

# Assessment Plan and Report 2017-2018

UNCP COUNSELING PROGRAMS

## **ASSESSMENT PLAN AND REPORT**

**Department:** Counseling

**Programs:** MAED in Professional School Counseling and Clinical Mental Health Counseling

### **MISSION STATEMENT**

The mission of the Graduate Counseling Programs at the University of North Carolina at Pembroke is to train diverse professional counselors committed to improving the mental health and human development of individuals served in schools and communities. Through research, service, and teaching, the faculty members collaborate with students to prepare counseling practitioners who have strong counselor identities, effective clinical and leadership skills, and cultural competence. The counseling programs engage in continual program evaluation and revision to maintain alignment with the counseling profession's national standards.

### **STUDENT LEARNING OUTCOMES**

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

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.
  - a. 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.
  - b. Social & Cultural Foundations: 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. Helping Relationships: Students will create effective helping relationships using generalist helping skills.
  - d. Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
  - e. Career and Life Style Development: Students will understand career and life style factors as related to counseling relationships.
  - f. Appraisal: Students will use assessment and appraisal to better understand their clients and to assist clients in better understanding themselves.
  - g. Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.
  - h. Professional Orientation & Ethics: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
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 newly designed, research-driven specialty courses aimed at improving professional practice and impacting professional identity.
3. Evidence an 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 four 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), the National Clinical Mental Health Counselor Examination (NCMHCE, completed by Clinical Mental Health Counseling student only), and the Praxis 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. Reviewing licensure exams permits 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 Field Placement and Testing Coordinator (FPTC) 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 before continuing into internship. The program directors report individual student scores to students, and overall program performance is reported to the program faculty for discussion at the monthly counseling programs meeting 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, the NCMHCE (completed by Clinical Mental Health Counseling student only), and the Praxis II (completed by Professional School Counseling students only). Participation in the Praxis II, the NCE, or the NCMHCE is optional. Students opt to participate in the NCE or the NCMHCE during their internship semesters, pending passing scores on the CPCE. UNCP receives an overall pass rate from the Center for Credentialing and Education 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.

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 is 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

### **Pass Rates: CPCE, NCE, & Praxis**

**Target: 80% pass rate**

CPCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
Summer 2018	100%	8	8	92.40	85.50
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
<b>Overall 2017 – 18</b>	<b>85%</b>	<b>40</b>	<b>34</b>		
Overall 2016 – 17	85%	48	41		
Overall 2015 - 16	81%	52	42		

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
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 2017 – 18*	92%	11	10		
Overall 2016 – 17	84%	25	21		
Overall 2015 – 16	85%	40	34		

\*Included only Fall 2017. Spring 2018 NCE test results has not yet been collected.

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)
<b>Overall 2017 – 18</b>	<b>92%</b>	<b>12</b>	<b>11</b>	<b>154 – 183</b>
Overall 2016 – 17	100%	12	12	160 – 187

Overall 2015 – 16	80%	25	20	130 – 183
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**Use of CPCE, NCE, & Praxis Results**

Students who enter the counseling programs during Summer/Fall 2016 or later will be required to complete 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. If a student does not pass the third attempt then the student will be required to complete a written and oral comprehensive exam. Students who do not pass on the first attempt will also create a written study plan and consult with their advisors about additional academic remediation or testing taking strategies needed.

Due to strategic plan and strong effort, the passing rates for all tests were met. The counseling faculty provided regular feedback on these exams and integrated test areas throughout the curriculum. There was a cultural shift among students on test taking attitude and expectations. Faculty will continue to monitor the effects of the policy change. 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 FPTC via a recorded informational video. The video has been posted on the UNCP counseling programs blog (SLO1). The counseling faculty will continuously integrate the CPCE content areas throughout the curriculum. And the program directors are responsibility of 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. The counseling faculty discussed the potential benefits and challenges of transitioning from paper test to computer test. The FPTC actively reached out to test providers and administers to prevent any difficulties during the exams. Students in Wilmington will be offered two locations (i.e., Wilmington and Pembroke) to take the CPCE. Faculty will closely monitor the testing process and results for the Wilmington students.

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. The target score is met for the Praxis exam. Using a new data tracking method, the Professional School Counseling Program Director will communicate annually with the UNCP SOE Licensure Office to obtain August-July scores. Only first attempt outcomes will be reported and tracked. After reviewing assessment results for current academic year, the Counseling Programs will plan to disaggregate data by program area during the next assessment cycle.

### PCA Data for CMHC Program 2017-2018

		Student			Site-Supervisor					
Check Points		First Sem.	Mid-Point	Last Sem.	Pract Mid	Pract Final	Intern I Mid	Intern I Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	30	41	11	12	8	23	15	19	19
	M	4.58	4.68	4.86	4.53	4.56	4.74	4.61	4.81	4.86
	SD	0.37	0.35	0.21	0.33	0.49	0.27	0.41	0.27	0.26
Foundations	N	28	40	11	12	8	23	15	19	19
	M	4.60	4.60	4.88	4.47	4.40	4.77	4.62	4.82	4.89
	SD	0.51	0.50	0.22	0.46	0.70	0.38	0.47	0.34	0.25
Counseling Prevention Intervention	N	26	40	11	12	7	23	15	19	19
	M	4.03	4.06	4.69	4.18	4.42	4.46	4.44	4.69	4.83
	SD	0.77	0.70	0.28	0.46	0.55	0.48	0.46	0.36	0.25
Diversity Advocacy	N	21	38	11	10	5	23	14	19	19
	M	3.95	4.27	4.42	4.33	4.67	4.40	4.38	4.67	4.89
	SD	0.96	0.67	0.42	0.63	0.47	0.56	0.45	0.42	0.25
Assessment	N	19	31	11	11	8	23	14	19	19
	M	3.66	3.91	4.67	3.81	4.47	4.21	4.46	4.68	4.79
	SD	1.19	0.86	0.35	0.46	0.51	0.60	0.43	0.33	0.34
Research Evaluation	N	19	36	11	9	5	22	14	18	17
	M	3.77	4.05	4.55	3.98	4.47	4.20	4.37	4.52	4.75
	SD	1.02	0.82	0.64	0.77	0.51	0.65	0.55	0.47	0.38
Diagnosis	N	15	26	11	9	8	20	13	19	19
	M	3.57	3.70	4.48	3.83	4.00	4.29	4.67	4.64	4.80
	SD	1.17	1.12	0.45	0.43	0.48	0.66	0.39	0.48	0.37

### PCA Data for PSC Program 2017-2018

		Student			Site-Supervisor					
Check Points		First Sem.	Mid-Point	Last Sem.	Pract Mid	Pract Final	Intern I Mid	Intern I Final	Intern2 Mid	Intern2 Final
Professional Performance Review	N	23	30	21	19	14	24	24	23	24
	M	4.63	4.67	4.75	4.63	4.57	4.67	4.85	4.72	4.87
	SD	0.46	0.40	0.33	0.37	0.52	0.40	0.24	0.40	0.26
Foundations	N	22	29	21	19	13	24	24	23	24
	M	4.38	4.33	4.60	4.39	4.27	4.41	4.83	4.68	4.85
	SD	0.74	0.63	0.42	0.42	0.75	0.53	0.34	0.50	0.31
Counseling Prevention Intervention	N	20	29	21	19	14	24	24	23	24
	M	4.39	4.34	4.59	4.38	4.37	4.44	4.72	4.58	4.83
	SD	0.71	0.59	0.44	0.40	0.53	0.57	0.40	0.50	0.35
Diversity Advocacy	N	21	29	21	18	14	24	24	23	24
	M	4.59	4.42	4.57	4.44	4.34	4.80	4.76	4.57	4.81
	SD	0.52	0.57	0.42	0.45	0.62	0.54	0.39	0.48	0.40
Assessment	N	21	28	21	19	13	24	24	23	24
	M	4.40	4.17	4.45	4.26	4.41	4.28	4.61	4.39	4.74
	SD	0.62	0.72	0.47	0.45	0.62	0.63	0.60	0.61	0.42
Research Evaluation	N	19	28	21	15	12	24	24	20	23
	M	4.18	4.12	4.43	4.08	4.06	4.17	4.65	4.48	4.64
	SD	0.96	0.74	0.48	0.56	0.55	0.66	0.57	0.67	0.54
Academic Development	N	19	26	21	16	12	24	24	20	23
	M	4.40	4.26	4.42	4.33	4.11	4.28	4.68	4.38	4.62
	SD	0.66	0.76	0.57	0.56	0.46	0.58	0.51	0.59	0.51
Collaboration Consultation	N	21	28	21	19	14	24	24	23	24
	M	4.52	4.18	4.55	4.39	4.40	4.42	4.70	4.48	4.69
	SD	0.51	0.82	0.49	0.49	0.51	0.62	0.44	0.58	0.42
Leadership	N	19	29	21	12	12	24	24	20	23
	M	4.32	4.14	4.44	4.28	4.23	4.35	4.45	4.28	4.68
	SD	0.80	0.78	0.46	0.62	0.51	0.61	0.60	0.71	0.52

### **SLO 3: Professional Competency Assessment/Professional Performance Review**

The PCA was intended to assess both SLO 2 and SLO 3. The PCA is planned to be revised for 2018-2019 to match the 2016 CACREP standards. In addition to disposition assessment of the PCA completed by students and their supervisors, 44 students joined the UNCP Phi Sigma chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International.

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 plagiarism in course assignments. 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 2018 Graduate Student Survey***

During Spring 2018, 12 PSC graduating students and 14 CMHC graduating student completed the survey. Out of the 26 participants, 69.2% (n = 18) rated their academic experience as 'Excellent' and 30.8% (n = 8) rated either 'Very Good' or 'Good.' On how well the counseling programs prepared them to practice in the counseling field, 57.7% (n = 15) reported 'Very Prepared', 42.3% (n=11) reported 'Prepared', and 11.5% (n=3) reported 'Neither Prepared nor Unprepared.' All graduates (95.2%) indicated that their internship experience were either 'Excellent' or 'Very Good.'

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	18	69.2	6	23.1	2	7.7	-	-	-	-	-	-
Opportunity for Interaction with Faculty	18	69.2	5	19.2	2	7.7	-	-	-	-	1	3.8
Quality of Advising	19	73.1	5	19.2	2	7.7	-	-	-	-	-	-
Quality of Mentorship	18	69.2	4	15.4	-	-	2	7.7	-	-	2	7.7
Opportunities for Conducting Research	10	38.5	5	19.2	6	23.1	-	-	-	-	5	19.2



Research Ethics Training and Understanding	15	57.7	7	26.9	4	15.4	-	-	-	-	-	-
Opportunities for Leadership Development	16	61.5	5	19.2	4	15.4	-	-	1	3.8	-	-
Career Guidance and Preparation	17	65.4	5	19.2	3	11.5	1	3.8	-	-	-	-

### Accreditation Information on Program Outcomes

Per CACREP policies, the Counseling Programs' outcomes are available online and include the number of program graduates (PSC = 22, CMHC = 21), completion rate (80%), 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
<b>2017 – 2018</b>	<b>22</b>	<b>21</b>	<b>43</b>
2016 – 2017	14	35	49
2015 – 2016	31	20	51
2014 – 2015	16	15	31

#### Total Enrollment

	PSC	CMHC	Total
<b>Fall 2018</b>	<b>96</b>	<b>92</b>	<b>188</b>
Fall 2017	101	91	191
Fall 2016	81	87	168
Fall 2015	76	85	161

#### New Applicants Enrolled

	PSC	CMHC	Total
<b>Fall 2018</b>	<b>28</b>	<b>30</b>	<b>58</b>
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 (2017 – 2018) Responses

Participants	Employment	Salary
Total = 11 (PSC = 3 & CMHC = 8)	100%	\$30 – 40K: 18% \$40 – 50K: 64% \$50 – 60K: 9% More than \$70K: 9%

#### How can counseling programs better prepare students for career and job seeking process?

- I would have liked to learn more specific interventions and techniques. Also, I am now responsible for completing a variety of assessments to include diagnostic reviews, comprehensives, and annuals.
- More information about the licensure process and more hands on activities during class time
- Information about Private Practice, Insurance Credentialing, Business Practices, etc. would have been helpful.
- Mixing things that will be encountered on the job (especially HS with credits, transcripts etc.) in relation to the textbook material learned.
- Taking classes for the special needs population.
- Perhaps by having detailed instructions on how to apply for the NCE, and obtain our licenses. Also, some career guidance would be helpful as well.

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

- Diagnosis and treatment planning was helpful.
- Embracing the silence
- Advocating for my clients
- The value of connection with fellow professionals
- I learned how to be a professional in my area, to defend and advocate for my profession, and how to address the whole child.
- Understanding ethical dilemmas.
- I would say one of the most important things I learned from the program, other than counseling skills, is the ability to be less judgmental about others.
- There is not enough space to note everything and no way to narrow it down to one thing.
- Skills and techniques
- The importance of self-care

### FTE Tracking Data

<b>Academic Term</b>	<b>Total # of Sections Offered</b>	<b>Faculty FTE; Full time load = 9 graduate credit hours</b>	<b>Student SCHs</b>	<b>Student FTE Full time load=12 credit hours</b>	<b>FTE Student: Faculty Ratio</b>
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
					<b>Target= 10:1</b>

### Assessment Planning Matrix

Goals	SLOs	Assessment Method(s)	Timeline	Responsible Person(s)	Resources Needed
Goal #1: Academic Performance	SLO1. a – h	CPCE in CNS 6100	<ul style="list-style-type: none"> <li>- Data Collection: May/July/December annually</li> <li>- Data Analysis: Summer annually</li> <li>- Reporting Results: Fall annually</li> <li>- Implementation of Changes: Spring annually</li> </ul>	<ul style="list-style-type: none"> <li>- Field Placement and Testing Coordinator</li> <li>- Program Directors</li> <li>- Assessment Coordinator/CAC</li> <li>REP Liaison</li> <li>- Program Faculty</li> </ul>	<ul style="list-style-type: none"> <li>- Stipends</li> <li>- Graduate Assistants</li> </ul>
Goal #2: Professional Development	SLO2. a – c	PCA: Skills and Abilities Sections	<ul style="list-style-type: none"> <li>- Data Collection: Beginning, middle, end for self-evaluation. Site supervisor completes twice in 6100, 6120/30 Intern I, and 6120/30 Intern II</li> <li>- Data Analysis: Summer annually</li> <li>- Reporting Results: Fall annually</li> <li>- Implementation of Changes: Spring annually</li> </ul>	<ul style="list-style-type: none"> <li>- Site supervisors</li> <li>- Students</li> <li>Program Directors</li> <li>- Assessment Coordinator/CAC</li> <li>REP Liaison</li> </ul>	<ul style="list-style-type: none"> <li>- Stipends</li> <li>- Graduate Assistants</li> </ul>
Goal #3: Personal Development	SLO3	PCA: Professional Performance Review section	<ul style="list-style-type: none"> <li>- Data Collection: May/December annually</li> <li>Advisor assesses in pre-practicum</li> <li>- Data Analysis: Summer annually</li> <li>- Reporting Results: Fall annually</li> <li>- Implementation of Changes: Spring annually</li> </ul>	<ul style="list-style-type: none"> <li>- Program Directors</li> <li>- Assessment Coordinator/CAC</li> <li>REP Liaison</li> </ul>	<ul style="list-style-type: none"> <li>- Stipends</li> <li>- Graduate Assistants</li> </ul>

## 2017 – 2018 Counseling Programs Highlights

### Faculty Highlights

- Drs. Whitney Akers and Dana Unger joined the Counseling Programs in Fall 2017, and Dr. Stephanie Robinson joined in Fall 2018.
- Dr. Jeffrey Warren received the School Counselor Educator of the Year award from North Carolina School Counselor Association.
- Dr. Jeffrey Warren received the Distinguished Alumni Award from the CSI Chapter at North Carolina State University.
- Two books were published by Counseling Programs faculty:
  - Kress, V. E., Paylo, M. J., & Stargell, N. A. (2018). *Counseling children and adolescents*. Columbus, OH: Pearson.
  - Warren, J. M. (2017). *School consultation for student success: A cognitive behavioral approach*. New York: Springer.
- Faculty published a variety of articles in peer-reviewed publications including:
  - Stargell, N. A. (2017). Therapeutic relationship and outcome effectiveness: Implications for counselor educators. *The Journal of Counselor Preparation and Supervision*, 9(2). <http://dx.doi.org/10.7729/92.1164>
  - Warren, J. M., & Schwarze, M. (2017). Exploring Internship Experiences of Counselors-in-Training through Pinterest: A Consensual Analysis. *The Journal of Counselor Preparation and Supervision*, 9(2). <http://dx.doi.org/10.7729/92.1139>
  - Duong, K., Stargell, N. A., & Mauk, G. W. (2018). Effectiveness of coloring mandala designs to reduce anxiety in graduate counseling students. *Journal of Creativity in Mental Health*, 1-13. doi: 10.1080/15401383.2018.1437001
- More than 30 regional, state, and national representations including:
  - Akers, W. (2017, October). Integrated care: Creative supervision to address challenges and promise of a new counseling frontier. Presented at the Biannual Association of Counselor Education and Supervision (ACES) Conference, Chicago, IL.
  - Ricks, J., & Blount, T. (2017, October). Preparing Data-Driven School Counselors: A Service Learning Approach. Presented at the Association for Counselor Education and Supervision Annual Conference, 2017, Chicago, IL.
  - Ricks, J., & Unger, D. (2018, February). Gaining administrative support for your school counseling program. Presented to school counselors at Scotland County Schools, Laurinburg, NC.

### Student Highlights

- A number of students participated in the development and delivery of a number of presentations and articles including:
  - Bullock, M. L., & Stargell, N. A. (2017). Holistic counseling for military populations: Addressing the symptoms of posttraumatic stress disorder and secondary traumatic stress in service members and their loved ones. Poster presented at the annual University of North Carolina at Pembroke Graduate Research Symposium, Pembroke, NC.
  - Ricks, J., & Herrington, I. (2017, September). Mindfulness Stress Reduction. Presented at Praxis II/Pearson Workshop for First Americans' Teacher Education (FATE) Program, UNC Pembroke, NC.

### Programs Highlights

- The Professional School Counseling Program received a grant (\$8500) from the American School Counselor Association to study the impact of RAMP vs non-RAMP high school counseling programs on college and career readiness.

- 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 11th annual drive in workshop for area counselors was held in spring 2018.
- The Phi Sigma Chapter of CSI co-hosted the Advocacy Summit with the CSI chapter from ECU. The event was held at UNC Pembroke.
- Phi Sigma received an UNCP Graduate Student Association Grant to support the 3rd Annual North Carolina CSI Professional Advocacy Summit.
- Mary “Lisa” Bullock, clinical mental health counseling student, was awarded a Military Scholarship for \$8000 from the NBCC Foundation
- Jessica Oxendine, professional school counseling student, received a \$300 graduate student scholarship from NCSCA