Program Evaluation Outcomes for Counselor Education
Master of Arts in Clinical Mental Health Counseling
Master of Arts in Education in School Counseling

2022 (January through December)

This report is based on findings from an annual review of demographic and other characteristics of applicants, students, and graduates; comprehensive examination results; professional dispositions assessments; 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 were reviewed. This evaluation process informs program-based and curricular changes, which are outlined below.

Program Actions/Improvements:

- Based on student feedback in focus groups, to help students better navigate exam registration, in CHD 001 Comprehensive Exam, students are provided with information about how to register and pay for the CPCE as well as the Praxis. In collaboration with the Center for Credentialing and Education (CCE), Canvas assignments have been created to ensure accurate registration.
- Based on feedback from school counseling interns and follow-up surveys of school counseling majors and graduates, the department has coordinated with the COEHS Certification Officer to update relevant links and forms for ALSDE certification. The updated document has been uploaded to CHD 688 and CHD 689 in Canvas.
- Faculty have reduced the number of written assignments in CHD 688 and CHD 689 to align with KPIs.
- Based on student focus group feedback and follow-up surveys of interns and recent graduates, a section on licensure and counselor career development has been added to program orientation to make students more aware of the requirements beyond graduation.
- Based on student focus group feedback, CACREP 2016 Standards, and faculty reflection on student development, beginning in September 2022, "Strength in Diversity: Fireside Chats" meetings are being held four to six times per academic year to promote inclusivity and collegiality among students and to identify barriers related to the minority student experience.
- Based on increased enrollment, the commitment to quality instruction and advising, and CACREP 2016 Standards regarding student-to-faculty FTE ratio requirements, the Department was given an additional tenure-track faculty position, increasing the number of full-time counselor education faculty from four to five.
- Based on CACREP 2016 Standards, focus group comments, and follow-up surveys of Clinical Mental Health and School Counseling majors and graduates, faculty added licensure/certification credentialing to the PowerPoint presentation in CHD 000 Counselor Education Orientation.

- In CHD 634 Wellness Counseling, the instructor added an assignment which includes a significant service-learning component.
- Based on increased enrollment and increased consumer demand for counseling, faculty continue to add and update clinical sites. The Coordinator of Clinical Instruction met with a site supervisor in spring 2022 to discuss a pattern of negative feedback from practicum/internship students, and feedback related to this site briefly improved; however, in subsequent semesters, students continued to report negative feedback, and this site was removed from the list of available sites due to the inadequate supervision. Additionally, students reported more positive experiences at two regular sites. **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— most students scored Target, and no students scored Unacceptable.

- On the rubric-based assessment in CHD 642 Professional Identity and Ethics for School Counselors—Ethical Case Study Exam—students were not assessed in 2022 because the course is offered only in odd-numbered years. School counseling students 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—all scores were Target except for two Acceptable scores.
- **Descriptive statistics** on the **Professional Orientation and Ethics Subtest of the CPCE** for students enrolled in 2022 were as follows: n = 17, x̄ = 13.41, sd = 1.873. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (**female** [n = 14], **male** [n = 3]), **race** (White [n = 16], No Response [n = 1]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 2]; international [n =1]), **undergraduate major** (Human Service—psychology, social work, sociology [n = 12]; Education [n = 0]; Non-Human Service [n = 5]), **disability** (receives disability services [n = 1], does not receive disability services [n = 16]. No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2022. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. Two results were statistically significant. Students who identified as White scored significantly higher than one No Response student: t (15) = 2.059, p = .029. The **admission interview score** was significantly correlated to this CPCE subtest score (r = .531, p = .028).
- Students are achieving scores on the Professional Counseling Orientation and Ethical Practice Subtest of the CPCE that compare highly favorably with national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:
- The Ethical Case Study Exam is being added to 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—most students scored Target.
- On the rubric-based assessment in CHD 615 Social and Cultural Diversity in Counseling—Cultural Diversity Activity Plan—most students scored Target and one student score Unacceptable.
- **Descriptive statistics** on the **Social and Cultural Diversity Subtest of the CPCE** for students enrolled in 2022 were as follows: n = 17, x̄ = 10.59, sd = 2.093. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (**female** [n = 14], **male** [n = 3]), **race** (White [n = 16], No Response [n = 1]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 2]; international [n =1]), **undergraduate major** (Human Service—psychology, social work, sociology [n = 12]; Education [n = 0]; Non-Human Service [n = 5]), **disability** (receives disability services [n = 1], does not receive disability services [n = 16]. No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2022. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. One result was statistically significant. There was a significant difference in subtest scores between students with **human-service undergraduate majors** (x̄ = 9.67, sd = 1.723) and students with **non-human services undergraduate majors** (x̄ = 12.80, sd = .837); t (15) = -3.828, p < .001.
- Students are achieving scores on the Social and Cultural Diversity Subtest of the CPCE that compare highly favorably with national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:
- Based on feedback in student focus group (CHD 688 Interns), in CHD 615, the instructor has implemented parameters and group rules for engaging in difficult conversations related to social and cultural diversity in counseling.

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 were Target except one, which was Acceptable.
- On the rubric-based assessment in CHD 604 Human Growth and Development—Semester Project (Skills)—the majority of students scored Target, and three scores were Unacceptable.
- **Descriptive statistics** on the **Human Growth and Development Subtest of the CPCE** for students enrolled in 2022 were as follows: n = 17, x̄ = 11.94, sd = 2.193. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (**female** [n = 14], **male** [n = 3]), **race** (White [n = 16], No Response [n = 1]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 2]; international [n =1]), **undergraduate major** (Human Service—psychology, social work, sociology [n = 12]; Education [n = 0]; Non-Human Service [n = 5]), **disability** (receives disability services [n = 1], does not receive disability services [n = 16]. No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2022. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. No results were statistically significant.
- 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.
- **Descriptive statistics** on the **Career Development Subtest of the CPCE** for students enrolled in 2022 were as follows: n = 17, $\bar{x}$ = 12.76, sd = 1.786. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (**female** [n = 14], **male** [n = 3]), **race** (White [n = 16], No Response [n = 1]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 2]; international [n =1]), **undergraduate major** (Human Service—psychology, social work, sociology [n = 12]; Education [n = 0]; Non-Human Service [n = 5]), **disability** (receives disability services [n = 1], does not receive disability services [n = 16]. No group comparisons were done by counseling major

because only CMHC majors took the CPCE in 2022. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. No results were statistically significant.

- Students are achieving scores on the Career 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 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 all areas except goal setting. Four scores were in the Unacceptable category.
- On the rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Case Study—most students scored Target or Acceptable in all areas. Five Unacceptable scores were earned among four 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. One third of the students received Unacceptable scores in Family Systems Therapy.
- On the rubric-based assessment in CHD 678 Practicum in Counseling—Individual Counseling Session Observation (Skills)—all practicum students scored Target or Acceptable in all areas with the majority of the scores falling in the Target category, suggesting performance appropriate to their developmental level.
- Rubric-based assessment in CHD 689 Internship in Counseling—Individual Counseling Session Observation—except for three Acceptable scores, all interns scored Target in all areas, suggesting that students improve their skills as they advance in the clinical sequence.
- **Descriptive statistics** on the **Counseling and Helping Relationships Subtest of the CPCE** for students enrolled in 2022 were as follows: n = 17, x̄ = 13.06, sd = 1.819. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [n = 14], **male** [n = 3]), **race** (White [n = 16], No Response [n = 1]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 2]; international [n =1]), **undergraduate major** (Human Service—psychology, social work, sociology [n = 12]; Education [n = 0]; Non-Human Service [n = 5]), **disability** (receives disability services [n = 1], does not receive disability services [n = 16]. No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2022. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. One result was statistically significant. There was a significant difference in subtest scores between **female students** (x̄ = 12.62, sd = 1.660) and **male students** (x̄ = 14.50, sd = 1.732); t (15) = -2. 722, p = .008.
- Students are achieving scores on the Counseling and Helping Relationships Subtest of the CPCE that compare highly favorably with national norms.
- Two thirds of school counseling majors rated their preparation in theoretical and applied knowledge of helping relationships in the second to lowest category. These ratings are inconsistent with higher ratings from site supervisors as well as school counseling majors' performance on the Praxis II. These results indicate a possible area for further development.

Curriculum Actions/Improvements:
- The video roleplay assignment rubric has since been adjusted to align with curriculum changes in CHD 602 Fundamentals of Counseling from a problem-focused model to a humanistic model, which emphasizes core counseling skills (paraphrasing, empathizing, etc.).

- In the fall 2022 semester of CHD 602 Fundamentals of Counseling, faculty used a new textbook which was too broad in its focus. Faculty are changing to a different textbook, which uses a more skills-focused approach and is intended to strengthen student skill development.
- Faculty recognize student performance is lower in family systems theories, which they will learn in depth in CHD 661 Family Counseling. Faculty see the content in CHD 606 as a brief introduction to the theories and approaches.
- Based on feedback in student focus group (CHD 688 Interns), faculty have created two group supervision meetings in spring 2023. School counseling interns and interns working with children and adolescents are in one group, and CMHC interns working with adolescents/adults are in the other group.

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 with the majority of scores falling in Target. No students received Unacceptable scores on the ethics short answer question, an improvement

over last year's performance. The majority of students scored Acceptable and two students scored Unacceptable in Leadership Skills.

- On the Group Counseling Session Observation— spring 2020 and summer 2022 data were inadvertently combined for CHD 688 and CHD 689 Internship in Counseling. The vast majority of students scored Target, and no students scored Unacceptable.
- On the rubric-based assessment in CHD 688 Internship in Counseling—Group Counseling Session Observation—in fall 2022 all students scored Target or Acceptable in all areas. Total percentages were as follows: Target (61.11%) and Acceptable (38.89%).
- On the rubric-based assessment in CHD 689 Internship in Counseling—Group Counseling Session Observation— in fall 2022 the vast majority of students scored Target, and no students scored Unacceptable. Total percentages for the second internship—Target (81.36%) and Acceptable (18.64%)—suggest that students improve their skills as they advance in the clinical sequence.
- **Descriptive statistics** on the **Group Counseling and Group Work Subtest of the CPCE** for students enrolled in 2022 were as follows: n = 17, x̄ = 13.2, sd = 1.900. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [n = 14], **male** [n = 3]), **race** (White [n = 16], No Response [n = 1]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 2]; international [n =1]), **undergraduate major** (Human Service—psychology, social work, sociology [n = 12]; Education [n = 0]; Non-Human Service [n = 5]), **disability** (receives disability services [n = 1], does not receive disability services [n = 16]. No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2022. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. One result was statistically significant. There was a significant difference in subtest scores between **female students** (x̄ = 13.62, sd = 1.660) and **male students** (x̄ = 11.50, sd = 1.915); t (15) = 2. 158, p = .024.
- Students are achieving scores on the Group Counseling and Group Work Subtest of the CPCE that compare highly favorably with national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:
- CHD 608 – Group Counseling - Students were given an opportunity to show improvement on specific group counseling leadership skills through bonus questions on the final exam.

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—Except for one Unacceptable score, all students scored Target or Acceptable. The vast majority scored Target.
- On the rubric-based assessment in CHD 621 Assessment in Counseling—Group Test Administration Presentation and Interpretation— All students scored either Target or Acceptable, with the vast majority receiving Target ratings.
- **Descriptive statistics** on the **Assessment and Testing Subtest of the CPCE** for students enrolled in 2022 were as follows: n = 17, $\bar{x}$ = 11.59, sd = 2.526. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (**female** [n = 14], **male** [n = 3]), **race** (White [n = 16], No Response [n = 1]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 2]; international [n =1]), **undergraduate major** (Human Service—psychology, social work, sociology [n = 12]; Education [n = 0]; Non-Human Service [n = 5]), **disability** (receives disability services [n = 1], does not receive disability services [n = 16]. No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2022. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. One result was statistically significant. The **program GPA** was significantly correlated to this CPCE subtest score (r = .585, p = .014).
- Students are achieving scores on the Assessment and Testing Subtest of the CPCE that compare highly favorably with national norms.
- Three fourths of SC majors/graduates rated their ability to coordinate test administration in the lower two categories. Two thirds of SC majors rated their ability to administer and interpret assessments in the lower two categories. These ratings are inconsistent with higher ratings from site supervisors.

Curriculum Actions/Improvements:
- In CHD 642 Professional Identity and Ethics for School Counselors, students will be required to include questions regarding test administration in the Interview Report/Observation assignment.

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:

- On the rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Final Exam—except for three Unacceptable scores, students scored Target or Acceptable.
- 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 in all areas.
- **Descriptive statistics** on the **Research and Program Evaluation Subtest of the CPCE** for students enrolled in 2022 were as follows: n = 17, x̄ = 13.06, sd = 1.952. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (**female** [n = 14], **male** [n = 3]), **race** (White [n = 16], No Response [n = 1]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 2]; international [n =1]), **undergraduate major** (Human Service—psychology, social work, sociology [n = 12]; Education [n = 0]; Non-Human Service [n = 5]), **disability** (receives disability services [n = 1], does not receive disability services [n = 16]. No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2022. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated

for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. No results were statistically significant.

- Students are achieving scores on the Research and Program Evaluation 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 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—except for one student who scored one Unacceptable rating and two Acceptable ratings, all students scored Target.
- On the 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.
- On the 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.
- On the rubric-based assessment in CHD 690 Advanced Application in CMHC—Intervention Technique Project— all students scored Target or Acceptable with the vast majority scoring Target.
- 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 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:
- On the rubric-based assessment in CHD 641 Development and Management of School Counseling Programs—DATA Project—all students scored Target or Acceptable with the majority receiving Target ratings.
- 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. Scores for each disposition are rated according to the following categories: below expectation (1), meets expectation (3), and above expectation (5). Scores of 2 and 4 may be given to denote partial agreement with categories above and below these scores. Total scores are calculated and averaged to form a Disposition Quotient.
  - Student self-assessments at CHD 000 Counselor Education Orientation, CHD 678 Practicum in Counseling, and CHD 689 Internship in Counseling. These results are used for student development and not reported or analyzed for program evaluation purposes.
  - **Faculty assessment** of students enrolled in CHD 000 Counselor Education Orientation (their first semester in the program), CHD 608 Group Counseling, and CHD 688 Internship in Counseling. **These results are used for student development and are reported and analyzed for program evaluation purposes.**
  - Site supervisor assessments of students enrolled in CHD 678 Practicum in Counseling and CHD 689 Internship in Counseling. These results are used for student development and not reported or analyzed for program evaluation purposes.
  - Faculty 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:

- Based on qualitative assessments, some students (less than 6%) were "not progressing adequately in academic performance, personal development, and/or professional development" (Student Handbook, Section VII. Student Progress). Key areas of concern included grades of "C" or below in course work, tolerance of ambiguity, willingness to develop professional knowledge, difficulties accepting feedback, and resilience. Faculty met with students according to Section VII. Student Progress, part B. of the Student Handbook.
- The PDCA-R was used systematically beginning in the fall 2022 semester, resulting in the formal assessment of only two groups of students (CHD 000 Orientation and CHD 688 Internship) for the 2022 data cycle. The full cycle of PDCA-R assessments listed above will occur in 2023.
- **Descriptive statistics** on the **PDCA-R Dispositions Quotient** were as follows: CHD 000 Orientation students (n = 18, x̄ = 3.2872, sd = .48379) and CHD 688 Internship students (n = 3, x̄ = 3.9000, sd = .86603). **Group comparisons** for CHD 000 Orientation students were analyzed using Independent Samples T tests for the following categorical variables: **program** (CMHC [n = 13], school counseling [n = 3]), **gender** (female [n = 15], male [n = 1], non-binary [n = 1], transgender [n = 1]), **race** (White [n = 14], other races combined [n = 4]), and **geographic region** at time of application (Alabama, Mississippi, and Tennessee [n = 14]; other state [n = 4]; international [n =1]). **Bivariate correlations** were calculated for **age** and **admission interview scores** (one outlier removed). One result was statistically significant. Dispositions Quotient was significantly correlated to **admission interview score** (r = .553, p = .021).
- **Descriptive statistics** were calculated for each disposition and the disposition quotient. G**roup comparisons** of CHD 000 Orientation students and CHD 688 Internship students were analyzed using Independent Samples T tests for each disposition and the disposition quotient (see tables below).

Students Enrolled in CHD 000 Orientation—Fall 2022 (N = 18)		
Disposition	**Mean**	**Standard Deviation**
Conscientiousness	3.444444	0.683608
Coping and Self-Care	3.083333	0.600245
Openness	3.222222	0.669113
Cooperativeness	3.472222	0.737089
Moral Reasoning	3.583333	0.647393
Interpersonal Skills	3.138889	0.836758
Cultural Sensitivity	3.305556	0.546079
Self-Awareness	3.027778	0.527821
Emotional Stability	3.166667	0.727607
Ethical Behavior	3.416667	0.549063
Total	32.86111	4.828852
Average	3.286111	0.482885

Students Enrolled in CHD 688 Internship—Fall 2022 (N = 3)		
Disposition	**Mean**	**Standard Deviation**
Conscientiousness	3.666667	0.57735
Coping and Self-Care	3.666667	0.57735

Openness	3.333333	1.154701
Cooperativeness	4	1
Moral Reasoning	4	1
Interpersonal Skills	4.333333	1.154701
Cultural Sensitivity	4	1
Self-Awareness	3.666667	0.57735
Emotional Stability	4	1
Ethical Behavior	4.333333	1.154701
Total	39	8.660254
Disposition Quotient (Average)	3.9	0.866025

Statistically Significant ($p < .05$) Independent Samples T-test Results CHD 688 Internship scores were higher than CHD 000 Orientation scores		
Disposition	*t* **(19)**	*p* **value**
Interpersonal Skills	2.1873	.0207
Cultural Sensitivity	1.82561	.0418
Self-Awareness	1.92124	.0349
Emotional Stability	1.75625	.0476
Ethical Behavior	2.29541	.0166
Total	1.83568	.0410
Disposition Quotient (Average)	1.83568	.0410

Curriculum Actions/Improvements:

- Assessing students' dispositions on a developmentally sequenced rotation using the PDCA-R adds a systematic quantitative measure that enhances the current qualitative process of assessing students' dispositions. The first full cycle of using the PDCA-R will occur in 2023.

Appendix A

Counselor Preparation Comprehensive Examination

REDACTED

Appendix B

REDACTED

Appendix C

Table 1
Current Clinical Mental Health Counseling Majors
Spring 2022 – Fall 2022

(*13 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	12	3.92
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	0	2	11	3.85
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	1	5	7	3.46
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	0	5	8	3.62
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1	1	3	8	3.38
7. Knowledge of assessment principles, instruments, and interview practices.	0	2	4	7	3.38
8. Knowledge of research and evaluation practices.	0	2	4	7	3.38
9. Knowledge of available technology.	2	3	4	4	2.77
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	2	2	9	3.54
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	1	4	8	3.54
12. Ability to provide individual counseling.	0	0	3	10	3.77
13. Ability to provide group counseling.	0	0	5	8	3.62
14. Ability to provide family counseling.	0	3	2	8	3.38
15. Ability to provide consultation.	0	1	7	5	3.31
16. Ability to engage in advocacy.	1	1	3	8	3.38
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	2	5	6	3.31
18. Ability to develop holistic treatment plans and properly document services.	0	0	5	8	3.62
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	2	2	9	3.54
20. Ability to administer and interpret assessments.	0	1	4	8	3.54

	1	2	3	4	Mean
21. Ability to diagnose clients and conceptualize cases.	0	2	3	8	3.46
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	1	1	3	8	3.38
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1	1	7	4	3.08
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	3	10	3.77

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	8	5	3.38
26. New Student Orientation	0	3	6	4	3.08
27. Academic Advising	0	2	7	4	3.15
28. Practicum & Internship Information	0	0	6	7	3.54
29. Career/Licensure Support	1	4	3	5	2.92

Comments:

I had a wonderful experience in this program. I believe I have the gained knowledge and skills to equip me to begin my counseling career. The best part of the UNA Counselor Education program is the faculty. I owe much of who I am as a counselor to all of you. Thank you for your support and pouring into me as a counselor!

I would have liked more information in orientation and throughout the program on what practicum/internship entails and what licensure entails after graduation. Otherwise, I think everything was done very well in such a way that prepared me for my future as a counselor.

I greatly appreciated the preparation I received, I know I am ready thanks to the training I received. I wish there had been more on counseling clients' concerns regarding sexuality and sexual function in their relationships.

I have loved my time throughout the program. I love how passionate all of the professors are about the subjects/classes they teach. It makes all the difference! All of the professors are happy to help and I have been able to receive great supervision from everyone. I appreciate all the feedback.

I took crisis with an adjunct professor and did not feel prepared to deal with crisis after completing the class. I took addictions with the same professor and felt a little more prepared, but not where I would like to be. Internship and practicum and having experimental opportunities are what helped me feel competent in those subject areas.

Contemporary Practices (CHD 656) should definitely be offered every semester, and should perhaps be a corequisite for Practicum, and not for Practicum OR Internship (688 or 689). I would have benefited even more greatly had I taken CHD 656 during the same semester that I took Practicum. It would also be amazing if there were more family/couples-oriented counseling courses available, but I

know that one limitation to this is availability of faculty to teach those courses, as well as full-time faculty to student ratio requirements due to CACREP. At any rate, though, increased availability of CHD 656 would be HIGHLY beneficial to both students in the program and the clients that they serve, especially if this would allow more students to take CHD 656 concurrently with Practicum. Also, Dr. Moore has been amazing addition to the department faculty. My experiences in his classes have been absolutely phenomenal. He's definitely a keeper!

This program prepares us for life as a counselor, the CPCE, and the NCE. I feel confident in my skills as I embark on a new career. It is, hands down, the best group of people to work with. Both staff and students are compassionate and committed to our education and work in the community. I always felt supported personally and professionally. Everyone truly cares about us, we genuinely care for one another, and it made all the difference in the world. I look forward to my new career and have formed lifelong relationships that I can call on in the future without hesitation. Thank you for providing me with the tools I need to succeed!

This program has a wonderfully diverse set of instructors that brings so much to the table in terms of what their each expertise is. This has been a great course this semester, and I value everything I have been able to take with me.

Table 2
Current School Counseling Majors
Spring 2022 – Fall 2022

(3 *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.	0	0	0	3	4.00
2. Knowledge of human development across the life span.	0	0	0	3	4.00
3. Knowledge of career development across the life span.	0	0	1	2	3.67
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	2	0	1	2.67
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	1	2	3.67
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	3	0	3.00
7. Knowledge of assessment principles, instruments, and interview practices.	0	1	0	2	3.33
8. Knowledge of research and evaluation practices.	0	1	0	2	3.33
9. Knowledge of available technology.	0	0	0	3	4.00
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	1	2	3.67
11. Ability to perform needs assessments.	0	0	0	3	4.00
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.	0	0	0	3	4.00
13. Ability to provide individual counseling.	0	0	0	3	4.00
14. Ability to provide group counseling.	0	0	0	3	4.00
15. Ability to provide classroom guidance.	0	0	0	3	4.00
16. Ability to engage in collaboration and consultation.	0	0	0	3	4.00
17. Ability to provide inservice programming.	0	0	1	2	3.67
18. Ability to provide culturally sensitive services to all students.	0	0	1	2	3.67
19. Ability to advocate within the school environment and local community.	0	0	0	3	4.00
20. Ability to coordinate test administration.	1	1	0	1	2.33
21. Ability to administer and interpret assessments.	0	2	0	1	2.67
22. Ability to perform comprehensive program evaluation.	0	1	1	1	3.00
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	1	2	3.67

24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	0	3	4.00

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	2	3.67
26. Orientation to Program	0	0	0	3	4.00
27. Academic Advising Program	0	0	0	3	4.00
28. Practicum & Internship Selection	0	0	0	3	4.00
29. Career/Certification Support	0	2	0	1	2.67

Comments:

I wish there was a type of class or orientation for the Praxis and NCE. Something similar to the internship meeting could be beneficial to review the process of registering, useful study tips, and what material will be on the test.

The overall program well prepared me for my future, and I am confident entering into the professional world! It would be beneficial to have an NCE, CPCE, and Praxis overview (of the process for registering and signing up) and review (of the materials / suggested materials to use to study) for the students taking their comps and boards. I also think that the certification process for school counselors needs to be streamlined. In addition, I would consider offering some classes in a hybrid format. Overall, I am thankful to be a graduate of this program! I am grateful to the wonderful faculty and staff who have poured into me, and I am excited to be a counselor!

Appendix D

Table 1
Site Supervisors of Clinical Mental Health Counseling Interns
Spring 2022 – Fall 2022

(*3 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.	0	0	1	2	3.67
2. Knowledge of human development across the life span.	0	1	1	1	3.00
3. Knowledge of career development across the life span.	0	1	1	1	3.00
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	0	3	4.00
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	1	0	2	3.33
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	1	1	1	3.00
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	2	1	3.33
8. Knowledge of research and evaluation practices.	0	0	2	1	3.33
9. Knowledge of available technology.	0	0	1	2	3.67
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	0	0	3	4.00
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	0	3	0	3.00
12. Ability to provide individual counseling.	0	0	0	3	4.00
13. Ability to provide group counseling.	0	0	1	2	3.67
14. Ability to provide family counseling.	0	1	1	1	3.00
15. Ability to provide consultation.	0	0	2	1	3.33
16. Ability to engage in advocacy.	0	1	0	2	3.33
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	0	2	1	3.33
18. Ability to develop holistic treatment plans and properly document services.	0	0	2	1	3.33
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	1	1	1	3.00
20. Ability to administer and interpret assessments.	0	0	2	1	3.33

21. Ability to diagnose clients and conceptualize cases.	0	0	2	1	3.33
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	0	2	1	3.33
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	0	3	4.00
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	2	3.67

Comments:

Great Program

Table 2
Site Supervisors of School Counseling Interns
Spring 2022 – Fall 2022

(*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.

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities of school counselors.	0	0	0	2	4.00
2. Knowledge of human development across the life span.	0	0	0	2	4.00
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	1	1	3.50
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	1	1	3.50
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	0	2	4.00
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	1	1	3.50
8. Knowledge of research and evaluation practices.	0	0	1	1	3.50
9. Knowledge of available technology.	0	0	0	2	4.00
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	0	2	4.00
11. Ability to perform needs assessments.	0	0	1	1	3.50
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.	0	0	1	1	3.50
13. Ability to provide individual counseling.	0	1	0	1	3.00
14. Ability to provide group counseling.	0	1	0	1	3.00

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	1	1	3.50
18. Ability to provide culturally sensitive services to all students.	0	0	0	2	4.00
19. Ability to advocate within the school environment and local community.	0	0	1	1	3.50
20. Ability to coordinate test administration.	0	1	0	1	3.00
21. Ability to administer and interpret assessments.	0	1	0	1	3.00
22. Ability to perform comprehensive program evaluation.	0	0	1	1	3.50
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	0	2	4.00
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	1	3.50

Comments:

It is an amazing that program that prepares our future counselors!

Appendix E

Table 1
Recent Clinical Mental Health Counseling Graduates
Spring 2022 – Fall 2022

(10 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	2	8	3.80
2. Knowledge of human development across the life span.	0	0	5	5	3.50
3. Knowledge of career development across the life span.	0	0	5	5	3.50
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	1	2	7	3.60
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	1	4	5	3.40
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	1	6	3	3.20
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	5	5	3.50
8. Knowledge of research and evaluation practices.	0	3	5	2	2.90
9. Knowledge of available technology.	0	3	3	4	3.10
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	1	3	6	3.50
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	2	2	6	3.40
12. Ability to provide individual counseling.	0	0	1	9	3.90
13. Ability to provide group counseling.	0	0	4	6	3.60
14. Ability to provide family counseling.	1	2	4	3	2.90
15. Ability to provide consultation.	1	2	3	4	3.00
16. Ability to engage in advocacy.	0	1	3	6	3.50
17. Ability to intervene/respond appropriately in crisis/emergency situations.	1	3	4	2	2.70
18. Ability to develop holistic treatment plans and properly document services.	0	3	2	5	3.20
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	1	4	5	3.40
20. Ability to administer and interpret assessments.	0	1	5	4	3.30

21. Ability to diagnose clients and conceptualize cases.	0	0	3	7	3.70
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	1	0	6	3	3.10
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	2	3	5	3.30
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	1	2	7	3.60

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	4	3	3.00
26. New Student Orientation	0	1	5	4	3.30
27. Academic Advising	0	0	3	6	3.67
28. Practicum & Internship Information	0	0	3	7	3.70
29. Career/Licensure Support	2	3	3	2	2.50

Comments:

It helped shape me into the person I am today. The professors were great!

The counselor education program does an excellent job at preparing students for clinical practice upon graduation. I have found that my counseling abilities surpass colleagues from other programs and disciplines and that I have theoretical and practical knowledge that other programs/disciplines do not cover in depth. Where I believe the counseling program has room to improve is crisis response/training and transparency and knowledge about licensure. Upon leaving the program I did not feel as though I could adequately address crisis situations and for many graduates we go into the field without a supervisor immediately in place due to waiting lists. More consistent and applicable training regarding suicidal ideation and the practical knowledge of ways to handle those situations as well as the aftermath of an individual/family/community losing someone to suicide is something that the program did not adequately provide. As for licensure- I believe that the program could do a better job at providing total transparency regarding licensure and the steps that it takes to achieve. The program should introduce this topic during the orientation or fundamental class so that students understand fully the process they will need to go through upon graduation. This should also be addressed more fully in professional liability including the high probability that the job students take immediately after graduation may not provide supervision immediately or may allow them to work without their ALC until they can find a supervisor. The cost of an independent supervisor and lack of LPC-S providing supervision in our area should be discussed as well. Students should know the cost associated with this process and should be given adequate tools to navigate ABEC/NBCC as it is very difficult without help. Overall, the counseling program at UNA does an incredible job at training future counselors and the faculty are the variable that makes all the difference. I would and do recommend this program to those who want to enter the field of counseling and feel safe in the knowledge that anyone who graduates from the counseling program at UNA is ready to hold space and provide the right conditions to help clients move through life.

The UNA Counselor Education Program is one of the best, if not the best, counselor ed program in the state of Alabama. The faculty and staff are exceptional, and go above and beyond for their students. I graduated from the program with a strong knowledge base, feeling prepared to enter the workforce.

The counseling program prepared me very well for my career as a counselor and I would strongly recommend this program to others seeking a degree in counselor education.

I found this program very valuable to my development as a counselor. One thing I wish could be incorporated more is a connection to the community and local resources in the area.

This was a very good program, and I am thankful for the training I received. The faculty seemed to really care about helping us learn.

It was a great program overall.

There is a woefully inadequate amount of preparation for the realities of being an ALC in the field. There should be much more focus on the realities of agency work and life.

Table 2
Recent School Counseling Graduates
Spring 2022 – Fall 2022

(1 *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.	0	0	1	0	3.00
2. Knowledge of human development across the life span.	0	0	0	1	4.00
3. Knowledge of career development across the life span.	0	0	0	1	4.00
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	3.00
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	1	0	3.00
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	0	1	4.00
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	1	0	3.00
8. Knowledge of research and evaluation practices.	0	0	1	0	3.00
9. Knowledge of available technology.	0	0	0	1	4.00
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	1	0	3.00
11. Ability to perform needs assessments.	0	0	1	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	0	1	0	3.00
13. Ability to provide individual counseling.	0	0	1	0	3.00
14. Ability to provide group counseling.	0	0	1	0	3.00
15. Ability to provide classroom guidance.	0	0	0	1	4.00

	1	2	3	4	Mean
16. Ability to engage in collaboration and consultation.	0	0	0	1	4.00
17. Ability to provide inservice programming.	0	0	1	0	3.00
18. Ability to provide culturally sensitive services to all students.	0	0	1	0	3.00
19. Ability to advocate within the school environment and local community.	0	0	1	0	3.00
20. Ability to coordinate test administration.	0	1	0	0	2.00
21. Ability to administer and interpret assessments.	0	0	1	0	3.00
22. Ability to perform comprehensive program evaluation.	0	0	1	0	3.00
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	1	0	3.00
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	0	3.00

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	3.00
26. New Student Orientation	0	0	1	0	3.00
27. Academic Advising	0	0	1	0	3.00
28. Practicum & Internship Information	0	0	1	0	3.00
29. Career/Certification Support	0	1	0	0	2.00

Comments:

This program prepared me well for my career in counseling.

Appendix F

Table 1
Employers of Clinical Mental Health Counseling Graduates
Spring 2022 – Fall 2022

(10 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.

	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	7	3.70
2. Knowledge of human development across the life span.	0	0	6	4	3.40
3. Knowledge of career development across the life span.	0	1	5	4	3.30
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	1	2	7	3.60
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	1	6	3	3.20
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	5	5	3.50
7. Knowledge of assessment principles, instruments, and interview practices.	0	1	4	5	3.40
8. Knowledge of research and evaluation practices.	0	2	3	5	3.30
9. Knowledge of available technology.	0	0	3	7	3.70
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	1	2	6	3.56
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	1	6	3	3.20
12. Ability to provide individual counseling.	0	0	4	6	3.60
13. Ability to provide group counseling.	0	1	3	6	3.50
14. Ability to provide family counseling.	0	3	3	4	3.10
15. Ability to provide consultation.	0	1	3	6	3.50
16. Ability to engage in advocacy.	0	0	3	7	3.70
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	0	2	8	3.80
18. Ability to develop holistic treatment plans and properly document services.	0	2	1	7	3.50

19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	2	2	6	3.40
20. Ability to administer and interpret assessments.	0	2	5	3	3.10
21. Ability to diagnose clients and conceptualize cases.	0	1	3	6	3.50
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	2	2	6	3.40
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	4	6	3.60
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	1	3	6	3.50

Comments:

We have been very pleased with the training and experience that UNA Counseling graduates bring to our programs.

In my experience with graduates from UNA they were well prepared and knowledgeable about theoretical basis of treatment, treatment planning, crisis interventions, cultural diversity and ethics.

I have had two UNA Counselling graduates work under my supervision in the 6 years I have been a supervisor at Aletheia House, and I can say that they are far better prepared than the other recent graduates with degrees from other institutions. I have been so impressed by the comfortability and skill that both graduates have with Group counseling. I also feel that they were both prepared to tackle treatment issues related to trauma with more skill and ease then some of the other master's level Therapist I have hired. Thanks for all you do!

Candidates need more confidence entering into practicum/internship. Confrontational skills need to be developed. Substance use group skills/group counseling confidence in general. Documentation/insurance requirements for 24 hour documentation/administrative duties

This is an excellent program that produces counselors ready to serve the community.

Excellent program overall.

Table 2
Employers of School Counseling Graduates
Spring 2022 – Fall 2022

(0 completed, 2 surveys sent)

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.

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

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

Comments: N/A

Appendix G
Focus Groups
Spring 2022 – Fall 2022

Spring 2022 Focus Groups—CHD 688 Internship

CMHC Interns (9 interns)

Students spoke positively of the experiential activities throughout the coursework, beginning with role play videos in CHD 602 Fundamentals of Counseling, continuing in courses throughout the program, and ending with in depth role plays of counseling interventions in CHD 690 Advanced Applications in Clinical Mental Health Counseling.

CHD 690 is well timed, coming during their internship experience. It allows them to revisit the theories and practice advanced skills. They enjoyed bringing real cases to class and seeing/practicing theories.

Open class discussions throughout all courses and role plays in introductory courses enabled students to build trust with each other progressively throughout the program.

Faculty are the key to the success of the program: diversity of clinical experiences and backgrounds of the faculty, engagement of students and building cohesion among students, rich examples from clinical practice faculty share in class discussions, and faculty commitment to student success and learning opportunities.

Diverse faculty backgrounds and personalities mesh well together and enhance students' learning and experiences in the program. Dr. Moore is a great addition to the faculty. His experience in addictions has enhanced CHD 625 Addictions Counseling.

Students expressed a need for more exposure to psychopharmacology. In CHD 655 Diagnosis and Treatment Planning in Counseling, the speaker was unable to attend class, resulting in the class receiving a PowerPoint presentation only.

School Counseling Interns (3 interns)

It would be helpful for students to have an overview for testing and how to register like we do for internship. Perhaps add to CHD 001 Canvas Course. A list of study materials or suggestions about what previous people have done to study. Sample study plans would be helpful.

Clearer connection of accountability to DATA project for school counselors.

Obtaining certification is hard right now as the state is updating forms and there is not a timeline. Process is not streamlined because the document provided has links that are no longer working and the new Certification officer didn't know answer to all of the questions.

For certification, TK20 only asks for Track I paperwork there is no place to upload Track II paperwork.

Classes with just school counselors have been helpful especially the research course. Often times, instructors don't connect the material to school scenarios.

Let school counselors know that signing up for a section of practicum or internship that contains other school counselors is helpful.

Internship has a lot of papers and projects that distract from the focus of the work at the internship site.

Orientation for practicum was helpful.

The experiential couple counseling activity in Marriage and Family was very impactful. Immersion experiences like this are often stress inducing, but they are very invaluable learning experiences. It was also helpful that this was not for a grade.

So many of the classes have offered activities that are directly applicable on how to do the job.

Individual practicum supervision was great.

The actual group for the group counseling class was a wonderful experience that provided a good foundation for future group work as a counselor.

Future students should not take three classes in the summer.

Classes that offered exams (multiple choice or otherwise) helped students know the material covered on the NCE. Students felt less prepared for the NCE in classes that did not offer exams.

Faculty Responses:
To help students better navigate exam registration, in CHD 001 Comprehensive Exam, students are provided with information about how to register and pay for the CPCE as well as the Praxis. Assignments have been created to ensure accurate registration.

The department has coordinated with the COEHS Certification Officer to update relevant links and forms for ALSDE certification. The updated document has been uploaded to CHD 688 and CHD 689 in Canvas.

Faculty have reduced the number of written assignments in CHD 688 and CHD 689 to align with KPIs.

Summer 2022 Focus Groups—CHD 688 Internship
CMHC Interns (6 interns)

Consider:

   Moving CMHC Ethics and Professional development class to summer. One month on ethics and then the rest of time was topical

   Increasing Pharmacology inclusion in the course work

   Including more information and normalization of sexuality and sexual discussion with clients (more than identity, a focus on dysfunction)

Including more discussion on billing codes and information on insurance – the business side of counseling

Including additional information on the career path for a counselor ALC, LPC and where do you look for jobs

Changing the textbook for multicultural. There seems to be little preparation for helping those who live in poverty when so many people live in poverty in this area

Offering one on one supervision optionally to interns

Restructure the theories and advanced application course to be closer together – more structure to the theories class

Students in internship felt surprised that this is what the profession looks like as a whole – site supervisors pushing boundaries, interactions with other practicing counselors, how different counselors operate

More practice and role-plays in each class

Concerns:

Class dynamic in multicultural was a challenge – students in several different classes have felt unsafe BIPOC and LGBTQ students have experienced microaggressions in the program (intersectionality should be noted in this as well)
Some students were dismissive of other students – especially challenges when cohorts mix

Students see cliques in the program

There is an intolerance for ignorance on tolerance issues. Students don't feel safe to express themselves at times. Many assumptions exist that because you are this or haven't had this experience then you don't understand. There needs to be a top down approach from the faculty to create a safe place for students.

Good things:

Positive experiences with the majority of the faculty

Students feel prepared clinically to work with clients

Students felt support when there were challenges at their sites

Faculty members have been willing to share advice and help students

One on one time in practicum is good

Dr. Moore now teaching addictions – great change

Learned a lot in the program

Have an established group for future consultants

Presenting at conferences has been a great experience

The dynamic of Practicum and then Internship is great – structure, group meeting, processing that is happening at sites – invaluable

Incorporation of practical things in class that can be used later were great

Faculty Responses:
A section on licensure and counselor career development has been added to program orientation to make students more aware of the requirements beyond graduation.

Beginning in September 2022, "Strength in Diversity: Fireside Chats" meetings are being held six times per academic year to promote inclusivity and collegiality among students and to identify barriers related to the minority student experience.

CHD 688 Internship Focus Group Comments—Two Groups
Fall 2022

Several courses and assignments were mentioned as particularly meaningful—book study in CHD 645 Child and Adolescent Counseling, ethical/legal cases in the school counseling classes, the group counseling class.

Internship group supervision meetings could be enhanced by allowing a few minutes for CMHC and SC interns to meet separately to discuss challenges, questions, etc.

Some discussions in CHD 615 Social and Cultural Diversity in Counseling were very heated and made students uncomfortable.

Faculty are very personable, supportive, and help students see new perspectives, particularly in challenging personal and professional situations, such as practicum and internship.

Providing students opportunities to interact in dyads with all other students in some courses (e.g., fundamentals of counseling, group counseling, and practicum/internship) could bridge differences between students.

Faculty Responses

Faculty have created two group supervision meetings in spring 2023. School counseling interns and interns working with children and adolescents are in one group, and CMHC interns working with adolescents/adults are in the other group.

In CHD 615, the instructor has implemented parameters and group rules for engaging in difficult conversations related to social and cultural diversity in counseling.