



**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF EDUCATION
SCHOOL COUNSELING, M.ED.
2020-21 EVALUATION REPORT**

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This report summarizes statistics related to (1) August 2021 program graduates; (2) stakeholder data collected during the 2020-2021 academic year; (3) assessment of student learning and program objectives; and (4) assessment of student dispositions. The report concludes with a summary of considerations for future program improvement and operations.

Introduction

The M.Ed. in School Counseling program is an intensive, 14-month program that provides deep preparation for success as a school counselor. Ours is a CACREP-accredited and state approved program that leads to licensure as a K-12 school counselor in North Carolina, with reciprocity options for other states. Additionally, graduates of the program are eligible to apply for licensure as a Licensed Clinical Mental Health Counselor after two years of post-master's supervised counseling experience.

Our 60-credit program integrates a strengths-based approach. We prepare school counselors to implement comprehensive school counseling programs, following the American School Counselor Association (ASCA) National Model. Our program follows a cohort model and features a year-long internship in a public school. This allows for applied, hands-on learning as part of a supportive, closely-knit cohort.

The School Counseling program is closely aligned with the strategic objectives outlined in the *Blueprint for Next*, the UNC Chapel Hill strategic framework. Our graduates, as advocates and leaders in their roles as professional school counselors, *Promote Democracy* and strive to *Benefit Society* by promoting and facilitating the optimal social, personal, academic and career development of all K-12 students, enabling them to be full participants in a diverse society.

Student Demographic Data, Program Completion Rates, Employment Statistics, and Praxis Exam Passage

The 2020-2021 academic year was a challenging time for our world and our program. Starting in March 2020, the COVID-19 pandemic caused all instruction to unexpectedly pivot to an online format. Additionally, K-12 schools, where our students complete their fieldwork, all went “virtual” for the remainder of the year. Our students started the Fall 2020 semester with the hope

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that classes could be held in person and attended one week of in person classes. However, due to a worsening landscape with regard to the COVID-19 pandemic and several campus outbreaks, instruction returned to the online format and remained that way for the entirety of the 2020-21 academic year. Most K-12 sites were virtual until spring 2021. Fortunately, our students benefitted from flexibility and support from their sites and instructors as well as some policy accommodations (e.g., the rollover of excess direct service hours accrued in practicum to internship) afforded by our program’s accrediting agency, CACREP.

The UNC-CH School Counseling Program received 115 applications for the 2020-21 cohort, a 30% increase in applications over the previous year.

Total Applicants to the 2020-21 UNC-CH School Counseling Program

Total Applicants *N=115								
		Female	Male	White	Black	Asian	Other	Hispanic
Gender		*82.60%	*11.30%					
Race				*66.9%	*13.9%	*6.95%	**5.21%	
Ethnicity								*2.60%
Citizenship	*US: 87.82%							
	FN: 5.21%							
Ave. Age	*24.96 yrs							
Mean UGPA	*3.36							

*Missing Data: Incomplete applications N=37: Missing Data includes: Gender: 6.08%; Race:6.08%; Ethnicity: 32.17%; Age:32.17%; Citizenship:6.08 %; GPA: 14.78%

**Other=6: AI=1; Mixed Race=5

In 2020-2021, 15 students enrolled in the full-time school counseling program at UNC Chapel Hill. The COVID-19 pandemic caused several students who had accepted admission in spring 2020 to change their plans to attend, resulting in a smaller than average cohort. One student decided to enroll in an out of state program in marriage and family therapy shortly after beginning the program, resulting in a final cohort of 14 students.

The following table contains demographic data for our 2020-21 enrolled students.

UNC-CH 2020-21 Student Demographic Data

SC 2020 Cohort Total N=14								
		Female	Male	White	Black	Asian	Other	Hispanic
Gender		78.57%	21.42%					
Race				92.9%	0%	0%	*7.14%	
Ethnicity								0%
Citizenship	US: 100% FN: 0%							
NC Resident	NC: 71.40%							
Advanced Degree	0%							
Ave Age	26.14 yrs							
Mean UGPA	3.66							

*Other: Mixed Race: B/W=1

Program Completion Data

Despite the challenges related to the pandemic, which affected all aspects of student lives and well-being, there were 14 graduates of the School Counseling Program in August 2021, resulting in a 100% on-time graduate rate. All students fulfilled requirements enabling them to be recommended for school counseling licensure at the Advanced Graduate Level through the North Carolina Department of Public Instruction (NCDPI). Our program is proud of the diligence and perseverance of our students as well as their strong commitments to the K-12 students they served.

Praxis Exam Data

All of our 14 graduating students took the Professional School Counselor Praxis exam before graduation, with a 100% pass rate.

*Praxis Exam Performance: UNC-CH students**

	2021 UNC-CH Grads (N = 14)
Mean score	183
Performance range	173-192

*Passing score = 156

ETS also provides information regarding UNC-CH School Counseling students’ performance on the four categories of the Professional School Counselor Praxis exam, which correspond to the four components of the American School Counselor Association (ASCA) National Model:

*UNC-CH, NC, and National Test Takers, percentage of items correct in each category of ASCA National Model for test takers during period of September 2020 – August 2021**

	2021 UNC-CH Average number of items correct (N=14)	Total Possible Points in Category	Average Percent Correct
Foundations	18.5	20	92.5%
Delivery	44.5	50	89%
Management	13	16	81.25%
Accountability	21	24	87.5%

**ASCA National Model category names have changed in the 4th edition; however, ETS reported 2020-21 results using the names of the categories as described in the 3rd edition.*

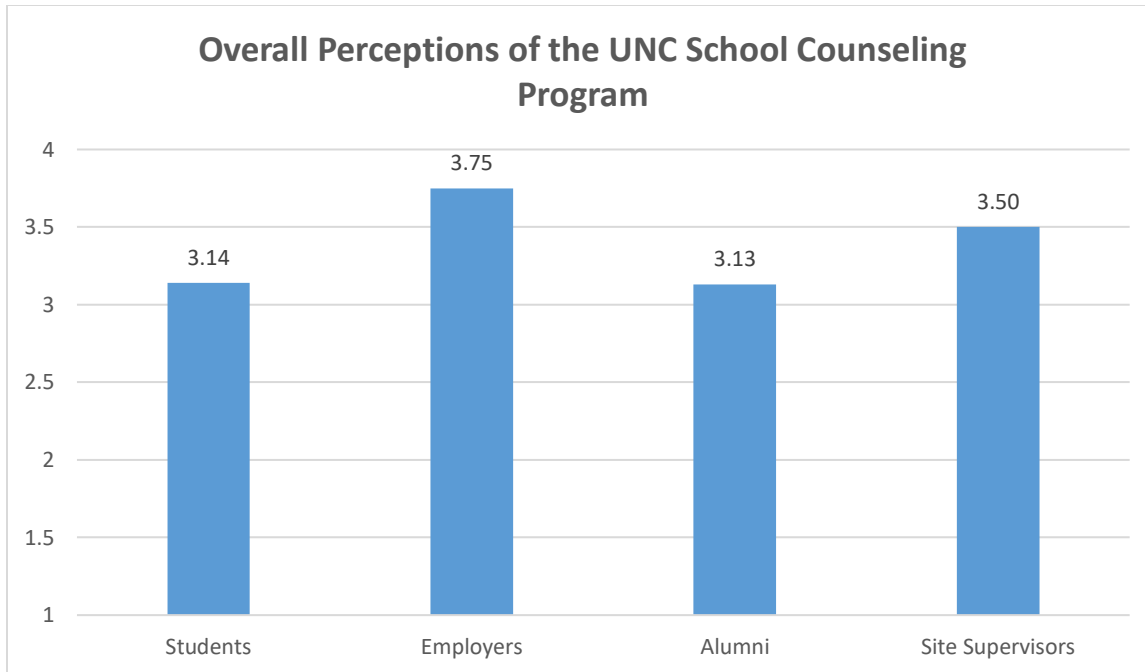
Employment Data

Graduates of the UNC School Counseling program continue to meet the academic, career, and social/emotional needs of K-12 students. Of the 14 students who graduated in August 2021, **100%** had already committed to a specific position in school counseling or continuing studies as of July 2021. Of the 14 graduates, all indicated as of July 2021 that they will be employed during the 2021-2022 school year as school counselors. Of the 14 graduates working as school counselors, 11 will be employed in North Carolina, one in Arizona, one in Maryland, and one in South Carolina. Across the K-12 levels, there are five graduates employed in high schools; five in middle schools; and four in elementary schools.

Stakeholder Surveys

Surveys were sent electronically to the following four stakeholder groups: (1) current students (August 2021 graduates); (2) alumni of the 2020 graduating cohort; (3) employers of 2020 graduates; and (4) internship site supervisors of August 2021 graduates. All survey recipients were asked to rate student and alumni on counseling knowledge and skills related to the 2016 CACREP standards.

Overall, August 2021 graduates, alumni, employers, and site supervisors hold positive perceptions of our program, as demonstrated in the following figure (1 = poor; 2 = fair; 3 = good; 4 = excellent):



The following sections provide an analysis of the data collected from each of the four stakeholder groups.

August 2021 Graduates Exit Survey

A questionnaire requesting evaluative data about the school counseling program was sent via email in July 2021 to all 14 of the August 2021 graduates in the program. This questionnaire also solicited information concerning the students' internship experiences, permanent contact information, employment, and elective courses. Fourteen of the 14 students completed the survey, yielding a response rate of 100%. Respondents were asked to rate themselves on 17 skills/characteristics, as they relate to their abilities as school counselors, using a four-point Likert-type scale (1 = poor; 2 = fair; 3 = good; 4 = excellent). The 2021 student mean rating of the overall training received in the program was positive ($M = 3.08$).

For the 2020-21 cohort, the UNC-CH School Counseling program continued the new policy waiving the GRE requirement for students who (a) had an undergraduate GPA (UGPA) of 3.5 or higher; and/or (b) already had a master's degree. One objective of this policy was to increase the number of diverse applicants from individuals traditionally underrepresented in the counseling profession and reduce the barrier which the GRE represents for many of these students. According to our students, this new policy was an important or decisive factor for 56.6% of our students when making the decision to apply to the UNC-CH program.

The following table depicts student ratings on the quantitative survey items related to counseling skills acquired during the program.

Student Survey Item Ratings

Survey Item	Mean	SD
Understanding of the school counseling profession and ethical practice (role, responsibilities, etc.)	3.50	0.63
Ability to implement a strengths-based, ASCA model school counseling program and demonstrate ethical practice	3.43	0.62
Understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society	3.36	0.72
Ability to counsel and advocate for diverse groups in the school context	3.21	0.77
Understanding of the nature and needs of persons of all developmental levels	3.36	0.48
Understanding of and the ability to promote academic development	3.57	0.49
Ability to promote the personal and social development of students and build protective factors in the school environment	3.29	0.70
Understanding of and ability to promote career development and postsecondary access and success	3.43	0.49
Ability to act as a leader in the school and community	3.14	0.74
Understanding of the counseling process	3.29	0.70
Ability to conduct individual and group counseling	3.21	0.77
Understanding of group counseling approaches	2.86	0.74
Ability to collaborate and consult with other stakeholders in the school and community	3.57	0.49
Understanding of assessment, research and program evaluation	3.14	0.64
Ability to conduct and interpret a variety of appropriate assessments	2.93	0.80
Ability to conduct research to improve the school counseling program	2.93	0.80

On average, the highest-rated quantitative items by students were: Ability to collaborate and consult with other stakeholders in the school and community ($M = 3.57$, $SD = 0.49$); Understanding of the school counseling profession and ethical practice ($M = 3.50$, $SD = 0.63$); and Understanding of and the ability to promote academic development ($M = 3.57$, $SD = 0.49$).

On average, the lowest-rated quantitative items by students were: Understanding of group counseling approaches ($M = 2.86$, $SD = 0.74$); Ability to conduct and interpret a variety of appropriate assessments ($M = 2.93$, $SD = 0.80$) and Ability to conduct research to improve the school counseling program ($M = 2.93$, $SD = 0.80$).

Program strengths, as indicated by the students, included: the cohort model; the accelerated, 14-month program; the year-long internship in one school and integrated coursework; and knowledgeable and available professors, the program's emphasis on the solution-focused approach, strengths, and ASCA National Model. The main areas for improvement for the program as noted by the students included most notably enhanced communication and coordination among professors and between faculty and students.

Alumni Survey

A survey requesting evaluative data about the school counseling program was sent via email to all 2020 graduates of the program ($N = 25$). A total of 16 graduates completed the survey, yielding a response rate of 64%. Using a four-point Likert scale (1 = poor; 2 = fair; 3 = good; 4 = excellent), respondents were asked to rate themselves on 17 skills/characteristics as they relate to their abilities as school counselors. The 2020 graduates' mean rating of the overall training received in the program was positive ($M = 3.13$, $SD = 0.60$). Alumni were asked, on a scale of 1-10 (1 = not likely at all, 10 = very likely), how likely they would be to recommend the school counseling program to a friend or colleague. The mean rating was 7.93, indicating a likelihood that alumni would recommend the program to others.

The following table depicts alumni ratings on the quantitative survey items related to counseling skills acquired during the program.

Alumni Survey Item Ratings

Survey Item	Mean	SD
Understanding of the school counseling profession and ethical practice (role, responsibilities, etc.)	3.50	0.50
Ability to implement a strengths-based, ASCA model school counseling program and demonstrate ethical practice	3.25	0.75
Understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society	3.25	0.56
Ability to counsel and advocate for diverse groups in the school context	3.38	0.60
Understanding of the nature and needs of persons of all developmental levels	2.88	0.61
Understanding of and the ability to promote academic development	3.19	0.63
Ability to promote the personal and social development of students and build protective factors in the school environment	3.25	0.56
Understanding of and ability to promote career development and postsecondary access and success	3.31	0.46
Ability to act as a leader in the school and community	3.00	0.79
Understanding of the counseling process	3.50	0.50
Ability to conduct individual and group counseling	3.56	0.50
Understanding of group counseling approaches	3.25	0.56
Ability to collaborate and consult with other stakeholders in the school and community	3.44	0.50
Understanding of assessment, research and program evaluation	2.88	0.86
Ability to conduct and interpret a variety of appropriate assessments	2.44	0.61
Ability to conduct research to improve the school counseling program	2.88	0.78

On average, the highest-rated quantitative items by 2020 alumni were: Understanding of the school counseling profession and ethical practice ($M = 3.50$, $SD = 0.50$); Understanding of the

counseling process ($M = 3.50$, $SD = 0.50$); and Ability to conduct individual and group counseling ($M = 3.56$, $SD = 0.50$).

On average, the lowest-rated quantitative items by 2020 alumni were: Understanding of assessment, research, and program evaluation ($M = 2.88$, $SD = 0.86$); Understanding of the nature and needs of persons of all developmental levels ($M = 2.88$, $SD = 0.61$); Ability to conduct research to improve the school counseling program ($M = 2.88$; $SD = 0.78$); and Ability to conduct and interpret a variety of appropriate assessments ($M = 2.44$; $SD = 0.61$).

Graduates were also asked to provide feedback on program strengths and areas for growth. Program strengths noted by 2020 alumni are provided below, with quotes from respondents:

- The year-long internship at one school. The intense focus. The strengths-based approach. The small cohort.
- Accelerated timeline, year-long internship at one site, small cohort model
- Strengths based, CACREP, action oriented, 14-months
- The yearlong internship, cohort model, and professors
- Year-long internship at one school. Really helps you learn the ins and outs of being at a school and see what an entire school year looks like for a counselor.
- Cohort model, concurrent internship
- Basic counseling techniques, understanding ASCA model, amount of time at internship
- Cohort model, hands on experience
- The weekly supervising and triadic supervision time. Doing your internship throughout the majority of the program.
- The cohort, the speed, and the focus
- Excellent professors, great supervision and placement experience
- Community, collaboration, and practice!

Main program weaknesses included (quotes from alumni):

- A lack of context about the modern US educational system (SIS options, core curriculum, scope/sequence of grade levels, state tests))
- Ethics course crammed into a 3-week summer session
- Sources of support were not made explicit; therefore, students were not sure who they could approach with questions or to seek support
- Communication of expectations, orientation session
- Cohort cohesion activities; quick nature makes it so that if you need to focus and develop on something-there's not much time to do this; although I enjoyed the full year internship, I would have liked to see more of other levels and schools
- Most of what I learned that is applicable to my job came from my internship. Which is great, but it would've been helpful if more time in classes was spent on relevant and applicable information that we'd need from working in a school and not information we'd

need to be a counselor. The program prepared me to be a "counselor," but I didn't feel as prepared for the "school" part of the "school counselor" role.

- Fast pace of classes
- Ways to collect data from classroom lessons and individual counseling, creating yearly goals, experiences with grade levels other than internship site
- Sometimes the coursework did not feel applicable to what we were doing at our internship.
- With Covid-19, we were unable to meet in person for the remainder of the year, that was hard, but they did a wonderful job bouncing back!

Suggestions for improvement include (quotes from alumni):

- Educating students on MTSS process, 504 plans, and an overview of PowerSchool, especially given that many students remain in North Carolina after graduation.
- I would have loved to develop a year counseling program from start to finish as an overarching/interconnected project across courses. This would have been an extremely helpful practice before entering my first job.
- I think it would be helpful to have cohort members establish group norms at the start of the program (maybe professors can be involved in the process too) so that expectations for the cohort can be developed
- More cohesion activities among cohort and professors; disseminating information from professors to all students more efficiently; mentorships (i.e., pairing a professor with a student based upon interest)
- Have a class period/orientation session to orient the cohort to the NC public school system. Introduce some of the acronyms, policies, procedures that we'd come across at our time in schools that we may not have known before starting. Ex: graduation requirements, AIG, CTE, EC, 504s, IEPs, MTSS, EOCs, EOGs, PowerSchool, etc.
- I think more scaffolding for assignments would have been helpful, especially for students who don't have much experience in schools.
- Opportunities to see other grade levels or talking with someone before choosing about which level might be a good fit, strategies for helping students with ADHD
- To have more check-ins with faculty and students throughout the year. To have a little more variety in who is teaching courses each semester, so it doesn't end up being one person for most of the classes. Incorporate counseling theories even more throughout the program so they become second nature.
- More one-on-one counseling practice with theory.

Employer Survey

To obtain feedback on the quality of the performance of our 2020 graduates and to improve the training and education of our students, 2020 alumni were sent a link to an electronic survey which they were requested to forward to their employers/supervisors. Of the 25 alumni who

received the email with the link, four of their supervisors/principals completed the survey, yielding a response rate of 16%. Using a four-point Likert scale (1 = poor; 2 = fair; 3 = good; 4 = excellent), employers/supervisors were asked to rate the 2020 graduates on 17 skills as they relate to the graduates’ positions as school counselors. The employer mean rating ($M = 3.75$) of overall competence as a school counselor reflected positively on the program. In addition, employers were asked to rate, on a scale of 1-10 (1 = extremely unlikely, 10 = extremely likely) how likely they were to recommend a colleague to hire a graduate of the program; the employer mean rating was 9.5.

The following table depicts employer ratings on the quantitative survey items related to employers’ perception of the counseling knowledge and skills exhibited by program graduates.

Employer Survey Item Ratings

Survey Item	Mean	SD
Understanding of the school counseling profession and ethical practice (role, responsibilities, etc.)	3.75	0.43
Ability to implement a strengths-based, ASCA model school counseling program and demonstrate ethical practice	3.75	0.43
Understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society	3.75	0.43
Ability to counsel and advocate for diverse groups in the school context	3.75	0.43
Understanding of the nature and needs of persons of all developmental levels	3.25	0.43
Understanding of and the ability to promote academic development	3.75	0.43
Ability to promote the personal and social development of students and build protective factors in the school environment	3.75	0.43
Understanding of and ability to promote career development and postsecondary access and success	3.50	0.50
Ability to act as a leader in the school and community	3.25	0.43
Understanding of the counseling process	3.75	0.43
Ability to conduct individual and group counseling	3.50	0.50
Understanding of group counseling approaches	3.25	0.43
Ability to collaborate and consult with other stakeholders in the school and community	3.75	0.43
Understanding of assessment, research and program evaluation	3.50	0.25
Ability to conduct and interpret a variety of appropriate assessments	3.67	0.47
Ability to conduct research to improve the school counseling program	3.75	0.43
Demonstrates the ability to use evidence-based strategies and practices	3.67	0.47

Employers mean ratings ranged from 3.75 – 3.25, with the lowest items as Understanding of group counseling approaches ($M = 3.25$, $SD = 0.43$) and Ability to act as a leader in the school and community ($M = 3.25$, $SD = 0.43$).

As with program graduates, employers were also asked to provide feedback on program strengths and areas for growth. One comment/suggestion was as follows: “Develop a more individualized approach to work with the student at the placement instead of the entire program being proscribed.”

Site Supervisor Survey

A survey was sent via email to the site supervisors of the 14 graduate students who completed our program in 2021. This was done to obtain feedback on how the preparation of school counselors may be improved. Of the 14 surveys distributed to site supervisors, 12 were completed, yielding a response rate of 86%. Site supervisors were asked to rate the students on 17 skills/characteristics as they related to the students’ positions as school counselor interns using a four-point Likert-type scale (1 = poor; 2 = fair; 3 = good; 4 = excellent). The mean rating provided by site supervisors with regard the level of training and support they received to act as site supervisors was 3.50.

The site supervisor mean rating of their level of satisfaction with the program was high, as indicated on a rating scale of 1-10, with 10 being the highest ($M = 9.25$). Site supervisors were also asked to rate on a scale of 1 to 10 (1 = not likely at all; 10 = very likely) how likely they would be to recommend a colleague to supervise a graduate of this program; on average, respondents rated themselves very likely to do so ($M = 9.42$).

The following table depicts site supervisor ratings on the quantitative survey items related to supervisors’ perceptions of the counseling knowledge and skills exhibited by program graduates.

Site Supervisor Survey Item Ratings

Survey Item	Mean	SD
Understanding of the school counseling profession and ethical practice (role, responsibilities, etc.)	3.92	0.28
Ability to implement a strengths-based, ASCA model school counseling program and demonstrate ethical practice	3.75	0.43
Understanding of the cultural context of counseling relationships, issues, and trends in a multicultural society	3.67	0.47
Ability to counsel and advocate for diverse groups in the school context	3.58	0.49
Understanding of the nature and needs of persons of all developmental levels	3.58	0.49
Understanding of and the ability to promote academic development	3.42	0.64
Ability to promote the personal and social development of students and build protective factors in the school environment	3.75	0.43
Understanding of and ability to promote career development and postsecondary access and success	3.50	0.65
Ability to act as a leader in the school and community	3.55	0.66
Understanding of the counseling process	3.75	0.43

Ability to conduct individual and group counseling	3.83	0.37
Understanding of group counseling approaches	3.58	0.64
Ability to collaborate and consult with other stakeholders in the school and community	3.58	0.49
Understanding of assessment, research and program evaluation	3.42	0.64
Ability to conduct and interpret a variety of appropriate assessments	3.25	0.72
Ability to conduct research to improve the school counseling program	3.58	0.64
Demonstrates the ability to use evidence-based strategies and practices	3.64	0.48

Site supervisors’ responses ranged from 3.25 – 3.92. The highest-rated quantitative item by site supervisors was: Understanding of the school counseling profession and ethical practice ($M = 3.92, SD = 0.28$). The lowest-rated quantitative item by site supervisors was: Ability to conduct and interpret a variety of appropriate assessments ($M = 3.25, SD = 0.2$).

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We also asked site supervisors to share the overall strengths of the program as well as areas for growth. Site supervisors did not offer suggestions for improvement. Program strengths as stated by site supervisors included:

- The students I have met through the program are professional and knowledgeable
- Focus on teaching advocacy, support for site supervisors, providing opportunities for students to practice skills
- Throughout practicum and internship, students spend a consistent amount of time on campus, which is helpful in gaining experience and makes it easier to become a part of the counseling team and school community.
- Strong communication, helpful collaboration & timely follow-up with site supervisor.

Assessment of Student Learning and Program Objectives

CACREP (2016) Standard 4.F requires the counselor education program faculty to systematically assess each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment chart below outlines (1) identification of key performance indicators (KPIs) of student learning in each of the eight core areas and in the school counseling specialty area, and (2) a description of the measurement of student learning conducted via multiple measures and over multiple points in time. The following table depicts the nine KPIs along with the associated CACREP (2016) standard and the two measures that assess each standard.

KPI	Standard	Primary Course Assignment	Second Assessment
KPI 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	2.F.1.a. history and philosophy of the counseling profession and its specialty areas	EDUC 702 Introduction to Strengths-based School Counseling: 50 item quiz on the topics of (1) Profession of School Counseling;	Foundation category of the PRAXIS exam (Spring) Under the Foundations category , the topics that will be evaluated include the role and history of the

		and (2) ASCA National Model (first summer)	professional school counselor
KPI 2: SOCIAL AND CULTURAL DIVERSITY	2.F.2.c. multicultural counseling competencies	EDUC 707 Promoting Cultural Competence and Social Justice in School Counseling: Community Asset Map (Fall)	EDUC 752 College Access and College Admissions Counseling: Professional College and Career Readiness Presentation (Spring)
KPI 3: HUMAN GROWTH AND DEVELOPMENT	2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	EDUC 827 Human Growth and Development: Developmental Transitions Presentation (Fall)	Rating on the Site supervisor evaluation: “Ability to promote the personal and social development of students and build protective factors in the school environment” (Spring)
KPI 4: CAREER DEVELOPMENT	2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	EDUC 704 Promoting Career Development: Career Development Intervention (Spring)	EDUC 713 Tests and Measurements: Test Administration Assignment (Fall)
KPI 5: COUNSELING AND HELPING RELATIONSHIPS	2.F.5.g. essential interviewing, counseling, and case conceptualization skills	EDUC 766 Practicum in School Counseling: Basic Skills Recording (Fall I)	EDUC 705 Internship in School Counseling and Consultation: Solution Focused Brief Counseling Session and Recording (Fall II)
KPI 6: GROUP COUNSELING AND GROUP WORK	2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members	EDUC 714 Guidance and Group Counseling: Group Proposal (first summer)	EDUC 705 Internship in School Counseling and Consultation: Group Counseling Assignment: Design, Deliver, Implement and Evaluate a Psychoeducational Group (Spring)
KPI 7: ASSESSMENT AND TESTING	2.F.7.e. use of assessments for diagnostic and	EDUC 713 Tests and Measurements: Test Administration Assignment (Fall)	EDUC 826 Promoting Mental Health and Wellness in Schools: Public Service

	intervention planning purposes		Announcement (second summer)
KPI 8: RESEARCH AND PROGRAM EVALUATION	2.F.8.e. evaluation of counseling interventions and programs	EDUC 709 Applied Investigations: Applied Research Project (Spring)	EDUC 766 Practicum in School Counseling: Classroom Guidance Assignment: Develop, implement, and evaluate a classroom guidance lesson (Fall I)
KPI 9: SCHOOL COUNSELING SPECIALTY AREA	5.G.3.o. and 5.G.3.n. use of accountability data to inform decision making and use of data to advocate for programs and students	EDUC 704 Promoting Career Development: Career Development Intervention (Spring)	EDUC 752 College Access and College Admissions Counseling: Professional College and Career Readiness Development Presentation (Spring)

School counseling students in 2020-21 demonstrated and for the most part exceeded proficiency in all the measures used to assess the nine program objectives, as demonstrated in the following tables.

Program Objective 1: Students will demonstrate an understanding of the history and philosophy of the counseling profession and the profession of school counseling.

Associated Standard
CACREP (2016): 2.F.1.a.

Associated Courses or Experiences
<ol style="list-style-type: none"> EDUC 702 Introduction to Strengths-Based School Counseling PRAXIS exam for Professional School Counselors (<i>Foundations</i> category)

Effectiveness Measures:
<ol style="list-style-type: none"> <u>Measurement # 1: EDUC 702 Introduction to Strengths-based School Counseling.</u> The outcome measures for this Program Objective is the 50-item multiple choice quiz on the topics of (1) Profession of School Counseling; and (2) ASCA National Model <u>Measurement #2: Foundations category of the PRAXIS</u> The PRAXIS Exam: Professional School Counselor is a 2-hour, 120 multiple choice exam administered by the Educational Testing Service (ETS). The exam includes four content categories, including: Foundations, Delivery of Service, Management, and Accountability. The exam is required for K-12 Professional School Counselor licensure in the state of North Carolina, and UNC-CH school counseling students must provide evidence of a passing score to graduate. The examination fee is \$121, and students are advised to take the exam in the spring semester prior to August

graduation. The outcome measure for this Program Objective is the *Foundations* category of the exam. Under the **Foundations category**, the topics that are evaluated include the role and history of the **professional school counselor**. This category is comprised of 20 items (approximately 18% of the total examination).

Methodology: Describes placement of assessments in program and how data are collected

1. Students take EDUC 702 Introduction to Strengths-Based School Counseling during their first semester in the program (summer I). Students take the quiz during the abbreviated summer session. The quiz consists of 50 multiple choice items. Students take the quizzes on Sakai, the Learning Management System used at UNC-CH. Student scores are collected in Sakai. Sakai provides the following grade statistics: frequencies, mean and median scores, range, and standard deviation.
2. *Foundations* category of PRAXIS exam for Professional School Counselors consists of 20 multiple choice items. Students take the PRAXIS in the Spring semester of the program. ETS provides PRAXIS score reports to the UNC School of Education. Students also upload their official score reports to Task Stream in the spring. The School of Education’s Data Manager provides a comprehensive score report with a breakdown of scores in each of the four exam categories for school counseling students to the school counseling program coordinator.

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency

1. Measure #1:
Proficiency = 160/200 on Quiz (80%) in 2019; 120/150 on quiz (80%) in 2020
85% of students are expected to demonstrate proficiency.
2. Measure #2:
Proficiency = at or above national mean of percentage of correct items (National mean was 80.55 in 2020; 79.56% in 2021)
85% of students are expected to demonstrate proficiency.

2020-21 Assessment Data for Program Objective 1:

Students	Measure 1	Measure 2
Semester	Spring/Summer 2020	Spring/Summer 2021
Total number	15	14
Met expectations	14	14
Percentage meeting expectations	93%	100%
Group means	87.87% correct	92.5% correct

Program Objective 2: Students will demonstrate multicultural counseling competencies.

Associated Standard

CACREP (2016): 2.F.2.c.

Associated Courses or Experiences

1. EDUC 707 Promoting Cultural Competence and Social Justice in School Counseling
2. EDUC 752 College Access and College Admissions Counseling

Effectiveness Measures:

1. Measurement #1: EDUC 707 Promoting Cultural Competence and Social Justice in Counseling
The outcome measure for this Program Objective is the multicultural professional development workshop, the community asset map, or the multicultural group proposal (student choice)
2. Measurement #2: College Access and College Counseling The outcome measure for this Program Objective is the Professional College and Career Readiness Development Presentation

Methodology: Describes placement of assessments in program and how data are collected

1. Students take EDUC 707 Promoting Cultural Competence and Social Justice during their fall semester in the program. Students are required to complete a Multicultural Professional Development Workshop, Community Asset Map, or Multicultural Group Proposal assignment. Students are required to upload their assignments to the Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation.
2. Students take EDUC 752 College Access and College Counseling in the spring semester of their program. Students are required to produce, in teams of 4, a 20-minute professional development presentation that covers one of the following topics: first generation students and families; serving undocumented students and families; students and families with disabilities; foster students and families; high achieving students; or LGBTQ students and families. Students are required to upload their assignment to Sakai. Assignments are assessed in Sakai according to the scoring rubric associated with the assignment. Student scores are collected in Sakai. Sakai provides the following grade statistics: frequencies, mean and median scores, range, and standard deviation.

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency

1. Measure #1:
Proficiency= Grade on Multicultural PD Workshop, Community Asset Map (CAM; 3/6 points possible), or Multicultural Group Proposal (MC Group; 1/2 points possible)
85% of students are expected to demonstrate proficiency.
2. Measure # 2:
Proficiency = score of "1" (meets expectations) on the category related to multicultural competency on the associated assignment scoring rubric (2020-21 proficiency measure)
85% of students are expected to demonstrate proficiency.

2020-21 Assessment Data for Program Objective 2

Students	Measure 1	Measure 2
Semester	Fall 2020	Spring 2021
Total number	12 (CAM); 1 (MC Group)	14
Met expectations	13	14
Percentage meeting expectations	100%	100%
Group means	5.66/6.0 (CAM); 1.55/2.0 (MC Group)	145/150

Program Objective 3: Students will demonstrate knowledge of the systemic and environmental factors that affect human development, functioning, and behavior

Associated Standard
CACREP (2016): 2.F.3.f.

Associated Courses or Experiences
<ol style="list-style-type: none"> 1. EDUC 827 Human Development 2. Site Supervisor Annual Program Evaluation Survey

Effectiveness Measures:
<ol style="list-style-type: none"> 1. <u>Measurement #1: EDUC 827 Human Development</u> The outcome measure for this Program Objective is the Developmental Transitions Presentation. 2. <u>Measurement #2: Site Supervisor Annual Program Evaluation Survey</u> The outcome measure for this Program Objective is the questionnaire item related to the students’ ability to promote the personal and social development of students and build protective factors in the school environment

Methodology: Describes placement of assessments in program and how data are collected
<ol style="list-style-type: none"> 1. Students take EDUC 827 Human Growth and Development during their fall semester in the program. Students are required to complete a Developmental Transitions assignment. Students are assigned to a group that prepares a comprehensive transition support program for individuals (a) Preschool to Elementary School; (b) Middle School to High School; (c) changes in family structures; (d) high school to college/work; or (e) Late adolescent to Early Adult roles. Students are required to upload their assignments to the Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation 2. Site supervisors of school counseling interns are requested to complete an online survey during the Spring semester (April). The survey includes items related to students’ ability to promote the personal and social development of students and build protective factors in the school

environment. Site supervisors complete the survey electronically, via Qualtrics. Qualtrics provides the following statistics related to each survey item: frequencies, mean scores, range, and standard deviation

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency

1. Measure #1:
Proficiency = overall score of “1 = meets expectations” on all categories of the Developmental Transitions Project Rubric

2. Measure # 2:
Proficiency = score of 3 (scale of 1-4, where 1 = poor, 4 = excellent)
85% of students are expected to score at 3 or above on the survey item.

2020-21 Assessment Data for Program Objective 3

Students	Measure 1	Measure 2
Semester	Fall 2020	Spring 2021
Total number	14	12
Met expectations	14	12
Percentage meeting expectations	100%	100%
Group means	2/2	3.75/4.00

Program Objective 4: Students will demonstrate the ability to identify and use assessment tools and techniques relevant to career planning and decision making

Associated Standard
CACREP (2016): 2.F.4.i.

Associated Courses or Experiences

- EDUC 713 Tests and Measurement
- EDUC 704 Promoting Career Development

Effectiveness Measures:

- Measurement #1: EDUC 713 Tests and Measurement The outcome measure for this Program Objective is the Test Administration Assignment.
- Measurement #2: EDUC 704 Promoting Career Development The outcome measure for this Program Objective is the Career Intervention Assignment

Methodology: Describes placement of assessments in program and how data are collected
<p>1. Students take EDUC 713 Tests and Measurement in the fall semester. Students are required to complete a Tests Administration Assignment in which they are required to demonstrate an understanding of the appropriate uses of assessments for academic/educational, career, personal, and social development purposes. Students are required to upload their assignments to the Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation.</p> <p>2. Students take EDUC 704 Promoting Career Development in the Spring semester of their program. Students are required to create, implement, and evaluate an intervention or program designed to promote career readiness for students at their internship site. Students are required to upload their assignments to the Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation.</p>

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency
<p>1. Measure #1: Proficiency = overall score of “1 = meets expectations” on the Test Administration Assignment. 85% of students are expected to demonstrate proficiency</p> <p>2. Measure#2: Proficiency = overall score of “1 = meets expectations” on the Career Development Intervention Assignment. 85% of students are expected to demonstrate proficiency</p>

2020-21 Assessment Data for Program Objective 4

Students	Measure 1	Measure 2
Semester	Fall 2020	Spring 2021
Total number	14	14
Met expectations	14	14
Percentage meeting expectations	100%	100%
Group means	2/2	1.74/2.0

Program Objective 5: Students will demonstrate essential interviewing, counseling, and case conceptualization skills

Associated Standard
CACREP (2016): 2.F.5.g.

Associated Courses or Experiences

1. EDUC 766 Practicum in School Counseling
2. EDUC 705 Internship in School Counseling

Effectiveness Measures:

1. Measurement #1: EDUC 766 Practicum in School Counseling The outcome measure for this Program Objective is the Basic Skills Recording.
2. Measurement #2: EDUC 705 Internship in School Counseling and Consultation The outcome measure for this Program Objective is the Solution Focused Brief Counseling Session and Recording

Methodology: Describes placement of assessments in program and how data are collected

1. Students take EDUC 766 Practicum in School Counseling in the first fall term. Students are required to conduct and record a counseling session with a student-client demonstrating their ability to use basic counseling microskills. Students are assessed according to a rubric, which they required to upload to Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation.
2. Students take EDUC 705 Internship in School Counseling and Consultation in the second fall term. Students are required to conduct and record a counseling session with a student-client demonstrating their ability to implement the solution focused brief counseling approach for a first session. Students are assessed according to a rubric, which they required to upload to Sakai, the Learning Management System used at UNC-CH. Student grades for this assessment are collected in Sakai. Sakai provides the following grade statistics: frequencies, mean and median scores, range, and standard deviation.

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency

1. Measure #1:
Proficiency = overall score of “1 = meets expectations” on the Basic Skills Rubric.
85% of students are expected to demonstrate proficiency
2. Measure #2:
Proficiency = overall score of “1 = meets expectations” on the Solution Focused Brief Counseling Rubric.
85% of students are expected to demonstrate proficiency

2020-21 Assessment Data for Program Objective 5

Students	Measure 1	Measure 2
Semester	Fall I 2020	Fall II 2020
Total number	14	14
Met expectations	14	14
Percentage meeting expectations	100%	100%
Group means	1.54/2.0	1.36/2.0

Program Objective 6: Students will demonstrate effective group skills, including the abilities to recruit, screen, and select group members.

Associated Standard
CACREP (2016): 2.F.6.g.

Associated Courses or Experiences
<ol style="list-style-type: none"> 1. EDUC 714 Guidance and Group Counseling 2. EDUC 705 Internship in School Counseling

Effectiveness Measures:
<ol style="list-style-type: none"> 1. <u>Measurement #1: EDUC 714 Guidance and Counseling</u> The outcome measure for this Program Objective is the Group Proposal Assignment. 2. <u>Measurement #2: EDUC 705 Internship in School Counseling</u> The outcome measure for this Program Objective is the Group Counseling Assignment.

Methodology: Describes placement of assessments in program and how data are collected
<ol style="list-style-type: none"> 1. Students take EDUC 714 Guidance and Group Counseling in the second summer session of their first summer in the program. Students are required to submit a group proposal and plan. Students are assessed according to a rubric, which they required to upload to Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation. 2. Students take EDUC 705 Internship in School Counseling and Consultation in the spring term. Students are required to develop, implement, and evaluation a psychoeducational group consisting of at least four sessions. Students are assessed according to a rubric, which they required to upload to Sakai, the Learning Management System used at UNC-CH. Student grades for this assessment are collected in Sakai. Sakai provides the following grade statistics: frequencies, mean and median scores, range, and standard deviation.

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency

1. Measure #1:
Proficiency = overall score of “9 = meets expectations” on the Group Proposal and Plan.
85% of students are expected to demonstrate proficiency

2. Measure #2:
Proficiency = overall score of “1 = meets expectations” on the Group Assignment
85% of students are expected to demonstrate proficiency

2020-21 Assessment Data for Program Objective 6

Students	Measure 1	Measure 2
Semester	Summer II 2020	Spring 2021**
Total number	13	
Met expectations	13	
Percentage meeting expectations	100%	
Group means	17.69/18	

**Data not available for Spring 2021 due to COVID-19 restrictions on activity

Program Objective 7: Students will demonstrate the ability to use assessments for intervention planning purposes

Associated Standard

CACREP (2016): 2.F.7.e.

Associated Courses or Experiences

1. EDUC 713 Tests and Measurement
2. EDUC 826 Promoting Mental Health and Wellness in Schools

Effectiveness Measures:

1. Measurement #1: EDUC 713 Tests and Measurement The outcome measure for this Program Objective is the Test Administration Assignment.

2. Measurement #2: EDUC 826 Promoting Mental Health and Wellness in Schools The outcome measure for this Program Objective is Public Service Announcement Assignment.

Methodology: Describes placement of assessments in program and how data are collected

1. Students take EDUC 713 Tests and Measurement in the fall semester. Students are required to complete a Tests Administration Assignment in which they are required to demonstrate an understanding of the appropriate uses of assessments for academic/educational, career, personal, and social development purposes. Students are required to upload their assignments

to the Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation.

2. Students take EDUC 826 Promoting Mental Health and Wellness in Schools in the first summer session of their second summer in the program. Students are required to complete a Public Service Announcement related to mental health disorders. Students are required to upload their assignments to the Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation.

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency

1. Measure #1:
Proficiency = overall score of “1 = meets expectations” on the Test Administration Assignment.
85% of students are expected to demonstrate proficiency
2. Measure #2:
Proficiency = overall score of “10 =fair” on the Public Service Announcement Assignment.
85% of students are expected to demonstrate proficiency

2020-21 Assessment Data for Program Objective 7

Students	Measure 1	Measure 2
Semester	Fall 2020	Summer 2021*
Total number	14	
Met expectations	14	
Percentage meeting expectations	100%	
Group means	2.02/2.0	

*These data will be collected in Summer 2022

Program Objective 8: Students will demonstrate the ability to effectively evaluate counseling interventions and programs.

Associated Standard

CACREP (2016): 2.F.8.e.

Associated Courses or Experiences

1. EDUC 766 Practicum in School Counseling
2. EDUC 709 Seminar in Applied Investigations

Effectiveness Measures:

1. Measurement #1: EDUC 766 Practicum in School Counseling The outcome measure for this Program Objective is the Classroom Guidance Lesson Assignment.
2. Measurement #2: EDUC 709 Seminar in Applied Investigations The outcome measure for this Program Objective is the Applied Research Project.

Methodology: Describes placement of assessments in program and how data are collected

1. Students take EDUC 766 Practicum in School Counseling in the fall I semester. Students are required to develop, implement, and evaluate a classroom guidance lesson for all or a subset of the school’s population. They are required to develop an ASCA curriculum guidance action plan and also include the NC Guidance Essential Standards. Students turn in the ASCA curriculum guidance action plan, including the NC Guidance Essential Standards, and results report to Sakai, the Learning Management System used at UNC-CH. Student grades for this assessment are collected in Sakai. Sakai provides the following grade statistics: frequencies, mean and median scores, range, and standard deviation.
2. Students take EDUC 709 Seminar in Applied Investigations in the spring. Students are required to conduct an applied research project in their schools, investigating a counseling intervention or conducting program evaluation. In 2019-20, students uploaded their research project to Sakai. As of 2020-21, students are required to upload their assignments to the Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation.

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency

1. Measure #1:
 Proficiency = overall grade of 80% on the Guidance Lesson Assignment
 85% of students are expected to demonstrate proficiency

2. Measure #2:
 Proficiency = overall score of “9 (out of possible 18)= “meets expectations” on the Applied Investigations Research Project
 85% of students are expected to demonstrate proficiency

2020-21 Assessment Data for Program Objective 8

Students	Measure 1	Measure 2
Semester	Fall 2020*	Spring 2021
Total number		14
Met expectations		14

Percentage meeting expectations		100%
Group means		15.13/18.00

*Assignment could not be completed due to restrictions on activity due to COVID-19.

Program Objective 9: Students will demonstrate the use of accountability data to inform decision making and the use of data to advocate for programs and students.

Associated Standard(s)
CACREP (2016): 5.G.3.o. and 5.G.3.n

Associated Courses or Experiences
<ol style="list-style-type: none"> 1. EDUC 704 Promoting Career Development 2. EDUC 752 College Access and College Admissions Counseling

Effectiveness Measures:
<ol style="list-style-type: none"> 1. <u>Measurement #1: EDUC 704 Promoting Career Development</u> The outcome measure for this Program Objective is the Career Development Intervention Assignment. 2. <u>Measurement #2: College Access and College Counseling</u> The outcome measure for this Program Objective is the Professional College and Career Readiness Development Presentation

Methodology: Describes placement of assessments in program and how data are collected
<ol style="list-style-type: none"> 1. Students take EDUC 704 Promoting Career Development during their spring semester in the program. Students are required to create, implement, and evaluate an intervention or program designed to promote career readiness for students at their internship site. Students are required to upload their assignments to the Task Stream data management system. Assignments are assessed in Task Stream according to the scoring rubric associated with the assignment. Reports will be generated in Task Stream that will provide the following grade statistics: frequencies, mean and median scores, range, and standard deviation. 2. Students take EDUC 752 College Access and College Counseling in the spring semester of their program. Students are required to produce, in teams of 4, a 20-minute professional development presentation that covers one of the following topics: first generation students and families; serving undocumented students and families; students and families with disabilities; foster students and families; high achieving students; or LGBTQ students and families. Students are required to upload their assignment to Sakai. Assignments are assessed in Sakai according to the scoring rubric associated with the assignment. Student scores are collected in Sakai. Sakai provides the following grade statistics: frequencies, mean and median scores, range, and standard deviation.

Performance Outcome: Identify outcome proficiency and the percentage of students expected to demonstrate proficiency
<ol style="list-style-type: none"> 1. Measure #1:

Proficiency = overall score of “1 = meets expectations” on the Career Development Intervention Assignment.

85% of students are expected to demonstrate proficiency.

2. Measure # 2:

Proficiency = score of 80% on the College and Career Readiness Presentation.

85% of students are expected to demonstrate proficiency

2020-21 Assessment Data for Program Objective 9

Students	Measure 1	Measure 2
Semester	Spring 2021	Spring 2021
Total number	14	14
Met expectations	14	14
Percentage meeting expectations	100%	100%
Group means	1.74/2.0	145/150

Evaluation of Student Dispositions

CACREP (2016) Standard 4.G requires the counselor education program faculty to systematically assess each student’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

Students are assessed by faculty and site supervisors on the following **(1) program-identified professional dispositions over (2) multiple points in time**: End of Practicum (Fall I), midpoint of Spring Internship (late February), and end of Summer Internship (June).

COUNSELOR CHARACTERISTICS AND PROFESSIONALISM

Establishes effective relationships with students	2	1	0
Establishes effective relationships with staff	2	1	0
Professionalism	2	1	0
Resourcefulness	2	1	0
Enthusiasm for roles as an intern	2	1	0
Appropriately receives and uses feedback	2	1	0
Consults with supervisors as appropriate	2	1	0
Openness to diversity	2	1	0

- **2 = Exceeds Expectations:** the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning counseling student) knowledge, skills, and dispositions in the specified skills or professional dispositions.

- **1 = Meets Expectations / Demonstrates Competencies:** the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and in the specified counseling skills or professional disposition.

- **0 = Does Not Meet Expectations:** the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified skill or professional disposition.

Scores are summed and the following rubric is completed in Task Stream by the faculty supervisor:

Professional Disposition Evaluation Rubric

CACREP Standard	2 (Exceeds Expectations)	1 (Meets Expectations)	0 (Does Not Meet Expectations)
Counselor Characteristics and Professionalism (2.F.5.f)	Student achieves a raw score between 12 and 16 on Section II of the Practicum or Internship Evaluation. Student demonstrates strong (i.e., <i>exceeding</i> the expectations of a beginning professional counselor) knowledge and skills in: establishing effective relationships with students and staff; professionalism; resourcefulness; enthusiasm for role as an intern; appropriate receipt and implementation	Student achieves a raw score between 8 and 11 on Section II of the Practicum or Internship Evaluation. Student demonstrates consistent and proficient knowledge, skills in: establishing effective relationships with students and staff; professionalism; resourcefulness; enthusiasm for role as an intern; appropriate receipt and implementation of feedback; consultation with supervisor	Student achieves a raw score of 7 or below on Section II of the Practicum or Internship Evaluation. Student demonstrates limited or no evidence of the knowledge and skills in: establishing effective relationships with students and staff; professionalism; resourcefulness; enthusiasm for role as an intern; appropriate receipt and implementation of feedback; consultation with supervisor. Students scoring at this level

	of feedback; consultation with supervisor		have <u>not</u> demonstrated the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.
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All school counseling students in 2020-21 met and for the most part exceeded student dispositions expectations, as demonstrated by the following table.

Student Disposition Data, 2020-21 (proficiency = score of “1”) - Evaluated by Site Supervisors

Students	Practicum Evaluation	Mid-Internship Evaluation	Final Internship Evaluation
Total number	14	14	14
Met expectations	14	14	14
Percentage meeting expectations	100%	100%	100%
Group means	1.79/2.0	1.79/2.0	1.92/2.0

Looking Ahead to AY 2021-22

We are excited to continue preparing school counseling leaders in 2021-22 with a large and diverse cohort of 29 students. Our new cohort of students will be placed in a diverse range of school districts for their practicum and internship experiences, including Alamance-Burlington, Chapel Hill Carrboro, Chatham, Durham, Orange, and Wake County Schools. In response to some student feedback expressing challenges associated with relocating and attending first summer session courses in person (especially for teachers or other school personnel and graduating college students), our program decided to change the delivery mode of our first two classes in the program (EDUC 702 and EDUC 703) to an online format. We will be interested in learning about students’ perceptions and experiences with this change.

As our region hopefully moves toward a more normal state of operations with regard to the COVID-19 pandemic, we will no longer be allowing flexibilities for accommodations relating to

practicum and internship, which CACREP has decided will end as of August 15, 2021. Students will no longer be allowed to carry over hours from practicum to internship. When schools re-open this fall, students will be able to complete all required assignments and experiences that are part of our program assessment plan.

We are excited to be able to offer one of our incoming school counseling students a Graduate Merit Scholarship this year. Additionally, our program received an interdisciplinary Behavioral Health Workforce Education and Training Grant through the Human Resources and Services Administration (HRSA). This project, which is called UNC-PrimeCare4Youth, will be implemented in partnership with the School of Social Work and the School of Medicine. The program will provide participating students with interdisciplinary training in trauma, tele-health, and culturally responsive practices. Four of our school counseling students will receive a stipend, and many others will participate in the training element of the program as waiver students. We are proud to continue our efforts to provide financial support and the cutting-edge training our students need to be leaders in the educational and behavioral health fields.