

Program Evaluation Outcomes for Counselor Education

Master of Arts in Clinical Mental Health Counseling

Master of Arts in Education in School Counseling

2023 (January through December)

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

Program Actions/Improvements:

- Based on student feedback in focus groups, the instructor in CHD 641 Development and Management of School Counseling Programs will provide a panel of high school counselors.
- Based on student feedback in focus groups, students are being advised in New Student Orientation to consider taking CHD 638 Crisis Intervention in Counseling prior to or along with taking Practicum.
- Based on student feedback in focus groups, in CHD 645 Child and Adolescent Counseling students complete an online training module from DHR as part of their coursework.
- Based on feedback in student focus groups and course evaluations, in summer 2023, the instructor reduced the amount of course content and assignments and increased opportunities for experiential applications in CHD 634 Wellness Counseling.
- Based on data regarding the academic performance of racially diverse students, faculty will monitor their progress and offer support as needed. Faculty will change the name of Diversity Fireside Chats to Common Ground Conversations and adjust the format to encourage more dialogue. Additionally, faculty will seek input from the Counselor Education Advisory Council for ways to support racially/ethnically diverse students.

Objective 1: Professional Orientation and Ethics

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

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

Direct Assessments:

- Rubric-based assessment in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors—Ethical Case Study Exam (CMHC only; Knowledge and Skills)

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

Indirect Assessments:

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

Results:

- On the rubric-based assessment in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors—Ethical Case Study Exam—most students scored Target, and no students scored Unacceptable.
- On the rubric-based assessment in CHD 642 Professional Identity and Ethics for School Counselors—Ethical Case Study Exam— most students scored Target in all areas, and six scores (7%) were Unacceptable.
- On the rubric-based assessment in CHD 688 Internship in Counseling—Ethical and Legal Considerations Project—most scores were Target, and no scores were Unacceptable.
- **Descriptive statistics on the Professional Orientation and Ethics Subtest of the CPCE** for students enrolled in 2023 were as follows: $n = 30$, $\bar{x} = 12.33$, $sd = 1.729$. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [$n = 24$], male/transgender [$n = 5 + 1 = 6$]), **race** (White [$n = 28$], Black or African American/No Response [$n = 1 + 1 = 2$]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 27$]; other state/international [$n = 2 + 1 = 3$]); **undergraduate major** (Human Service—psychology, social work, sociology [$n = 21$]; Non-Human Service [$n = 9$]), **disability** (receives disability services [$n = 1$], does not receive disability services [$n = 29$]). No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. Three results were statistically significant. The following variables were significantly correlated to this CPCE subtest score: **undergraduate GPA** ($r = .494$, $p = .006$), **grades of C or below** ($r = -.503$, $p = .005$), and **program GPA** ($r = .650$, $p < .001$).

- Based on weighted z-scores, students are achieving scores on the Professional Counseling Orientation and Ethical Practice Subtest of the CPCE that compare favorably with national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:

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

Objective 2: Social and Cultural Diversity

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

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- On the rubric-based assessment in CHD 615 Social and Cultural Diversity in Counseling—Personal Assessment—most students scored Target and only one student scored Unacceptable.
- On the rubric-based assessment in CHD 615 Social and Cultural Diversity in Counseling—Cultural Diversity Activity Plan—most students scored Target and no students scored Unacceptable.

- **Descriptive statistics** on the **Social and Cultural Diversity Subtest of the CPCE** for students enrolled in 2023 were as follows: $n = 30$, $\bar{x} = 10.13$, $sd = 2.193$. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [$n = 24$], male/transgender [$n = 5 + 1 = 6$]), **race** (White [$n = 28$], Black or African American/No Response [$n = 1 + 1 = 2$]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 27$]; other state/international [$n = 2 + 1 = 3$]); **undergraduate major** (Human Service—psychology, social work, sociology [$n = 21$]; Non-Human Service [$n = 9$]), **disability** (receives disability services [$n = 1$], does not receive disability services [$n = 29$]). No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. No results were statistically significant.
- Based on weighted z-scores, students are achieving scores on the Social and Cultural Diversity Subtest of the CPCE that are comparable to national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:

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

Objective 3: Human Growth and Development

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

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- On the rubric-based assessment in CHD 604 Human Growth and Development—Final Exam—Most student scores were Target, and no scores were Unacceptable.
- On the rubric-based assessment in CHD 604 Human Growth and Development—Semester Project (Skills)—Most students scored Target, and one score Unacceptable.
- **Descriptive statistics** on the **Human Growth and Development Subtest of the CPCE** for students enrolled in 2023 were as follows: $n = 30$, $\bar{x} = 12.63$, $sd = 1.752$ **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [$n = 24$], male/transgender [$n = 5 + 1 = 6$]), **race** (White [$n = 28$], Black or African American/No Response [$n = 1 + 1 = 2$]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 27$]; other state/international [$n = 2 + 1 = 3$]; **undergraduate major** (Human Service—psychology, social work, sociology [$n = 21$]; Non-Human Service [$n = 9$]), **disability** (receives disability services [$n = 1$], does not receive disability services [$n = 29$]). No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. Three results were statistically significant. There was a significant difference in subtest scores between **students who identify as White** ($\bar{x} = 12.89$, $sd = 1.474$) and **students who identify as Black or African American/No Response** ($\bar{x} = 9.00$, $sd = 1.414$); $t(28) = 3.613$, $p < .001$. The following variables were significantly correlated to this CPCE subtest score: **grades of C or below** ($r = -.431$, $p = .018$), and **program GPA** ($r = .368$, $p = .046$).
- Based on weighted z-scores, students are achieving scores on the Human Growth and Development Subtest of the CPCE that compare highly favorably with national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:

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

Objective 4: Career Development

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

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

Direct Assessments:

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

- Counselor Preparation Comprehensive Exam (CPCE)—Career and Lifestyle Development (Knowledge) (Appendix A, Table 4)

Indirect Assessments:

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Item 3] and Table 2 [Item 3]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Item 3] and Table 2 [Item 3]).
- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 1 [Item 3] and Table 2 [Item 3]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Item 3] and Table 2 [Item 3]).
- Student Focus Groups conducted every semester with interns enrolled in CHD 688 Internship in Counseling (Appendix G).

Results:

- On the rubric-based assessment in CHD 631 Counseling for Career Development—Career Theories Midterm Exam—the vast majority of students scored Target in all areas, and one student scored an Unacceptable in one area.
- On the rubric-based assessment in CHD 631 Counseling for Career Development—Life Design Project Presentation—the vast majority of students scored Target in all areas, and no students scored Unacceptable.
- **Descriptive statistics** on the **Career Development Subtest of the CPCE** for students enrolled in 2023 were as follows: $n = 30$, $\bar{x} = 11.07$, $sd = 2.273$. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [$n = 24$], male/transgender [$n = 5 + 1 = 6$]), **race** (White [$n = 28$], Black or African American/No Response [$n = 1 + 1 = 2$]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 27$]; other state/international [$n = 2 + 1 = 3$]); **undergraduate major** (Human Service—psychology, social work, sociology [$n = 21$]; Non-Human Service [$n = 9$]), **disability** (receives disability services [$n = 1$], does not receive disability services [$n = 29$]). No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later. Bivariate correlations were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. One result was statically significant. There was a significant difference in subtest scores between **students who receive disability services** ($\bar{x} = 15.00$, $sd = 0.00$) and **students who do not receive disability services** ($\bar{x} = 10.93$, $sd = 2.187$); $t(28) = 1.830$, $p = .039$.
- Based on weighted z-scores, students are achieving scores on the Career Development Subtest of the CPCE that are comparable to national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:

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

Objective 5: Counseling and Helping Relationships

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

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- On the rubric-based assessment in CHD 602 Fundamentals of Counseling—Video Roleplay—most students scored Target in all areas, and only two students had one Unacceptable score in two different areas.
- On the rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Case Study—most students scored Target or Acceptable in all areas. Seven Unacceptable scores were earned among three different areas.
- On the rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Midterm and Final Exam—the majority of students scored Target or Acceptable in all areas. Some Unacceptable scores (23%) occurred in each area, including Family Systems Therapy.

- On the rubric-based assessment in CHD 678 Practicum in Counseling—Individual Counseling Session Observation (Skills)—all practicum students scored Target or Acceptable in all areas with the majority of the scores falling in the Target category, suggesting performance appropriate to their developmental level.
- Rubric-based assessment in CHD 689 Internship in Counseling—Individual Counseling Session Observation—all interns scored Target or Acceptable in all areas with the majority of the scores falling in the Target category.
- **Descriptive statistics** on the **Counseling and Helping Relationships Subtest of the CPCE** for students enrolled in 2023 were as follows: $n = 30$, $\bar{x} = 12.00$, $sd = 2.334$. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [$n = 24$], male/transgender [$n = 5 + 1 = 6$]), **race** (White [$n = 28$], Black or African American/No Response [$n = 1 + 1 = 2$]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 27$]; other state/international [$n = 2 + 1 = 3$]); **undergraduate major** (Human Service—psychology, social work, sociology [$n = 21$]; Non-Human Service [$n = 9$]), **disability** (receives disability services [$n = 1$], does not receive disability services [$n = 29$]). No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. Three results were statistically significant. The following variables were significantly correlated to this CPCE subtest score: **undergraduate GPA** ($r = .436$, $p = .018$), **grades of C or below** ($r = -.494$, $p = .006$), and **program GPA** ($r = .568$, $p = .001$).
- Based on weighted z-scores, students are achieving scores on the Counseling and Helping Relationships Subtest of the CPCE that compare highly favorably with national norms.
- In 2022, two thirds of school counseling majors rated their preparation in theoretical and applied knowledge of helping relationships in the second to lowest category. These ratings were inconsistent with higher ratings from site supervisors as well as school counseling majors' performance on the Praxis II. Faculty were watching this area for possible further development. However, all 2023 survey results, including those of school counseling constituents, did not identify any areas for further development.

Curriculum Actions/Improvements:

- For CHD 602 Fundamentals of Counseling (Counseling Skills Video), faculty will change the textbook beginning fall 2024 to better reflect the skills and emphases of the counseling profession. In spring 2024, faculty reintegrated the “Gloria” videos.
- For CHD 606 Theories and Techniques of Counseling (Case Study), students take this course their first fall semester, and many have not taken the course, CHD 601 Research and Program Evaluation, in which APA format is emphasized. Faculty will continue to refer students to APA resources.
- For CHD 606 Theories and Techniques of Counseling (Midterm and Final Exams), a guest lecturer with expertise in family systems engaged with all students in person in fall 2023, thus resulting in an improvement in scores for the Family Systems Theory. The PowerPoint lectures for all theories, including Family Systems, will be revised in fall 2024. Faculty recognize student performance is lower in family systems theories, which they will learn in depth in CHD 661 Family Counseling. Faculty see the content in CHD 606 as a brief introduction to the family systems theories and approaches.

- For the rubric-based assessment in CHD 689 Internship in Counseling—Individual Counseling Session Observation, faculty have emphasized in recent site supervisor orientation meetings the importance of formative feedback in evaluations. These results appear to indicate more discernment by site supervisors. Faculty will watch for potential trends, particularly related to silences and verbosity.

Objective 6: Group Counseling and Group Work

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

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- On the rubric-based assessment in CHD 608 Group Counseling—Midterm and Final Exams—most students scored Target or Acceptable with the majority of scores falling in Target and 4.38% falling in the Unacceptable. Only one student received an Unacceptable score on the ethics short answer question, representing a continuing positive trend.
- On the rubric-based assessment in CHD 688 Internship in Counseling—Group Counseling Session Observation—the vast majority of students scored Target or Acceptable in all areas, and no students scored Unacceptable. Total percentages were as follows: Target (83.93%) and Acceptable (16.07%).

- On the rubric-based assessment in CHD 689 Internship in Counseling—Group Counseling Session Observation—the vast majority of students scored Target, and no students scored Unacceptable. Total percentages for the second internship—Target (93.69%) and Acceptable (6.31%)—suggest that students improve their skills as they advance in the clinical sequence. In fall 2023, CHD 689 interns earned a higher percentage of Acceptable scores (23.5%) in “silences” than interns in CHD 688 (0%).
- **Descriptive statistics** on the **Group Counseling and Group Work Subtest of the CPCE** for students enrolled in 2023 were as follows: $n = 30$, $\bar{x} = 13.77$, $sd = 2.223$. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [$n = 24$], male/transgender [$n = 5 + 1 = 6$]), **race** (White [$n = 28$], Black or African American/No Response [$n = 1 + 1 = 2$]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 27$]; other state/international [$n = 2 + 1 = 3$]; **undergraduate major** (Human Service—psychology, social work, sociology [$n = 21$]; Non-Human Service [$n = 9$]), **disability** (receives disability services [$n = 1$], does not receive disability services [$n = 29$]). No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. Three results were statistically significant. There was a significant difference in subtest scores between **students who identify as White** ($\bar{x} = 13.96$, $sd = 2.151$) and **students who identify as Black or African American/No Response** ($\bar{x} = 11.00$, $sd = 1.414$); $t(28) = 1.902$, $p = .034$. The following variables were significantly correlated to this CPCE subtest score: **grades of C or below** ($r = -.419$, $p = .021$), and **program GPA** ($r = .534$, $p = .002$).
- Based on weighted z-scores, students are achieving scores on the Group Counseling and Group Work Subtest of the CPCE that compare highly favorably with national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:

- For CHD 689 Internship (Small Group Counseling Session Evaluations by Site Supervisors), as noted in the individual counseling session evaluations above, faculty have emphasized in recent site supervisor orientation meetings the importance of formative feedback in evaluations. These results appear to indicate more discernment by site supervisors. Faculty will watch for potential developing trends related to silences in group counseling sessions.

Objective 7: Assessment and Testing

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

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

Direct Assessments:

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

- Counselor Preparation Comprehensive Exam (CPCE)—Assessment and Testing (Knowledge) (Appendix A, Table 7)

Indirect Assessments:

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

Results:

- On the rubric-based assessment in CHD 621 Assessment in Counseling—Quizzes—all students scored either Target or Acceptable, with the vast majority receiving Target ratings.
- On the rubric-based assessment in CHD 621 Assessment in Counseling—Group Test Administration Presentation and Interpretation—all students scored either Target or Acceptable, with the vast majority receiving Target ratings.
- **Descriptive statistics** on the **Assessment and Testing Subtest of the CPCE** for students enrolled in 2023 were as follows: $n = 30$, $\bar{x} = 11.43$, $sd = 2.223$. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [$n = 24$], male/transgender [$n = 5 + 1 = 6$]), **race** (White [$n = 28$], Black or African American/No Response [$n = 1 + 1 = 2$]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 27$]; other state/international [$n = 2 + 1 = 3$]; **undergraduate major** (Human Service—psychology, social work, sociology [$n = 21$]; Non-Human Service [$n = 9$]), **disability** (receives disability services [$n = 1$], does not receive disability services [$n = 29$]). No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. Four results were statistically significant. There was a significant difference in subtest scores between **students who identify as White** ($\bar{x} = 11.68$, $sd = 2.019$) and **students who identify as Black or African American/No Response** ($\bar{x} = 8.00$, $sd = 2.828$); $t(28) = 2.447$, $p = .010$. The following variables were significantly correlated to this CPCE subtest score: **undergraduate GPA** ($r = .494$, $p = .007$), **grades of C or below** ($r = -.601$, $p < .001$), and **program GPA** ($r = .644$, $p < .001$).
- Based on weighted z-scores, students are achieving scores on the Assessment and Testing Subtest of the CPCE that compare favorably with national norms.
- Although other school counseling constituents (current majors, site supervisors, and employers) rated highly the ability to coordinate test administration, the ratings were lower among recent school counseling graduates. These lower scores reflect previous challenges noted last year by school counseling graduates and majors. All other survey results did not identify areas for further development.

Curriculum Actions/Improvements:

- In CHD 642 Professional Identity and Ethics for School Counselors, the instructor will bring in a guest speaker to discuss coordination of various tests in school settings.

Objective 8: Research and Program Evaluation

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

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- On the rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Final Exam—except for four Unacceptable scores, students scored Target or Acceptable.
- On the rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Research Article Presentation (Knowledge and Skills)—all students scored either Target or Acceptable, with the vast majority receiving Target ratings.
- **Descriptive statistics** on the **Research and Program Evaluation Subtest of the CPCE** for students enrolled in 2023 were as follows: $n = 30$, $\bar{x} = 12.53$, $sd = 2.255$. **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables: **gender** (female [$n = 24$], male/transgender [$n = 5 + 1 = 6$]), **race** (White [$n = 28$], Black or African American/No Response [$n = 1 + 1 = 2$]), **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 27$]; other state/international [$n = 2 + 1 = 3$]); **undergraduate major** (Human Service—psychology, social work, sociology [$n = 21$]; Non-Human Service [$n = 9$]),

disability (receives disability services [n = 1], does not receive disability services [n = 29]). No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later.

Bivariate correlations were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. No results were statistically significant. There was a significant difference in subtest scores between **students who identify as White** ($\bar{x} = 12.79$, $sd = 1.950$) and **students who identify as Black or African American/No Response** ($\bar{x} = 9.00$, $sd = 4.234$); $t(28) = 2.491$, $p = .009$. The following variables were significantly correlated to this CPCE subtest score: **undergraduate GPA** ($r = .532$, $p = .003$), **grades of C or below** ($r = -.558$, $p = .001$), and **program GPA** ($r = .565$, $p = .001$).

- Based on weighted z-scores, students are achieving scores on the Research and Program Evaluation Subtest of the CPCE that compare favorably with national norms.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:

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

Objective 9: Clinical Mental Health Counseling

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

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

Direct Assessments:

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

Indirect Assessments:

- Current Majors Surveys administered every semester to CMHC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Items 1, 5, 10, 11, 18, & 21]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 1 [Items 1, 5, 10, 11, 18, & 21]).
- Recent Graduates Surveys administered to CMHC graduates one year after graduation (Appendix E, Table 1 [Items 1, 5, 10, 11, 18, & 21]).

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

Results:

- On the rubric-based assessment in CHD 656 Contemporary Practices in CMHC—Treatment Planning Project—all students scored Target.
- On the rubric-based assessment in CHD 689 Internship in Counseling (CMHC)—Final Evaluation (Knowledge and Skills)—the vast majority of ratings were Target (94.0%), and the remaining ratings were Acceptable (6.0%).
- On the rubric-based assessment in CHD 690 Advanced Applications in CMHC—Treatment Plan Project—most students scored Target or Acceptable with the vast majority scoring Target. A small percentage of the ratings (3.28%) were Unacceptable.
- On the rubric-based assessment in CHD 690 Advanced Application in CMHC—Intervention Technique Project—except for one Unacceptable score, all students scored Target or Acceptable with the majority scoring Target.
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:

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

Objective 10: School Counseling

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

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

Direct Assessments:

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

Indirect Assessments

- Current Majors Surveys administered every semester to SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 2 [Items 1, 5, 10, 11, 12, 15, 16, 17, 19, & 22]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix D, Table 2 [Items 1, 5, 10, 11, 12, 15, 16, 17, 19, & 22]).

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

Results:

- On the rubric-based assessment in CHD 641 Development and Management of School Counseling Programs—DATA Project—no scores are available for 2023 because the course is offered every other year. Data will be available in spring 2024.
- On the rubric-based assessment in CHD 688 Internship in Counseling (School)—Program Assessment, Evaluation, and Planning Project—all scores were Target.
- On the rubric-based assessment in CHD 689 Internship in Counseling (School)—Final Evaluation—all scores were Target except one Acceptable score.
- Student performance on the Praxis II—School Counselor (5422) indicated possible needs for additional development in the following components: “Define” and “Assess.”
- Survey results did not identify areas for further development.

Curriculum Actions/Improvements:

- This version of the Praxis II is a complete overhaul of the previous exam. It was adopted by the ALSDE in fall 2023, and these students were the first in the school counseling program to take it. As a result of this change and lower student performance, in spring 2024 the instructor of CHD 641 Development and Management of School Counseling Programs provided preparation materials for the new version of the exam.

Objective 11: Professional Counseling Dispositions

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

Direct Assessments:

- The Professional Dispositions Competency Assessment (PDCA-R), which assesses the following areas: conscientiousness, coping and self-care, openness, cooperativeness, moral reasoning, interpersonal skills, cultural sensitivity, self-awareness, emotional stability, and ethical behavior. Scores for each disposition are rated according to the following categories: below expectation (1), meets expectation (3), and above expectation (5). Scores of 2 and 4 may be given to denote partial agreement with categories above and below these scores. Total scores are calculated and averaged to form a Disposition Quotient.
 - Student self-assessments at CHD 000 Counselor Education Orientation, CHD 678 Practicum in Counseling, and CHD 689 Internship in Counseling. These results are used

for student development and not reported or analyzed for program evaluation purposes.

- **Faculty assessment** of students enrolled in CHD 000 Counselor Education Orientation (their first semester in the program), CHD 608 Group Counseling, and CHD 688 Internship in Counseling. **These results are used for student development and are reported and analyzed for program evaluation purposes.**
- Site supervisor assessments of students enrolled in CHD 678 Practicum in Counseling and CHD 689 Internship in Counseling. These results are used for student development and not reported or analyzed for program evaluation purposes.
- Faculty also assess students' dispositions as needed.
- Student dispositions are also assessed qualitatively, both systematically every semester at student progress meetings and as needed based on qualities described in the Student Handbook.

Results:

- Based on qualitative assessments, some students (9%) were “not progressing adequately in professional dispositions, academic performance, personal development, professional development, and/or ethical conduct” (Student Handbook, Section VII. Student Progress). Key areas of concern included coping and self-care, emotional stability, resilience, tolerance of ambiguity, willingness to develop professional knowledge, difficulties accepting feedback, and ethical conduct. Faculty met with students according to Section VII. Student Progress, part B. of the Student Handbook.
- The PDCA-R was used systematically beginning in the fall 2022 semester, resulting in the formal assessment of three groups of students (CHD 000 Orientation, CHD 608 Group Counseling, and CHD 688 Internship) for the 2023 data cycle.
- **Descriptive statistics** on the **PDCA-R Dispositions Quotient** for all students enrolled in 2023 were as follows: CHD 000 Orientation students ($n = 37$, $\bar{x} = 3.3208$, $sd = .55692$), CHD 608 Group Counseling students ($n = 25$, $\bar{x} = 3.6760$, $sd = .39925$), and CHD 688 Internship students ($n = 31$, $\bar{x} = 3.9532$, $sd = .53181$). **Group comparisons** were analyzed using Independent Samples T tests for students' scores assessed in CHD 000 Orientation for the following categorical variables: **program** (CMHC [$n = 30$], school counseling [$n = 7$]), **gender** (female [$n = 30$], male/transgender/non-binary [$n = 4 + 2 + 1 = 7$]), **race** (White [$n = 29$], Black or African American/American Indian or Native Alaskan/No Response [$n = 6 + 1 + 1 = 8$]), and **geographic region** at time of application (Alabama, Mississippi, and Tennessee [$n = 30$]; other state [$n = 4$]; international [$n = 3$]). **Bivariate correlations** were calculated for **age** and **admission interview scores**. No results were statistically significant.
- A **Dependent Samples T test** was used to compare **PDCA-R Dispositions Quotients** for the same group of students ($n = 13$) who were assessed in CHD 000 Orientation (beginning of program, $\bar{x} = 3.3077$, $sd = .43486$) and CHD 608 Group Counseling (middle of program, $\bar{x} = 3.6769$, $sd = .44936$). The results were statistically significant— $t(12) = -2.733$, $p = .009$, indicating that students' scores in the middle of the program were significantly higher than their scores in the beginning of the program.
- **Descriptive statistics** were calculated for each disposition and the disposition quotient. **Group comparisons** of CHD 000 Orientation students and CHD 688 Internship students were analyzed using Independent Samples T tests for each disposition and the disposition quotient (see tables below).

Students Enrolled in CHD 000 Orientation—2023 (N = 21)		
Disposition	Mean	Standard Deviation
Conscientiousness	3.47619	0.679636
Coping and Self-Care	3.047619	0.740013
Openness	3.333333	0.912871
Cooperativeness	3.714286	1.007118
Moral Reasoning	3.666667	0.856349
Interpersonal Skills	3.428571	0.810643
Cultural Sensitivity	3.380952	0.497613
Self-Awareness	3.095238	0.830949
Emotional Stability	3.333333	0.856349
Ethical Behavior	3.47619	0.511766
Total	33.95238	6.135766
Disposition Quotient (Average)	3.395238	0.613577

Students Enrolled in CHD 688 Internship—2023 (N = 28)		
Disposition	Mean	Standard Deviation
Conscientiousness	4.071429	0.716399
Coping and Self-Care	3.678571	0.669636
Openness	3.964286	0.744468
Cooperativeness	4.035714	0.881167
Moral Reasoning	4.178571	0.547964
Interpersonal Skills	3.821429	0.818923
Cultural Sensitivity	3.857143	0.590937
Self-Awareness	3.821429	0.862965
Emotional Stability	3.732143	0.67333
Ethical Behavior	3.928571	0.662687
Total	39.08929	5.660215
Disposition Quotient (Average)	3.908929	0.566021

Statistically Significant ($p < .05$) Independent Samples T-test Results CHD 688 Internship scores were higher than CHD 000 Orientation scores		
Disposition	t (47)	p value
Conscientiousness	2.9415	0.002528
Coping and Self-Care	3.12041	0.001542
Openness	2.66428	0.005269
Moral Reasoning	2.54748	0.007091
Cultural Sensitivity	2.98213	0.002263
Self-Awareness	2.96131	0.002395
Emotional Stability	1.82586	0.037114
Ethical Behavior	2.5984	0.006235
Total	3.03288	0.001968

Disposition Quotient (Average)	3.03288	0.001968

Curriculum Actions/Improvements:

- A developmentally sequenced rotation using the PDCA-R added a systematic quantitative measure that enhanced the qualitative process of assessing students' dispositions. As more students are assessed with the PDCA-R through all phases, data should provide more comprehensive information.
- Changes were made to procedures for informing students that faculty would be meeting with them according to Section VII. Student Progress, part B. of the Student Handbook.

Appendix A

Counselor Preparation Comprehensive Examination

Results Redacted

Appendix B

**Praxis II School Counselor (5422)
ALSDE Requires Minimum Score of 159 for Certification**

Results Redacted

Appendix C

Table 1
Current Clinical Mental Health Counseling Majors
Spring 2023 – Fall 2023

(13 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.	0	0	1	12	3.92
2. Knowledge of human development across the life span.	0	0	2	11	3.85
3. Knowledge of career development across the life span.	0	0	3	10	3.77
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	1	12	3.92
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	0	2	11	3.85
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	1	0	12	3.85
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	1	12	3.92
8. Knowledge of research and evaluation practices.	0	0	3	10	3.77
9. Knowledge of available technology.	0	1	5	7	3.46
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	1	2	10	3.69
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	1	4	8	3.54
12. Ability to provide individual counseling.	0	0	2	11	3.85
13. Ability to provide group counseling.	0	0	1	12	3.92
14. Ability to provide family counseling.	0	2	6	5	3.23
15. Ability to provide consultation.	0	0	4	9	3.69
16. Ability to engage in advocacy.	0	1	4	8	3.54
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	0	5	8	3.62
18. Ability to develop holistic treatment plans and properly document services.	0	2	3	8	3.46
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	1	2	10	3.69
20. Ability to administer and interpret assessments.	0	0	5	8	3.62

21. Ability to diagnose clients and conceptualize cases.	0	1	1	10	3.75
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	2	3	8	3.46
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	1	3	9	3.62
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	12	3.92

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

	1	2	3	4	Mean
25. Admission Interview	0	1	4	8	3.54
26. New Student Orientation	0	1	7	5	3.31
27. Academic Advising	0	0	3	10	3.77
28. Practicum & Internship Information	0	0	4	9	3.69
29. Career/Licensure Support	0	2	7	4	3.15

Comments:

The only things I'd like to mention is how it would to move the Contemporary Practices class to earlier in the program. Along with that, students at orientation should be told to how going from two classes to three will impact their track. And how getting their purple book for the comp exam now to review as they go through the program would be easier than cramming last minute.

UNA's counseling program lived up to its reputation within the local mental health community as a high-quality educational program that produces appropriately confident, competent, ethical counselors. I urge the program to be mindful of the faculty they hire as my experience has been that the professors I spent the most time with were the most valuable aspects of my education. The professors I had the privilege of learning from were incredibly competent, knowledgeable, and passionate about the field of counseling and counselor education. The program's culture encourages students to cultivate relationships and lean on each other as many of us will be colleagues in the counseling field after graduation. The professors took time to get to know their students individually and build relationships with them-- which allowed for deeper work and engagement in classes as there was a greater sense of psychological safety and closeness that allowed for the vulnerability that is so necessary for learning and counselor development.

I would recommend the addition of some tax and business concepts to the curriculum to help prepare graduates for entering the workforce: the difference between being an employee and an independent contractor, job, interview skills, red flags to watch out for when interviewing, etc.

I would recommend having students take a higher number of classes this summer before their internship so that they can hopefully only have one or zero additional classes when they're in internship. I recommend making sure that students know that working a full-time job for pay is difficult during internship due to the time requirements and allowing them to plan ahead for that.

I would recommend that all incoming students plan to take three classes most semesters, because they can always drop down to two, but if they start off with the two classes per semester approach, it is very difficult to ever increase it back up to three later. I would recommend that the recommended course

progression be updated so that hybrid courses are not taken together, but are spread out across several semesters to help even up the burden of in person classes and commuting for those students who live out of town. I would recommend the addition of some tax and business concepts to the curriculum to help prepare graduates for entering the workforce: the difference between being an employee and an independent contractor, job, interview skills, red flags to watch out for when interviewing, etc. I would recommend having students take a higher number of classes this summer before their internship so that they can hopefully only have one or zero additional classes when they're in internship. I recommend making sure that students know that working a full-time job for pay is difficult during internship due to the time requirements and allowing them to plan ahead for that. I would recommend that all incoming students plan to take three classes most semesters, because they can always drop down to two, but if they start off with the two classes per semester approach, it is very difficult to ever increase it back up to three later. I would recommend that the recommended course progression be updated so that hybrid courses are not taken together, but are spread out across several semesters to help even up the burden of in person classes and commuting for those students who live out of town.

I have loved this program and feel like it was very valuable to me as a counselor. The support I've had from the staff has been the best part because they really want us to grow and help us be the best we can be.

This program is life changing. The faculty are wonderful people who are always supportive, knowledgeable [sic], and dedicated to their various roles. The curriculum goes above and beyond standards. I wish I could complete the work all over again and would recommend the program to others. Thanks for everything!

Table 2
Current School Counseling Majors
Spring 2023 – Fall 2023

(2 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities of school counselors.	0	0	0	2	4
2. Knowledge of human development across the life span.	0	0	0	2	4
3. Knowledge of career development across the life span.	0	0	0	2	4
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	0	2	4
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	0	2	4
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	0	2	4
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	1	1	3.5
8. Knowledge of research and evaluation practices.	0	0	0	2	4
9. Knowledge of available technology.	0	0	0	2	4
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	0	2	4
11. Ability to perform needs assessments.	0	0	0	2	4
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.	0	0	0	2	4
13. Ability to provide individual counseling.	0	0	0	2	4
14. Ability to provide group counseling.	0	0	0	2	4
15. Ability to provide classroom guidance.	0	0	0	2	4
16. Ability to engage in collaboration and consultation.	0	0	0	2	4
17. Ability to provide inservice programming.	0	0	0	2	4
18. Ability to provide culturally sensitive services to all students.	0	0	0	2	4
19. Ability to advocate within the school environment and local community.	0	0	0	2	4
20. Ability to coordinate test administration.	0	0	0	2	4
21. Ability to administer and interpret assessments.	0	0	0	2	4
22. Ability to perform comprehensive program evaluation.	0	0	0	2	4
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	0	2	4

24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	0	2	4
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On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

	1	2	3	4	Mean
25. Admission Interview	0	0	1	1	3.5
26. Orientation to Program	0	0	0	2	4
27. Academic Advising Program	0	0	0	2	4
28. Practicum & Internship Selection	0	0	0	2	4
29. Career/Certification Support	0	0	1	1	3.5

Comments:

Loved it and have loved my time here. Will miss it so much.

Appendix D

Table 1
Site Supervisors of Clinical Mental Health Counseling Interns
Spring 2023 – Fall 2023

(15 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.	0	0	3	12	3.80
2. Knowledge of human development across the life span.	0	1	7	7	3.40
3. Knowledge of career development across the life span.	0	3	6	6	3.20
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	6	8	3.57
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	1	6	8	3.47
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	4	11	3.73
7. Knowledge of assessment principles, instruments, and interview practices.	0	3	4	8	3.33
8. Knowledge of research and evaluation practices.	0	2	5	8	3.40
9. Knowledge of available technology.	0	1	3	10	3.64
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	1	4	10	3.60
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	1	8	6	3.33
12. Ability to provide individual counseling.	0	0	4	11	3.73
13. Ability to provide group counseling.	0	1	3	11	3.67
14. Ability to provide family counseling.	0	2	7	6	3.27
15. Ability to provide consultation.	0	0	6	9	3.60
16. Ability to engage in advocacy.	0	0	7	8	3.53
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	0	9	6	3.40
18. Ability to develop holistic treatment plans and properly document services.	1	1	7	6	3.20
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	0	6	9	3.60
20. Ability to administer and interpret assessments.	0	2	7	6	3.27

21. Ability to diagnose clients and conceptualize cases.	0	1	8	5	3.29
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	4	7	4	3.00
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	1	6	8	3.47
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	1	4	10	3.60

Comments:

The intern I supervised was the most professional, ethical, knowledgeable intern I've had the privilege of supervising. She did not shy away from challenges in her internship and understood that she had the support both academically and professionally to help her use those challenges as learning opportunities for her to become a better therapist. She will make an outstanding therapist, and I believe UNA helped develop her and provide her with the tools and knowledge she needs to be successful.

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Interns preparation for documentation could be improved. Practicum students may struggle with creating and updating treatment plans, but interns should not be allowed to progress into internship until they are familiar with treatment planning and have taken the course (e.g., a second year intern was receiving her first classroom education about treatment plans concurrent with her second internship- this resulted in an inability to generate much less update treatment plans for her clients).

A lot of students I see coming from UNA are one of two things - either anxious about their professional judgement (cautious) or overly confident / entitled. This obviously is a personality trait, but could also be addressed in the development of professional identify and what interns are expected to do in the field if asked to at their site.

Overall positive experiences with interns and the educational training and support provided through the Education Program. Thank you for the work you do.

My experience has been challenging in that the intern does excellent work with the clients, but lacks communication with staff at times, and does not seem to be willing to be consistent with attendance and other internship responsibilities. This person has not been receptive to feedback at times and has not made changes to address problems that have been observed. This person has minimal chance at obtaining employment with the organization if that is the desired outcome.

I would love to see continued focus on strengthening the admission criteria for applicants to produce the highest caliber of future counselors while possibly redirecting those not as qualified for the program to pursue other career paths.

All of the interns that have come from UNA are extremely competent, teachable and professional.

None

Excellent program with well-educated and respectful who are great to work with.

Enjoy working with intern

Table 2
Site Supervisors of School Counseling Interns
Spring 2023 – Fall 2023

(4 completed)

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

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

15. Ability to provide classroom guidance.	0	0	1	3	3.75
16. Ability to engage in collaboration and consultation.	0	0	1	3	3.75
17. Ability to provide inservice programming.	0	0	1	3	3.75
18. Ability to provide culturally sensitive services to all students.	0	0	2	2	3.5
19. Ability to advocate within the school environment and local community.	0	0	1	3	3.75
20. Ability to coordinate test administration.	0	0	1	3	3.75
21. Ability to administer and interpret assessments.	0	0	1	3	3.75
22. Ability to perform comprehensive program evaluation.	0	0	1	3	3.75
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	1	3	3.75
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	3	3.75

Comments:

I very much enjoy collaborating with interns from the program!

The above evaluation questions should have a n/a option since some questions are not applicable in some settings (such as coordinate test administration--we don't do that currently). I would also suggest having interns do six weeks at the elementary placement and then six at the high school as having them split their week between two drastically different placements isn't as effective. The splitting of placements does not allow them, in my opinion, to get acclimated and immersed in the true experience of each placement.

Appendix E

Table 1
Recent Clinical Mental Health Counseling Graduates
Spring 2023 – Fall 2023

(8 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.	0	0	1	7	3.88
2. Knowledge of human development across the life span.	0	0	5	3	3.38
3. Knowledge of career development across the life span.	0	0	3	5	3.63
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	1	7	3.88
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	0	3	5	3.63
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1	0	4	3	3.13
7. Knowledge of assessment principles, instruments, and interview practices.	0	1	4	3	3.25
8. Knowledge of research and evaluation practices.	0	0	3	5	3.63
9. Knowledge of available technology.	1	1	3	3	3.00
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	1	3	4	3.38
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	2	4	2	3.00
12. Ability to provide individual counseling.	0	0	0	8	4.00
13. Ability to provide group counseling.	0	0	3	5	3.63
14. Ability to provide family counseling.	0	1	5	2	3.13
15. Ability to provide consultation.	0	1	4	3	3.25
16. Ability to engage in advocacy.	0	0	3	5	3.63
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	1	5	2	3.13
18. Ability to develop holistic treatment plans and properly document services.	0	1	3	4	3.38
19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	0	4	4	3.50
20. Ability to administer and interpret assessments.	0	0	4	4	3.50

21. Ability to diagnose clients and conceptualize cases.	0	1	2	5	3.50
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	1	4	3	3.25
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	2	3	3	3.13
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	2	6	3.75

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

	1	2	3	4	Mean
25. Admission Interview	0	0	2	6	3.75
26. New Student Orientation	0	0	4	4	3.50
27. Academic Advising	0	0	2	6	3.75
28. Practicum & Internship Information	0	0	1	7	3.88
29. Career/Licensure Support	0	2	4	2	3.00

Comments:

I took a lot from this program, and it has shaped the way I view this field. I think one area where more instruction would be helpful is documentation and learning and electronic health records.

I greatly appreciate the opportunity I was provided by the CEP faculty. I found them to universally be engaged, compassionate, and well informed-and if they weren't, willing to study and explore to provide relevant information. My cohort entered during COVID and the program leadership's response was remarkable (section with names redacted)... I am very pleased with my decision to prepare for this career at UNA. In the last year I have had the opportunity to compare my fellow graduates with those from across the state, and I have found, across the board, UNA grads are as well prepared as any others, if not significantly better. The test scores we made on our comps and boards are proof, y'all have gotten it right more often than not. I consider myself fortunate to be able to count the department faculty as not only professional colleagues but as mentors.

All of the professors working for UNA Counselor Education Program made my experience wonderful! I learned more than I could have ever imagined. When I graduated, I felt more than equipped to begin working in my field as a counselor.

From the beginning, talk about the process of how long it takes to get officially licensed (LPC) once you have graduated from the program. Before practicum or internship, for students who have not taken child and adolescent counseling, it would be helpful to provide the PowerPoints if they are about to start working with children. When addressing self-care for counselors/students, talk about the feeling of imposter syndrome and ways to decrease it.

Table 2
Recent School Counseling Graduates
Spring 2023 – Fall 2023

(3 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities of school counselors.	0	0	0	3	4.00
2. Knowledge of human development across the life span.	0	0	0	3	4.00
3. Knowledge of career development across the life span.	0	0	0	3	4.00
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	2	1	3.33
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	1	2	3.67
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	0	3	4.00
7. Knowledge of assessment principles, instruments, and interview practices.	0	0	1	2	3.67
8. Knowledge of research and evaluation practices.	0	0	1	2	3.67
9. Knowledge of available technology.	0	0	0	3	4.00
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	0	3	4.00
11. Ability to perform needs assessments.	0	0	1	2	3.67
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.	0	0	1	2	3.67
13. Ability to provide individual counseling.	0	0	1	2	3.67
14. Ability to provide group counseling.	0	0	1	2	3.67
15. Ability to provide classroom guidance.	0	0	0	3	4.00

16. Ability to engage in collaboration and consultation.	0	0	0	3	4.00
17. Ability to provide inservice programming.	0	0	1	2	3.67
18. Ability to provide culturally sensitive services to all students.	0	0	0	3	4.00
19. Ability to advocate within the school environment and local community.	0	0	0	3	4.00
20. Ability to coordinate test administration.	0	1	2	0	2.67
21. Ability to administer and interpret assessments.	0	0	2	1	3.33
22. Ability to perform comprehensive program evaluation.	0	0	1	2	3.67
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	0	3	4.00
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	0	3	4.00

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

	1	2	3	4	Mean
25. Admission Interview	0	0	0	3	4.00
26. New Student Orientation	0	0	0	3	4.00
27. Academic Advising	0	0	0	3	4.00
28. Practicum & Internship Information	0	0	0	3	4.00
29. Career/Certification Support	0	0	1	2	3.67

Comments:

My time in the Counselor Ed program was amazing. I felt I was seen and heard, and felt part of the program from the beginning. All of my classes were relevant and did not feel like "busy work". The professors are second to none and feel like my life is better because I got to spend time with them.

It would be helpful to have more information on the "non-school counseling tasks" such as testing and 504s in order to prepare us for those tasks. Unfortunately we still have to do these things even though they are "non-school counseling tasks."

Appendix F

Table 1
Employers of Clinical Mental Health Counseling Graduates
Spring 2023 – Fall 2023

(5 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.	0	0	0	5	4.00
2. Knowledge of human development across the life span.	0	0	3	2	3.40
3. Knowledge of career development across the life span.	0	0	3	2	3.40
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	4	1	3.20
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	0	4	1	3.20
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	2	2	3.50
7. Knowledge of assessment principles, instruments, and interview practices.	0	1	2	2	3.20
8. Knowledge of research and evaluation practices.	0	0	3	2	3.40
9. Knowledge of available technology.	0	0	1	4	3.80
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	0	0	5	4.00
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	0	2	2	3.50
12. Ability to provide individual counseling.	0	0	2	3	3.60
13. Ability to provide group counseling.	0	0	3	2	3.40
14. Ability to provide family counseling.	0	1	3	1	3.00
15. Ability to provide consultation.	0	0	3	2	3.40
16. Ability to engage in advocacy.	0	0	3	1	3.25
17. Ability to intervene/respond appropriately in crisis/emergency situations.	0	0	2	1	3.33
18. Ability to develop holistic treatment plans and properly document services.	0	0	3	2	3.40

19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	0	1	3	3.75
20. Ability to administer and interpret assessments.	0	1	1	3	3.40
21. Ability to diagnose clients and conceptualize cases.	0	0	3	1	3.25
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	0	3	2	3.40
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	2	3	3.60
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	3	3.75

Comments:

I love getting interns from UNA - always eager and competent - willing to learn

I have enjoyed working with the UNA counseling program interns and newly graduated counseling professionals. They do a great job of asking questions and willingness to learn.

The interns and employees I have come in contact with have been very helpful and knowledgeable. They are/were a joy to work with.

UNA Counselor Education Program prepares graduates well. The current graduates they I have working under me have shown great knowledge and have done a fantastic job.

My employee (UNA graduate) exhibits superior communication skills, teamwork skills, and an ability to learn and apply new information quickly. She struggles some with confidence in applying theory and assessment in sessions, especially when working with parents/caregivers of young clients. This is true of most green employees.

Table 2
Employers of School Counseling Graduates
Spring 2023 – Fall 2023

(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.

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

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

Comments:

Our counselor, [name redacted], does an excellent job! (You would never know it is her first year!!!) She is calm and patient in all situations and offers good advice and coping skills to students who need them. She calls parents and keeps them informed of any conflicts or issues that a student may have at school. She has connections with outside organizations that help families in need. We are very pleased with her!

Appendix G
Focus Groups
Spring 2023 – Fall 2023

Spring 2023 Focus Groups—CHD 688 Internship (Two Groups)

Group One (4 CMHC, 2 School Counseling Interns)

- Students felt that orientation was very helpful.
- Students believe professors provide quality feedback and are readily available to help students.
- Student believe that they learned a lot in the program and attribute it to the great experiences that they had with faculty and the fact that faculty teach courses in their specialty areas.
- Students complained about building safety issues in Stevens Hall such as mold, moisture, and lighting issues.
- Students are pleased to see the increase in diversity in the incoming students in the program.
- Students appreciate the great guest speakers brought into class and those who present at the CSI workshops.
- Students would like to see UNA develop and EdS, Doctoral, or certificate program for those who would like to pursue additional training.
- Students think that finding a site for internship is challenging, especially as the program has grown.
- Some students didn't realize that they needed to take the NCE as faculty seemed ambivalent about it. Others stated they knew but were not aware of the expense. They would have liked for this to have been clearer.
- Those students who are Track II SC students would like to be provided with a resource for school counseling jargon and SC would like to have a shadowing experience earlier on in the program.
- School Counseling students would like more high school specific information such as a high school counselor guest speaker and information on testing and 4-year plans.

Group Two (6 CMHC interns)

- Great experiences with faculty—full-time and adjunct—who have diverse clinical backgrounds and teaching styles.
- Faculty are friendly and intentional in their interactions with students.
- Faculty are easy to contact and respond quickly.
- Creating programs of study at orientation is helpful.
- Clinical experience of faculty and their sharing of real-life experiences in the classroom is a strength.
- Practicum is stressful, but the individual supervision is helpful and supportive.
- In pre-Practicum meeting, students might benefit from interactions with current interns, who could provide practical tips and encouragement.
- Students should be advised to begin looking for a practicum site a semester earlier than current practices recommend because some slots are full at sites when students contact them.

- Increased flexibility in scheduling of practicum and internship group supervision would be helpful to students who travel to campus.
- More content on human sexuality would strengthen the curriculum and better prepare students for clinical experiences.

Faculty Responses:

- The instructor will provide a panel of high school counselors in CHD 641 Development and Management of School Counseling Programs.

**Summer 2023 Focus Group—CHD 688 Internship
(6 CMHC Interns)**

Positives:

- Students are pleased with the connections made between them, other students, faculty, and members of the counseling community.
- Students appreciate all the practice that they get in the classes.
- Students find the counseling videos that are shared in classes to be very helpful.

Suggestions:

- Students would like to have t-shirts for the program.
- Some students wished that they had taken the crisis course earlier in the program.
- Bringing in a DHR worker to discuss handling the grey area of reporting child abuse and neglect and to walk them through how to file the paperwork and the steps that occur afterwards.
- Students wish that there were electives in different areas like psychopharmacology, sex therapy, Trauma, etc.
- Students would like to have more opportunities for advocacy.

Faculty Responses:

- Students are advised in New Student Orientation to consider taking CHD 638 Crisis Intervention in Counseling prior to or along with taking Practicum.
- In CHD 645 Child and Adolescent Counseling students complete an online training module from DHR as part of their coursework.

**Fall 2023 Focus Group—CHD 688 Internship
(2 CMHC Interns)**

- Students reported really enjoying the coursework overall and felt they were “mostly beneficial.”
- They described faculty’s willingness to answer questions, be accessible, and responsive to student needs to be a major strength of the program.
- Overall, the students reported appreciating that faculty work hard to facilitate a safe classroom environment and that they had “great classmates.” Further, they described a “family orientation” to the program and their interactions with faculty and other students.
- They described the one-on-one supervision hour to be difficult to accommodate, particularly for those commuting. While this is the case, they reported understanding the importance of that supervision hour.
- Students felt the skills taught in fundamentals were frustrating at times, considering that they are taught to deviate from some of those fundamental skills (e.g., not asking questions) later on in the program during advanced coursework. They also reported the videos in the fundamentals class to be “so rigid.”
- The students provided feedback that an elective course on psychopharmacology could be helpful to students.
- They reported “loving” DSM class and that they retained a lot from that course.
- Students reported that the topic of suicide was very well covered throughout the program, and specifically referenced the learning around that topic in CHD 638 – Crisis Intervention and CHD 690 – Advanced Applications as impactful.
- Both students described also “loving” CHD 606 – Theories and Techniques of Counseling, stating that it was a great experience.
- Students reported appreciating the knowledge gained during the CHD 625 – Addictions Counseling course and that they have utilized the information in their practicum and internship experiences thus far.
- Students described that while CHD 634 – Wellness Counseling was “a lot” that the information was valuable.
- A final comment surrounded CHD 690 – Advanced Applications, where they reported that some of the material provided was “outdated” and did not assist in day-to-day clinical work from their experience.

Faculty Responses

- Faculty are pleased with the feedback.
- In summer 2023, the instructor reduced the amount of course content and assignments and increased opportunities for experiential applications in CHD 634 Wellness Counseling.