

COUNSELING PROGRAMS
ASSESSMENT PLAN AND REPORT
2020-2021

Department of Counseling
College of Health Sciences
Programs: MAED in Professional School Counseling
MAED in Clinical Mental Health Counseling

MISSION STATEMENT

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

STUDENT LEARNING OUTCOMES (SLO)

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

1. Demonstrate knowledge in the core areas of professional counseling for the purposes of conceptualizing the self, the counselor, and clients. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following common core areas.
 - a. Professional Counseling Orientation and Ethical Practice: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
 - b. Social and Cultural Diversity: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
 - c. Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.
 - d. Career Development: Students will understand career development factors as related to counseling relationships and theory.
 - e. Counseling and Helping Relationships: Students will create effective helping relationships using generalist helping skills.
 - f. Group Counseling and Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
 - g. Assessment and Testing: Students will use assessment and tests to better understand their clients and to assist clients in better understanding themselves.
 - h. Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.

2. Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.
 - a. Students will develop a professional identity as a counselor and as either a Professional School Counselor or Clinical Mental Health Counselor.
 - b. Within their specialized professional identity, students will implement knowledge, skills, and practices to be effective counselors in a specialized setting.
 - c. In preparation for practice within the school setting, students within the Professional School Counseling program will select from research-driven specialty courses aimed at improving professional practice and impacting professional identity.
3. Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

ASSESSMENT PLAN

DATA COLLECTION

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), and the Praxis II exam (completed by Professional School Counseling students only). The content areas of the CPCE and NCE test the knowledge and skills of beginning counselors across eight content areas: (1) human growth and development, (2) social and cultural diversity, (3) helping relationships, (4) group work, (5) career development, (6) assessment, (7) research and program evaluation, and (8) professional orientation and ethical practice. The counseling programs review composite data for each exam during counseling programs meetings and the annual advisory board meeting for program review. The programs use the data to make decisions related to curriculum, teaching and learning, and field placement activities. Review of licensure exam (i.e., NCE and the Praxis II) scores allows faculty to compare students at UNCP to national means.

SLO 1

Demonstrate knowledge in the core areas of professional counseling for the purposes of conceptualizing the self, the counselor, and clients. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following common core areas.

Students' academic performance on Program SLO 1.a – h is assessed using the CPCE. The benchmark for the CPCE is student pass rates at 80% or above. A passing score is 70/136, which was determined by taking a five-year average of national exit exam scores after subtracting one standard deviation from the national mean score. The Counseling Department Testing Coordinator (TC) coordinates the administration of the CPCE for administering during the CNS 6100 Counseling Practicum course. All CNS 6100 students are required to take the CPCE. All counseling students are required to take the CPCE and must receive a passing score in order to enroll in Internship CNS 6120 (CMHC) or 6130 (PSC). Beginning with students admitted fall 2016, the CPCE must be passed in order for students to matriculate to Internship I (either CNS 6120 or CNS 6130, dependent upon program in which student is enrolled). The TC reports

individual student scores to students, and overall program performance is reported to the program faculty for discussion at a monthly counseling programs meeting, the annual advisory board meeting held each December, and on the Department of Counseling website.

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

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

Students' personal development, SLO 3, is assessed through self-evaluation using the 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 Professional Performance Review and PCA for their practicum application. In addition, site supervisors will provide a total of six PCA evaluations of students' personal and professional development throughout the three field placement courses. Students are provided with criteria for personal and professional 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., student graduation rates, field placement site evaluations and student evaluation of site supervisors) are used to evaluate the overall effectiveness of the counseling programs. The following institutional data is collected and evaluated: Grad Finale Survey Results (every Fall and Spring semesters), number of program graduates, completion rates data (collected from IR every Fall), and demographic profiles of students and faculty (collected from IR each Fall). The Counseling Programs also use information from an advisory board meeting conducted every three years to evaluate program effectiveness based on the perceptions of stakeholders (alumni, adjunct instructors, site supervisors, 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, constructive feedback).

ANALYSIS & USE OF RESULTS

CPCE, NCE, & Praxis II

Students who enter the counseling programs during Summer/Fall 2016 or later are required to complete/pass the CPCE on the first attempt 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 during summer, fall, and spring semesters (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. 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.

Table 1
Pass Rates: CPCE, NCE, & Praxis II
Target: 80% pass rate

CPCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
Spring 2021	69%	16	11	73.6	84.4
Fall 2020	80%	50	40	75.8	82.1
Summer 2020	n/a-COVID				
Spring 2020	100%	3	3	84	82.9
Fall 2019	92%	36	33	83.7	82.6
Summer 2019	89%	9	8	82.9	79.3
Spring 2019	79%	33	26	74.6	81.7
Fall 2018	100%	12	12	99.25	87.6
Summer 2018	100%	8	8	92.40	85.5
Spring 2018	82%	9	7	81.91	87.13
Fall 2017	83%	23	19	81.70	87.13
Summer 2017	90%	10	9	84.90	85.67
Spring 2017	88%	17	15	82.81	85.67
Fall 2016	81%	21	17	78.52	85.67
*Overall 2020 – 21	77%	66	51		
Overall 2019 – 20	92%	48	44		
Overall 2018 – 19	93%	53	46		
Overall 2017 – 18	85%	42	35		
Overall 2016 – 17	85%	38	32		
Overall 2015 - 16	81%	52	42		
*Overall includes scores from Summer 20, Fall 20, and Spring 21 administrations. Each university that administers the exam determines the CPCE passing score. UNCP calculated the passing score by averaging the passing scores for five years of administrations. The passing score of 70 was the average of passing scores that were calculated by subtracting one standard deviation from the national mean score for each administration cycle.					

NCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
Spring 2021	80%	5	4	101.00	110.32
Fall 2020	87%	15	13	110.2	105.72
Spring 2020	75%	12	9	COVID	COVID
Fall 2019	85%	13	11	102.30	108.43
Spring 2019	75%	16	12	100.43	104.87
Fall 2018	73%	11	8	97.02	104.87
Spring 2018	86%	7	6	104.24	113.47
Fall 2017	92%	11	10	111.69	105.43
Spring 2017	90%	10	9	112.00	115.25
Fall 2016	80%	15	12	105.35	112.05
Overall 2020 – 21	85%	20	17		
Overall 2019 – 20	80%	25	20		
Overall 2018 – 19	74%	27	20		
Overall 2017 – 18	89%	18	16		
Overall 2016 – 17	84%	25	21		
Overall 2015 – 16	85%	40	34		
<p>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.</p>					

Praxis II (5421) Pass Rate				
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Score Range (NC Qualifying Score = 156)
Overall 2020 – 21	90%	20	18	149-184
Overall 2019 – 20	71%	9	7	151-169
Overall 2018 – 19	100%	10	10	157 – 182
Overall 2017 – 18	92%	12	11	154 – 183
Overall 2016 – 17	100%	12	12	160 – 187
Overall 2015 – 16	80%	25	20	130 – 183

Use of CPCE, NCE, & Praxis Results

The counseling faculty provide instruction regarding exam outcomes and integrate test areas throughout the curriculum. The CPCE and NCE are administered at a Pearson Vue national testing centers located in various cities that can be chosen by each student. The TC actively communicates with test providers and administrators to prevent any difficulties during the exams. Faculty will continue to closely monitor the testing process and results for the Wilmington students. The Praxis II is disaggregated by program area, and the CPCE will be disaggregated by program area beginning fall 2021.

An 80% pass rate is the goal for the CPCE, NCE, and Praxis II. For students admitted to the Counseling Programs in fall 2019 or thereafter, a passing score of 70 for the CPCE is required (rather than 1 standard deviation below the national mean). The CPCE has been offered exclusively in computer-based format (as opposed to paper) for several semesters, and students now instantly see their scores. Instead of waiting for national results, five academic years' worth of passing scores were averaged to determine a set standard passing score for students: 70/136. Faculty carefully interview students who did not pass the exams to understand what factors contributed to the failing score.

Due to strategic planning and strong departmental effort, the pass rate goal of 80% was met for the CPCE for every semester except spring 2019 and spring 2021. The lower pass rates in these two semesters was possibly due to natural disasters: Hurricane Florence in Spring 2019 and COVID-19 in Spring 2021. Hurricane Florence caused significant damage to the UNCP community in fall 2018. Fall 2018 practicum students were permitted to defer their CPCE and continue on to internship in spring 2019. The 100% pass rate in fall 2018 was likely skewed because it included only students who voluntarily took the exam. Regarding the lower than average spring 2019 CPCE scores, first, the strongest students voluntarily tested the semester before, and their scores were not included to bring up the spring 2019 average. Second, the trauma of the hurricane might have still affected spring 2019 testers. Third, some spring 2019 testers would have had required study material built into their fall 2018 practicum coursework, but not their spring 2019 internship coursework. Additionally, many spring 2019 testers were one more semester removed from their core coursework, which must be completed before internship and is the focus of the CPCE.

A similar scenario occurred in spring 2021. COVID-19 caused significant distress to the UNCP community in spring 2020. Spring 2020 practicum students were permitted to defer their CPCE and continue on to internship in fall 2020. The 100% pass rate in spring 2020 was likely skewed because it included only students who voluntarily took the exam. Regarding the lower than average spring 2021 CPCE scores, ongoing COVID-19 effects might have still affected spring 2021 testers.

An 80% pass rate on the NCE was achieved every semester except fall 2018/spring 2019 (Hurricane Florence) and spring 2020 (COVID-19). NCE pass rates might have been affected for similar reasons as the CPCE, and faculty expect pass rates to continue at above 80% for upcoming administrations.

The Department of Public Instruction requires that school counselors complete the Praxis II for Professional School Counseling (5421 Professional School Counselor). Students complete this exam during the final semesters of their program or immediately after graduation. Using a new data tracking method, the Professional School Counseling

Program Director communicates annually with the UNCP SOE Licensure Office to obtain August-July scores. Only first attempt outcomes are reported and tracked. The target score was met for the Praxis II exam every year except 2019-2020, which was likely due to COVID-19.

Testing information is provided by the TC via a recorded informational video. The video has been posted on the UNCP counseling programs website (SLO 1). The counseling faculty will continuously integrate the CPCE, 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.

PPR and PCA

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 student, 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 disposition, knowledge and skills in specific counseling domains. These items are informed by CACREP 2016 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 2020-2021

Check Points		Student			Site-Supervisor					
		First Sem.	Mid-Point	Last Sem.	Pract Mid	Pract Final	Intern I Mid	Intern I Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	29	48	24	24	21	25	24	26	31
	M	4.47	4.20	4.41	3.79	4.01	4.08	4.46	4.49	4.63
	SD	.39	.58	.62	.89	.88	.58	.51	.57	.52
Foundations	N	29	48	24	24	21	25	24	26	31
	M	3.70	3.61	4.35	3.84	3.98	4.00	4.50	4.45	4.52
	SD	.96	.73	.66	.85	.75	.63	.52	.66	.57
Counseling Prevention Intervention	N	29	48	24	24	21	25	24	26	31
	M	3.04	3.03	3.88	3.35	3.98	3.54	4.09	4.05	4.36
	SD	.77	.59	.70	.77	.76	.61	.56	.60	.65

Diversity Advocacy	N	29	48	24	24	21	25	24	26	31
	M	3.03	3.27	4.00	3.67	3.88	3.53	4.15	4.26	4.44
	SD	.75	.87	.80	.85	.78	.75	.66	.79	.76

Assessment	N	29	48	24	24	21	25	24	26	31
	M	2.83	2.97	3.74	3.29	3.54	3.50	3.85	3.96	4.39
	SD	.75	.70	.83	.81	.87	.76	.73	.76	.80

Research Evaluation	N	29	48	24	24	21	25	24	26	31
	M	2.94	2.99	3.94	3.47	76.67	3.51	3.98	4.10	4.39
	SD	.76	.75	.87	.93	.88	.79	.77	.76	.78

Diagnosis	N	29	48	24	24	21	25	24	26	31
	M	2.74	2.90	3.922	3.27	3.55	3.47	3.92	4.03	4.27
	SD	.77	.63	.86	.88	.86	.75	.75	.76	.75

SLO 3: Professional Competency Assessment/Professional Performance Review

The PCA is intended to assess both SLO 2 and SLO 3. The PCA underwent revisions during the 2018-2019 academic year in preparation for alignment with the 2016 CACREP standards for the 2019-2020 academic year. In addition to disposition assessment of the PCA completed by students and their supervisors, 31 students were inducted into the UNCP Phi Sigma chapter of Chi Sigma Iota in 2021. 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.

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 no formal remediation plans completed in 2020-2021. 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, CARE Team, 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.

Table 3
PPR and PCA Data for PSC Program 2020-2021

Check Points	Student			Site-Supervisor						
	First Sem.	Mid-Point	Last Sem.	Prac Mid	Prac Final	Intern1 Mid	Intern1 Final	Intern2 Mid	Intern2 Final	

Professional Performance Review	N	21	19	28	35	40	32	28	26	33
	M	4.17	4.11	4.66	4.21	4.38	4.25	4.56	4.28	4.71
	SD	.66	.55	.57	.66	.66	.61	.55	.59	.49

Foundations	N	21	19	28	35	40	32	28	26	33
	M	3.46	3.43	4.66	4.00	4.18	4.08	4.49	4.22	4.54
	SD	1.24	.80	.48	.86	.74	.71	.62	.74	.65

Counseling Prevention Intervention	N	21	19	28	35	40	32	28	26	33
	M	3.48	3.24	4.50	3.65	4.11	3.80	4.24	3.98	4.54
	SD	.88	.67	.55	.62	.73	1.00	.70	.68	.55

Diversity Advocacy	N	21	19	28	35	40	32	28	26	33
	M	3.63	3.75	4.61	3.83	4.15	3.88	4.31	4.23	4.61
	SD	.92	.97	.56	.85	.78	.81	.62	.71	.55

Assessment	N	21	19	28	35	40	32	28	26	33
	M	3.30	2.96	4.17	3.51	4.03	3.67	4.01	3.97	4.38
	SD	.90	.72	.62	.75	.83	.74	.66	.66	.68

Research Evaluation	N	21	19	28	35	40	32	28	26	33
	M	3.25	2.75	3.83	3.32	3.65	3.53	3.92	3.76	4.09
	SD	1.02	.74	1.08	.88	.94	1.01	.81	.78	.80

Academic Development	N	21	19	28	35	40	32	28	26	33
	M	3.32	2.89	4.13	3.29	3.77	3.52	3.94	3.89	4.30
	SD	.95	.80	.75	.82	.96	1.12	.78	.73	.76

Collaboration and Consultation	N	21	19	28	35	40	32	28	26	33
	M	3.52	3.27	4.21	3.48	3.97	3.80	4.14	4.01	4.42
	SD	.93	.92	.68	.81	.85	.85	.65	.72	.69

Leadership	N	21	19	28	35	40	32	28	26	33
	M	3.27	2.67	4.02	3.32	3.79	3.63	3.98	3.89	4.28
	SD	1.17	.48	.69	.76	.82	.73	.72	.73	.80

2020-2021 Advisor PPR

	N	M	SD
CMHC	44	3.4	.5
PSC	22	3.2	.8

Graduate Student Surveys

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

During Fall 2020, 3 PSC graduating students and 18 CMHC graduating student completed the survey. Out of the 21 participants, 62% (n = 13) rated their academic experience as ‘Excellent’ and 29% (n = 6) rated ‘Very Good’. 10% (n=2) rated ‘fair’. On how well the counseling programs prepared them to practice in the counseling field, 57% (n = 12) reported ‘Very Prepared’ and 43% (n = 9) reported ‘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 of services in all areas.

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Quality of Instruction	11	55%	8	40%	1	5%	0	0%	0	0%
Opportunity for Interaction with Faculty	14	70%	6	30%	0	0%	0	0%	0	0%
Quality of Advising	17	85%	2	10%	1	5%	0	0%	0	0%
Quality of Mentorship	16	80%	3	15%	1	5%	0	0%	0	0%
Opportunities for Conducting Research	4	27%	8	53%	3	20%	0	0%	0	0%
Research Ethics Training and Understanding	6	40%	6	40%	3	20%	0	0%	0	0%
Opportunities for Leadership Development	8	44%	9	50%	1	6%	0	0%	0	0%
Career Guidance and Preparation	7	41%	6	35%	3	18%	0	0%	1	6%

Accreditation Information on Program Outcomes

Per CACREP policies, the Counseling Programs’ outcomes are available online and include the number of program graduates (PSC = 23, CMHC = 29), completion rate, job placement rate, and program enrollment statistics. The CACREP Vital Statistics Survey was completed during September 2019. CACREP accreditation is active through March 2029.

Graduates

	PSC	CMHC	Total
2020-2021	23	29	52
2019-2020	24	25	49
2018 – 2019	18	20	38

2017 – 2018	22	21	43
2016 – 2017	14	35	49
2015 – 2016	31	20	51
2014 – 2015	16	15	31

6-Year Completion Rates

	PSC	CMHC	Total
2020-2021	54%	68%	61%
2019-2020	79%	76%	77%
2012-2013	80%	51%	66%
2011-2012	83%	78%	80%

Total Enrollment

	PSC	CMHC	Total
Fall 2020	113	131	244
Fall 2019	96	101	197
Fall 2018	96	92	188
Fall 2017	101	91	191
Fall 2016	81	87	168
Fall 2015	76	85	161

New Applicants Enrolled

	PSC	CMHC	Total
Fall 2020	34	39	73
Fall 2019	34	40	74
Fall 2018	28	30	58
Fall 2017	36	35	71
Fall 2016	25	22	47
Fall 2015	27	22	49

Student Demographic Information

Gender	Total	%
Female		
Male		
Total		

Student Race/Ethnicity	Total	%
African American/Black	71	34%
American Indian/Native Alaskan	23	11%
Asian/Pacific Islander	0	0%
Caucasian/White	97	46%
Hispanic/Latino/Spanish American	10	5%
Multiracial	6	3%
Nonresident Alien	0	0%

Other/Undisclosed	2	1%
Total	209	100%

Alumni Survey (2020 – 2021) Responses*

Participants	CMHC Employment	PSC Employment
Total = 21 (18 CMHC, 3 PSC)	5/18 (28%) Employed 2/18 (11%) Seeking Further Education 4/18 (22%) Negotiating 7/18 (39%) Seeking Employment	2/3 (67%) Employed 1/3 (33%) Seeking Further Education

*Data compiled during summer 2021 (Covid-19 pandemic)

Employer Survey (2019 – 2020) Responses*

Participants	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%	N	%
Total = 5 (PSC = 3 & CMHC = 2)												
The graduate possesses sufficient knowledge and clinical skills to adequately perform the tasks of a counselor.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate works well with clients, co-workers, supervisors, administrators, students, and/or parents.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate demonstrates effective counseling skills and implements individual and group counseling effectively in your setting.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate effectively intervenes in crises.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate demonstrates multicultural competence when working with clients and/or students.	3	60	2	40	-	-	-	-	-	-	-	-
The graduate demonstrates ethical	3	60	2	40	-	-	-	-	-	-	-	-

practice in all areas of professional practice.												
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***Data compiled during summer 2020 (Covid-19 pandemic)**

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

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

**FTE Tracking Data
Target= 12:1**

Academic Term	Total # of Sections Offered	Faculty FTE; Full time load = 9 graduate credit hours	Student SCHs	Student FTE Full time load=12 credit hours	FTE Student: Faculty Ratio
Fall 2010	16	5	747	62.5	12.45:1
Fall 2011	17	5.67	867	72.25	12.74:1
Fall 2012	19	6.33	999	83.25	13.15:1
Fall 2013	24	8	1035	86.25	10.78:1
Fall 2014	27	9	1068	89	9.88:1
Fall 2015	31	10	1164	97	9.70:1
Fall 2016	29	9.66	1176	98.5	10.20:1
Fall 2017	34	11	1371	114.25	10.39:1
Fall 2018	37	12.33	1392	116	9.41:1
Fall 2019	38	12.67	1569	130.75	10.3:1
Fall 2020	42	14	1674	139.5	9.96:1

ASSESSMENT RESULTS MATRIX

Goals	Objectives	Assessment Method(s)	Assessment Results UPDATED	Use of Results
[SLO I] Demonstrate knowledge in the core areas of counseling for	I. 80% Pass Rate on Counselor Preparation Comprehensive	CPCE assessed during fall, spring, and	77% Pass Rate (See Table I)	1) Discussed results in faculty meeting. 2) Reported results to CACREP.

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.	Examination (CPCE)	summer semesters		3) Report made available on program website. 4) Exams was administrated by a proctor at the UNCP Office of Regional Initiatives. 5) New testing policy implemented. 6) Faculty included exam preparation materials in courses.
	2. 80% Pass Rate on National Counselor Examination (NCE)	NCE assessed during fall and spring semesters	85% Pass Rate (See Table 1)	
	3. 80% Pass Rate on Praxis II (only for PSC students)	Praxis II assessed during fall and spring semesters	90% 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 skills to professional practice.	1. Above average of 3 (Fair) on all categories of Professional Competency Assessment (PCA)	Site-supervisors complete the PCA during the three field placement courses at midterm and final exam periods (6 check points).	-Site supervisors had above 3 (Fair) in all six check points for both programs (See Table 2 & 3) -Mean increased from first to last check points for CMHC Program (Table 2). -Mean increased from first to last check points for PSC Program (Table 3).	1) Reported results to CACREP. 2) Report made available on program website. 3) Conduct regular check-in with site supervisor.
[SLO 3] Evidence an ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.	1. Above average of 3 (Fair) on self-evaluation of Professional Competency Assessment (PCA)	PCA is administered during students' first semester, pre-practicum, and last semester (3 check points).	-Students had average above 3 (Fair) in the majority of all three check points (see Table 2 & 3) -Mean increased from first to last check points for most 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 (Fair) on faculty advisor evaluation of Professional	PPR is administered during students' pre-	-Students had average above 3 (see Advisor PPR)	

	Performance Review (PPR).	practicum semester.		
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2020 – 2021 Counseling Programs Highlights

Faculty Highlights

In fall 2020, Dr. Stephanie Robinson, Dr. Whitney Akers, and Dr. Dana Unger received a SAMHSA grant of \$198,310. The project is titled “UNCP Department of Counseling Addiction Treatment Immersion Initiative.”

In fall 2020, Dr. Stephanie Robinson secured \$10,000 scholarships for ten students in the Graduate Certificate in Addictions Counseling program.

Publications

Warren, J. M., Stargell, N. A., & Jones, S. J. (2020). A confirmatory factor analysis of the Academic Rational Beliefs Scale for students attending minority-serving institutions. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 38, 96-109. doi: 10.1007/s10942-019-00326-2

Stargell, N. A., Jones, S., Akers, W., & Parker, M. (2020). Training school teachers and administrators to support LGBTQ+ students: A quantitative analysis of change in beliefs and behaviors. *Journal of LGBT Issues in Counseling*.

Cholewa, B. E., Goodman-Scott, E. C., Warren, J. M., & Hull, M. F. (2020). School counselor consultation preparation: A national study. *Counselor Education and Supervision*, 59, 46-58. <https://doi.org/10.1002/ceas.12165>

Grants/Funding

Unger, D. (2020-2021). Enhancing crisis intervention instruction. Grant for Excellence in Teaching and Learning, University of North Carolina at Pembroke. \$6968.64 (funded).

As GCAC Coordinator, Stephanie Robinson secured \$10,000 in scholarship funding for GCAC students from the Governor’s Institute on Substance Abuse. This funding will cover the cost of addictions-specific courses taken over the summer 2020 semester as well as the cost of the Advanced Alcohol and Drug Counselor examination. This examination is required for licensure post- graduation. The GCAC will have an opportunity to receive scholarship funding each year from the Governor’s Institute. In response to this recurring funding opportunity, Dr. Robinson created the GCAC Student Scholarship and the GCAC Student Scholarship Committee.

National Presentations

Garris, M. B., & Mauk, G. W. (2020, March). Don’t shoot the unicorn: How to find true happiness and resilience along your self-care journey. Concurrent session presentation at the 31st Annual National Youth At-Risk (NYAR) Conference in Savannah, Georgia.

Robinson, S. (2020, February) Navigating Legal & Ethical Issues Associated with Addiction Counseling Supervision. Presented at the Law and Ethics in Counseling Conference annual conference in Charlotte, NC.

Professional Service

National:

Whitney Akers served as a reviewer for Springer Publishing, Book Proposal Review for InterSEXional Therapy: A Sex Positive Approach to Sexual Wellbeing (2020, February)

Whitney Akers serves as a member of the ALGBTIC Research and Scholarship Committee

Whitney Akers serves as a reviewer for The Journal of LGBT Issues in Counseling

Jonathan Ricks served as a reviewer for the 2020 Southern Association of Counselor Education and Supervisor Conference presentation proposals

Jeffrey Warren served as a reviewer on the Outstanding Scholar Award Review Committee for the The Professional Counselor Journal (National Board for Certified Counselors)

State:

Shenika Jones serves as Past-President of NCCA

Shenika Jones served as interim NCCA Treasurer at the North Carolina Counseling Association annual conference

Stephanie Robinson serves as Vice-President of the North Carolina Addictions and Offender Counselor Association

Stephanie Robinson serves as President-Elect of the North Carolina Addictions and Offender Counselor Association

Local:

Jones, S. J. (2020, March). Participated in Read Across America Day, also known as Dr. Seuss Day, by reading to all 2nd grade classes at Southside-Ashpole Elementary School, Rowland, NC.

Jones, S. J. (2020, February) Focus group participant serving as one of the College of Health Science representatives in collaboration with Southern Regional AHEC.

Stephanie Robinson offers weekly counseling services to clients in her private practice in Wilmington, NC.

Stephanie Robinson is a member of the New Hanover County Commission for Women.

University:

Shenika Jones serves on Grant for Excellence in Teaching & Learning Review Committee

Shenika Jones serves on School of Education Dean Search Committee

Stephanie Robinson is a member of the College of Health Sciences Community Health Worker committee.

Stephanie Robinson is a member of the university Committee on Substance Abuse Prevention

Stephanie Robinson serves as Graduate Certificate in Addictions Counseling (GCAC) Coordinator

Student Highlights

In fall 2020, Elzetter M. Norris, a graduate student in the Clinical Mental Health Counseling program, was rewarded a \$15,000 Counseling Fellowship from the NBCC Foundation. She is selected for the NBCC Minority Fellowship Program for Addictions Counselors.

31 students were inducted into the Phi Sigma Chapter of Chi Sigma Iota in Spring 2021

Virtual Graduate Research Competition (VGRC) 2020

Spring 2020: Third Place: Sara Parisi, Clinical Mental Health Counseling: Career Counseling Intervention Proposal for Robeson County Offender Population. (Mentor: Dr. Nicole Stargell) and Naila McConnell, Clinical Mental Health Counseling: The Role of Mental Health and Efficacy in Students in Higher Education. (Mentor: Dr. Leslie Locklear)

Virtual Graduate Research Competition (VGRC) 2021

Spring 2021: Second Place Poster: Ashley Hunt (Professional School Counseling); Third Place Poster: Shane Wasson (Clinical Mental Health Counseling); Third Place 3 Minute Thesis: Rachel Jacobs (Professional School Counseling)

Student Mentoring (indicates student)*

Smith, A* (2020). Predicting school counseling student success through non-cognitive factors: A literature review. Poster submitted to virtual Graduate Research Symposium, Pembroke, NC. (mentored by Shenika Jones)

Coachman*, R. (2020, March). Hair discrimination: Empowering diverse cultures and lifestyles. Student presentation delivered at the UNCP Graduate Research Symposium, Pembroke, NC. (Mentored by Whitney Akers)

Ozment*, R. (2020, March). Somatic counseling: Connecting the mind and the body. Student presentation delivered at the UNCP Graduate Research Symposium, Pembroke, NC. (Mentored by Whitney Akers)

Wise*, R. (2020, March). The effectiveness of family involvement in recovery outcomes for substance use disorder treatment. Student presentation delivered at the UNCP Graduate Research Symposium, Pembroke, NC. (Mentored by Whitney Akers)

Ozment*, R. (2020, February). Somatic counseling: Connecting the mind and the body. Faculty mentor to student presentation delivered at the Annual North Carolina Counseling Association Conference, Charlotte, NC. (Mentored by Whitney Akers)

Cole, P.* (April 2020). Exploring non-suicidal self-injury in the field of school counseling. Poster presented at the annual UNCP Graduate Research Symposium, Pembroke, NC. (Mentored by Nicole Stargell)

Parisi, S.* (April 2020). Career counseling intervention proposal for Robeson County offender population. Poster presented at the annual UNCP Graduate Research Symposium, Pembroke, NC. (Mentored by Nicole Stargell)

Weaver, J. L.*, Adams, C., Austin, J.*, Dennis, F.*, Luo, Y., & Williams, N.* (March 2020). What can AARC do for graduate students and new professionals? American Counseling Association, San Diego, CA. (Conference cancelled due to COVID-19; Mentored by Nicole Stargell)

Sang, R.* (2020). The psychological and psychosocial impact of Female Genital Mutilation among immigrant/refugee women and girls. Three-Minute Thesis Presented at the annual UNCP Graduate Research Symposium, Pembroke, NC. (Mentored by Nicole Stargell)

Programs Highlights

2019: The Professional School Counseling Program established a school-based mental health agreement with Public Schools of Robeson County in a \$2.2 million, 5–year grant program to increase the pipeline of school counselors in Robeson County, NC

2019: The Graduate Certificate in Addiction Counseling (GCAC) was created and approved as a Criteria C designated program with the North Carolina Addictions Specialist Professional Practice Board (NCASPPB)

2019-2021: 20 GCAC students awarded a combined \$20,000 in scholarship funding from the North Carolina Governor’s Institute for Substance Abuse

2020: The Department of Counseling established the Play Therapy Graduate Certificate

2020: A Clinical Mental Health Counseling and GCAC student was awarded the prestigious National Board of Certified Counselors Minority Fellowship for Addictions Counselors in the amount of \$15,000

2020: The Department of Counseling was awarded a Department of Health and Human Services grant through SAMHSA in the amount of \$198,310 to integrate addictions counseling education and training in each core counseling course

In summer 2020, Dr. Nicole Stargell and Dr. Jonathan Ricks created the “Telecounseling Professional Development Series.” Four live webinars were provided on topics ranging from ethical considerations to techniques for telecounseling. Sessions specific to professional school counselors and clinical mental health counselors were held. Each session was recorded and is currently housed on the department’s website, including additional resources. Each webinar included current graduate students at UNC Pembroke and other institutions, practicing clinical mental health and professional school counselors, and counselor educators. The series had attendees from all North Carolina regions and participants from Virginia, South Carolina, and Florida.

In fall 2020, The Department of Counseling completed a successful accreditation site visit from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The Department of Counseling at UNC Pembroke hosted the 14th Annual Glen H. Walter Log-In Counseling Workshop on March 25th, 2021. The theme was “The Professional Counselor.” The keynote speaker was Dr. Jonathan Ricks (UNCP), presenting on “Activating the Healing Power of Children.”

The Department of Counseling’s student organization, Chi Sigma Iota Phi Sigma Chapter, hosted an induction ceremony on April 27th, 2021. The invited keynote speaker was Dr. Victoria Kress (Youngstown State University).