UNCP COUNSELING PROGRAMS
ASSESSMENT PLAN AND REPORT
2021-2022
Department of Counseling
School of Education
Programs:
MAED in Professional School Counseling
MAED in Clinical Mental Health Counseling

Contents

MISSION STATEMENT

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

STUDENT LEARNING 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

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 earn a passing score in order to enroll in Internship CNS 6120 (CMHC) or 6130 (PSC). The TC reports individual student scores to students, and overall program performance is reported to the program faculty for discussion at monthly counseling programs meetings, the annual advisory board meeting held each December, and on the Department of Counseling website.

The programs' ability to produce students who have successfully mastered the content in the core counseling areas, SLO 1.a – h, is also evaluated using scores on the NCE and the Praxis II. Participation in the Praxis II and the NCE is optional. Students can opt to sit for the NCE 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 UNCP students who test during internship II 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.

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.

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

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

the end of the semester using the CSS-R and APPR. This process occurs in CNS 6100 Practicum, CNS 6120 Internship I, and CNS 6120 Internship II.

If any field placement student earns a score of -1 or -2 on any item at midterm, they will be provided with concrete items from the CSS-R/APPR that should be attended to for the second half of the semester. The student is required to meet for a final individual session with the university supervisor, at which point the CSS-R/APPR will be completed again. No student may pass practicum with a final score of -2 on any item (i.e., final grade of F will be earned).

No student may pass CNS 6120 with a final score of -2 on any item.
Students may pass Internship I with no more than three final scores of -1 on the CSS-R.
Students may only pass Internship II with all final scores of 0 or better.

SLO 3
Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

Students' personal development, SLO 3, is assessed through self-evaluation using the PPR and PCA completed during their first semester (CNS 5000), when applying for practicum, and at the end of their last internship course. Also, the students' faculty advisors will complete the PCA and PPR at the time of their practicum application. In addition, site supervisors will provide a total of six PCA/PPR evaluations of students' personal and professional development throughout the three field placement courses.

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

MEASURES

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

The **Counseling Skills Scale-Revised (CSS-R)** is used to evaluate students' specialized skills in professional counseling practice. The CSS-R includes 19 items on a

5-point likert scale ranging from -2 (poor) to 2 (excellent). The CSS-R is used to assess students' skills in building the therapeutic relationship, encouraging exploration, encouraging insight, encouraging action/change, and managing the session.

The **Professional Competency Assessment (PCA)** is used to evaluate students' disposition, knowledge and skills in specific counseling domains. These items are informed by CACREP 2016 standards and NC Professional School Counseling Standards. The PCA is on a 5-point likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent). The PCA for CMHC assesses counseling foundations, counseling prevention and intervention, diversity and advocacy, assessment, research and evaluation, and diagnosis. The PCA for PSC assesses counseling foundations, counseling prevention and intervention, diversity and advocacy, assessment, research and evaluation, academic development, collaboration and consultation, and leadership.

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

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

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

CPCE, NCE, & Praxis II
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 in the counseling programs are required to pass the CPCE during CNS 6100 Counseling Practicum. If a student does not pass the CPCE at that time, that student is not permitted to register for CNS 6120 or CNS 6130 (Internship) until retaking and passing the CPCE. The exam is offered one time each summer, fall, and spring semester (a total of three times per year). Students who do not pass on the first attempt will create a written study plan and consult with their advisors about additional academic remediation or testing taking strategies as needed. Students in need of additional support for passing the CPCE are provided with information for UNCP Counseling and Psychological Services if test anxiety is present. Students are referred to UNCP SOAR

as needed, which provides academic coaching through the Center for Student Success. Students may continue to take non-field placement courses while working to pass the CPCE. If a student does not pass the CPCE, they are not permitted to complete internship and might not complete the degree within the six-year limit.

The CPCE and NCE are administered at Pearson Vue national testing centers located in various cities that can be chosen by each student. Testing centers are located within 45 minutes of our two locations (Pembroke and Wilmington). Students may choose any testing center at the location of their choice. 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 continuous quality improvement.

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 shortly after graduation. The Professional School Counseling Program Director communicates with the UNCP School of Education Licensure Office to obtain annual scores from the first day of summer semester of the beginning academic year to the last day of spring semester for the following year.

The CPCE, NCE, and Praxis II are disaggregated by program (CMHC and PSC). The counseling programs review composite data for each exam during counseling programs meetings and the annual advisory board meeting for program review. Review of exam scores allows faculty to compare students at UNCP to national means. The programs use the data to make decisions related to curriculum, teaching and learning, and field placement activities.

Only first attempt outcomes are reported and tracked for the CPCE, NCE, and Praxis II.

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 2022	87.5%	24	21	81.7	87.9
Fall 2021	73.5%	34	25	76.1	80.5
Summer 2021	100%	8	8	80.8	88.10
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 2021 – 22	**82%**	**66**	**54**	--	--
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 21, Fall 21, and Spring 22 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 2022	96%	23	22	105.44	108.65
Fall 2021	81%	16	13	126.50	106.46
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 2021 – 22	**90%**	**39**	**35**	--	--
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	--	--
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 2021 – 22	**96%**	**25**	**24**	**132-187**
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

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.

An 80% pass rate is the goal for the CPCE, NCE, and Praxis II. 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. 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 counseling faculty provide instruction regarding exam outcomes and integrate test areas throughout the curriculum. Faculty carefully interview students who did not pass the CPCE 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 spring 2022, but not for fall 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 even if they did not pass the CPCE. The 100% pass rate in spring 2020 was likely skewed because it included only three students who voluntarily took the exam. There was no summer 2020 CPCE, and students were one semester removed from core coursework in fall 2020, but they also had extra time to study, and the pass rate goal was met. Regarding the lower than average spring 2021 CPCE scores, ongoing COVID-19 effects might have still affected spring 2021 testers. CPCE Pass rates went back up for summer of 2021, but fell again in fall 2021.

Beginning fall 2016, students are required to pass the CPCE before transitioning from practicum to internship. This ensures that students have attained all core knowledge and are well-prepared to pass licensure exams. All students were permitted to progress to internship in fall 2020 even if they did not take or pass the CPCE in spring 2020. Students were initially told they must pass the CPCE during fall 2020 in order to progress to internship in spring 2021, but the testing registration and administration process was ineffective and stressful due to COVID, so students were permitted to progress in spring 2021 regardless. The low spring 2021 scores were likely due to students' hope/belief that they would once again be permitted to progress even if they did not pass. However, registration and testing conditions were acceptable in spring 2021, and students who did not pass were not permitted to progress, which likely contributed to the high summer 2021 pass rate. Fall 2021 scores did not meet the pass rate goal, but with an acceptable CPCE pass rate in spring 2022, it is our hope that we have regained the momentum we had created before COVID-19 and that pass scores will continue to be above 80% from here forward.

An 80% pass rate on the NCE was achieved every semester except fall 2018/spring 2019 (Hurricane Florence) and spring 2020 (COVID-19). Faculty expect NCE pass rates to continue at above 80% for upcoming administrations.

The target score was met for the Praxis II exam every year except 2019-2020, which was likely due to COVID-19. Students are well-prepared to pass the NCE and Praxis once they successfully pass the CPCE.

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

Data Analysis for SLO 2 & 3: PPR and PCA

PPR and PCA

SLO 2
Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.

SLO 3
Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

The PPR evaluates the student's professional, ethical, and academic behaviors. This information is used to determine students' strengths and weaknesses. Reflective feedback is useful in helping 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 06.01.2021—05.31.2022

Check Points		Student			Site-Supervisor					
		First Sem.	Mid-Point	Last Sem.	Pract Mid	Pract Final	Intern1 Mid	Intern1 Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	20	49	36	44	38	30	34	28	32
	M	4.12	4.40	4.65	4.11	4.25	4.44	4.55	4.27	4.46
	SD	0.73	0.54	0.36	0.67	0.61	0.60	0.52	.62	0.58
Foundations	N	20	49	36	44	38	30	34	28	32
	M	3.49	3.80	4.57	3.96	4.04	4.26	4.37	4.13	4.33
	SD	0.87	0.77	0.45	0.80	0.73	0.70	0.58	0.81	0.64
Counseling Prevention Intervention	N	20	49	36	44	38	30	34	28	32
	M	2.80	3.19	4.00	3.44	3.64	3.79	3.92	3.74	4.06
	SD	0.59	0.73	0.59	0.69	0.74	0.76	0.58	0.68	0.64
Diversity Advocacy	N	20	49	36	44	38	30	34	28	32
	M	2.96	3.39	4.13	3.47	3.68	3.94	4.13	3.85	4.20
	SD	0.89	0.85	0.78	0.87	0.86	0.84	0.82	0.88	0.72

Assessment										
	N	20	49	36	44	38	30	34	28	32
	M	2.79	3.03	4.11	3.39	3.59	3.96	3.97	3.83	4.13
	SD	0.68	0.81	0.66	0.82	0.84	0.89	0.72	0.67	0.74

Research Evaluation										
	N	20	49	36	44	38	30	34	28	32
	M	2.83	3.09	4.31	3.64	3.67	4.00	4.12	3.97	4.18
	SD	0.66	0.81	0.57	0.91	0.87	0.83	0.72	0.83	0.81

Diagnosis										
	N	20	49	36	44	38	30	34	28	32
	M	2.61	3.07	4.22	3.55	3.63	3.97	4.17	4.08	4.21
	SD	0.36	0.77	0.66	0.85	0.86	0.83	0.62	0.75	0.75

Table 3
PPR and PCA Data for PSC Program 06.01.2021—05.31.2022

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	12	17	33	30	29	20	17	30	29
	M	3.93	4.11	4.71	4.31	4.49	4.33	4.14	4.29	4.50
	SD	0.91	0.59	0.37	0.61	0.60	0.62	0.79	0.72	0.58
Foundations	N	12	17	33	30	29	20	17	30	29
	M	3.22	3.59	4.57	4.13	4.35	4.23	4.09	4.28	4.44
	SD	1.00	0.87	0.50	0.75	0.74	0.70	0.89	0.67	0.62
Counseling Prevention Intervention	N	12	17	33	30	29	20	17	30	29
	M	3.11	3.38	4.58	3.92	4.14	4.11	4.11	4.13	4.40
	SD	0.91	0.68	0.44	0.71	0.70	0.73	0.79	0.68	0.62
Diversity Advocacy	N	12	17	33	30	29	20	17	30	29
	M	3.23	3.65	4.63	4.04	4.14	4.15	4.02	4.17	4.40
	SD	1.09	0.91	0.48	0.69	0.82	0.76	0.86	0.74	0.62
Assessment	N	12	17	33	30	29	20	17	30	29
	M	3.05	3.13	4.33	3.65	3.88	3.91	3.90	3.95	4.30
	SD	1.12	0.78	0.53	0.79	0.83	0.64	0.77	0.68	0.71
Research Evaluation	N	12	17	33	30	29	20	17	30	29
	M	3.00	3.01	4.21	3.46	3.84	3.65	3.67	3.89	4.21

	SD	0.89	0.97	0.77	0.95	0.91	0.76	0.95	0.81	0.70

Academic Development	N	12	17	33	30	29	20	17	30	29
	M	3.03	3.09	4.23	3.48	3.75	3.73	3.85	3.85	4.28
	SD	0.95	0.94	0.68	0.95	0.94	0.67	0.90	0.75	0.77

Collaboration and Consultation	N	12	17	33	30	29	20	17	30	29
	M	3.11	3.14	4.33	3.78	3.96	4.00	4.06	4.05	4.38
	SD	1.19	0.77	0.64	0.83	0.88	0.71	0.83	0.74	0.65

Leadership	N	12	17	33	30	29	20	17	30	29
	M	3.00	2.75	4.22	3.58	3.72	3.48	3.88	3.78	4.03
	SD	0.84	0.57	0.68	0.83	0.96	0.55	0.89	0.76	0.79

Table 4
Advisor PPR for 2021-2022

	N	M	SD
CMHC	**39**	**4.59**	**0.76**
PSC	**26**	**3.20**	**1.21**

Use of PPR and PCA

SLO 2

Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.

SLO 3

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

The 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. On the PPR and all items of the PCA, mean scores increased from student-reported first semester to last semester. On the PPR and all items of the PCA, mean scores increased from supervisor report at practicum midterm to internship final.

Additionally, student progress is assessed at each faculty meeting. Students of concern are reported to advisors, and faculty discuss student progress at monthly meetings. Remediation plans are developed when appropriate. There were no formal remediation plans completed in 2021-2022. Students are also referred to other academic offices on campus for assistance, including but not limited to UNCP Center for Student Success, 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.

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.

Effectiveness: Data and Evidence

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 intuitional data is collected and evaluated: Grad Finale Survey Results (every Fall and Spring semesters), number of program graduates, completion rates data (collected from IR every Fall), and demographic profiles of students and faculty (collected from IR each Fall). The Counseling Programs also use information from an advisory board meeting conducted every fall 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).

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 2021, 15 PSC graduating students and 13 CMHC graduating student completed the survey. Out of the 28 participants, 50% (n = 14) rated their academic experience as 'Excellent' and 36% (n = 10) rated 'Very Good'. 14% (n=4) rated "good". On how well the counseling programs prepared them to practice in the counseling field, 57% (n = 16) reported 'Very Prepared' and 43% (n = 12) reported "Prepared".

During Spring 2022, 6 PSC graduating students and 10 CMHC graduating student completed the survey. Out of the 16 participants, 69% (n = 11) rated their academic experience as 'Excellent' and 25% (n = 4) rated 'Very Good'. 6% (n=1) rated "good". On how well the counseling programs prepared them to practice in the counseling field, 75% (n = 12) reported 'Very Prepared' and 25% (n = 4) reported "Prepared".

The following tables provide 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.

Fall 2022

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Opportunity for Interaction with Faculty	15	54	9	32	4	14	--	--	--	--

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Quality of Advising	16	57	8	29	4	14	--	--	--	--
Satisfaction with Academic Experience	14	50	10	36	4	14	--	--	--	--
Relevance of Practicum	14	50	6	21	5	18	2	7	1	4
Relevance of Internship	17	61	9	32	1	4	1	4	--	--

Spring 2022

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Opportunity for Interaction with Faculty	10	63	5	31	0	--	0	--	0	--
Quality of Advising	11	69	3	19	1	6	0	--	0	--
Satisfaction with Academic Experience	11	69	4	25	1	6	0	--	0	--
Relevance of Practicum	10	63	4	25	2	13	0	--	0	--
Relevance of Internship	12	75	4	25	0	--	0	--	0	--

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
2021 – 2022	**26**	**29**	**55**
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
2016-2017	**72.0%**	**94.7%**	**81.8%**
2012-2013	79.5%	50.5%	65%
2011-2012	83%	78%	80%

Total Enrollment

	PSC	CMHC	Total
Fall 2021	**76**	**101**	**187**
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 2021	**19**	**33**	**52**
Fall 2020	29	37	66
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	163	87.2
Male	24	12.8
Total	187	100

Student Race/Ethnicity	Total	%
African American/Black	56	30.0
American Indian/Native Alaskan	18	09.6
Caucasian/White	91	48.7
Hispanic/Latino/Spanish American	12	06.4
Multiracial	8	04.3
Other/Undisclosed	2	01.0
Total	187	100%

Alumni Survey (2021 – 2022) Responses

Participants	Employment	Salary
Total = 15 (PSC = 9 & CMHC = 6)	100% (N=15)	Less than $30K: (0%) N=0 $30 – 40K: (20%) N=3 $40 – 50K: (33%) N=5 $50 – 60K: (33%) N=5 No Response: (13%) N=2

How can counseling programs better prepare students for career and job seeking processes?
- Better communication about the LPC and LCMHC process
- Teach more of what really happens in a school such as MTSS and the paperwork side. Also, by being realistic about the role of a school counselor.
- Implementing more information about the reality of working with insurance companies. Posing different questions that may be important for students to ask in job interviews in case these topics are not fully discussed in a transparent way by potential employers (e.g., talking about turnover rates in a private practice, how many intake sessions are new hires expected to take on?, etc.) I'm in my first private practice job and it's nothing like what I thought it would be - I was completely overwhelmed by intakes during my first two weeks and I had no idea that working with insurance companies and having to make diagnoses in the first session would be so difficult in a real-life setting.
- Starting students in their licensure application during their first internship.
- I had no idea how to apply for my lcmhca and now it's been 3 months still processing
- I believe going in depth on the licensure process- how long it takes, the large requirement of money. I believe also explaining the process of how to apply to accept different insurances- like Medicaid- could help students further prepare.
- Nothing. I thoroughly enjoyed my professors at UNCP. Very informative and helpful.
- I think that having a class session in one of the School Counseling classes or Internship class could focus on preparing students for interview questions.

What did you learn as a student in the UNCP Counseling Programs that has been most important to you in your career?
- Diagnosis
- To advocate
- Having practicum and internship experiences to draw from has been SO important as I'm starting out. Having some of the other classes such as loss and grief issues, issues in addictions, and family counseling theories have proven to be helpful so far, and I would say that the diagnosis class has been the biggest help in my career so far.
- Research
- Building relationships and techniques for counseling
- Counseling techniques; All of my classes added value to my career as a counselor.
- Diversity, Inclusion, and overall helping the wellbeing of the client.
- Self Care
- All of it has been helpful!
- I believe that my counseling skills and techniques class, as well as, groups was the most beneficial in terms of helping others. With that being said, creating built in networks in internship and emphasizing self care has helped my career as a counselor tremendously. Dr. Small very much instilled this within his classes and focused heavily on building relationships.

Employer Survey (2021 – 2022) Responses

Participants	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
N = 3	n	%	n	%	n	%	n	%	n	%	n	%
The graduate possesses sufficient knowledge and clinical skills to adequately perform the tasks of a counselor.	1	33%	2	67%	-	-	-	-	-	-	-	-
The graduate works well with clients, co-workers, supervisors, administrators, students, and/or parents.	2	67%	1	33%	-	-	-	-	-	-	-	-
The graduate demonstrates effective counseling skills and implements individual and group counseling effectively in your setting.	1	33%	2	67%	-	-	-	-	-	-	-	-
The graduate effectively intervenes in crises.	2	67%	1	33%	-	-	-	-	-	-	-	-
The graduate demonstrates multicultural competence when working with clients and/or students.	2	67%	1	33%	-	-	-	-	-	-	-	-
The graduate demonstrates ethical practice in all areas of professional practice.	2	67%	1	33%	-	-	-	-	-	-	-	-

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?

• Introduce counseling students to the biological science of regulating the nervous system so that clients can function with pre-frontal cortex in generating options and possibilities for themselves and their situations. Continue to emphasize the value of expressive arts that provide nonverbal means of expression and ventral vagal familiarity. Incorporate an understanding of how indigenous healing practices may be helpful in developing an integrative approach - curanderismo, Santeria, chanting, drumming, mediation, smudging, anointed oil, full moons. Continue to prepare students for ethical tele counseling.

- Incorporate training around 504s, Suicide Ideation, and MTSS. Taking the time to address what is assigned in the real SC world whether it fits our "job" or not.

FTE Tracking Data

Target= 10:1

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	5.00	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	8.00	1035	86.25	10.78:1
Fall 2014	27	9.00	1068	89	9.88:1
Fall 2015	31	10.00	1164	97	9.70:1
Fall 2016	29	9.66	1176	98.5	10.20:1
Fall 2017	34	11.00	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	14.00	1674	139.5	9.96:1
Fall 2021	41	13.67	1449	120.75	8.84:1

ASSESSMENT RESULTS MATRIX

Goals	Objectives	Assessment Method(s)	Assessment Results	Use of Results
[SLO 1] Demonstrate knowledge in the core areas of counseling for the purposes of conceptualizing the self of the counselor and clients. Students will analyze the major concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following core knowledge areas.	1. 80% Pass Rate on Counselor Preparation Comprehensive Examination (CPCE)	CPCE assessed during fall, spring, and summer semesters	82% Pass Rate (See Table 1)	1) Discussed results in faculty meeting. 2) Reported results to CACREP. 3) Report made available on program website. 4) Faculty included exam preparation materials in courses. 5) New testing resources were identified for students (UNCP SOAR, UNCP CAPS, aatbs.com)
	2. 80% Pass Rate on National Counselor Examination (NCE)	NCE assessed during fall and spring semesters	90% Pass Rate (See Table 1)	
	3. 80% Pass Rate on Praxis II (only for PSC students)	Praxis II assessed during fall and spring semesters	96% Pass Rate (See Table 1)	
[SLO 2] Develop specialized knowledge and skills in	1. Above average of 3 (Fair) on all categories of	Site-supervisors complete the	-Site supervisors had above 3 (Fair)	1) Reported results to CACREP. 2) Report made available on program website.

				3) Conduct regular check-in with site supervisor.
either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.	Professional Competency Assessment (PCA) and Professional Performance Review (PPR)	PCA/PPR during the three field placement courses at midterm and final exam periods (6 check points).	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).	
[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) and Professional Performance Review (PPR)	PCA/PPR is administered during students' first semester, pre-practicum, and last semester (3 check points).	-Students had average above 3 (Fair) in all check points after first semester (see Table 2 & 3) -Mean increased from first to last check points for all items.	1) Reported results to CACREP. 2) Report made available on program website. 3) Students of concerns were reported and discussed during monthly meetings. 4) Students were offered resources and referrals.
	2. Above average of 3 (Fair) on faculty advisor evaluation of Professional Performance Review (PPR).	PPR is administered during students' pre-practicum semester.	-Students had average above 3 (see Advisor PPR; Table 4)	

2021 – 2022 Counseling Programs Highlights

Bold indicates UNCP Department of Counseling Affiliation
*indicates a student

Publications
Peer-Reviewed:
Akers, W. P., Cashwell, C. S., & Blake, S. (2021). Relationship satisfaction and outness: The impact of the closet on connection. *Sexual and Relationship Therapy*. https://doi.org/10.1080/14681994.2021.1937597

Akers, W. P., Cashwell, C. S., & Blake, S. (2021). Images of resilience: Outness in same-gender romantic relationships. *Journal of LGBT Issues in Counseling*, *15*(2), 168-194. https://doi.org/10.1080/15538605.2021.1914272

Esfeld, J., Pennings, K., Rooney, A., & **Robinson**, S. (2021). Integrating trauma-informed yoga into addiction treatment. *The Journal of Creativity in Mental Health.* https://doi.org/10.1080/15401383.2021.1972067

Ricks, J. R., & Warren, J. M. (2021). Experiences of successful first-generation college students with college access. *Journal of School Counseling*, (8). http:/www.jsc.montana.edu/ articles/v19n8.pdf

Woodside, S. G., Savage, T. E., **Stargell**, N. A., Hardy, V. L., **Akers**, W. P., Chae, K. B., Locklear, C., Jones, S. J., Peele, J. A.*, & Pryor, S. D.* (2022). *Partnerships to address school safety through a student support lens*. International Journal of School Social Work, 7(1). https://doi.org/10.4148/2161-4148.1086

Books and Chapters
Akers, W. (Counseling), Cashwell, C.S. & Blake, S. (2021). *Relationship satisfaction and outness: The impact of the closet on connection.* Sexual and Relationship Therapy, 34 (6). https://doi.org/10.1080/14681994.2021.1937597

Newsletters:
Akers, W. P. (Spring 2021). Healing our communities, healing ourselves: Self-care in social justice work. AGLBICNC News (Official Newsletter of the Association for Gay, Lesbian, and Bisexual Issues in Counseling of North Carolina), 13-16. https://nccounselingassociation.files.wordpress.com/2021/ 03/2021-spring-aglbicnc-newsletter.pdf

Burgess, E. B.* & **Ricks**, J. R. (2021). Jumbled up by Jungian? Four takeaways about Jungian analytical play therapy from a counselor-in-training. *Association of Child and Adolescent Counseling - North Carolina Newsletter*.

Ricks, J. (Counseling). (2021). *Helping the helpers: Play therapists' self-care*. North Carolina Association for Play Therapy. NCAPT Newsletter – December 2021-January 2022.

Ricks, J. R. (2021). Preparing counselors-in-training to provide humanistic counseling to children. *Association of Humanistic Counseling Newsletter.* https://www.humanisticcounseling.org/news/preparing-counselors-in-training-to-provide-humanistic-counseling-to-children

Ricks, J R. (2021). UNC Pembroke bringing play therapy training to Southeastern North Carolina. NCAPT Newsletter – October 2021.

Ricks, J. R. (Counseling) and **James**, M.*. *A school counseling graduate student's effort to close the achievement gap*. Counselors for Social Justice Quarterly Newsletter, February 2022. https://www.counseling-csj.org/uploads/1/2/3/6/123630265/csj_february_2022_newsletter.pdf (National)

Simon, S. (2021). Post Defense Depression: Becoming a Doctor in Covid-19, *Carolina Counselor, Fall 2021.*

Stargell, N.A. interviewed in Hunter, T. C. (2021). As school year nears, debate continues about benefits and harm in wearing masks. *The Robesonian* (expert informer). Retrieved from https://www.robesonian.com/news/148887/as-school-year-nears-debate-continues-about-benefits-and-harm-in-wearing-masks

Grants/Funding

Locklear, C. E., **Stargell**, N. A., Schlosser, T., Robinson, S., Warren, J., Fiorentino, L., & Freeman, L. L. (2020-2024). UNCP College of Health Sciences - NC Office of Rural Health Community Health Worker Project. NC Office of Rural Health. $345,000 funded.

Ricks, J. R., Warren, J. M., **Mauk**, G., Jones, S., **Unger**, D., Bullard, R., Hawks, J. D., & Wooten, S. (2019-2023). School Counseling Opportunities in Robeson Education (SCORE). Mental Health Service Professional Demonstration Grant. U.S. Department of Education. $2,200,000 Funded.

Woodside, S., Locklear, C., & **Stargell**, N. (2021-2023). OPportunities To Integrate Mental health In SouthEastern Rural NC (OPTIMISE Rural NC). Mental and Behavioral Health Education and Training Grants, HRSA-21-089. $1,913,297 Funded.

Robinson, S., Akers, W. & Stargell, N. (2022) Enriching graduate counseling students' professional identity through experiential engagement in the North Carolina Counseling Association. $2,649 Funded

Robinson, S.R., Warren, J. **Unger**, D. & **Akers**, W. (2020-2022). UNCP's Department of Counseling Addiction Treatment Immersion Initiative (Project No. 1H79FG000086-01) [Grant]. SAMHSA. $198,310. https://www.samhsa.gov/grants/grant-announcements/fg-20-001

Robinson, S.R. (2021-2022). UNCP's Department of Counseling GCAC Grant. *NC Governor's Institute*. $13,700.

Presentations
<u>National:</u>
Akers, W. (2021, October). *Answering our call to action: Counselors as co-conspirators in advocacy with intersectional queer and trans youth.* Presentation delivered at the annual conference for the Society of Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE), Virtual.

Akers, W. **Wasson** S.*, Dampf, B.*, & Taylor, Z.* (2021, October). *Opportunities and barriers: Queer and trans identity self-disclosure in counselor education, supervision, and clinical settings.* Presentation delivered at the annual conference for the Society of Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE), Virtual.

Akers, W. & White, M. E. (2021, October). *To be, or not to be: Navigating queer and trans self-disclosure in counselor education and supervision.* Presentation delivered at the biennial conference for the Association for Counselor Education and Supervision (ACES), Atlanta, GA.

Barber-Lester, K., & **Simon**, S. (2021). *Supporting, empowering, and engaging Queer Youth through Children's Literature*. Carolina Conference on Queer Youth, October 2021;

Behun, J., & **Stargell**, N. A., (April 2021). *Create a successful regional or statewide networking event.* Presented at the Chi Sigma Iota Regional Chapter Development Summit, virtual meeting.

Kress, V. E. & **Stargell, N.** (2021). *Back to school: Supporting higher education student mental health in the COVID-19 era.* Presented in Pearson's Digital Learning NOW Webinar series.

Mauk, G. & Garris, M. B. *Being a lighthouse on the shore of the stormy sea of grief: Supporting loss-affected youth*. Concurrent session presentation at the National Youth Advocacy and Resilience (NYAR) Conference, Savannah,

Nice, M.*, Lewis, O.*, Budesa, Z.*, Irvine, T.*, **Stargell**, N. & Whisenhunt, J. (2021). *Membership in AARC: A gathering space for graduate students and new professionals.* Presented at the annual conference for the Association for Assessment and Research in Counseling, Cincinnati, Ohio.

Ricks, J. (Counseling) *Child-teacher relationship training: An approach for school counselors to support students and teachers*. Presented at National Evidence-Based School Counselor Conference, virtual.

Robinson, S. & **Akers, W.** & Warren, J. *Are counseling students prepared? Ethical implications associated with increasing addiction-specific education in core counseling curriculum.* Presentation delivered at the annual Law and Ethics in Counseling Conference, New Orleans, LA.

Stargell, N. A., Craigen, L., Bradley, N., Whisenhunt, J. L., & Kress, V. E. (2021). *Cultivating strength and resilience: A relational-cultural model to supervision*. Presented at the annual Association for Humanistic Counseling Conference, virtual meeting.

Stargell, N. A. (2021). *Humanistic telemental health counseling: Cultivating strength and resilience.* Presented at the annual Association for Humanistic Counseling Conference, virtual meeting.

Stargell, N. (Counseling) (2021). *Safety assessment and planning in telecounseling.* Invited webinar presentation for Chi Sigma Iota International.

Stargell, N. (2021). *Telemental health counseling: Ethical, legal, and practical considerations.* Invited webinar presentation for Chi Sigma Iota International.

Stargell, N., & Whisenhunt, J. (2021). *The importance of finding meaning in life, positive religious coping, and social support in mental health: A multiple linear regression analysis with reliability coefficients.* Presented at the annual conference for the Association for Assessment and Research in Counseling, Cincinnati, Ohio.

Regional/State:
Whitney Akers (Counseling) White, M. E., Dampf, B.*, & Wasson, S.* *Queer and trans identity disclosure: Navigating outness in counseling, supervision, and counselor education roles*. Presentation delivered at the Annual North Carolina Counseling Association Conference, Virtual

Ricks, J. (2022) *Small group counseling for elementary students*. Presented at North Carolina School Counselor Association Sandhills Drive-in Workshop, virtual.

Robinson, S. & **Akers, W.** & Warren, J. *Challenging the Status Quo: Implementation of Addiction-Focused Education and Whole Client Care in Counselor Education Programs*. Presentation delivered at the Annual North Carolina Counseling Association Conference, Virtual

Robinson, S., Akers,W., Unger, D, Warren, J. & **Coulsting**, B.* (2021, October). *Pedagogy meets practice: Integrating addiction counseling competencies into CACREP curriculum.* Presentation delivered at the biennial conference for the Association for Counselor Education and Supervision (ACES), Atlanta, GA.

Stargell, N. (2022) *I'm so stressed out! The school counselor's role in addressing the increase in anxiety, stress, and depression in students as a result of the pandemic*. Invited Webinar Presentation for the North Central School Counselor Association, Sandhills Region.

Stargell, N. A. (April 2021). *Virtual learning tools: Engaging students and their caregivers, building relationships, and meeting with individuals and small groups online.* Presented at the annual conference for the North Carolina School Counseling Association Sandhills Region.

Stargell, N. (2021). *Counseling and technology: Telecounseling techniques, tips, and tricks.* Invited Webinar Presentation for the Greater Cincinnati Counseling Association Fall Networking Event.

Stargell, N. (2021). *Telemental health counseling: Considerations for counselor educators and supervisors.* Invited Webinar Presentation for the North Central Association for Counselor Education and Supervision

Nicole Stargell (Counseling) & **Valenzuela*** (2022). *A commitment to thrive: Fifty tips and tricks for counselor self-care.* Presented at the annual conference for the North Carolina Counseling Association, virtual meeting;

Stargell, N. A., **Valenzuela**, S.* & Moody, B.* (2022). *Responding to racism: Practical ways to promote change*. Presented at the annual conference for the North Carolina Counseling Association, virtual meeting

Local:
Akers, W. (2022) offered reduced fee counseling services in Greensboro, NC

Akers, W. P. (2021, August). *Basic helping skills for working with LGBTQ+ students.* Training delivered at the Bi-Annual UNCP School of Education Teacher Internship Orientation Seminar, Pembroke, NC.

Akers, W., **Simon**, S., **Wasson**, S.* (2021). *To Be Well & Trans: Facilitating Wellness in Trans Communities,* Presented for CSI PDA Series, November 2021.

Mauk, G. & **Ricks**, J. (2021, September). *Needs assessment and program evaluation in K-12 schools.* Presented to school counselors at Public Schools of Robeson County.

Mauk G., & **Stargell, N.** (2022). *Suicide postvention.* Invited presentation for Public Schools of Robeson County as part of the SCORE Grant.

Ricks, J. (2021). *School counselor and administrator alliance.* Presented to school counselors at Public School of Robeson County.

Ricks, J. (2021, October). *Social and emotional learning strategies.* Presented to school counselors at Bladen County Schools.

Ricks, J. R. (2021, July). *Supporting the mental health of school staff.* Presented to school counselors at Public Schools of Robeson County.

University:
Akers & Stargell (Counseling) *Basic helping skills for educators*. Training delivered for the UNCP School of Education Strategic Planning Student Success Committee, Pembroke, NC.

Coulsting, B. T.* & **Robinson**, S. (2021, April). *Combating vicarious trauma through the use of exercise for self-care.* Presented at the 2021 UNCP Graduate Research Symposium. Virtual.

Ricks, J. R. (2021, April). *Bringing the play therapy profession to Pembroke*. Presented at UNCP Teaching and Learning Center professional development.

Rose, A. F.* & **Robinson**, S. (2021, April). Harm Reduction: What's the Fuss? Presented at the 2021 UNCP Graduate Research Symposium. Virtual.

Simon (Counseling) was a guest speaker on Clinical Considerations When Working with Gender Expansive Populations at Hood College, Frederick, MA.

Stargell (Counseling) H*elping skills for mentoring students*. Invited presentation for the UNCP Department of Biology as part of the COMPASS2 NSF Grant.

Professional Service
International:
Robinson Subject Matter Expert, International Certification & Reciprocity Consortium, Advanced Alcohol & Drug Counselor Examination Item Writer

Stargell (Counseling) served as a Chi Sigma Iota International Research Grant Competition Reviewer

Stargell (Counseling) served as a Chi Sigma Iota International Essay Contest with CACREP Competition Reviewer

National:
Akers Member (December 2018-Present), SAIGE Research and Scholarship Committee

Whitney Akers Mentor (July 2019-Present), SAIGE Emerging Leaders Program

Akers Reviewer/Member (February 2018-Present), The Journal of LGBT Issues in Counseling Editorial Review Board

Akers Professional Trustee: Research and Scholarship (Elected July 2021-Present), Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)

Robinson (Counseling) serves as a member of a CACREP Site Visit Team.

Stargell is the co-Chair of the Association for Assessment and Research in Counseling's Emerging Leader Program, April 2016-Present.

Stargell is a member of the editorial board for the Measurement and Evaluation in Counseling and Development Journal, January 2015-Present.

Stargell is the Associate Editor for the Chi Sigma Iota Exemplar, August 2019-Present.

Stargell serves as a Subject Matter Expert for the National Board for Certified Counselors.

Regional/State:
Akers, W. Reviewer/Member (July 2021-Present), Teaching and Supervision in Counseling Editorial Review Board

Akers, W. President Elect (July 2021-Present), Association for Lesbian, Gay, Bisexual, Transgender Issues in Counseling of North Carolina

Akers, W. Newsletter Editor (February 2021-Present), Association for Lesbian, Gay, Bisexual, Transgender Issues in Counseling of North Carolina

Akers, W. Newsletter Editor (February 2021-Present), North Carolina Addiction and Offenders Counselor Association (NCAOCA)

Akers, W. Vice President (September 2020-Present), North Carolina Addiction and Offenders Counselor Association (NCAOCA)

Ricks, J. Board Member, Association of Child and Adolescent Counseling - North Carolina, (August 2019 – present)

Ricks, R. Board Member, North Carolina Association for Play Therapy (July 2021 – present)

Ricks, J. Coordinates North Carolina School Counselor Association 2021 Sandhills Drive-In Conference, April 23, 2021.

Ricks, J. SACES 2021 Awards Committee Reviewer (August 2021) Southern Association of Counselor Education and Supervision

Ricks, J. (Counseling) serves as a Board Member for the NC Association of Play Therapy; serves as a Board member for the Association of Child and Adolescent Counseling North Carolina; serves on the North Carolina School Counseling Diamond Award Committee; serves as the

Graduate Student Poster Presentation Coordinator, Conference Committee, NC School Counselor Association Annual Conference, Concord, NC

Robinson, S. President, North Carolina Addictions and Offender Counselor Association

Stargell, N. is a member of the editorial board for the Teaching and Supervision in Counseling and Development Journal, June 2021-Present.

Stargell, N. is the Editor of the North Carolina Counseling Association's Carolina Counselor, August 2018-Present.

University/ Local:
Akers • Program Director (July 2019-Present), UNCP Clinical Mental Health Counseling Program in the Department of Counseling. • Chair (August 2017-Present), UNCP Trans Awareness Week Committee • Member (February 2021-Present), Department of Counseling Online Education Taskforce • Member (March 2020-Present), Graduate Certificate in Addictions Counseling (GCAC) Scholarship Committee. • Interprofessional Education (IPE) Clinical Mental Health Counseling Program Co-Coordinator (January 2019-Present), Interdisciplinary simulation for the College of Health Science's Nursing Leadership course • Member (September 2017-Present), UNCP Campus Health and Safety Committee

Akers (Counseling) serves as the Co-Lead (September 2021-Present), Student Success Team, School of Education Strategic Plan Committee

Mauk elected member of the Scotland County Schools Board of Education

Robinson Graduate Certificate in Addiction Counseling Coordinator, CACREP Liaison, Wilmington Initiative Coordinator, SAMHSA Grant GA Supervisor; Hawk Assistant Supervisor

Stargell is a member of the UNCP Institutional Review Board, February 2016-Present.

Stargell serves as Chairperson for the Department of Counseling

Stargell is the Chapter Faculty Advisor for the Phi Sigma Chapter of Chi Sigma Iota, May 2015-Present.

Stargell is the Testing Coordinator for the Department of Counseling, August 2014-Present.

Awards
Jonathan Ricks (Counseling) North Carolina school counselor diamond award. Presented at North Carolina School Counselor Association Sandhills Drive-in Workshop, virtual.

Nicole Stargell awarded the Association for Humanistic Counseling Humanistic Counselor Award 2021

Student Highlights
Wasson, S.*, & **Akers**, W. P. (2021, April). *Photovoice approach to exploring Black LGBTQ+ young adults' experiences of identity disclosure within their family systems. S*tudent presentation delivered at the UNCP Graduate Research Symposium and winner of 3rd place Poster

Competition, Pembroke, NC. Whitney Akers (Counseling) mentored recently graduated students in starting their private practices, gaining licensure, and counseling LGBTQIA+ clients.

Jonathan Ricks served as a mentor for 6 graduate Counseling students participating in the 2021 UNC Pembroke Graduate Research Symposium with their poster presentations.

Nicole Stargell served as a mentor for 2 graduate Counseling students participating in the 2021 UNC Pembroke Graduate Research Symposium with their poster presentations.

Programs Highlights

The UNCP Department of Counseling moved from the College of Health Sciences to the School of Education.

The UNCP Department of Counseling hired four one-year faculty to replace several faculty who resigned in the 2020-2021 academic year. These faculty did not have research or service expectations through the one-year contract, but still contributed to the efforts above in various ways.

The UNCP Department of Counseling successfully hired three permanent tenure-track Assistant Professors to start Fall 2022. One search was left unfilled and is planned to be filled for a fall 2023 start. These four positions have been converted back to permanent tenure-track; they were temporarily converted to one-year contracts for the 2021-2022 academic year only.

The Department of Counseling's student organization, Chi Sigma Iota Phi Sigma Chapter, hosted its annual induction ceremony on April 11th, 2022. The keynote speaker was Dr. Steven Allman (UNCP Department of Counseling Alum and Chair of the LPCANC Advocacy Committee; Lifetime CSI Phi Sigma Member).

The Department of Counseling at UNC Pembroke hosted the 15th Annual Glen H. Walter Counseling Workshop on April 29, 2022. The theme was "Wellness and Social Justic." The keynote speaker was Dr. Sam Simon (UNCP), presenting on "The Intersection of Wellness and Social Justice."