In keeping with the University’s strategic commitment to excellence, each educational program is expected to attain a high level of recognized quality and achieve national accreditation, if available, or high marks from external evaluators in periodic program reviews. The School Counseling program is accredited by the Council for Accreditation of Counseling Related Educational Programs (CACREP).

1. **Expected Outcomes for the Educational Program and Its SLOs**

   a. **Program Operation Outcomes**

      (1) The MS in School Counseling program will maintain a curriculum aligned with the standards of its accrediting bodies.

      (2) The MS in School Counseling program will support students in their preparation to achieve a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

      (3) The MS in School Counseling will adopt the American School Counselor Association (ASCA) Standards to include the ASCA National Model for school counselor preparation.

      (4) The MS in School Counseling provides experiential learning opportunities for students in K-12 schools.

   b. **Program Student Learning Outcomes**

      (1) The MS in School Counseling students will demonstrate theoretical and practical competencies, which indicate that they are prepared to function effectively as school counselors.

      (2) The MS in School Counseling students will demonstrate competence in inquiry and the production and utilization of research.

      (3) The MS in School Counseling students will engage in problem solving related to professional issues as well as demonstrate understanding of legal and ethical concerns in the counseling profession.

      (4) The MS in School Counseling students will apply professional counseling skills in a multicultural environment.

2. **Analysis of Expected Outcomes Assessment**

   a. **Program Outcomes**
The program outcomes for the MS in School Counseling are summarized in Table 1, showing the relationship between the outcomes, the assessment and results, and the improvements made. More detailed narrative follows the table.
## Table 1: Program Outcomes, Assessments, and Improvements

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Program Outcome</th>
<th>Method of Assessment</th>
<th>Results of Assessment</th>
<th>Use of Assessment Results for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in School Counseling</td>
<td>The MS in School Counseling will maintain a curriculum aligned with the standards of its accreditation bodies.</td>
<td>The School Counseling program will meet the standards of the national accrediting body for counseling educational programs which include the “core curricular experiences and demonstrated knowledge in the eight core curricular areas” (2012 CACREP). Methods of assessment include case studies, portfolio assignments, assessment of research papers using a standardized rubric, assessment of counseling skills through clinical experiences, and standardized comprehensive examination results.</td>
<td>The School Counseling program has been accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) since 1999. CACREP is recognized by the Council for Higher Education. The CACREP accreditation was last earned in 2009. The success rates for students earning the professional counseling licensure ranged from 83% in 2007-08 to as high as 95% in 2010-11.</td>
<td>The curriculum outlined in the counseling programs is aligned with the accreditation standards of the Council on the Accreditation of Counseling and Related Education Programs (CACREP) and the Council on Rehabilitation Education (CORE). Each course is created to address the accreditation standards. The standards related to each course are outlined in the syllabus. Assessment results are used to modify the course curriculum, methods of delivery, and clinical experiences.</td>
</tr>
</tbody>
</table>
The MS in School Counseling program will support students in their preparation to achieve a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

The primary measure for this outcome is the score on the CPCE exam. A passing score is required for graduation. Given the strong correlation (greater than 80%) between passing the CPCE and passing the National Counselor Exam (NCE), at least 80% of our students will pass the NCE. The CPCE evaluates student-knowledge in the eight core areas—the same core knowledge assessed on the NCE and CACREP.

Over the past five years, program completers have passed at a rate of 80% -100%.

Beginning Fall 2008, students enrolled in the Comprehensive Examination course during their final semester. This course reviews the entire program curriculum. The review sessions are held weekly for an hour and consist of a combination of lectures, practice tests, and questions from students. The curriculum and the course’s overall content and method of delivery will be evaluated and modified based upon a pattern of results of the CPCE.
<table>
<thead>
<tr>
<th><strong>The MS in School Counseling will adopt the American School Counselor Association standards to include the ASCA National Model for school counselor preparation.</strong></th>
<th><strong>An evaluation rubric identifying the core components of the ASCA National model and criteria for passing is the measure of this outcome.</strong></th>
<th><strong>100% of candidates met or exceeded the ASCA standards</strong></th>
<th><strong>Aspects of the ASCA National model were integrated HDSV 706 in 2007 (Organization and Administration of School Counseling Programs) course syllabus. In 2010, components of the ASCA National model were integrated into a new course that was developed to provide a complete overview of all aspects of school counseling (HDSV 704) Implementation of the ASCA standards ensured delivery of valid content correlated with expected student learning as assessed by this national model.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The MS in School Counseling program will provide experiential learning opportunities for students in K-12 schools.</strong></td>
<td><strong>The measure for this outcome is the quantity of experiential learning opportunities provided students through the Local Educational Agencies (LEAs) that reflect appropriate application of counseling practices.</strong></td>
<td><strong>The School Counseling program has a longstanding relationship with LEAs who work directly with the department and the School of Education’s Center for Internships and Study Abroad to ensure that students acquire the needed experiences outlined by the accreditation bodies and the North Carolina Licensed Professional Counselor Board. The program has maintained relationships with over 47 students placed in 40 LEAs during 2011-2012.</strong></td>
<td><strong>More “team strategy meetings” will be integrated into the internship experience to address the growing trend of collaboration between social workers and school counselors in community counseling centers. The Site supervisor and student orientations will be revised to incorporate the feedback provided during the internship/practicum experience.</strong></td>
</tr>
</tbody>
</table>
The MS in School Counseling will maintain a curriculum aligned with the standards of its accreditation bodies. High quality, as defined by CACREP, means meeting all standards of the national accrediting body for counseling educational programs which include the “core curricular experiences and demonstrated knowledge in the eight core curricular areas” (2012 CACREP). Key measures of high quality preparation of students in the Mental Health Counseling program are that the program maintains its accreditation and that its students are successful in earning the professional counseling licensure. The Mental Health Counseling program has been accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) and the Council on Rehabilitation Education (CORE) since 1999 and 2008- respectively. Both accrediting agencies are recognized by the Council for Higher Education. The CACREP accreditation was last earned in 2009 and CORE in 2010 as indicated in the documents affirming accreditation. Accredited programs are required to prepare a document outlining how the program meets each of the standards. The program is also required to submit supporting evidence per standard. The final document is submitted to the accreditation agency for review. The accreditation body assigns a team to visit the program, meet with faculty, students, and administrators, and deliver their initial findings during an Exit Interview. Changes in the curriculum are continuous in an effort to adhere to the current standards upheld by the accreditation agency.

The success rates for students earning the professional counseling licensure are shown in Table 2. They indicate pass rates ranging from 83% in 2007-08 to as high as 95% in 2010-11. These changes were attributed to more rigorous admission standards, the implantation of formalized review sessions, and to curriculum changes related to the projected new accreditation standards.

**Table 2. Professional Counseling Licensure (2007—2012)**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Percentage Passing the National Comprehensive Counseling Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>83%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>87%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>90%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>95%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>94%</td>
</tr>
</tbody>
</table>

The MS in School Counseling will support students in their preparation to achieve a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

Upon entering their final semester of course work, students enroll in a Comprehensive Examination Preparation Course which meets for one hour each week. Students also purchase an examination preparation textbook to use throughout the course. Students are provided information about the examination, practice tests, and lectures in an effort to prepare them for the examination. Additionally, students are allowed to ask questions and receive additional feedback during the course. Given the strong correlation (greater than 80%) between passing the CPCE and passing the National Counselor Exam (NCE), at least 80% of our students will pass the NCE. The CPCE evaluates student knowledge in the eight core areas—the same core knowledge assessed on the NCE and CACREP. Therefore, the
primary measure for this outcome is the CPCE exam. A passing score is required for graduation. The National Board of Certified Counselors administers the examination at various sites across the U.S. and summarizes all data. The data are shared with all participating counseling programs along with full descriptive data. The national cut-off score is defined as the score that correlates with one standard deviation below the mean. Since the mean and standard deviation changes with the testing cohort, so does the passing score.

The positive trend in passing rate is attributed to more rigorous admission standards, the formalized review sessions, and to curriculum changes related to the projected new accreditation standards.

Over the past five years, program completers have passed at a rate of 80% - 100%.

3) The MS in School Counseling will adopt the American School Counselor Association (ASCA) standards to include the ASCA National Model for school counselor preparation.

4) The MS in School Counseling program will incorporate tenets from the American School Counselor Association (ASCA) Standards to include the ASCA National Model and the leadership, advocacy, collaboration, and systemic change themes within school counseling course. A copy of the ASCA standards, syllabi for HDSV 706: Organization and Administration of School Counseling Programs, HDSV 704: School Counseling and a Grading Rubric are included.

The MS in School Counseling program will provide experiential learning opportunities for students in K-12 schools. The measure for this outcome is the quantity of experiential learning opportunities provided students through the program’s K-12 internship assignments. Students are provided internships sites in K-12 schools via the Local Educational Agencies (LEAs). Students apply for Internship each semester through the Center for Internships and Study Abroad. Students are required to select three schools in the county that would serve as an Internship placement site. Students are paired with one of the three sites. Students are evaluated during the midterm and final semesters by the site supervisor, university supervisor, and via a self-evaluation. University supervisors also maintain contact with the site supervisor to address any questions and to also visit the student during the Internship course.

b. Program Student Learning Outcomes

The student learning outcomes for the MS in Mental Health Counseling are summarized in Table 4, showing the relationship between the outcomes, the assessment and results, and the improvements made. More detailed narrative follows the table.
### Table 4: Student Learning Outcomes, Assessments, and Improvements

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Student Learning Outcome</th>
<th>Method of Assessment</th>
<th>Results of Assessment</th>
<th>Use of Assessment Results for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS in School Counseling</strong></td>
<td>The MS in School Counseling students will demonstrate theoretical and practical competencies, which indicate that they are prepared to function effectively as counselors.</td>
<td>The primary measures of preparedness to function effectively as a counselor are: (a) completion of 100 hours of practicum experience and 600 hours of internship experience under the supervision of a licensed counselor, (b) passing score on the Counselor Preparation Comprehensive Exam (CPCE), and (c) evaluation by the full counseling faculty.</td>
<td>All reviews are supported by an appropriate rubric that is used by all the reviewers. The primary qualities of a counselor, as defined by the American Counseling Association code of ethics, constitute the assessment matrix. Students must receive an acceptable rating on each quality to successfully matriculate through the program. Only approximately 1.5% of students receive letters recommending removal from the program. Approximately 98.5% of the students successfully demonstrate their readiness to be counselors.</td>
<td>Interventions are recommended for most students who receive unacceptable ratings. For example, a student may be required to address his/her “inappropriate expression of feelings” by working with a therapist outside the program. Students deemed inappropriate candidates for the profession are transitioned out of the program. The vast majority of students who transitioned out of the program were the same candidates considered questionable during the three-stage interview process. Consequently, if two or more faculty members list a candidate as questionable, that student will not be invited into the program. In addition, more interactive activities have been integrated into classes and the counseling the curriculum has been changed to get students enrolled in counseling methods earlier in their program of study.</td>
</tr>
<tr>
<td>The MS in School Counseling students will demonstrate competence in inquiry and the production and utilization of research.</td>
<td>The measure for determining whether students demonstrate proficiency in designing quantitative, qualitative, single case designs, action, and outcome based research, as well as co-occurring and support software packages (e.g., SPSS) is a series of research papers embedded in</td>
<td>The results indicated that on average, each semester, ninety percent of students develop research designs that reflect appropriate data analysis plans for the population, approved Human Subject protocols, and compliance with research ethics</td>
<td>Human Subject protocol and CITI training have been integrated into the Research class—HDSV 770 (Applied Research in Counseling).</td>
<td></td>
</tr>
<tr>
<td>HDSV770 Applied Research in Counseling. Students must also demonstrate knowledge of the literature within their chosen research field of study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The MS in School Counseling students will engage in problem solving related to professional issues as well as demonstrate understanding of legal and ethical concerns in the counseling profession.</td>
<td>The primary measure of ethical and legal understanding is the Benchmarking committee review. Of the utmost importance is compliance to confidentiality, non-malfeasance, and doing no harm. Using the entire counseling faculty, all students are reviewed semi-annually for expected skill attainment consistent with their status in the program.</td>
<td>Over the past five years the results show that 100% of students met these requirements prior to graduation.</td>
<td>Only students who achieve this learning outcome may continue in the program. Those who do not meet the requirement are transitioned out of the program. Every core course has a component that focuses on legal and ethical concerns of that particular counseling content.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>The MS in School Counseling students will apply professional counseling skills in a multicultural environment.</td>
<td>The primary measure of multicultural sensitivity in the counseling environment is the section of the comprehensive exam that focuses on multicultural counseling. Students are assessed on gender, racial, sexual, religious, and social justice acumen and sensitivity; as well as advocacy and conflict resolution.</td>
<td>All students must receive at least a satisfactory rating from their supervisor as well as a passing score on the comprehensive exam prior to graduating from the program. The results, over the last five years indicate 99% met this standard.</td>
<td>Only students who achieve this learning outcome may continue in the program. Those who do not meet the requirement are transitioned out of the program. One course syllabus for multicultural counseling was developed by the faculty to ensure all components of the subject are covered. In addition, a multicultural component has been integrated into all core courses. A new international scholar’s program has been planned to help acculturate our students.</td>
<td></td>
</tr>
</tbody>
</table>
(1) Students will demonstrate theoretical and practical competencies, which indicate that they are prepared to function effectively as counselors;

The primary measures of preparedness to function effectively as a counselor are: (a) completion of 100 hours of practicum experience and 600 hours of internship experience under the supervision of a licensed counselor, (b) passing score on the Counselor Preparation Comprehensive Exam (CPCE), and (c) evaluation by the full counseling faculty. All reviews are supported by an appropriate rubric that is used by all reviewers. The five primary qualities of a counselor, as defined by the American Counseling Association code of ethics, constitute the assessment matrix. Students must receive an acceptable rating on each quality to successfully matriculate through the program. Copies of the internship evaluation documents are available for review. Although 100% of students are assessed and all receive an evaluation document, only approximately 1.5% of students receive letters recommending removal from the program. That 1.5% would have failed in one of the three areas of assessment. Approximately 98.5% of the students successfully demonstrate their readiness to be counselors.

(2) Students will demonstrate competence in inquiry and the production and utilization of research;

The measure for determining whether students demonstrate proficiency in designing quantitative, qualitative, single case designs, action, and outcome based research, as well as co-occurring and support software packages (e.g., SPSS) is a series of research papers embedded in HDSV770 Applied Research in Counseling.

These papers are in accordance with standards set forth by CACREP and CORE. A rubric is used to help ensure consistency in evaluating each paper. The rubric is divided by three elements: (a) APA Formatting and Writing Conventions, (b) Historical Perspectives in Ethical Human Subjects Research, (c) Applied Research in Counseling: Its Purpose and Value.

The results indicated that on average, each semester; ninety percent of students develop research designs that reflect appropriate data analysis plans for the population, approved Human Subject protocols, and compliance with research ethics. At least a convenience sample must be used to demonstrate the feasibility of the proposed research.

(3) Students will engage in problem solving related to professional issues as well demonstrate understanding of legal and ethical concerns in the counseling profession;

In addition to passing the comprehensive exam, which assesses professional issues, students demonstrate ethical practices in their practicum and internship clinical experiences. The
primary measure of ethical and understanding is the Benchmarking committee, comprised of the entire counseling faculty, reviewing all students semi-annually for continued positive ethical practice. A professional evaluation matrix is used to maintain consistency in the student reviews. Over the past five years the results show that 100% of students met these requirements prior to graduation.

(4) Students will apply professional counseling skills in a multicultural environment.

The primary measure of multicultural sensitivity in the counseling environment is the section of the comprehensive exam that focuses on multicultural counseling. It requires students to demonstrate awareness of self, including knowledge of macro, micro, and meso-ecological systems. They must also demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society as outlined in the CACREP and CORE accreditation standards related to multicultural counseling.

Lastly, each student’s multicultural acumen is assessed/evaluated by his or her practicum and internship site supervisor. All students must receive at least a satisfactory rating from their supervisor as well as a passing score on the comprehensive exam prior to graduating from the program. The results, over the last five years indicate 99% met this standard.

3. Evidence of Program and SLO Improvements Using the Results of the Assessment (Closing the Loop)

The School Counseling program and its SLOs have been improved as a function of acting on specific findings from assessment results. Evidence over time and over multiple assessments include the following:

a. Program Outcomes

(1) The MS in School Counseling will offer high quality preparation for professional counseling licensure through its accredited Counseling program.

Starting in the fall semester, 2010, the faculty have added the 2009 accreditation standards to each course syllabus and aligned content to ensure compliance with the standards which will govern the 2016 and 2019 review.

(2) The MS in School Counseling will adopt the national cut-off score as the standard for passing the Counselor Preparation Comprehensive Examination (CPCE).

Review sessions for the CPCE, each semester, started in 2008. Within a year we began to see improvements in students’ scores.

(3) The MS in School Counseling will

(4) The MS in Mental Health Counseling will establish a community outreach initiative that will also provide experiential learning opportunities for students in K-12 schools.
The Community Counseling Center, which opened in 2012, now offers four students internship opportunities.

b. Program Student Learning Outcomes

(1) The MS in School Counseling students will demonstrate theoretical and practical competencies, which indicate that they are prepared to function effectively as counselors.

Benchmarked students deemed in need of improvement are provided information on the specific area of weakness and instructed to meet with their advisor to develop and implement an intervention plan, for example, a student may be required to address his or her “inappropriate expression of feelings” by working with a therapist outside the program. Students deemed inappropriate candidates for the profession are transitioned out of the program.

(2) The MS in School Counseling students will demonstrate competence in inquiry and the production and utilization of research.

Increase in the number of student submissions to professional journals from zero in 2008 to five in 2012, with another three ready for submission. This was achieved by providing research scholarships in 2011 and 2012 as incentives to encourage students to submit articles to professional journals. One learning intervention has been to integrate “Human Subject protocol and CITI training into the research class—HDSV 770 (Applied Research in Counseling).

(3) The MS in School Counseling students will engage in problem solving related to professional issues as well as demonstrate understanding of legal and ethical concerns in the counseling profession.

Only students who achieve this learning outcome qualify to continue in the program. Those who don’t are transitioned out of the program. Those who do not meet the requirement are transitioned out of the program. How do you use the information gleamed to improve the program? Every core course has a component that focuses on legal and ethical concerns of that particular counseling content.
(4) The MS in School Counseling students will apply professional counseling skills in a multicultural environment.

Only students who achieve this learning outcome qualify to continue in the program. Those who don’t are transitioned out of the program. One course syllabus for multicultural counseling was developed by the faculty to ensure all components of the subject are covered. In addition, a multicultural component has been integrated into all core courses. A new international scholar’s program has been planned to help acculturate our students.