Assessment Plan and Report
UNCP COUNSELING PROGRAMS

2018-2019

ASSESSMENT PLAN AND REPORT
Department: Counseling
Programs: MAED in Professional School Counseling and Clinical Mental Health Counseling

MISSION STATEMENT

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

STUDENT LEARNING OUTCOMES (SLO)

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

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

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

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

ASSESSMENT PLAN

DATA COLLECTION

The Counseling Programs, Professional School Counseling and Clinical Mental Health Counseling, track student performance on three standardized exams to measure student learning and to assess the programs' success in fulfilling its mission. These exams include the Counselor Preparation Comprehensive Examination (CPCE), the National Counselor Examination (NCE), and the Praxis II exam (completed by Professional School Counseling students only). The content areas of the CPCE and NCE test the knowledge and skills of beginning counselors across eight content areas: (1) human growth and development, (2) social and cultural diversity, (3) helping relationships, (4) group work, (5) career development, (6) assessment, (7) research and program evaluation, and (8) professional orientation and ethical practice. The counseling programs review composite data for each exam during counseling programs meeting and the annual program review meeting and use the data to make decisions related to curriculum, teaching and learning, and field placement activities. Review of licensure exam (i.e., NCE and the Praxis II) scores allows faculty to compare students at UNCP to national means.

Students' academic performance on Program SLO 1.a – h is assessed using the CPCE. The benchmark for the CPCE is student scores determined by subtracting one standard deviation from the national mean score for exit exams. The Counseling Department Testing Coordinator (TC) coordinates the administration of the CPCE with an external proctor for administering during the CNS 6100 Counseling Practicum course. All CNS 6100 students are required to take the CPCE. All counseling students are required to take the CPCE and must receive a passing score within three attempts to graduate. Beginning with students admitted fall 2016, the CPCE must be passed in order for students to matriculate to Internship I (either CNS 6120 or CNS 6130, dependent upon program in which student is enrolled). The TC reports individual student scores to students, and overall program performance is reported to the program faculty for discussion at a monthly counseling programs meeting, the annual advisory board meeting held each December, and at the annual spring program assessment and evaluation meeting held in May.

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

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

Students' personal development, SLO 3, is assessed through self-evaluation using the PCA completed during their first semester, application for practicum, and at the end of their last internship course. Also, the students' faculty advisor will complete the Professional Performance Review for their practicum application. In addition, site supervisors will provide a total of six evaluation of students' personal development throughout the three field placement courses. Students are provided with criteria for personal development evaluation during CNS 5000. Program directors review the completed PCAs to determine if students are demonstrating growth across the developmental sequence of coursework.

Additional institutional data and indirect evidence (e.g., field placement site evaluation and site supervisor evaluation) 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 program evaluation surveys conducted every three years (last completed in Summer 16) to evaluate program effectiveness based on the perceptions of stakeholders (current students, alumni, and employers of graduates). An annual alumni survey is also conducted to gather information from each year's graduates to track additional program outcomes (job placement, licensure attainment, starting salary).

ANALYSIS & USE OF RESULTS

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 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 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 18, Fall 18, and Spring 19 administrations. Each university that administers the exam determines the CPCE passing score. UNCP calculates the passing score as one standard deviation below the national mean score for each administration cycle. In order to pass the exam, students must score no more than one standard deviation below the national mean.					

NCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
Spring 2019	75%	16	12	tbd	tbd
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 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 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

Students who enter the counseling programs during Summer/Fall 2016 or later are required to complete/pass the CPCE on the first attempt during CNS 6100 Counseling Practicum. If a student does not pass the CPCE at that time, that student will not be permitted to register for CNS 6120 or CNS 6130 (Internship) until retaking and passing the CPCE on the second or third attempt. Students who do not pass on the first attempt also will create a written study plan and consult with their advisors about additional academic remediation or testing taking strategies as needed. If a student does not pass the third attempt, then the student will be required to complete a written and oral comprehensive exam.

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

The counseling faculty continue to provide regular feedback regarding exam outcomes and integrate test areas throughout the curriculum. There continues to be a cultural shift among students on test taking attitudes and expectations set forth by the faculty. For students admitted to the Counseling Programs in fall 2018 or thereafter, an oral comprehensive exam after three failed CPCE attempts will not be offered. In these instances, students will sit for the CPCE during fall, spring, and summer until either passing or timing out of their respective program. For students admitted to the Counseling Programs in fall 2019 or thereafter, a passing score of 70 for the CPCE is required (rather than 1 standard deviation below the national mean). The CPCE has been offered exclusively in computer-based format (as opposed to paper) for several semesters, and students now instantly see their scores, but have no way of knowing if it is a pass or fail until national statistics are released six weeks later. To relieve this uncertainty, the passing scores for the previous five academic years were averaged to determine a set passing score for students. Faculty will continue to monitor the effects of the policy changes. Faculty will carefully interview students who did not pass the exams to understand what factors contributed to the failing score.

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

CPCE and NCE content areas throughout the curriculum. The program directors are responsible for analyzing CPCE scores and developing ways to engage in ongoing program development.

The CPCE and NCE are administered by a proctor at the UNCP Office of Regional Initiatives, a testing center for the university, and via Pearson Vue national testing centers located in various cities that can be chosen by each student (especially helpful for Wilmington-based students). Beginning spring 2020, the NCE will only be administered via Pearson VUE sites, and the CPCE will continue to be offered at the UNCP Office of Regional Initiatives as well as Pearson VUE sites. The TC actively reaches out to test providers and administers to prevent any difficulties during the exams. Faculty will continue to closely monitor the testing process and results for the Wilmington students. The TC will continue to disaggregate data by program area during the next assessment cycle.

The Department of Public Instruction requires that school counselors complete the Praxis II for Professional School Counseling (5421 Professional School Counselor). Students complete this exam during the final semesters of their program or immediately after graduation. At this time, it is unknown if the target score was met for the Praxis II exam. Using a new data tracking method, the Professional School Counseling Program Director communicates annually with the UNCP SOE Licensure Office to obtain August-July scores. Only first attempt outcomes are reported and tracked.

Table 2
PPR and PCA Data for CMHC Program 2018-2019

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	10	43	14	30	28	31	29	18	17
	M	4.74	4.67	4.80	4.53	4.62	4.53	4.68	4.58	4.70
	SD	.29	.33	.27	.40	.46	.47	.42	.49	.51
Foundations	N	7	41	14	29	28	31	29	18	17
	M	4.38	4.77	4.90	4.50	4.69	4.42	4.76	4.56	4.60
	SD	.49	.36	.20	.58	.47	.52	.37	.45	.56
Counseling Prevention Intervention	N	5	38	14	30	28	31	29	18	17
	M	3.80	4.15	4.64	4.29	4.38	4.26	4.47	4.52	4.49
	SD	.85	.55	.34	.58	.50	.47	.47	.48	.55
Diversity Advocacy	N	5	39	14	28	28	30	28	18	16
	M	3.87	4.26	4.65	4.42	4.41	4.34	4.38	4.60	4.46
	SD	.84	.65	.39	.63	.53	.44	.51	.43	.49
Assessment	N	4	33	14	27	25	30	28	18	16
	M	3.13	3.78	4.38	4.14	4.10	4.09	4.40	4.32	4.40
	SD	1.31	.84	.47	0.66	.67	.58	.63	.59	.49

Research Evaluation	N	5	35	14	24	24	26	25	16	13
	M	3.47	3.96	4.52	4.13	4.21	4.10	4.25	4.38	4.45
	SD	1.24	.80	.47	.72	.56	.55	.44	.51	.595

Diagnosis	N	5	27	14	26	25	30	27	18	16
	M	3.20	3.71	4.55	4.09	4.08	3.94	4.26	4.33	4.47
	SD	1.48	.85	.56	.69	.72	.68	.61	.54	.55

Table 3
PPR and PCA Data for PSC Program 2018-2019

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	7	20	13	20	22	26	29	21	20
	M	4.67	7.63	4.87	4.64	4.76	4.52	4.75	4.77	4.76
	SD	.42	.38	.16	.40	.36	.52	.40	.47	.44
Foundations	N	6	19	13	19	22	26	29	21	20
	M	4.42	4.39	4.71	4.47	4.62	4.37	4.73	4.34	4.68
	SD	.66	.44	.34	.56	.49	.69	.40	.57	.45
Counseling Prevention Intervention	N	7	18	13	20	22	26	29	21	20
	M	4.22	4.41	4.74	4.47	4.57	4.43	4.73	4.63	4.71
	SD	.72	.50	.33	.46	.51	.65	.38	.51	.39
Diversity Advocacy	N	6	18	13	18	22	26	29	20	20
	M	4.41	4.62	4.70	4.48	4.56	4.43	4.71	4.64	4.70
	SD	.64	.43	.40	.57	.58	.67	.41	.43	.38
Assessment	N	6	18	13	19	21	26	29	21	20
	M	3.62	4.25	4.59	4.37	4.54	4.30	4.65	4.57	4.65
	SD	1.31	.59	.36	.60	.55	.67	.43	.45	.45
Research Evaluation	N	6	19	13	16	20	25	29	21	20
	M	4.16	4.08	4.71	4.45	4.40	4.23	4.49	4.47	4.66
	SD	.45	.78	.38	.68	.55	.73	.70	.55	.48
Academic Development	N	6	18	13	16	19	26	28	20	20
	M	4.11	4.06	4.51	4.53	4.47	4.24	4.55	4.58	4.65
	SD	.77	.63	.48	.61	.61	.73	.58	.48	.50

Collaboration Consultation	N	6	19	13	18	22	26	29	20	20
	M	4.30	4.49	4.52	4.50	4.60	4.44	4.67	4.70	4.66
	SD	.59	.45	.57	.55	.57	.57	.49	.40	.44

Leadership	N	6	18	13	18	22	26	29	21	20
	M	3.97	4.10	4.50	4.40	4.45	4.28	4.53	4.59	4.61
	SD	.65	.75	.51	.62	.56	.77	.65	.57	.58

SLO 3: Professional Competency Assessment/Professional Performance Review

The PCA is intended to assess both SLO 2 and SLO 3. The PCA underwent revisions during the 2018-2019 academic year in preparation for alignment with the 2016 CACREP standards for the 2019-2020 academic year. In addition to disposition assessment of the PCA completed by students and their supervisors, 37 students were inducted into the UNCP Phi Sigma chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International. These inductions and overall membership in the society signify faculty and students' ongoing dedication to the counseling profession and exemplar academic and professional achievement.

Additionally, student progress is assessed at each faculty meeting. Students of concern are reported to advisors and faculty discuss student progress at monthly meetings. Remediation plans are developed when appropriate. There was one remediation plan due to professional disposition concerns during field placement. Students are also referred to other academic offices on campus for assistance, including but not limited to UNCP Student Success Center, Student Conduct, the Writing Center, Career Center and Counseling and Psychological Services (CAPS). All syllabi contain a recommendation that all counseling students seek personal counseling. Students may opt to attend free counseling at CAPS on campus or alternative venues are provided upon request.

Additional Evaluation Data

Graduate Student Surveys

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

Result of Spring 2019 Graduate Student Survey
During Spring 2019, 4 PSC graduating students and 11 CMHC graduating student completed the survey. Out of the 15 participants, 53.3% (n = 8) rated their academic experience as 'Excellent' and 33.3% (n = 5) rated either 'Very Good' or 'Good.' On how well the counseling programs prepared them to practice in the counseling field, 66.7% (n = 10) reported 'Very Prepared', 26.7% (n = 4) reported 'Prepared', and 6.7% (n = 1) reported 'Neither Prepared nor Unprepared.' Finally, out of 15 graduates, 93.3% indicated that their internship experience was 'Excellent.'

The following table provides information on the quality of services provided by counseling faculty. The data indicates that the faculty are providing high quality of services in all areas.

Survey Results on Faculty Services

	Excellent		Very Good		Good		Fair		Poor		N/A	
	N	%	N	%	N	%	N	%	N	%	N	%
Quality of Instruction	9	60	3	20	2	13.3	1	6.7	-	-	-	-
Opportunity for Interaction with Faculty	11	73.3	2	13.3	-	-	2	13.3	-	-	-	-
Quality of Advising	9	60	3	20	2	13.3	1	6.7	-	-	-	-
Quality of Mentorship	9	60	2	13.3	2	13.3	2	13.3	-	-	-	-
Opportunities for Conducting Research	4	26.6	6	40	2	13.3	1	6.7	-	-	2	13.3
Research Ethics Training and Understanding	4	26.6	8	53.3	-	-	1	6.7	-	-	2	13.3
Opportunities for Leadership Development	6	40	5	33.3	3	20	1	6.7	-	-	-	-
Career Guidance and Preparation	8	53.3	4	26.6	1	6.7	2	13.3	-	-	-	-

Accreditation Information on Program Outcomes

Per CACREP policies, the Counseling Programs' outcomes are available online and include the number of program graduates (PSC = 18, CMHC = 20), completion rate (65%), job placement rate (100%), and program enrollment statistics (PSC = 96, CMHC = 92). The CACREP Vital Statistics Survey was completed during September 2018. CACREP accreditation is active through March 2021.

Graduates

	PSC	CMHC	Total
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
2012-2013	**79.5%**	**50.5%**	**65%**
2011-2012	83%	78%	80%

Total Enrollment

	PSC	CMHC	Total
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 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	168	89.4
Male	20	10.6
Total	188	100%

Student Race/Ethnicity	Total	%
African American/Black	74	39.4
American Indian/Native Alaskan	23	12.2
Asian/Pacific Islander	2	1.1
Caucasian/White	69	36.7
Hispanic/Latino/Spanish American	13	6.9
Multiracial	6	3.2
Nonresident Alien	0	-
Other/Undisclosed	1	0.5
Total	188	100%

Alumni Survey (2018 – 2019) Responses

Participants	Employment	Salary
Total = 6 (PSC = 3 & CMHC = 3)	100% (3 enrolled in Ph.D. Programs)	Less than $30K: 33% $30 – 40K: 33% $40 – 50K: 16% $50 – 60K: 16%

How can counseling programs better prepare students for career and job seeking process?
- "I think there needs to be a person at the end of the program to help guide us through the licensure process and/or further education, job interviews, resume building, etc. I felt COMPLETELY supported until I was in the field placement portion of the program and then I felt like all the support was removed."

- "More in-depth information on actually applying different theories and what that looks like in session."
- "Classroom management, SST, Section 504, and IEP training/knowledge. I currently have to teach social skills daily in classrooms and I do not have prior knowledge of classroom management."
- "Being able to shadow/visit an internship site where the CMHC students were, and having them shadow/visit at the schools to see both sides would be nice."
- "My current research job prefers to hire rehabilitation counselors and psychological associates and is heavily DSM-V focused with us administering a ton of assessments with clients. I did my internship at XXXXXXX in the XXXXXXX working with XXXXXXX patients. One of the biggest gaps in the program I see is a reluctance to provide us more medical training (to include more specific assessment training) so we can keep up with the interdisciplinary nature of team focused treatment. Rehab Counselors have to take a Medical Aspects course and they get a lot more training in CBT-TF skills. Thankfully, I elected to take the Psychopharmacology class and that provided some great tools so I could converse in team meetings, but I needed more. I also think Psychopharmacology should be a required course for everyone in our program. Whether it's a school counselor working with kids or a mental health counselor working with adults, addiction touches everyone."

What did you learn as a student in the UNCP Counseling Programs that has been most important to you in your career?
- "Too many things to list: time management, personal skills, things outside of the classroom and connections."
- "How to advocate for myself, and to value the connections made within the program."
- "The cases I have seen in just this first week on the job will really break your heart. I can now hear all of my instructors stressing the importance of self-care."
- "Advocating for students and helping skills."
- "Networking/meeting colleagues."
- "The most important thing I learned as a student was about how to better conceptualize mental illness through both a development lens and from my psychopharmacology class, my views on addiction were significantly shifted to be in awe of the huge role the brain orchestrates in our lives. In fact, some of what I am learning in addictions research is at times contrary to commonly held prevailing views of addiction that we were taught so it requires some unlearning."

FTE Tracking Data

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

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	93% Pass Rate (See Table 1)	1) Met 2/3 objectives 2) CPCE pass rate increased 8% points from previous year. 3) Discussed results in faculty meeting. 4) Reported results to CACREP. 5) Report made available on program website. 6) Exams was administrated by a proctor at the UNCP Office of Regional Initiatives. 7) New testing policy implemented. 8) Faculty included exam preparation materials in courses.
	2. 80% Pass Rate on National Counselor Examination (NCE)	NCE assessed during fall and spring semesters	74% Pass Rate (See Table 1)	
	3. 80% Pass Rate on Praxis II (only for PSC students)	Praxis II assessed during fall and spring semesters	100% Pass Rate (See Table 1)	
[SLO 2] Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.	1. Above average of 3 (Fair) on all categories of Professional Competency Assessment (PCA)	Site-supervisors complete the PCA during the field placement courses at midterm and final exam periods (6 check points).	-Site supervisors had above 3 (Fair) in all six check points (See Table 2 & 3) -Mean increased from first to last check points.	1) Met objective. 2) Reported results to CACREP. 3) Report made available on program website. 4) Conduct regular check-in with site supervisor.
[SLO 3] Evidence an ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.	1. Above average of 3 (Fair) on self-evaluation of Professional Competency Assessment (PCA)	PCA is administered during students' first semester, pre-practicum, and last semester (3 check points).	-Students had average above 3 (Fair) in all three check points (see Table 2 & 3) -Mean increased from first to last check points.	1) Met objective. 2) Reported results to CACREP. 3) Report made available on program website. 4) Students of concerns were reported and discussed during monthly meetings. 5) Students were offered resources and referrals. 6) Reexamine course syllabi and program curriculum and update to 2016 CACREP standards
	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 Table 2 & 3)	

<h1 align="center">2018 – 2019 Counseling Programs Highlights</h1>

Faculty Highlights

- **Dr. Stephanie Robinson** joined the Department of Counseling in Fall 2018.
- **Dr. Shenika Jones** served as President of the North Carolina Counseling Association.
- Faculty published book chapters and articles in peer-reviewed publications including:
    - **Stargell, N. A.** (2019). Disruptive, impulse-control, conduct, and elimination disorders. In V. E. Kress and M. J. Paylo (Eds.), *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* (2nd ed.; pp. 386-422). Upper Saddle River, NJ: Pearson.
    - Riechel, M., Webber, W., **Chae, K**., Kayanan, P. J., Miller, D., & Robertson, D. (2018). Trust development in the supervisory working alliance. *Journal of Counselor Preparation and Supervision, 11*(1). Retrieved from https://repository.wcsu.edu/jcps/vol11/iss1/8
    - Storlie, C., McKinney, R., Lara, T., & **Unger, D.** (2018). Family career genograms: Beginning life design with exploratory students. *The Family Journal, 27*, 84-91. doi:10.1177/1066480718819866
- More than XX regional, state, and national representations including:
    - **Dr. Dana Unger** and **Dr. Stephanie Robinson** presented the keynote presentation entiled, *Consulting to Better Serve our Clients: Collaboration between Clinical Mental Health and School Counselors,* during the 12th Annual Glen H. Walter Drive-in Counseling Workshop held on April 5, 2019.
    - **Akers, W. P**., White, M., & Westcott, J. (2019, March). *Best practices in working with undocumented transgender clients.* Presentation delivered at the Annual American Counseling Association (ACA) Conference, New Orleans, LA.
    - **Mauk, G. W.**, & Garris, M. B. (2019, March). *Understanding and supporting children and adolescents who have experienced loss and grief.* Presentation at the North Carolina School Counselor Association (NCSCA) Sandhills Region/District 4 Drive-In Workshop for Counselors, The University of North Carolina at Pembroke.
    - **Mauk, G. W.** (2018, October). *Developing empowered and caring students: SEL, strengths, and sparks.* Presentation at the 15th annual conference of the North Carolina Association of Elementary Educators (NCAEE), Concord, NC.
    - **Warren, J. M.** (2019, March). *Using implementation science to enhance school counselor practice.* Presented at the National Evidence-Based School Counseling Conference, Columbus, OH.
- Faculty received various grant funding including:
    - **Akers, W. P., Chae, K**., Hardy, V., **Jones, S.,** Locklear, C., Savage, T., **Stargell, N.**, Woodside, S. (2018). Project Title: *UNCP School Safety Training Program* Funded by the North Carolina School Safety Grants Program, NC Department of Public Instruction. Amount funded $117,124.00.
    - **Ricks, J. & Jones, S.** (2018). Mendez Foundation Grant. *Supporting Student Success and Improving Community Safety through Middle School Social Skills Training.* Amount donated: $4,588.00
    - **Ricks, J. & Jones, S.** (2018). Purdue Foundation Grant. *Supporting Student Success and Improving Community Safety through Middle School Social Skills Training.* Amount funded: $10,000.00

Student Highlights

- A number of students participated in the development and delivery of a number of presentations and articles including:
    - **Kimberly Spencer**, Professional School Counseling Program, poster presentation entitled, *What All School Counselors Should Know about Autism*

> *Spectrum Disorder,* presented at the NC School Counseling Association annual conference.

- o **Deniece Humphrey**, Professional School Counseling Program, poster presentation entitled *School Counselors – Burnout and Self-Care Strategies,* presented at the NC School Counseling Association annual conference.
- o **Battle, D.,** & Chae, K. (2018, October). *Using best practices to promote self-efficacy among minority college students.* Southern Association for Counselor Education and Supervision Conference, Myrtle Beach, SC.
- o Ricks, J., Jones, S., Cole, P., & Valderrama Banda, S. (2019, March). *Social and emotional development of middle school students.* Presented at the National Evidence-Based School Counseling Conference, Columbus, OH.
- o Stargell, N. A., & **Duong, K**. (2018). What is your body saying? The use of nonverbal immediacy behaviors to support multicultural therapeutic relationships. *North Carolina Counseling Journal, 13*, 23-32. Retrieved from https://nccounselingassociation.org/
- o Warren, J. M., **Coker, G. L**., & **Collins, M. L.** (2019). Children of incarcerated parents: Considerations for professional school counselors. *The Professional Counselor, 9*(3), 171-185. doi:10.15241/jmw.9.3.185
- o Warren, J. M., Locklear, L., & **Watson, N.** (2018). The role of parenting in predicting student achievement: Considerations for school counseling practice and research. *The Professional Counselor, 8*(4), 328-340. doi:10.15241/jmw.8.4.328
- ▪ 13 posters presented by Clinical Mental Health Counseling and Professional School Counseling students at the 12th Annual Glen H. Walter Drive-In Counseling Workshop.
- ▪ Two students, **Allyson Overly and Kristen Weibe**, Professional School Counseling Program won 2nd place ($100 award winner) at the UNCP Graduate Research Symposium for a poster entitled: *Can Cognitive Behavioral Intervention for Trauma (CBITS) Help Students Affected by Trauma?* (Mentor: Dr. Jonathan Ricks)
- ▪ **Gwendolyn Coker**, Professional School Counseling Program won the 3-Minute Thesis at the UNCP Graduate School Research Symposium for**:** *Children of Incarcerated Parents: A Review of Literature for Professional School Counselors.* (Mentor: Dr. Jeffrey Warren)
- ▪ Three students were accepted in doctoral programs.

Programs Highlights
- ▪ UNCP's graduate programs in Professional School Counseling and Clinical Mental Health Counseling have been recognized as a quality (accredited and having high standards) and "Most Affordable" programs in 2019- 2020 by HumanServicesEDU.org. The programs were noted for the excellent faculty, the program structure, program opportunities, and grants to benefit the program and students.
- ▪ The Counseling Programs formed the Department of Counseling and joined the College of Health Sciences.
- ▪ The Graduate Certificate in Addiction Counseling was approved by SACSCOC and NC Substance Abuse Professional Practice Board.
- ▪ First group of students completed the Advanced School Counseling for Postsecondary Success Graduate Certificate.
- ▪ The counseling programs continued to develop the Wilmington Initiative based at Cape Fear Community College.
- ▪ The counseling programs continued to establish partnerships with various agencies, organizations, and school systems across the region.
- ▪ The 12th annual drive in workshop for area counselors was held in spring 2019 and provided five NBCC-approved contact hours to over 100 local professionals for free or for a $5 donation to the Phi Sigma Chapter of Chi Sigma Iota.
- ▪ Phi Sigma, the UNCP chapter of Chi Sigma Iota inducted 37 new student members and 1 faculty member.