

COUNSELING PROGRAMS
ASSESSMENT PLAN AND REPORT
2023-2024

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 diverse 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 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. The Counseling Department Testing Coordinator 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).

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 Writing Center and Career Services as needed. 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 Testing Coordinator reports individual student outcomes 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. Faculty will continue to closely monitor the testing process and results for continuous quality improvement.

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 or Praxis during their internship II semester if they choose.

The CPCE and NCE are administered at Pearson Vue national testing centers located in various cities that can be chosen by each student. Testing centers are located within 45 minutes of the two counseling programs locations (i.e., Pembroke and Wilmington). Students may choose any testing center at the location of their choice. The Testing Coordinator actively communicates with test providers and administrators to prevent any difficulties during the exams.

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.

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 score was calculated using the national exit exam scores and subtracting one standard deviation from the national mean score. Pass rates are calculated using scores from first-time testers only. Scores for students who take the CPCE subsequent times are not counted in calculation of pass rates for the CPCE.

The Center for Credentialing and Education determines the passing score on the NCE based upon norming data and psychometrics. 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. Scores are disaggregated by program.

The Department of Public Instruction requires that school counselors pass the Praxis II for licensure as a Professional School Counselor. Students took Praxis II exam form 5421 or 5422 before August 2023; students are required to take Praxis II exam form 5422 after August 2023 and beyond. A passing score on the Praxis II exam form 5421 is 156. A passing score on the Praxis II exam form 5422 is 159. 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 June to the last day of May for the academic year in review. Only degree-seeking student scores are used to calculate Praxis II pass rates. Licensure-only or certificate student Praxis II scores are not used in review of the UNCP Department of Counseling program review.

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
Overall 2023 – 24	83.0%	48	40	--	--
Overall 2022 – 23	78%	46	36	--	--
Overall 2021 – 22	82%	66	54	--	--
Spring 2024	28.6%	7	2	68.3	85.4
Fall 2023	92.7%	41	38	81.2	80.0
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

NCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
Overall 2023 – 24	97%	33	32	--	--
Overall 2022 – 23	83%	24	20	--	--
Overall 2021 – 22	90%	39	35	--	--
Spring 2024	100%	12	12	106.0	112.5
Fall 2023	95%	21	20	112.9	111.1
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

Praxis II (5421/5422) Pass Rate				
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Score Range (NC Qualifying Score = 156)
Overall 2023 – 24	100%	14	14	157-186
Overall 2022 – 23	78%	18	14	135-183

Overall 2021 – 22	96%	25	24	132-187
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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 overall CPCE pass rate for the 23-24 academic year (83%) met our goal.

The pass rate for fall 2023 (93%) met our goal, but the passing rate for spring 2024 (29%) did not meet our goal. Regarding the low pass rate in spring 2024, there were only 7 testers, and only five did not pass, but that makes for a very low percentage. Students who take the CPCE in the spring can retest in the summer without it affecting their plan of study. It is possible that this contributed to the low pass rate. As well, in January 2024, CCE changed the format of the CPCE so that some multiple choice questions included only three answer choices instead of four. CCE released statistics indicating that this change in testing format did not affect psychometric data. However, students who tested in early spring did not get immediate results, as CCE was calculating norming statistics on this brand new exam form. It is possible that this new exam form affected our student pass rates.

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. Although it might contribute to lower motivation for spring testers, we have decided to keep offering the summer CPCE to support students toward graduating on time. There is high motivation to pass the summer administration, but only first-time pass rates are reported.

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. As needed, students are referred to campus resources that can provide tutoring and address test anxiety.

An 80% pass rate on the NCE was achieved each semester: Fall 2023 (95%) and Spring 2024 (100%) for an overall pass rate of 97% for the 2023-2024 academic year.

The 80% threshold was met for students who took the Praxis II this year (100%).

Faculty expect NCE and Praxis II pass rates to continue at above 80% for upcoming administrations.

Testing information is provided by the Testing Coordinator in the testing manual, via email, 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 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 06.01.2023—05.31.2024
 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	32	42	28	28	25	39	29	22	23
	M	3.90	4.36	4.62	3.99	4.15	4.24	4.57	4.62	4.70
	SD	.77	.48	.38	.71	.70	.66	.43	.49	.38
Foundations	N	32	42	28	28	25	39	29	22	23
	M	3.15	3.78	4.53	3.84	4.18	4.14	4.48	4.46	4.64
	SD	.75	.89	.56	.68	.63	.58	.46	.56	.50

Counseling Prevention Intervention	N	32	42	28	28	25	39	29	22	23
	M	2.62	3.00	4.02	3.38	3.62	3.67	4.18	4.04	4.31
	SD	.58	.65	.49	.61	.69	.62	.54	.66	.58
Diversity Advocacy	N	32	42	28	28	25	39	29	22	23
	M	2.71	3.22	4.11	3.64	3.87	3.69	4.31	3.98	4.25
	SD	.78	.91	.68	.76	.86	.80	.69	.78	.76
Assessment	N	32	42	28	28	25	39	29	22	23
	M	2.68	2.84	4.21	3.56	3.68	3.66	4.21	4.19	4.29
	SD	.75	.72	.57	.69	.81	.68	.58	.78	.66
Research Evaluation	N	32	42	28	28	25	39	29	22	23
	M	2.68	2.89	4.29	3.35	3.63	3.74	4.26	4.19	4.57
	SD	.59	.63	.66	.82	.65	.76	.56	.76	.56
Diagnosis	N	32	42	28	28	25	39	29	22	23
	M	2.68	2.71	4.36	3.39	3.75	3.65	4.25	4.23	4.53
	SD	.71	.57	.59	.82	.75	.73	.57	.74	.65

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	35	27	18	20	17	13	16	19	16
	M	4.01	4.54	4.67	4.00	4.32	4.20	4.24	4.48	4.61
	SD	.92	.48	.35	.66	.49	.39	.49	.67	.51
Skills and Practices	N	35	27	18	20	17	13	16	19	16
	M	3.23	3.93	4.49	3.88	4.08	3.96	4.15	4.43	4.56
	SD	.95	.93	.51	.63	.49	.36	.61	.64	.53
Counseling Prevention Intervention	N	35	27	18	20	17	13	16	19	16
	M	3.26	3.59	4.56	3.79	4.01	3.71	4.09	4.37	4.57
	SD	.78	.79	.50	.70	.48	.44	.47	.69	.50

Diversity Advocacy	N	35	27	18	20	17	13	16	19	16
	M	3.77	3.96	4.41	3.86	4.01	3.65	4.01	4.33	4.55
	SD	1.03	.95	.57	.77	.53	.57	.54	.68	.50
Assessment	N	35	27	18	20	17	13	16	19	16
	M	3.30	3.37	4.09	3.67	3.89	3.49	3.89	4.21	4.41
	SD	.86	.85	.72	.73	.59	.42	.52	.71	.54
Research Evaluation	N	35	27	18	20	17	13	16	19	16
	M	3.00	3.09	3.98	3.37	3.76	3.35	3.88	4.12	4.39
	SD	.79	.79	.76	.77	.78	.51	.61	.83	.66
Academic Development	N	35	27	18	20	17	13	16	19	16
	M	3.15	3.37	3.93	3.47	3.69	3.42	3.88	3.81	4.39
	SD	.79	.95	.89	.86	.69	.54	.56	.85	.57
Collaboration and Consultation	N	35	27	18	20	17	13	16	19	16
	M	3.10	3.33	4.20	3.70	3.94	3.46	4.04	4.18	4.56
	SD	.76	.95	.82	.78	.62	.57	.49	.74	.48
Leadership	N	35	27	18	20	17	13	16	19	16
	M	2.91	3.06	3.95	3.42	3.65	3.37	3.86	4.02	4.39
	SD	.74	.69	.79	.77	.68	.48	.56	.77	.66

Table 4
Advisor PPR for 2023-2024

N	M	SD
42	3.24	.66

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 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 midterm to internship final.

Additionally, student progress is assessed at each faculty meeting. Students of concern are reported to advisors, and faculty discuss student progress at monthly meetings. Remediation plans are developed when appropriate. There were three formal remediation plans created for a student in the 2023-2024 academic year. All three students successfully completed the plans and remain in the programs. 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).

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 2024. 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

Goals	Objectives	Assessment Method(s)	Assessment Results	Use of Results
<p>[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.</p>	1. 80% Pass Rate on Counselor Preparation Comprehensive Examination (CPCE)	CPCE assessed during fall, spring, and summer semesters	83% Pass Rate (See Table 1)	<ol style="list-style-type: none"> 1) Discussed results in faculty meeting. 2) Reported results to CACREP. 3) Report made available on program website. 4) Faculty included exam preparation materials in courses. 5) New testing resources were identified for students and shared in the testing manual, via video on website, via email, and in person.
	2. 80% Pass Rate on National Counselor Examination (NCE)	NCE assessed during fall and spring semesters	97% 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)	
<p>[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.</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) or 4 (Very Good) at all six check points for both programs (See Table 2 & 3) -Mean increased from first to last check points for CMHC Program (Table 2). -Mean increased from first to last check points for PSC Program (Table 3).	<ol style="list-style-type: none"> 1) Reported results to CACREP. 2) Report made available on program website. 3) Conduct regular check-in with site supervisor.
<p>[SLO 3] Evidence an ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.</p>	1. Above average of 3 (Good) on self-evaluation of Professional Competency Assessment (PCA) and Professional	PCA/PPR is administered during students' first semester, pre-practicum, and last	-Students had average above 3 (Good) or 4 (Very Good) in all categories at final checkpoint (see Table 2 & 3)	<ol style="list-style-type: none"> 1) Reported results to CACREP. 2) Report made available on program website. 3) Students of concerns were reported and discussed during monthly meetings. 4) Students were offered resources and referrals.

	Performance Review (PPR)	semester (3 check points).	-Mean increased from first to last check points for all items.	
	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 3 (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:

- Total Enrollment
- New Enrollment
- Full Time Equivalencies
- Student Demographics
- Number of Program Graduates
- Graduation Rates
- Student Evaluation of Site and Supervisors
- Student Evaluation of the Counseling Programs
- Employment Rates
- Employer Evaluation of Graduates

The UNCP Department of Counseling Testing Coordinator collects demographic information from university reports. Student enrollment and graduation rates are tracked by the Testing Coordinator and both Program Directors. The Testing Coordinator pulls additional information (e.g., FTE) from the university scheduling system. Students complete site and site supervisor evaluations in Tevera before completing Internship II.

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 each fall and spring and provides graduate evaluations of the counseling programs.

The UNCP Department of Counseling Testing Coordinator collects information from alumni in the fall after the year they graduate. This allows time for students to secure licensure, which cannot be awarded until after degrees are conferred and licensure tests are passed. Information collected includes employment rates, salary, positive feedback, and constructive feedback.

The UNCP Department of Counseling Testing Coordinator collects employer information from all alumni who graduated before the current evaluation year, which allows students who graduated during the evaluation period to secure licensure and employment. The Testing Coordinator uses employer information to collect information about program graduates' employment successes and areas for growth.

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).

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.

To calculate completion rates, the programs calculate a percentage of students who enrolled in the counseling programs and graduated within six years. This calculation does not include students who never complete a counseling class after being admitted. This calculation **does** include students who:

- have withdrawn from graduate school completely

- switch from one counseling specialty area to another
- transfer to another non-counseling graduate program
- are dismissed from the program for academic reasons (e.g., earning three final grades of C, earning a final grade of F, failure to pass the comprehensive exams, or failure to fulfil a remediation plan)

Graduates

	PSC	CMHC	Total
2023 – 2024	12	29	41
2022 – 2023	25	34	59
2021 – 2022	26	29	55

6-Year Completion Rates

	PSC	CMHC	Total
2018-2019	80.8%	82.1%	86.3%
2017-2018	74.2%	76.9%	75.4%
2016-2017	72.0%	94.7%	81.8%

Total Enrollment

	PSC	CMHC	Total
Fall 2023	65	99	164
Fall 2022	59	110	169
Fall 2021	76	101	187

New Applicants Enrolled

	PSC	CMHC	Total
Fall 2023	28	36	64
Fall 2022	21	35	56
Fall 2021	19	33	52

Student Demographic Information

Gender	Total	%
Female	142	87%
Male	22	13%
Total	164	100%

Student Race/Ethnicity	Total	%	Male	Female
Asian	1	0.6%	0	1
Black/African American	37	22.6%	8	29
Hispanic	13	7.9%	2	11
Native American	15	9.2%	0	15
White	82	50.0%	9	73
Two or More	13	7.9%	3	10
Undisclosed	3	1.8%	0	3

Total	164	100%	22	142
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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 2018	37	12.33	1392	116.00	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	159.00	11.93:1
Spring 2023	32	11.67	1227	136.33	11.68:1
Fall 2023	39	13.00	1449	161.00	12.38
Spring 2024	34	11.33	1278	142.00	12.53

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.

During Fall 2023, 9 CMHC graduating students completed the survey and 0 PSC graduating students completed the survey. During Spring 2024, 9 CMHC graduating students completed the survey and 0 PSC graduating students completed the survey.

Out of the 18 participants, 56% (n = 10) rated their academic experience as “Excellent”. 22% (n = 4) rated “Very Good”, and 22% (n=4) rated “good”. When asked about being prepared for their current or desired position, 50% (n=9) answered “Very Prepared” and the other half answered “Prepared.”

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

Fall 2023 and Spring 2024

	Excellent		Very Good		Good		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Opportunity for Interaction with Faculty	14	78	2	11	2	11	0	0	0	0
Quality of Advising	15	83	1	6	2	11	0	0	0	0
Relevance of Practicum	11	61	1	6	4	22	2	11	0	0

Relevance of Internship	14	78	2	11	1	6	1	6	0	0
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Alumni Surveys

The UNCP Department of Counseling administers an Alumni Student Survey during the fall semester of the evaluation period for the previous academic year. The delay between data collection and evaluation allows for graduates to apply for licensure, which takes several weeks after conferred transcripts are issued. The Department of Counseling testing coordinator collects the data each year and then disaggregates the data for each program area.

For the 2023-2024 evaluation period, 5 PSC graduates and 5 CMHC graduate who completed their degrees during the 2022-2023 academic year completed the survey. The following table provides information on job placement rates, and student qualitative feedback is presented below.

Job Placement Rates

	Overall		CMHC		PSC	
	N	%	n	%	n	%
EMPLOYED	10	100	5	100	5	100
Using Counseling Degree Part Time	2	20	2	40	0	0
Using Counseling Degree Full Time	8	80	3	60	5	100
Not Using Counseling Degree	0	0	0	0	0	0
ANNUAL SALARY						
Less than \$30,000	1	10	1	20	0	0
\$40,000-\$50,00	5	50	1	20	4	80
\$50,000-\$60,000	1	10	1	20	0	0
More than \$60,000	3	30	2	40	1	20

Source: UNCP Department of Counseling 2022-2023 Alumni Student Survey

What did you learn as a student in the UNCP Counseling Programs that has been most important to you in your career?

CMHC

- Ethical standards and counseling skills
- Everything! I felt I had an incredibly well-rounded experience. I thought the addictions track was especially helpful in my work as a counselor. It helped me to feel very prepared in dealing with the SUD population. However, I would LOVE to see the program offer a trauma-specific elective course to help better prepare students for treating trauma. Trauma treatment was the only area I felt I was lacking in education/training.
- I clients really appreciate counselors that are genuine and has empathy for their situation. This has made the counselor /client relationship better.
- I think our ethics, skills, and multicultural class have been the 3 I think back on and recognize myself using the material most on a daily basis!
- Internship at UNCP CAPS under Charlamane Suggs

PSC

- How to advocate for direct services and what School Counseling is and what it is not. I started with 6 classes a day as an elementary school and have been able to narrow it to 4 the entire year. Learning to advocate for the school counseling program. I also take all

- the counseling technique lessons with me and use creative/play techniques with students to help better understand their emotions.
- I learned to approach students with a wholistic attitude and to never pre-judge a student. My favorite classes that I learned the most in was my group counseling class, addictions, and child and adolescent classes. It prepared me on how to counsel kids, but also interact with their parents too. I learned a lot of skills that I have put to use during my career as a school counselor.
 - The importance of advocating for your position and student needs
 - This program gave me ample opportunities to practice individual and group counseling. The video component of practicum and internship was stressful but very helpful.
 - That the field is ever changing and you must be prepared to grow with it!

How can the counseling programs better prepare students for career and job seeking processes?

CMHC

- More time and resources devoted to licensure process and the "business" of counseling; also a course that focused on Trauma therapy would be helpful.
- Many professors seemed to put an emphasis on working in community mental health for several years as a "right of passage" to the field. While there's certainly a lot of value working in CMH, I felt it was presented as the only "real" option for new grads. By setting those expectations, it felt like the program was aiding in the exploitation and devaluation of new therapists and the work we do. Fortunately I sought guidance from others in the field who helped me see that there were better options out there. Otherwise, I would have ended up accepting a position at my internship site making half the money for twice the caseload and risk level.
- I feel that the program has everything a new counselor needs to be successful in the employment world.
- Better connections with internship sites for Wilmington cohort students
- More discussion around licensure within class, more understanding about insurance, more in-depth differential diagnosis experience

PSC

- More knowledge on ASCA and MTSS specifically for students who were not in education like teaching prior to their masters.
- As an elementary school counselor at UNCP, we did not practice a lot of large group/class interventions such as social emotional learning lessons. I had one assignment regarding this my very first semester, I wish I could learn more about how to best deliver on a large group scale along with small groups. I believe small groups is a crucial part of elementary and middle school and high school counseling.
- I entered the program having already been employed as a PSC
- Provide more information about SST processes/intervention options and MTSS requirements in NC.
- I think it's important to be prepared for flexibility and possible shifts to LCMHCA.

Employer Survey

Data collection for this reporting period is one year behind in order to provide current graduates time to become licensed and employed. The testing coordinator used the permanent email addresses provided by graduates between Fall 2021 and Spring 2023 to request contact information for their current employers. The testing coordinator then emailed the employers one anonymous survey for each UNCP graduate employed.

Employer Survey - Fall 2021 through Spring 2023 Graduates

N=5

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	n/a
The graduate possesses sufficient knowledge and skills to adequately perform the tasks of a counselor.	2	3	0	0	0	0	n/a
The graduate works well with clients/students, co-workers, supervisors, administrators.	4	1	0	0	0	0	n/a
The graduate implements individual counseling effectively in your setting.	2	3	0	0	0	0	0
The graduate implements group and/or family counseling effectively in your setting.	1	0	0	0	0	1	3
The graduate effectively intervenes in crises.	3	1	1	0	0	0	n/a
The graduate demonstrates multicultural competence when working with clients and/or students.	3	1	1	0	0	0	n/a
The graduate demonstrates ethical practice in all areas of the job.	4	1	0	0	0	0	n/a

2023 – 2024 COUNSELING PROGRAM HIGHLIGHTS

(In Chronological order)

Books, Book Reviews, Chapters and Articles

- Whitney Akers (2023). Clinical considerations and transformative action for trans and nonbinary youth in the midst of legislative violence. In Reiter, M. & Reiter, A. (Eds.), *Introduction to health inequalities: A social science approach* (2nd Ed.). Kendall Hunt.
- Whitney Akers Kurdyla, V., & Akers, W. P. (2023). Liberatory care for queer youth: Barriers and interventions. In Reiter, M. & Reiter, A. (Eds.), *Introduction to health inequalities: A social science approach* (2nd Ed.). Kendall Hunt.
- Whitney Akers (Spring 2023). Letter from our president. SAIGE-NC News (Official newsletter of the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of North Carolina), 5-7.
<https://n2ca.memberclicks.net/assets/docs/Newsletters/2023-Spring-SAIGE-NC-Newsletter.pdf>
- Whitney Akers (Ed). SAIGE-NC news: Official newsletter of the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of North Carolina.
<https://n2ca.memberclicks.net/assets/docs/Newsletters/2023-Spring-SAIGE-NC-Newsletter.pdf> Spring 2023.
- Stephanie Robinson (2023). North Carolina Addictions and Offender Counselor Association: Updated Bylaws. Submitted to the North Carolina Counseling Association and NCAOCA members.
- Samantha Simon & William Friedrich (2023). UNCP Field Placement Manual, made for the Department of Counseling, University of North Carolina at Pembroke
- Nicole Stargell 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.
- Akers, W. P. (Fall 2023). A liberation meditation for fall and winter. SAIGE-NC News (Official newsletter of the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of North Carolina), 37-38.
- Akers, W. P. (Fall 2023). A call to action: Honoring LGBTGEQ+ youth in the face of state violence. SAIGE-NC News (Official newsletter of the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of North Carolina), 23-29.
- Kress, V., Whisenhunt, J., Stargell, N. A., & McAllister, C. A. (2023). Experiential therapies and nonsuicidal self-injury. In E. E. Lloyd-Richardson, I. Baetens, & J.

Whitlock (Eds.), *The Oxford handbook of nonsuicidal self-injury* (online edn, Oxford Academics). Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780197611272.013.58>

Presentations

- Whitney Akers (2023, June). *Clinical Considerations and Advocacy Strategies: Counselors as Co-Conspirators with LGBTGEQ+ Clients*. Invited webinar delivered for members of Licensed Clinical Counselors of North Carolina (LCCNC), Virtual.
- Whitney Akers Byrd, R., & Brooks-Livingston, A. (2023, May). *North Carolina Anti-Trans State Violence: Updates, Advocacy Measures, and Support*. North Carolina Counseling Association sponsored Webinar delivered for members of SAIGE-NC and NCCA, Virtual.
- Whitney Akers, Byrd, R., & Brooks-Livingston, A. (2023, April). *Anti-Trans State Violence: Counselors Navigating NC Legislative Attacks*. North Carolina Counseling Association sponsored Webinar delivered for members of SAIGE-NC and NCCA, Virtual.
- Whitney Akers (2023, May). *LGBTGEQ+ Clients' and Students' Recovery and Addiction Journeys: Helping Considerations and Clinical Approaches*. Invited presentation for the UNCP Counseling and Psychological Services Collegiate Recovery Community, Pembroke, NC.
- Whitney Akers (2023, May). *School Counselor Advocacy and Student Care: Best Practices for Serving LGBTGEQ+ Youth in Educational Settings*. Invited presentation delivered for the Public Schools of Robeson County District Office, Lumberton, NC.
- Whitney Akers Sumter, L.*, & Akers, W. P. (2023, April). *Integrating increased harm reduction efforts on college/ university campuses*. Faculty mentor to student presentation delivered at the UNCP Graduate Research Symposium, Pembroke, NC.
- Whitney Akers, Kurdyla, V., Johnson, A., & Rogers, B. (2023, April). *Transgender Rights & Justice*. Invited panel delivered at the UNC Pembroke Social Justice Symposium, Pembroke, NC.
- Jonathan Ricks (2023, June). *Social emotional learning in PK-12 schools and useful data for academic achievement*. Presented to school administrators at Public Schools of Robeson County, Virtual.
- Stephanie Robinson (2023, June). *Behavioral Addictions: Recognizing the Warning Signs & When to Seek Treatment*. Expert guest speaker presentation to UNCP's Counseling and Psychological Services (CAPS). Pembroke, North Carolina.
- Stephanie Robinson (2023, April). *Addiction and Trauma: Understanding the Connection*. Expert guest speaker presentation to UNCP's Counseling and Psychological Services (CAPS). Pembroke, North Carolina

- Nicole Stargell (2023). Spiritual wellbeing in times of crisis: The importance of social support, positive religious coping, and meaning in life. Presented at the UNC Pembroke Faculty Research Colloquium Series, Pembroke, NC.
- Akers, W. P. & Byrd, R., & Brooks-Livingston, A. (2023). Transformative access to care: Advocacy, support, and ethical best practice amidst anti-trans legislative violence. Presentation delivered at the annual conference for the Society of Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE), Virtual.
- Akers, W. P., Simon, S., Friedrich, W., & Ricks, J., (Counseling) (2023, September). Processing Anti-LGBTQ+ Laws in NC: Implications and Liberatory Care. Professional Development Academy Workshop delivered for Chi Sigma Iota Phi Sigma Chapter, Pembroke, NC.
- Robinson, S. & Akers, W. (2024, January). Enriching Graduate Counseling Students' Professional Identity through Experiential Engagement in Professional Counseling Associations. Presented at the national 2024 Law and Ethics in Counseling Conference, Virtual.
- Robinson, S. & Akers, W. P. (2024, January). Enriching graduate counseling students' professional identity through experiential engagement in professional counseling associations. Presentation delivered at the annual Law and Ethics in Counseling Conference, New Orleans, LA.
- Stargell, N. (2023). Wellness and self-care for helping professionals. 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.
- Stargell, N. (2023). A framework for integrated healthcare: Review of the SAMHSA-HRSA Standard Framework and Core Competencies for Integrated Behavioral Health and Primary Care. Presented at the UNCP Annual Integrated Healthcare Symposium, Pembroke, NC.
- Stargell, N. (2023). Cognitive behavioral therapy with adolescents. 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.
- Stargell, N. (2023). Safety assessments & safety planning: Nonsuicidal self-injury, suicide, and homicide. 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.
- Stephens, O., & Stargell, N. (2023). Leadership strategies for equitable human flourishing: Promoting mental health in international higher education students. Presented at the 7th Annual Education Leadership Roundtable, Department of Educational Leadership and Management, University of Johannesburg, South Africa.
- Thompson C.M. & Swartz, M. (2023). Neuroscience-informed family therapy: Advanced clinical concepts for relational and systemic therapy. Association for Counselor Education and Supervision Conference. Denver, CO.

- Thompson, C.M. (2023). Non-experimental research designs: Quantitative correlational methodology and program evaluation. University of South Carolina. Columbia, SC. Thompson, C.M. (October 2023). Trauma and crisis counseling: Children and adolescents. University of Nebraska at Omaha. Omaha, NE.
- Thompson, C.M. (2023). Maslow before bloom: Making connections between relationships, the brain, and learning. Robeson County School District. Pembroke, NC.
- Thompson, C.M. & Craven, L. (proposal submitted; February 2024). Neuroscience-informed family therapy: Advanced clinical concepts for relational and systemic therapy. North Carolina Counseling Association. Greensboro, NC.
- Trogden, A. & Robinson, S. (2023) Gatekeeping consideration in tele-supervision: Avoiding slippery-slopes, pitfalls, and minefields. Presented at 2023 Association for Counselor Education and Supervision annual conference. Denver, CO.
- Akers, W.P., Byrd, R., Brooks-Livingston, A., & Bradley, A. (2024, February). Resistance, Resilience, and Joy: Supporting LGBTQ+ Client and Counselor Thriving within North Carolina's Legislative Climate. Presentation delivered at the Annual North Carolina Counseling Association Conference, Greensboro, NC.
- Simon, S., & Akers, W.P. (2024, February). The Reality of Meta-Advocacy: Teaching Counseling Students How to Advocate for Queer and Trans Clients. Presentation delivered at the Annual North Carolina Counseling Association Conference, Greensboro, NC.
- Akers, W.P. & Simon, S. (2024, March). Clinical and Advocacy Approaches to Support LGBTQ+ Youth Navigating Legislative Violence. Presentation delivered at the 17th Annual Glen H. Walter Drive-In Conference, Pembroke, NC.
- Akers, W.P. & Simon, S. (2024, March). Parents' Bill of Rights and Supporting LGBTQ+ Students. Presentation delivered at the North Carolina School Counselor Association (NCSCA) Sandhills Regional Professional Development Conference, Pembroke, NC.
- Akers, W.P. (2024, February). Wellness, Self-Care, and Coping. Invited presentation delivered for Wellness Week and hosted by UNCP Counseling and Psychological Services, Pembroke, NC.
- Mauk, G.W. (2024, March). Loss, grief, and K-12 students: A conceptual overview and counselor roundtable discussion. Presentation at the 17th Annual Glen H. Walter Southeast Region of NC Workshop for Area Counselors (virtual), The University of North Carolina at Pembroke.
- Mauk, G.W. & Garris, M. B. (2024, February). Bringing grief out of the shadows: Advocacy and support for loss-affected youth. Presentation at the annual conference of the North Carolina Counseling Association (NCCA), Greensboro, NC.
- Ricks, J.R. & Hawes, V. (2024, March). College readiness: Supporting students with disabilities and medical conditions in the transition to college. Presented at 17th

- Annual Glen H. Walter Counseling Workshop, Department of Counseling, UNC Pembroke, Virtual.
- Ricks, J. R. & Russell, T. (student). (2024, March). Group counseling using sandtray with middle school students. Presented at 2024 Evidence-Based School Counseling Conference (national), Virtual.
- Robinson, S. (2024, March). Standards, ethical guidelines, and gatekeeping considerations for supervisors: A review. Presented at the 17th Annual Glen H. Walter Drive-in Counseling Workshop. Virtual.
- Stargell, N. A., Kress, V. E., & Whisenhunt, J. L. (2024). Student non-suicidal self-injury: A protocol for school counselors. Presented for ASCA FLASH, <https://videos.schoolcounselor.org/>
- Stargell, N. A., Akers, W. P. (Counseling), & Doran, V. (2024). Advocating for LGBTQ+ clients who use NSSI: Safety planning for adaptation. Presented at the Annual Conference for the North Carolina Counseling Association, Greensboro, NC.
- Stargell, N. A. (2024). School counselor documentation and notes. Presented at the Annual North Carolina School Counselor Association Sandhills Region Conference, Pembroke, NC.
- Stargell, N. A. (2024). Safety assessment and documentation in schools. Presented at the 17th Annual Glen H. Walter Counseling Workshop, Pembroke, NC.
- Smith, E. T., & Stargell, N. A. (2024). Counseling for caregivers: Anticipatory grief interventions. Presented at the 17th Annual Glen H. Walter Counseling Workshop, Pembroke, NC.
- Stargell, N. A. (2024). Professional counselor identity and counselors' roles in advocacy. Presented for East Carolina University Doctoral Class, Rehabilitation Administration and Leadership, Greenville, NC.
- Stargell, N. A. (2024). Wellness and self-care for culturally-responsive counseling. Presented for the Upsilon Nu Chi CSI chapter of Chi Sigma Iota at UNCG as part of the Trauma Informed and Culturally Responsive Wellness Workshop Series, Greensboro, NC.
- Thompson, C.M. February 23, 2024: Presentation to Scotland County Student Support Services on Notice and (Co)Regulate: Calming the Stress Response to Restore Access to the Learning Brain;
- Thompson, C.M. March 15, 2024: Presentation to the North Carolina School Counselor's Association Sandhills Region Drive-In Workshop on The School Counselor's Role in Crisis Planning;
- Thompson, C.M. March 23, 2024: Presentation during the GHW Counseling Workshop on Notice and (Co)Regulate: De-coding the Neurobiology of Stress Response for Clients

Professional Service

Whitney Akers

Co-Chair (May 2023-Present), SAIGE Competencies for Counseling Trans and Nonbinary Clients Revision Taskforce • Professional Trustee/Chair: Research and Scholarship Committee (Elected July 2021-Present), Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE) • Member (December 2018-Present), SAIGE Research and Scholarship Committee • Reviewer/Member (February 2018-Present), The Journal of LGBTQ Issues in Counseling Editorial Review Board.

REGIONAL • Reviewer/Member (July 2021-Present), Teaching and Supervision in Counseling Editorial Review Board

STATE • Past President (July 2023-Present), Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of North Carolina (SAIGE-NC) • President (July 2022-June 2023), Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of North Carolina (SAIGE-NC) • Member (October 2021-Present), North Carolina Counselor Education Faculty Consortium (NCCEFC).

Member (August 2023-June 2024), CMHC Peer Evaluation Committee Dr. Nicole Stargell • Member (August 2023-June 2024), CMHC Peer Evaluation Committee Dr. Stephanie Robinson • Member (August 2023-2025), UNCP Task Force on Teaching Excellence • Member (August 2023-Present), NCBLCMHC Licensure Certificate Taskforce • Member (March 2023-Present), Department of Counseling Student Success Taskforce

Dr. Gary Mauk

Serves as an elected member of the Scotland County Board of Education.

Stephanie Robinson

SMART Recovery USA Behavioral Health Professionals Advisory Council (July 2023- Present); 2) International Certification & Reciprocity Consortium (IC&RC) Advanced Alcohol and Drug Counselor Examination Job Analysis 2 Workshop (June, 2023); 3) Robinson, S. (Global Clinical Practice Network Member). (2023) World Health Organization. Trait Domains in Personality Disorders; 4) CACREP Site Team Member- Accreditation Visit (June 2023)

Samantha Simon

July 2023, American College Counseling Association Annual Retreat; ACCA Member-at-large and Emerging Leader Grant Committee Chair

Nicole Stargell

Member- Editorial Board for Counseling Outcome Research & Evaluation Journal and Measurement and Evaluation in Counseling and Development Journal Item Writer- Center for Credentialing and Education Member-Editorial Board for Teaching and Supervision in Counseling Journal Editor- North Carolina Counseling Association's Carolina Counselor Newsletter Member of the North Carolina Counselor Education Faculty Consortium (NCCEFC) Member- North Carolina Board for Clinical Mental Health Counselors Chair, Department of Counseling Testing Coordinator, Department of Counseling ACEP Coordinator, Department of Counseling Chapter Faculty co-Advisor, CSI Phi Sigma Chapter Student Group Member of the UNCP Institutional Review Board Spring 2023 Commencement Marshall Member of the 2023 Brave's Kick-off Planning Committee Member of the CHS Integrated Health Symposium Planning Team JED Campus Co-Chair (Academic Affairs Chair); committee member for the Excellence in Counseling Research Grant August 2023 to May 2027; participated

in the UNCP Faculty Workload Policy Group November 2023-January 2024; served as an UNCP Community Action Poverty Simulation Volunteer November 2023; served as a Faculty Marshall December 2023; and is serving on the Department of Counseling Search Committee (December 2023-May 2024).

Awards

Stephanie Robinson- Recipient of the 2022-2023 IAAOC Counselor Educator of Year Award Presented by the International Association of Addiction and Offender Counselors; 2) Recipient of the 2022-2023 Adolph Dial Award for Community Service Presented by the University of North Carolina at Pembroke

Grants

Stephanie Robinson (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. \$25,000.

Robinson, S. (AY 2023-2024). 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. \$18,750.

Robinson, S., Akers, W. P., & Warren, J. (2022-2024). Addiction Education Immersion Initiative (AEII). NC Collaboratory HSMI Research Program. \$92,000.00 Funded

Mentoring

Dr. Whitney Akers mentored a current CMHC student regarding navigating professional identity development and client-counselor boundaries. Whitney Akers mentored a CMHC student regarding clinical interventions for clients healing from sexual trauma.

Jonathan Ricks- Madison Cooke (counseling student) (2023). The Healing Power of Touch: A Play Therapy Case Study. NCCA Carolina Counselor Summer 2023.

Stephanie Robinson- Hawk Assistant Supervisor (2022-2023 Academic Year)

Samantha Simon- UNCP Field Placement Coordinator mentoring placement sites; OPTIMISE Grant mentoring

Nicole Stargell- Spring 2023 Graduate Research Symposium Judge and Mentored 3 student projects; Teaching and Supervision in Counseling Journal Graduate Student Mentor 23-24 Summer Graduate Student Supervisor, Doctoral Intern (Walden) Supervisor 2023-2024

Dr. Jonathan Ricks- Mentored 3 Student Presentations: Mitchell, M.** (2024). The critical role of self-esteem in adolescents' academic success. Poster presented at the 2024 UNC Pembroke Graduate Research Symposium, Virtual. Gordner, H.** (2024). The road to antisocial personality disorder: A parent's guide. Poster presented at the 2024 UNC Pembroke Graduate Research Symposium, Virtual. Russel, T.** (2024). Group counseling using sandtray for middle school students. Poster presented at the 2024 UNC Pembroke Graduate Research Symposium, Virtual.