

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

2016-2017

Outcome 1: Professional Orientation and Ethics

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE).
- Rubric-based assessments in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors, that evaluate the Ethical Vignettes, the Weekly Assignments concerning history, credentialing bodies, and professional organizations, Midterm & Final Exams, the Professional Issues Research Paper, and the Field Observation Report.
- Rubric-based assessment in CHD 634 Wellness Counseling, that evaluates the Personal Self-Care Plan and Journal.
- Rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, that evaluates the Treatment Planning Project.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Professional Role,” “Ethical and Legal Practices,” Treatment Planning,” and “Documentation.”
- Rubric-based assessments in CHD 690 Advanced Applications in Clinical Mental Health Counseling, that evaluate Peer Group Collaboration and Supervision and the Treatment Plan Project.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Professional Orientation and Ethics Subtest of the CPCE that compare favorably with national norms.
- In the rubric-based assessment of the Ethical Vignettes in CHD 600, which requires students to apply the ACA Code of Ethics and to react to the vignettes, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Weekly Assignments in CHD 600, which requires students to research the history, credentialing bodies, and professional organizations related to Clinical Mental Health Counseling, most students scored in the “Target” or “Acceptable” ratings. The one “Unacceptable” rating was due to a student failing to turn in the assignment.
- In the rubric-based assessment of the Midterm and Final Exams in CHD 600, related to history of counseling, professional roles, credentialing, advocacy, and professional identity, most students scored in the “Target” or “Acceptable” ratings. Some students received “Unacceptable” ratings.

- In the rubric-based assessment of the Professional Issue Research Paper in CHD 600, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Field Observation Report in CHD 600, in which students were required to interview a counselor in a specialty area of their choice and ask questions related to credentialing, staff, ethical behaviors and continuing education, all students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 634 Wellness Counseling, that evaluates the Personal Self-Care Plan and Journal, students complete assessments related to wellness models and identify areas of strength and areas for improvement. They identify three long-term goals and related short-term measurable objectives, and design an intervention plan for each short-term goal. Students complete a weekly reflective journal entry in which they discuss how they would incorporate techniques into a self-care plan and client treatment plans. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, that evaluates the Treatment Planning Project, where students develop an individualized treatment plan, most students scored in the “Target” or “Acceptable” ratings. There were no patterns for the few students who scored in the “Unacceptable” ratings.
- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Professional Role,” “Ethical and Legal Practices,” Treatment Planning,” and “Documentation,” all interns scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 690, that evaluates Peer Group Collaboration and Supervision, students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessments in CHD 690, that evaluates the Treatment Plan Project, all students scored in the “Target” or “Acceptable” ratings.
- Survey results did not identify a weakness in this area (Numbers 1, 10, 18, and 24 on Appendix A, Tables 1, 2, 3, & 4).
- In the Fall 2016 Focus Group, students stated that they would like study groups for licensure/comprehensive exams.

Curriculum Actions/Improvements:

- **In CHD 600 Professional Identity & Ethics for CMHC, due to the Midterm and Final Exam results, the instructor will spend more time discussing the nature of current professional issues.**
- **Based on students’ previous performance on writing wellness plans in CHD 634 Wellness Counseling, the instructor restructured the assignment using a brochure format. As a result, student performance improved with regard to writing measurable goals and strategies for accomplishing them.**
- **A study group for licensure and comprehensive exams was done in Spring 2017 with a Doctoral Intern from the University of Alabama. The Department has requested funding for a Graduate Assistant to help with this in the future.**

Outcome 2: Human Growth and Career Development

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE).

- Rubric-based assessments in CHD 604 Human Growth & Development, that evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-based assessment, Midterm Exam, in CHD 661 Family Counseling.
- Rubric-based assessments in CHD 631 Counseling for Career Development, that evaluate the Special Population & Literature Review, the Autobiography, Examinations, Assessment Talking Points, and Career Journey Masterpiece.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Human Growth and Development Subtest of the CPCE and the Career and Lifestyle Development Subtest of the CPCE that compare favorably with national norms.
- In the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored in the "Target" or "Acceptable" ratings.
- In the rubric-based assessment of the Examinations in CHD 604, most students scored in the "Target" or "Acceptable" ratings. The few "Unacceptable" ratings show no patterns that would indicate a need for change.
- In the rubric-based assessment of the Power Point Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored in the "Target" ratings.
- In the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, most students scored in the "Target" or "Acceptable" ratings. The one student who scored an "Unacceptable" rating did not follow directions for the assignment.
- In the rubric-based assessment, Midterm Exam, in CHD 661, which assesses students' knowledge of theories of individual and family development and transitions across the life span, all students scored in the "Target" or "Acceptable" ratings.
- In the rubric-based assessment of the Special Population & Literature Review in CHD 631, which indicates an understanding of career development theories related to special populations, all students scored in the "Target" or "Acceptable" ratings.
- In the rubric-based assessment of the Autobiographical Case study in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, most students scored in the "Target" or "Acceptable" ratings. Those students scoring in the "Unacceptable" ratings did not follow directions.
- In the rubric-based assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, most students scored in the "Target" or "Acceptable" ratings. A few students received "Unacceptable" ratings; however, there are no discernable patterns to suggest changes be made.
- In the rubric-based assessment of Assessment Talking Points in CHD 631, in which students work in pairs and gather results from instruments, inventories, and interviews to create a list of talking points

that might be considered in a counseling session, most students scored in the “Target” or “Acceptable” ratings. Those students scoring in the “Unacceptable” ratings did not follow directions.

- In the rubric-based assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, most students scored in the “Target” or “Acceptable” ratings. Those students scoring in the “Unacceptable” ratings did not follow directions.
- Current majors and recent graduates identified a weakness in this area, however, site supervisors and employers did not identify a weakness in this area (See numbers 9 and 23 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

- **Given that current students and recent graduates perceive a limited knowledge of career development across the lifespan, while other indicators do not support that, faculty will monitor and make changes if needed.**

Outcome 3: Helping Relationships

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE).
- Rubric-based assessment, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam in CHD 602 Fundamentals of Counseling.
- Rubric-based assessments, Case Study Assignment and Final Exam in CHD 606 Theories and Techniques of Counseling.
- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608 Group Counseling.
- Rubric-based assessments, Demonstration/Video Project, Midterm and Final Exams, in CHD 634 Wellness Counseling.
- Rubric-based assessments, Midterm and Final Exams, in CHD 638 Crisis Counseling.
- Rubric-based assessments, Literature Review, Genogram and Participation, Mid-term Exam, and Final Exam, in CHD 661 Family Counseling.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Group Counseling,” “Family/Systemic Counseling,” “Crisis Intervention,” and “Consultation.”
- Rubric-based assessments in CHD 690, Advanced Applications in Clinical Mental Health Counseling, that evaluates Intervention Techniques.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Helping Relationships Subtest of the CPCE and the Group Work Subtest of the CPCE that compare highly favorably to national norms.
- In the rubric-based assessment of the Counseling Skills Video in CHD 602, all students scored "Target" or "Acceptable" in all areas.
- In the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to fail as a therapist*, and write reflections on what they learned, all students scored "Target" or "Acceptable" in all areas.
- In the rubric-based assessment of the Midterm Exam in CHD 602, all students scored "Target" or "Acceptable" in all areas.
- In the rubric-based assessment of the Final Exam in CHD 602, all students scored "Target" or "Acceptable" in all areas.
- In the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, students scored "Target" or "Acceptable" in most areas. A few students scored "Unacceptable" in the area of Planning.
- In the rubric-based assessment, Final Exam, in CHD 606 Theories and Techniques of Counseling, most students scored in the "Target" or "Acceptable" areas. A few students scored in the "Unacceptable" ratings in the area of Family Systems.
- In the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students complete summaries of articles related to group counseling. Students scored "Target" or "Acceptable" in most areas. One student scored "Unacceptable" in some areas.
- In the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored in the "Target" or "Acceptable" areas.
- In the rubric-based assessment, Midterm, in CHD 608 Group Counseling, most students scored in the "Target" or "Acceptable" areas.
- In the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, all students scored in the "Target" or "Acceptable" areas.
- In the rubric-based assessment, Demonstration/Video Project, in CHD 634 Wellness Counseling, all students scored "Target" or "Acceptable" ratings.
- In the rubric-based assessment, Midterm and Final Exams, in CHD 634 Wellness Counseling, all students scored "Target" or "Acceptable" ratings.
- In the rubric-based assessment, Midterm and Final Exams, in CHD 638 Crisis Counseling, most students scored "Target" or "Acceptable" ratings. A few students scored "Unacceptable" in the area of working with crisis teams.
- In the rubric-based assessment, Literature Review, in CHD 661, that assesses students' knowledge of family systems, all students scored "Target" or "Acceptable" in all areas.

- In the rubric-based assessment, Midterm Exam, in CHD 661, which assesses students' knowledge of family and other systems theories; and knowledge of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders, all students scored "Target" or "Acceptable" in all areas.
- In the rubric-based assessment, Final Exam, in CHD 661, which assesses students' knowledge of theories of individual and family development and transitions across the life span; knowledge of systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; knowledge of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders; and knowledge of appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, most students scored "Target" or "Acceptable" in all areas. Some students scored "Unacceptable" in Question # 1 and Question #5.
- In the rubric-based assessment, Genogram and Participation, in CHD 661, which assesses students' knowledge of family and other systems theories and major models of family and related interventions, all students scored "Target" or "Acceptable" in all areas.
- In the rubric-based assessment of the Personal Model of Counseling, in CHD 689, all students scored "Target" or "Acceptable" ratings on all areas.
- In the rubric-based assessment of the Personal Model of Consultation, in CHD 689, most students scored "Target" or "Acceptable" ratings on all areas. One student scored "Unacceptable" in two areas.
- In the rubric-based assessment, Observation of Individual Counseling Session, in CHD 689, all students scored "Target" or "Acceptable" ratings on all areas.
- In the rubric-based assessment, Observation of Group Counseling Session, in CHD 689, all students scored "Target" or "Acceptable" ratings on all areas.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections "Individual Counseling," "Group Counseling," "Family/Systemic Counseling," "Crisis Intervention," and "Consultation," all students scored "Target" or "Acceptable ratings in these areas.
- Survey results did not identify a weakness in this area (Numbers 4, 5, 12, 13, 14, 15, 17 on Appendix A, Tables 1, 2, 3, & 4). However, recent graduates perceive a slight weakness in the area of family counseling (#5 & #17).

Curriculum Actions/Improvements:

- **In CHD 606 Theories & Techniques of Counseling, the instructor will emphasize integrating into the plan all major techniques from the theory selected.**
- **Similar to the CMHC Program, for the SC program, CHD 661 Family Counseling will be a required course in the 60 hour program.**
- **In CHD 634 Wellness Counseling, the instructor will allow more in-class time for students to practice the deep breathing and progressive muscle relaxation techniques in dyads.**
- **In CHD 638 Crisis Counseling, the instructor will emphasize team roles and functions of collaborative efforts in crises.**
- **In CHD 661 Family Counseling on the Final Exam, Question # 1 requires students to discuss where the family is in the family life cycle. A number of students discussed where each family member is in the individual life cycle. Question #5 is the "Miracle Question" and 2 students failed to be realistic in discussing what might change. The instructor will spend more instructional time differentiating between individual and family development, and how the miracle question is used.**

Outcome 4: Social and Cultural Diversity

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE).
- Rubric-based assessments in CHD 615 Social & Cultural Diversity in Counseling, in which students are evaluated on the Intercultural Immersion Experience, the Cultural Interview, the Cultural Genogram & Self-exploration Project, the Advocacy Project, and the Popular Media Collage.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy.”

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Social and Cultural Foundations Subtest of the CPCE that compare favorably with national norms.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Intercultural Immersion Experience, students are asked to participate in a cultural experience of a group unrelated to one’s own cultures such as religious ceremonies, traditional events, programming specific and related to a cause supported by another group, a family gathering, an artistic production, or other experiences. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Cultural Interview, students interview an individual in the community who has a different cultural and/or ethnic background than one’s own. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Cultural Genogram & Self-exploration Project, students explore their own ethnic & cultural background, their cultural values, and racial identity development. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the advocacy Project, students develop an advocacy project for an underrepresented or oppressed group, or on a social justice topic. All students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Popular Media Collage, students depict various forms of oppression, including mechanics of oppression and discrimination. All students scored in the “Target” ratings.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy,” all students scored in the “Target” or “Acceptable” ratings.
- Survey results did not identify a weakness in this area (See numbers 6, 16, and 19 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

Outcome 5: Assessment

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE).
- Rubric-based assessments in CHD 621 Assessment in Counseling, in which students are evaluated on the Assessment Report, Assessment Selection & Evaluation Project, Intake Report, Examinations, and Assessment Video.
- Rubric-based assessments Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis.”
- Rubric-based assessment, Assessment Interviews Demonstration/Video in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting and documenting and intake assessment, a mental status evaluation, and a psychosocial history.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Assessment Subtest of the CPCE that compare favorably with national norms.
- In the rubric-based assessment of the Assessment Report in CHD 621, which indicates an understanding of test interpretation and report writing, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Assessment Selection & Evaluation Project in CHD 621, students conduct a review of the literature related to the assessment of a particular psychological state or trait using current information found in professional/scholarly journals. Using the Mental Measurements Yearbook, students review one or two instruments used in the assessment of this state or trait. Most students scored in the “Target” or “Acceptable” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the rubric-based assessment of the Intake Report in CHD 621, indicating the ability to interpret assessment results effectively in written form, most students scored in the “Target” or “Acceptable” ratings. The “Unacceptable ratings were in the areas of “Mental Status” and “Medication History.”

- In the rubric-based assessment of the Examinations in CHD 621, indicating the ability to interpret assessment results effectively, understand the historical context of assessment, and screen for substance use disorders and addictions, most students scored in the “Target” or “Acceptable” ratings. A number of students scored in the “Unacceptable” ratings.
- In the rubric-based assessment of the Assessment Video in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There were a number of “Unacceptable” ratings on this assignment in the area of “Reliability” and “Validity.”
- In the rubric-based assessments Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam, most students scored in the “Target” or “Acceptable” ratings.
- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis,” all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment, Assessment Interviews Demonstration/Video in CHD 690 Advanced Applications in Clinical Mental Health Counseling, that evaluates students’ performance in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history, all students scored in the “Target” or “Acceptable” ratings. These findings indicate improvement in assessment interview skills from CMHC students’ initial performance on a similar assessment in CHD 621, a course that is taken earlier in their academic program.
- Survey results did not identify a weakness in this area (See numbers 7, 20, and 21 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **In CHD 621, the instructor will provide more classroom time for practice in conducting a mental status exam.**
- **The concepts of Reliability and Validity are also covered in CHD 601 Research Methods and Program Evaluation in Counseling.**
- **CMHC students take CHD 690 later in their programs during which they revisit intake interviews, which include mental status exams, medication history, etc. These interview skills are not typical for school counselor roles.**
- **In CHD 621, the instructor will give more examples and practice tests to assist students in the areas of historical perspective and statistical concepts related to the Midterm exam.**
- **In CHD 621, on the Final exam, the areas that will receive more focus are limitations of assessment results and screening for substance use disorders and addictions. More instructional time will be given to those areas.**
- **In CHD 655, to enhance diagnostic and treatment planning skills, students will be engaged in practicing diagnosis and treatment planning for more cases, possibly through adding on-line discussion groups. Clinical interviewing, diagnosing, and treatment planning will also be practiced more extensively using samples from NCMHCE study materials.**

Outcome 6: Research

Description: Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance.

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE).
- Rubric-based assessments in CHD 601 Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Comparison Paper, Article Critique (Ethics), Article Critique (Program Evaluation), and Research Proposal.
- Rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, in which students are evaluated on the Clinical Mental Health Counseling Project.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Research and Program Evaluation Subtests of the CPCE that compare favorably with national norms.
- In the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Comparison Paper requires students to compare and contrast a qualitative study and a quantitative study with a focus on sampling, methodology, results, and conclusions. All students scored in the "Target" or "Acceptable" ratings.
- In the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Article Critique (Ethics), requires students to focus on ethical concerns related to a research study. All students scored in the "Target" ratings.
- In the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Article Critique (Program Evaluation), requires students to focus on program evaluation and the research methods and statistical analyses that were done, the models of program evaluation, the validity of the findings, and what might be missing from this program evaluation and how that can be remedied. All students scored in the "Target" ratings.
- In the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Research Proposal, requires that students develop a research proposal for a possible or a hypothetical study related to the practice of Clinical Mental Health Counseling. All students scored in the "Target" ratings.
- In the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, the Clinical Mental Health Counseling Project, requires that students (1) serve as consultants to local mental health counseling agencies; (2) design a group intervention program to meet the agencies' specific counseling/prevention needs; (3) develop a means of evaluating the intervention program's outcomes; and (4) present the intervention program to peers, instructor, faculty, and agency counselors. All students scored in the "Target" or "Acceptable" ratings.
- Survey results did not identify a weakness in this area (See numbers 8 and 22 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- Results of the CPCE, rubric-based assessments, and surveys do not reveal a need for curriculum changes at this time. **However, the instructor in CHD 601 added a section on Informed Consent to the**

Research Proposal rubric that requires students to include an Informed Consent form and a certificate of completion of the “Protecting Human Research Participants” course from the NIH.

Outcome 7: Technology

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

Direct Assessments:

- Rubric-based assessment in CHD 688, Internship, Technology Project.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology.”

Indirect Assessments:

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

Results:

- In the Rubric-based assessment in CHD 688, Internship, Technology Project, students describe the site’s policy regarding technology and/or social media; describe how technology is used to engage clients, students, parents, and other professionals in program delivery; consult with the site supervisor and explore the technology system that is used to track student grades, attendance, etc./ document treatment plans and client progress. All students scored in the “Target” or “Acceptable” ratings.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology,” all students scored in the “Target” or “Acceptable” ratings.
- Current majors and recent graduates identified a weakness in this area; however, site supervisors and employers did not identify a weakness in this area (See numbers 9 and 23 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **Faculty monitored evaluations to determine if changes should be made in preparing students to manage technology in planning, providing, evaluating and documenting services. As a result, the rubric-based assessment, Technology Project, in CHD 688 was changed this year to help students become aware of social media policies and to learn about the technology that is used on the internship site.**

Appendix A

Table 1
Survey of the Site Supervisors of Clinical Mental Health Counseling Interns
Summer 2016 – Spring 2017

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

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

Comments: None written

Table 2
Current Clinical Mental Health Counseling Majors
Summer 2016 – Spring 2017

(5 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.			2	3	3.6
2. Knowledge of human development across the life span.			1	4	3.8
3. Knowledge of career development across the life span.		1	2	2	3.2
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.			1	4	3.8
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.				5	4.0
6. Understanding and appreciation of social and cultural diversity and pluralistic trends. *N/A			2	2	3.5
7. Knowledge of assessment principles, instruments, and interview practices. *N/A		1		3	3.5
8. Knowledge of research and evaluation practices.			1	4	3.8
9. Knowledge of available technology. *N/A		1	2	1	3.0
10. Ability to document and provide direct services and referrals in an ethical, professional manner.			1	4	3.8
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.				5	4.0
12. Ability to provide individual counseling.				5	4.0
13. Ability to provide group counseling.				5	4.0
14. Ability to provide family counseling.			1	4	3.8
15. Ability to provide consultation.			2	3	3.6
16. Ability to engage in advocacy.			2	3	3.6
17. Ability to intervene/respond appropriately in crisis/emergency situations.		1	1	3	3.4
18. Ability to develop holistic treatment plans and properly document services.			2	3	3.6
19. Ability to provide age-appropriate, culturally sensitive services to all clients.		1		4	3.6
20. Ability to administer and interpret assessments.			2	3	3.6
21. Ability to diagnose clients and conceptualize cases.			2	3	3.6

22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.			2	3	3.6
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	4	3.8
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				5	4.0

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

	1	2	3	4	Mean
25. Admission Interview			1	4	3.8
26. New Student Orientation			1	4	3.8
27. Academic Advising			1	4	3.8
28. Practicum & Internship Information			1	4	3.8
29. Career/Licensure Support			1	4	3.8

Comments:

- It would be helpful to have more assistance when establishing new practicum/internship sites. I was unable to work out either of two sites that I tried to establish, though I got great support in figuring out what to do. It seemed that career, assessments, and multiculturalism was given too much time in the curriculum. Theories really is a 5-hour class! Overall, a great experience. I feel competent and confident in starting a counseling career.
- Thank you for all you do.

Table 3
Recent Clinical Mental Health Counseling Graduates
Summer 2016 – Spring 2017

(4 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.			1	3	3.75
2. Knowledge of human development across the life span.				4	4.0
3. Knowledge of career development across the life span.		1	2	1	3.0
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.				4	4.0
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.		1		3	3.5
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.			1	3	3.75
7. Knowledge of assessment principles, instruments, and interview practices.			2	2	3.5
8. Knowledge of research and evaluation practices.			3	1	3.25
9. Knowledge of available technology.		1	2	1	3.0
10. Ability to document and provide direct services and referrals in an ethical, professional manner.		1		3	3.5
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.		1		3	3.5
12. Ability to provide individual counseling.				4	4.0
13. Ability to provide group counseling.				4	4.0
14. Ability to provide family counseling.		1		3	3.5
15. Ability to provide consultation.			1	3	3.75
16. Ability to engage in advocacy.				4	4.0
17. Ability to intervene/respond appropriately in crisis/emergency situations.			1	3	3.75
18. Ability to develop holistic treatment plans and properly document services.				4	4.0
19. Ability to provide age-appropriate, culturally sensitive services to all clients.			1	3	3.75
20. Ability to administer and interpret assessments.			2	2	3.5
21. Ability to diagnose clients and conceptualize cases.				4	4.0
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.			2	2	3.5

23. Ability to use technological resources in planning, providing, evaluating, and documenting services.		1	2	1	3.0
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				4	4.0

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

	1	2	3	4	Mean
25. Admission Interview			1	3	3.75
26. New Student Orientation				4	4.0
27. Academic Advising				4	4.0
28. Practicum & Internship Information				4	4.0
29. Career/Licensure Support			2	2	3.5

Comments:

1. I feel like my time in the counseling program thoroughly prepared me (as best as one can be prepared) for life after graduate school. The personal and professional attention given to helping me succeed in school and build my skills have made all the difference for me in the field. I am GRATERFUL (sic) for this program. It gave me a career path, an amazing support system from both my professors and the friends I met while in the program, and self-efficacy that I didn't have before.
2. Overall, attending UNA Counselor Ed program gave me far more than the "basics" to begin my career. I do believe that more realistic documentation (tx planning) writing progress notes in compliance with state agency standards and 3rd party payers needs to be added, as this can seem overwhelming at times to newbys in the field.
3. The UNA program, I feel, prepared me for taking my first steps into the counseling field exceptionally well. I feel knowledgeable and competent. I am so grateful. One suggestion I would like to make is that there be a heavier emphasis on the experience of the first year out of school. For example, more discussion in practicum or internship about the steps of pursuing licensure, finding a supervisor, methods of and ways of finding CEUs. More practical, and even hands on, practice of these things would be helpful. Additionally, more discussion on multidisciplinary interactions, especially communication, would be helpful. Perhaps a discussion or presentation on a birds-eye view on how therapists and other professionals work together to provide services to clients; how to communicate effectively; and how to navigate and advocate in a multidisciplinary setting.

Table 4
Survey of the Employers of Clinical Mental Health Counseling Graduates
Summer 2016 – Spring 2017

(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.			1	4	3.8
2. Knowledge of human development across the life span. *1 N/A				4	4.0
3. Knowledge of career development across the life span. *2 N/A			1	2	3.6
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.			1	4	3.8
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.			1	4	3.8
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.			1	4	3.8
7. Knowledge of assessment principles, instruments, and interview practices. *1 N/A			2	2	3.5
8. Knowledge of research and evaluation practices. *1 N/A				4	4.0
9. Knowledge of available technology. *1 N/A				4	4.0
10. Ability to document and provide direct services and referrals in an ethical, professional manner.			1	4	3.8
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs. *1 N/A			1	3	3.75
12. Ability to provide individual counseling.			2	3	3.6
13. Ability to provide group counseling.			2	3	3.6
14. Ability to provide family counseling.			2	3	3.6
15. Ability to provide consultation.			2	3	3.6
16. Ability to engage in advocacy.			2	3	3.6
17. Ability to intervene/respond appropriately in crisis/emergency situations.			1	4	3.8
18. Ability to develop holistic treatment plans and properly document services.		1	1	3	3.4
19. Ability to provide age-appropriate, culturally sensitive services to all clients.			1	4	3.8
20. Ability to administer and interpret assessments. *2 N/A				3	4.0
21. Ability to diagnose clients and conceptualize cases. *1 N/A			2	2	3.5

22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations. *1 N/A				4	4.0
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	4	3.8
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			2	3	3.6

*N/A = No answer

Please provide comments about UNA Counseling graduates and/or comments regarding the UNA Counselor Education Program.

1. Student has been an amazing asset to the MHC. She is currently pursuing her LPC and will make a great counselor.
2. UNA graduates have been an excellent addition to our program.
3. I am very impressed with the knowledge, skills, and understanding that she possesses. She has been a very valuable asset to our program. She is very qualified and prepared to meet the needs of our clients.
4. UNA has done well in preparing students for counseling practice. One employee has needed more guidance than others. This person has needed redirection for self-care.

Appendix B
Focus Groups
Summer 2016 – Spring 2017

Focus group - Summer 2016 CHD 688 – there was one student in this section, therefore no data was collected

Focus group - Fall 2016 CHD 688

- Students would like to see certificate programs in Play Therapy and Equine-Assisted Therapy added; students would come back to UNA for additional certifications because they know the quality of the programs.
- Students would like study groups for licensure exams.
- Students felt prepared for the CPCE, except in the areas of Research and Career. **These two areas usually have the lowest national means, which indicates the same concerns are nationwide.**
- While some students could not participate, they appreciated the option of a study abroad course.
- Students found the Social & Cultural Diversity course to be enjoyable and a great learning opportunity.
- The Advanced Applications course uses everything that has been learned so far and puts it all together (a “favorite”).
- The departmental gatekeeping is commendable.
- Students would like a dual program track so that school counselors could become LPC’s. This would include a clinical internship. **School Counseling graduates can become Licensed Professional Counselors without any additional coursework.**
- Students commented that UNA doesn’t advertise and the CE program is difficult to find on the website. “It is a hidden gem to stumble on.” **UNA is beginning a new branding/advertising campaign.**
- Students believe that this is a “strongly built program.”

Focus group - Spring 2017 CHD 688

- Everything that was bad was for a reason
- Students felt prepared for Praxis
- Two students started an on-line program and are glad that they came to UNA’s face-to-face program
- One student had Career and assessment at the same time and found it useful
- Students believe that a few courses could be on-line such as Ethics, Career, Wellness
- Students believe that professors model behaviors and techniques in their interactions with students
- Professors are responsive to students
- There is a steep learning curve; like learning a new language and it takes a full year to begin to understand
- Students wish there were more chances to practice play therapy, and more interventions to use with children
- Students would like a course that goes into the business side of a private practice

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

2016-2017

Outcome 1: Professional Orientation and Ethics

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

Direct Assessments:

- Praxis II Professional School Counselor.
- Rubric-based assessments in CHD 642 Professional Orientation & Ethics for School Counselors in which students are evaluated on the Classroom Guidance Rubric, Midterm Exam, Final Exam, Interview Report/Observation, Literature Review, and Portfolio.
- Rubric-based assessment in CHD 689 Counseling Internship in which interns submit a portfolio that has been developed over several semesters.
- Rubric-based assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors, sections “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” Consultation & Leadership,” “Advocacy,” and “Ethical & Legal Practices.”

Indirect Assessments:

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

Results:

- The students who took the PRAXIS II Professional School Counselor exam received scores in the Average Performance Range in the area of “Foundations” which includes History & Role of the Professional School Counselor, Ethics, and Legal Issues, and all students received scores in Average Performance Range in the area of “Delivery of Services.”
- In the rubric-based assessment Classroom Guidance in CHD 642, in which students demonstrate the ability to do three classroom guidance sessions including lesson plan, all students received scores of “Target” in all areas.
- In the rubric-based assessment Midterm Exam in CHD 642, in which students demonstrate knowledge of competencies related to effective school-based counseling on a midterm exam, all students received scores of “Target” in all areas.
- In the rubric-based assessment Final Exam in CHD 642, in which students demonstrate knowledge of competencies related to effective school-based counseling, all students received scores of “Target” or “Acceptable” in all areas.
- The rubric-based assessment, Interview/Observation report in CHD 642, requires students to interview a professional school counselor and spend time observing/shadowing the school counselor and write a report that reflects the experience and their learning. All students received scores of “Target” or “Acceptable” in all areas.

- The rubric-based assessment, Literature Review Project in CHD 642, requires students to read five (5) recent professional journal articles relevant to school counseling and write an article summary for each. All students received scores of “Target” or “Acceptable” in all areas.
- In the rubric-based assessment Portfolio in CHD 642, in which students assemble a portfolio that shows professional development, and contains resources for use as school counselors, students received scores of “Target” in all areas.
- In the rubric-based assessment Portfolio in CHD 689, in which interns are required to submit a portfolio that has been developed over several semesters, suggesting that they demonstrated a connection between portfolio items and CACREP standards, State standards, and their professional development, all students received scores of “Target” in all areas.
- All school counseling interns received scores of “Target” or “Acceptable” on the elements of “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” Consultation & Leadership,” “Advocacy,” and “Ethical & Legal Practices” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 1, 9, 11, and 23 on Appendix A, Tables 1, 2, 3, & 4).
- In the Fall 2016 Focus Group, students stated that they would like study groups for licensure/comprehensive exams and a dual program track so that school counselors could become LPC’s. A dual-degree program would include a clinical internship.

Curriculum Actions/Improvements:

- **A study group for licensure and comprehensive exams was done in Spring 2017 with a Doctoral Intern from the University of Alabama. The Department has requested funding for a Graduate Assistant to help with this in the future.**
- **School Counseling graduates can become Licensed Professional Counselors without any additional coursework, according to the Alabama Board of Examiners in Counseling.**

Outcome 2: Human Growth and Career Development

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

Direct Assessments:

- Praxis II Professional School Counselor.
- Rubric-based assessments in CHD 604, Human Growth & Development, that evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-based assessments in CHD 631 Counseling for Career Development, that evaluate the Special Population & Literature Review, the Autobiography, Examinations, Assessment Talking Points, and Career Journey Masterpiece.

Indirect Assessments:

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

Results:

- The students who took the PRAXIS II Professional School Counselor exam received scores in the Average Performance Range in the area of “Foundations” which includes Human Growth & Development.
- In the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Examinations in CHD 604, most students scored in the “Target” or “Acceptable” ratings. The few “Unacceptable” ratings show no patterns that would indicate a need for change.
- In the rubric-based assessment of the Power Point Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored in the “Target” ratings.
- In the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, most students scored in the “Target” or “Acceptable” ratings. The one student who scored an “Unacceptable” rating did not follow directions for the assignment.
- In the rubric-based assessment of the Special Population & Literature Review in CHD 631, which indicates an understanding of career development theories related to special populations, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Autobiographical Case study in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, most students scored in the “Target” or “Acceptable” ratings. Those students scoring in the “Unacceptable” ratings did not follow directions.
- In the rubric-based assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, most students scored in the “Target” or “Acceptable” ratings. A few students received “Unacceptable” ratings, however, there are no discernable patterns to suggest changes be made.
- In the rubric-based assessment of Assessment Talking Points in CHD 631, in which students work in pairs and gather results from instruments, inventories, and interviews to create a list of talking points that might be considered in a counseling session, most students scored in the “Target” or “Acceptable” ratings. Those students scoring in the “Unacceptable” ratings did not follow directions.
- In the rubric-based assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, most students scored in the “Target” or “Acceptable” ratings. Those students scoring in the “Unacceptable” ratings did not follow directions.
- Survey results did not identify a weakness in this area (Numbers 2 and 3 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

Outcome 3: Helping Relationships

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

Direct Assessments:

- Praxis II Professional School Counselor.
- Rubric-based assessment, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam in CHD 602, Fundamentals of Counseling.
- Rubric-based assessments, Case Study Assignment and Final Exam in CHD 606 Theories and Techniques of Counseling.
- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608, Group Counseling.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-based assessment, Portfolio, in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Classroom Guidance Session, completed by site supervisor in CHD 689, Counseling Internship.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Large Group Guidance,” “Crisis Intervention,” and “Consultation and Leadership.”

Indirect Assessments:

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

Results:

- The students who took the PRAXIS II Professional School Counselor exam received scores in the Average Performance Range in the area of “Delivery of Services” which includes Guidance and Counseling, and Consultation and Collaboration.
- In the rubric-based assessment of the Counseling Skills Video in CHD 602, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to fail as a therapist*, and write reflections on what they learned, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment of the Midterm Exam in CHD 602, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment of the Final Exam in CHD 602, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, students scored “Target” or “Acceptable” in most areas. A few students scored “Unacceptable” in the area of Planning.

- In the rubric-based assessment, Final Exam, in CHD 606 Theories and Techniques of Counseling, most students scored in the “Target” or “Acceptable” areas. A few students scored in the “Unacceptable” ratings in the area of Family Systems.
- In the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students complete summaries of articles related to group counseling. Students scored “Target” or “Acceptable” in most areas. One student scored “Unacceptable” in some areas.
- In the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment, Midterm, in CHD 608 Group Counseling, most students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, all students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment of the Personal Model of Counseling, in CHD 689, all students scored “Target” or “Acceptable” ratings on all areas.
- In the rubric-based assessment of the Personal Model of Consultation, in CHD 689, most students scored “Target” or “Acceptable” ratings on all areas. One student scored “Unacceptable” in one area.
- In the rubric-based assessment of the Portfolio, in CHD 689, all students scored “Target” ratings on all areas.
- In the rubric-based assessment, Observation of Individual Counseling Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.
- In the rubric-based assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.
- In the rubric-based assessment, Observation of Classroom Guidance Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Large Group Guidance,” “Crisis Intervention,” and “Consultation and Leadership,” all students scored “Target” ratings on all areas.
- Survey results did not identify a weakness in this area (Numbers 4, 12, 13, 14, 15, and 16 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **In CHD 606 Theories & Techniques of Counseling, the instructor will emphasize integrating into the plan all major techniques from the theory selected.**
- **Similar to the CMHC Program, for the SC program, CHD 661 Family Counseling will be a required course in the 60 hour program.**

Outcome 4: Social and Cultural Diversity

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

Direct Assessments:

- Praxis II Professional School Counselor.
- Rubric-based assessments in CHD 615 Social & Cultural Diversity in Counseling, in which students are evaluated on the Intercultural Immersion Experience, the Cultural Interview, the Cultural Genogram & Self-exploration Project, the Advocacy Project, and the Popular Media Collage.

- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy.”

Indirect Assessments:

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

Results:

- The students who took the PRAXIS II Professional School Counselor exam received scores in the Average Performance Range in the area of “Delivery of Services” which includes Guidance and Counseling.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Intercultural Immersion Experience, students are asked to participate in a cultural experience of a group unrelated to one’s own cultures such as religious ceremonies, traditional events, programming specific and related to a cause supported by another group, a family gathering, an artistic production, or other experiences. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Cultural Interview, students interview an individual in the community who has a different cultural and/or ethnic background than one’s own. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Cultural Genogram & Self-exploration Project, students explore their own ethnic & cultural background, their cultural values, and racial identity development. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Advocacy Project, students develop an advocacy project for an underrepresented or oppressed group, or on a social justice topic. All students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Popular Media Collage, students depict various forms of oppression, including mechanics of oppression and discrimination. All students scored in the “Target” ratings.
- All school counseling interns received scores of “Target” on the element of “Diversity” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 5, 17, and 18) on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

Outcome 5: Assessment

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

Direct Assessments:

- Praxis II Professional School Counselor.
- Rubric-based assessments in CHD 621 Assessment in Counseling, in which students are evaluated on the Assessment Report, Assessment Selection & Evaluation Project, Intake Report, Examinations, and Assessment Video.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Test Administration & Interpretation.”

Indirect Assessments:

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

Result:

- The students who took the PRAXIS II Professional School Counselor exam received scores in the Average Performance Range in the area of “Accountability.”
- In the rubric-based assessment of the Assessment Report in CHD 621, which indicates an understanding of test interpretation and report writing, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Assessment Selection & Evaluation Project in CHD 621, students conduct a review of the literature related to the assessment of a particular psychological state or trait using current information found in professional/scholarly journals. Using the Mental Measurements Yearbook, students review one or two instruments used in the assessment of this state or trait. Most students scored in the “Target” or “Acceptable” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the rubric-based assessment of the Intake Report in CHD 621, indicating the ability to interpret assessment results effectively in written form, most students scored in the “Target” or “Acceptable” ratings. The “Unacceptable ratings were in the areas of “Mental Status” and “Medication History.”
- In the rubric-based assessment of the Examinations in CHD 621, indicating the ability to interpret assessment results effectively, understand the historical context of assessment, and screen for substance use disorders and addictions, most students scored in the “Target” or “Acceptable” ratings. A number of students scored in the “Unacceptable” ratings.
- In the rubric-based assessment of the Assessment Video in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There were a number of “Unacceptable” ratings on this assignment in the area of “Reliability” and “Validity.”
- School counseling interns received scores of “Target” or “Acceptable” on the element of “Test Administration & Interpretation” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 6 and 20 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **In CHD 621, the instructor will provide more classroom time for practice in conducting a mental status exam.**

- The concepts of Reliability and Validity are also covered in CHD 601 Research Methods and Program Evaluation in Counseling.
- CMHC students take CHD 690 later in their programs during which they revisit intake interviews, which include mental status exams, medication history, etc. These interview skills are not typical for school counselor roles.
- In CHD 621, the instructor will give more examples and practice tests to assist students in the areas of historical perspective and statistical concepts related to the Midterm exam.
- In CHD 621, on the Final exam, the areas that will receive more focus are limitations of assessment results and screening for substance use disorders and addictions. More instructional time will be given to those areas.

Outcome 6: Research

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

Direct Assessments:

- Rubric-Based assessments in CHD 601 Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Comparison Paper, Article Critique (Ethics), Article Critique (Program Evaluation), and Research Proposal.
- Rubric-based assessment, Best Practices Project, in CHD 689 Counseling Internship in which interns are required to read literature and describe how they will apply it in each of the three domains: academic, career, and personal/social development.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Evaluating a Comprehensive School Counseling Program.”

Indirect Assessments:

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

Results:

- In the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Comparison Paper requires students to compare and contrast a qualitative study and a quantitative study with a focus on sampling, methodology, results, and conclusions. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Article Critique (Ethics), students are required to focus on ethical concerns related to a research study. All students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Article Critique (Program Evaluation), students are required to focus on program evaluation and the research methods and statistical analyses that were done, the models of program evaluation, the validity

of the findings, and what might be missing from this program evaluation and how that can be remedied. All students scored in the “Target” ratings.

- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Research Proposal, students are required to develop a research proposal for a possible or a hypothetical study related to the practice of Clinical Mental Health Counseling. All students scored in the “Target” ratings.
- In the rubric-based assessment, Best Practices Project in CHD 689, most students scored in the “Target” or “Acceptable” ratings in all areas. One student scored in the “Unacceptable” rating in the area of “Articles.”
- All school counseling interns received scores of “Target” on the element of “Evaluating a Comprehensive School Counseling Program” in the rubric-based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 7, 10, and 21 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements: No action needed at this time based upon Praxis, rubric-based assessments, and survey results. **However, the instructor in CHD 601 added a section on Informed Consent to the Research Proposal rubric that requires students to include an Informed Consent form and a certificate of completion of the “Protecting Human Research Participants” course from the NIH.**

Outcome: Technology

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

Direct Assessments:

- Praxis II Professional School Counselor.
- Rubric-based assessment in CHD 688, Internship, Technology Project.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Technology.”

Indirect Assessments:

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

Results:

- The students who took the PRAXIS II Professional School Counselor exam received scores in the Average Performance Range in the area of “Management.”
- In the Rubric-based assessment in CHD 688, Internship, Technology Project, students describe the site’s policy regarding technology and/or social media; describe how technology is used to engage clients, students, parents, and other professionals in program delivery; consult with the site supervisor and explore the technology system that is used to track student grades, attendance, etc./ document treatment plans and client progress. All students scored in the “Target” or “Acceptable” ratings.

- All school counseling interns received scores of “Target” on the element of “Technology” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 8 and 22 on Appendix A, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **Faculty monitored evaluations to determine if changes should be made in preparing students to manage technology in planning, providing, evaluating and documenting services. As a result, the Rubric-based assessment, Technology Project, in CHD 688 was changed this year to help students become aware of social media policies and to learn about the technology that is used on the internship site**

Appendix A
Table 1
Survey of the Site Supervisors of School Counseling Interns
Summer 2016 – Spring 2017

(2 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.				2	4
2. Knowledge of human development across the life span.			1	1	3.5
3. Knowledge of career development across the life span. *N/A				1	4
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels. *N/A			1		3.0
5. Understanding and appreciation of social and cultural diversity and pluralistic trends. *N/A			1		3.0
6. Knowledge of assessment principles, instruments, and interview practices. *N/A				1	4
7. Knowledge of research and evaluation practices. *N/A				1	4
8. Knowledge of available technology.			1	1	3.5
9. Ability to document and perform her or his multiple duties in an ethical, professional manner.				2	4
10. Ability to perform needs assessments. *N/A				1	4
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students. *N/A				1	4
12. Ability to provide individual counseling. *N/A				1	4
13. Ability to provide group counseling. *N/A				1	4
14. Ability to provide classroom guidance. *N/A				1	4
15. Ability to provide consultation. *N/A			1		3.0
16. Ability to provide in-service programming. *N/A				1	4
17. Ability to provide culturally sensitive services to all students. *N/A				1	4
18. Ability to advocate for equity within the school environment and local community. *N/A				1	4
19. Ability to coordinate test administration. *N/A				1	4
20. Ability to administer and interpret assessments. *N/A				1	4
21. Ability to perform comprehensive program evaluation. *N/A				1	4

22. Ability to use technological resources in planning, providing, evaluating, and documenting services.				2	4
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			1	1	3.5

*N/A = No answer

Please provide comments about UNA Counseling interns and/or comments regarding the UNA Counselor Education Program.

1. I was not a site supervisor during the entire internship. I only marked the items I witnessed.

Table 2
Current School Counseling Majors
Summer 2016 – Spring 2017

(5 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.				5	4.0
2. Knowledge of human development across the life span.				5	4.0
3. Knowledge of career development across the life span.				5	4.0
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.			1	4	3.8
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.			1	4	3.8
6. Knowledge of assessment principles, instruments, and interview practices.			1	4	3.8
7. Knowledge of research and evaluation practices.				5	4.0
8. Knowledge of available technology.				5	4.0
9. Ability to document and perform her or his multiple duties in an ethical, professional manner.				5	4.0
10. Ability to perform needs assessments.			1	4	3.8
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.				5	4.0
12. Ability to provide individual counseling.				5	4.0
13. Ability to provide group counseling.				5	4.0
14. Ability to provide classroom guidance.				5	4.0
15. Ability to provide consultation.				5	4.0
16. Ability to provide in-service programming.				5	4.0
17. Ability to provide culturally sensitive services to all students.				5	4.0
18. Ability to advocate for equity within the school environment and local community.				5	4.0
19. Ability to coordinate test administration.			1	4	3.8
20. Ability to administer and interpret assessments.			1	4	3.8
21. Ability to perform comprehensive program evaluation.			1	4	3.8
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.				5	4.0
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				5	4.0

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

	1	2	3	4	Mean
24. Admission Interview			1	4	3.8
25. Orientation to Program			1	4	3.8
26. Academic Advising Program				5	4.0
27. Practicum & Internship Selection				5	4.0
28. Career Assistance				5	4.0

Comments:

1. I love this program.
2. After experiencing another counseling program, I strongly believe UNA is excellent in all aspects of the counseling program.

Table 3
Recent School Counseling Graduates
Summer 2016 – Spring 2017

(1 completed)

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

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

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
24. Admission Interview				1	4
25. Orientation to Program				1	4
26. Academic Advising Program				1	4
27. Practicum & Internship Selection				1	4
28. Career Assistance				1	4

Comments:

1. The Counselor Education Program at UNA is a wonderful program. I learned about myself as well as how to be a supportive and productive school counselor to my school system. I feel prepared to begin as a school counselor and can “trust the system” will work for the students I encounter.

Table 4
Survey of the Employers of School Counseling Graduates
Summer 2016-Spring 2017

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

* N/A = No answer

Please provide comments about UNA Counseling graduates and/or comments regarding the UNA Counselor Education Program.

1. Well prepared to take on role.
2. Effective program!

Appendix B
Focus Groups
Fall 2016 – Spring 2017

Focus group - Fall 2016 CHD 688

- Students would like to see certificate programs in Play Therapy and Equine-Assisted Therapy added; students would come back to UNA for additional certifications because they know the quality of the programs.
- Students would like study groups for licensure exams.
- Students felt prepared for the CPCE, except in the areas of Research and Career. **These two areas usually have the lowest national means, which indicates the same concerns are nationwide.**
- While some students could not participate, they appreciated the option of a study abroad course.
- Students found the Social & Cultural Diversity course to be enjoyable and a great learning opportunity.
- The Advanced Applications course uses everything that has been learned so far and puts it all together (a “favorite”).
- The departmental gatekeeping is commendable.
- Students would like a dual program track so that school counselors could become LPC’s. This would include a clinical internship.
- Students commented that UNA doesn’t advertise and the CE program is difficult to find on the website. “It is a hidden gem to stumble on.” **UNA is beginning a new branding/advertising campaign.**
- Students believe that this is a “strongly built program.”

Focus group – Spring 2016 CHD 688

- Everything that was bad was for a reason
- Students felt prepared for Praxis
- Two students started an on-line program and are glad that they came to UNA’s face-to-face program
- One student had Career and assessment at the same time and found it useful
- Students believe that a few courses could be on-line such as Ethics, Career, Wellness
- Students believe that professors model behaviors and techniques in their interactions with students
- Professors are responsive to students
- There is a steep learning curve; like learning a new language and it takes a full year to begin to understand
- Students wish there were more chances to practice play therapy, and more interventions to use with children
- Students would like a course that goes into the business side of a private practice