

## **Program Evaluation Outcomes for Counselor Education**

**Master of Arts in Clinical Mental Health Counseling**

**Master of Arts in Education in School Counseling**

**2021 (January through December)**

**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 an evaluation of the CACREP 2016 Standards and information from “How to Write a CACREP Self-Study” training, faculty decided to revise program objectives significantly in order to seamlessly align objectives with Key Performance Indicators (KPIs) and associated measures. Revised objectives include a separate objective for each of the eight core areas, an objective for each specialty area—Clinical Mental Health Counseling and School Counseling—and one objective related to professional dispositions.
- Faculty agreed on KPIs for program outcomes as outlined in this report.
- To assess KPIs, faculty decided to add the Counselor Preparation Comprehensive Exam (CPCE) as a comprehensive exam/graduation requirement for school counseling majors. This requirement would be in addition to the Praxis II Professional School Counselor Exam, which is required for Class A certification in Alabama. The rationale for this decision is as follows: The CPCE has been a comprehensive exam requirement for Clinical Mental Health Counseling majors for many years. Adding it as a requirement for School Counseling majors would provide measures for each core area at the end of their program of study and improve consistency between the two programs.
- Based on increased enrollment, the commitment to quality instruction and advising, and CACREP 2016 Standards regarding student-to-faculty FTE ratio requirements, the Department hired an additional core faculty member.
- Based on CACREP 2016 Standards and focus group comments, faculty will add licensure/certification credentialing to the PowerPoint presentation in CHD 000 Counselor Education Orientation.
- In CHD 634 Wellness Counseling, the instructor will add an assignment which includes a significant service-learning component.
- As faculty are revising curricula to meet the CACREP 2016 standards, additional emphasis will be placed on psychopharmacology.
- Based on survey-based feedback and comments from other constituents (students, graduates, site supervisors, and employers), faculty are committed to maintaining an on-campus program.

- Based on increased enrollment and additional faculty resources, CHD 656 Contemporary Practices in Clinical Mental Health Counseling is now offered yearly (It was previously offered every other year.). Based on focus group comments, CMHC students are advised to take CHD 656 later in their programs of study.
- Based on focus-group comments, beginning in summer 2021, CHD 000 Counselor Education Orientation, faculty began advising students to take CHD 645 Child and Adolescent Counseling earlier in their programs of study, if they were interested in counseling children. Course sequence recommendations have been revised to reflect this change.
- Based on increased enrollment and increased consumer demand for counseling, faculty continue to add and update clinical sites.
- Due to isolated cases of negative feedback concerning clinical site experiences, the Coordinator of Clinical Instruction developed a procedure of performing a site visit for any new clinical site as part of the site approval process. The Coordinator meets with the site representative and reviews all the requirements for Practicum/Internship, including clinical supervision expectations.
- The Permission to Record Session form (Practicum and Internship Manuals) was edited to provide informed consent regarding access and privacy considerations related to storing recordings in Canvas.
- As part of the Pre-Practicum Orientation, the Director of Clinical Instruction is providing students the article, "Getting the Most out of Clinical Supervision: Strategies for Mental Health."

### **Objective 1: Professional Orientation and Ethics**

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to professional counseling orientation and ethics.

- **KPI 1:** Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

### **Direct Assessments:**

- Rubric-based assessment in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors—Ethical Case Study Exam (CMHC only; Knowledge and Skills)
- Rubric-based assessment in CHD 642 Professional Identity and Ethics for School Counselors—Ethical Case Study Exam (SC only; Knowledge and Skills)
- Rubric-based assessment in CHD 688 Internship in Counseling—Ethical and Legal Considerations Project (Knowledge and Skills)—a project that requires interns to discuss ethical dilemmas relevant to their sites and examine potential solutions.
- Counselor Preparation Comprehensive Exam (CPCE)—Professional Counseling Orientation and Ethical Practice (Knowledge) (Appendix A, Table 1)

### **Indirect Assessments**

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Items 1, 9, 10, 23, & 24] and Table 2 [Items 1, 9, 10, 23, & 24]).

- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Items 1, 9, 10, 23, & 24] and Table 2 [Items 1, 9, 10, 23, & 24]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Items 1, 9, 10, 23, & 24] and Table 2 [Items 1, 9, 10, 23, & 24]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Items 1, 9, 10, 23, & 24] and Table 2 [Items 1, 9, 10, 23, & 24]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

#### **Results:**

- On the rubric-based assessment in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors—Ethical Case Study Exam—students were not assessed in 2021.
- On the rubric-based assessment in CHD 642 Professional Identity and Ethics for School Counselors—Ethical Case Study Exam—students were not assessed in 2021. They will be assessed with this measure in 2023, the next time the course is offered.
- On the rubric-based assessment in CHD 688 Internship in Counseling—Ethical and Legal Considerations Project—most students scored Target, and no students scored Unacceptable.
- Students are achieving scores on the Professional Counseling Orientation and Ethical Practice Subtest of the CPCE that compare favorably with national norms.
- Survey results did not identify areas for further development.

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

- Ethical Case Study Exams are assessments that are being added to CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors and CHD 642 Professional Identity and Ethics for School Counselors in order to directly assess KPI 1.

#### **Objective 2: Social and Cultural Diversity**

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to social and cultural diversity.

- **KPI 2:** Theories and practices of multicultural counseling that addresses the impact of multiple factors (e.g., heritage, power, privilege) on counselors, clients, and the counseling process

#### **Direct Assessments:**

- Rubric-based assessment in CHD 615 Social and Cultural Diversity in Counseling—Personal Assessment (Knowledge)—a paper which requires students to describe their ethnic and cultural background by exploring their behavior, expectations, and values across several variables.
- Rubric-based assessment in CHD 615 Social and Cultural Diversity in Counseling—Cultural Diversity Activity Plan (Knowledge and Skills)—a project which requires students to use results from another class assignment (a literature review) to develop a cultural diversity activity, project, or curriculum that addresses cultural issues relevant to their focus population. CMHC students develop a small group counseling curriculum or a workshop, and SC students develop a classroom guidance program or an in-service program.
- Counselor Preparation Comprehensive Exam (CPCE)—Social and Cultural Diversity (Knowledge) (Appendix A, Table 2)

### Indirect Assessments

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Items 6, 16, & 19] and Table 2 [Items 6, 18, & 19]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Items 6, 16, & 19] and Table 2 [Items 6, 18, & 19]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Items 6, 16, & 19] and Table 2 [Items 6, 18, & 19]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Items 6, 16, & 19] and Table 2 [Items 6, 18, & 19]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

### Results:

- On the rubric-based assessment in CHD 615 Social and Cultural Diversity in Counseling—Personal Assessment—all students except one scored Target.
- On the rubric-based assessment in CHD 615 Social and Cultural Diversity in Counseling—Cultural Diversity Activity Plan—all students except one scored Target.
- Students are achieving scores on the Social and Cultural Diversity Subtest of the CPCE that are comparable to national norms.
- Survey results did not identify areas for further development.

### Curriculum Actions/Improvements:

- A core faculty is now teaching CHD 615 Social and Cultural Diversity in Counseling. No data related to this change are available.

### Objective 3: Human Growth and Development

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to human growth and development.

- **KPI 3:** Theories of individual and family development across the lifespan

### Direct Assessments:

- Rubric-based assessment in CHD 604 Human Growth and Development—Final Exam (Knowledge)
- Rubric-based assessment in CHD 604 Human Growth and Development—Semester Project (Skills)—a creative endeavor in which students trace the human lifespan from birth to late adulthood.
- Counselor Preparation Comprehensive Exam (CPCE)—Human Growth and Development (Knowledge) (Appendix A, Table 3)

### Indirect Assessments

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Item 2] and Table 2 [Item 2]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Item 2] and Table 2 [Item 2]).

- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Item 2] and Table 2 [Item 2]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Item 2] and Table 2 [Item 2]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

#### **Results:**

- On the rubric-based assessment in CHD 604 Human Growth and Development—Final Exam—all student scores, except two which were Acceptable, were Target.
- On the rubric-based assessment in CHD 604 Human Growth and Development—Semester Project (Skills)—the vast majority of students scored Target, and six students scored Unacceptable on APA format.
- Students are achieving scores on the Human Growth and Development Subtest of the CPCE that compare highly favorably with national norms.
- Survey results did not identify areas for further development.

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

- No action needed at this time based on data from direct and indirect assessments.

#### **Objective 4: Career Development**

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to career development.

- **KPI 4:** Knowledge and application of theories and models of career development, counseling and decision making

#### **Direct Assessments:**

- Rubric-based assessment in CHD 631 Counseling for Career Development—Career Theories Midterm Exam (Knowledge)
- Rubric-based assessment in CHD 631 Counseling for Career Development—Life Design Project Presentation (Knowledge and Skill)—which requires students to engage an adolescent or adult in a career interview and two career assessments, perform a second interview providing the appropriate interpretations of the assessments, and prepare a detailed case summary for class presentation providing relevant case information including ethical and cultural issues.
- Counselor Preparation Comprehensive Exam (CPCE)—Career and Lifestyle Development (Knowledge) (Appendix A, Table 4)

#### **Indirect Assessments**

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Item 3] and Table 2 [Item 3]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Item 3] and Table 2 [Item 3]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Item 3] and Table 2 [Item 3]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Item 3] and Table 2 [Item 3]).

- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

#### **Results:**

- On the rubric-based assessment in CHD 631 Counseling for Career Development—Career Theories Midterm Exam—the vast majority of students scored Target in all areas, and one student scored Unacceptable in two areas.
- On the rubric-based assessment in CHD 631 Counseling for Career Development—Life Design Project Presentation—All students scored Target in all areas.
- Students are achieving scores on the Career Development Subtest of the CPCE that compare favorably with national norms.
- Survey results did not identify areas for further development.

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

- No action needed at this time based on data from direct and indirect assessments.

#### **Objective 5: Counseling and Helping Relationships**

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to counseling and helping relationships.

- **KPI 5:** Theories and models of counseling and demonstration of essential interviewing, counseling, and case conceptualization skills

#### **Direct Assessments:**

- Rubric-based assessment in CHD 602 Fundamentals of Counseling—Video Roleplay (Skills)—requires students to submit three video roleplays of counseling sessions at various times during the semester. The first video evaluates 12 basic listening skills, the second video builds on the first by using some of the same skills and adding 3 more skills, and the third video adds 2 more skills.
- Rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Case Study (Skills)—requires students to apply a counseling theory to an assigned case study. Students develop a case conceptualization, goals, and a treatment plan.
- Rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Midterm and Final Exam (Knowledge)
- Rubric-based assessment in CHD 678 Practicum in Counseling—Individual Counseling Session Observation (Skills)—faculty supervisors observe students conducting an individual counseling session.
- Rubric-based assessment in CHD 689 Internship in Counseling—Individual Counseling Session Observation (Skills)—site supervisors observe interns conducting an individual counseling session.
- Counselor Preparation Comprehensive Exam (CPCE)— Counseling and Helping Relationships (Knowledge) (Appendix A, Table 5)

#### **Indirect Assessments**

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Items 4, 12, 14, 15, 17, & 18] and Table 2 [Items 4 & 13]).

- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Items 4, 12, 14, 15, 17, & 18] and Table 2 [Items 4 & 13]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Items 4, 12, 14, 15, 17, & 18] and Table 2 [Items 4 & 13]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Items 4, 12, 14, 15, 17, & 18] and Table 2 [Items 4 & 13]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

#### **Results:**

- On the rubric-based assessment in CHD 602 Fundamentals of Counseling—Video Roleplay—most students scored Target in most areas. Two students scored Unacceptable in Positive Asset Search, and two students scored Unacceptable in Brainstorming.
- On the rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Case Study—most students scored Target or Acceptable in all areas. Nine Unacceptable scores were earned among three different areas.
- On the rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Midterm and Final Exam—the majority of students scored Target or Acceptable in most areas.
- On the rubric-based assessment in CHD 678 Practicum in Counseling—Individual Counseling Session Observation (Skills)—except for two Unacceptable scores, all practicum students scored Target or Acceptable in all areas, suggesting performance appropriate to their developmental level.
- Rubric-based assessment in CHD 689 Internship in Counseling—Individual Counseling Session Observation—except for a few Acceptable scores, all interns scored Target in all areas, suggesting that students improve their skills as they advance in the clinical sequence.
- Students are achieving scores on the Counseling and Helping Relationships Subtest of the CPCE that compare highly favorably with national norms.
- Approximately one third of CMHC employers rated their preparation of graduate's preparation related to Family Counseling in the second to lowest category. These ratings are inconsistent with higher ratings from other groups. These results indicate a possible area for further development.

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

- CHD 602 Fundamentals of Counseling (Video Assignment)—The instructor is considering a revision of the requirements of this video assignment for Fall 2022 so that it will be more in line with what occurs in an actual counseling session.
- CHD 606 Theories and Techniques of Counseling—Case Study— Two instructors taught this course and will teach it in fall 2022. They will collaborate to provide students guidance on how to be successful on this assignment. Clinical Mental Health Counseling majors receive advanced training in writing treatment plans in CHD 690 Advanced Applications in Clinical Mental Health Counseling.
- A video assignment was added to CHD 645 Child and Adolescent Counseling based on student feedback from previous semesters, indicating students' desire to get feedback on applying skills with children or adolescents.
- CHD 645 Child and Adolescent Counseling—Book Reflection—In the fall 2021 semester, students were expected to address specific topics in their reflection to meet certain CACREP 2009

standards and ALSDE standards. This was a difficult task as some of the books did not easily lend themselves to evaluation on these topics. The topics to be addressed in the paper will be revised for fall 2022 as the department moves to the 2016 CACREP standards.

- An experiential assignment was added to CHD 638 Crisis Intervention in Counseling based on prior student feedback requesting opportunities to apply crisis intervention skills in simulated scenarios.
- CHD 645 Child and Adolescent Counseling—Childhood Disorders Research Project—Several students struggled with the APA format for the paper. The instructor will add a link to the writing lab and online help for APA format to the Canvas course for Fall 2022. Those students who received unacceptable scores on the handouts/pamphlet did not include all required information. The instructor is planning to create an example format for students to use as a template beginning Fall 2022.
- CHD 661 Family Counseling—the instructor will spend more class time providing experiential opportunities to engage in family counseling strategies and will continue to monitor student performance and future survey results.
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### **Objective 6: Group Counseling and Group Work**

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to group counseling.

- **KPI 6:** Functions and skills of effective group leaders across different group stages among different types of groups

### **Direct Assessments:**

- Rubric-based assessment in CHD 608 Group Counseling—Midterm and Final Exams (Knowledge and Skills)
- Rubric-based assessment in CHD 688 Internship in Counseling—Group Counseling Session Observation (Skills)—site supervisors observe interns conducting a group counseling session.
- Rubric-based assessment in CHD 689 Internship in Counseling—Group Counseling Session Observation (Skills)—site supervisors observe interns conducting a group counseling session.
- Counselor Preparation Comprehensive Exam (CPCE)—Group Counseling and Group Work (Knowledge) (Appendix A, Table 6)

### **Indirect Assessments**

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Item 13] and Table 2 [Item 14]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Item 13] and Table 2 [Item 14]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Item 13] and Table 2 [Item 14]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Item 13] and Table 2 [Item 14]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

### **Results:**



- On the rubric-based assessment in CHD 608 Group Counseling—Midterm and Final Exams—most students scored Target or Acceptable. Two Unacceptable scores were earned on the ethics short answer question.
- On the rubric-based assessment in CHD 688 Internship in Counseling—Group Counseling Session Observation—data were not collected in 2021 but will be collected in 2022.
- On the rubric-based assessment in CHD 689 Internship in Counseling—Group Counseling Session Observation—except for a few Acceptable scores, all interns scored Target in all areas, suggesting that students improve their skills as they advance in the clinical sequence.
- Students are achieving scores on the Group Counseling and Group Work Subtest of the CPCE that compare favorably with national norms.
- Survey results did not identify areas for further development.

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

- CHD 608 Group Counseling—Midterm and Final Exams—Due to the Unacceptable ratings on the ethics question, a pattern from previous classes, the instructor will spend more class time engaging cooperative learning groups in working through a variety of ethics scenarios and discussing their findings with the entire class.

#### **Objective 7: Assessment and Testing**

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to assessment and testing.

- **KPI 7:** Basic concepts of types of assessment and their use for diagnostic and intervention planning purposes

#### **Direct Assessments:**

- Rubric-based assessment in CHD 621 Assessment in Counseling—Quizzes (Knowledge)
- Rubric-based assessment in CHD 621 Assessment in Counseling—Group Test Administration Presentation and Interpretation (Knowledge and Skills)—requires students to collect, analyze, and interpret assessment data, as well as, read assessment research and present the data explaining aspects of reliability, validity, test construction, administration, and interpretation.
- Counselor Preparation Comprehensive Exam (CPCE)—Assessment and Testing (Knowledge) (Appendix A, Table 7)

#### **Indirect Assessments**

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Item 7 & 20] and Table 2 [Items 7, 20, & 21]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Item 7 & 20] and Table 2 [Items 7, 20, & 21]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Item 7 & 20] and Table 2 [Items 7, 20, & 21]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Item 7 & 20] and Table 2 [Items 7, 20, & 21]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

#### **Results:**

- On the rubric-based assessment in CHD 621 Assessment in Counseling—Quizzes—Only a few students, all of whom did not complete the quizzes, received Unacceptable ratings. Students who completed the quizzes scored either Target or Acceptable, with the vast majority receiving Target ratings.
- On the rubric-based assessment in CHD 621 Assessment in Counseling—Group Test Administration Presentation and Interpretation—except for one student who did not complete the assignment, all students scored Target.
- Students are achieving scores on the Assessment and Testing Subtest of the CPCE that are comparable to national norms.
- Approximately one third of CMHC and SC graduates rated their preparation related to Assessment and Testing in the lower two categories. These ratings are inconsistent with higher ratings from other groups.

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

- Faculty will monitor student performance and self-perception of their preparation in this area.

#### **Objective 8: Research and Program Evaluation**

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to research and program evaluation.

- **KPI 8:** Statistical methods used in conducting research and program evaluation and analysis and use of data in counseling

#### **Direct Assessments:**

- Rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Final Exam (Knowledge)
- Rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Research Article Presentation (Knowledge and Skills)—requires students to review and study instructor-selected evidenced-based research articles for presentation and teaching of study constructs and results to the class.
- Counselor Preparation Comprehensive Exam (CPCE)—Research and Program Evaluation (Knowledge) (Appendix A, Table 8)

#### **Indirect Assessments**

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Items 8 & 22] and Table 2 [Item 8 & 22]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Items 8 & 22] and Table 2 [Item 8 & 22]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Items 8 & 22] and Table 2 [Item 8 & 22]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Items 8 & 22] and Table 2 [Item 8 & 22]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

#### **Results:**

- Rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Final Exam—students were not given a final exam in 2021. All students scored Target or Acceptable on the Midterm Exam.
- On the rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Research Article Presentation (Knowledge and Skills)—all students scored Target or Acceptable in all areas.
- Students are achieving scores on the Research and Program Evaluation Subtest of the CPCE that compare favorably with national norms.
- Approximately one third of CMHC and SC graduates rated their preparation related to Research and Program Evaluation in the second to lowest category. These ratings are inconsistent with higher ratings from other groups.

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

- CHD 601 Research Methods and Program Evaluation in Counseling—Instructor will adopt a new textbook from among open-access resources to reduce costs and enhance student comprehension of course readings. Previous textbooks were not highly conducive to student learning.
- Faculty will monitor student self-perception of their preparation in this area.

#### **Objective 9: Clinical Mental Health Counseling**

Description: Students in the clinical mental health counseling (CMHC) program are expected to demonstrate understanding and application of foundational and contextual dimensions of clinical mental health counseling and the ability to engage in effective, ethical clinical mental health practices across diverse settings and client populations.

- **KPI 9:** The ability to engage in effective and ethical clinical mental health practices across diverse settings and client populations

#### **Direct Assessments:**

- Rubric-based assessment in CHD 656 Contemporary Practices in CMHC—Treatment Planning Project (Knowledge and Skills)—requires students to develop individualized treatment plans for fictional characters.
- Rubric-based assessment in CHD 689 Internship in Counseling (CMHC)—Final Evaluation (Knowledge and Skills)—site supervisors evaluate interns using a comprehensive assessment of skills related to clinical mental health counseling.
- Rubric-based assessment in CHD 690 Advanced Applications in CMHC—Treatment Plan Project (Skills)—requires students to complete comprehensive treatment plans (based on key aspects identified in their case conceptualization project) from several theoretical approaches. These plans incorporate evidence-based approaches and outcome-based measures of client progress.
- Rubric-based assessment in CHD 690 Advanced Application in CMHC—Intervention Technique Project (Knowledge and Skills)—students demonstrate an intervention technique that fits with their Treatment Plan Project. In addition to the video demonstration, students describe the technique, provide evidence-based citations, and self-evaluate their performance.

#### **Indirect Assessments**

- Current Majors Surveys administered every semester to CMHC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Items 1, 5, 10, 11, 18, & 21]).

- Site Supervisor Surveys administered every semester to site supervisors of CMHC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Items 1, 5, 10, 11, 18, & 21]).
- Recent Graduates Surveys administered to CMHC graduates one year after graduation (Appendix E, Table 1 [Items 1, 5, 10, 11, 18, & 21]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Items 1, 5, 10, 11, 18, & 21]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

#### **Results:**

- On the rubric-based assessment in CHD 656 Contemporary Practices in CMHC—Treatment Planning Project—All students scored Target in all areas.
- Rubric-based assessment in CHD 689 Internship in Counseling (CMHC)—Final Evaluation (Knowledge and Skills)—Except for a few Acceptable ratings, all CMHC interns received Target ratings in all areas.
- Rubric-based assessment in CHD 690 Advanced Applications in CMHC—Treatment Plan Project—All students scored Target or Acceptable with the vast majority scoring Target.
- Rubric-based assessment in CHD 690 Advanced Application in CMHC—Intervention Technique Project—Except for one Unacceptable score, all scores were Target or Acceptable. The vast majority of scores were Target.
- Approximately one third of CMHC graduates rated their preparation related to treatment planning and documentation in the second to lowest category. These ratings are inconsistent with higher ratings from other groups and verbal reports of site supervisors who attended orientation.

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

- Faculty will monitor student self-perception of their preparation in this area.

#### **Objective 10: School Counseling**

Description: Students in the school counseling (SC) program are expected to demonstrate understanding and application of foundational and contextual dimensions of school counseling practices and the ability to develop, manage, assess, and implement ethical school counseling programs in P-12 schools.

- **KPI 10:** The ability to develop, implement, manage, and assess ethical school counseling programs

#### **Direct Assessments:**

- Rubric-based assessment in CHD 641 Development and Management of School Counseling Programs—DATA Project (Knowledge and Skills)—a project in which school counseling students analyze data related to student outcomes.
- Rubric-based assessment in CHD 688 Internship in Counseling (School)—Program Assessment, Evaluation, and Planning Project (Skills)—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 in CHD 689 Internship in Counseling (School)—Final Evaluation (Knowledge and Skills)—site supervisors evaluate interns using a comprehensive assessment of skills related to school counseling.
- Praxis II—Professional School Counselor Exam (Knowledge) (Appendix B)

### Indirect Assessments

- Current Majors Surveys administered every semester to SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 2 [Items 1, 5, 10, 11, 12, 15, 16, 17, 19, & 22]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 2 [Items 1, 5, 10, 11, 12, 15, 16, 17, 19, & 22]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 2 [Items 1, 5, 10, 11, 12, 15, 16, 17, 19, & 22]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 2 [Items 1, 5, 10, 11, 12, 15, 16, 17, 19, & 22]).
- Student Focus Group conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

### Results:

- Rubric-based assessment in CHD 641 Development and Management of School Counseling Programs—DATA Project—because this course is only offered in even years, no data exist for this report, which includes 2021 data.
- On the rubric-based assessment in CHD 688 Internship in Counseling (School)—Program Assessment, Evaluation, and Planning Project—all scores were Target.
- On the rubric-based assessment in CHD 689 Internship in Counseling (School)—Final Evaluation—all scores were Target.
- Student performance on the Praxis II—Professional School Counselor Exam compared highly favorably to national norms.
- Survey results did not identify areas for further development.

### Curriculum Actions/Improvements:

- No action needed at this time based on data from direct and indirect assessments.

### Objective 11: Professional Counseling Dispositions

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate expected levels of professional dispositions essential to the roles and functions of professional counselors: conscientiousness, coping and self-care, openness, cooperativeness, moral reasoning, interpersonal skills, cultural sensitivity, self-awareness, emotional stability, and ethical behavior.

### Direct Assessments:

- The Professional Dispositions Competency Assessment (PDCA-R), which assesses the following areas: conscientiousness, coping and self-care, openness, cooperativeness, moral reasoning, interpersonal skills, cultural sensitivity, self-awareness, emotional stability, and ethical behavior.
  - Student self-assessments at new student orientation, CHD 678 Practicum in Counseling, and CHD 689 Internship in Counseling;
  - Faculty assessment of students enrolled in CHD 602 Fundamentals of Counseling, CHD 608 Group Counseling, and CHD 688 Internship in Counseling; and

- Site supervisor assessments of students enrolled in CHD 678 Practicum in Counseling and CHD 689 Internship in Counseling.
  - Faculty will also assess students' dispositions as needed.
- Student dispositions are also assessed qualitatively, both systematically every semester at student progress meetings and as needed based on qualities described in the Student Handbook.

**Results:**

- Some students were “not progressing adequately in academic performance, personal development, and/or professional development” (Student Handbook, Section VI. Student Progress). Key areas of concern included grades of “C” or below in course work, lack of enthusiasm for learning, difficulties in communicating empathy and respect to others, and difficulties accepting feedback. Faculty met with students according to Section IV. Student Progress, part B. of the Student Handbook.
- The PDCA-R will be used systematically beginning in the fall 2022 semester.

**Curriculum Actions/Improvements:**

- Assessing students' dispositions on a developmentally sequenced rotation using the PDCA-R will add a systematic quantitative measure that will enhance the current qualitative process of assessing students' dispositions.

**Appendix A**

**Counselor Preparation Comprehensive Examination**

**Redacted**

**Appendix B****Praxis II Professional School Counselor Exam****Redacted**



## Appendix C

**Table 1**  
**Current Clinical Mental Health Counseling Majors**  
**Spring 2021 – Fall 2021**

*(15 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 (e.g. privacy) of clinical mental health counselors.	0	0	1	14	3.93
2. Knowledge of human development across the life span.	0	2	2	11	3.60
3. Knowledge of career development across the life span.	0	0	2	13	3.87
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	2	13	3.87
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	0	4	11	3.73
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	3	12	3.80
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	2	13	3.87
8. Knowledge of research and evaluation practices.	0	1	5	9	3.53
9. Knowledge of available technology.	0	2	4	9	3.47
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	0	5	10	3.67
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	0	1	14	3.93
12. Ability to provide individual counseling.	0	0	1	14	3.93
13. Ability to provide group counseling.	0	1	2	12	3.73
14. Ability to provide family counseling.	1	1	5	8	3.33
15. Ability to provide consultation.	0	0	5	10	3.67
16. Ability to engage in advocacy.	0	1	5	9	3.53
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	2	4	9	3.47
18. Ability to develop holistic treatment plans and properly document services.	0	0	4	11	3.73
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	0	2	13	3.87
20. Ability to administer and interpret assessments.	0	0	3	12	3.80

21. Ability to diagnose clients and conceptualize cases.	0	0	2	13	3.87
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	0	3	12	3.80
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	1	2	12	3.73
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	14	3.93

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	0	3	6	6	3.20
26. New Student Orientation	0	2	6	7	3.33
27. Academic Advising	0	1	3	11	3.67
28. Practicum & Internship Information	0	0	4	10	3.71
29. Career/Licensure Support	1	2	6	6	3.13

Comments:

Wonderful!

One of the valuable undertakings of my life!

Overall I had a great experience. There were a few things I wish were included or delved into more (such as eating disorder treatment and psychopharmacology). Other than that, I only have positive things to say about my experience and the faculty!

I've enjoyed the ride.

This program is amazing. I feel very competent in my ability to be a counselor. This program seems to be one of the top in the state.

This has been a great program with caring staff, and I would recommend it to others.

**Table 2**  
**Current School Counseling Majors**  
**Spring 2021 – Fall 2021**

(1 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 of school counselors.	0	0	1	0	3
2. Knowledge of human development across the life span.	0	0	1	0	3
3. Knowledge of career development across the life span.	0	0	1	0	3
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	1	0	3
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	1	0	3
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	1	0	3
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	1	0	3
8. Knowledge of research and evaluation practices.	0	0	1	0	3
9. Knowledge of available technology.	0	0	1	0	3
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	1	0	3
11. Ability to perform needs assessments.	0	0	1	0	3
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.	0	0	1	0	3
13. Ability to provide individual counseling.	0	0	1	0	3
14. Ability to provide group counseling.	0	0	1	0	3
15. Ability to provide classroom guidance.	0	0	0	1	4
16. Ability to engage in collaboration and consultation.	0	0	1	0	3
17. Ability to provide inservice programming.	0	0	1	0	3
18. Ability to provide culturally sensitive services to all students.	0	0	1	0	3
19. Ability to advocate within the school environment and local community.	0	0	1	0	3
20. Ability to coordinate test administration.	0	0	1	0	3
21. Ability to administer and interpret assessments.	0	0	1	0	3
22. Ability to perform comprehensive program evaluation.	0	0	1	0	3
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	1	0	3

24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	0	3
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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	0	0	1	0	3
26. Orientation to Program	0	0	1	0	3
27. Academic Advising Program	0	0	1	0	3
28. Practicum & Internship Selection	0	0	1	0	3
29. Career Assistance	0	0	1	0	3

Comments:

The 2 school counseling classes I took at UNA were great classes that were probably the most beneficial during Practicum and Internship. In internship, I completed needs assessment, use of time forms, attended RTI, PST, & 504 meetings, gave input about yearly calendars, and taught counseling lessons. It would have been great if there were elective classes geared toward school counseling that I could have taken.

## Appendix D

**Table 1**  
**Site Supervisors of Clinical Mental Health Counseling Interns**  
**Spring 2021 – Fall 2021**

*(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 (e.g. privacy) of clinical mental health counselors.	0	0	3	10	3.77
2. Knowledge of human development across the life span.	0	0	5	8	3.62
3. Knowledge of career development across the life span.	0	1	4	8	3.54
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	6	7	3.54
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	0	6	7	3.54
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	3	1	9	3.46
7. Knowledge of assessment principles, instruments, and interview practices.	0	1	5	7	3.46
8. Knowledge of research and evaluation practices.	0	1	5	7	3.46
9. Knowledge of available technology.	0	0	5	8	3.62
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	0	7	6	3.46
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	0	5	8	3.62
12. Ability to provide individual counseling.	0	0	3	10	3.77
13. Ability to provide group counseling.	0	0	4	9	3.69
14. Ability to provide family counseling.	0	1	8	4	3.23
15. Ability to provide consultation.	0	0	7	6	3.46
16. Ability to engage in advocacy.	0	0	6	7	3.54
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	0	8	5	3.38
18. Ability to develop holistic treatment plans and properly document services.	0	1	8	4	3.23
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	1	6	6	3.38
20. Ability to administer and interpret assessments.	0	1	5	7	3.46

21. Ability to diagnose clients and conceptualize cases.	0	2	4	7	3.38
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	0	6	7	3.54
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	6	7	3.54
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	7	6	3.46

Comments:

[Name redacted] was an intern at [name redacted].

I have had some 4 interns from UNA's counseling program. I do believe there could be a greater amount of time spent learning about trauma and its impact. Also, I have recently seen evidence of students that are struggling with cultural sensitivity/awareness.

UNA is one school that I am glad to take interns from because I know they have the skills that they need to be successful

UNA students come to us highly prepared to begin to work in the field site.

The UNA Counseling interns and Education Program are 4.

The intern that I have been able to work with this semester from the UNA program presents differently than the other interns I have worked with in the past. She appears to have a stronger clinical knowledge than any other intern I have had experience with previously.

UNA's counseling interns are very professional and conscientious. They are typically well prepared to begin individual and group counseling. They also do well in areas of diagnosis and assessments.

Additional Substance use treatment education and importance of acknowledging Substance Use Diagnosis in treatment as well as treating other mental health disorders. A few interns are not addressing substance use with clients, even though they may have primary SU dx.

**Table 2**  
**Site Supervisors of School Counseling Interns**  
**Spring 2021 – Fall 2021**

(2 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.	0	0	2	0	3.00
2. Knowledge of human development across the life span.	0	0	1	1	3.50
3. Knowledge of career development across the life span.	0	0	1	1	3.50
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	2	0	3.00
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	2	0	3.00
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	1	1	3.50
7. Knowledge of assessment principles, instruments, and interview practices.	0	1	1	0	2.50
8. Knowledge of research and evaluation practices.	0	0	2	0	3.00
9. Knowledge of available technology.	0	1	0	1	3.00
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	1	1	0	2.50
11. Ability to perform needs assessments.	0	0	2	0	3.00
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.	0	1	1	0	2.50
13. Ability to provide individual counseling.	0	1	0	1	3.00
14. Ability to provide group counseling.	0	0	1	1	3.50

15. Ability to provide classroom guidance.	0	0	1	1	3.50
16. Ability to engage in collaboration and consultation.	0	0	1	1	3.50
17. Ability to provide inservice programming.	0	0	2	0	3.00
18. Ability to provide culturally sensitive services to all students.	0	0	1	1	3.50
19. Ability to advocate within the school environment and local community.	0	0	2	0	3.00
20. Ability to coordinate test administration.	0	1	1	0	2.50
21. Ability to administer and interpret assessments.	0	2	0	0	2.00
22. Ability to perform comprehensive program evaluation.	0	1	1	0	2.50
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	1	1	3.50
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	1	0	1	3.00

Comments:

This year was so atypical that trying to do anything by the textbook of what a guidance program should be wasn't quite possible.



## Appendix E

**Table 1**  
**Recent Clinical Mental Health Counseling Graduates**  
**Spring 2021 – Fall 2021**

*(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 (e.g. privacy) of clinical mental health counselors.	0	0	3	8	3.73
2. Knowledge of human development across the life span.	0	1	4	6	3.45
3. Knowledge of career development across the life span.	0	2	2	7	3.45
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	4	6	3.60
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	1	5	5	3.36
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	4	7	3.64
7. Knowledge of assessment principles, instruments, and interview practices.	1	2	4	4	3.00
8. Knowledge of research and evaluation practices.	0	2	2	7	3.45
9. Knowledge of available technology.	0	3	6	2	2.91
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	1	1	3	6	3.27
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	3	5	3	3.00
12. Ability to provide individual counseling.	0	0	2	9	3.82
13. Ability to provide group counseling.	0	1	6	4	3.27
14. Ability to provide family counseling.	0	1	7	3	3.18
15. Ability to provide consultation.	0	0	7	4	3.36
16. Ability to engage in advocacy.	0	2	3	6	3.36
17. Ability to intervene/respond appropriately in crisis/emergency situations.	2	0	8	1	2.73
18. Ability to develop holistic treatment plans and properly document services.	0	4	2	5	3.09
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	0	5	6	3.55
20. Ability to administer and interpret assessments.	2	4	3	2	2.45

21. Ability to diagnose clients and conceptualize cases.	0	0	5	6	3.55
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	4	4	3	2.91
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1	2	5	3	2.91
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	1	4	6	3.45

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	0	0	4	7	3.64
26. New Student Orientation	0	1	3	7	3.55
27. Academic Advising	0	1	4	6	3.45
28. Practicum & Internship Information	0	0	2	9	3.82
29. Career/Licensure Support	0	4	4	3	2.91

Comments:

There should definitely be more information on billing, insurance, Medicaid/Medicare and what services are billable. It is covered in contemporary practice and [name redacted] does an 4 job, there should be more than one class that this information is covered that breaks down billing codes and what is billable and Medicaid eligibility, etc. this was my biggest hurdle in beginning a career in the field as there was little training on this topic. There should also be more case management training because in many therapist jobs we end up delving deeper into this than I would have expected.

Very well rounded program

I think the program was 4. I was very prepared for both jobs that I had.

[name redacted] really prepared students well for what to expect in the actually work place in his classes. Teaching different ways to write notes for agencies and insurance is something that needs to be reviewed more in the program. Advocating for changes in post grad requirements is something else the university could help with since the program advertises it as if you get your LPC upon graduation. The program could do better at helping students get job placements after graduation as well. If the intern site the choose does not offer them a job they are often stuck trying to find places willing to take people working towards licensure which is not many overall.

I felt prepared as a new counselor after graduating from the program. Very pleased with UNA's Counselor Education Program and would recommend to others interested in this career path.

**Table 2**  
**Recent School Counseling Graduates**  
**Spring 2021 – Fall 2021**

*(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.

	<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.	0	0	1	3	3.75
2. Knowledge of human development across the life span.	0	0	2	2	3.5
3. Knowledge of career development across the life span.	0	1	1	2	3.25
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	3	1	3.25
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	2	2	3.5
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	2	2	3.5
7. Knowledge of assessment principles, instruments, and interview practices.	0	1	1	2	3.25
8. Knowledge of research and evaluation practices.	0	2	1	1	2.75
9. Knowledge of available technology.	0	0	3	1	3.25
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	1	3	3.75
11. Ability to perform needs assessments.	0	1	0	3	3.5
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.	0	0	2	2	3.5
13. Ability to provide individual counseling.	0	0	2	2	3.5
14. Ability to provide group counseling.	0	1	1	2	3.25

15. Ability to provide classroom guidance.	0	0	1	3	3.75
16. Ability to engage in collaboration and consultation.	0	0	1	3	3.75
17. Ability to provide inservice programming.	0	0	2	2	3.5
18. Ability to provide culturally sensitive services to all students.	0	0	2	2	3.5
19. Ability to advocate within the school environment and local community.	0	1	1	2	3.25
20. Ability to coordinate test administration.	0	1	1	2	3.25
21. Ability to administer and interpret assessments.	0	1	2	1	3
22. Ability to perform comprehensive program evaluation.	0	1	1	2	3.25
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	1	3	3.75
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	3	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	0	0	1	3	3.75
26. New Student Orientation	0	0	1	3	3.75
27. Academic Advising	0	0	0	4	4
28. Practicum & Internship Information	0	0	0	4	4
29. Career/Certification Support	0	0	1	3	3.75

Comments:

I cannot speak more highly about the program at UNA. I am currently serving as a high school counselor and refer daily to the lessons and words of wisdom I received in the program. I always advise anyone who is considering an online program to come to UNA where they will learn from a supportive faculty with hands-on experience.

UNA offers a very thorough counseling program! I do think that School Counseling majors who are not teachers need more training with IEP/504s, as it is often school counselors who are in charge of that. Also, I believe the diagnosis class should be mandatory for all counseling majors.

## Appendix F

**Table 1**  
**Employers of Clinical Mental Health Counseling Graduates**  
**Spring 2021 – Fall 2021**

*(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.	0	0	2	5	3.71
2. Knowledge of human development across the life span.	0	0	4	4	3.50
3. Knowledge of career development across the life span.	0	1	4	3	3.25
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	4	4	3.50
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	0	4	4	3.50
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	3	5	3.63
7. Knowledge of assessment principles, instruments, and interview practices.	1	1	3	2	2.86
8. Knowledge of research and evaluation practices.	0	0	4	4	3.50
9. Knowledge of available technology.	0	0	1	7	3.88
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	0	2	5	3.71
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	0	5	3	3.38
12. Ability to provide individual counseling.	0	0	4	4	3.50
13. Ability to provide group counseling.	0	0	6	2	3.25
14. Ability to provide family counseling.	0	3	4	1	2.75
15. Ability to provide consultation.	0	1	4	3	3.25
16. Ability to engage in advocacy.	0	0	2	6	3.75
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	1	5	2	3.13
18. Ability to develop holistic treatment plans and properly document services.	0	2	5	1	2.88

19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	1	3	4	3.38
20. Ability to administer and interpret assessments.	1	1	2	4	3.13
21. Ability to diagnose clients and conceptualize cases.	0	1	4	3	3.25
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	1	0	4	3	3.13
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	2	4	2	3.00
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	4	4	3.50

Comments:

I think the areas that could use some improvement are in teaching counseling students about how to write a treatment plan and complete documentation. Additionally, the crisis class does provide an overview of crisis counseling however, it could provide additional training in providing crisis counseling in a more trauma informed way.

We've had some great graduates. We recently had one who didn't work out, but other than that, we've been impressed with the caliber of the graduates.

**Table 2**  
**Employers of School Counseling Graduates**  
**Spring 2021 – Fall 2021**

*(1 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.	0	0	0	1	4
2. Knowledge of human development across the life span.	0	0	0	1	4
3. Knowledge of career development across the life span.	0	0	0	1	4
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	0	1	4
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	0	1	4
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	0	1	4
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	0	1	4
8. Knowledge of research and evaluation practices.	0	0	0	1	4
9. Knowledge of available technology.	0	0	0	1	4
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	0	1	4
11. Ability to perform needs assessments.	0	0	0	1	4
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.	0	0	0	1	4
13. Ability to provide individual counseling.	0	0	0	1	4
14. Ability to provide group counseling.	0	0	0	1	4
15. Ability to provide classroom guidance.	0	0	0	1	4

16. Ability to engage in collaboration and consultation.	0	0	0	1	4
17. Ability to provide inservice programming.	0	0	0	1	4
18. Ability to provide culturally sensitive services to all students.	0	0	0	1	4
19. Ability to advocate within the school environment and local community.	0	0	0	1	4
20. Ability to coordinate test administration.	0	0	0	1	4
21. Ability to administer and interpret assessments.	0	0	0	1	4
22. Ability to perform comprehensive program evaluation.	0	0	0	1	4
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	0	1	4
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	0	1	4

Comments: N/A



**Appendix G**  
**Focus Groups**  
**Spring 2021 – Fall 2021**

**CHD 688 Internship Focus Group Comments**  
**Spring 2021**

CHD 688 Interns—Two groups (4 students & 6 students, 9 CMHC & 1 SC)

- Interns enjoy attending class and in-class discussions.
- Faculty and staff are supportive, accessible, and responsive.
- Feedback from peers, who represent diverse counseling experiences, is helpful in practicum and internship.
- Video assignments are useful in helping students learn various counseling skills. Several students said that seeing other students' videos or watching students conduct sessions in class would enhance their learning.
- Students cited several activities as useful including "Atoms" kits in CHD 602, sand trays in CHD 678, activities in CHD 645, and "Psych-Out" in CHD 655.
- CHD 641 Development and Management of School Counseling programs was extremely helpful for school counseling majors, especially Track 2 majors.
- CHD 656 should be taken later in the program, when students are taking practicum or internship.
- CHD 645 should be taken earlier by CMHC majors, if they plan to work with children in practicum and/or internship.
- Because CHD 642 is offered every other year, it delays some Track-2 school counseling students' eligibility to take the NCE.
- The list of practicum and internship sites needs to be expanded to include more clinical sites that do not focus on addictions.
- Several interns would like more networking opportunities, something that was limited during the pandemic.
- Individual interns endorsed wanting more information on a variety of topics: psychopharmacology, play therapy, mandated clients, and specific counseling skills/approaches.
- More information on local resources would be useful for referral and advocacy purposes.

**Faculty Responses to Focus Group:**

- CHD 656 Contemporary Practices in Clinical Mental Health Counseling is now offered yearly (it was previously offered every other year), and CMHC students are advised to take it later in their programs of study.
- Beginning in summer 2021 new student orientation, faculty began advising students to take CHD 645 Child and Adolescent Counseling earlier in their programs of study, if they were interested in counseling children. Course sequence recommendations have been revised to reflect this change.

- Faculty continue to add and update clinical sites.

### **CHD 688 Internship Focus Group Comments Summer 2021**

- It was hard to know when to apply the content from the Crisis Course.
- Crisis and Wellness didn't seem to warrant a whole class each; perhaps they could be combined.
- There is some concern with the quality of adjunct professors regarding instructional methods, responding to feedback, and resources provided to students such as PowerPoints.
- It would be helpful to take Contemporary Practices earlier in the program.
- Consider adding licensure information and credentialing information (such as testing) to Fundamentals.
- The treatment planning in Contemporary Practices was great.
- We love the small department and class sizes.
- It is very obvious that the professors care and want us to succeed.
- Many students expressed a desire that the program never goes all online.
- Students would like to see a course in Psychopharmacology because they have encountered medication monitoring at their internship sites.
- Students are pleased with the program as a whole.
- Some Canvas courses need to be cleaned up or organized. There are really old files in the courses and it is confusing to students.
- Students would like to have more community service opportunities.

### **Faculty Responses to Focus Group**

- The Department hired an additional core faculty member, who will be teaching courses (i.e., CHD 638 Crisis Intervention in Counseling, CHD 634 Wellness Counseling, and CHD 615 Social and Cultural Diversity in Counseling) that were previously taught by adjuncts.
- Faculty will add licensure/certification credentialing to the PowerPoint presentation in CHD 000 Counselor Education Orientation.
- In CHD 634 Wellness Counseling, the instructor will add an assignment which will include a significant service-learning component.
- As faculty are revising curricula to meet the CACREP 2016 standards, additional emphasis will be placed on psychopharmacology.
- Faculty are committed to maintaining an on-campus program.

### **CHD 688 Internship Focus Group Comments Fall 2021**

N/A—No interns were enrolled in CHD 688 Internship in Fall 2021