Data for Counselor Education and Supervision Doctoral Program at UNC:

1. Number of Graduates from Fall 2018 and Spring 2019: Four
2. Completion Rates: 34 Enrolled Students, two left program for personal/family reasons: 94%
3. Job Placement Rates: Three graduates employed in a higher education setting and one in clinical practice: 100%

The CES Faculty Members hosted an Advisory Board Meeting on May 9, 2019 that included alumni, current students, site supervisors, employers, and other community stakeholders. The CES Faculty members appreciate the time and energy each stakeholder gives to evaluate our program. The CES faculty members then considered data from the student evaluation process, program evaluation process, the most recent Alumni Survey from UNC, and the input of stakeholders and collaborated with the UNC Graduate School staff and the Graduate Dean and the Dean of the College of Education to implement the changes suggested by our stakeholders and data. These changes are outlined in this report.

Psychological Services Clinic (PSC) Preliminary Data: Fall 2018 provided by Dr. Jeffrey Rings, Clinic Director

During the fall semester, the PSC at UNC saw a total of approximately 210 clients. We saw 92 individual and CFT clients pro bono as well as 42 group clients pro bono. Many of these clients were seen for extra credit through agreements with University 101 and other undergraduate instructors/departments. For those clients who were individual adults attending more than a single session and given the OQ.45, the mean reported OQ score at the first session was 58.06 and the mean reported score at end of treatment was 50.57 (with 63 being the cut off for clinic distress). This is an average difference of 7.49 points (with 10 being clinically meaningful).

A total of approximately 1317 sessions were attended. The PSC had an overall attendance rate of approximately 78.9% and a no show rate of approximately 9.1%. The average number of counseling sessions per client was approximately five.

Approximate Number of Sessions by Type:
- Individual: 953
- 37 play sessions
• 11 parent consultations
• Couples and Family: 65
• Assessment: 11

Campus and Community Outreach Activities
During the Fall 2018 semester, the PSC provided campus and community outreach activities reaching approximately 1,104 individuals on campus and in the surrounding communities. Outreach topics included information about the PSC clinic services as well as psychoeducational presentations/workshops on self-care, wellness, stress management, time management/ procrastination, and mindfulness.

In the fall of 2018, we initiated a new KPI process that includes Key Curricular Assessments. Program modifications were made based in part on data gathered from the Key Curricular Assessments and the Faculty Assessment Scale. The information contained below outlines both the results of this data in summary form and the modifications we will put into place as a result of this data and stakeholder feedback during the Academic Year 2019/2020.

Curricular Considerations: In response to stake holder feedback, the CES faculty members have determined the following revisions within the curriculum will improve the program and better prepare graduates in their professional transitions. We feel our program prepares graduates to be successful in their work and we can always improve on the training we provide our students. In the most recent alumni survey, 89% of graduates felt prepared by the program to be successful in their work so we feel we can improve on what is already going really well in our program.

Clinical Applications: It seems from the data and in our discussions, doctoral students may need more opportunities to be able to demonstrate their advanced application of theory in a clinical setting more often. A new project was discussed by all involved (faculty members, current students, site supervisors, etc) and as a result Dr. Smith created a rubric to help measure a new clinical skills application assignment/paper to be implemented in APCE 702-Doctoral Practicum. The rubric is below and the project will be implemented in the fall of 2019 semester. Additionally, it seems based on the preliminary data provided that we can revisit how the CES faculty members and students participate in community outreach and recruiting of clients. We will meet with Dr. Rings in the Fall of 2019 to determine how the CES program can continue to support any efforts the clinic staff are engaging in regarding outreach and formalize the role of CES students in this process. This would not only benefit the clinic and practicum students; it would provide our students the opportunity to consider how a faculty member engages with the community as a staff of the training clinic and apply this skill in practice. At this time, we did not create a rubric for this activity and instead decided we will implement a reflection discussion and paper on this experience.

Theoretical Form Paper Rubric

<table>
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<tr>
<th>AREA</th>
<th>DISTINGUISHED</th>
<th>PROFICIENT</th>
<th>EMERGING</th>
<th>UNACCEPTABLE</th>
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***Student must receive proficient or distinguished on 7 out of 9 criteria in order to pass***
Clinical Considerations: Students consistently scored N/A on the ability to demonstrate appropriate self-disclosure during their counseling sessions in the Key Curricular Assessment. Students likely can utilize self-disclosure in an appropriate manner and are not either taking the opportunity to do so or opportunities to do so do not present themselves in their clinical work with clients. Therefore, future
Doctoral Practicum courses in the first year will include focused discussions on this skill and individual supervision will highlight the impact of self-disclosure for clients and counselors. Additionally, role plays will be implemented to practice this specific skill with the support of faculty member/supervisor and peers.

Teaching Demonstrations: Many discussions were held by all stakeholders around the opportunities for doctoral students to develop lesson plans, course material, and then present this material for feedback. Currently, they do this twice in the Pedagogy and Program Evaluation course (APCE 710) and twice in full semester courses for internship experiences. After the consideration of all input, the CES faculty members decided to require the second teaching demonstration in their first semester to be outside of the APCE 710 course and instead in an applicable Professional Counseling Program course so students could receive additional and varied feedback as well as have more opportunities to teach in front of Master’s students. The rubric used for APCE 710 to evaluate the teaching effectiveness will be used by the instructor of APCE 710 and the instructor of the Professional Counseling course and the rubric created for students co-teaching in internship will be used to evaluate the teaching effectiveness by the students from the Professional Counseling program enrolled in the course. The CES program faculty believe this will better support the doctoral student in their development as professional educators and allow for varied feedback for each doctoral student.

Admissions Considerations
To respond to discussions and a review of the data, the CES program faculty members have decided to move our admissions interview day to later in the spring semester so rather than holding our interviews in January we will move to sometime in early March in an effort to secure the applicants we offer admission into our program. This will help to match more closely when our budgets typically become available to offer Graduate Assistantship positions to incoming students. We believe this will assist in recruiting by increasing our ability to provide the exact amount of funding available to an applicant. We also hope to match when other institutions across the country hold their interview days as well as hold our event closer the Council of Graduate Schools deadline of April 1st for confirmation of admission acceptances. For academic year 2019-2020 we have been able to fund every student who requested a Graduate Assistantship (GA) position within the department and although it is likely to continue we want to be sure we can provide GA offers close to acceptances.

Additionally, since students routinely score at “above expectations” or “exceeds expectations” on rubrics and professional dispositional ratings (especially high from faculty members outside of CES) the CES faculty members believe the admission process itself is effective as a screening tool and a move to interview later in the semester will allow us to continue to secure outstanding candidates. In line with maintaining strong and qualified applicant pools and improving our outreach strategies, the CES faculty members decided to continue current approaches to informal mentoring and formal mentoring with Master’s students. We believe by being more intentional we can create more of a pipeline to our doctoral program by continuing to connect with Master’s students around their career plans and then propose hosting open houses for Master’s students and others from the community who might be considering doctoral education and support the other formal mentoring that is occurring by CES faculty members work in the community.

Comprehensive Examination Process
Doctoral students take their written comprehensive examinations in the fall of their third year over two days before the semester begins. They write responses to two questions each day and then two faculty
review their blinded responses to determine a pass or fail on each question. The four questions cover topics on Theory, Supervision, Research and Professional Issues. In consideration of the curricular changes noted above the CES Faculty will revise the written comprehensive examination process to remove the question covering the topic of theory and add a question covering the topic of pedagogy in some form. The Advisory Board recommended this change as long as students had ample opportunity to participate in teaching experiences and to write their teaching philosophy early in their program. As the APCE 710 pedagogy and program evaluation course will now include an outside teaching demonstration and students write their teaching philosophy early in their programs we believe they will be prepared to answer this question in a thorough manner. Additionally, in internship group supervision they will be asked to revisit their teaching philosophy with each teaching experience to allow for further reflection on their beliefs which could impact their responses on their written comprehensive examination and will likely support their development as an effective educator.