

Student Learning Outcomes for Master of Arts in Clinical Mental Health Counseling

2014-2015

Outcome 1: Professional Orientation and Ethics

Description: Develop an understanding of the professional roles and ethical responsibilities of clinical mental health counselors in order to document and provide direct services and referrals in an ethical, professional manner.

Budget: \$0
Assessed How Often: Yearly
Responsibility: Chair
Participation: Faculty

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 1).
- National Counselor Examination (NCE) (Appendix A, Table 2).
- Rubric-Based LiveText assessments in CHD 600, Professional Identity and Ethics for Clinical Mental Health Counselors, that evaluate the Ethical Vignettes, the Weekly Assignments concerning history, credentialing bodies, and professional organizations, the Research Paper, and the Field Observation Report.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Professional Role,” “Ethical and Legal Practices,” Treatment Planning,” and “Documentation.”
- Rubric-Based LiveText assessments in CHD 690, Advanced Applications in Clinical Mental Health Counseling, that evaluate Peer Group Collaboration and Supervision and the Treatment Plan Project.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Professional Orientation and Ethics Subtest of the CPCE that are competitive with national norms, and achieving scores on the Professional Orientation and Ethics Subtest and the Professional Practice Issues Area of the NCE that compare very favorably to national norms.

- In the Rubric-Based LiveText assessment of the Ethical Vignettes in CHD 600, which requires students to apply the ACA Code of Ethics and to react to the vignettes, most students scored in the “Target” or “Acceptable” ratings. **The “Unacceptable” ratings were due to students failing to turn in the assignments.**
- In the Rubric-Based LiveText assessment of the Weekly Assignments in CHD 600, which requires students to research the history, credentialing bodies, and professional organizations related to Clinical Mental Health Counseling, most students scored in the “Target” or “Acceptable” ratings. **The “Unacceptable” ratings were due to students failing to turn in the assignments.**
- In the Rubric-Based LiveText assessment of the Research Paper in CHD 600, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Field Observation Report in CHD 600, in which students were required to interview a counselor in a specialty area of their choice and ask questions related to credentialing, staff, ethical behaviors and continuing education, all students scored in the “Target” ratings.
- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Professional Role,” “Ethical and Legal Practices,” Treatment Planning,” and “Documentation,” all interns scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment in CHD 690, that evaluates Peer Group Collaboration and Supervision, students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessments in CHD 690, that evaluates the Treatment Plan Project, most students scored in the “Target” or “Acceptable” ratings. Some students scored in the “Unacceptable” ratings in some areas.
- Survey responses of site supervisors, current majors, recent graduates, and employers to items 1, 10, and 24 are very high with means ranging from 3.5 to 4.0. Item 18, “ability to develop holistic treatment plans and properly document services,” was rated the lowest for this objective by Site supervisors, current students, and recent graduates, with mean ratings from 3.0 to 3.66. Survey responses from employers had a mean of 4.0 for item #18. Current students commented on needing a greater focus on documentation.
- In the summer 2014 focus group, interns requested an entire class on documentation and treatment planning; in the spring 2015 focus group, interns suggested a need for more professional development in resume writing, job searching, networking, and licensure in the Professional Orientation and Ethics course; they also suggested that an NCE course would be helpful.

Curriculum Actions/Improvements:

- **The updated CHD 656 Contemporary Practices in Clinical Mental Health Counseling has a strong focus on documentation and treatment planning.**
- **Instructors of CHD 688 and CHD 689 (Internships) will add a link in Canvas to UNA Career Services.**
- **In CHD 631 Counseling for Career Development, students go to the UNA Career Center and are given information about resumes, networking, etc. They are also required to create a resume and cover letter for an assignment in CHD 631.**

- **In CHD 690 Advanced Applications in Clinical Mental Health Counseling, students will submit their plans in stages to allow for additional feedback, practice, and modifications, in order to strengthen skills in developing comprehensive, theory-based treatment plans.**
- **The department provided CPCE/NCE review sessions in Fall 2014 and Spring 2015 with inconsistent attendance. Those that attended found it helpful.**

Outcome 2: Human Growth and Career Development

Description: Develop knowledge of human growth and career development in order to design and deliver prevention, educational, and support-based programming in response to community needs.

Budget: \$0
 Assessed How Often: Yearly
 Responsibility: Chair
 Participation: Faculty

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 3 & 4).
- National Counselor Examination (NCE) (Appendix A, Tables 5 & 6).
- Rubric-Based LiveText assessments in CHD 604, Human Growth & Development, that evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-Based LiveText assessment, Midterm Exam, in CHD 661 Family Counseling.
- Rubric-Based LiveText assessments in CHD 631, Counseling for Career Development, that evaluate the Special Population Literature Review, the Autobiographical Case Study, Examinations, Assessment Talking Points, and Career Journey Masterpiece.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Human Growth and Development Subtest of the CPCE, the Career and Lifestyle Development Subtest of the CPCE, the Human Growth and Development Subtest of the NCE and the Career and Lifestyle Development Subtest of the NCE that compare favorably with national norms.
- In the Rubric-Based LiveText assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored in the "Target" or "Acceptable" ratings.

- In the Rubric-Based LiveText assessment of the Examinations in CHD 604, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Power Point Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored in the “Target” ratings.
- In the Rubric-Based LiveText assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, all students scored in the “Target” ratings.
- In the Rubric-Based LiveText assessment, Midterm Exam, in CHD 661, which assesses students’ knowledge of theories of individual and family development and transitions across the life span, most students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Special Population Literature Review in CHD 631, which indicates an understanding of career development theories related to special populations, all students scored in the “Target” ratings.
- In the Rubric-Based LiveText assessment of the Autobiographical Case study in CHD 631 , which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, most students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, all students received “Target” ratings.
- Survey results did not identify a weakness in this area (Numbers 2, 3, and 11 on Appendix B, Tables 1, 2, 3, & 4).
- In the Fall 2014 Focus Group, students stated that the Career textbook did not line up with the questions on the CPCE; there were some questions about theorists that were not in the textbook.

Curriculum Actions/Improvements:

- **Faculty have explored other options for Career textbooks and will continue to do so.**
- **Supplemental materials to study for the CPCE are available in the Learning Resource Center.**
- **The instructor in CHD 631 Counseling for Career Development will spend more time on instruction of the interrelationship of life roles and careers.**

Outcome 3: Helping Relationships

Description: Develop theoretical and applied knowledge of helping relationships at the personal, group, and systemic levels in order to develop treatment plans, properly document services, provide consultation, and implement individual, group, and family counseling interventions.

Budget: \$0

Assessed How Often: Yearly

Responsibility: Chair
Participation: Faculty

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 7 & 8).
- National Counselor Examination (NCE) (Appendix A, Tables 9 & 10).
- Rubric-Based LiveText assessment, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam in CHD 602, Fundamentals of Counseling.
- Rubric-Based LiveText assessments, Literature Review, Genogram and Participation, Mid-term Exam, and Final Exam, in CHD 661 Family Counseling.
- Rubric-Based LiveText assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Group Counseling,” “Family/Systemic Counseling,” “Crisis Intervention,” and “Consultation.”
- Rubric-Based LiveText assessments in CHD 690, Advanced Applications in Clinical Mental Health Counseling, that evaluates Intervention Techniques.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Helping Relationships Subtest of the CPCE, the Group Work Subtest of the CPCE, the Helping Relationships Subtest of the NCE, and the Group Work Subtest of the NCE that either are consistent with or compare favorably to national norms.
- In the Rubric-Based LiveText assessment of the Counseling Skills Video in CHD 602, all students scored “Target” or “Acceptable” in all areas.
- In the Rubric-Based LiveText assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to fail as a therapist*, and write reflections on what they learned, all students scored “Target” in all areas.

- In the Rubric-Based LiveText assessment of the Midterm Exam in CHD 602, most students scored “Target” or “Acceptable” in all areas.
- In the Rubric-Based LiveText assessment of the Final Exam in CHD 602, most students scored “Target” or “Acceptable” in all areas. In the area of “Resilience” three students scored “Unacceptable” in that area. **There is no evidence of a pattern at this point, and the faculty will monitor this area.**
- In the Rubric-Based LiveText assessment, Literature Review, in CHD 661, that assesses students’ knowledge of family systems, all students scored “Target” or “Acceptable” in all areas.
- In the Rubric-Based LiveText assessment, Final Exam, in CHD 661, which assesses students’ knowledge of family and other systems theories and major models of family and related interventions; and knowledge of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders, all students scored “Target” or “Acceptable” in all areas.
- Rubric-Based LiveText assessment, Genogram and Participation, in CHD 661, which assesses students’ knowledge of family and other systems theories and major models of family and related interventions, all students scored “Target” or “Acceptable” in all areas.
- In the Rubric-Based LiveText assessment of the Personal Model of Counseling, in CHD 689, all students scored “Target” or “Acceptable” ratings on all areas.
- In the Rubric-Based LiveText assessment of the Personal Model of Consultation, in CHD 689, all students scored “Target” or “Acceptable” ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Individual Counseling Session, in CHD 689, all students scored “Target” or “Acceptable” ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Group Counseling Session, in CHD 689, all students scored “Target” or “Acceptable” ratings on all areas.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Group Counseling,” “Family/Systemic Counseling,” “Crisis Intervention,” and “Consultation,” all students scored “Target” or “Acceptable ratings in these areas.
- While the employers of recent graduates indicated no concerns in this area, other survey results identified a weakness in the area of consultation. (Numbers 4, 5, 12, 13, 14, 15, and 17 on Appendix B, Tables 1, 2, 3, & 4).
- In the Fall 2014 focus group there were the following comments: “Provide more focus on interventions in more classes; specific role-plays with real-life situations that they will encounter as counselors.” “Provide more counseling techniques and activities to use with clients.” “Students would like to see more techniques in the Theories class.” “When students must make a video, they would like more time in class to do the video since getting together outside of class is hard for many working students.”

Curriculum Actions/Improvements:

- **While scores for the Personal Model of Consultation assignment and the Intern Assessments done by Site Supervisors in CHD 689 indicate no concerns about students’ ability to do consultation, surveys indicate a perception of weakness in this area, therefore, faculty will monitor this topic.**

- **Concerning the focus group comments, all of these areas are being addressed in the new course, CHD 690 Advanced Applications in Clinical Mental Health Counseling.**

Outcome 4: Social and Cultural Diversity

Description: Develop an understanding and appreciation of social and cultural diversity in order to provide culturally sensitive services to all clients and to advocate for equity in other community-based services.

Budget: \$0
 Assessed How Often: Yearly
 Responsibility: Chair
 Participation: Faculty

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 11).
- National Counselor Examination (NCE) (Appendix A, Table 12).
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Social and Cultural Foundations Subtest of the CPCE and the Social and Cultural Foundations Subtest of the NCE that are generally competitive with national norms.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy,” all students scored in the “Target” or “Acceptable” ratings.
- Survey results did not identify a weakness in this area (See numbers 6, 16, and 19 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements: Results of the CPCE, NCE, assessments, and surveys do not reveal a need for curriculum changes at this time.

- **Due to course offering changes, CHD 615 Social & cultural Diversity in Counseling was not offered during this assessment period. Therefore, no Rubric-Based LiveText assessments were available.**

Outcome 5: Assessment

Description: Develop knowledge of assessment principles, test instruments, and interview practices in order to provide responsible test administration and interpretation, case conceptualization, and diagnosis.

Budget: \$0

Assessed How Often: Yearly

Responsibility: Chair

Participation: Faculty

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 13).
- National Counselor Examination (NCE) (Appendix A, Table 14).
- Rubric-Based LiveText assessments in CHD 621, Assessment in Counseling, in which students are evaluated on the Assessment Report, Literature Review & Test Critique, and Video.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Assessment Subtest of the CPCE that are generally competitive with national norms and scores on the Assessment Subtest of the NCE that compare favorably with national norms.
- In the Rubric-Based LiveText assessment of the Assessment Report in CHD 621, which indicates an understanding of test interpretation and report writing, most students scored in the “Target” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the Rubric-Based LiveText assessment of the Literature Review & Test Critique in CHD 621, which indicates the understanding of the psychometric qualities and uses of assessment instruments, most students scored in the “Target” or “Acceptable” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the Rubric-Based LiveText assessment of the Video in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There were no patterns to indicate any required changes.

- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis,” all students scored in the “Target” or “Acceptable” ratings.
- While one Recent Community Counseling Graduate indicated that he/she felt poorly prepared to administer and interpret assessments, the remaining survey results did not identify a weakness in this area (See numbers 7, 20, and 21 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **In CHD 621 Assessment, the instructor will spend more time explaining the expectations of assignments to students.**

Outcome 6: Research

Description: Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance.

Budget: \$0
 Assessed How Often: Yearly
 Responsibility: Chair
 Participation: Faculty

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 13).
- National Counselor Examination (NCE) (Appendix A, Table 14).

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Research and Program Evaluation Subtests of both the CPCE and the NCE that are generally competitive with national norms.
- On item 7 [Changed to item #8] "Knowledge of research and evaluation practices" of the Recent Community Counseling Major Survey was identified as a relative weakness. A Recent Graduate commented that, “Research Methods was a waste of time. (See numbers 8 and 22 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **The Counseling Department offered a counseling specific research course, CHD 601 Research Methods and Program Evaluation in Counseling, for the first time in Summer 2015.**

Outcome 7: Technology

Description: Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and documenting services.

Budget: \$0
Assessed How Often: Yearly
Responsibility: Chair
Participation: Faculty

Direct Assessments:

- LiveText, rubric-based assignment in CHD 688 Internship to use technology to produce an attractive and informative brochure/handbill about internship site, or a Power Point or Prezi presentation for in-service training.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- In the Rubric-Based LiveText assessment in CHD 688, students use technology to produce an attractive and informative brochure/handbill about internship site, or a Power Point or Prezi presentation for in-service training, all students scored in the “Target” or “Acceptable” ratings.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology,” all students scored in the “Target” or “Acceptable” ratings.
- Survey results did not identify a weakness in this area (See numbers 9 and 23 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements: Results of the Rubric-Based LiveText assessments and surveys do not reveal a need for curriculum changes at this time.

Appendix A

Counselor Preparation Comprehensive Examination National Counselor Examination Subtest Scores

Table 1
Professional Orientation & Ethics
Professional Orientation and Ethics Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/10/15	4	11.50	1.66	657	12.38	2.63
10/24/14	6	11.67	1.89	285	10.65	2.51
6/27/14	3	12.67	.47	424	11.86	2.70

Table 2
Professional Orientation and Ethics Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	7	20.00	3.29	401	18.03	3.99
10/18/14	4	21.25	2.99	326	17.84	3.82

Table 3
Human Growth & Career Development
Human Growth and Development Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/10/15	4	12.50	1.50	657	10.30	2.70
10/24/14	6	13.33	1.60	285	9.85	2.63
6/27/14	3	12.33	.94	424	11.48	2.69

Table 4
Career and Lifestyle Development Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/10/15	4	10.50	1.12	657	10.21	2.88
10/24/14	6	10.17	1.86	285	10.54	2.69
6/27/14	3	9.67	3.09	424	9.97	2.87

Table 5
Human Growth and Development Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	7	8.00	2.61	401	7.41	2.45
10/18/14	4	8.00	2.45	326	6.71	2.21

Table 6
Career and Lifestyle Development Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	7	13.00	2.81	401	11.99	2.77
10/18/14	4	12.50	0.58	326	10.97	2.50

Table 7
Helping Relationships
Helping Relationships Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/10/15	4	13	2.12	657	10.84	2.47
10/24/14	6	12.17	1.95	285	10.04	2.74
6/27/14	3	10.67	.94	424	12.40	2.53

Table 8
Group Work Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/10/15	4	13.25	2.28	657	11.78	2.54
10/24/14	6	14.33	1.97	285	12.52	2.75
6/27/14	3	11.33	1.25	424	10.56	2.83

Table 9
Helping Relationships Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	7	24.00	4.35	401	20.64	5.25
10/19/13	4	24.25	4.99	326	20.31	4.98

Table 10
Group Work Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	7	11.00	2.54	401	10.17	2.55
10/18/14	4	12.72	1.71	326	9.71	2.49

Table 11
Social & Cultural Diversity
Social and Cultural Diversity Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/10/15	4	10	2.24	657	10.72	2.45
10/24/14	6	11.33	2.43	285	10.58	2.29
6/27/14	3	11.33	.47	424	11.77	2.58

Table 12
Social and Cultural Diversity Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	7	7.00	1.27	401	6.28	2.12
10/18/14	4	8.25	0.50	326	6.62	1.81

Table 13
Assessment
Assessment Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/10/15	4	10.25	1.92	657	9.78	2.46
10/24/14	6	11.67	2.05	285	10.62	2.49
6/27/14	3	8.67	2.49	424	10.40	2.53

Table 14
Assessment Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	7	13.00	1.98	401	11.58	2.86
10/18/14	4	12.50	1.91	326	11.34	2.84

Table 15
Research
Research and Program Evaluation Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/10/15	4	11	.71	657	10.60	2.58
10/24/14	6	10.83	3.53	285	10.81	2.70
6/27/14	3	11	2.94	424	11.44	2.93

Table 16
 Research and Program Evaluation Subtest
 National Counselor Examination - Graduate Student Administration

Examination Date	Number Tested	UNA Results		National Results		
		Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	7	9.00	2.15	401	8.00	2.88
10/18/14	4	9.25	2.36	326	8.45	2.71

Appendix B

Table 1
Counselor Education Program Evaluation
Site Supervisors of Clinical Mental Health Counseling Majors
CHD 689 Summer 2014- Spring 2015

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

(Seven of twelve site supervisors of clinical mental health counseling students responded to the evaluation.)

1. Understanding of the professional roles and ethical responsibilities
(e.g. privacy) of clinical mental health counselors.

1 = 0 2 = 0 3 = 1 4 = 6 **(Mean –3.86)**

2. Knowledge of human development across the life span.

1 = 0 2 = 0 3 = 2 4 = 5 **(Mean –3.71)**

3. Knowledge of career development across the life span.

1 = 0 2 = 1 3 = 2 4 = 4 **(Mean –3.43)**

4. Understanding of theoretical and applied knowledge of helping relationships at
personal, group, and systemic (e.g., families and couples) levels.

1 = 0 2 = 0 3 = 4 4 = 3 **(Mean –3.43)**

5. Understanding of evidence-based practices at personal, group, and systemic
(e.g., families and couples) levels.

1 = 0 2 = 0 3 = 2 4 = 1 **(Mean –3.34)**

(Four did not answer.)

6. Understanding and appreciation of social and cultural diversity and pluralistic
trends.

1 = 0 2 = 0 3 = 2 4 = 5 **(Mean –3.71)**

7. Knowledge of assessment principles, instruments, and interview practices.

1 = 0 2 = 0 3 = 3 4 = 4 **(Mean – 3.00)**

8. Knowledge of research and evaluation practices.

1 = 0 2 = 0 3 = 3 4 = 4 **(Mean – 3.00)**

9. Knowledge of available technology.

1 = 0 2 = 0 3 = 2 4 = 5 **(Mean – 3.71)**

10. Ability to document and provide direct services and referrals in an ethical,
professional manner.

1 = 0 2 = 0 3 = 1 4 = 6 **(Mean – 3.86)**

11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	1 = 0	2 = 0	3 = 4	4 = 3	(Mean – 3.43)
12. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 4	4 = 3	(Mean – 3.43)
13. Ability to provide group counseling.	1 = 0	2 = 0	3 = 5	4 = 2	(Mean – 3.29)
14. Ability to provide family counseling.	1 = 0	2 = 1	3 = 4	4 = 2	(Mean – 3.14)
15. Ability to provide consultation.	1 = 0	2 = 1	3 = 4	4 = 2	(Mean – 3.14)
16. Ability to engage in advocacy.	1 = 0	2 = 0	3 = 2	4 = 5	(Mean – 3.71)
17. Ability to intervene/respond appropriately in crisis/emergency situations.	1 = 0	2 = 2	3 = 3	4 = 2	(Mean – 3.00)
18. Ability to develop holistic treatment plans and properly document services.	1 = 0	2 = 1	3 = 3	4 = 3	(Mean – 3.29)
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	1 = 0	2 = 0	3 = 2	4 = 5	(Mean – 3.71)
20. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 4	4 = 2	(Mean – 3.33)
(One did not answer)					
21. Ability to diagnose clients and conceptualize cases.	1 = 0	2 = 1	3 = 2	4 = 3	(Mean – 3.33)
(One did not answer)					
22. Ability to perform community needs assessments, measure outcomes, and conduct program evaluations.	1 = 0	2 = 0	3 = 5	4 = 2	(Mean – 3.29)
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 2	4 = 5	(Mean – 3.71)
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.					

1 = 0

2 = 0

3 = 2

4 = 5

(Mean – 3.71)

Comments:

1. Superior (mostly)!
2. Excellent experience for beginning counselor. Utilized skills proficiently.
3. All of our interns have been excellent; willing to help in any way and enthusiastic when given an opportunity to work with clients.
4. Our most recent Intern was an exceptional and well-rounded individual and will become an awesome professional with more experience. Thanks for what you do!

Table 2
Counselor Education Program Evaluation
Current Clinical Mental Health Counseling Majors
CHD 689 Summer 2014- Spring 2015

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

(Nine of ten clinical mental health counseling students responded to the evaluation.)

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.	1 = 0	2 = 0	3 = 2	4 = 7	(Mean –3.77)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 0	4 = 9	(Mean –4.00)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 4	4 = 5	(Mean –3.55)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean –3.88)
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	1 = 0	2 = 0	3 = 0	4 = 9	(Mean –4.00)
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 2	4 = 7	(Mean –3.77)
7. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 2	4 = 7	(Mean – 3.77)
8. Knowledge of research and evaluation practices.	1 = 0	2 = 2	3 = 3	4 = 4	(Mean – 3.22)
9. Knowledge of available technology.	1 = 0	2 = 1	3 = 2	4 = 6	(Mean – 3.55)
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	1 = 0	2 = 0	3 = 2	4 = 7	(Mean – 3.77)
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)

12. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 4	4 = 5	(Mean – 3.55)
13. Ability to provide group counseling.	1 = 0	2 = 0	3 = 3	4 = 6	(Mean – 3.66)
14. Ability to provide family counseling.	1 = 0	2 = 1	3 = 4	4 = 5	(Mean – 3.55)
15. Ability to provide consultation.	1 = 0	2 = 1	3 = 5	4 = 3	(Mean – 3.22)
16. Ability to engage in advocacy.	1 = 0	2 = 0	3 = 3	4 = 6	(Mean – 3.66)
17. Ability to intervene/respond appropriately in crisis/emergency situations.	1 = 0	2 = 1	3 = 4	4 = 4	(Mean – 3.33)
18. Ability to develop holistic treatment plans and properly document services.	1 = 0	2 = 2	3 = 3	4 = 4	(Mean – 3.22)
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	1 = 0	2 = 0	3 = 2	4 = 7	(Mean – 3.77)
20. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 5	4 = 4	(Mean – 3.44)
21. Ability to diagnose clients and conceptualize cases.	1 = 0	2 = 0	3 = 3	4 = 6	(Mean – 3.66)
22. Ability to perform community needs assessments, measure outcomes, and conduct program evaluations.	1 = 0	2 = 0	3 = 5	4 = 4	(Mean – 3.44)
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 5	4 = 4	(Mean – 3.44)
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
25. Admission Interview	1 = 0	2 = 0	3 = 0	4 = 9	(Mean –4.00)
26. New Student Orientation	1 = 0	2 = 0	3 = 2	4 = 7	(Mean –3.77)

27. Academic Advising	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
28. Practicum & Internship Information	1 = 0	2 = 0	3 = 2	4 = 7	(Mean – 3.77)
29. Career/Licensure Support	1 = 0	2 = 0	3 = 4	4 = 4	(Mean – 3.55)

Comments:

- I would have enjoyed more electives and a class follow-up session to help navigate licensure and certification issues.
- I think the department does an excellent job of preparing its students; however, I didn't feel adequately trained in the areas of consultation, emergency preparedness, or documentation. I feel that my knowledge and experience in these areas will grow as I continue in this field. I'm learning that there is a lot more to ethics training than what is covered in class. A lot more. In the majority of the areas, UNA exceeds in counselor training. I cannot imagine other programs at other schools supposing the training/professionalism and genuineness of the staff/faculty here at UNA.
- The admission interview was enjoyable – I remember liking the questions both personal and arbitrary. The orientation was information overload and I felt I learned things about a the mental health system and the hoops of licensure later in the program that I wished I had comprehended better at the start, although details were likely present at orientation. I wished I would have taken contemporary practices earlier, as it helped me understand many professional processes. While I feel that I have learned so much in this program, I am afraid that I haven't found my niche in the field just yet. I hope to always be learning more about my strengths and the profession as I pursue licensure in formation. I loved every class, especially child & adolescent and family.
- This program has done an excellent job displaying professionalism and educating us for our desired careers. I would love to attend a class for Play Therapy here in the program.
- Overall, I think the program does a great job of educating counselors to be the best we can be. I'm glad that the research class is now done through the department.
- I want to personally thank the Counselor Education Department! The staff, including Dr. Baird, was so gracious and allowed me to grow and develop as a counselor. I learned so much in all the areas I marked and believe that UNA is "top of the State." I couldn't have learned what I learned elsewhere!
- I have enjoyed the UNA Counseling Program immensely! The professors were a joy to work with and invested in helping me succeed as a future counselor. I learned a great deal of new information, and gained a deeper understanding of previously learned material. I would recommend this program to anyone wanting to be a counselor!
- Would like more "hands on" intervention and treatment planning practice.

Table 3
Counselor Education Program Evaluation
Recent Community Counseling Graduates
Summer 2014 - Spring 2015

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

(Eight of eighteen graduates responded to the evaluation.)

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental counselors.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 1	4 = 7	(Mean – 3.87)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 4	4 = 4	(Mean – 3.5)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	1 = 0	2 = 0	3 = 2	4 = 6	(Mean – 3.75)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 1	4 = 7	(Mean – 3.87)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 2	4 = 6	(Mean – 3.75)
7. Knowledge of research and evaluation practices.	1 = 1	2 = 1	3 = 1	4 = 5	(Mean – 3.25)
8. Knowledge of available technology.	1 = 0	2 = 1	3 = 5	4 = 2	(Mean – 3.12)
9. Ability to document and provide direct services and referrals in an ethical, professional manner.	1 = 1	2 = 0	3 = 1	4 = 6	(Mean – 3.5)
10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs.	1 = 0	2 = 1	3 = 1	4 = 5	(Mean – 3.57)
(One did not answer)					
11. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 2	4 = 6	(Mean – 3.75)

12. Ability to provide group counseling.	1 = 0	2 = 0	3 = 1	4 = 7	(Mean – 3.87)
13. Ability to provide family counseling.	1 = 0	2 = 1	3 = 4	4 = 3	(Mean – 3.25)
14. Ability to provide consultation.	1 = 1	2 = 0	3 = 1	4 = 6	(Mean – 3.5)
15. Ability to intervene/respond appropriately in crisis/emergency situations.	1 = 0	2 = 1	3 = 4	4 = 3	(Mean – 3.25)
16. Ability to develop treatment plans and properly document services.	1 = 1	2 = 1	3 = 3	4 = 3	(Mean – 3.0)
17. Ability to provide age-appropriate, culturally sensitive services to all clients.	1 = 0	2 = 0	3 = 4	4 = 4	(Mean – 3.5)
18. Ability to advocate for equity in other community-based services.	1 = 1	2 = 0	3 = 3	4 = 4	(Mean – 3.25)
19. Ability to administer and interpret assessments.	1 = 1	2 = 0	3 = 2	4 = 5	(Mean – 3.37)
20. Ability to diagnose clients and conceptualize cases.	1 = 0	2 = 0	3 = 4	4 = 4	(Mean – 3.5)
21. Ability to perform community needs assessments, program evaluation, and quality assurance.	1 = 0	2 = 2	3 = 3	4 = 3	(Mean – 3.12)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 6	4 = 2	(Mean – 3.25)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 1	4 = 7	(Mean – 3.87)
24. Admission Interview	1 = 0	2 = 0	3 = 2	4 = 6	(Mean – 3.75)
25. Orientation to Program	1 = 0	2 = 0	3 = 3	4 = 5	(Mean – 3.62)
26. Academic Advising Program	1 = 0	2 = 1	3 = 1	4 = 6	(Mean – 3.62)

27. Practicum & Internship Selection

1 = 0 2 = 0 3 = 1 4 = 7 **(Mean – 3.87)**

28. Career Assistance

1 = 0 2 = 0 3 = 3 4 = 5 **(Mean – 3.62)**

Comments:

- Overall this is an outstanding program.
- Overall I thought the program was very good. I feel as though I was prepared as I could be going into my internship. However, the one ability I felt grossly underprepared for was documentation. I realize that everyone does it differently, but I had no idea how to document session and what I should focus on. In addition, Research Methods was a waste of time. The professor was hard to work with and I learned nothing from the class. (Fall 14)
- I believe I received an excellent education in the Counseling Program at UNA. The professors were not only extremely knowledgeable of their field and areas which they taught, but also had practical experience and wisdom in various counseling settings. They also demonstrated a concern for the students and a desire to help students be successful. I do hope the Counseling Program will develop a counseling research course as I thought the educational research course was lacking. The one course I took which Dr. Parries taught was disappointing compared to the other courses in the program. However, I realize that was her 1st semester and 1st time to teach the course which may explain some of the deficits.
- The Counselor Educating Program met my needs. I have been able to add/provide more and better services at my agency. I am very grateful to the Counseling faculty at UNA. My time there not only enhanced my professional development but my personal development as well.
- UNA's Counselor Education Department more than successfully prepared me as a counselor; the faculty and coursework contributed in my growth as an individual, which helped launch my career in counseling. I appreciate being given the opportunity to be a part of the Counselor education Program and this evaluation.
- #3: On the Career Development question, I was not interested in that portion of counseling therefore I myself chose not to retain the information; the class itself is of high quality. I chose to put more of my effort into the courses I was planned on using in my career. #8: I have found that each agency uses different databases for storing/writing rates and completing assessments. The Counseling program did all they knew to do to prepare us. There are some things that have to be learned on the job. Compared to my peers in the field I am more prepared and confident in myself and with the skills that I was taught at UNA while enrolled in the Community Counseling Program.

Table 4
Counselor Education Program Evaluation
Employers of Community Counseling Majors
Summer 2014 - Spring 2015

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

(Two of four employers of clinical mental health counseling graduates responded to the evaluation.)

1. Understanding of the professional roles and ethical responsibilities
(e.g. privacy) of community counselors.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean – 4.0)**

2. Knowledge of human development across the life span.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

3. Knowledge of career development across the life span.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

4. Understanding of theoretical and applied knowledge of helping relationships at
personal, group, and systemic (e.g., families and couples) levels.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

5. Understanding and appreciation of social and cultural diversity and pluralistic
trends.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean – 4.0)**

6. Knowledge of assessment principles, instruments, and interview practices.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

7. Knowledge of research and evaluation practices.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

8. Knowledge of available technology.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

9. Ability to document and provide direct services and referrals in an ethical,
professional manner.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean – 4.0)**

10. Ability to design and/or deliver developmentally appropriate prevention,
education, and support-based programming in response to community needs.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

11. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean – 4.0)**

12. Ability to provide group counseling.	1 = 0	2 = 0	3 = 0	4 = 2	(Mean – 4.0)
13. Ability to provide family counseling.	1 = 0	2 = 0	3 = 0	4 = 2	(Mean – 4.0)
14. Ability to provide consultation.	1 = 0	2 = 0	3 = 0	4 = 2	(Mean – 4.0)
15. Ability to intervene/respond appropriately in crisis/emergency situations.	1 = 0	2 = 0	3 = 0	4 = 2	(Mean – 4.0)
16. Ability to develop treatment plans and properly document services.	1 = 0	2 = 0	3 = 0	4 = 2	(Mean – 4.0)
17. Ability to provide age-appropriate, culturally sensitive services to all clients.	1 = 0	2 = 0	3 = 0	4 = 2	(Mean – 4.0)
18. Ability to advocate for equity in other community-based services.	1 = 0	2 = 0	3 = 1	4 = 1	(Mean – 3.5)
19. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 1	4 = 1	(Mean – 3.5)
20. Ability to diagnose clients and conceptualize cases.	1 = 0	2 = 0	3 = 1	4 = 1	(Mean – 3.5)
21. Ability to perform community needs assessments, program evaluation, and quality assurance.	1 = 0	2 = 0	3 = 1	4 = 1	(Mean – 3.5)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 1	4 = 1	(Mean – 3.5)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 1	4 = 2	(Mean – 4.0)

Comments:

- The UNA counselor I have been supervising is excellent. It appears that she had very good preparation for a full-time job in the counseling field. I have been impressed by her knowledge and professionalism.

Appendix C

Focus Groups Summer 2014 – Spring 2015

CHD 688 INTERNS - Summer 2014

- Students would like to be able to start counting hours for internship during May. If they are doing an internship at Riverbend's summer program, there is an intake and assessment training in May that would be very helpful.
- CHD 656 should be taken early in the program. Students like the treatment planning skills that they are learning.
- There should be an entire class on documentation and treatment planning.
- The pre-practicum meeting was very helpful
- Students wonder what is the purpose of Livetext; Livetext could be used instead of Angel and syllabi could be put on Livetext. Students would like to see Livetext utilized more so they would get their money's worth.
- Students hate literature reviews, but find them helpful. They have used the research skills in internship.
- The Counseling Lions Facebook group is very helpful.
- Students would like to see a self-care day for all counseling students so they could get to know others not in their classes. Maybe one Saturday for all-day self-care activities.
- Students would like a new t-shirt designed every semester.
- Students enjoyed the videos in Fundamentals because they could immediately start practicing their skills.
- Students hated the transcribing in CHD 678.
- Students would like to see a play therapy class offered.
- Students found the group experience in CHD 608 to be very positive.
- Students suggested that all counselor education students be required to attend counseling for a few sessions to understand what it is like for clients.

CHD 688 INTERNS - Fall 2014

- Provide more focus on interventions in more classes; specific role-plays with real-life situations that they will encounter as counselors
- Provide more counseling techniques and activities to use with clients
- Instead of the pre-practicum meeting, have individual advisement sessions
- Faculty should reach out to site supervisors so that students don't have to "cold call" possible supervisors for practicum and internship placements
- There should be separate internships for Clinical Mental Health Counselors and School Counselors
- Students would like to see more techniques in the Theories class
- When students must make a video, they would like more time in class to do the video since getting together outside of class is hard for many working students

- The career text does not line up with the questions on the CPCE; there were some questions about theorists that were not in the textbook
- Students don't like the Crisis book; it is too wordy and the DVD that comes with the book has terrible role-playing
- Students prefer to have a lecture from the professor rather than student presentations

Positives:

- Watching videos and applying theories/concepts to characters
- Reading books and reflecting on the content
- Summer is too short for Practicum and students are glad it is no longer offered in that format
- Students appreciate that the department faculty is teaching the Research course
- Liked the case studies in courses such as Theories
- Some liked the video lecture (flipped classroom) and others disliked it, but all agreed that they liked having the entire class time to discuss the material
- Students hated transcribing their tapes but learned a lot from the process

CHD 688 INTERNS - Spring 2015

- CHD 641, CHD 642, and CHD 689 required a number of the same materials (in the portfolio)
- Since there were a lot of the same materials in CHD 641 and CHD 642, students suggested that these two courses be combined
- It seems that some assignments are to meet CACREP standards
- When taking two courses at a time, a student found that the course offerings were compatible
- Some of the overlapping material was the basis for later assignments
- A student would like more on-line courses with tests in the computer lab
- Students would like to see UNA offer an Ed.S. in School Counseling
- Students would like to see more specialized therapy techniques such as equine therapy, play therapy, field trips
- Students would like field trips to Riverbend, etc., or going to community resources as a class assignment
- There needs to be more professional development such as resume writing, job searching, networking, and licensure in the Professional Identity and Ethics courses
- School Counselor majors should be introduced to *i-now*; it should be used in the School counseling program
- An NCE review course would be helpful
- The NCE has questions about documentation that is not covered in School Counseling courses; adding a "contemporary practices" section to a School Counseling course would be helpful
- Students enjoyed having really good counselors as guest speakers
- Students appreciated the one-on-one time with faculty in practicum
- Students like how much the faculty care and invest time in students

Student Learning Outcomes for Master of Arts in Education - School Counseling P-12

2014-2015

Outcome 1: Professional Orientation and Ethics

Description: Develop an understanding of the professional roles and ethical responsibilities of a school counselor in order to perform their multiple duties in an ethical, professional manner.

Budget: \$0

Assessed How Often: Yearly

Responsibility: Department Chair

Participation: Counselor Education Faculty

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- National Counselor Examination (NCE) (Appendix A, Table 5).
- Rubric-Based LiveText assessments in CHD 642 Professional Orientation and Ethics for School Counselors in which students are evaluated on the Midterm Exam, Portfolio, Classroom Guidance, Literature Review, Interview/Observation, and Final exam.
- Rubric-Based LiveText assessment in CHD 688 Counseling Internship in which interns are required to use the ASCA Model to evaluate and plan a school counseling program.
- Rubric-Base LiveText assessment in CHD 688 Counseling Internship in which students delve into the ethical and legal considerations on the internship site.
- Rubric-Base LiveText assessment in CHD 689 Counseling Internship in which interns submit a portfolio that has been developed over several semesters.
- Rubric-Base LiveText assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors, sections "Planning a Comprehensive School Counseling Program," "Managing Time & Resources," Consultation & Leadership," "Advocacy," and "Ethical & Legal Practices."

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- The four students who took the PRAXIS II Professional School Counselor exam all received scores in the upper end of the Average Performance Range in the area of "Foundations" which includes History & Role of the Professional School Counselor, Ethics, and Legal Issues. They all received scores in the upper end of the Average Performance Range in the area of "Delivery of Services."

- School Counseling students are achieving scores on the Professional Orientation and Ethics Subtest of the NCE that are competitive with national norms.
- In the Rubric-Based LiveText assessment Midterm Exam in CHD 642, all students received scores of “Target” in all areas.
- In the Rubric-Based LiveText assessment Portfolio in CHD 642, which is a student’s groundwork for developing a comprehensive developmental counseling program for a school, all students received scores of “Target” in all areas.
- In the Rubric-Based LiveText assessment Classroom Guidance in CHD 642, in which students prepare and conduct 3 classroom guidance lessons, all students received scores of “Target” in all areas.
- In the Rubric-Based LiveText assessment Literature Review in CHD 642, in which students summarize articles relevant to school counseling, students received scores of “Target” or “Acceptable” in all areas.
- In the Rubric-Based LiveText assessment Interview/Observation in CHD 642, in which students interview and shadow a school counselor, students received scores of “Target” or “Acceptable” in all areas.
- In the Rubric-Based LiveText assessment Final Exam in CHD 642, all students received scores of “Target” in all areas.
- All school counseling interns received scores of “Target” on all elements of the Rubric-Based LiveText assessment in CHD 688, in which interns are required to delve into ethical and legal considerations on the internship site.
- All school counseling interns received scores of “Target” on all elements of the Rubric-Based LiveText assessment in CHD 689, in which interns are required to submit a portfolio that has been developed over several semesters, suggesting that they demonstrated a connection between portfolio items and CACREP standards, State standards, and their professional development.
- All school counseling interns received scores of “Target” or “Acceptable” on the elements of “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” “Consultation & Leadership,” “Advocacy,” and “Ethical & Legal Practices” in the Rubric-Based LiveText assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 1, 9, 11, and 23 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: No action needed based upon Praxis, Rubric-Based LiveText assessments, and survey results.

Outcome 2: Human Growth and Career Development

Description: Develop knowledge of human growth and career development in order to provide and document comprehensive programming to meet the academic, career, and personal/social needs of all students.

Budget: \$0
 Assessed How Often: Yearly
 Responsibility: Department Chair
 Participation: Counselor Education Faculty

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- National Counselor Examination (NCE) (Appendix A, Tables 6 & 7).
- Rubric-Based LiveText assessments in CHD 604, Human Growth & Development, that evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-Based LiveText assessments in CHD 631, Counseling for Career Development, that evaluate the Special Population Literature Review, the Autobiographical Case Study, Examinations, Assessment Talking Points, and Career Journey Masterpiece.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- The four students who took the PRAXIS II Professional School Counselor exam all received scores in the upper end of the Average Performance Range in the area of "Foundations" which includes Human Growth & Development.
- School Counseling students are achieving scores on the Human Growth and Development Subtest and the Career Development Subtest of the NCE that are competitive with national norms.
- In the Rubric-Based LiveText assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored in the "Target" or "Acceptable" ratings.
- In the Rubric-Based LiveText assessment of the Examinations in CHD 604, all students scored in the "Target" or "Acceptable" ratings.
- In the Rubric-Based LiveText assessment of the Power Point Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored in the "Target" ratings.
- In the Rubric-Based LiveText assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, all students scored in the "Target" ratings.
- In the Rubric-Based LiveText assessment of the Special Population Literature Review in CHD 631, which indicates an understanding of career development theories related to special populations, all students scored in the "Target" ratings.
- In the Rubric-Based LiveText assessment of the Autobiographical Case study in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, most students scored in the "Target" or "Acceptable" ratings.
- In the Rubric-Based LiveText assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, all students scored in the "Target" or "Acceptable" ratings.

- In the Rubric-Based LiveText assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, all students received “Target” ratings.
- Survey results did not identify a weakness in this area (Numbers 2 and 3 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: No action needed based upon Praxis, Rubric-Based LiveText assessments, and survey results.

Outcome 3: Helping Relationships

Description: Develop theoretical and applied knowledge of helping relationships and evidenced-based practices at the personal, group, and systemic levels in order to provide and document individual and group counseling, classroom guidance, advocacy, collaboration, consultation, and in-service programs in response to student, community, and overall safety needs.

Budget: \$0
 Assessed How Often: Yearly
 Responsibility: Department Chair
 Participation: Counselor Education Faculty

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- National Counselor Examination (NCE) (Appendix A, Tables 8 & 9).
- Rubric-Based LiveText assessment, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam in CHD 602, Fundamentals of Counseling.
- Rubric-Based LiveText assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Portfolio, in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Classroom Guidance Session, completed by site supervisor in CHD 689, Counseling Internship.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Large Group Guidance,” “Crisis Intervention,” and “Consultation and Leadership.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).

- Current School Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- The four students who took the PRAXIS II Professional School Counselor exam all received scores in the upper end of the Average Performance Range in the area of "Delivery of Services" which includes Guidance and Counseling, and Consultation and Collaboration.
- School Counseling students are achieving scores on the Helping Relationships Subtest and the Group Work Subtest of the NCE that are competitive with national norms.
- In the Rubric-Based LiveText assessment of the Counseling Skills Video in CHD 602, all students scored "Target" or "Acceptable" in all areas.
- In the Rubric-Based LiveText assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to fail as a therapist*, and write reflections on what they learned, all students scored "Target" in all areas.
- In the Rubric-Based LiveText assessment of the Midterm Exam in CHD 602, most students scored "Target" or "Acceptable" in all areas.
- In the Rubric-Based LiveText assessment of the Final Exam in CHD 602, most students scored "Target" or "Acceptable" in all areas. In the area of "Resilience" three students scored "Unacceptable" in that area. **There is no evidence of a pattern at this point, and the faculty will monitor this area.**
- In the Rubric-Based LiveText assessment of the Personal Model of Counseling, in CHD 689, all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment of the Personal Model of Consulting, in CHD 689, all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment of the Portfolio, in CHD 689, all students scored "Target" ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Individual Counseling Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Classroom Guidance Session, in CHD 689 Counseling Internship all students scored "Target" ratings on all areas.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections "Individual Counseling," "Small Group Counseling," "Large Group Guidance," "Crisis Intervention," and "Consultation and Leadership," all students scored "Target" ratings on all areas.
- Survey results did not identify a weakness in this area (Numbers 4, 12, 13, 14, 15, and 16 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: No action needed based upon Praxis, Rubric-Based LiveText assessments, and survey results.

Outcome 4: Social and Cultural Diversity

Description: Develop an understanding and appreciation of social and cultural diversity in order to provide culturally sensitive services to all students and to advocate for equity-focused school environments.

Budget: \$0
Assessed How Often: Yearly
Responsibility: Department Chair
Participation: Counselor Education Faculty

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- National Counselor Examination (NCE) (Appendix A, Table 10).
- Rubric-Based LiveText assessment, Diversity Report, in CHD 688 Counseling Internship, requires students to collect information and data regarding the presence of and counseling services for students on the internship site who represent some form of diversity.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- The four students who took the PRAXIS II Professional School Counselor exam all received scores in the upper end of the Average Performance Range in the area of “Delivery of Services” which includes Guidance and Counseling.
- School Counseling students are achieving scores on the Social and Cultural Diversity Subtest of the NCE that are competitive with national norms.
- In the Rubric-Based LiveText assessment, Diversity Report, in CHD 688, all students received a score of “Target” on all elements.
- All school counseling interns received scores of “Target” on the element of “Diversity” in the Rubric-Based LiveText assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 5, 17, and 18) on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: No action needed at this time based upon Praxis, Rubric-Based LiveText assessments, and survey results.

Outcome 5: Assessment

Description: Develop knowledge of testing principles and practices in order to provide and document responsible test administration and interpretation.

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- National Counselor Examination (NCE) (Appendix A, Table 11).
- Rubric-Based LiveText assessments in CHD 621 Assessment in Counseling, in which students are evaluated on the Assessment Report, Literature Review & Test Critique, Video, and Examinations.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Test Administration & Interpretation.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Result:

- The four students who took the PRAXIS II Professional School Counselor exam all received scores in the Average Performance Range in the area of “Accountability.”
- School Counseling students are achieving scores on the Assessment Subtest of the NCE that are competitive with national norms.
- In the Rubric-Based LiveText assessment of the Assessment Report in CHD 621, which indicates an understanding of test interpretation and report writing, most students scored in the “Target” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the Rubric-Based LiveText assessment of the Literature Review & Test Critique in CHD 621, which indicates the understanding of the psychometric qualities and uses of assessment instruments, most students scored in the “Target” or “Acceptable” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the Rubric-Based LiveText assessment of the Video in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There were no patterns to indicate any required changes.
- All school counseling interns received scores of “Target” on the element of “Test Administration & Interpretation” in the Rubric-Based LiveText assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 6 and 20 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: No action needed at this time based upon Praxis, Rubric-Based LiveText assessments, and survey results.

Outcome 6: Research

Description: Develop theoretical and applied knowledge of research and evaluation practices in order to perform comprehensive program evaluation.

Budget: \$0

Assessed How Often: Yearly

Responsibility: Department Chair

Participation: Counselor Education Faculty

Direct Assessments:

- National Counselor Examination (NCE) (Appendix A, Table 12).
- Rubric-Based LiveText assessment, Best Practices Project, in CHD 689 Counseling Internship in which interns are required to read literature and describe how they will apply it in each of the three domains: academic, career, and personal/social development.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Evaluating a Comprehensive School Counseling Program.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- School Counseling students are achieving scores on the Research and Program Evaluation Subtest of the NCE that are competitive with national norms.
- In the Rubric-Based LiveText assessment, Best Practices Project in CHD 689, all students scored at “Target” or “Acceptable” ratings in all areas.
- All school counseling interns received scores of “Target” or “Acceptable” on the element of “Evaluating a Comprehensive School Counseling Program” in the Rubric-Based LiveText assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 7, 10, and 21 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements:

- **The Counseling Department offered a counseling specific research course, CHD 601 Research Methods and Program Evaluation in Counseling, for the first time in Summer 2015.**

Outcome: Technology

Description: Develop practical knowledge of technology in order to use technological resources in planning, providing, evaluating, and managing a comprehensive school counseling program.

Budget: \$0
Assessed How Often: Yearly
Responsibility: Department Chair
Participation: Counselor Education Faculty

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-Based LiveText assessment in CHD 688 Counseling Internship to use technology to produce an attractive and informative brochure/handbill about the internship site.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section "Technology."

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- The four students who took the PRAXIS II Professional School Counselor exam all received scores in the Average Performance Range in the area of "Management."
- In the Rubric-Based LiveText assessment in CHD 688, all students received "Target" ratings in all areas.
- All school counseling interns received scores of "Target" or "Acceptable" on the element of "Technology" in the Rubric-Based LiveText assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 8 and 22 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: No action needed based on Rubric-Based LiveText assessment results, survey results, and focus group results.

Appendix A

2014- 2015

Table 1

Student #1 (Overall Score = 168)

	Raw Points Earned	Raw Points Available	Average Performance Range
Foundations	15	20	14 - 16
Delivery of Services	40	48	34 - 40
Management	8	13	8 - 11
Accountability	17	24	15 - 19

Table 2

Student #2 (Overall Score = 178)

	Raw Points Earned	Raw Points Available	Average Performance Range
Foundations	16	19	14 - 16
Delivery of Services	39	48	33 - 39
Management	14	15	11 - 13
Accountability	19	25	15 - 19

Table 3

Student #3 (Overall Score = 182)

	Raw Points Earned	Raw Points Available	Average Performance Range
Foundations	18	19	13 - 16
Delivery of Services	41	48	34 - 40
Management	14	17	10 - 14
Accountability	18	23	14 - 18

Table 4
Student #4 (Overall Score = 175)

	Raw Points Earned	Raw Points Available	Average Performance Range
Foundations	16	19	14 - 16
Delivery of Services	38	48	33 - 39
Management	13	15	11 - 13
Accountability	18	25	15 - 19

Table 5
Professional Orientation and Ethics Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	3	22.00	3.61	401	18.03	3.99

Table 6
Human Growth and Development Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	3	9.00	2.08	401	7.41	2.45

Table 7
Career and Lifestyle Development Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	3	14.00	2.08	401	11.99	2.77

Table 8
Helping Relationships Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	3	21.00	1.53	401	20.64	5.25

Table 9
Group Work Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	3	10.00	1.15	401	10.17	2.55

Table 10
Social and Cultural Diversity Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	3	8.00	1.73	401	6.28	2.12

Table 11
Assessment Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	3	13.00	3.06	401	11.58	2.86

Table 12
Research and Program Evaluation Subtest
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/18/15	3	9.00	3.46	401	8.00	2.88

Appendix B

Table 1
Counselor Education Program Evaluation
Site Supervisors of School Counseling Majors
Summer 2014- Spring 2015

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

(Four of six site supervisors of school counseling students responded to survey.)

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 2	4 = 3	(Mean – 3.5)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
7. Knowledge of research and evaluation practices.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
8. Knowledge of available technology.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
9. Ability to document and perform his/her multiple duties in an ethical, professional manner.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
10. Ability to perform needs assessments.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.					

	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
12. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
13. Ability to provide group counseling.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
14. Ability to provide classroom guidance.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
15. Ability to provide consultation.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
16. Ability to provide in-service programming. (One did not answer)	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
17. Ability to provide culturally sensitive services to all students.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
18. Ability to advocate for equity within the school environment and local community.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
19. Ability to coordinate test administration. (One did not answer)	1 = 0	2 = 0	3 = 2	4 = 1	(Mean – 3.33)
20. Ability to administer and interpret assessments. (One did not answer)	1 = 0	2 = 0	3 = 2	4 = 1	(Mean – 3.33)
21. Ability to perform comprehensive program evaluation.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)

Comments:

My intern was knowledgeable and was professional in planning, implementing, and evaluation. I enjoyed having her work within our school. The students enjoyed her greatly!

Table 2
Counselor Education Program Evaluation
Current School Counseling Majors
Summer 2014 - Spring 2015

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

(Four of four students responded to the survey.)

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
7. Knowledge of research and evaluation practices.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
8. Knowledge of available technology.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
9. Ability to document and perform his/her multiple duties in an ethical, professional manner.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
10. Ability to perform needs assessments.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)

12. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
13. Ability to provide group counseling.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
14. Ability to provide classroom guidance.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
15. Ability to provide consultation.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
16. Ability to provide in-service programming. (One did not answer)	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
17. Ability to provide culturally sensitive services to all students.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
18. Ability to advocate for equity within the school environment and local community.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
19. Ability to coordinate test administration.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
20. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
21. Ability to perform comprehensive program evaluation.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
24. Admission Interview	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
25. Orientation to Program	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
26. Academic Advising Program	1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)

27. Practicum & Internship Selection

1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
-------	-------	-------	-------	--------------

28. Career Assistance

1 = 0	2 = 0	3 = 0	4 = 4	(Mean – 4.0)
-------	-------	-------	-------	--------------

Comments:

In the areas where I marked low, those could be due to my lack of focusing on the presented knowledge. Thank you all for preparing me for this moment.

Table 3
Counselor Education Program Evaluation
Recent School Counseling Majors
Summer 2014 - Spring 2015

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

(One of three students responded to the survey.)

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
7. Knowledge of research and evaluation practices.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
8. Knowledge of available technology.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
9. Ability to document and perform his/her multiple duties in an ethical, professional manner.	1 = 0	2 = 0	3 = 1	4 = 1	(Mean – 4.0)
10. Ability to perform needs assessments.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)

12. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
13. Ability to provide group counseling.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
14. Ability to provide classroom guidance.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
15. Ability to provide consultation.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
16. Ability to provide in-service programming. (One did not answer)	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
17. Ability to provide culturally sensitive services to all students.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
18. Ability to advocate for equity within the school environment and local community.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
19. Ability to coordinate test administration.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
20. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
21. Ability to perform comprehensive program evaluation.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
24. Admission Interview	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
25. Orientation to Program	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)
26. Academic Advising Program	1 = 0	2 = 0	3 = 0	4 = 1	(Mean – 4.0)

27. Practicum & Internship Selection

1 = 0 2 = 0 3 = 0 4 = 1 **(Mean – 4.0)**

28. Career Assistance

1 = 0 2 = 0 3 = 0 4 = 1 **(Mean – 4.0)**

Comments:

I was amazed at how much I enjoyed the Counseling Program at UNA. The instructors were fantastic. The only complaint I have is with the physical environment. I was a UNA student in the late 70s and Stevens Hall seems pretty much the same. There were technology issues at times as well. I have recommended the program to numerous individuals who are considering a return to school.

Appendix C

CHD 688 INTERNS - Fall 2014

- Provide more focus on interventions in more classes; specific role-plays with real-life situations that they will encounter as counselors
- Provide more counseling techniques and activities to use with clients
- Instead of the pre-practicum meeting, have individual advisement sessions
- Faculty should reach out to site supervisors so that students don't have to "cold call" possible supervisors for practicum and internship placements
- There should be separate internships for Clinical Mental Health Counselors and School Counselors
- Students would like to see more techniques in the Theories class
- When students must make a video, they would like more time in class to do the video since getting together outside of class is hard for many working students
- The career text does not line up with the questions on the CPCE; there were some questions about theorists that were not in the textbook
- Students don't like the Crisis book; it is too wordy and the DVD that comes with the book has terrible role-playing
- Students prefer to have a lecture from the professor rather than student presentations

Positives:

- Watching videos and applying theories/concepts to characters
- Reading books and reflecting on the content
- Summer is too short for Practicum and students are glad it is no longer offered in that format
- Students appreciate that the department faculty is teaching the Research course
- Liked the case studies in courses such as Theories
- Some liked the video lecture (flipped classroom) and others disliked it, but all agreed that they liked having the entire class time to discuss the material
- Students hated transcribing their tapes but learned a lot from the process

CHD 688 INTERNS - Spring 2015

- CHD 641, CHD 642, and CHD 689 required a number of the same materials (in the portfolio)
- Since there were a lot of the same materials in CHD 641 and CHD 642, students suggested that these two courses be combined
- It seems that some assignments are to meet CACREP standards
- When taking two courses at a time, a student found that the course offerings were compatible
- Some of the overlapping material was the basis for later assignments
- A student would like more on-line courses with tests in the computer lab
- Students would like to see UNA offer an Ed.S. in School Counseling

- Students would like to see more specialized therapy techniques such as equine therapy, play therapy, field trips
- Students would like field trips to Riverbend, etc., or going to community resources as a class assignment
- There needs to be more professional development such as resume writing, job searching, networking, and licensure in the Professional Identity and Ethics courses
- School Counselor majors should be introduced to *i-now*; it should be used in the School counseling program
- An NCE review course would be helpful
- The NCE has questions about documentation that is not covered in School Counseling courses; adding a “contemporary practices” section to a School Counseling course would be helpful
- Students enjoyed having really good counselors as guest speakers
- Students appreciated the one-on-one time with faculty in practicum
- Students like how much the faculty care and invest time in students