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

2018-2019

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

Program Actions/Improvements:
Based on focus group comments, faculty will continue to remind students that study guides for the CPCE, NCE and Praxis II Professional School Counselor Exam are available in Collier Library.

Outcome 1: Professional Orientation and Ethics
Description: Develop an understanding of the professional roles and ethical responsibilities of clinical mental health counselors in order to document and provide direct services and referrals in an ethical, professional manner.

Direct Assessments:
• Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 1).
• Rubric-based assessments in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors that evaluate the Midterm and Final Exams.
• Rubric-based assessment in CHD 634 Wellness Counseling that evaluates the Personal Self-Care Plan and Journal.
• Rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents.
• Rubric-based assessments in CHD 656 Contemporary Practices in Clinical Mental Health that evaluate the Treatment Planning Project and the CMHC Identity Paper.
• Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Professional Role,” “Ethical and Legal Practices,” “Treatment Planning,” and “Documentation.”
• Rubric-based assessments in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluate Peer Group Collaboration and Supervision and the Treatment Plan Project.

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

Results:
Clinical Mental Health Counseling students are achieving scores on the Professional Orientation and Ethics Subtest of the CPCE that compare highly favorably with national norms.

CHD 600 Professional Identity and Ethics for Clinical Mental Health Counseling was not offered during the assessment period, so no data are available.

On the rubric-based assessment in CHD 634 Wellness Counseling, which evaluates the Personal Self-Care Plan and Journal, students complete assessments related to wellness models and identify areas of strength and areas for improvement. They identify three long-term goals and related short-term measurable objectives, and design an intervention plan for each short-term goal. Students complete a weekly reflective journal entry in which they discuss how they would incorporate techniques into a self-care plan and client treatment plans. Most students scored in the “Target” or “Acceptable” ratings; one “Unacceptable” rating occurred in each of three areas.

On the rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents, with the exception of one “Acceptable” rating in three areas, all students scored “Target” ratings.

On the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, which evaluates the Treatment Planning Project, students develop an individualized treatment plan. All students scored “Target” ratings.

On the rubric-based assessment, CMHC Identity Paper in CHD 656, in which students describe their professional identity development, all students scored “Target” ratings.

On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Professional Role,” “Ethical and Legal Practices,” “Treatment Planning,” and “Documentation,” all interns scored “Target” or “Acceptable” ratings.

On the rubric-based assessment in CHD 690, which evaluates Peer Group Collaboration and Supervision, all students scored “Target” or “Acceptable” ratings.

On the rubric-based assessments in CHD 690, which evaluates the Treatment Plan Project, all students scored “Target” or “Acceptable” ratings in all areas.

Survey results did not identify areas for further development (Numbers 1, 10, 18, and 24 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- Results of the CPCE, assessments, and surveys do not reveal a need for curriculum changes at this time.
- To improve course sequencing for CMHC student development, the Department will consider offering CHD 656 every year rather than every other year, so that students can take the course later in their programs of study.

Outcome 2: Human Growth and Career Development

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 2 & 3).
Rubric-based assessments, Midterm/Final Exams and Literature Review, in CHD 645, which evaluate developmental knowledge related to children and adolescents.

Rubric-based assessment, Final Exam, in CHD 661 Family Counseling.


Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Human Growth and Development Subtest of the CPCE and the Career and Lifestyle Development Subtest of the CPCE that compare favorably with national norms.
- On the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored “Target” or “Acceptable” ratings except for one student who scored an “Unacceptable” rating on writing style.
- On the rubric-based assessment of the Midterm Examination in CHD 604, most students scored “Target” ratings with the exception of one “Unacceptable” rating for each domain on the exam.
- On the rubric-based assessment of the Final Examination in CHD 604, most students scored “Target” ratings with the exception of one “Acceptable” rating as well as one “Unacceptable” rating for each domain on the exam.
- On the rubric-based assessment of the PowerPoint Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored “Target” ratings.
- On the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, all students scored “Target” ratings except for one student who scored an “Acceptable” rating.
- On the rubric-based assessment, Midterm/Final Exams, in CHD 645, which evaluate developmental knowledge related to children and adolescents, with the exception of a few ratings of “Acceptable,” all other students scored “Target” ratings.
- On the rubric-based assessment, Literature Review in CHD 645, in which children and adolescents are the focus, with the exception of one “Acceptable” rating in each of three areas, all students scored “Target” ratings.
- On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of theories of individual and family development and transitions across the life span, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Special Population & Literature Review in CHD 631, which indicates an understanding of career development theories related to special populations, students scored “Target” or “Acceptable” ratings except four students who scored “Unacceptable” ratings in APA Guidelines.
- On the rubric-based assessment of the Autobiographical Case study in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, all ratings were “Target” or “Acceptable” ratings with the exception of one “Unacceptable” rating.

- On the rubric-based assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, most students scored in the “Target” or “Acceptable” ratings. A few “Unacceptable” ratings occurred; however, there are no discernable patterns to suggest changes are needed.

- On the rubric-based assessment of Assessment Talking Points in CHD 631, in which students work in pairs and gather results from instruments, inventories, and interviews to create a list of talking points that might be considered in a counseling session, all ratings were “Target” or “Acceptable” ratings with the exception of one “Unacceptable” rating.

- On the rubric-based assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, most ratings were “Target,” one rating was “Acceptable,” and three ratings were “Unacceptable.”

- Survey results did not identify areas for further development (Numbers 2, 3, and 11 on Appendix B, Tables 1, 2, 3, & 4).

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

**Outcome 3: Helping Relationships**
Description: Develop theoretical and applied knowledge of helping relationships at the personal, group, and systemic levels in order to develop treatment plans, properly document services, provide consultation, and implement individual, group, and family counseling interventions.

**Direct Assessments:**
- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 4 & 5).
- Rubric-based assessments, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam, in CHD 602 Fundamentals of Counseling.
- Rubric-based assessments, Case Study Assignment and Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling.
- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608 Group Counseling.
- Rubric-based assessment, Motivational Interviewing Video, in CHD 625 Addictions Counseling.
- Rubric-based assessments, Demonstration/Video Project, Midterm and Final Exams, in CHD 634 Wellness Counseling.
- Rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children.
- Rubric-based assessments, Literature Review, Final Exam, and Genogram, in CHD 661 Family Counseling.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
• Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
• Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
• Rubric-based assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
• Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Group Counseling,” “Family/Systemic Counseling,” “Crisis Intervention,” and “Consultation.”
• Rubric-based assessment in CHD 690, Advanced Applications in Clinical Mental Health Counseling, which evaluates Intervention Techniques.

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

Results:
• Clinical Mental Health Counseling students are achieving scores on the Helping Relationships Subtest of the CPCE that compare favorably to national norms and scores on the Group Work Subtest of the CPCE that compare favorably to national norms.
• On the rubric-based assessment of the Counseling Skills Video in CHD 602, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
• On the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, How to Fail as a Therapist, and write reflections on what they learned, all students scored “Target” or “Acceptable” ratings in all areas.
• On the rubric-based assessment of the Midterm Exam in CHD 602, all students scored “Target” or “Acceptable” ratings in all areas.
• On the rubric-based assessment of the Final Exam in CHD 602, except for one “Unacceptable” rating, all students scored “Target” or “Acceptable” ratings in all areas.
• On the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, students scored “Target” or “Acceptable” ratings in most areas. Two students scored “Unacceptable” ratings in the area of Goals, and three students scored “Unacceptable” ratings in Writing/APA Format.
• On the rubric-based assessment, Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings. Some students scored “Unacceptable” ratings, the majority of which were in the area of Family Systems.
• On the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students completed summaries of articles related to group counseling. Students scored “Target” or “Acceptable” in most areas. “Unacceptable” ratings occurred in two areas.
• On the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored “Target” or “Acceptable” ratings.
• On the rubric-based assessment, Midterm Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in three areas, including an ethics short answer question.

• On the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in two areas related to group stages and theories applied to group work.

• On the rubric-based assessment, Motivational Interviewing Video, in CHD 625 Addictions Counseling, students role-play motivational interviewing with a mock client. All students scored “Target” or “Acceptable” ratings in all areas.

• On the rubric-based assessment, Demonstration/Video Project, in CHD 634 Wellness Counseling, most students scored “Target” or “Acceptable” ratings. One student received an “Unacceptable” rating in the deep breathing technique.

• On the rubric-based assessment, Midterm and Final Exams, in CHD 634 Wellness Counseling, most students scored “Target” or “Acceptable” ratings; two students scored “Unacceptable” ratings in wellness theories and models.

• On the rubric-based assessments, Event Crisis Paper, Movie Crisis Paper, and Personal Reflection Papers, in CHD 638 Crisis Counseling, all students scored “Target” ratings with the exception of one student who scored an “Acceptable” rating on the Event Crisis Paper.

• On the rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children, all students scored “Target” ratings.

• On the rubric-based assessment, Literature Review, in CHD 661, which assesses students’ knowledge of family systems, all students scored “Target” or “Acceptable” ratings in all areas.

• On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of family and other systems theories; and knowledge of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders, all students scored “Target” or “Acceptable” ratings in all areas.

• On the rubric-based assessment, Genogram, in CHD 661, which assesses students’ knowledge of family and other systems theories and major models of family and related interventions, all students scored “Target” or “Acceptable” ratings in all areas.

• On the rubric-based assessment of the Personal Model of Counseling, in CHD 689, except for one “Unacceptable” rating, all students scored “Target” or “Acceptable” ratings in all areas.

• On the rubric-based assessment of the Personal Model of Consultation, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.

• On the rubric-based assessment, Observation of Individual Counseling Session, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.

• On the rubric-based assessment, Observation of Group Counseling Session, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.

• On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Group Counseling,” “Family/Systemic Counseling,” “Crisis Intervention,” and “Consultation,” all students scored “Target” or “Acceptable” ratings in these areas.

• On the rubric-based assessment, Intervention Technique/Demonstration Video Project, in CHD 690, all students scored “Target” or “Acceptable” ratings in all areas.

• Survey results did not identify areas for further development (Numbers 4, 5, 12, 13, 14, 15, 17 on Appendix B, Tables 1, 2, 3, & 4).
Curriculum Actions/Improvements:

- In CHD 606, the performance related to family systems represents students’ first exposure to these concepts and theories. Students will be exposed to Family Systems theories in CHD 645 Child and Adolescent Counseling (required for CMHC and SC majors) and CHD 661 Family Counseling (required for CMHC majors and an elective for SC majors).
- In CHD 608, the instructor will provide additional opportunities for students to engage in discussions related to ethical situations pertaining to group work.
- In CHD 608, the instructor will ensure that students engage with course content through online or in-class lectures to increase knowledge of group stages and theories applied to group counseling.
- In CHD 661, the instructor will highlight the topic of aggression on one side of the relationship in couples counseling.

Outcome 4: Social and Cultural Diversity

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 6).
- Rubric-based assessments in CHD 615, Social & Cultural Diversity in Counseling, during the spring semester, in which students were evaluated on the Activity Plan, the Advocacy Project, the Interaction Plans, the Literature Review, and the Personal Assessment paper.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy.”

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Social and Cultural Foundations Subtest of the CPCE that compare favorably with national norms.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, students used the literature review to develop a cultural diversity activity project or curriculum that addresses cultural issues relevant to this population. CMHC students developed a small group counseling curriculum or a workshop, and SC students developed a classroom guidance program or an in-service program. Most students scored “Target” ratings, one scored an “Acceptable” rating, and two scored “Unacceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Advocacy Project, students in groups of three to five, designed an advocacy project for either an underrepresented or oppressed group or a social justice topic. All students scored “Target” ratings.
• On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Interaction Plans, students participated in a series of multicultural activities (observation and cognitive understanding, personal interviews, and direct participation) and discussed these activities, including their reactions. With the exception of a few students, who scored “Acceptable” ratings, all other students scored “Target” ratings.

• On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Literature Review, most students scored “Target” or “Acceptable” ratings. One student scored an “Unacceptable” rating for Quality of Sources, and seven students scored “Unacceptable” ratings for APA guidelines.

• On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Personal Assessment, students wrote a paper describing their ethnic and cultural background by exploring behavior, expectations, and values that one has regarding the following variables: family values and behaviors both now and while growing up; nationality; ethnicity; religion; language; geographic region; gender; socioeconomic status; educational status; and political orientation. Students included an outline of their ethnic identity development, determined their stage of development, and provided examples of traits and behaviors they see in themselves. With the exception of two “Acceptable” ratings and two “Unacceptable” ratings, all other ratings were “Target.”

• On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy,” except for one “Acceptable” rating, all students scored “Target” ratings.

• One employer survey suggests this is a possible area for further development (see numbers 6, 16, and 19 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

• Faculty will monitor employer responses on items 6 and 19 in future surveys.

Outcome 5: Assessment

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

Direct Assessments:

• Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 7).

• Rubric-based assessments in CHD 621 Group Presentation, Homework Assignments, and Chapter Quizzes.

• Rubric-based assessments, Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam.

• Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis.”

• Rubric-based assessment, Assessment Interviews Demonstration/Video in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history.

Indirect Assessments:

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

Results:
• Clinical Mental Health Counseling students are achieving scores on the Assessment Subtest of the CPCE that compare favorably with national norms.
• On the rubric-based assessment of the Group Presentation in CHD 621, students are required to collect, analyze, and interpret assessment data; read assessment research; and present data through the lens of assessment concepts (i.e., reliability, test construction, etc.). All students scored “Target” or “Acceptable” ratings, with most scoring “Target” ratings.
• On the rubric-based assessment, Homework Rubric in CHD 621, which requires students to use data analysis skills to complete assignments involving basic data presentation, statistical analysis, and data interpretation skills, with the exception of a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
• On the rubric-based assessment of Chapter Quizzes in CHD 621, which reviewed student knowledge acquisition of key areas (e.g., cultural, ethical, administration, scoring, educational, career, clinical) concerning assessment, with the exception of a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
• On the rubric-based assessment, Case Group Discussion in CHD 655 Diagnosis and Treatment Planning in Counseling, in which students practice differential diagnosing, except for one student who scored an “Acceptable” rating, all students scored a “Target” rating.
• On the rubric-based assessments Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam, most students scored “Target” or “Acceptable” ratings.
• In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis,” except for one “Acceptable” rating, all students scored “Target” ratings.
• On the rubric-based assessment, Assessment Interviews Demonstration/Video in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history, all students scored “Target” or “Acceptable” ratings for all areas.
• Survey results did not identify areas for further development (see numbers 7, 20, and 21 on Appendix B, Tables 1, 2, 3, & 4).
• Focus Group results indicate an area for further development.

Curriculum Actions/Improvements:
• In CHD 655, the instructor will continue to provide opportunities for students to practice diagnosing cases and collaborating with peers to enhance their ability to perform differential diagnosis.
• Instructors will collaborate regarding assessments that are reviewed in CHD 621 Assessment in Counseling, clinical mental health courses, and school-counseling courses to enhance student understanding of specialized assessment practices in school and various clinical settings.
Outcome 6:  Research
Description:  Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance.

Direct Assessments:
- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 8).
- Rubric-based assessments in CHD 601 Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Research Proposal.
- Rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, in which students are evaluated on the Clinical Mental Health Counseling Project.

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

Results:
- Clinical Mental Health Counseling students are achieving scores on the Research and Program Evaluation Subtests of the CPCE that are comparable to national norms.
- On the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Research Proposal, which requires students to develop a research proposal for a possible or a hypothetical study related to the practice of Clinical Mental Health Counseling, most students scored “Target” ratings. Several students received “Acceptable” ratings, and a few students received “Unacceptable” ratings.
- On the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, the Clinical Mental Health Counseling Project, students are required to (a) serve as consultants to local mental health counseling agencies; (b) design a group intervention program to meet the agencies’ specific counseling/prevention needs; (c) develop a means of evaluating the intervention program’s outcomes; and (d) present the intervention program to peers, instructor, faculty, and agency counselors. All students scored “Target” ratings.
- Survey results did not identify areas for further development (see numbers 8 and 22 on Appendix B, Tables 1, 2, 3, & 4).

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

Outcome 7:  Technology
Description:  Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and documenting services.
Direct Assessments:
- Rubric-based assessment in CHD 688 Internship, Technology Project.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology.”

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

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

Curriculum Actions/Improvements:
- Results of the rubric-based assessments and surveys do not reveal a need for curriculum changes at this time.
Appendix A

Redacted
Appendix B

Table 1
Survey of the Site Supervisors of Clinical Mental Health Counseling Interns
Summer 2018 – Spring 2019

(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.

<table>
<thead>
<tr>
<th>Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mean</th>
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<tbody>
<tr>
<td>1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.</td>
<td></td>
<td>2</td>
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<td>4</td>
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<td>2. Knowledge of human development across the life span.</td>
<td>1</td>
<td>1</td>
<td>3.5</td>
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<tr>
<td>3. Knowledge of career development across the life span.</td>
<td>2</td>
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<td>4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.</td>
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<td>1</td>
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<td>3.5</td>
<td></td>
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<td>6. Understanding and appreciation of social and cultural diversity and pluralistic trends.</td>
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<td>7. Knowledge of assessment principles, instruments, and interview practices.</td>
<td>1</td>
<td>1</td>
<td>3.5</td>
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<td>8. Knowledge of research and evaluation practices.</td>
<td>1</td>
<td>1</td>
<td>3.5</td>
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<tr>
<td>9. Knowledge of available technology.</td>
<td></td>
<td>2</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10. Ability to document and provide direct services and referrals in an ethical, professional manner.</td>
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<td>4</td>
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<td></td>
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<tr>
<td>21.</td>
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</tr>
<tr>
<td>22.</td>
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<td>2</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conduct program evaluations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Ability to use technological resources in planning, providing,</td>
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</tr>
<tr>
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<tr>
<td></td>
<td>to enhance one’s development as a counselor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

I am overall very pleased with the interns I have gotten from UNA.

UNA Counseling program is sound and continues to produce competent counselors. As the program continues to relate to realistic employment situations in the region, the effectiveness will continue.
Table 2
Current Clinical Mental Health Counseling Majors
Summer 18 – Spring 19

(Results are incomplete because only 3 of 7 completed surveys were available due to administrative changes. Therefore, results are not reported.)

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.

<table>
<thead>
<tr>
<th>1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Knowledge of human development across the life span.</td>
<td>NA*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Knowledge of career development across the life span.</td>
<td>NA*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.</td>
<td>NA*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.</td>
<td>NA*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Understanding and appreciation of social and cultural diversity and pluralistic trends.</td>
<td>NA*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Knowledge of assessment principles, instruments, and interview practices.</td>
<td>NA*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Knowledge of research and evaluation practices.</td>
<td>NA*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. Knowledge of available technology</td>
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<td>15. Ability to provide consultation.</td>
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<td></td>
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</tr>
<tr>
<td>23.</td>
<td>Ability to use technological resources in planning, providing, evaluating, and documenting services.</td>
<td></td>
<td></td>
<td></td>
<td>NA*</td>
</tr>
<tr>
<td>24.</td>
<td>Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor.</td>
<td></td>
<td></td>
<td></td>
<td>NA*</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Admission Interview</td>
<td></td>
<td></td>
<td></td>
<td>NA*</td>
</tr>
<tr>
<td>26.</td>
<td>New Student Orientation</td>
<td></td>
<td></td>
<td></td>
<td>NA*</td>
</tr>
<tr>
<td>27.</td>
<td>Academic Advising</td>
<td></td>
<td></td>
<td></td>
<td>NA*</td>
</tr>
<tr>
<td>28.</td>
<td>Practicum &amp; Internship Information</td>
<td></td>
<td></td>
<td></td>
<td>NA*</td>
</tr>
<tr>
<td>29.</td>
<td>Career/Licensure Support</td>
<td></td>
<td></td>
<td></td>
<td>NA*</td>
</tr>
</tbody>
</table>

*Insufficient data
Table 3
Recent Clinical Mental Health Counseling Graduates
Summer 2018 – Spring 2019

(4 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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>2. Knowledge of human development across the life span.</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>3. Knowledge of career development across the life span.</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td>4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td>5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td>6. Understanding and appreciation of social and cultural diversity and pluralistic trends.</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>7. Knowledge of assessment principles, instruments, and interview practices.</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td>8. Knowledge of research and evaluation practices.</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>9. Knowledge of available technology.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3.25</td>
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<tr>
<td>10. Ability to document and provide direct services and referrals in an ethical, professional manner.</td>
<td>1</td>
<td>3</td>
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<td>12. Ability to provide individual counseling.</td>
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<tr>
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<td>14. Ability to provide family counseling.</td>
<td>3</td>
<td>1</td>
<td></td>
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<td>3.25</td>
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<tr>
<td>15. Ability to provide consultation.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3.25</td>
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<td>1</td>
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<td></td>
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<td>17. Ability to intervene/respond appropriately in crisis/emergency situations.</td>
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<td>18. Ability to develop holistic treatment plans and properly document services.</td>
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23. Ability to use technological resources in planning, providing, evaluating, and documenting services.  

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3.00</td>
</tr>
</tbody>
</table>

24. Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor.  

|   |   | 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.

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<td></td>
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</tr>
</tbody>
</table>

Comments:

My time spent at UNA helped me greatly I am so proud to have graduated from there and I feel that my learning and training at UNA prepared me very well for the duties of my career. I have received a promotion at my company and I believe graduating from UNA and the training I received helped me to achieve the promotion.

UNA has the best Counselor Education Program in the state! I know I still have much to learn as I grow in the profession but your program provided me knowledge and a skill set that gave me significant advantage over other programs.

As a graduate of the program, I could and have applied my education in a couples counseling scenario. I drew upon knowledge gained in many courses but wished I had specific training in approaching couples issues. It seems that having Practicum include work in conjunction with UNA’s student counseling services while being supervised by faculty would afford a richer guided counseling experience.
Table 4
Survey of the Employers of Clinical Mental Health Counseling Graduates
Summer 2018 – Spring 2019

(2 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.

<table>
<thead>
<tr>
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<td>5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.</td>
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</tr>
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</table>
23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | 2 | 3.00

24. Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor. | 1 | 3.50

Comments:

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

The program seems to do a great job with preparing students to be counselors.
Appendix C
Focus Groups
Summer 2018 – Spring 2019

Focus group - Summer 2018 CHD 688

- Students recommend that CHD 656 Contemporary Practices be taken late in the program, as treatment planning means little to them at the beginning of the program.
- Students would like more information on how to address couples counseling if there is aggression in the relationship.
- Students would like a course in human sexuality.
- Students would like more interventions and information on working with the geriatric population.
- Students would like more information on psychopharmacology.
- Students found that larger classes were distracting.
- Students would like professors to use name plates (made out of card stock) in classes so students could get to know each other’s names (some classes have new students and students further along in their programs).
- Students would like to have more interventions in Wellness, and fewer tests in that course.
- Overall, students said this is a “great program.”

Focus group - Fall 2018 CHD 688

The following comments were endorsed by the entire group:

- Workload in courses is manageable, providing a good balance of lecture and activities.
  - Assignments are challenging but fair.
  - Videos assignments are good for learning.
  - Paper writing assignments gave students the freedom to research topics of interest in more depth.
- Faculty are top notch and so involved in instruction and student development.
- Faculty are responsive to emails and are easy to talk to, patient, approachable, accessible, and understanding.
- Rubrics are great; they explain what’s expected for each assignment.
- Smaller classes are better for instruction than larger classes.

Other comments included the following:

- Internship hours are hard to complete for students who work full time.
- Sequencing of courses is important: The assessment course was difficult as a first-semester course and CHD 656 is better when taken later in the program.
- Having a mixture of new and experienced students in the same course, such as CHD 615, was a challenging dynamic because of the different knowledge levels.
- Consider making the crisis course required for school counseling majors.
- Consider adding information about counselor and client safety, such as active shooter training, to crisis course.
- Provide more clarity regarding what documentation (e.g., intake assessments) is and isn’t relevant in school settings.
- CHD 690 is a great class; returning to the theoretical basis for counseling near the end of the program is very helpful.
Focus group - Spring 2019 CHD 688

- Students feel prepared to work as counselors in their work settings.
- Faculty know the students, care about them, and are understanding when students experience personal challenges/situations.
- Diverse professional experiences of faculty add richness to the learning experience.
- Students appreciate all of the faculty—full-time and adjuncts—because they are encouraging and want them to be great counselors.
- Students appreciated receiving resources—strategies, tools, and lessons—that they can use in school counseling sites.
- Students appreciated the variety of in-class experiential activities. They learned from the activities and were also able to use these activities with clients in their internships.
- Faculty are very responsive to student needs, providing resources quickly when student needs are identified.
- The department and faculty go above and beyond to solve problems encountered by students as they are trying to take courses and finish the program.
- Students appreciated hearing presentations from practicing school counselors.
- Students appreciated what they learned from attending various counseling workshops and conferences.
- Small classes, such as CHD 690, practicum, and internship allow for deeper learning and relationship building among faculty and students.
- Using group processes throughout the program—from new student orientation to theories to group counseling—was a strength; these interactions allowed students to bond and experience group process.
- Participating as a group member in the group counseling course was challenging initially but became a powerful learning experience and helped students understand the client role.
- Foundations courses—fundamentals and theories—help students understand the reasons for what they learn in other courses.
- CHD 690 solidified what students learned in the theories course.
- Students believe they have grown as persons—increased understanding of themselves and others.
- School counseling internship requirements for different counseling activities at different grade levels are challenging but lead to improved skills and increased confidence in interns’ ability to work in any school setting.
- Study sessions for the NCE and Praxis would be helpful
Student Learning Outcomes for Master of Arts in Education - School Counseling P-12

2018-2019

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

Program Actions/Improvements:
Based on focus group comments, faculty will continue to remind students that study guides for the CPCE, NCE and Praxis II Professional School Counselor Exam are available in Collier Library.

Outcome 1: Professional Orientation and Ethics
Description: Develop an understanding of the professional roles and ethical responsibilities of a school counselor in order to perform their multiple duties in an ethical, professional manner.

Direct Assessments:
- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 642 Professional Orientation & Ethics for School Counselors in which students are evaluated on the Classroom Guidance Rubric, Midterm Exam, Final Exam, Interview Report/Observation, Literature Review, and Portfolio.
- Rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents.
- Rubric-based assessment in CHD 689 Counseling Internship in which interns submit a portfolio that has been developed over several semesters.
- Rubric-based assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors, sections “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” “Consultation & Leadership,” “Advocacy—Student and Systemic,” “Advocacy—Profession of School Counseling,” and “Ethical & Legal Practices.”

Indirect Assessments:
- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:
- All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Foundations,” which includes History & Role
of the Professional School Counselor, Ethics, and Legal Issues. All students received scores that met or exceeded the average performance range in the area of “Delivery of Services.”

- In the rubric-based assessment Classroom Guidance in CHD 642, in which students demonstrate the ability to do three classroom guidance sessions including lesson plans, all students received scores of “Target” in all areas.
- On the rubric-based assessment Midterm Exam in CHD 642, in which students demonstrate knowledge of competencies related to effective school-based counseling on a midterm exam, all students received scores of “Target” in all areas.
- In the rubric-based assessment Final Exam in CHD 642, in which students demonstrate knowledge of competencies related to effective school-based counseling, all students received scores of “Target” in all areas.
- The rubric-based assessment, Interview/Observation report in CHD 642, requires students to interview a professional school counselor and spend time observing/shadowing the school counselor and write a report that reflects the experience and their learning. All students received scores of “Target” in all areas.
- The rubric-based assessment, Literature Review Project in CHD 642, requires students to read five (5) recent professional journal articles relevant to school counseling and write an article summary for each. All students received scores of “Target” in all areas.
- On the rubric-based assessment Portfolio in CHD 642, in which students assemble a portfolio that shows professional development and contains resources for use as school counselors, students received scores of “Target” in all areas.
- On the rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents, with the exception of one “Acceptable” rating in three areas, all students scored “Target” ratings.
- On the rubric-based assessment Portfolio in CHD 689, in which interns are required to submit a portfolio that has been developed over several semesters, suggesting that they demonstrated a connection between portfolio items and CACREP standards, State standards, and their professional development, all students received scores of “Target” in all areas.
- Except for one “Acceptable” rating, all school counseling interns received scores of “Target” or “Acceptable” on the elements of “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” “Consultation & Leadership,” “Advocacy—Student and Systemic,” “Advocacy—Profession of School Counseling,” and “Ethical & Legal Practices” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 1, 10, 12, 20, and 24 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:
- No curricular action needed at this time based upon Praxis II, rubric-based assessments, and survey results.

Outcome 2: Human Growth and Career Development
Description: Develop knowledge of human growth and career development in order to provide and document comprehensive programming to meet the academic, career, and personal/social needs of all students.

Direct Assessments:
- Praxis II Professional School Counselor (Appendix A).
• Rubric-based assessments in CHD 604, Human Growth & Development, which evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
• Rubric-based assessments in CHD 631 Counseling for Career Development, which evaluate the Special Population & Literature Review, the Autobiography, Examinations, Assessment Talking Points, and Career Journey Masterpiece.
• Rubric-based assessments, Midterm/Final Exams and Literature Review, in CHD 645, which evaluate developmental knowledge related to children and adolescents.

Indirect Assessments:
• Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
• Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
• Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
• Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
• Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:
• All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Foundations,” which includes Human Growth & Development.
• On the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored “Target” or “Acceptable” ratings except for one student who scored an “Unacceptable” rating on writing style.
• On the rubric-based assessment of the Midterm Examination in CHD 604, most students scored “Target” ratings with the exception of one “Unacceptable” rating for each domain on the exam.
• On the rubric-based assessment of the Final Examination in CHD 604, most students scored “Target” ratings with the exception of one “Acceptable” rating as well as one “Unacceptable” rating for each domain on the exam.
• On the rubric-based assessment of the PowerPoint Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored “Target” ratings.
• On the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, all students scored “Target” ratings except for one student who scored an “Acceptable” rating.
• On the rubric-based assessment, Midterm/Final Exams, in CHD 645, which evaluate developmental knowledge related to children and adolescents, with the exception of a few ratings of “Acceptable,” all other students scored “Target” ratings.
• On the rubric-based assessment, Literature Review in CHD 645, in which children and adolescents are the focus, with the exception of one “Acceptable” rating in each of three areas, all students scored “Target” ratings.
• On the rubric-based assessment of the Special Population & Literature Review in CHD 631, which indicates an understanding of career development theories related to special populations, students scored “Target” or “Acceptable” ratings except four students who scored “Unacceptable” ratings in APA Guidelines.
• On the rubric-based assessment of the Autobiographical Case study in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources
for career exploration, all ratings were “Target” or “Acceptable” ratings with the exception of one “Unacceptable” rating.

- On the rubric-based assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, most students scored in the “Target” or “Acceptable” ratings. A few “Unacceptable” ratings occurred; however, there are no discernable patterns to suggest changes are needed.
- On the rubric-based assessment of Assessment Talking Points in CHD 631, in which students work in pairs and gather results from instruments, inventories, and interviews to create a list of talking points that might be considered in a counseling session, all ratings were “Target” or “Acceptable” ratings with the exception of one “Unacceptable” rating.
- On the rubric-based assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, most ratings were “Target,” one rating was “Acceptable,” and three ratings were “Unacceptable.”
- Survey results did not identify areas for further development (Numbers 2 and 3 on Appendix B, Tables 1, 2, 3, & 4).

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

Outcome 3: Helping Relationships
Description: Develop theoretical and applied knowledge of helping relationships and evidenced-based practices at the personal, group, and systemic levels in order to provide and document individual and group counseling, classroom guidance, advocacy, collaboration, consultation, and in-service programs in response to student, community, and overall safety needs.

Direct Assessments:
- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments, Case Study Assignment and Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling.
- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608, Group Counseling.
- Rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-based assessment, Portfolio, in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Classroom Guidance Session, completed by site supervisor in CHD 689 Counseling Internship.
• School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Large Group Guidance,” “Crisis Intervention,” and “Consultation and Leadership.”

Indirect Assessments:
• Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
• Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
• Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
• Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
• Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:
• All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Delivery of Services,” which includes Guidance and Counseling, and Consultation and Collaboration.
• On the rubric-based assessment of the Counseling Skills Video in CHD 602, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
• On the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, How to Fail as a Therapist, and write reflections on what they learned, all students scored “Target” or “Acceptable” ratings in all areas.
• On the rubric-based assessment of the Midterm Exam in CHD 602, all students scored “Target” or “Acceptable” ratings in all areas.
• On the rubric-based assessment of the Final Exam in CHD 602, except for one “Unacceptable” rating, all students scored “Target” or “Acceptable” ratings in all areas.
• On the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, students scored “Target” or “Acceptable” ratings in most areas. Two students scored “Unacceptable” ratings in the area of Goals and three students scored “Unacceptable” ratings in Writing/APA Format.
• On the rubric-based assessment, Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings. Some students scored “Unacceptable” ratings, the majority of which were in the area of Family Systems.
• On the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students complete summaries of articles related to group counseling. Students scored “Target” or “Acceptable” in most areas. “Unacceptable” ratings occurred in two areas.
• On the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored “Target” or “Acceptable” ratings.
• On the rubric-based assessment, Midterm Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in three areas, including an ethics short answer question.
• On the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in two areas related to group stages and theories applied to group work.
• On the rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children, all students scored “Target” ratings.
On the rubric-based assessment of the Personal Model of Counseling, in CHD 689, except for one “Unacceptable” rating, all students scored “Target” or “Acceptable” ratings in all areas.

On the rubric-based assessment of the Personal Model of Consultation, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.

On the rubric-based assessment of the Portfolio, in CHD 689, all students scored “Target” ratings on all areas.

On the rubric-based assessment, Observation of Individual Counseling Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.

On the rubric-based assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.

On the rubric-based assessment, Observation of Classroom Guidance Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.

In the School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Large-Group Guidance,” “Crisis Intervention,” and “Consultation and Leadership,” all students scored “Target” ratings on all areas.

Survey results did not identify areas for further development (Numbers 4, 5, 13, 14, 15, 16 and 17 on Appendix B, Tables 1, 2, 3, & 4).

Focus group results indicated an area for further development.

Curriculum Actions/Improvements:

- In CHD 606, the performance related to family systems represents students’ first exposure to these concepts and theories. Students will be exposed to Family Systems theories in CHD 645 Child and Adolescent Counseling (required for CMHC and SC majors) and CHD 661 Family Counseling (required for CMHC majors and an elective for SC majors).
- In CHD 608, the instructor will provide additional opportunities for students to engage in discussions related to ethical situations pertaining to group work.
- In CHD 608, the instructor will ensure that students engage with course content through online or in-class lectures to increase knowledge of group stages and theories applied to group counseling.
- In CHD 661, the instructor will highlight the topic of aggression on one side of the relationship in couples counseling.
- School counseling majors have the choice of two electives from a number of course offerings, including CHD 638 Crisis Intervention in Counseling. During advisement meetings, school counseling majors will continue to be encouraged to choose electives based on their educational backgrounds and professional interests.

Outcome 4: Social and Cultural Diversity

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

Direct Assessments:

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

**Indirect Assessments:**

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

**Results:**

- All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Delivery of Services,” which includes Guidance and Counseling.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Activity Plan, students used the literature review to develop a cultural diversity activity project or curriculum that addresses cultural issues relevant to this population. CMHC students developed a small group counseling curriculum or a workshop, and SC students developed a classroom guidance program or an in-service program. Most students scored “Target” ratings, one scored an “Acceptable” rating, and two scored “Unacceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Advocacy Project, students in groups of three to five, designed an advocacy project for either an underrepresented or oppressed group or a social justice topic. All students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Interaction Plans, students participated in a series of multicultural activities (observation and cognitive understanding, personal interviews, and direct participation) and discussed these activities, including their reactions. With the exception of a few students, who scored an “Acceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Literature Review, most students scored “Target” or “Acceptable” ratings. One student scored an “Unacceptable” rating for Quality of Sources and seven students scored “Unacceptable” ratings for APA guidelines.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Personal Assessment, students wrote a paper describing their ethnic and cultural background by exploring behavior, expectations, and values that one has regarding the following variables: family values and behaviors both now and while growing up; nationality; ethnicity; religion; language; geographic region; gender; socioeconomic status; educational status; and political orientation. Students included an outline of their ethnic identity development, determined their stage of development, and provided examples of traits and behaviors they see in themselves. With the exception of two “Acceptable” ratings and two “Unacceptable” ratings, all other ratings were “Target.”
- All school counseling interns received scores of “Target” on the elements of “Diversity,” “Advocacy—Student and Systemic,” and “Advocacy—Profession of School Counseling,” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 6, 18, and 19) on Appendix B, Tables 1, 2, 3, & 4).
Curriculum Actions/Improvements:
No action needed at this time based upon Praxis, rubric-based assessments, and survey results.

Outcome 5: Assessment
Description: Develop knowledge of testing principles and practices in order to provide and document responsible test administration and interpretation.

Direct Assessments:
- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 621 Group Presentation, Homework Assignments, and Chapter Quizzes.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Test Administration & Interpretation.”

Indirect Assessments:
- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

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

Curriculum Actions/Improvements:
• No curricular action needed at this time based upon Praxis, rubric-based assessments, and survey results.
• Instructors will collaborate regarding assessments that are reviewed in CHD 621 Assessment in Counseling, clinical mental health courses, and school-counseling courses to enhance student understanding of specialized assessment practices in school and various clinical settings.

Outcome 6: Research
Description: Develop theoretical and applied knowledge of research and evaluation practices in order to perform comprehensive program evaluation.

Direct Assessments:
• Rubric-Based assessments in CHD 601 Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Research Proposal.
• Rubric-based assessment—Performance Assessment, Use of the ASCA Model to Assess/Evaluate, Plan and Implement a School Counseling Program—CHD 688 in which interns use data from the internship site and the ASCA model to identify needs and develop additional programming based on this assessment.
• Rubric-based assessment, Best Practices Project, in CHD 689 Counseling Internship in which interns are required to read literature and describe how they will apply it in each of the three domains: academic, career, and personal/social development.
• School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Evaluating a Comprehensive School Counseling Program.”

Indirect Assessments:
• Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
• Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
• Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
• Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
• Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:
• On the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Research Proposal that requires students to develop a research proposal for a possible or a hypothetical study related to the practice of School Counseling, most students scored “Target” ratings. Several students received “Acceptable” ratings, and a few students received “Unacceptable” ratings.
• On the rubric based assessment—Performance Assessment, Use of the ASCA Model to Assess/Evaluate, Plan and Implement a School Counseling Program—in CHD 688, interns use data from the internship site and the ASCA model to identify needs and develop additional programming based on this assessment. All students scored “Target” or “Acceptable” ratings in all areas.
• On the rubric-based assessment, Best Practices Project in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
• All school counseling interns received scores of “Target” on the element of “Evaluating a Comprehensive School Counseling Program” in the rubric-based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
• Survey results did not identify areas for further development (see numbers 8, 11, and 22 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

Outcome 7: Technology

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

Direct Assessments:
• Praxis II Professional School Counselor (Appendix A).
• Rubric-based assessment in CHD 688, Internship, Technology Project.
• School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Technology.”

Indirect Assessments:
• Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
• Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
• Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
• Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
• Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

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

Curriculum Actions/Improvements:
• No curricular action needed at this time based upon Praxis, rubric-based assessments, and survey results.
Appendix A

Redacted
Appendix B  
Table 1  
Survey of the Site Supervisors of School Counseling Interns  
Summer 2018– Spring 2019  

(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.  

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

16. Ability to engage in collaboration and consultation. |   | 2 | 4.00

17. Ability to provide inservice programming. | NA | 1 | 3.00

18. Ability to provide culturally sensitive services to all students. |   | 2 | 3.00

19. Ability to advocate within the school environment and local community. |   | 2 | 3.00

20. Ability to coordinate test administration. | NA | 1 | 4.00

21. Ability to administer and interpret assessments. |   | 2 | 3.00

22. Ability to perform comprehensive program evaluation. |   | 1 | 1 | 3.50

23. Ability to use technological resources in planning, providing, evaluating, and documenting services. |   | 1 | 1 | 3.50

24. Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor. |   | 2 | 4.00

Comments:
Our intern was very competent and well versed in the areas of counseling. She was able to take on most any task and successfully complete with guidance. She was exposed to testing and the roles and responsibilities of a testing coordinator. However, due to rules created by the state or testing agency, an intern is not qualified to handle testing materials, serve as coordinator, train faculty, or administer tests.
(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.

<table>
<thead>
<tr>
<th></th>
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<th>4</th>
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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>2</td>
<td>Knowledge of human development across the life span.</td>
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</tr>
<tr>
<td>3</td>
<td>Knowledge of career development across the life span.</td>
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<td>5</td>
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<td>4.00</td>
</tr>
<tr>
<td>6</td>
<td>Understanding and appreciation of social and cultural diversity and pluralistic trends.</td>
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<td>4.00</td>
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<tr>
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<td>Knowledge of available technology.</td>
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<tr>
<td>15</td>
<td>Ability to provide classroom guidance.</td>
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</tr>
<tr>
<td>16</td>
<td>Ability to provide consultation.</td>
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</tr>
<tr>
<td>17</td>
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<tr>
<td>20</td>
<td>Ability to coordinate test administration.</td>
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</tr>
<tr>
<td>21</td>
<td>Ability to administer and interpret assessments.</td>
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<td>2</td>
<td></td>
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</tr>
<tr>
<td>22</td>
<td>Ability to perform comprehensive program evaluation.</td>
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<td>4.00</td>
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<tr>
<td>23</td>
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<td>3</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>24</td>
<td>Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor.</td>
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<td></td>
<td>3</td>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>
On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Admission Interview</td>
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</tr>
<tr>
<td>26. Orientation to Program</td>
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<td></td>
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<td>4.00</td>
</tr>
<tr>
<td>27. Academic Advising Program</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>3.67</td>
</tr>
<tr>
<td>28. Practicum &amp; Internship Selection</td>
<td></td>
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<td>3</td>
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<td>4.00</td>
</tr>
<tr>
<td>29. Career Assistance</td>
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<td></td>
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<td>4.00</td>
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</tbody>
</table>

Comments:

I feel very prepared – if a bit sad – to be graduating and entering the career world. I know I have had the best education possible, and I am excited to begin my journey as a school counselor. The professors who have poured into my education over the past three years are some of the very best, and I know the future of counselor education is bright. I could never thank this program enough for all it has done to help me reach my goals!

Stellar program!

Great program!
Table 3
Recent School Counseling Graduates
Summer 2018 – Spring 2019

(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.

<table>
<thead>
<tr>
<th>Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
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<td>1</td>
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</tr>
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<td>3. Knowledge of career development across the life span.</td>
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<td>4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.</td>
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<tr>
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</tr>
<tr>
<td>7. Knowledge of assessment principles, instruments, and interview practices.</td>
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<td>8. Knowledge of research and evaluation practices.</td>
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</tr>
<tr>
<td>9. Knowledge of available technology.</td>
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</tr>
<tr>
<td>15. Ability to provide classroom guidance.</td>
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</tr>
<tr>
<td>Activity</td>
<td>Evaluation</td>
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<tr>
<td>16. Ability to engage in collaboration and consultation.</td>
<td>1</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>17. Ability to provide inservice programming.</td>
<td>1</td>
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<tr>
<td>18. Ability to provide culturally sensitive services to all students.</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. Ability to advocate within the school environment and local community.</td>
<td>1</td>
<td></td>
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<tr>
<td>20. Ability to coordinate test administration.</td>
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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.

<table>
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<tr>
<th>Activity</th>
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</tr>
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<tbody>
<tr>
<td>25. Admission Interview</td>
<td>1</td>
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</tr>
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<td>27. Academic Advising</td>
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</tr>
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<td>28. Practicum &amp; Internship Information</td>
<td>1</td>
</tr>
<tr>
<td>29. Career/Certification Support</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

For new counselors, I think some training in case conceptualization in terms of treatment goals and writing a therapeutic treatment plan would be helpful. Additionally, a class that deals with trauma and trauma informed care would be wonderful. This program gave me and my classmates a solid foundation on which to build and grow. I will always be grateful for having known and learned from Dr. Pearson, Dr. Townsend, Dr. Loew, and Dr. Parries.
Table 4
Survey of the Employers of School Counseling Graduates
Summer 2018-Spring 2019

(2 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.

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<tr>
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<td>22. Ability to perform comprehensive program evaluation.</td>
<td>2</td>
<td>4.00</td>
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<tr>
<td>23. Ability to use technological resources in planning, providing, evaluating, and documenting services.</td>
<td>2</td>
<td>4.00</td>
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<tr>
<td>24. Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor.</td>
<td>2</td>
<td>4.00</td>
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</table>

Comments:

(Student name redacted) is an excellent counselor!

I have been exceptionally pleased with graduates I have hired out of UNA’s counseling program.
Appendix C
Focus Groups
Summer 2018 – Spring 2019

Focus group - Summer 2018 CHD 688

- Students recommend that CHD 656 Contemporary Practices be taken late in the program, as treatment planning means little to them at the beginning of the program.
- Students would like more information on how to address couples counseling if there is aggression in the relationship.
- Students would like a course in human sexuality.
- Students would like more interventions and information on working with the geriatric population.
- Students would like more information on psychopharmacology.
- Students found that larger classes were distracting.
- Students would like professors to use name plates (made out of card stock) in classes so students could get to know each other’s names (some classes have new students and students further along in their programs).
- Students would like to have more interventions in Wellness, and fewer tests in that course.
- Overall, students said this is a “great program.”

Focus group - Fall 2018 CHD 688

The following comments were endorsed by the entire group:

- Workload in courses is manageable, providing a good balance of lecture and activities.
  - Assignments are challenging but fair.
  - Videos assignments are good for learning.
  - Paper writing assignments gave students the freedom to research topics of interest in more depth.
- Faculty are top notch and so involved in instruction and student development.
- Faculty are responsive to emails and are easy to talk to, patient, approachable, accessible, and understanding.
- Rubrics are great; they explain what’s expected for each assignment.
- Smaller classes are better for instruction than larger classes.

Other comments included the following:

- Internship hours are hard to complete for students who work full time.
- Sequencing of courses is important: The assessment course was difficult as a first-semester course and CHD 656 is better when taken later in the program.
- Having a mixture of new and experienced students in the same course, such as CHD 615, was a challenging dynamic because of the different knowledge levels.
- Consider making the crisis course required for school counseling majors.
- Consider adding information about counselor and client safety, such as active shooter training, to crisis course.
- Provide more clarity regarding what documentation (e.g., intake assessments) is and isn’t relevant in school settings.
- CHD 690 is a great class; returning to the theoretical basis for counseling near the end of the program is very helpful.

Focus group - Spring 2019 CHD 688
• Students feel prepared to work as counselors in their work settings.
• Faculty know the students, care about them, and are understanding when students experience personal challenges/situations.
• Diverse professional experiences of faculty add richness to the learning experience.
• Students appreciate all of the faculty—full-time and adjuncts—because they are encouraging and want them to be great counselors.
• Students appreciated receiving resources—strategies, tools, and lessons—that they can use in school counseling sites.
• Students appreciated the variety of in-class experiential activities. They learned from the activities and were also able to use these activities with clients in their internships.
• Faculty are very responsive to student needs, providing resources quickly when student needs are identified.
• The department and faculty go above and beyond to solve problems encountered by students as they are trying to take courses and finish the program.
• Students appreciated hearing presentations from practicing school counselors.
• Students appreciated what they learned from attending various counseling workshops and conferences.
• Small classes, such as CHD 690, practicum, and internship allow for deeper learning and relationship building among faculty and students.
• Using group processes throughout the program—from new student orientation to theories to group counseling—was a strength; these interactions allowed students to bond and experience group process.
• Participating as a group member in the group counseling course was challenging initially but became a powerful learning experience and helped students understand the client role.
• Foundations courses—fundamentals and theories—help students understand the reasons for what they learn in other courses.
• CHD 690 solidified what students learned in the theories course.
• Students believe they have grown as persons—increased understanding of themselves and others.
• School counseling internship requirements for different counseling activities at different grade levels are challenging but lead to improved skills and increased confidence in interns’ ability to work in any school setting.
• Study sessions for the NCE and Praxis would be helpful