking and passing the CPCE on the second or third attempt. If a student does not pass the third attempt then the student will be required to complete a written and oral comprehensive exam. Students who do not pass on the first attempt will also create a written study plan and consult with their advisors about additional academic remediation or testing taking strategies needed.

As FPTC, Dr. Stargell recorded an informational video including testing information about the CPCE, NCE, and the new option of taking the NCMHCE. The video has been posted on the UNCP counseling programs blog (SLO1). No students opted to register for the NCMHCE during 2015-2016. Dr. Ki Chae offered two CPCE/NCE Workshops during AY 2015-2016 to assist students in preparation for comprehensive exams and to inform students of test taking strategies. The Chi Sigma Iota chapter, Phi Sigma, oversees advertisement for the workshop as an outreach activity. An additional example of faculty-led efforts to improve student preparation for the CPCE, Dr. Stargell adopted the Pearson mycounselinglab for CNS 5700, which includes over 100 mandatory CPCE practice questions. The program directors have taken over the responsibility of analyzing CPCE scores and ways to engage in ongoing program development.

Previous administrations of the CPCE and NCE have been tumultuous due to noise on campus, power outages, and lack of necessary equipment. As such, the CPCE and NCE are now administered by a proctor at the UNCP Office of Regional Initiatives, a testing center for the university. Additionally, the UNCP Graduate School implemented a new policy in which students must be enrolled in a course during the semester in which they plan to graduate. The new testing policy in which students may not take CNS 6120/6130 until the CPCE has been passed will serve to meet this requirement, and others who began the program before Fall 2016 will be closely monitored and informed of this policy individually by Dr. Stargell via email.

The Department of Public Instruction requires that school counselors complete the Praxis II for Professional School Counseling. Students complete this exam during the final semesters of their program or immediately after graduation. The target score is met for the Praxis exam. In AY 2014-2015, a new data tracking method was established. Instead of semester by semester reporting, the Professional School Counseling Program Director will communicate annually with the UNCP SOE Licensure Office to obtain August-July scores. Only first attempt outcomes will be reported and tracked. After reviewing assessment results for current academic year, the Counseling Programs will plan to disaggregate data by program area during the next assessment cycle.

SLO 2: PCA Data by Program Area

Results for the Professional Competency Assessment (PCA) are provided below by program area. Students complete the PCA during their first semester, pre-practicum, and last semester. Site-supervisors complete the PCA during the field placement courses at midterm and final exam periods. Students complete self-evaluations during the field placement courses at midterm and final exam periods.

Target scores for the PCA are demonstrated competency and growth in all measured areas. The results indicated that students are exhibiting growth in their counseling skills and abilities from first PCA administration to last.

PCA Data for CMHC Program 2015-2016

Check Points		Student			Advisor	Site-Supervisor					
		First Sem.	Mid-Point	Last Sem.	Pre-Pract	Pract Mid	Pract Final	Intern I Mid	Intern I Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	19	39	18	22	31	29	23	22	14	19
	M	4.41	4.56	4.52	4.39	4.48	4.47	4.32	4.47	4.36	4.39
	SD	0.35	0.37	0.40	0.68	0.65	0.72	0.58	0.53	0.52	0.61

Foundations	N	13	37	18		31	29	23	22	14	19
	M	4.49	4.36	4.44		4.21	4.45	4.33	4.42	4.25	4.35
	SD	0.46	0.48	0.48		0.70	0.60	0.52	0.63	0.75	0.65

Counseling Prevention Intervention	N	10	35	18		31	29	23	22	14	19
	M	4.21	3.97	4.30		4.13	4.21	4.19	4.20	4.09	4.24
	SD	0.52	0.50	0.55		0.59	0.65	0.73	0.53	0.76	0.64

Diversity Advocacy	N	9	35	17		29	29	23	22	14	19
	M	4.26	3.98	4.39		4.05	4.14	4.20	4.08	4.05	4.25
	SD	0.66	0.68	0.54		0.77	0.75	0.73	0.69	0.82	0.77

Assessment	N	8	30	17		29	29	23	22	14	19
	M	3.78	3.57	4.13*		3.87	4.03	3.89	4.10	4.02	4.07
	SD	1.08	0.69	0.61		0.77	0.80	0.75	0.73	0.87	0.89

Research Evaluation	N	9	35	15		26	24	17	18	13	18
	M	3.67	3.78	4.20		3.91	3.90	3.73	3.99	3.77	4.06
	SD	1.28	0.65	0.56		0.63	0.73	0.74	0.83	0.82	0.87

Diagnosis	N	8	23	15		25	26	15	16	9	13
	M	3.16	3.58	4.08*		4.01	4.10	4.08	4.19	4.42	4.46
	SD	1.03	0.83	0.56		0.73	0.72	0.75	0.54	0.56	0.64

PCA Data for PSC Program 2015-2016

Check Points		Student			Advisor	Site-Supervisor					
		First Sem.	Mid-Point	Last Sem.	Pre-Pract	Pract Mid	Pract Final	Intern I Mid	Intern I Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	12	22	12	22	17	16	15	15	17	22
	M	4.47	4.59	4.78	4.77	4.87	4.96	4.95	4.89	4.82	4.91
	SD	0.45	0.39	0.35	0.20	0.22	0.10	0.11	0.26	0.30	0.24
Foundations	N	11	22	12		17	16	15	15	17	22
	M	4.25	4.30	4.78*		4.56	4.91	4.80	4.82	4.71	4.76
	SD	0.46	0.48	0.35		0.46	0.27	0.34	0.27	0.34	0.34
Counseling Prevention Intervention	N	11	22	12		17	16	15	15	17	22
	M	4.07	4.20	4.77		4.66	4.82	4.78	4.83	4.69	4.77
	SD	0.80	0.60	0.38		0.45	0.30	0.30	0.26	0.31	0.29
Diversity Advocacy	N	11	21	12		17	16	15	15	17	22
	M	4.23	4.41	4.56		4.71	4.93	4.61	4.85	4.60	4.82
	SD	0.82	0.60	0.34		0.52	0.15	0.45	0.25	0.42	0.27
Assessment	N	7	19	12		17	16	14	15	17	22
	M	3.60	4.13	4.59*		4.51	4.85	4.56	4.75	4.69	4.68
	SD	1.04	0.66	0.44		0.61	0.26	0.43	0.32	0.38	0.34
Research Evaluation	N	8	21	12		15	16	14	14	16	20
	M	4.04	3.97	4.64*		4.50	4.80	4.50	4.83	4.65	4.64
	SD	0.92	0.72	0.44		0.66	0.52	0.57	0.28	0.48	0.34
Academic Development	N	8	19	12		16	15	14	15	17	22
	M	3.88	4.12	4.75*		4.50	4.82	4.61	4.44	4.42	4.66
	SD	1.13	0.80	0.35		0.71	0.53	0.49	0.48	0.46	0.45
Collaboration Consultation	N	8	20	12		17	16	13	15	17	22
	M	4.02	4.17	4.76		4.64	4.79	4.66	4.80	4.67	4.81
	SD	1.00	0.82	0.38		0.61	0.47	0.42	0.25	0.33	0.31
Leadership	N	7	19	12		14	15	13	13	17	22
	M	3.93	4.07	4.57		4.60	4.88	4.51	4.67	4.47	4.65
	SD	0.84	0.67	0.52		0.52	0.28	0.45	0.35	0.47	0.36

SLO 3: Professional Competency Assessment/Professional Performance Review

The PCA was intended to assess both SLO 2 and SLO 3. The PCA was revised for 2015-2016 to better assess professional performance indicators and personal growth that can be observed by advisors. In addition to disposition assessment of the PCA completed by students and their supervisors, 30 students joined the UNCP Phi Sigma chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International.

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 two remediation plans both due to students' violations of UNCP honor code. 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 2015 Graduate Student Survey

During Fall 2015, 9 PSC graduating students and 3 CMHC graduating student completed the survey. Out of the 12 participants, 66.7% (n = 8) rated their academic experience as 'Excellent' and 33.3% (n = 4) rated 'Very Good' or 'Good.' On how well the counseling programs prepared them to practice in the counseling field, 67% (n = 8) reported 'Very Prepared' and 33.3% (n=4) 'Prepared.' All indicated that their field placement courses were "Good" or above.

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 on Faculty Services

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Quality of Instruction	8	66.7%	4	33.3%	-	-	-	-	-	-
Interaction with Faculty	8	66.7%	4	33.3%	-	-	-	-	-	-
Quality of Advising	5	41.7%	3	25.0%	3	35.0%	1	8.3%	-	-
Quality of Mentorship	6	50.0%	1	8.3%	4	33.3%	1	8.3%	-	-
Conducting Research	7	58.3%	1	8.3%	1	8.3%	-	-	-	-
Ethics Training	7	58.3%	1	8.3%	2	8.3%	-	-	-	-
Leadership Development	8	66.7%	3	25.0%	1	8.3%			-	-
Career Preparation	7	58.3%	2	16.7%	1	8.3%	1	8.3%	-	-

For status of job placements, 50% (n = 6) have found a job after graduation and 50% (n = 6) were seeking job positions.

Result of Spring 2016 Graduate Student Survey

During Spring 2016, 13 PSC graduating students and 8 CMHC graduating student completed the survey. Out of the 21 participants, 66.7% (n = 14) rated their academic experience as 'Excellent', 28.6% (n = 6) rated 'Very Good', and 4.8% (n = 1) rated 'Good.' On how well the counseling programs prepared them to practice in the counseling field, 67% (n = 14) reported 'Very Prepared' and 33.3% (n = 7) 'Prepared'. Same as Fall 2015, all indicated that their field placement courses were "Good" or above.

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 on Faculty Services

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Quality of Instruction	14	66.7%	6	28.6%	1	4.8%	-	-	-	-
Interaction with Faculty	16	76.2%	4	19.0%	1	4.8%	-	-	-	-
Quality of Advising	14	66.7%	5	23.8%	2	9.5%	-	-	-	-
Quality of Mentorship	12	57.1%	6	28.6%	2	9.5%	-	-	1	4.8%
Conducting Research	9	42.9%	8	38.1%	2	9.5%	2	9.5%	-	-
Ethics Training	9	43.9%	10	47.6%	-	-	1	4.8%	-	-
Leadership Development	12	57.1%	8	38.1%	1	4.8%	-	-	-	-
Career Preparation	9	42.9%	9	42.9%	2	9.5%	1	4.8%	-	-

For status of job placements, 28.5% (n = 6) have found a job after graduation and 66.7% (n = 14) were seeking job positions.

Accreditation Information on Program Outcomes

Per CACREP policies, the Counseling Programs' outcomes are available online and include the number of program graduates (PSC = 31, CMHC = 20), completion rate, job placement rate, and program enrollment statistics (PSC = 81, CMHC = 87). The CACREP Vital Statistics Survey was completed during Fall 2016. A mid-cycle report was completed in September 2016. CACREP accreditation is active through March 2021.

Graduates

	PSC	CMHC	Total
2015 – 2016	31	20	51
2014 – 2015	16	15	31
2013 – 2014	17	10	27

Total Enrollment

	PSC	CMHC	Total
2015 – 2016	81	87	168
2014 – 2015	76	85	161
2013 – 2014	75	69	144

New Applicants Enrolled

Fall 2015	27	22	47
Fall 2014	11	27	38
Fall 2013	23	31	54

Student Demographics

	PSC	CMHC	Total
American Indian or Alaska Native	17	7	24
Asian	1	1	2
Black or African American	29	38	67
Hispanics of any race	2	4	6
Race and ethnicity unknown	1	1	2
Two or more races	1	1	2
White	30	35	65
Total	81	87	168

Alumni Survey (2015 – 16)

Participants	Employment	Salary	Job Placement Suggestions	Most Helpful Learning Experiences
Total = 12 (PSC = 6 & CMHC = 6)	83.3% employed or private practice 8.3% still seeking before 6 months 8.3% other status	N/A	Interview skills Praxis advisement LPC, NCC processes Insurance credentialing	<ul style="list-style-type: none"> ▪ Techniques and treatments ▪ Collaborate ▪ Be yourself, self-care ▪ Ethics ▪ Flexibility with theory ▪ Role-play and hands on activities ▪ Play therapy and games ▪ Unconditional positive regard and compassion ▪ Professional development and networking

FTE Tracking Data

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	10.2:1
					Target= 10:1

Assessment Planning Matrix

Goals	SLOs	Assessment Method(s)	Timeline	Responsible Person(s)	Resources Needed
Goal #1: Academic Performance	SLO1. a – h	CPCE in CNS 6100	<ul style="list-style-type: none"> - Data Collection: May/July/December annually - Data Analysis: Summer annually - Reporting Results: Fall annually - Implementation of Changes: Spring annually 	<ul style="list-style-type: none"> - Field Placement and Testing Coordinator - Program Directors - Assessment Coordinator/CAC - REP Liaison - Program Faculty 	<ul style="list-style-type: none"> - Stipend for CPCE Proctor - Stipend for FPTC - Testing Center
Goal #2: Professional Development	SLO2. a – c	PCA: Skills and Abilities Sections	<ul style="list-style-type: none"> - Data Collection: Beginning, middle, end for self-evaluation. Site supervisor completes twice in 6100, 6120/30 Intern I, and 6120/30 Intern II - Data Analysis: Summer annually - Reporting Results: Fall annually - Implementation of Changes: Spring annually 	<ul style="list-style-type: none"> - Site supervisors - Students - Program Directors - Assessment Coordinator/CAC - REP Liaison 	<ul style="list-style-type: none"> - Qualtrics
Goal #3: Personal Development	SLO3	PCA: Professional Performance Review section	<ul style="list-style-type: none"> - Data Collection: May/December annually - Advisor assesses in pre-practicum - Data Analysis: Summer annually - Reporting Results: Fall annually - Implementation of Changes: Spring annually 	<ul style="list-style-type: none"> - Program Directors - Assessment Coordinator/CAC - REP Liaison 	<ul style="list-style-type: none"> - Summer stipend for data analysis needed for Assessment Coordinator/CACREP Liaison

2015 – 2016 Counseling Programs Highlights

International Registry of Counselor Education Programs (IRCEP)

UNCP Counseling Programs joined the IRCEP in Summer 2016.

Phi Sigma Events

- Recipient of the 2015-16 Chi Sigma Iota International Outstanding Chapter Program Award for the PDAs
- 4 Professional Development Academy Workshops
 - Total Attendance: 125
 - 11 PDA Certificates for Students who Attended all 4
 - PDA 1: LPCANC with Dana Robinson
 - PDA 2: Addictions Counseling using Transactional Analysis with Tim Hunt
 - PDA 3: Suicide Prevention with Charla Suggs and Kathryn Kelly
 - PDA 4: Dialectical Behavior Therapy with Portia Purcell
- 2 CPCE/NCE Prep Workshops
- 2 Visits to Prospect Elementary School
- 2 “BakPak Pals” Drives with Graduate Student Organization
- 1 Student Coffee Break
- 1 NEDA Walk at UNC-Greensboro
- 1 Phi Sigma Interest Meeting
- 1 Book drive for NBCC/Malawi
- 1 Drive In Workshop
- 1 Induction Ceremony
 - Speaker: Dr. Craig Cashwell, CSI International Past-President
 - 30 new members inducted

9th Annual Drive-In Workshop

- 73 local counselors; Keynote Speaker: Dr. Nicole Stargell

Counseling Students and Alumni Happenings

- 14 students employed in the schools at which they completed field placement
- Natasha Kinto (CMHC) was awarded an \$11,000 scholarship from the National Board of Certified Counselors as part of their Minority Fellowship Program. This program is possible through the NBCC Foundation and SAMHSA funding. Natasha’s fellowship and scholarship focuses on addictions counseling among the American Indian population. She received recognition in Washington D.C. in May 2016 at the NBCC Foundation Bridging the Gap Symposia on Eliminating Mental Health Disparities. Her faculty mentor is Dr. Angela McDonald.
- Johad Wright (PSC), a UNCP basketball player, received the Lacey Game Hustle Award.
- Courtney Walter (CMHC alum) was accepted into a PhD counseling program at NCSUy.
- Emily Smith (CMHC) received a scholarship to attend the Addictions Professionals of North Carolina Conference in Fall 2015.

Student and Alumni Publications

- Robyn Hale (PSC) co-authored two journal articles with Dr. Jeffrey Warren. The articles are *The influence of efficacy beliefs on teacher performance and student success: Implications for student support services* published in Journal of Rational-Emotive Cognitive-Behavior Therapy and *The impact of rational emotive behavior therapy on non-cognitive factors: Recommendations for professional school counseling* published in *The Professional Counselor*.
- Kim Duong (CMHC) co-authored a journal article with Drs. Nicole Stargell and Gary Mauk. The title of the article is: *Effectiveness of coloring mandala designs to reduce anxiety in graduate counseling students*. The article is submitted for publication to the Journal of Creativity in Mental Health.
- Jacob Blackstock (CMHC) co-authored a journal article with Drs. Ki Chae, Gary Mauk, and Angela McDonald. The title of the article is: *Getting rural children through the door: Perceived barriers to mental health care for school-aged children in rural areas*. The article is submitted for publication to the Rural Educator.

Student and Alumni Presentations

- American Counseling Association Annual Conference in Montreal, Canada (April 2016)
 - Gabrielle Galbreath (PSC) and Dr. Shenika Jones presented on *Shifting from counselor to advocate: A quest to raise multicultural awareness.*
- Association of Counselor Education and Supervision Conference in Philadelphia, PA (October 9, 2015)
 - Jacob Blackstock (CMHC) and Drs. Ki Chae and Angela McDonald presented on *Exploring mental health needs of children in rural areas and challenges in receiving appropriate mental health care in rural schools.*
- The North Carolina Counseling Association Conference in Greensboro, NC (February 2016)
 - Jacob Blackstock (CMHC) and Dr. Shenika Jones presented on *Color Bind: How Heuristic Thinking Contributes to Tangible Racism and How We can Inspire Change.*
 - Jacob Blackstock (CMHC) and Dr. Ki Chae presented on *Rural children, real challenges: Trends in treatment and barriers to mental health care for rural children.*
 - Samantha Simon (CMHC) and Dr. Ki Chae presented on *Effective online treatment programs for female rape victims suffering from PTSD.*
 - Robyn Hale (PSC) and Dr. Jeffrey Warren presented on *Exploring the Relationship between Non-cognitive Factors and College Students.*
 - Vanessa Doran (PSC) and Dr. Nicole Stargell presented on *2016 annual statewide meeting of chapters.*
 - Vanessa Doran (PSC) and Dr. Nicole Stargell presented on *Using the CSI Counselors' Bookshelf to integrate, collaborate, and inspire.*
 - Kim Duong (CMHC) and Dr. Nicole Stargell presented on *Hoarding disorder: Integrated assessment and collaborative treatment approaches.*
- UNCP's 9th Annual Drive-In Conference (April 2016)
 - Jose Gonzalez (CMHC) and Dr. Shenika Jones presented on *Current Treatments of PTSD and Use of Expressive Arts Therapy*
 - Kristen Mayernik (PSC) and Dr. Jeffrey Warren presented on *Leveraging data to advocate for students and system change.*
- SOAR Conference (December 2015)
 - Kristen Mayernik (PSC) and Dr. Jeffrey Warren presented on *School consultation: Promoting teacher and student success.*
- UNCP Graduate Symposium (April 2016)
 - Kim Duong (CMHC) under Dr. Nicole Stargell's mentorship presented on *Effectiveness of coloring mandala designs to reduce anxiety in graduate counseling students.*
 - Leylee Morris (CMHC) under Dr. Nicole Stargell's mentorship presented on *Assessment, diagnosis, and interventions for gender dysphoria.*

Student and Alumni Awards, Recognitions, and Doctoral Program Admissions

- Natasha Kinto (CMHC) was awarded an \$11,000 scholarship from the NBCC as part of their Minority Fellowship Program.
- Emily Smith (CMHC) received a scholarship to attend the Addictions Professionals of North Carolina Conference in Fall 2015.
- Courtney Walter (CMHC alum) was accepted into the PhD counseling program at NC State University.

Student Community and Professional Service

- Five counseling students volunteered in the after-school program that focused on anti-bullying and supporting identity development at Prospect Elementary School in Pembroke, NC. Drs. Stargell and Jones coordinated the event.
- Three counseling students coordinated the Robeson County Communities in Schools Backpack Program. 75 students donated to the program.
- Eight counseling students attended the National Eating Disorder Association Walk in Greensboro, NC.