

Assessment Plan and Report 2016-2017

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: (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. 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 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 program directors report individual student scores to students, and overall program performance is reported to the program faculty for discussion at the monthly counseling programs meeting 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, the NCE, and the NCMHCE (completed by Clinical Mental Health Counseling student only). Participation in the Praxis II, the NCE, or the NCMHCE is optional. Students opt to participate in the NCE or the 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 semesters), 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 September 27, 2017 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 2017 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 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 2016 – 17	85%	48	41		
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 2017	90%	10	9	112.00	115.25
Fall 2016	80%	15	12	105.35	112.05
Overall 2016 – 17	84%	25	21		
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 2016 – 17	100%	12	12	160 – 187
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

Students who enter the counseling programs during Summer/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.

Due to strategic plan and strong effort, the passing rates and means of CPCE and NCE increased for 2016 – 2017 students. The target passing rate was met. The counseling faculty provided regular feedback on these exams and integrated test areas throughout the curriculum. There was a cultural shift among students on test taking attitude and expectations.

Testing information is provided by the FPTC via a recorded informational video. The video has been posted on the UNCP counseling programs blog (SLO1). The counseling faculty will continuously integrate the CPCE content areas throughout the curriculum. And the program directors are responsibility of analyzing CPCE scores and developing ways to engage in ongoing program development.

The CPCE and NCE will be administered by a proctor at the UNCP Office of Regional Initiatives, a testing center for the university. The counseling faculty discussed the potential benefits and challenges of transitioning from paper test to computer test. The FPTC actively reached out to test providers and administers to prevent any difficulties during the exams.

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. Using a new data tracking method, 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.

PCA Data for CMHC Program 2016-2017

		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	17	25	15	13	15	21	22	22	29
	M	4.71	4.81	4.89	4.51	4.73	4.37	4.62	4.61	4.79
	SD	0.32	0.24	0.16	0.51	0.30	0.64	0.42	0.35	0.40
Foundations	N	17	25	15	12	15	21	22	22	29
	M	4.52	4.60	4.89	4.53	4.71	4.38	4.59	4.62	4.74
	SD	0.55	0.42	0.16	0.54	0.42	0.69	0.44	0.43	0.49
Counseling Prevention Intervention	N	17	25	15	11	14	21	22	22	29
	M	4.07	4.18	4.55	4.23	4.36	4.16	4.47	4.35	4.67
	SD	0.67	0.59	0.36	0.68	0.51	0.69	0.51	0.51	0.47
Diversity Advocacy	N	15	25	15	9	12	21	22	21	28
	M	4.07	4.25	4.34	4.00	4.28	4.16	4.47	4.40	4.58
	SD	0.73	0.55	0.61	0.88	0.66	0.76	0.51	0.60	0.58
Assessment	N	13	23	15	10	14	20	21	21	29
	M	3.71	3.96	4.45	4.00	4.34	4.12	4.43	4.27	4.61
	SD	0.62	0.70	0.52	0.35	0.51	0.63	0.43	0.68	0.51
Research Evaluation	N	14	25	15	6	9	20	20	18	22
	M	4.10	4.31	4.45	4.28	4.37	4.03	4.28	4.23	4.46
	SD	0.51	0.56	0.53	0.85	0.70	0.88	0.51	0.59	0.67
Diagnosis	N	12	23	15	11	13	16	18	21	58
	M	3.65	3.79	4.40	4.03	4.17	3.88	4.45	4.18	4.70
	SD	0.95	0.77	0.45	0.67	0.67	0.71	0.46	0.60	0.47

PCA Data for PSC Program 2016-2017

		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	11	24	12	16	16	22	16	11	14
	M	4.59	4.64	4.79	4.76	4.92	4.69	4.75	4.88	4.97
	SD	0.35	0.36	0.31	0.29	0.13	0.45	0.34	0.16	0.07
Foundations	N	11	25	12	16	16	22	16	11	14
	M	4.05	4.34	4.73	4.54	4.71	4.47	4.73	4.77	4.88
	SD	0.71	0.53	0.42	0.53	0.35	0.46	0.42	0.33	0.19
Counseling Prevention Intervention	N	11	23	12	16	16	22	16	11	14
	M	4.12	4.27	4.61	4.47	4.63	4.46	4.65	4.79	4.88
	SD	0.74	0.56	0.42	0.42	0.29	0.44	0.46	0.23	0.21
Diversity Advocacy	N	11	25	12	16	16	22	16	10	14
	M	4.34	4.49	4.65	4.53	4.46	4.49	4.66	4.69	4.88
	SD	0.73	0.46	0.40	0.45	0.37	0.44	0.43	0.27	0.20
Assessment	N	10	24	12	15	14	20	15	9	13
	M	4.08	4.13	4.50	4.35	4.48	4.31	4.48	4.73	4.82
	SD	0.85	0.61	0.53	0.61	0.43	0.56	0.50	0.31	0.26
Research Evaluation	N	9	24	11	14	14	18	14	10	13
	M	3.70	4.13	4.58	4.27	4.48	4.15	4.21	4.65	4.64
	SD	1.03	0.80	0.50	0.69	0.60	0.56	0.67	0.39	0.48
Academic Development	N	10	23	12	11	16	20	14	11	13
	M	4.23	4.14	4.56	4.48	4.28	4.21	4.38	4.47	4.82
	SD	0.99	0.66	0.46	0.64	0.60	0.54	0.52	0.43	0.29
Collaboration Consultation	N	11	24	12	16	15	21	16	10	13
	M	4.23	4.21	4.58	4.50	4.48	4.43	4.61	4.80	4.89
	SD	0.86	0.56	0.42	0.53	0.47	0.44	0.53	0.27	0.21
Leadership	N	11	24	11	13	14	21	16	10	13
	M	3.80	3.97	4.44	4.21	4.37	4.32	4.37	4.75	4.75
	SD	1.29	0.77	0.56	0.44	0.43	0.50	0.56	0.32	0.38

SLO 3: Professional Competency Assessment/Professional Performance Review

The PCA was intended to assess both SLO 2 and SLO 3. The PCA is planned to be revised for 2018-2019 to match the 2016 CACREP standards. In addition to disposition assessment of the PCA completed by students and their supervisors, 32 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 was one remediation plan both due to student evaluation in field placement course. 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 Spring 2017 Graduate Student Survey

During Spring 2017, 4 PSC graduating students and 17 CMHC graduating student completed the survey. Out of the 21 participants, 57.1% (n = 12) rated their academic experience as 'Excellent' and 42.9% (n = 9) rated 'Very Good' or 'Good.' On how well the counseling programs prepared them to practice in the counseling field, 67% (n = 10) reported 'Very Prepared', 33.3% (n=10) reported 'Prepared', and 4.8% (n=1) reported 'Unprepared.' Majority of the graduates (95.2%) 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/A	
	N	%	N	%	N	%	N	%	N	%	N	%
Quality of Instruction	14	66.7	5	23.8	1	4.8	1	4.8	-	-	-	-
Interaction with Faculty	12	57.1	8	38.1	-	-	-	-	1	4.8	-	-
Quality of Advising	13	61.9	4	19.0	3	14.3	-	-	1	4.8	-	-
Quality of Mentorship	13	52.4	2	9.5	2	9.5	1	4.8	1	4.8	-	-
Conducting Research	9	42.9	5	23.8	3	14.3	-	-	3	14.3	1	4.8
Ethics Training	10	47.6	7	33.3	1	4.8	1	4.8	-	-	1	4.8
Leadership Development	13	61.9	5	23.8	2	9.5	1	4.8	-	-	-	-
Career Preparation	11	52.4	6	28.6	3	14.3	1	4.8	-	-	-	-

Accreditation Information on Program Outcomes

Per CACREP policies, the Counseling Programs' outcomes are available online and include the number of program graduates (PSC = 14, CMHC = 35), completion rate, job placement rate, and program enrollment statistics (PSC = 103, CMHC = 90). The CACREP Vital Statistics Survey was completed during Fall 2017. A mid-cycle report was completed in September 2016. CACREP accreditation is active through March 2021.

Graduates

	PSC	CMHC	Total
2016 - 2017	14	35	49
2015 – 2016	31	20	51
2014 – 2015	16	15	31
2013 – 2014	17	10	27

Total Enrollment

	PSC	CMHC	Total
2016 – 2017	103	90	193
2015 – 2016	81	87	168
2014 – 2015	76	85	161
2013 – 2014	75	69	144

New Applicants Enrolled

	PSC	CMHC	Total
Fall 2017	36	34	70
Fall 2016	21	25	46
Fall 2015	27	22	47
Fall 2014	11	27	38

Student Demographics

	Female	Male
African American/Black	72	16
American Indian/Native Alaskan	21	3
Asian American	1	0
Caucasian/White	62	7
Hispanic/Latino/Spanish American	4	1
Native Hawaiian/Pacific Islander	1	0
Multiracial	3	1
Nonresident Alien	0	0
Other/Undisclosed	0	0
Total	164	28

Alumni Survey (2016 – 17)

Participants	Employment	Salary	Job Placement Suggestions	Most Helpful Learning Experiences
Total = 16 (PSC = 6 & CMHC = 12)	94% employed or private practice 6% still seeking before 6 months	40% \$30 – 40K 20% \$40 – 50K 20% \$20 – 30K 13% <10K 7% \$10 -20K	Resume/CV building Information on jobs Encourage to attend job fairs Teach Person- Centered Plan Teach about licensure process Teach about doctoral program	<ul style="list-style-type: none"> ▪ Direct instruction and role playing ▪ Class discussions ▪ Lecture and slides, hands on activities ▪ Project based learning ▪ Counseling theories ▪ Internship

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	10.20:1
Fall 2017	34	11	1371	114.25	10.39:1
					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

2016 – 2017 Counseling Programs Highlights

Faculty Highlights

- Dr. Jonathan Ricks joined the Counseling Programs in spring 2017.
- Dr. Angela McDonald received the Carl D. Perkins Government Relations Award from the American Counseling Association and the Administrator of the Year Award from the North Carolina Counseling Association
- Dr. Jeffrey Warren received the Professional Writing and/or Research Award from the North Carolina Counseling Association
- A number of scholarly publications including:
 - Chuang, C., Chae, K., Wu, J., & Pernice-Kowalczyk, S.* (2017). Development and validation of Chinese version of College Stress Inventory. *Journal of Asia Pacific Counseling*, 7, 47 – 61.
- More than 10 regional, state, and national presentations including:
 - Mauk, G. W., & Garris, M. B. (2017, March). Supporting middle school students on their journeys in the land of loss and grief. Presentation at the 42nd Annual North Carolina Association for Middle Level Education (NCMLE) Conference, Greensboro, NC.
 - Stargell, N. A. (2017). Integrating clients' strengths and resources into counseling. Presented at the annual meeting of the American Counseling Association, San Francisco, California.
- Faculty continue to contribute to mental health columns in regional newspapers
- Faculty provided a variety of service including:
 - Dr. Shenika Jones served as conference proposal reviewer for the North Carolina Counseling Association (NCCA).

Student Highlights

- 5 Clinical Mental Health Counseling students accepted in PhD programs
- Students participated in the development and delivery of a number of presentations and articles including:
 - Oxendine, J*., & Warren, J. M. (2017, January). Understanding community dynamics is key for school counselor success. *NCSCA Newsletter*, Winter edition.
 - Stargell, N., Valenzuela, S., & Moody, B.* (Fall 2017). Responding to racism: Practice reminders for counselors. *SACES Newsletter*, 12(3). Retrieved from https://www.dropbox.com/s/q3kscsg4b48611x/SACES_vol.12%2C%20issue%203_Fall16.pdf?dl=0
- Counseling Programs students attended a number of conferences including the North Carolina Counseling Association (NCCA), NC School Counselors Association, SOAR!, and CSI Advocacy Summit.

Program Highlights

- The Professional School Counseling Program establishes the university's first post-master certificate: Advanced School Counselor for Postsecondary Success
- The Clinical Mental Health Counseling Program establishes an MoU with the VA allowing students to complete field placement experiences
- The Phi Sigma Chapter of Chi Sigma Iota (CSI) remained active hosting educational sessions throughout the academic year as part of the Professional Development Academy.
- The 10th annual drive-in workshop for area counselors was held drawing over 175 attendees. The day-long conference was named the Glen H. Walter Drive-in Workshop.
- The Phi Sigma Chapter of CSI co-hosted the Advocacy Summit with the CSI chapter from NCSU. The event was held on the campus of NCSU.

*Student