

2025- 2026 Annual Report
SCHOOL COUNSELING PROGRAM



**The University
of North Carolina
at Chapel Hill**

School of Education

Continuous Accreditation Since 1984
CACREP Accredited through 2031
Assessment Cycle: Fall 2025 – Spring 2026

ASSESSMENT DATA SOURCES



Key Performance Indicators (KPIs)



Key Professional Dispositions (KPDs)



Site Supervisor Evaluations



Recent Graduate Survey



Employer Survey



Graduate Outcomes Data



Demographic & Employment Outcomes

ASSESSMENT COHORTS



Class of 2025



Recent Graduate Survey



Employer Survey



Employment Outcomes Data



Class of 2026



KPIs (Assignments/Performance)



KPDs (Fall & Spring Assessments)



Site Supervisor Evaluations

School Counseling Program Mission & Vision

Mission: The UNC School Counseling Program prepares culturally responsive counselors who leverage strengths-based, human-centered practices to design and deliver comprehensive school counseling programs that remove barriers, expand opportunity, and support the academic, career, and social-emotional development of all students in diverse K–12 settings.

Vision: To cultivate school counselors who create equitable, strengths-based, and human-centered learning environments where all students can thrive academically, career-wise, and socially-emotionally.

School Counseling Program Objectives

The School Counseling Program faculty developed nine program objectives that correspond to each of the eight 2024 CACREP foundational curriculum areas and the school counseling specialized practice area.

1. **Program Objective 1:** Students will demonstrate an understanding of the history and philosophy of the counseling profession and the profession of school counseling.
2. **Program Objective 2:** Students will demonstrate cultural humility and empathy through culturally responsive counseling conceptualization and skill implementation.
3. **Program Objective 3:** Students will demonstrate knowledge of the systemic and environmental factors that affect human development, functioning, and behavior.
4. **Program Objective 4:** Students will demonstrate the ability to identify and use assessment tools and techniques relevant to career and postsecondary planning and decision-making.
5. **Program Objective 5:** Students will demonstrate essential interviewing, counseling, and case conceptualization skills.
6. **Program Objective 6:** Students will demonstrate effective group counseling skills, including the ability to recruit, screen, and select group members.
7. **Program Objective 7:** Students will demonstrate the ability to use assessment data for intervention planning purposes.
8. **Program Objective 8:** Students will demonstrate the ability to evaluate counseling interventions and programs.
9. **Program Objective 9:** Students will analyze and use data to inform decision making and advocate for students and programs.

2026 Annual Report Executive Summary

Accreditation Status

The UNC School Counseling Program is approved by the North Carolina Department of Public Instruction (NCDPI) and has maintained continuous accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1984. The program is currently accredited through the next scheduled CACREP review cycle in 2031.

Purpose of Assessment

The UNC School Counseling Program has developed a systematic process of assessment and continuous improvement to evaluate student learning, graduate preparedness, and overall program effectiveness. Assessment findings are used to inform curricular decision-making, fieldwork experiences, program planning, and ongoing improvement efforts.

The program utilizes multiple sources of evidence to evaluate outcomes across various stages of student and graduate development. Data are collected from current students, internship supervisors, recent graduates, and employers to provide a comprehensive understanding of program effectiveness and graduate readiness (see Table below).

Assessment Framework

The School Counseling Program's assessment system incorporates multiple, complementary data sources:

Table 1.

Data Source	Purpose
Key Performance Indicators (KPIs)	Assess student knowledge and skills across CACREP curricular and specialty practice standards.
Key Professional Dispositions (KPDs)	Monitor professional dispositions and developmental growth over time.
Site Supervisor Internship Evaluations	Evaluate applied counseling competencies during internship experiences.
Recent Graduate Surveys	Assess graduates' perceptions of preparedness during the transition into professional practice.
Employer Surveys	Evaluate graduate readiness and performance within professional school settings.
Graduate Outcomes Data	Monitor degree completion, credentialing, employment, and doctoral admissions outcomes.

Because assessment data are collected at different stages of students' professional development, findings reflect distinct cohorts and purposes. Site supervisor evaluations, Key Performance Indicators (KPIs), and Key Professional Dispositions (KPDs) assess current student performance, whereas recent graduate and employer surveys provide follow-up evaluations of program graduates. Accordingly, these data are interpreted as complementary sources of evidence regarding student learning, professional growth, and program effectiveness rather than as direct cohort comparisons. Quantitative and qualitative findings were reviewed collectively to identify strengths, areas for improvement, and opportunities for program enhancement.

Summary of Findings

Analysis of data from the Class of 2025 and Class of 2026 indicates that the UNC School Counseling Program continues to prepare highly competent, ethical, and professionally effective school counselors. Across multiple assessment measures, students and graduates consistently demonstrated strong performance in counseling practice, professional dispositions, and school counseling competencies.

Program Strengths

Several strengths emerged consistently across KPI assessments, KPD evaluations, site supervisor ratings, recent graduate surveys, employer surveys, and graduate outcome data:

- Strong attainment of Key Performance Indicator (KPI) benchmarks across CACREP curricular and specialty practice areas
- Growth in professional dispositions over time, including collaboration, responsiveness to feedback, professional engagement, and self-awareness
- Strong preparation in individual counseling, group counseling, and direct student services
- Ethical and professional practice consistent with school counseling standards
- Positive relationship-building and collaboration with students, families, and school personnel
- Commitment to culturally responsive, strengths-based, and equity-centered counseling practices
- Advocacy skills and emerging leadership within school settings
- High Praxis pass rates and strong employment outcomes among graduates

Collectively, these findings suggest that graduates are well prepared to deliver counseling services, collaborate with educational stakeholders, and contribute positively to PK–12 school communities.

Areas for Continued Growth and Program Enhancement

Although findings were overwhelmingly positive, several opportunities for continued growth emerged across quantitative and qualitative data sources:

- Special education procedures, Section 504 plans, and MTSS processes
- Participation in multidisciplinary teams and systems-level school counseling responsibilities

- Suicide risk assessment, threat assessment, and crisis response procedures
- Classroom guidance delivery and classroom management strategies
- Consultation with teachers, communication with parents, and interdisciplinary collaboration
- Organization, time management, and use of data to inform counseling interventions and program decisions
- Continued development of data-informed advocacy and comprehensive school counseling program implementation

These findings will inform ongoing faculty review, curriculum refinement, field experience enhancements, and future program improvement efforts.

Other Important Updates:

- The School Counseling Program welcomed Dr. Emily Kitching as a new faculty member for the 2026-27 academic year.
- The School Counseling Program established an ongoing collaboration with PlayMakers Repertory Company, the professional theatre in residence at the University of North Carolina at Chapel Hill, to provide students with experiential leadership and consultation opportunities through interdisciplinary community partnerships.

Program Modifications

The School Counseling Program systematically reviews Key Performance Indicator (KPI) data, Key Professional Disposition (KPD) data, site supervisor evaluations, recent graduate surveys, employer surveys, and other program evaluation data to support continuous improvement. Findings from the current assessment cycle informed the following program modifications and improvement initiatives:

1. **Revision of EDUC 702: Introduction to School Counseling.** Faculty completed a substantial revision of EDUC 702 to strengthen students' understanding of the school counselor role, professional identity development, and comprehensive school counseling program implementation.
2. **Proposed Addition of EDUC 689: Special Education in K–12 as a Required Course.** Consistent with feedback from recent graduates and employers identifying special education procedures, Section 504 plans, and MTSS processes as areas where additional preparation would be beneficial, faculty have proposed making EDUC 689 a required component of the School Counseling curriculum.
3. **Revision of the Key Performance Indicator (KPI) Assessment System.** Faculty reviewed the program's assessment plan and determined that several KPI measures assessed overlapping competencies. To reduce redundancy, improve efficiency, and minimize rater fatigue, the program revised its KPI system from 14 indicators to 9 indicators that align directly with CACREP curricular areas and program objectives while maintaining comprehensive assessment coverage.

4. **Enhanced Preparation in Threat Assessment, Suicide Risk Assessment, and Crisis Response.** In response to graduate and employer feedback identifying crisis response, suicide risk assessment, and threat assessment as areas where additional preparation would be beneficial, the program added a dedicated instructional unit on threat assessment and suicide risk assessment to **EDUC 713: Tests and Measurement**. This addition is intended to strengthen students' knowledge of evidence-based assessment procedures, risk evaluation, and school-based crisis response.
5. **Ongoing Enhancement of Systems-Level School Counseling Practice.** Assessment findings also identified opportunities to strengthen preparation related to classroom guidance, consultation, data-informed decision making, and systems-level school counseling responsibilities. Faculty will continue reviewing coursework, field experiences, and assessment data to identify additional opportunities for curricular enhancement in these areas as part of the program's continuous improvement process.

Faculty reviewed these findings during the annual assessment review process and will continue monitoring the impact of these modifications through future KPI, KPD, graduate, employer, and site supervisor data. Findings from subsequent assessment cycles will be used to evaluate the effectiveness of these changes and inform additional program improvement efforts as needed.

Class of 2025 Graduate Outcomes

The UNC School Counseling Program continues to demonstrate strong outcomes related to student completion, credential attainment, and post-graduation success. Consistent with the program's mission and objectives, graduates successfully completed program requirements, obtained professional credentials, and secured employment or admission to advanced graduate study.

Table 2.

Outcome Indicator	Result
Students Enrolled	27
Graduates	25
Program Completion Rate	93%
Praxis Pass Rate	100%
Employment and Doctoral Admission Rate	91–100%

Class of 2025 Demographic Profile

Table 3.

Demographic Category	Number
Female	25
Male	0
American Indian/Alaska Native	2

Asian	1
Black/African American	1
Hispanic/Latino/a/e	2
White	16
Other/Not Listed	1
International Students	3
Students Reporting a Disability	3

Response Rate

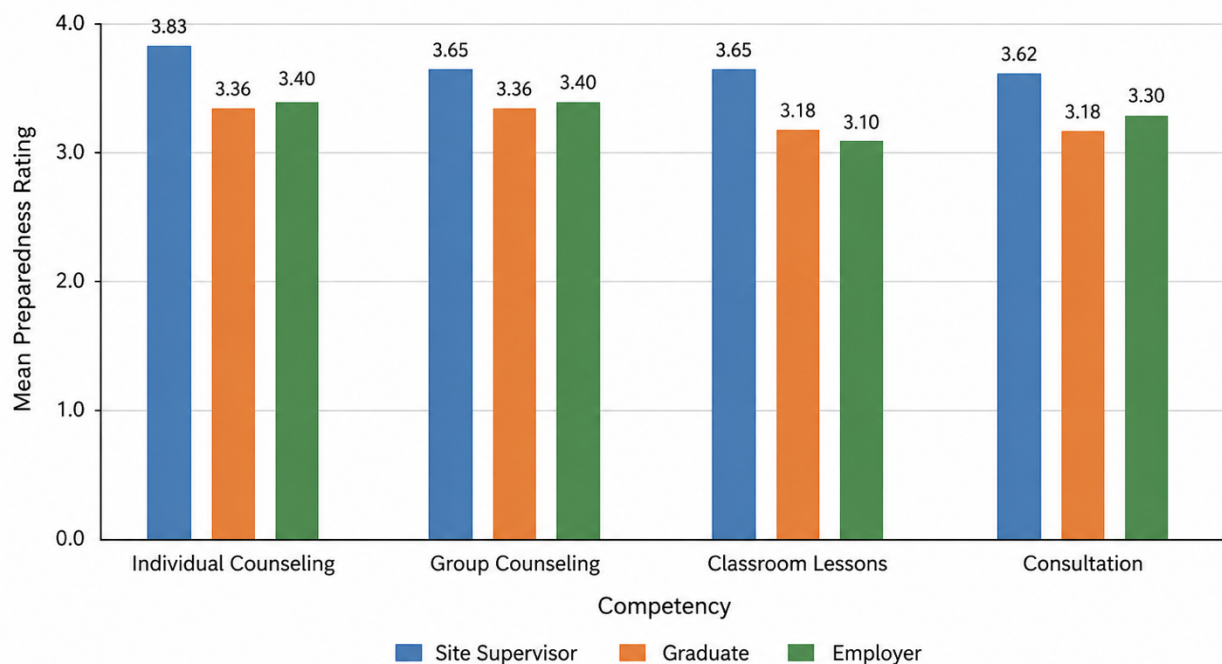
Table 4.

Outcome Indicator	Employer	Site Supervisor
11/25= 44%	10/25= 40%	24/25= 96%

Direct Services

Mean level of preparation to conduct the following:

1=highly unprepared, 2=unprepared, 3=prepared, 4=highly prepared

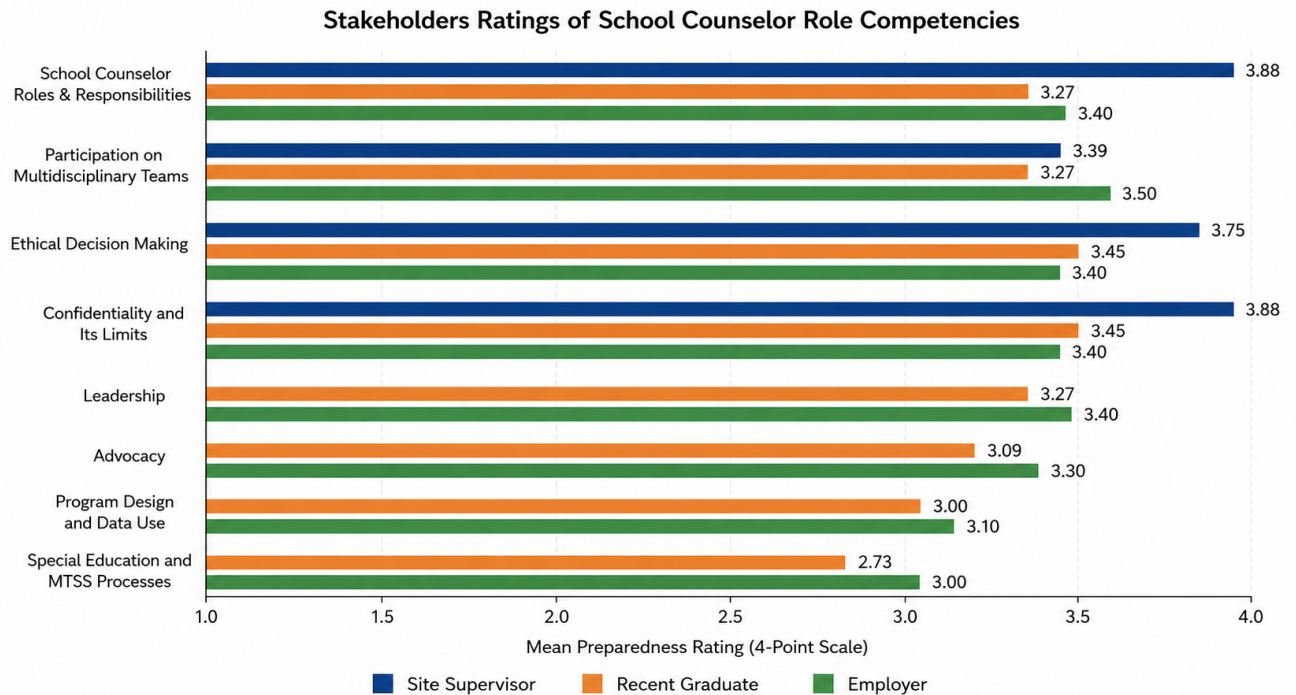


Note. Ratings are based on a 4-point scale, with higher scores indicating greater preparedness. Site supervisor ratings reflect internship performance, whereas graduate and employer ratings reflect perceptions of professional preparedness following graduation. Site Supervisors (n = 24); Graduates (n = 11); Employers (n = 10).

Mean Ratings re: Role of School Counselor

Items below have been shortened for space.

1=highly unprepared, 2=unprepared, 3=prepared, 4=highly prepared

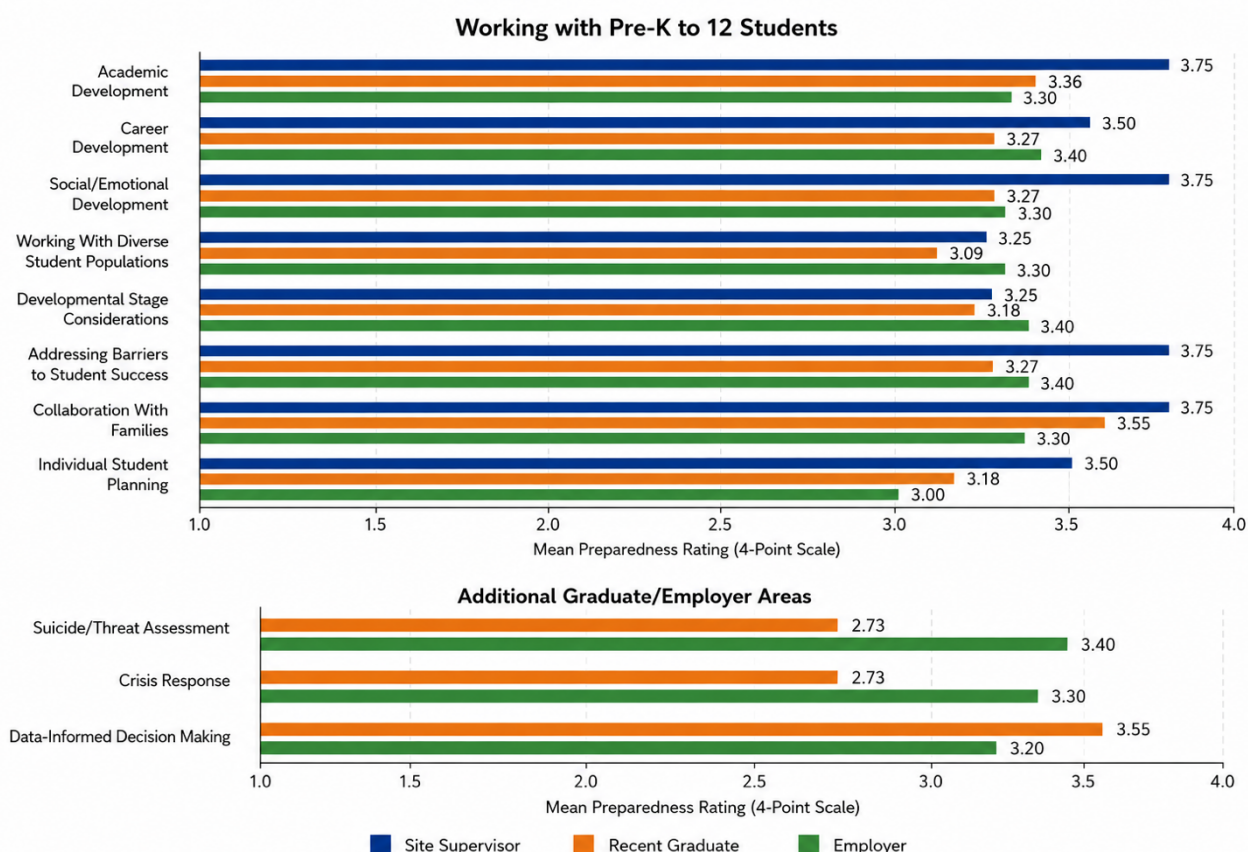


Note: Site supervisor ratings reflect students' demonstrated competencies during internship; recent graduate ratings reflect perceptions of preparedness upon program completion and entry into the first year of professional practice; and employer ratings reflect observed preparedness relative to expectations for beginning school counselors. Because site supervisor evaluations did not assess Leadership, Advocacy, Program Design and Data Use, or Special Education and MTSS Processes, these areas were evaluated using recent graduate and employer survey data only.

Mean Ratings re: Working with Pre-K to 12 Students

Items below have been shortened for space.

1=highly unprepared, 2=unprepared, 3=prepared, 4=highly prepared



Note: Ratings are based on a 4-point scale, with higher scores indicating greater preparedness. Site supervisor ratings reflect students' internship performance evaluations, recent graduate ratings reflect perceived preparedness upon completion of the program and entry into professional practice, and employer ratings reflect observed preparedness relative to expectations for beginning school counselors.

Open Ended Survey Item Responses

Qualitative feedback from site supervisors, recent graduates and employers provided additional insight into program strengths and opportunities for continued program enhancement. Responses were reviewed and organized into recurring themes.

Consistent Program Strengths

Counseling Skills and Direct Student Services

Recent graduates frequently identified individual counseling skills, group counseling facilitation, counseling theories, and foundational helping skills as among the most valuable aspects of their preparation. Graduates reported feeling well prepared to support students through individual and group counseling interventions and credited supervision experiences, skills practice, and feedback processes as particularly beneficial. Employers similarly described graduates as highly capable practitioners who developed strong relationships with students, families, and school personnel.

Supervision, Feedback, and Professional Development

Graduates consistently highlighted the value of group and individual supervision experiences. Opportunities to review counseling recordings, receive feedback, and engage in collaborative reflection with peers were viewed as critical components of professional growth and counselor development.

Culturally Responsive and Equity-Centered Practice

Many graduates identified the program's emphasis on strengths-based, culturally responsive, and equity-centered counseling as highly influential in their current practice. Several graduates reported actively applying these principles through student advocacy efforts, classroom lessons focused on inclusion and acceptance, and culturally responsive counseling interventions.

Advocacy and Professional Identity

Graduates described feeling prepared to advocate for students, collaborate with stakeholders, and navigate challenging conversations when student needs required support. Employers also noted graduates' initiative, professionalism, and willingness to seek support when faced with unfamiliar situations.

Areas for Continued Growth and Program Enhancement

Special Education, 504 Plans, and MTSS Processes

The most frequently identified area for additional preparation involved special education procedures, Section 504 plans, MTSS processes, and related documentation systems. Graduates reported learning many of these responsibilities after entering professional practice, and employers similarly identified MTSS and 504 coordination as important areas for continued professional development.

Suicide Risk Assessment, Threat Assessment, and Crisis Response

Several graduates indicated that they would have benefited from additional preparation related to suicide risk assessment, threat assessment procedures, and crisis response. Many reported developing these competencies primarily through on-the-job experience following graduation.

Classroom Guidance and Classroom Management

Graduates noted challenges associated with delivering classroom lessons and managing student behavior during classroom guidance activities. While many reported growth in these areas over time, classroom management emerged as a recurring challenge during the transition into professional practice. Employers similarly noted that classroom-based instruction represented an area in which some beginning counselors continued to develop.

Consultation and Adult Collaboration

Graduates identified consultation with teachers, communication with parents, and collaboration with school personnel as areas that became increasingly important during their first year of practice. Several graduates reported developing these skills after graduation through practical experience and mentorship.

Organization, Data Use, and Time Management

Some graduates expressed a desire for additional preparation related to managing competing responsibilities, organizing student information, tracking interventions, and using data to inform counseling decisions. These themes suggest opportunities to further strengthen applied systems-level preparation within the program.

Summary

Overall, qualitative findings complement quantitative assessment results and provide additional evidence of graduates' preparedness for professional practice. Recent graduates and employers consistently identified counseling skills, supervision experiences, cultural responsiveness, advocacy, and professional identity development as significant program strengths. Areas identified for continued enhancement primarily involved systems-level school counseling responsibilities, including MTSS processes, special education procedures, crisis response, classroom guidance, consultation, and organizational systems. Collectively, these findings suggest that graduates enter the profession with strong counseling competencies while continuing to develop expertise in the complex organizational and systems-level responsibilities associated with contemporary school counseling practice. These results will inform ongoing faculty review, curriculum refinement, and program improvement efforts.

Class of 2026 Graduate Outcomes

To support continuous program evaluation and compliance with CACREP standards, the program collects demographic and employment outcome data from graduating students. At the time of reporting, fifteen members of the Class of 2026 completed the Graduate Demographic and Employment Outcomes Survey.

Table 5.

Outcome Indicator	Result
Students Enrolled	21
Graduates	16
Program Completion Rate	76%
Praxis Pass Rate	100%

Note. The Class of 2026 entered the program with 21 students, of whom 16 successfully completed all program requirements and graduated. The remaining five students voluntarily withdrew from the program to pursue other educational, professional, or personal interests. No students were dismissed from the program for academic or professional performance concerns.

Employment Outcomes

At the time of data collection, graduates reported a range of employment outcomes.

Table 6.

Employment Status	Number
Accepted Employment	7
Seeking Employment	7
Other/Not Seeking Employment	2

Among respondents who reported accepted positions, employment locations included North Carolina, Virginia, Tennessee, and Georgia, demonstrating the program's regional impact and reach. Because data were collected shortly following graduation, employment outcomes should be interpreted as preliminary and will continue to be monitored as additional graduates secure positions within the profession.

Class of 2026 Demographic Profile

Table 7.

Demographic Category	Number
Female	15
Male	1
Black/African American	1
Hispanic/Latino/a/e	3
White	11
Other/Not Listed	1
Students Reporting a Disability	1
First-Generation College Student Status	6

Key Performance Indicators (KPI) Assessment

The School Counseling Program utilizes Key Performance Indicators (KPIs) to systematically assess student learning and ensure alignment with program objectives and accreditation standards established by the Council for Accreditation of Counseling and Related Educational Programs. KPIs provide a structured, program-wide approach to evaluating students' development of essential knowledge, skills, and professional competencies.

Each Key Performance Indicator (KPI) is assessed through both course-embedded assignments and field-based evaluations. Together, these measures provide evidence of students' development from coursework to professional practice and allow the program to evaluate competency attainment across multiple assessment points.

Students **MUST** achieve an “acceptable” rating during at least one measurement time point in order to graduate. “Acceptable” ratings include the following:

- a score of 80% or better on an assignment
- a rating of 3 or higher on a four-point scale (3=agree or 3=prepared or 3=at expected level)

- a rating of 2 or higher on a three-point scale (2=at expected levels)

Key Performance Indicator (KPI) Results by CACREP Area

Table 8.

KPI	CACREP Domain	Assessment Measure	2025 Cohort (% Meeting Benchmark)	2026 Cohort (% Meeting Benchmark)
KPI 1	Professional Orientation	Foundations / Professional Identity Assignment (EDUC 702)	100.0%	100.0%
		Internship Evaluation: Understands and effectively performs the core roles and responsibilities of a PK–12 school counselor	95.8%	100.0%
KPI 2	Social & Cultural Identities	Final Broaching Race, Ethnicity & Culture Demonstration (EDUC 707)	100.0%	100.0%
		Internship Evaluation: Uses culturally responsive and equity-centered counseling practices	95.8%	100.0%
KPI 3	Lifespan Development	Developmental Observations Assignment (EDUC 827)	100.0%	100.0%
		Internship Evaluation: Applies developmentally appropriate counseling strategies across grade levels	95.8%	100.0%
KPI 4	Career Development	College & Career Readiness Workshop Project (EDUC 704)	100.0%	100.0%
		Internship Evaluation: Supports students' college and career readiness through counseling and guidance	100.0%	100.0%
KPI 5	Counseling Practice	Counseling Skills Recording / Demonstration (EDUC 703)	100.0%	100.0%
		Internship Evaluation: Provides counseling services that address students' academic, social-emotional, and mental health needs	100.0%	100.0%

KPI 6	Group Counseling	Group Proposal & Facilitation Plan (EDUC 714)	100.0%	100.0%
		Internship Evaluation: Provides effective group counseling services	95.8%	100.0%
KPI 7	Assessment & Diagnostic Processes	Clinical Assessment & MSE Assignment (EDUC 713)	100.0%	93.8%
		Internship Evaluation: Uses data and student information to inform counseling decisions and promote equity	95.8%	100.0%
KPI 8	Research & Program Evaluation	Applied Research Project (EDUC 709)	100.0%	100.0%
		Internship Accountability Project	100.0%	100.0%
KPI 9	School Counseling Specialty	School Site Social Justice Advocacy Proposal (EDUC 707)	100.0%	93.8%
		Internship Evaluation: Identifies system-level barriers to equity and recognizes when advocacy is needed	95.8%	100.0%

Note. Each Key Performance Indicator (KPI) was assessed at a minimum of two points during students' enrollment through a course-embedded assessment and a corresponding internship-based evaluation.

Key Professional Disposition (KPD) Data

Key Professional Dispositions (KPDs)

Faculty formally evaluate student professional dispositions each spring using the program's Key Professional Dispositions (KPD) assessment. The evaluation assesses professional behaviors, ethical conduct, interpersonal effectiveness, self-awareness, cultural responsiveness, adaptability, and engagement in professional growth. Students are rated by faculty advisors using a four-point scale, with higher scores reflecting stronger demonstration of professional dispositions. 1= clear deficit, 2= needs improvement, 3*=beginning professional, and 4= professional

*It is expected that all graduate students would attain a 3

Key Professional Disposition Results: 2026 Cohort

Table 9.

KPD Indicator	Fall 2025	Spring 2026	Change
KPD #1. The student behaves in accordance with the American Counseling Association (2014) Code of Ethics and the American School Counselor Association (2022) Ethical Standards for School Counselors.	3.00	3.19	+0.19
KPD #2. The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.	3.00	3.38	+0.38
KPD #3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.	3.05	3.19	+0.14
KPD #4. Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients (or students).	2.95	3.25	+0.30
KPD #5. Student demonstrates an awareness of their own belief systems, values, needs and limitations, and the effect of “self” on their work with others.	3.00	3.25	+0.25
KPD #6. Student demonstrates an appropriate understanding of the impact their heritage, attitudes, beliefs, understandings, and acculturative experiences have on their views of others; and actively works to both mitigate and attend to potential bias which could be harmful in client, professional, and academic interactions.	3.05	3.06	+0.01
KPD #7. Student recognizes the limits of their counseling competencies and actively seeks to improve.	3.00	3.38	+0.38
KPD #8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.	3.00	3.56	+0.56
KPD #9. The student demonstrates respect for cultural and individual differences in their professional interactions.	3.11	3.38	+0.27
KPD #10. Student actively engages in learning and developing their counseling knowledge, skills, dispositions, and cultural competences (e.g., takes initiative and seeks/uses growth opportunities).	3.05	3.25	+0.20
KPD #11. Student demonstrates ability to adapt to changing circumstances, unexpected events and new situations.	2.95	3.19	+0.24
KPD #12. Student demonstrates ability to work through personal concerns in a manner such that does not negatively	2.84	3.06	+0.22

impact coursework and interactions with K-12 students, supervisors, peers and faculty.			
KPD #13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.	3.21	3.75	+0.54
KPD #14. Student completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, reports, and assignments).	3.11	3.44	+0.33
Overall Mean	3.02	3.31	+0.29

Note: Consistent with findings from the previous graduating cohort (Class of 2025; overall mean = 3.16), the Class of 2026 demonstrated strong professional dispositions across all assessed areas. The 2026 cohort showed measurable growth from Fall 2025 to Spring 2026, with the overall KPD mean increasing from 3.02 to 3.31.