

**COUNSELING PROGRAMS**  
**ASSESSMENT PLAN AND REPORT**  
**2022-2023**

Department of Counseling  
School of Education

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

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## **MISSION STATEMENT**

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

## **STUDENT LEARNING 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

### 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.

**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 passing scores (Fall 2013 through Summer 2018). During these five years, a passing scores was calculated using the national exit exam scores and subtracting one standard deviation from the national mean score. The Counseling Department Testing Coordinator (TC) coordinates the administration of the CPCE during the CNS 6100 Counseling Practicum course. All CNS 6100 students are required to earn a passing score in order to enroll in Internship CNS 6120 (CMHC) or 6130 (PSC). The TC reports individual student ourcomes 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 if they choose. 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, Internship I, and Internship II.

If any field placement student earns a score of -1 or -2 on any item at midterm, they will be provided with concrete items from the CSS-R/APPR that should be attended to for

the second half of the semester. The student is required to meet for a final individual session with the university supervisor, at which point the CSS-R/APPR will be completed again.

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

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

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

### **SLO 3**

*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.

### **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 or less 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 2023	75%	16	12	78.6	82.9
Fall 2022	76%	25	19	81.8	80.6
Summer 2022	100%	5	5	75.0	85.4
Spring 2022	87.5%	24	21	81.7	87.9
Fall 2021	73.5%	34	25	76.1	80.5
Summer 2021	100%	8	8	80.8	88.1
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 2022 – 23*	<b>78%</b>	<b>46</b>	<b>36</b>	--	--
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 22, Fall 22, and Spring 23 administrations. Each university that administers the exam determines the CPCE passing score. UNCP's passing score of 70 was determined by a five-year average of passing scores calculated by subtracting one standard deviation from the national mean score for each administration.

<b>NCE Pass Rates</b>					
<b>Semester</b>	<b>Pass Rate</b>	<b># of Students Tested</b>	<b># of Students Passed</b>	<b>UNCP Mean</b>	<b>National Mean</b>
Spring 2023	83%	12	10	119.0	115.7
Fall 2022	83%	12	10	119.0	110.0
Spring 2022	96%	23	22	105.44	108.65
Fall 2021	81%	16	13	126.50	106.46
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
<b>Overall 2022 – 23</b>	<b>83%</b>	<b>24</b>	<b>20</b>	--	--
<b>Overall 2021 – 22</b>	<b>90%</b>	<b>39</b>	<b>35</b>	--	--
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.

<b>Praxis II (5421) Pass Rate</b>				
<b>Semester</b>	<b>Pass Rate</b>	<b># of Students Tested</b>	<b># of Students Passed</b>	<b>UNCP Score Range (NC Qualifying Score = 156)</b>
Overall 2022 – 23	<b>78%</b>	<b>18</b>	<b>14</b>	<b>135-183</b>
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 passing score for the CPCE set by the Department of Counseling is 70/136. The pass rate for fall 2022 (76%) and spring 2023 (75%) did not meet our goal. We will continue to explore study materials that can best support our students without adding additional financial burden to students. Students who do not pass the CPCE on the first attempt create a study plan with their advisor and are referred to campus resources that can provide tutoring and address test anxiety.

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.

An 80% pass rate on the NCE was achieved each semester: Fall 2022 (83%) and Spring 2023 (83%). Faculty expect NCE pass rates to continue at above 80% for upcoming administrations.

Although the 80% threshold was not met for students who took the Praxis II this year (78%), three of the four students who didn't pass the Praxis on their first attempt earned a passing score on subsequent attempts.

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 06.01.2022—05.31.2023**  
 1=poor, 2=fair, 3=good, 4=very good, and 5=excellent

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	26	45	47	34	32	31	34	41	37
	M	4.01	4.33	4.59	4.10	4.38	4.13	4.40	4.26	4.50
	SD	0.79	.61	0.44	.77	.58	.65	.53	.56	.49
Foundations	N	26	45	47	34	32	31	34	41	37
	M	3.17	3.73	4.48	3.91	4.07	3.94	4.24	4.32	4.39
	SD	0.89	.88	0.54	.95	.89	.80	.64	.70	.61
Counseling Prevention Intervention	N	26	45	47	34	32	31	34	41	37
	M	2.84	3.01	4.09	2.84	3.19	3.20	3.77	3.54	3.75
	SD	0.74	.76	0.62	1.18	1.11	.82	.81	.86	.97
Diversity Advocacy	N	26	45	47	34	32	31	34	41	37
	M	2.88	3.13	4.28	2.77	3.28	3.00	3.77	3.89	4.13
	SD	0.75	.78	0.65	1.65	1.57	1.29	1.10	.94	1.07
Assessment	N	26	45	47	34	32	31	34	41	37
	M	2.81	2.92	4.26	3.07	3.59	3.15	3.83	3.86	3.97
	SD	0.76	.69	0.64	1.30	.95	1.33	.93	.97	1.09
Research Evaluation	N	26	45	47	34	32	31	34	41	37
	M	2.87	2.90	4.27	3.41	3.72	3.51	4.12	3.99	4.19
	SD	0.78	.68	0.76	.97	1.13	.92	.71	.80	.80
Diagnosis	N	26	45	47	34	32	31	34	41	37
	M	2.77	2.87	4.29	3.24	3.52	3.53	4.01	4.13	4.13
	SD	0.74	.67	0.65	1.27	1.32	.95	.85	.72	1.08

**Table 3**  
**PPR and PCA Data for PSC Program 06.01.2022—05.31.2023**  
 1=poor, 2=fair, 3=good, 4=very good, and 5=excellent

Check Points		Student			Site-Supervisor					
		First Sem.	Mid-Point	Last Sem.	Prac Mid	Prac Final	Intern I Mid	Intern I Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	9	22	27	26	16	27	27	19	24
	M	4.12	4.44	4.80	4.30	4.55	4.50	4.43	4.45	4.31
	SD	.81	.53	.33	.65	.50	.45	.60	.52	.74
Skills and Practices	N	9	22	27	26	16	27	27	19	24
	M	1.75	3.26	4.59	4.10	4.31	4.39	4.26	4.28	4.15
	SD	2.20	1.57	.58	.81	.72	.62	.83	.59	.84
Counseling Prevention Intervention	N	9	22	27	26	16	27	27	19	24
	M	1.32	2.82	4.53	3.70	4.03	4.23	4.28	4.13	4.14
	SD	1.92	1.61	.45	1.19	.98	.67	.62	.75	.78
Diversity Advocacy	N	9	22	27	26	16	27	27	19	24
	M	2.07	3.30	4.58	3.94	4.16	4.15	4.14	4.19	4.13
	SD	2.29	1.70	.54	1.0	.82	.60	.90	.77	.77
Assessment	N	9	22	27	26	16	27	27	19	24
	M	1.46	2.41	4.45	3.60	3.79	3.68	3.95	4.02	4.19
	SD	2.11	1.92	.53	1.37	1.34	1.27	.95	.83	.76
Research Evaluation	N	9	22	27	26	16	27	27	19	24
	M	1.07	2.23	4.30	3.40	3.31	3.66	3.94	3.95	3.97
	SD	1.88	1.94	.69	1.65	1.70	.96	.95	1.03	.87
Academic Development	N	9	22	27	26	16	27	27	19	24
	M	1.04	2.36	4.15	3.17	3.60	3.88	3.87	3.59	3.72
	SD	1.64	1.79	1.09	1.67	1.47	.99	1.07	1.33	1.06
Collaboration and Consultation	N	9	22	27	26	16	27	27	19	24
	M	1.33	2.56	4.29	3.45	3.72	4.03	4.10	3.89	4.02
	SD	2.03	1.84	.82	1.42	1.26	.99	.79	.86	.83
Leadership	N	9	22	27	26	16	27	27	19	24
	M	1.12	2.31	4.24	3.13	3.09	3.48	3.77	3.99	3.83
	SD	1.83	1.77	.82	1.43	1.64	1.23	1.05	1.05	1.04

**Table 4**  
**Advisor PPR for 2022-2023**

	N	M	SD
<b>CMHC</b>	40	2.63	1.65
<b>PSC</b>	19	2.42	.97

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

**Use of PPR and PCA**

**SLO 2**

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

**SLO 3**

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

The Professional Performance Review is a set of 13 questions used to evaluate students' professional, ethical, and academic behaviors. The PPR is on a 5-point likert scale (1=poor, 2=fair, 3=good, 4=very good, and 5=excellent) and a composite score is reported for this scale. The PCA is aligned with the 2016 CACREP standards, and all items are reported separately.

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

On the PPR and PCA, supervisor-reported mean scores increased from practicum 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 was one formal remediation plans created for a student in the 2022-2023 academic year. The student did not complete the plan and is no longer in the program. 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, 22 students were inducted into the UNCP Phi Sigma chapter of Chi Sigma Iota in 2023. This induction and overall membership in the society signify faculty's and students' ongoing dedication to the counseling profession and exemplify academic and professional achievement.

**ASSESSMENT RESULTS MATRIX**

<b>Goals</b>	<b>Objectives</b>	<b>Assessment Method(s)</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p><b>[SLO 1]</b> 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.</p>	1. 80% Pass Rate on Counselor Preparation Comprehensive Examination (CPCE)	CPCE assessed during fall, spring, and summer semesters	78% Pass Rate (See Table 1)	<ol style="list-style-type: none"> <li>1) Discussed results in faculty meeting.</li> <li>2) Reported results to CACREP.</li> <li>3) Report made available on program website.</li> <li>4) Faculty included exam preparation materials in courses.</li> <li>5) New testing resources were identified for students (UNCP SOAR, UNCP CAPS, aatbs.com)</li> </ol>
	2. 80% Pass Rate on National Counselor Examination (NCE)	NCE assessed during fall and spring semesters	83% Pass Rate (See Table 1)	
	3. 80% Pass Rate on Praxis II (only for PSC students)	Praxis II assessed during fall and spring semesters	78% Pass Rate (See Table 1)	
<p><b>[SLO 2]</b> Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.</p>	1. Above average of 3 (Good) on all categories of Professional Competency Assessment (PCA) and Professional Performance Review (PPR)	Site-supervisors complete the PCA/PPR during the three field placement courses at midterm and final exam periods (6 check points).	-Site supervisors rated above 3 (Good) at all six check points for both programs with the exception of two CMHC categories at checkpoint 1 (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).	<ol style="list-style-type: none"> <li>1) Reported results to CACREP.</li> <li>2) Report made available on program website.</li> <li>3) Conduct regular check-in with site supervisor.</li> </ol>
<p><b>[SLO 3]</b> Evidence an ongoing and progressive commitment to</p>	1. Above average of 3 (Good) on self-evaluation of Professional	PCA/PPR is administered during students' first	-Students had average above 4 (Very Good) in all categories	<ol style="list-style-type: none"> <li>1) Reported results to CACREP.</li> <li>2) Report made available on program website.</li> </ol>

personal and professional growth, self-reflection, and self-evaluation.	Competency Assessment (PCA) and Professional Performance Review (PPR)	semester, pre-practicum, and last semester (3 check points).	at final checkpoint (see Table 2 & 3) -Mean increased from first to last check points for all items.	3) Students of concerns were reported and discussed during monthly meetings. 4) Students were offered resources and referrals.
	2. Above average of 3 (Good) on faculty advisor evaluation of Professional Performance Review (PPR).	PPR is administered during students' pre-practicum semester.	-Students were rated above average of 2 (see Advisor PPR; Table 4)	

## EFFECTIVENESS: DATA AND EVIDENCE

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

- student graduation rates
- number of program graduates
- student evaluation of site and supervisors
- demographic profiles of students

The UNCP Graduate School collects exit data from students about 2 weeks before graduation. The Graduate Student Survey is collected at a university event called Grad Finale.

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

### 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 Spring 2023, 15 PSC graduating students and 17 CMHC graduating students completed the survey. Out of the 32 participants, 69% (n = 22) rated their academic experience as 'Excellent' and 19% (n = 6) rated 'Very Good'. 9% (n=3) rated "good" and 3% (n-1) rated "fair".

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.

**Spring 2023**

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Opportunity for Interaction with Faculty	21	65.6	8	25%	3	9.4	--	--	--	--
Quality of Advising	19	63.3	7	23.3	3	10	--	--	1	3.3
Relevance of Practicum	20	62.5	10	31.3	1	3.1	1	3.1	--	--
Relevance of Internship	21	65.6	10	31.3	1	3.1	--	--	--	--

**Job Placement Rates**

	n	%
<b>EMPLOYED</b>	<b>18</b>	<b>58.1%</b>
Have signed contract or made definite commitment for an internship, clinical residency	13	41.9
Returning to, or continuing in, pre-graduate school employment	3	9.7
Other full-time degree program (e.g., Ph.D.)	2	6.5
<b>PENDING</b>	<b>7</b>	<b>22.5%</b>
Negotiating with one or more specific organizations	7	22.5
<b>NOT EMPLOYED</b>	<b>6</b>	<b>19.4%</b>
Seeking position but have no specific prospects	6	19.4
<b>N=</b>	<b>31</b>	<b>100%</b>

Source: Graduate Student Survey

**Program Outcomes**

Per CACREP policies, the Counseling Programs' outcomes are available online and include the number of program graduates, completion rate, job placement rate, and program enrollment statistics. CACREP accreditation is active through March 2029.

**Graduates**

	PSC	CMHC	Total
<b>2022-2023</b>	<b>25</b>	<b>34</b>	<b>59</b>
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
<b>2017-2018</b>	<b>74.2%</b>	<b>76.9%</b>	<b>75.4%</b>
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
<b>Fall 2022</b>	<b>59</b>	<b>110</b>	<b>169</b>
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
<b>Fall 2022</b>	<b>21</b>	<b>35</b>	<b>56</b>
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	143	84.6
Male	26	15.4
Total	169	100

Student Race/Ethnicity	Total	%
African American/Black	44	26
American Indian/Native Alaskan	15	8.9
Caucasian/White	82	48.5
Hispanic/Latino/Spanish American	16	9.5
Multiracial	10	5.9
Other/Undisclosed	2	1.2



Total	169	100
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**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=9 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
Spring 2022	35	11.67	1215	101.25	8.68:1
Fall 2022	40	13.33	1431	159	11.93:1
Spring 2023	32	11.67	1227	136.33	11.68:1

**2022 – 2023 COUNSELING PROGRAM HIGHLIGHTS**

(In Chronological order)

**Books, Book Reviews, Chapters and Articles**

Stephanie Robinson, Whitney Akers, & Nicole Stargell (Counseling) (2022). Enriching UNCP counseling students' professional identity through engagement and membership in NCCA. Carolina Counselor (Official Newsletter of the North Carolina Counseling Association, 14-20.

<https://n2ca.memberclicks.net/assets/docs/2022-Summer-Carolina-Counselor.pdf>

Nicole Stargell (Counseling) & Jacobs, C. (2022). The difference between feeling sad and SAD during the holidays. The Robesonian (expert informer). Retrieved from <https://www.robsonian.com/news/238385/the-difference-between-feeling-sad-and-sad-during-the-holidays>

Nicole Stargell & Samantha Simon (Counseling) (2022). A brief history of professional counseling. CSI Exemplar, 37(2). Retrieved from [www.csi-net.org](http://www.csi-net.org)

- Whitney Akers (Counseling) Language matters: Contemplations and responses to the use of “offender” language. NCAOCA News (Official Newsletter of the North Carolina Addiction and Offender Counselors Association), 12-14.  
<https://n2ca.memberclicks.net/assets/docs/Newsletters/Spring-2023-NCAOCA-News.pdf>
- Stephanie Robinson (Counseling) & Brown, R. (UNCP Counseling student) (2023). Exploring the Use of Wilderness Therapy for the Treatment of Addictive Use Disorders. NCAOCA News. Spring 2023, 27-31.
- Stephanie Robinson (Counseling) (2023) Addiction Counseling Resources in North Carolina. NCAOCA News, Spring 2023. 19-20.
- Whitney Akers (Counseling) & Wasson, S.\*, (Spring 2023). Mass incarceration and children of incarcerated parents: Mental health and advocacy considerations. NCAOCA News (Official Newsletter of the North Carolina Addiction and Offender Counselors Association), 21-26.  
<https://n2ca.memberclicks.net/assets/docs/Newsletters/Spring-2023-NCAOCA-News.pdf>
- Kress, V. E., Paylo, M. J., Stargell, N. A., & McAllister, C. A. (2023). Special populations and issues. In B. Erford (Ed.), *Practicum and internship experiences in counseling* (pp. 123-146). Routledge.
- Stargell, N. A., & Erford, B. T. (2023). Wrapping it up. In B. Erford (Ed.), *Practicum and internship experiences in counseling* (pp. 207-220). Routledge.
- Stargell, N. A., & Headley, J. A. (2023). From envisioning to actualization: Marketing yourself in the 21st century. In B. Erford (Ed.), *Practicum and internship experiences in counseling* (pp. 268-286). Routledge.

### **Presentations**

- Whitney Akers (Counseling) (2022, April). Liberatory care in action: Advocacy strategies to support intersectional queer and trans youth. Invited Webinar presented for the Chi Sigma Iota Upsilon Nu Chi Spring 2022 Trauma-Informed and Culturally Responsive Leadership Webinar Series, Virtual.
- Whitney Akers (Counseling) (2022, June). Administrative change-makers: Affirmative practices for serving LGBTGEQ+ youth in schools. Invited presentation for Robeson County Principals and Administrators, Robeson County, NC.
- Whitney Akers (Counseling) (2022, April). Advocates in practice: Liberatory advocacy strategies with intersectional queer and trans youth. Presentation delivered at the Annual Glen H. Walter Log-In Conference, Pembroke, NC.
- Whitney Akers (Counseling) (2022, April). The world of clinical mental health counseling beyond graduation: CMHC professional panel. Panel facilitated at the Annual Glen H. Walter Log-In Conference, Pembroke, NC.
- Whitney Akers (Counseling) (2022, April). Empowerment, clinical practice, and LGBTGEQ+ clients: Radical affirmation and care within community counseling settings. Invited presentation delivered for the Care House of the PeeDee, Florence, SC.
- Whitney Akers (Counseling) & S. Wasson (2022, April). Mass incarceration and children of incarcerated parents: Mental health and advocacy considerations. Faculty mentor to student presentation delivered at the UNCP Graduate Research Symposium, Pembroke, NC.
- Jonathan Ricks (Counseling) (2022, May). School counselors as advocates. Presented to school counselors at Public School of Robeson County, Pembroke, NC.
- Jonathan Ricks (Counseling) (2022, April). North Carolina school counselor diamond award. Presented at 15th Annual Glen H. Walter Counseling Workshop, Department of Counseling, UNC Pembroke, Virtual.

- Stephanie Robinson (Counseling) & E. Erickson (2022, April). Stepping outside the office: Benefits and limitations of walk and talk therapy. Presented at the 2022 UNCP Graduate Research Symposium. Virtual. Served as faculty mentor
- Samantha Simon (Counseling), C. Walters & E. Messinger (2022). Managing Burnout: Recommendations for Supervisors. Presented for Association for Humanistic Counseling Conference, Nashville, TN, May 2022.
- Samantha Simon (Counseling) (2022). The intersection of wellness and social justice. Presented for the Glen H. Walter Counseling Workshop, Pembroke, NC, April 2022.
- Nicole Stargell (Counseling) (2022). Safety assessment in the classroom: Nonsuicidal self-injury, suicide, and homicide. Presented at the NC New Teacher Support Program Beginning Teacher Leadership Symposium, Pembroke, NC.
- Nicole Stargell (Counseling) (2022). TeleCounseling and Social Justice: Professional Considerations. Presented at the 15th Annual Glen H. Walter Counseling Workshop, The University of North Carolina – Pembroke, Pembroke, NC.
- Nicole Stargell (Counseling), & S. Valenzuela (2022). Responding to racism: Practical suggestions for professional counselors. Presented at the 15th Annual Glen H. Walter Counseling Workshop, The University of North Carolina – Pembroke, Pembroke, NC.
- Nicole Stargell (Counseling) (2022). Telemental health counseling: Ethical and legal considerations. Presented at the 15th Annual Glen H. Walter Counseling Workshop, The University of North Carolina – Pembroke, Pembroke, NC. STATE
- Nicole Stargell (Counseling) (2022). TeleMental Health Services: Ethical and Legal Considerations. Invited Webinar Presentation for the Kennesaw State University, Kennesaw, GA.
- Nicole Stargell (Counseling), V.E. Kress, F. Clause, & T. Spisak. (2022). Planning and HEALing: A relational approach to safety assessment. Presented at the annual Association for Humanistic Counseling Conference, Nashville, TN.
- Nicole Stargell (Counseling), V.E. Kress, S. Spencer, & A. Lange (2022). HEALing together: Telecounseling experiences for all ages. Presented at the annual Association for Humanistic Counseling Conference, Nashville, TN.
- Gary Mauk (Counseling) (2022). Loss, grief, and K–12 students. Presentation at the 15th Annual Glen H. Walter Southeast Region of NC Drive-In Workshop for Area Counselors, The University of North Carolina at Pembroke.
- Jonathan Ricks (Counseling) (2022). School-Based play therapy activities. Presented at 15th Annual Glen H. Walter Counseling Workshop, Department of Counseling, UNC Pembroke, Virtual.
- Whitney Akers (Counseling) & White, M. E. (2022, October). Queer and trans counselor educators and supervisors: Identity disclosure in leadership roles. Presentation delivered at the annual conference for the Society of Sexual, Affectual, Intersex, and Gender Expansive Identities (SAIGE), Virtual.
- Whitney Akers (Counseling) & White, M. E., (2022, September). Out in counselor ed: Exploring queer and trans identity disclosure in counselor education settings. Presentation delivered for the 2022 SAIGE Webinar Series, Virtual.
- Whitney Akers (Counseling) (2022, September). Images of Resilience: Photovoice and Interpretative Phenomenological Analysis in Exploring Outness in Same-Gender
- Nicole Stargell (Counseling) (November 2022). The CPCE and the NCE. Presented as part of the Phi Sigma Chapter of Chi Sigma Iota Professional Development Academy. Pembroke, NC
- Whitney Akers (Counseling) (2022, September). Sex Therapy in College Counseling Settings Q&A. Invited lecture presented in Amy Johnson's Master's Counseling Internship Course. Campbell University.

- Samantha Simon (Counseling) (2022) Working with Gender Expansive Clients, Part 2, Presented for Hood College Chi Sigma Iota National Honor Society in Counseling, September 19, 2022.
- Samantha Simon (Counseling) (2022). The Resiliency of Entry-Level Counselors: Proactive Strategies for Systemic Wellness, Presented at the Licensed Professional Counselors Association of North Carolina Conference, October 1, 2022.
- Ashley Smith (Counseling) Terapia Filial: Filial Therapy With Hispanic and Latinx Clients: National Latino Behavioral Health Association Conference
- Nicole Stargell (Counseling) (2022). Empathy on the phone: Using your voice to deescalate and promote safety. Presented for the Ohio State University College of Social Work as part of the CareLine Development Grant, Ohio Department of Mental Health and Addiction Services.
- Nicole Stargell (Counseling) (November 2022). Suicide screening & documentation. Invited presentation for Public Schools of Robeson County as part of the SCORE Grant, Pembroke, NC.
- Whitney Akers (Counseling) and White, M. E., & Oaks, C. A. (2022, November). Navigating LGBTQ+ Self-Disclosure in CES. Presentation delivered at the Biannual Southern Association of Counselor Education and Supervision (SACES) Conference, Baltimore, MD.
- Whitney Akers (Counseling) (2022, November). Photovoice: Methodological Considerations, Community Impact, Opportunities, and Challenges. Invited lecture presented in Dr. Brean'a Parker's Doctoral Level Research in Counseling Course. North Carolina State University.
- Whitney Akers (Counseling), Camille Goins (Educational Leadership and Specialties), & Jane Haladay (American Indian Studies), (2022, November). The scholarship of teaching and learning: Panel hosted by Nicolette Campos and Scott Hicks. Panel delivered for the UNCP Professional Development Institution in SoTL, Pembroke, NC.
- Whitney Akers (Counseling) (2022, November). Basic helping skills for working with LGBTQ+ students. Training delivered at the Bi-Annual UNCP School of Education Teacher Internship Orientation Seminar, Pembroke, NC.
- Samantha Simon (Counseling) & Messinger, E. (2022). Building connections through group counseling: Ways to engage LGBTQIA+ adolescents. Presented at the Association for Creativity in Counseling Conference, December 10, 2022, online.
- Samantha Simon (Counseling) (2022). Sustaining entry-level clinician wellness post-graduation: Guidelines for counselor educators. Presented at the Southern Association for Counselor Educators & Supervisors Annual Conference, November 4, 2022, Baltimore, MA.
- Whitney Akers (Counseling), Byrd, R., & Brooks-Livingston, A. (2023, January). Trans and gender expansive advocacy and ethical best practice in the midst of state violence: Counselors continued call to action and collective processing. Presentation delivered at the annual Law and Ethics in Counseling Conference, New Orleans, LA.
- Whitney Akers (Counseling), Byrd, R., & Brooks-Livingston, A. (2023, February). Trans and Gender Expansive Advocacy and Ethical Best Practice in the Midst of State Violence: Counselors' Continued Call to Action and Collective Processing. Presentation at the Annual North Carolina Counseling Association Conference, Durham, NC
- Whitney Akers (Counseling) (2023, March). Lunch and learn: CMHC professional panel. Panel facilitated at the 16th Annual Glen H. Walter Log-In Conference, Pembroke, NC.

- Gary Mauk (Counseling) & Nicole Stargell (Counseling) (February 2023). Coping with aftermath of a crisis. Invited presentation for Public Schools of Robeson County as part of the SCORE Grant.
- Gary Mauk (Counseling) (2023, March). Loss, grief, and K–12 students: Conceptual overview and counselor roundtable discussion. Presentation at the Annual Glen H. Walter Southeast Region of NC Drive-In Workshop for Area Counselors, The University of North Carolina at Pembroke.
- Stephanie Robinson (Counseling) & Rubinas, P (2023, February). Cultivating client empowerment to ethically reduce the frequency and impact of addictive use disorders. Presented at the annual North Carolina Counseling Association Conference. Durham, NC
- Stephanie Robinson (Counseling), Hoogland, I., & Hampton, A. (2023, March). Psychedelics as adjunctive treatment for mental health disorders: What counselors need to know and why. Presented at the 16th Annual Glen H. Walter Drive-in Counseling Workshop. Virtual.
- Samantha Simon (Counseling) & Whitney Akers (Counseling) (2023, March). Working with gender expansive clients: An introduction to clinical guidelines for surgical letters of support. Presentation delivered at the 16th Annual Glen H. Walter Drive-In Conference, Pembroke, NC.
- Nicole Stargell (Counseling) (2023). Suicide and nonsuicidal self-injury: A relational approach to safety assessment. Presented at the 16th Annual Glen H. Walter Counseling Workshop, Pembroke, NC.
- Nicole Stargell (Counseling) (2023). Mental health issues in the classroom: Identification, intervention, and referral. Presented at the annual conference for the North Carolina Counseling Association, Durham, NC.
- Nicole Stargell (Counseling) (2023). The DSM-5-TR is here! Exploring changes and updates for professional practice. Presented at the annual conference for the North Carolina Counseling Association, Durham, NC.
- Whitney Akers (Counseling) & White, M. E. (Producer). (2023, March 3). Queering counseling with Dr. Whitney Akers: LGBTQ+ counselor self-disclosure in practice [Audio Podcast]. In *The Thoughtful Counselor*. Retrieved from <https://concept.paloalto.edu/resources/the-thoughtful-counselor-podcast/queering-counseling-lgbtq-counselor-self-disclosure-in-practice>

### **Professional Service**

Whitney Akers (Counseling) National: •Reviewer/Member (July 2021-Present), Teaching and Supervision in Counseling Editorial Review Board • Professional Trustee/Chair: Research and Scholarship Committee (Elected July 2021-Present), Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE). •Reviewer/Member (February 2018-Present), The Journal of LGBTQ Issues in Counseling Editorial Review Board; State: • President (July 2022-Present), Association for Lesbian, Gay, Bisexual, Transgender Issues in Counseling of North Carolina • Newsletter Editor (February 2021-Present), Association for Lesbian, Gay, Bisexual, Transgender Issues in Counseling of North Carolina • Member (October 2021-Present), North Carolina Counselor Education Faculty Consortium (NCCEFC). • Newsletter Editor (February 2021-Present), North Carolina Addiction and Offenders Counselor Association (NCAOCA) • Vice President (September 2020-Present), North Carolina Addiction and Offenders Counselor Association (NCAOCA); Local: • Member (March 2020-Present), Graduate Certificate in Addictions Counseling (GCAC) Scholarship Committee • Program Director (July 2019-Present), UNCP Clinical Mental Health Counseling Program in the Department of Counseling. • Member (September 2017-Present), UNCP Campus Health and

- Safety Committee • Chair (August 2017-Present), UNCP Trans Awareness Week and Day of Remembrance Committee Board Member (November 2022-Present) • Acres of Hope Equine Therapy Services, Chair (November 2022-June 2023), CMHC Peer Evaluation Committee Dr. Samantha Simon, Member, (November 2022-June 2023), PSC Peer Evaluation Committee Dr. Ashley Smith, Member, (November 2022-June 2023), PSC Peer Evaluation Committee Dr. Billy Friedrich, Co-Chair (November 2022-Present), UNCP Clinical Mental Health Counseling (CMHC) Faculty Search Committee (1 position) in the School of Education; Recipient of the 2022-2023 North Carolina Counseling Association Most Improved Division Award as President of the Society for Sexual, Affective, Intersex, and Gender Expansive Identities of North Carolina (SAIGE-NC); served as a Grad Finale volunteer.
- Gary Mauk (Counseling) serves as an elected member of the Board of Education for the Scotland County Schools; Served as a member of the UNCP Faculty Hearing Committee; served as an elected member of the Scotland County Schools (NC) Board of Education
- Jonathan Ricks (Counseling) received the School Counselor Educator of the Year Award from the North Carolina School Counselor Association at the annual conference on November 3, 2022 in Concord, NC; served on the conference committee for the North Carolina School Counselor Association Annual Conference, November 3 - 5, 2022 in Concord, NC. Jonathan Ricks (Counseling) moderated the online portion of the North Carolina Association for Play Therapy Fall Conference on November 4, 2022, in Raleigh, NC. Treasurer and Board Member of the North Carolina Association for Play Therapy. Trustee for Association of Child and Adolescent Counseling North Carolina. Child-Teacher Relationship Training, facilitated roundtable at Beginning Teacher Leadership Symposium, UNC Pembroke, July 26, 2022
- Stephanie Robinson (Counseling) IC&RC Credentialing Committee, Co-Lead for AADC Subcommittee International Certification & Reciprocity Consortium; President-NC Addictions and Offender Counseling Association (NCAOCA). Board Member-NC Addictions Specialists Professional Practice Board (NCASPPB); rewrote and updated the NCAOCA Bylaws. Board Member, North Carolina Addictions Specialists Professional Practice Board (NCASPPB), Appointed July 2022 for three year term. 2) President, North Carolina Addictions and Offender Counselor Association, Re-elected July 2022 for another one-year term.
- Samantha Simon (Counseling) Attended American College Counseling Conference in Savannah, GA- March 2-5, 2023; serves on the Associate Director of CAPS Search Committee; and on the search committee for the Assistant Professor position in the Counseling Department; Chi Sigma Iota Wellness Committee Initiative; Graduate Student and New Professional Committee of the American College Counseling Association chair; Counseling Advisor, OPTIMISE Grant; (2022-Present) Committee Member, Chi Sigma Iota International Wellness Committee, Subcommittee: Counselor Wellness Toolbox Initiative
- Nicole Stargell (Counseling) Item Writer- Center for Credentialing and Education OPTIMISE Department of Counseling Coordinator 2022-2023; Associate Editor-Chi Sigma Iota International Exemplar; Mentor: Chi Sigma Iota International CFA Mentorship Program; National: Member- Editorial Board for Counseling Outcome Research & Evaluation Journal ; Member- Editorial Board for Measurement and Evaluation in Counseling and Development Journal; Regional: Member-Editorial Board for Teaching and Supervision in Counseling Journal; Mentor- Teaching and Supervision in Counseling Journal Graduate Student Mentor; State: Editor-North Carolina Counseling Association's Carolina Counselor Newsletter; Member of the North Carolina Counselor Education Faculty Consortium (NCCEFC);

University: Chair, Department of Counseling Testing Coordinator; Department of Counseling Chapter Faculty co-Advisor, CSI Phi Sigma Chapter Student Group; Member of the UNCP Institutional Review Board; CSI International Research Grant Competition - Grant Application Reviewer, November 2022; CSI International Essay Contest with CACREP - Essay Reviewer, November 2022; Peer Evaluation Committee External Evaluator, University of Wisconsin-Parkside, Kenosha, WI; University SurveyMonkey Benchmark Committee; Search Committee—UNCP Deputy Provost

### **Grants**

Stephanie Robinson, Whitney Akers, & Nicole Stargell (Counseling) Enriching Graduate Counseling Students' Professional Identity through Experiential Engagement in the North Carolina Counseling Association. UNCP Grant for Excellence in Teaching & Learning. \$2,649.00 funded.

Stephanie Robinson (Counseling) (March 2023) GCAC Student Scholarship. Secured funding from the North Carolina Governor's Institute on Substance Abuse to directly support Department of Counseling students in the GCAC. \$10,000.

### **Mentoring**

Whitney Akers (Counseling) is mentoring a CMHC graduate student in applying to Counselor Education Doctoral Programs (September 2022-Present) and serves in the Department of Counseling Mentorship Network (August 2022-Present); co-wrote a newsletter article with UNCP CMHC Graduate Sha'nee Wasson; mentored UNCP Clinical Mental Health Counseling Graduate Brianna Dedeaux regarding applying to PhD Programs.

Jonathan Ricks (Counseling) mentored doctoral student (Locklear, H.) from NCSU; mentored 8 graduate students who presented at the North Carolina School Counselor Association Annual Conference on November 3, 2022, in Concord, NC.

Stephanie Robinson (Counseling) mentors two counseling students, Hoogland, I., & Hampton, A. (2023, April). Psychedelics as adjunctive treatment for mental health disorders: What counselors need to know and why. Presented at the UNCP Graduate Student Research Symposium. Virtual; Supervisor for the Wilmington Initiative Hawk Assistant

Samantha Simon (Counseling) mentors Jaelyn Wilson- undergraduate honors college mentee; mentored a student from the University of Missouri - St Louis; mentored counseling student Samuel, C (2023). An Argument for the Use of Reiki as a Complementary Therapy for Stress and Anxiety, Paper for the UNCP Graduate Research Symposium; taught an honors college independent study (HON 4990) on counselor burnout, Spring 2023

Nicole Stargell (Counseling) Dissertation Committee Member, East Carolina University, Greenville North Carolina; mentored three student presentations for the UNCP Graduate Student Research Symposium