

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

**2019-2020**

**This report is based on findings from an annual review of comprehensive examination results, follow-up surveys of constituent groups (current students, recent graduates, site supervisors, and employers) and program evaluation meetings in which course-based assessments and focus-group comments are reviewed. This evaluation process informs program-based and curricular changes, which are outlined below.**

### **Program Actions/Improvements:**

- Based on focus group comments and follow-up surveys, faculty will continue to engage students in experiential and cooperative learning experiences.
- Based on focus group comments, faculty will encourage students during orientation to collect resources throughout their coursework that will assist them during practicum and internship experiences.
- Based on focus group comments, faculty will ensure that students are exposed to ERIC via EBSCOhost during new student orientation.
- Because Students continue to make APA errors in various written projects. APA style will be taught and assessed in CHD 601 Research Methods and Program Evaluation in Counseling.

### **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.

### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 1).
- Rubric-based assessments in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors that evaluate the Case Study and Presentation and Chapter Reading Quizzes.
- Rubric-based assessment in CHD 634 Wellness Counseling that evaluates the Personal Self-Care Plan and Journal.
- Rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents.
- Rubric-based assessments in CHD 656 Contemporary Practices in Clinical Mental Health that evaluate the Treatment Planning Project and the CMHC Identity Paper. CHD 656 was not offered in 2019-2020 assessment period, so no results are available.
- 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 assessments in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which 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 compare highly favorably with national norms.
- On the rubric-based assessment, Case Study and Presentation, in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counseling, all students received “Target” ratings with the exception of one student who received an “Unacceptable” rating.
- On the rubric-based assessment, Chapter Reading Quizzes, in CHD 600 Professional Identity and Ethics in Clinical Mental Health Counseling, with the exception of four students who received “Unacceptable” ratings because they did not complete the assignment, all other students received “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 634 Wellness Counseling, which evaluates the Personal Self-Care Plan and Journal, students complete assessments related to wellness models and identify areas of strength and areas for improvement. They identify three long-term goals and related short-term measurable objectives, and design an intervention plan for each short-term goal. Students complete a weekly reflective journal entry in which they discuss how they would incorporate techniques into a self-care plan and client treatment plans. All students scored in the “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents, with the exception of two “Acceptable” ratings in one area, all students scored “Target” ratings.
- On the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, which evaluates the Treatment Planning Project, CHD 656 was not offered in 2019-2020 assessment period, so no results are available.
- On the rubric-based assessment, CMHC Identity Paper in CHD 656, in which students describe their professional identity development, all students scored “Target” ratings, CHD 656 was not offered in 2019-2020 assessment period, so no results are available.
- On 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 “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 690, which evaluates Peer Group Collaboration and Supervision, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessments in CHD 690, which evaluates the Treatment Plan Project, all students scored “Target” or “Acceptable” ratings in all areas.
- Survey results did not identify areas for further development (Numbers 1, 10, 18, and 24 on Appendix B, Tables 1, 2, 3, & 4).

### **Curriculum Actions/Improvements:**

- Based on Focus Group results, several prominent court cases were incorporated into CHD 600 Professional Identity and Ethics for CMHC and will be introduced in CHD 642 Professional Identity and Ethics for School Counselors.

- In CHD 600, the instructor will redesign the Case Study and Presentation assignment, due to the lack of variability in the scores.
- To improve course sequencing for CMHC student development, the Department will begin offering CHD 600 and CHD 656 every year rather than every other year, so that students can take CHD 600 earlier and CHD 656 later in their programs of study.

## **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.

### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 2 & 3).
- Rubric-based assessments in CHD 604 Human Growth & Development, which evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-based assessments, Midterm/Final Exams and Childhood Disorder Research Project, in CHD 645, which evaluate developmental knowledge and common disorders related to children and adolescents.
- Rubric-based assessment, Final Exam, in CHD 661 Family Counseling.
- Rubric-based assessments in CHD 631 Counseling for Career Development, which evaluate the Chapter Readings and Quizzes, the Midterm Exam, and the Life Design 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 Human Growth and Development Subtest of the CPCE that are comparable to national norms scores on the Career and Lifestyle Development Subtest of the CPCE that compare favorably with national norms.
- On the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment of the Midterm Examination in CHD 604, most students scored "Target" ratings.
- On the rubric-based assessment of the Final Examination in CHD 604, most students scored "Target" ratings.
- On the rubric-based assessment of the PowerPoint Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored "Target" ratings.
- On the rubric-based 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 "Target" ratings except for one student who scored "Unacceptable" ratings.

- On the rubric-based assessment, Midterm/Final Exams, in CHD 645, which evaluate developmental knowledge related to children and adolescents, with the exception of a few ratings of “Unacceptable,” all other students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Childhood Disorder Research Project in CHD 645, in which disorders common to children and adolescents are the focus, with the exception of a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of theories of individual and family development and transitions across the life span, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Chapter Readings and Quizzes in CHD 631, which assesses student knowledge of career development theories, labor market information and media, programing and planning, interrelationship of career and other life roles, assessment instruments, career counseling processes, cultural and diversity issues, K-12 career planning, and post-secondary career planning, all scores were “Target” or “Acceptable” ratings with the exception of two “Unacceptable” scores.
- On the rubric-based assessment of the Midterm Exam in CHD 631, which assesses the student understanding and application of career theories in various setting (including K-12), and detailed aspects of critical career development and counseling theories, all ratings were “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Life Design Project in CHD 631, (Students are required to engage an adolescent or adult in a career interview and two career assessments; students perform a second interview providing the appropriate interpretations of the assessments; and students prepare a detailed case summary for class presentation providing relevant case information including ethical and cultural issues.), all students scored “Target” or “Acceptable” ratings.
- Survey results did not identify areas for further development (Numbers 2, 3, and 11 on Appendix B, Tables 1, 2, 3, & 4).

### **Curriculum Actions/Improvements:**

Results of the CPCE, assessments, and surveys do not reveal a need for curriculum changes at this time.

### **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.

### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 4 & 5).
- Rubric-based assessments, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam, in CHD 602 Fundamentals of Counseling.
- Rubric-based assessments, Case Study Assignment and Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling.
- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608 Group Counseling.
- Rubric-based assessment, Midterm Exam, Final Exam and Motivational Interviewing Video, in CHD 625 Addictions Counseling.
- Rubric-based assessments, Demonstration/Video Project, Midterm and Final Exams, in CHD 634 Wellness Counseling.

- Rubric-based assessments, Event Crisis Paper, Movie Crisis Paper, and Personal Reflection Papers, in CHD 638 Crisis Counseling.
- Rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling.
- Rubric-based assessments, Evidence-Based Treatments Literature Review Presentation, Final Exam, and Genogram, in CHD 661 Family Counseling.
- Rubric-based assessments, Individual Counseling Session and Self-Evaluation, in CHD 678 Counseling Practicum.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based 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 assessment in CHD 690, Advanced Applications in Clinical Mental Health Counseling, which 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 that compare favorably to national norms and scores on the Group Work Subtest of the CPCE that compare favorably to national norms.
- On the rubric-based assessment of the Counseling Skills Video in CHD 602, several students received “Unacceptable” ratings, particularly in the Termination skill portion in spring 2020. Most students scored “Target” or “Acceptable” ratings in all other areas. Note: Students missed instruction on termination, and classroom role plays were less effective when instruction moved online because of COVID-19.
- On the rubric-based 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, except for two students, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment of the Midterm Exam in CHD 602, with the exception of one “Unacceptable” score and one “Acceptable” score, all other students scored “Target” ratings.
- On the rubric-based assessment of the Final Exam in CHD 602, except for two “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, students scored “Target” or “Acceptable” ratings in most areas. Three students scored

“Unacceptable” ratings in the area of Plans, and four students scored “Unacceptable” ratings in Writing/APA Format.

- On the rubric-based assessment, Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings. Some students scored “Unacceptable” ratings, the majority of which were in the area of Family Systems.
- On the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students completed summaries of articles related to group counseling. Students scored “Target” or “Acceptable” in most areas. “Unacceptable” ratings occurred in three areas.
- On the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Midterm Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in five areas, including an ethics short answer question.
- On the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in areas related to theories applied to group work and leadership skills.
- On the rubric-based assessment, Motivational Interviewing Video, in CHD 625 Addictions Counseling, students role-play motivational interviewing with a mock client. Except for three “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings. Note: Some students missed instruction on motivational interviewing, and classroom role plays were less effective when instruction moved online because of COVID-19.
- On the rubric-based assessment, Midterm Exam, in CHD 625 Addictions Counseling, except for one “Acceptable” score, all other students scored “Target” ratings.
- On the rubric-based assessment, Final Exam, in CHD 625 Addictions Counseling, several students scored “Unacceptable” ratings on essay questions. Note: Material on the final exam was covered after the course transitioned to online instruction due to COVID-19.
- On the rubric-based assessment, Demonstration/Video Project, in CHD 634 Wellness Counseling, most students scored “Target” or “Acceptable” ratings. One student received an “Unacceptable” rating in the deep breathing technique, and one student scored an “Unacceptable” rating in the progressive muscle relaxation technique.
- On the rubric-based assessment, Midterm and Final Exams, in CHD 634 Wellness Counseling, most students scored “Target” or “Acceptable” ratings; one student scored an “Unacceptable” rating in resilience.
- On the rubric-based assessments, Event Crisis Paper, Movie Crisis Paper, and Personal Reflection Papers, in CHD 638 Crisis Counseling, all students scored “Target” ratings.
- On the rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children, all students scored “Target” ratings.
- On the rubric-based assessment, Evidence-Based Treatments Literature Review Presentation, in CHD 661, which requires students to prepare a detailed presentation on a specific evidenced-based treatment (EBT) in family therapy, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of family and other systems theories; 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” ratings in all areas.
- On the rubric-based assessment, Genogram, 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” ratings in all areas.

- On the rubric-based assessment, Individual Counseling Session in CHD 678, in which the instructor evaluates students' performances in conducting individual counseling sessions, all students scored "Target" or "Acceptable" in all areas. A pattern of lower scores on "silences" was noted in fall 2019 data.
- On the rubric-based assessment of Self-Evaluation in CHD 678, in which students are evaluated on their self-reflections in practicum, all students scored "Target" or "Acceptable" in all areas.
- On the rubric-based assessment of the Personal Model of Counseling in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas.
- On the rubric-based assessment of the Personal Model of Consultation in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas.
- On the rubric-based assessment, Observation of Individual Counseling Session in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas. A pattern of lower scores on "silences" was noted in fall 2019 data.
- On the rubric-based assessment, Observation of Group Counseling Session in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas.
- On the 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.
- On the rubric-based assessment, Intervention Technique/Demonstration Video Project, in CHD 690, all students scored "Target" or "Acceptable" ratings in all areas.
- Survey results indicate possible area for further development in family counseling (Numbers 4, 5, 12, 13, 14, 15, 17 on Appendix B, Tables 1, 2, 3, & 4).
- Focus group results indicated an area for enhanced instruction.

#### **Curriculum Actions/Improvements:**

- In CHD 638 Crisis Intervention in Counseling, the instructor will incorporate more dimensions of trauma-informed counseling.
- In CHD 606, the performance related to developing plans in the Case Study assignment represents students first exposure to writing treatment plans. Clinical Mental Health Counseling majors receive advanced training in writing treatment plans in CHD 690 Advanced Applications and Clinical Mental Health Counseling.
- In CHD 606, the performance related to family systems represents students' first exposure to these concepts and theories. Students will be exposed to Family Systems theories in CHD 645 Child and Adolescent Counseling (required for CMHC and SC majors) and CHD 661 Family Counseling (required for CMHC majors and an elective for SC majors).
- In CHD 608, the instructor will incorporate more in-class lecture and discussion regarding introductory group concepts and forming groups.
- In CHD 645 Child and Adolescent Counseling, the online child abuse and neglect reporting course by DHR was incorporated during fall 2019.
- In CHD 661 Family Counseling, the instructor will incorporate more family counseling scenarios.
- In CHD 678 Practicum, faculty will increase the emphasis of the therapeutic value of silence.
- Based on focus-group results, links to video examples of counseling children will be added to courses via Canvas.

#### **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.

##### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 6).
- Rubric-based assessments in CHD 615, Social & Cultural Diversity in Counseling, during the spring semester, in which students were evaluated on the Activity Plan, the Advocacy Project, the Interaction Plans, the Literature Review, and the Personal Assessment paper.
- 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:**

- With the exception of one outlier, Clinical Mental Health Counseling students are achieving scores on the Social and Cultural Foundations Subtest of the CPCE that are comparable to national norms.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, students used the literature review to develop a cultural diversity activity plan or curriculum that addresses cultural issues relevant to this population. CMHC students developed a small group counseling curriculum or a workshop, and SC students developed a classroom guidance program or an in-service program. With the exception of one student who scored an “Acceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Advocacy Project, students in groups of three to five, designed an advocacy project for either an underrepresented or oppressed group or a social justice topic. With the exception of a couple of students, who scored “Acceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Interaction Plans, students participated in a series of multicultural activities (observation and cognitive understanding, personal interviews, and direct participation) and discussed these activities, including their reactions. With the exception of a one “Unacceptable” rating and two “Acceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Literature Review, most students scored “Target” or “Acceptable” ratings. Two students scored “Unacceptable” ratings Content Analysis.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Personal Assessment, students wrote a paper describing their ethnic and cultural background by exploring behavior, expectations, and values that one has regarding the following variables: family values and behaviors both now and while growing up; nationality; ethnicity; religion; language; geographic region; gender; socioeconomic status; educational status; and political orientation. Students included an outline of their ethnic identity development, determined their stage of development, and provided examples of



traits and behaviors they see in themselves. With the exception of three “Acceptable” ratings and one “Unacceptable” rating, all other ratings were “Target.”

- On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy,” all students scored “Target” or “Acceptable” ratings.
- Survey results did not identify areas for further development (see numbers 6, 16, and 19 on Appendix B, Tables 1, 2, 3, & 4).

### **Curriculum Actions/Improvements:**

- CPCE Social and Cultural Diversity - Faculty will monitor for trends in student performance to see if a turnover in faculty instruction has led to lower scores.
- Results of the CPCE, assessments, and surveys do not reveal a need for curriculum changes at this time.

### **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.

#### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 7).
- Rubric-based assessments in CHD 621 Group Presentation, Homework Assignments, and Chapter Quizzes.
- Rubric-based assessments, Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis.”
- Rubric-based assessment, Assessment Interviews Demonstration/Video in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history.

#### **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:**

- CPCE—C7 Assessment and Testing - CHD 621 Assessment in Counseling is now being taught by a core faculty member, and faculty will continue to monitor scores for improvement.
- With the exception of one outlier, Clinical Mental Health Counseling students are achieving scores on the Assessment Subtest of the CPCE that are comparable to national norms.

- On the rubric-based assessment of the Group Presentation in CHD 621, students are required to collect, analyze, and interpret assessment data; read assessment research; and present data through the lens of assessment concepts (i.e., reliability, test construction, etc.). All students scored “Target” or “Acceptable” ratings, with most scoring “Target” ratings.
- On the rubric-based assessment, Homework Rubric in CHD 621, which requires students to use data analysis skills to complete assignments involving basic data presentation, statistical analysis, and data interpretation skills, with the exception of a one “Unacceptable” rating, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of Chapter Quizzes in CHD 621, which reviewed student knowledge acquisition of key areas (e.g., cultural, ethical, administration, scoring, educational, career, clinical) concerning assessment, with the exception of a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Case Group Discussion in CHD 655 Diagnosis and Treatment Planning in Counseling, in which students practice differential diagnosing, except for one student who scored an “Acceptable” rating, all students scored a “Target” rating.
- On the rubric-based assessments Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam, most students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment Article Summaries Project in which students summarize literature related to the assessment and treatment of mental disorders, most students scored “Target” or “Acceptable” ratings. Several students scored “Unacceptable” ratings in writing style and APA format.
- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis,” all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Assessment Interviews Demonstration/Video in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history, all students scored “Target” or “Acceptable” ratings for all areas.
- Survey results of current students and graduate indicate this is a possible area for further development (see numbers 7, 20, and 21 on Appendix B, Tables 1, 2, 3, & 4).

#### **Curriculum Actions/Improvements:**

- CHD 621 Assessment in Counseling is now being taught by a core faculty member, who is ensuring that core concepts are covered in depth.
- In CHD 621 Assessment in Counseling, the instructor will add content and administration of the Adverse Childhood Experiences (ACEs) assessment.

#### **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.

#### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 8).
- Rubric-Based assessments in CHD 601 Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Midterm Examination and Research Article Presentation.

- Rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, in which students are evaluated on the Clinical Mental Health Counseling Project. CHD 656 was not offered in 2019-2020 assessment period, so no results are available.

#### **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 the CPCE that compare favorably with national norms.
- On the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Research Article Presentation (Students review & study selected evidenced-based research articles for presentation and teaching of study constructs and results to the class. Students review and teach the importance of research, types of research used, statistical analyses used, and models of research used to evaluate critically and explore evidenced-based practices and their applications to ethical and culturally relevant research in counseling.), all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling the Midterm Examination, which assesses student acquisition of basic designs and use of research and evaluation models, basic statistical analyses, the importance of advancing research, various methods of research, ethical and culturally relevant research strategies, and knowledge of program evaluation, most students scored "Target" or "Acceptable" ratings, with the exception of four "Unacceptable" ratings in both areas.
- On the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, the Clinical Mental Health Counseling Project, students are required to (a) serve as consultants to local mental health counseling agencies; (b) design a group intervention program to meet the agencies' specific counseling/prevention needs; (c) develop a means of evaluating the intervention program's outcomes; and (d) present the intervention program to peers, instructor, faculty, and agency counselors. CHD 656 was not offered in 2019-2020 assessment period, so no results are available.
- Survey results did not identify areas for further development (see numbers 8 and 22 on Appendix B, Tables 1, 2, 3, & 4).

#### **Curriculum Actions/Improvements:**

- Students continue to make APA errors in multiple written projects. APA style will be taught and assessed in CHD 601 Research Methods and Program Evaluation in Counseling.

#### **Outcome 7: Technology**

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

**Direct Assessments:**

- Rubric-based assessment in CHD 688 Internship, Technology Project.
- 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:**

- On the Rubric-based assessment in CHD 688 Internship, Technology Project, students describe the site’s policy regarding technology and/or social media; describe how technology is used to engage clients in program delivery; consult with the site supervisor and explore the technology system that is used to document treatment plans and client progress; and describe what was learned. All students scored “Target” ratings.
- On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology,” all students scored “Target” or “Acceptable” ratings.
- Survey results did not identify areas for further development (See numbers 9 and 23 on Appendix B, Tables 1, 2, 3, & 4).

**Curriculum Actions/Improvements:**

- Results of the rubric-based assessments and surveys do not reveal a need for curriculum changes at this time.

## **Appendix A—CPCE Results**

**Redacted**

## Appendix B

**Table 1**  
**Survey of the Site Supervisors of Clinical Mental Health Counseling Interns**  
**Summer 2019 – Spring 2020**

(5 completed)

On a scale of 1 (poor) to 4 (excellent) please check (x) the number indicating your perception of the preparation your UNA Counselor Education intern(s) have received in the following areas.

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.				5	4.0
2. Knowledge of human development across the life span.			2	3	3.6
3. Knowledge of career development across the life span.			3	2	
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.		1		4	3.6
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.		1	1	3	3.4
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.		1		4	3.6
7. Knowledge of assessment principles, instruments, and interview practices.		1	1	3	3.4
8. Knowledge of research and evaluation practices.		1	2	2	3.2
9. Knowledge of available technology.			1	4	
10. Ability to document and provide direct services and referrals in an ethical, professional manner.			2	3	3.6
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.		1	1	3	3.4
12. Ability to provide individual counseling.			1	4	3.8
13. Ability to provide group counseling.			2	3	3.6
14. Ability to provide family counseling.		2		3	3.2
15. Ability to provide consultation.			3	2	3.4
16. Ability to engage in advocacy.			3	2	3.4
17. Ability to intervene/respond appropriately in crisis/emergency situations.			2	3	3.6
18. Ability to develop holistic treatment plans and properly document services.		1	1	3	3.4
19. Ability to provide age-appropriate, culturally sensitive services to all clients.			1	4	3.8
20. Ability to administer and interpret assessments.		1	2	2	3.2
21. Ability to diagnose clients and conceptualize cases.		1	1	3	3.4

22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	1		1	3	3.2
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	4	3.8
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			1	4	3.8

Comments:

The UNA Counselor Ed program has given me the best interns over any other program I have worked with. However, many of the interns with whom I work struggle to know about how to handle trauma based issues.

I've been very impressed with my intern and plan to hire her after graduation.

UNA students come to us well prepared. I like that their courses are face-to-face. I feel that counseling classes are much better taught face-to-face as opposed to online especially as what the counselor is expected to perform is face-to-face. I believe this helps the student to be more effective.

It would be nice to have N/A options for those who may not be exposed or performing all tasks noted on this survey, i.e. groups, families, couples, etc.

Students arrive at their sites prepared for working with clients. The students are easy to continue working with to promote strengthening their skills. I believe the face-to-face contact they have with the professors and each other makes them stronger in their skill sets and makes them continue to grow exponentially so that by the end of their internships they are extremely desirable in the market place. We are also happy and hopeful to obtain UNA students for placements!

**Table 2**  
**Current Clinical Mental Health Counseling Majors**  
**Summer 2019 – Spring 2020**

*(11 completed)*

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation you have received in the following areas.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.			1	10	3.91
2. Knowledge of human development across the life span.			4	7	3.64
3. Knowledge of career development across the life span.		2	2	9	
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.		1		10	3.82
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.			3	8	3.73
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.			4	7	3.64
7. Knowledge of assessment principles, instruments, and interview practices.	1	2	4	4	3.0
8. Knowledge of research and evaluation practices.		2	2	7	3.45
9. Knowledge of available technology.		3	3	5	3.18
10. Ability to document and provide direct services and referrals in an ethical, professional manner.		2	3	6	3.55
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.		2	1	8	3.55
12. Ability to provide individual counseling.			1	10	3.91
13. Ability to provide group counseling.		1	1	9	3.73
14. Ability to provide family counseling.	2	1	5	3	2.82
15. Ability to provide consultation.	1	1	3	6	3.27
16. Ability to engage in advocacy.		1	2	8	3.64
17. Ability to intervene/respond appropriately in crisis/emergency situations.	1	1	4	5	3.18
18. Ability to develop holistic treatment plans and properly document services.			2	9	3.82
19. Ability to provide age-appropriate, culturally sensitive services to all clients.		2	2	7	3.45
20. Ability to administer and interpret assessments.	1	1	5	4	3.09
21. Ability to diagnose clients and conceptualize cases.			3	8	3.73



22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.		1	5	5	3.36
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.		2	3	6	3.55
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			2	9	3.82

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

	1	2	3	4	Mean
25. Admission Interview			1	10	3.91
26. New Student Orientation			1	10	3.91
27. Academic Advising			2	9	3.82
28. Practicum & Internship Information			2	9	3.82
29. Career/Licensure Support		1	4	6	3.45

Comments:

This program changed my life and has given me the tools to help change others' lives. Forever grateful!

I am extremely grateful for this program. The professors ensure that the students are fully educated in knowledge and applicable skills needed to be successful counselors. Courses that provide in-class counseling practice are very beneficial. These professors are the epitome of what they are educating us to be as counselors.

This program has been so much more than I thought it would be. The knowledge and skills I have acquired have been invaluable. I feel very well prepared to move on to the next phase of my career.

I chose UNA because a counselor educator from a different school told me, "If one of my own kids wanted to be counselors, I'd tell them to go to UNA." It was good advice. All the articles I've read about being an intern or new counselor discouraged me by saying school didn't prepare them for work, but that's not been my experience. I've learned so much and feel confident to begin my career.

I have thoroughly enjoyed the program and feel like it has prepared me for the counseling profession.

Have not yet taken child and family courses.

I would have loved to have gotten to learn more about the different counseling settings. I would have also liked to learn more about marriage counseling and family counseling.

I am overall pleased with the entire program, instructors and my experience as a whole. A couple things that I feel to be beneficial would be adding more elective options in areas of specialty, covering the difference between constructive criticism and degrading comments on grading from a certain professor. Overall all other professors have helped me grow and given me useful information, but one professor was unnecessarily harsh and I had negative experiences and anxiety about having to take (redacted) courses and I have heard that several new students feel the same way so this is likely a problem that needs to be addressed for future students to maintain the overall positive atmosphere that this program previously had. This is a program teaching us how to help others and instill hope. The way that this professor teaches, criticizes and supervises does not instill these

values. This professor gives off negativity and makes others feel that they will not be a capable counselor and makes students lose hope in themselves and not in a productive way. All other professors have been helpful and wonderful in helping me grow as not only a counselor, but also a person. The overall experience has been very rewarding.

I really appreciated getting to know the professors in the program. Hearing their stories about (personal) life and career experiences was invaluable to me and really helped me see and believe that I too could one day be a great counselor. I would like to see more neuroscience in the program as learning how the brain works (in my personal time) has catapulted me to a new level of understanding human behavior. I also feel that research from the Adverse Childhood Experiences studies should have inform more teaching/classes/approaches in helping student counselors navigate their own and future clients' traumas. The program has exceeded my expectations, and I am exceedingly grateful for this wonderful, life changing experience.

**Table 3**  
**Recent Clinical Mental Health Counseling Graduates**  
**Summer 2019 – Spring 2020**

*(8 completed)*

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation you have received in the following areas.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.			1	6	3.86
2. Knowledge of human development across the life span.			2	6	3.75
3. Knowledge of career development across the life span.			5	3	3.38
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.			1	7	3.88
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.				8	4.0
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.			3	5	3.63
7. Knowledge of assessment principles, instruments, and interview practices.		1	6	1	3.0
8. Knowledge of research and evaluation practices.		1	6	1	3.0
9. Knowledge of available technology.			1	7	3.88
10. Ability to document and provide direct services and referrals in an ethical, professional manner.			1	3	3.75
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	1	1	4	2	2.88
12. Ability to provide individual counseling.		1		7	3.75
13. Ability to provide group counseling.			3	5	3.63
14. Ability to provide family counseling.		1	2	5	3.5
15. Ability to provide consultation.			3	5	3.63
16. Ability to engage in advocacy.			3	5	3.65
17. Ability to intervene/respond appropriately in crisis/emergency situations.		1	2	5	3.5
18. Ability to develop holistic treatment plans and properly document services.		1	1	6	3.63
19. Ability to provide age-appropriate, culturally sensitive services to all clients.			2	6	3.75
20. Ability to administer and interpret assessments.			2	6	3.75
21. Ability to diagnose clients and conceptualize cases.			1	7	3.88
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.		2	4	2	3.0

23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			2	6	3.75
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			2	6	3.75

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

	1	2	3	4	Mean
25. Admission Interview				8	4.0
26. New Student Orientation				8	4.0
27. Academic Advising			3	5	3.63
28. Practicum & Internship Information				8	4.0
29. Career/Licensure Support		1	2	5	3.5

Comments:

I love my time in this program. I feel the program does an excellent job in preparing students. I feel the professors bring real word [sic] application to the work they have also done in the field. They are so supporting and are some of the best mentors. I think back to what was said/done on a daily basis.

I feel very prepared as a recent graduate and after my time in the program. The concepts I feel less knowledgeable of (i.e., research) reflect my own understanding and not the program itself.

During my time in the program, the professors were thoughtful, informative and helpful in their approach. I felt listened to, valued, heard and advocated for.

I would like to see more teaching of couples counseling, but I feel well prepared!

More practice in strategic interviewing/probing, treatment planning, and documentation. Increase familiarity and competency in day-to-day tasks and responsibilities of a working counselor.

**Table 4**  
**Survey of the Employers of Clinical Mental Health Counseling Graduates**  
**Summer 2019 – Spring 2020**

*(8 completed)*

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation your UNA Counselor Education employee(s) have received in the following areas.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.			2	6	3.75
2. Knowledge of human development across the life span.			5	3	3.38
3. Knowledge of career development across the life span.			7	1	3.13
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.			3	5	3.62
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.			5	3	3.38
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.			3	5	3.62
7. Knowledge of assessment principles, instruments, and interview practices.			3	5	3.62
8. Knowledge of research and evaluation practices.			6	2	3.25
9. Knowledge of available technology.			2	6	3.75
10. Ability to document and provide direct services and referrals in an ethical, professional manner.			2	6	3.75
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.			5	3	3.38
12. Ability to provide individual counseling.			3	5	3.62
13. Ability to provide group counseling.		1	5	2	3.13
14. Ability to provide family counseling. (Items were left blank.)		1	3	2	3.17
15. Ability to provide consultation.			3	5	3.62
16. Ability to engage in advocacy.		1	2	5	3.50
17. Ability to intervene/respond appropriately in crisis/emergency situations.			3	5	3.62
18. Ability to develop holistic treatment plans and properly document services.		2	2	4	3.25
19. Ability to provide age-appropriate, culturally sensitive services to all clients.		1	2	5	3.50
20. Ability to administer and interpret assessments. *Omitted inadvertently from survey			*	*	*
21. Ability to diagnose clients and conceptualize cases.			4	4	3.5

22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.		2	2	4	3.25
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			2	6	3.75
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			2	6	3.75

Comments:

I find all UNA Graduates to be much more prepared and further in their skills than others from other programs.

The program seems to do a great job with preparing students to be counselors.

**Appendix C**  
**Focus Groups**  
**Summer 2019 – Spring 2020**

**Internship CHD 688 Focus Group—Summer 2019**

- CHD 602 is a great course.
- Doing the practice exercises in several different classes is wonderful.
- Not having many online classes is great.
- We are worlds apart from students from on-line programs. (Some students are at internship sites in which students from other programs are also on the site.)
- One agency (the Cramer Center) has decided to try not to take students from some of the on-line programs.
- Dr. Townsend's talks about what it means to be a counselor are so meaningful.
- Transcribing the videos is such a great tool. Don't take it away.
- You don't have to change anything; everything is good.
- A counselor educator at another institution said if her own kids wanted to be counselors, she'd tell them to come to UNA.
- Taking CHD 656 before taking CHD 690 is helpful.
- Explain to classes that the other students are each other's best resources.
- I like the faculty giving feedback—Drs. Stoltz, Pearson, Townsend, Davis give lots of feedback. We love this!
- When videos are required for class, allow class time for students to make these videos. This would be better use of our time.
- The multicultural course taught by Dr. Loew was my favorite class and one of the most important.
- Tell students at New Student Orientation to make and keep an on-going list of resources/"toolbox" for themselves as they take courses and progress through the program so that they have these all in one place as they prepare for practicum, internship, and the workplace.
- Tell students to download all Canvas materials to keep because sometimes they will be unable to access these again in later semesters or after graduation. Could the department collect these materials and make a special little spiral for these type materials for each student to keep?
- Students miss the research databases—EBSCO, ERIC—through the UNA library.
- Students would like to learn more about the Department of Human Resources (DHR) and think the Crisis course would be a good opportunity for this topic.
- Students would also like more information about Adverse Childhood Experiences (ACES).
- Students would like for the faculty to consider the making the CHD 678, 688, 689 forms including the log sheets into Google Documents that are fillable by the students.
- Students would like an entire class on Trauma—or more information included in the Crisis class about trauma counseling.
- Students indicated that having a good mix of people in different stages of the program is meaningful; however, in some classes a better balance is preferable. When only 2, 3, or 4 individuals are the only class members who are in their last semesters it can be difficult as these students may be applying course content to actual clients, while the majority of the class is thinking in hypothetical terms.
- Resources such as textbooks could be requested through the library to be used by students all semester or could be checked out through interlibrary loan.

## **Internship CHD 688 Focus Group—Fall 2019**

**Two groups**—one group with two clinical mental health counseling interns and one school counseling intern and another with one school counseling intern

- Professors sharing their experiences as counselors is an invaluable part of the learning process.
- Each class was beneficial.
- Video assignments in CHD 602 Fundamentals of Counseling benefitted learning.
- Lectures and being a part of a group in CHD 608 Group Counseling were very helpful.
- Role plays in CHD 661 Family Counseling brought concepts to life.
- Cooperative learning groups in various classes are a strength, particularly when students are paired with students who they do not know well.
- Experiential activities and practicing techniques in classes are powerful learning activities.
- Self-care activities in classes for counselors and clients are a plus.
- Night classes enable students to hold jobs.
- Flexible nights, small groups, and relaxed atmosphere in internship classes are helpful.
- School counseling students requested more information about IEP and 504 processes (including actual examples), both of which are frequent topics in job interviews.
- Diagnosis course (CHD 655) should be required for school counseling majors.
- Consider offering specialty topics related to geriatric counseling, including death and dying.
- Consider increasing exposure to legal and court-related aspects of counseling.
- Completing internship hours is challenging for employed teachers.
- Video examples of counseling children in school settings would enhance training.
- Consider requiring practicum videos of first sessions and resistant clients.

## **Internship CHD 688 Focus Group—Spring 2020**

**Two groups**—one group with three school counseling interns and another group with four clinical mental health counseling interns and two school counseling interns

- All interns in both groups emphasized how well prepared they were as counselors, and several stated they felt much more prepared than interns they had encountered on their sites who were from other programs. Interns stated they felt prepared in counseling process and skills.
- School counseling interns felt confident about entering a new job and fulfilling the school counselor role.
- School counseling interns felt less well versed in “other duties” assigned to school counselors (e.g., scheduling) but did not think the counseling program was responsible for training them in these administrative duties.
- Counseling professors have provided tremendous support and advocated for students throughout their time in the program.
- The program has a cohesive, “family” atmosphere among faculty and students.
- Completing both internships in one semester is extremely challenging.
- A few interns requested that instructors ensure accurate grade calculations in Canvas and clearly communicate how attendance impacts grades.
- A few interns noted difficulty related to weather conditions and traveling to attend class.
- Suggestions by individual interns included the following:
  - More instruction in mediation—conflict resolution—for parents, teachers, and students.
  - Brief instruction on theories most commonly used in school settings.



- Consider allowing school counseling majors to enroll in internship in the summer term.
- Consider combining CHD 600 and CHD 656 or advising students to take CHD 600 before CHD 656.
- Mandate that students meet with their advisors each semester.

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

**2019-2020**

**This report is based on findings from an annual review of comprehensive examination results, follow-up surveys of constituent groups (current students, recent graduates, site supervisors, and employers) and program evaluation meetings in which course-based assessments and focus-group comments are reviewed. This evaluation process informs program-based and curricular changes, which are outlined below.**

### **Program Actions/Improvements:**

- Based on focus group comments and follow-up surveys, faculty will continue to engage students in experiential and cooperative learning experiences.
- Based on focus group comments, faculty will encourage students during orientation to collect resources throughout their coursework that will assist them during practicum and internship experiences.
- Based on focus group comments, faculty will ensure that students are exposed to ERIC via EBSCOhost during new student orientation.
- Because Students continue to make APA errors in various written projects. APA style will be taught and assessed in CHD 601 Research Methods and Program Evaluation in Counseling.

### **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.

#### **Direct Assessments:**

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 641 Development and Management of School Counseling Programs in which students are evaluated on the Classroom Guidance Rubric, Exams—Data Project and Substance Abuse Module, Group Plan, and Portfolio.
- Rubric-based assessments in CHD 642 Professional Orientation & Ethics for School Counselors in which students are evaluated on the Classroom Guidance Rubric, Midterm Exam, Final Exam, Interview Report/Observation, Literature Review, and Portfolio. No assessments occurred because CHD 642 is offered every other spring in odd years.
- Rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents.
- Rubric-based assessment in CHD 689 Counseling Internship in which interns submit a portfolio that has been developed over several semesters.
- Rubric-based 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—Student and Systemic,” “Advocacy—Profession of School Counseling,” 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).
- Employers' Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

## Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of "Foundations," which includes History & Role of the Professional School Counselor, Ethics, and Legal Issues. All students received scores that met or exceeded the average performance range in the area of "Delivery of Services."
- On the rubric-based assessment Classroom Guidance in CHD 641, in which students demonstrate the ability to do three classroom guidance sessions including lesson plan, all students received scores of "Target" in all areas.
- On the rubric-based assessment Exams—Data Project and Substance Abuse Module in CHD 641, in which students are post-tested after a module on substance abuse, and in which students analyze data related to student outcomes, all students received scores of "Target" in all areas.
- On the rubric-based assessment Group Plan in CHD 641, in which students develop a plan for a group in a school using current research, all students received scores of "Target" in all areas.
- On the rubric-based assessment Portfolio in CHD 641, in which students assemble a portfolio that shows professional development and contains resources for use as school counselors, all students received scores of "Target" in all areas.
- In the rubric-based assessment Classroom Guidance in CHD 642, in which students demonstrate the ability to do three classroom guidance sessions including lesson plans, no data are available because CHD 642 is offered every other spring in odd years.
- On the rubric-based assessment Midterm Exam in CHD 642, in which students demonstrate knowledge of competencies related to effective school-based counseling on a midterm exam, no data are available because CHD 642 is offered every other spring in odd years.
- In the rubric-based assessment Final Exam in CHD 642, in which students demonstrate knowledge of competencies related to effective school-based counseling, no data are available because CHD 642 is offered every other spring in odd years.
- The rubric-based assessment, Interview/Observation report in CHD 642, requires students to interview a professional school counselor and spend time observing/shadowing the school counselor and write a report that reflects the experience and their learning. No data are available because CHD 642 is offered every other spring in odd years.
- The rubric-based assessment, Literature Review Project in CHD 642, requires students to read five (5) recent professional journal articles relevant to school counseling and write an article summary for each. No data are available because CHD 642 is offered every other spring in odd years.
- On the rubric-based assessment Portfolio in CHD 642, in which students assemble a portfolio that shows professional development and contains resources for use as school counselors, no data are available because CHD 642 is offered every other spring in odd years.
- On the rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents, with the exception of two "Acceptable" ratings in one area, all students scored "Target" ratings.
- On the rubric-based assessment Portfolio 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 students received scores of "Target" in all areas.

- 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—Student and Systemic,” “Advocacy—Profession of School Counseling,” and “Ethical & Legal Practices” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 1, 10, 12, 20, and 24 on Appendix B, Tables 1, 2, 3, & 4).

#### **Curriculum Actions/Improvements:**

- Based on Focus Group results, information about IEP and 504 processes are included as resources in CHD 688/689 Internship. Faculty will update and enhance these resources.
- Based on Focus Group results, several prominent court cases were incorporated into CHD 600 Professional Identity and Ethics for CMHC and will be introduced in CHD 642 Professional Identity and Ethics for School Counselors.

#### **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.

#### **Direct Assessments:**

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 604, Human Growth & Development, which evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-based assessments in CHD 631 Counseling for Career Development, which evaluate the Chapter Readings and Quizzes, the Midterm Exam, and the Life Design Project.
- Rubric-based assessments, Midterm/Final Exams and Childhood Disorder Research Project, in CHD 645, which evaluate developmental knowledge and common disorders related to children and adolescents.

#### **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).
- Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

#### **Results:**

- All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Foundations,” which includes Human Growth & Development.
- On the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored “Target” or “Acceptable” ratings.

- On the rubric-based assessment of the Midterm Examination in CHD 604, most students scored “Target” ratings.
- On the rubric-based assessment of the Final Examination in CHD 604, most students scored “Target” ratings.
- On the rubric-based assessment of the PowerPoint Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored “Target” ratings.
- On the rubric-based 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 “Target” ratings except for one student who scored “Unacceptable” ratings.
- On the rubric-based assessment, Midterm/Final Exams, in CHD 645, which evaluate developmental knowledge related to children and adolescents, with the exception of a few ratings of “Unacceptable,” all other students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Childhood Disorder Research Project in CHD 645, in which disorders common to children and adolescents are the focus, with the exception of a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Chapter Readings and Quizzes in CHD 631, which assesses student knowledge of career development theories, labor market information and media, programing and planning, interrelationship of career and other life roles, assessment instruments, career counseling processes, cultural and diversity issues, K-12 career planning, and post-secondary career planning, all scores were “Target” or “Acceptable” ratings with the exception of two “Unacceptable” scores.
- On the rubric-based assessment of the Midterm Exam in CHD 631, which assesses the student understanding and application of career theories in various setting (including K-12), and detailed aspects of critical career development and counseling theories, all ratings were “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Life Design Project in CHD 631, (Students are required to engage an adolescent or adult in a career interview and two career assessments; students perform a second interview providing the appropriate interpretations of the assessments; and students prepare a detailed case summary for class presentation providing relevant case information including ethical and cultural issues.), all students scored “Target” or “Acceptable” ratings.
- Survey results did not identify areas for further development (Numbers 2 and 3 on Appendix B, Tables 1, 2, 3, & 4).

### **Curriculum Actions/Improvements:**

- No action needed at this time based upon Praxis II, rubric-based 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.

### **Direct Assessments:**

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessment, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam in CHD 602, Fundamentals of Counseling.
- Rubric-based assessments, Case Study Assignment and Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling.

- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608, Group Counseling.
- Rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children.
- Rubric-based assessments, Individual Counseling Session and Self-Evaluation, in CHD 678 Counseling Practicum.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-based assessment, Portfolio, in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based 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).
- Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

#### **Results:**

- All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Delivery of Services,” which includes Guidance and Counseling, and Consultation and Collaboration.
- On the rubric-based assessment of the Counseling Skills Video in CHD 602, several students received “Unacceptable” ratings, particularly in the Termination skill portion in spring 2020. Most students scored “Target” or “Acceptable” ratings in all other areas. Note: Students missed instruction on termination, and classroom role plays were less effective when instruction moved online because of COVID-19.
- On the rubric-based 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, except for two students, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment of the Midterm Exam in CHD 602, with the exception of one “Unacceptable” score and one “Acceptable” score, all other students scored “Target” ratings.
- On the rubric-based assessment of the Final Exam in CHD 602, except for two “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, students scored “Target” or “Acceptable” ratings in most areas. Three students scored

“Unacceptable” ratings in the area of Plans, and four students scored “Unacceptable” ratings in Writing/APA Format.

- On the rubric-based assessment, Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings. Some students scored “Unacceptable” ratings, the majority of which were in the area of Family Systems.
- On the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students completed summaries of articles related to group counseling. Students scored “Target” or “Acceptable” in most areas. “Unacceptable” ratings occurred in three areas.
- On the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Midterm Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in five areas, including an ethics short answer question.
- On the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in areas related to theories applied to group work and leadership skills.
- On the rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children, all students scored “Target” ratings.
- On the rubric-based assessment, Individual Counseling Session in CHD 678, in which the instructor evaluates students’ performances in conducting individual counseling sessions, all students scored “Target” or “Acceptable” in all areas. A pattern of lower scores on “silences” was noted in fall 2019 data.
- On the rubric-based assessment of Self-Evaluation in CHD 678, in which students are evaluated on their self-reflections in practicum, all students scored “Target” or “Acceptable” in all areas.
- On the rubric-based assessment of the Personal Model of Counseling, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment of the Personal Model of Consultation, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment of the Portfolio, in CHD 689, all students scored “Target” ratings on all areas.
- On the rubric-based assessment, Observation of Individual Counseling Session in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas. A pattern of lower scores on “silences” was noted in fall 2019 data.
- On the rubric-based assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.
- On the rubric-based assessment, Observation of Classroom Guidance Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.
- In the 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” or “Acceptable” ratings on all areas.
- Survey results did not identify areas for further development (Numbers 4, 5, 13, 14, 15, 16 and 17 on Appendix B, Tables 1, 2, 3, & 4).
- Focus group results indicated an area for enhanced instruction.

#### **Curriculum Actions/Improvements:**

- In CHD 608, the instructor will incorporate more in-class lecture and discussion regarding introductory group concepts and forming groups.

- In CHD 645 Child and Adolescent Counseling, the online child abuse and neglect reporting course by DHR was been incorporated during fall 2019.
- CHD 655 Diagnosis and Treatment Planning in Counseling will become a required course when the School Counseling program increases to 60 credit hours.
- In CHD 606, the performance related to family systems represents students' first exposure to these concepts and theories. Students will be exposed to Family Systems theories in CHD 645 Child and Adolescent Counseling (required for CMHC and SC majors) and CHD 661 Family Counseling (required for CMHC majors and an elective for SC majors).
- In CHD 678 Practicum, faculty will increase the emphasis of the therapeutic value of silence.
- Based on focus-group results, links to video examples of counseling children will be added to courses via Canvas.

#### **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."

##### **Direct Assessments:**

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 615, Social & Cultural Diversity in Counseling, during the spring semester, in which students were evaluated on the Activity Plan, the Advocacy Project, the Interaction Plans, the Literature Review, and the Personal Assessment paper.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections "Diversity" and "Advocacy—Student and Systemic," and "Advocacy—Profession of School Counseling."

##### **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).
- Employers' Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

##### **Results:**

- All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of "Delivery of Services," which includes Guidance and Counseling.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, students used the literature review to develop a cultural diversity Activity plan or curriculum that addresses cultural issues relevant to this population. CMHC students developed a small group counseling curriculum or a workshop, and SC students developed a classroom guidance program or an in-service program. With the exception of one student who scored an "Acceptable" rating, all other students scored "Target" ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Advocacy Project, students in groups of three to five, designed an advocacy project for either an underrepresented or oppressed group or a social justice topic. With the exception of a couple of students, who scored "Acceptable rating, all other students scored "Target" ratings.



- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Interaction Plans, students participated in a series of multicultural activities (observation and cognitive understanding, personal interviews, and direct participation) and discussed these activities, including their reactions. With the exception of a one “Unacceptable” rating and two “Acceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Literature Review, most students scored “Target” or “Acceptable” ratings. Two students scored “Unacceptable” ratings Content Analysis.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Personal Assessment, students wrote a paper describing their ethnic and cultural background by exploring behavior, expectations, and values that one has regarding the following variables: family values and behaviors both now and while growing up; nationality; ethnicity; religion; language; geographic region; gender; socioeconomic status; educational status; and political orientation. Students included an outline of their ethnic identity development, determined their stage of development, and provided examples of traits and behaviors they see in themselves. With the exception of three “Acceptable” ratings and one “Unacceptable” rating, all other ratings were “Target.”
- All school counseling interns received scores of “Target” on the elements of “Diversity,” “Advocacy—Student and Systemic,” and “Advocacy—Profession of School Counseling,” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 6, 18, and 19) on Appendix B, Tables 1, 2, 3, & 4).

### **Curriculum Actions/Improvements:**

No action needed at this time based upon Praxis, rubric-based 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).
- Rubric-based assessments in CHD 621 Group Presentation, Homework Assignments, and Chapter Quizzes.
- 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).
- Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

**Results:**

- All students except one who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Accountability.”
- On the rubric-based assessment of the Group Presentation in CHD 621, students are required to collect, analyze, and interpret assessment data; read assessment research; and present data through the lens of assessment concepts (i.e., reliability, test construction, etc.). All students scored “Target” or “Acceptable” ratings, with most scoring “Target” ratings.
- On the rubric-based assessment, Homework Rubric in CHD 621, which requires students to use data analysis skills to complete assignments involving basic data presentation, statistical analysis, and data interpretation skills, with the exception of a one “Unacceptable” rating, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of Chapter Quizzes in CHD 621, which reviewed student knowledge acquisition of key areas (e.g., cultural, ethical, administration, scoring, educational, career, clinical) concerning assessment, with the exception of a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- School counseling interns received scores of “Target” or “Acceptable” on the element of “Test Administration & Interpretation” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 7 and 21 on Appendix B, Tables 1, 2, 3, & 4).
- Focus group results indicate an area for introduction of new content.

**Curriculum Actions/Improvements:**

- CHD 621 Assessment in Counseling is now being taught by a core faculty member, who is ensuring that core concepts are covered in depth.
- In CHD 621 Assessment in Counseling, the instructor will add content and administration of the Adverse Childhood Experiences (ACEs) assessment.

**Outcome 6: Research**

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

**Direct Assessments:**

- Rubric-Based assessments in CHD 601 Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Midterm Examination and Research Article Presentation.
- Rubric-based assessment—Performance Assessment, Use of the ASCA Model to Assess/Evaluate, Plan and Implement a School Counseling Program—CHD 688 in which interns use data from the internship site and the ASCA model to identify needs and develop additional programming based on this assessment.
- Rubric-based 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).
- Employers' Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

**Results:**

- On the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Research Article Presentation (Students review & study selected evidenced-based research articles for presentation and teaching of study constructs and results to the class. Students review and teach the importance of research, types of research used, statistical analyses used, and models of research used to evaluate critically and explore evidenced-based practices and their applications to ethical and culturally relevant research in counseling.), all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling the Midterm Examination, which assesses student acquisition of basic designs and use of research and evaluation models, basic statistical analyses, the importance of advancing research, various methods of research, ethical and culturally relevant research strategies, and knowledge of program evaluation, most students scored "Target" or "Acceptable" ratings, with the exception of four "Unacceptable" ratings in both areas.
- On the rubric based assessment—Performance Assessment, Use of the ASCA Model to Assess/Evaluate, Plan and Implement a School Counseling Program—in CHD 688, interns use data from the internship site and the ASCA model to identify needs and develop additional programming based on this assessment. All students scored "Target" ratings in all areas.
- On the rubric-based assessment, Best Practices Project in CHD 689, all students scored "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 assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 8, 11, and 22 on Appendix B, Tables 1, 2, 3, & 4).

**Curriculum Actions/Improvements:**

- Students continue to make APA errors in multiple written projects. APA style will be taught and assessed in CHD 601 Research Methods and Program Evaluation in Counseling.

**Outcome 7: Technology**

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

**Direct Assessments:**

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessment in CHD 688, Internship, Technology Project.

- 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).
- Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

#### **Results:**

- All students except one who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Management.”
- In the Rubric-based assessment in CHD 688, Internship, Technology Project, students describe the site’s policy regarding technology and/or social media; describe how technology is used to engage clients, students, parents, and other professionals in program delivery; consult with the site supervisor and explore the technology system that is used to track student grades, attendance, etc., and document treatment plans and client progress. All students scored “Target” or “Acceptable” ratings.
- All school counseling interns received scores of “Target” on the element of “Technology” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 9 and 23 on Appendix B, Tables 1, 2, 3, & 4).

#### **Curriculum Actions/Improvements:**

- No curricular action needed at this time based upon Praxis, rubric-based assessments, and survey results.

**Appendix A—Praxis II Professional School Counselor Exam Results**

**Redacted**

**Appendix B**  
**Table 1**  
**Survey of the Site Supervisors of School Counseling Interns**  
**Summer 2019– Spring 2020**

*(13 completed)*

On a scale of 1 (poor) to 4 (excellent) please check (x) the number indicating your perception of the preparation your UNA Counselor Education intern(s) have received in the following areas.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
1. Understanding of the professional roles and ethical responsibilities of school counselors.			5	8	3.62
2. Knowledge of human development across the life span.		1	5	7	3.46
3. Knowledge of career development across the life span.		2	6	5	3.23
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.			4	9	3.69
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.		1	7	5	3.31
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.		1	6	6	3.38
7. Knowledge of assessment principles, instruments, and interview practices.		3	4	6	3.23
8. Knowledge of research and evaluation practices.		2	5	6	3.46
9. Knowledge of available technology.		1	3	9	3.62
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.			2	11	3.85
11. Ability to perform needs assessments.		2	5	5	3.25
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.		2	4	7	3.54
13. Ability to provide individual counseling.			4	8	3.67
14. Ability to provide group counseling.			6	6	3.5

15. Ability to provide classroom guidance.			8	5	3.38
16. Ability to engage in collaboration and consultation.		1	3	9	3.62
17. Ability to provide inservice programming.		3	3	6	3.25
18. Ability to provide culturally sensitive services to all students.		1	4	8	3.54
19. Ability to advocate within the school environment and local community.		1	7	5	3.31
20. Ability to coordinate test administration.		3	7	3	3.0
21. Ability to administer and interpret assessments.		3	4	6	3.23
22. Ability to perform comprehensive program evaluation.		1	7	5	3.31
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			3	10	3.77
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			6	7	3.54

Comments:

UNA's Counselor program is excellent! The interns I've worked with are very well prepared.

Interns demonstrate a strong desire to help clients gain wellness.

Very comprehensive program!

I do believe there is a bit of a gap between the "ideal" school counseling program and the "realistic" school counseling program. It is difficult to advocate for change until one obtains tenure. You all do an excellent job!

Interns should be required to work in a school under their supervisor. My intern continued to work in her classroom, and now I feel she is not fully prepared to be a school counselor.

**Table 2**  
**Current School Counseling Majors**  
**Summer 2019– Spring 2020**

*(11 completed)*

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation you have received in the following areas.

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities of school counselors.			1	10	3.91
2. Knowledge of human development across the life span.			2	9	3.82
3. Knowledge of career development across the life span.		1	4	6	3.45
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.			1	10	3.91
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.			4	7	3.64
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.			2	9	3.82
7. Knowledge of assessment principles, instruments, and interview practices.		3	4	4	3.09
8. Knowledge of research and evaluation practices.		2	3	6	3.36
9. Knowledge of available technology.			4	6	3.60
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.			3	8	3.73
11. Ability to perform needs assessments.			2	9	3.82
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.			3	8	3.73
13. Ability to provide individual counseling.			2	9	3.82
14. Ability to provide group counseling.			2	9	3.82
15. Ability to provide classroom guidance.				11	4.0
16. Ability to engage in collaboration and consultation.			2	9	3.82
17. Ability to provide inservice programming.		1	3	7	3.55
18. Ability to provide culturally sensitive services to all students.			2	9	3.82
19. Ability to advocate within the school environment and local community.			2	9	3.82
20. Ability to coordinate test administration.		1	4	6	3.45
21. Ability to administer and interpret assessments.		3	4	4	3.09
22. Ability to perform comprehensive program evaluation.			4	7	3.64
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			5	6	3.55
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			3	8	3.73



On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

	1	2	3	4	Mean
25. Admission Interview			4	7	3.64
26. Orientation to Program			3	8	3.73
27. Academic Advising Program			3	8	3.73
28. Practicum & Internship Selection			2	9	3.82
29. Career Assistance			5	6	3.55

Comments:

This has been a comprehensive program that vastly expanded my knowledge.

I feel adequately prepared for my career in school counseling, even more so than others who completed different programs at other schools. I enjoyed my professors and learned a lot from them.

I feel like this program is very effective. I have personally been witness to some people's counseling programs who did not graduate from UNA, and I can tell you with confidence that UNA best prepares its students for a work environment outside of the graduate study world.

This has been a wonderful experience. I'm thankful to have been a part of such a supportive and knowledgeable program. I feel confident that I will be successful in any school counselor setting.

I have absolutely enjoyed my experience in the UNA Counselor Education Program. The professors have provided above the bar support and education through all components of the program. I not only have learned about all components and expectations of a professional counselor, but the professors in this program are consistently a professional and encouraging group of leaders. I will highly recommend this program to others that are interesting in the field of counseling. The UNA counseling program has changed and enriched my life in such a wonderful way and I am so thankful to be a part of it!

I am so thankful for the Counseling Program at UNA. I am thankful for the professors that go above and beyond for all the students and really want each student to leave the program and become successful counselors. I am forever grateful for the knowledge and abilities I gained through this program.

I feel I have adequately learned all the information required to be a school counselor. The curriculum at UNA in the area of school counseling was rigorous, challenging, and at the end very rewarding. I learned a great deal during my years at UNA and I am confident if I ever need any help at my job I can easily connect with professors to gain help and understanding. I do feel the class that I took under [name redacted] for Assessment was lacking and did not do much to help me in the program. Much of the time spent in the classroom was spent coloring. When he did teach, he read straight from the PowerPoint and had a difficult time answering questions posed by students. If we had an assignment due, he would grade the assignments during class when we were coloring. I am very happy to know that students in the program have Dr. S as the professor over this class. This is the only class I was disappointed in at UNA.

**Table 3**  
**Recent School Counseling Graduates**  
**Summer 2019 – Spring 2020**

*(4 completed)*

On a scale of 1 (poor) to 4 (excellent) mark (x) the number indicating your perception of the preparation you have received in the following areas.

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

16. Ability to engage in collaboration and consultation.			1	3	3.75
17. Ability to provide inservice programming.			2	2	3.5
18. Ability to provide culturally sensitive services to all students.				4	4.0
19. Ability to advocate within the school environment and local community.			1	3	3.75
20. Ability to coordinate test administration.		2		2	3.0
21. Ability to administer and interpret assessments.			1	2	3.67
22. Ability to perform comprehensive program evaluation.			1	3	3.75
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	3	3.75
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				4	4.0

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

	1	2	3	4	Mean
25. Admission Interview				4	4.0
26. New Student Orientation				4	4.0
27. Academic Advising			1	3	3.75
28. Practicum & Internship Information				4	4.0
29. Career/Certification Support				4	4.0

Comments:

I am a proud graduate of this program, and am honored to list my education background on my resume. I believe the Counselor Ed department at UNA is top tier, and they are consistently helping student accomplish their career goals. Every faculty member is genuinely invested in the success of their students, and it did not go unnoticed during my time there.

I absolutely love UNA's counselor education department. They are hands on and really care about the well being and future of there [sic] students.

Wonderful program! Additional hybrid courses would be my only recommendation.

**Table 4**  
**Survey of the Employers of School Counseling Graduates**  
**Summer 2019-Spring 2020**

*(3 completed)*

On a scale of 1 (poor) to 4 (excellent) mark (x) the number indicating your perception of the preparation your UNA Counselor Education employee(s) have received in the following areas.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
1. Understanding of the professional roles and ethical responsibilities of school counselors.				3	4.0
2. Knowledge of human development across the life span.			3		3.0
3. Knowledge of career development across the life span.			2	1	3.33
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.			1	2	3.67
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.			1	2	3.67
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.			1	2	3.67
7. Knowledge of assessment principles, instruments, and interview practices.			2	1	3.33
8. Knowledge of research and evaluation practices.		1	1	1	
9. Knowledge of available technology.			1	2	3.67
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.				2	4.0
11. Ability to perform needs assessments.				3	4.0
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.				3	4.0
13. Ability to provide individual counseling.				3	4.0
14. Ability to provide group counseling.				3	4.0
15. Ability to provide classroom guidance.			1	2	3.67

16. Ability to engage in collaboration and consultation.			1	2	3.67
17. Ability to provide inservice programming.			1	2	3.67
18. Ability to provide culturally sensitive services to all students.				3	4.0
19. Ability to advocate within the school environment and local community.			2	1	3.33
20. Ability to coordinate test administration.		1		2	3.33
21. Ability to administer and interpret assessments.				1	4.0
22. Ability to perform comprehensive program evaluation.		1		2	3.33
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	2	3.67
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			1	2	3.67

Comments:

Very pleased with [graduate's name redacted] job performance.

Overall UNC [sic] counselors are well prepared for the working world.

**Appendix C**  
**Focus Groups**  
**Summer 2019 – Spring 2020**

**Internship CHD 688 Focus Group—Summer 2019**

- CHD 602 is a great course.
- Doing the practice exercises in several different classes is wonderful.
- Not having many online classes is great.
- We are worlds apart from students from on-line programs. (Some students are at internship sites in which students from other programs are also on the site.)
- One agency (the Cramer Center) has decided to try not to take students from some of the on-line programs.
- Dr. Townsend's talks about what it means to be a counselor are so meaningful.
- Transcribing the videos is such a great tool. Don't take it away.
- You don't have to change anything; everything is good.
- A counselor educator at another institution said if her own kids wanted to be counselors, she'd tell them to come to UNA.
- Taking CHD 656 before taking CHD 690 is helpful.
- Explain to classes that the other students are each other's best resources.
- I like the faculty giving feedback—Drs. Stoltz, Pearson, Townsend, Davis give lots of feedback. We love this!
- When videos are required for class, allow class time for students to make these videos. This would be better use of our time.
- The multicultural course taught by Dr. Loew was my favorite class and one of the most important.
- Tell students at New Student Orientation to make and keep an on-going list of resources/"toolbox" for themselves as they take courses and progress through the program so that they have these all in one place as they prepare for practicum, internship, and the workplace.
- Tell students to download all Canvas materials to keep because sometimes they will be unable to access these again in later semesters or after graduation. Could the department collect these materials and make a special little spiral for these type materials for each student to keep?
- Students miss the research databases—EBSCO, ERIC—through the UNA library.
- Students would like to learn more about the Department of Human Resources (DHR) and think the Crisis course would be a good opportunity for this topic.
- Students would also like more information about Adverse Childhood Experiences (ACES).
- Students would like for the faculty to consider the making the CHD 678, 688, 689 forms including the log sheets into Google Documents that are fillable by the students.
- Students would like an entire class on Trauma—or more information included in the Crisis class about trauma counseling.
- Students indicated that having a good mix of people in different stages of the program is meaningful; however, in some classes a better balance is preferable. When only 2, 3, or 4 individuals are the only class members who are in their last semesters it can be difficult as these students may be applying course content to actual clients, while the majority of the class is thinking in hypothetical terms.
- Resources such as textbooks could be requested through the library to be used by students all semester or could be checked out through interlibrary loan.

## **Internship CHD 688 Focus Group—Fall 2019**

**Two groups**—one group with two clinical mental health counseling interns and one school counseling intern and another with one school counseling intern

- Professors sharing their experiences as counselors is an invaluable part of the learning process.
- Each class was beneficial.
- Video assignments in CHD 602 Fundamentals of Counseling benefitted learning.
- Lectures and being a part of a group in CHD 608 Group Counseling were very helpful.
- Role plays in CHD 661 Family Counseling brought concepts to life.
- Cooperative learning groups in various classes are a strength, particularly when students are paired with students who they do not know well.
- Experiential activities and practicing techniques in classes are powerful learning activities.
- Self-care activities in classes for counselors and clients are a plus.
- Night classes enable students to hold jobs.
- Flexible nights, small groups, and relaxed atmosphere in internship classes are helpful.
- School counseling students requested more information about IEP and 504 processes (including actual examples), both of which are frequent topics in job interviews.
- Diagnosis course (CHD 655) should be required for school counseling majors.
- Consider offering specialty topics related to geriatric counseling, including death and dying.
- Consider increasing exposure to legal and court-related aspects of counseling.
- Completing internship hours is challenging for employed teachers.
- Video examples of counseling children in school settings would enhance training.
- Consider requiring practicum videos of first sessions and resistant clients.

## **Internship CHD 688 Focus Group—Spring 2020**

**Two groups**—one group with three school counseling interns and another group with four clinical mental health counseling interns and two school counseling interns

- All interns in both groups emphasized how well prepared they were as counselors, and several stated they felt much more prepared than interns they had encountered on their sites who were from other programs. Interns stated they felt prepared in counseling process and skills.
- School counseling interns felt confident about entering a new job and fulfilling the school counselor role.
- School counseling interns felt less well versed in “other duties” assigned to school counselors (e.g., scheduling) but did not think the counseling program was responsible for training them in these administrative duties.
- Counseling professors have provided tremendous support and advocated for students throughout their time in the program.
- The program has a cohesive, “family” atmosphere among faculty and students.
- Completing both internships in one semester is extremely challenging.
- A few interns requested that instructors ensure accurate grade calculations in Canvas and clearly communicate how attendance impacts grades.
- A few interns noted difficulty related to weather conditions and traveling to attend class.
- Suggestions by individual interns included the following:
  - More instruction in mediation—conflict resolution—for parents, teachers, and students.

- Brief instruction on theories most commonly used in school settings.
- Consider allowing school counseling majors to enroll in internship in the summer term.
- Consider combining CHD 600 and CHD 656 or advising students to take CHD 600 before CHD 656.
- Mandate that students meet with their advisors each semester.