

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

2017-2018

Outcome 1: Professional Orientation and Ethics

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 1).
- Rubric-based assessments in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors that evaluate the Midterm and Final Exams.
- Rubric-based assessment in CHD 634 Wellness Counseling that evaluates the Personal Self-Care Plan and Journal.
- Rubric-based assessment 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, which evaluate Peer Group Collaboration and Supervision and the Treatment Plan Project.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Professional Orientation and Ethics Subtest of the CPCE that compare highly favorably with national norms.
- On the rubric-based assessment of the Midterm and Final Exams in CHD 600, related to history and philosophy of counseling, professional roles, professional organizations, credentialing, advocacy, ethics, professional issues, and public policies, most students scored in the “Target” rating and no students received “Unacceptable” ratings.
- On the rubric-based assessment in CHD 634 Wellness Counseling, which evaluates the Personal Self-Care Plan and Journal, students complete assessments related to wellness models and identify areas of strength and areas for improvement. They identify three long-term goals and related short-term measurable objectives, and design an intervention plan for each short-term goal. Students complete a weekly reflective journal entry in which they discuss how they would incorporate techniques into a self-care plan and client treatment plans. Most students scored in the “Target” or “Acceptable” ratings; one student scored in the “Unacceptable” rating on the “Assessment Summary” due to not following instructions.

- On the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, which evaluates the Treatment Planning Project, where students develop an individualized treatment plan, all students scored “Target” 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 “Target” ratings.
- On the rubric-based assessment in CHD 690, which evaluates Peer Group Collaboration and Supervision, all students scored “Target” ratings.
- On the rubric-based assessments in CHD 690, which evaluates the Treatment Plan Project, most students scored “Target” ratings; one scored an “Acceptable” rating.
- Survey results did not identify a weakness in this area (Numbers 1, 10, 18, and 24 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

- **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 received funding for a Graduate Assistant in 2018-2019 to identify effective study resources and facilitate study groups.**

Outcome 2: Human Growth and Career Development

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 2 & 3).
- Rubric-based assessments in CHD 604 Human Growth & Development, which evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-based assessment, Final Exam, in CHD 661 Family Counseling.
- Rubric-based assessments in CHD 631 Counseling for Career Development, which evaluate the Special Population & Literature Review, the Autobiography, Examinations, Assessment Talking Points, and Career Journey Masterpiece.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Human Growth and Development Subtest of the CPCE and the Career and Lifestyle Development Subtest of the CPCE that compare favorably with national norms.

- On the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Examinations in CHD 604, all students scored “Target” or “Acceptable” ratings.
- On 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 “Target” ratings.
- On the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, all students scored “Target” ratings.
- On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of theories of individual and family development and transitions across the life span, all students scored “Target” or “Acceptable” ratings.
- CHD 631 Counseling for Career Development was not offered during the data collection period—summer 2017 through spring 2018. Therefore, no data from rubric-based assessments are available.

Curriculum Actions/Improvements:

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

Outcome 3: Helping Relationships

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 4 & 5).
- Rubric-based assessments, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam, in CHD 602 Fundamentals of Counseling.
- Rubric-based assessments, Case Study Assignment and 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, Motivational Interviewing Video, in CHD 625 Addictions Counseling.
- Rubric-based assessments, Demonstration/Video Project, Midterm and Final Exams, in CHD 634 Wellness Counseling.
- Rubric-based assessments, Event Crisis Paper, Movie Crisis Paper, and Personal Reflection Papers, in CHD 638 Crisis Counseling.
- Rubric-based assessments, Literature Review, Genogram and Participation, 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, which evaluates Intervention Techniques.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Helping Relationships Subtest of the CPCE that compare highly favorably to national norms and scores on the Group Work Subtest of the CPCE that compare favorably to national norms.
- On the rubric-based assessment of the Counseling Skills Video in CHD 602, during the fall semester, most students scored “Target” or “Acceptable” ratings in all areas. Some students scored “Unacceptable” ratings in several areas. During the spring semester, one student scored “Unacceptable” ratings in two areas.
- On the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to Fail as a Therapist*, and write reflections on what they learned, most students scored “Target” or “Acceptable” ratings in all areas; one student scored “Unacceptable.”
- On the rubric-based assessment of the Midterm Exam in CHD 602, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment of the Final Exam in CHD 602, all students scored “Target” ratings in all areas.
- On the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, students scored “Target” or “Acceptable” ratings in most areas. Two students scored “Unacceptable” ratings in the area of Conceptualization.
- On the rubric-based assessment, Final Exam, in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings. A few students scored “Unacceptable” ratings, the majority of which were in the area of Family Systems.
- On the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students complete summaries of articles related to group counseling. Students scored “Target” or “Acceptable” ratings in most areas. One student scored “Unacceptable” ratings in two areas. Only one student scored a “Target” rating for the Summary part of the assignment.
- On the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Midterm, in CHD 608 Group Counseling, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, all students scored “Target” or “Acceptable” ratings.

- On the rubric-based assessment, Motivational Interviewing Video, in CHD 625 Addictions Counseling, students role-play motivational interviewing with a mock client. All students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Demonstration/Video Project, in CHD 634 Wellness Counseling, most students scored “Target” or “Acceptable” ratings; two students received “Unacceptable” ratings in the progressive muscle relaxation technique, and one student received an “Unacceptable” rating in the deep breathing technique. Although the instructor gave students multiple opportunities to practice these skills in class, several students were absent for these class meetings. Students who attended class performed more successfully.
- On the rubric-based assessment, Midterm and Final Exams, in CHD 634 Wellness Counseling, most students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessments, Event Crisis Paper, Movie Crisis Paper, and Personal Reflection Papers, in CHD 638 Crisis Counseling, all students scored “Target” ratings. A few students scored “Unacceptable” ratings in the area of working with crisis teams.
- On the rubric-based assessment, Literature Review, in CHD 661, which assesses students’ knowledge of family systems, most students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of family and other systems theories; and knowledge of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, 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 perspectives that provide 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, all students scored “Target” or “Acceptable” ratings in all areas.
- On 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” ratings in all areas.
- On the rubric-based assessment of the Personal Model of Counseling, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment of the Personal Model of Consultation, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Observation of Individual Counseling Session, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Observation of Group Counseling Session, in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Group Counseling,” “Family/Systemic Counseling,” “Crisis Intervention,” and “Consultation,” all students scored “Target” or “Acceptable” ratings in these areas.
- On the rubric-based assessment, Intervention Technique/Demonstration Video Project, in CHD 690, all students scored “Target” ratings in all areas.
- Survey results did not identify a weakness in this area (Numbers 4, 5, 12, 13, 14, 15, 17 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **In CHD 602 during the fall semester, the students had three different instructors, which caused struggles with developing skills. Students will have the opportunity to demonstrate and develop these skills in other courses.**
- **In CHD 606, the instructor will make reading materials for Family Systems approaches more accessible to students. The content has been on reserve in the Learning Resources Center in the past, and students have accessed the materials sporadically.**
- **Because CHD 661 Family Counseling is a required course for CMHC students, they will have an opportunity to learn and apply family systems approaches in more depth.**
- **In CHD 608, given that only one student scored in the “Target” range for the “Summary” part of the assignment, the instructor will review the rubric with the class prior to the due date and emphasize the criteria for that aspect of the assignment.**

Outcome 4: Social and Cultural Diversity

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Social and Cultural Foundations Subtest of the CPCE that compare favorably with national norms.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, 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 “Target” or “Acceptable” ratings.

- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, the Cultural Interview, students interviewed an individual in the community who had a different cultural and/or ethnic background than their own. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, the Cultural Genogram & Self-exploration Project, students explored their own ethnic & cultural background, their cultural values, and racial identity development. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, the Advocacy Project, students developed an advocacy project for an underrepresented or oppressed group, or on a social justice topic. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, the Popular Media Collage, students depicted various forms of oppression, including mechanics of oppression and discrimination. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, the Activity Project, students used the literature review to develop a cultural diversity activity project or curriculum that addresses cultural issues relevant to this population. CMHC students developed a small group counseling curriculum or a workshop, and SC students developed a classroom guidance program or an in-service program. All students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, the Advocacy Project, students in groups of three to five, designed an advocacy project for either an underrepresented or oppressed group or a social justice topic. All students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, Interaction Plans, students participated in a series of multicultural activities (observation and cognitive understanding, personal interviews, and direct participation) and discussed these activities, including their reactions. With the exception of one student, who scored an “Acceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, Literature Review, most students scored “Target” or “Acceptable” ratings. One student scored an “Unacceptable” rating for APA guidelines.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, Personal Assessment, students wrote a paper describing their ethnic and cultural background by exploring behavior, expectations, and values that one has regarding the following variables: family values and behaviors both now and while growing up; nationality; ethnicity; religion; language; geographic region; gender; socioeconomic status; educational status; and political orientation. Students included an outline of their ethnic identity development, determined their stage of development, and provided examples of traits and behaviors they see in themselves. With the exception of one student, who scored an “Acceptable” rating, all other students scored “Target” ratings.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy,” all students scored “Target” or “Acceptable” ratings.
- Survey results did not identify a weakness in this area (See numbers 6, 16, and 19 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

Outcome 5: Assessment

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

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 7).
- Rubric-based assessments in CHD 621 Assessment in Counseling, in which students are evaluated on the Assessment Findings Report, Assessment Selection & Evaluation Project, Intake Assessment Interview Report, Examinations, and Assessment Findings and Feedback 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 an intake assessment, a mental status evaluation, and a psychosocial history.

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Assessment Subtest of the CPCE that compare highly favorably with national norms.
- On the rubric-based assessment of the Assessment Findings Report in CHD 621, which indicates an understanding of test interpretation and report writing, all students scored “Target” or “Acceptable” ratings.
- On 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. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Intake Assessment Interview Report in CHD 621, indicating the ability to interpret assessment results effectively in written form, all students scored “Target” or “Acceptable” ratings.

- On 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, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Assessment Findings and Feedback Video in CHD 621, indicating the ability to interpret assessment results effectively, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Case Group Discussion in CHD 655 Diagnosis and Treatment Planning in Counseling, in which students practice differential diagnosing, most students scored “Target” ratings, and a few scored “Acceptable” ratings.
- On the rubric-based assessments Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam, most students scored “Target” or “Acceptable” ratings.
- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis,” all students scored “Target” ratings.
- On the rubric-based assessment, Assessment Interviews Demonstration/Video in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history, all students scored “Target” or “Acceptable” ratings for all areas.
- Survey results did not identify a weakness in this area (See numbers 7, 20, and 21 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- CMHC students take CHD 690 later in their programs during which they revisit intake interviews, which include mental status exams, medication history, etc.
- In CHD 655, to enhance differential diagnostic skills, instructor will monitor student performance on diagnosing case studies during class and on exams.

Outcome 6: Research

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

Direct Assessments:

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

Indirect Assessments:

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

- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Research and Program Evaluation Subtests of the CPCE that compare favorably with national norms.
- On 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. Most students scored “Target” ratings with the exception of one “Acceptable” rating and one “Unacceptable” rating.
- On the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, the Clinical Mental Health Counseling Project, requires that students (a) serve as consultants to local mental health counseling agencies; (b) design a group intervention program to meet the agencies’ specific counseling/prevention needs; (c) develop a means of evaluating the intervention program’s outcomes; and (d) present the intervention program to peers, instructor, faculty, and agency counselors. Most students scored “Target” ratings and one scored a “No Response” rating.
- Survey results did not identify a weakness in this area (See numbers 8 and 22 on Appendix B, 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.

Outcome 7: Technology

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- 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 in program delivery; consult with the site supervisor and explore the technology system that is used to document treatment plans and client progress; and describe what was learned. All students scored “Target” ratings.

- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology,” all students scored the “Target” ratings.
- Survey results did not identify any weaknesses in this area (See numbers 9 and 23 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **Based on suggestions by site supervisors in their orientation and feedback from the Counselor Education Advisory Council, the departmental social media policy was updated to incorporate the following requirements for counseling practicum students and interns: while engaging in practicum/internship activities, disable functions that identify one’s location, and do not take pictures.**

Appendix A

Redacted

Appendix B

Table 1
Survey of the Site Supervisors of Clinical Mental Health Counseling Interns
Summer 2017 – Spring 2018

(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	Excellent 4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health 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.				2	4
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.				2	4
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.			1	1	3.5
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.				2	4
7. Knowledge of assessment principles, instruments, and interview practices.				2	4
8. Knowledge of research and evaluation practices.			1	1	3.5
9. Knowledge of available technology.				2	4
10. Ability to document and provide direct services and referrals in an ethical, professional manner.			1	1	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	1	3.5
12. Ability to provide individual counseling.				2	4
13. Ability to provide group counseling.				2	4
14. Ability to provide family counseling.			2		3
15. Ability to provide consultation.			2		3
16. Ability to engage in advocacy.			2		3
17. Ability to intervene/respond appropriately in crisis/emergency situations.			2		3
18. Ability to develop holistic treatment plans and properly document services.			1	1	3.5
19. Ability to provide age-appropriate, culturally sensitive services to all clients.			1	1	3.5
20. Ability to administer and interpret assessments.			1	1	3.5

21. Ability to diagnose clients and conceptualize cases.			1	1	3.5
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.			1	1	3.5
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	1	3.5
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			1	1	3.5

Comments: I was provided an excellent student. She was well-prepared, organized. She was willing to learn and give herself time to grow and learn. The teachers were involved with student, while participating in internship program. I would accept another student from UNA program, given the same characteristics of the last one I had.

Table 2
Current Clinical Mental Health Counseling Majors
Summer 2017 – Fall 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.				4	4
2. Knowledge of human development across the life span.			1	3	3.75
3. Knowledge of career development across the life span.			2	2	3.5
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.			1	3	3.75
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.			1	3	3.75
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.				4	4
7. Knowledge of assessment principles, instruments, and interview practices.			1	3	3.75
8. Knowledge of research and evaluation practices.		1	1	2	3.25
9. Knowledge of available technology		1	1	2	3.25
10. Ability to document and provide direct services and referrals in an ethical, professional manner.				4	4
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.				4	4
12. Ability to provide individual counseling.				4	4
13. Ability to provide group counseling.			1	3	3.75
14. Ability to provide family counseling.			3	1	3.25
15. Ability to provide consultation.			1	3	3.75
16. Ability to engage in advocacy.			1	3	3.75
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.			1	3	3.75
19. Ability to provide age-appropriate, culturally sensitive services to all clients.				4	4
20. Ability to administer and interpret assessments.		1	1	2	3.25
21. Ability to diagnose clients and conceptualize cases.			2	2	3.5

22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.		1	1	2	3.25
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	3	3.75
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				4	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
25. Admission Interview			1	3	3.75
26. New Student Orientation			3	1	3.25
27. Academic Advising			2	2	3.5
28. Practicum & Internship Information			1	3	3.75
29. Career/Licensure Support			1	3	3.75

Comments:

1. The remediation process could use some serious review. It does not promote improvement, healing, chance, etc. It is humiliating and punitive. I made it through, but it was damaging. I cannot write on this form how to really fix the problem but please consider changing it to help the student more through such a difficult time! I know relationships with our local sites are important, but I think that perhaps the site supervisors need to be a part of the discussion? I wish I had the solution. I was part of the problem, yes. I was not the entire problem. I did love this school and am grateful to have worked with such wonderful people. I will miss you guys!

Table 3
Recent Clinical Mental Health Counseling Graduates
Summer 2017 – Spring 2018

(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.				5	4
2. Knowledge of human development across the life span.			1	4	3.8
3. Knowledge of career development across the life span.			2	3	3.6
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.				5	4
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.			3	2	3.4
8. Knowledge of research and evaluation practices.		1	1	3	3.4
9. Knowledge of available technology.		1	1	3	3.4
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	4	3.8
12. Ability to provide individual counseling.				5	4
13. Ability to provide group counseling.				5	4
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.			3	2	3.4
17. Ability to intervene/respond appropriately in crisis/emergency situations.			2	3	3.6
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.				5	4
20. Ability to administer and interpret assessments.		1	1	3	3.4
21. Ability to diagnose clients and conceptualize cases.			1	4	3.8
22. Ability to perform needs assessments, measure outcomes, and conduct		1	2	2	3.2

program evaluations.					
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.		1	1	3	3.4
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				5	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
25. Admission Interview			1	4	3.8
26. New Student Orientation			1	4	3.8
27. Academic Advising				5	4
28. Practicum & Internship Information			1	4	3.8
29. Career/Licensure Support				5	4

Comments:

1. UNA's Clinical Mental Health Counseling program provided a thorough and intense preparation for a career as a mental health counselor. I felt confident and prepared when beginning my career & was trained to always seek out consultation when needed – and I often have reached out to colleagues & supervisors in difficult situations. This program gave me a strong knowledge & sense of a counselor's ethical duties which has been one of the most beneficial aspects of my education.
2. This program has done an excellent job of preparing me for a career in mental health counseling.
3. During my time in the program I not only received an education to prepare me to go forward in my career counseling, but I also had the opportunity to better myself through individual counseling and self reflection. The faculty was always supportive and willing to help. My only suggestion is to find a way for counseling students to be actual clients if they have not had the opportunity. After being a client my perspective towards my clients willingness to share their stories is of being honored to be trusted with their stories.

Table 4
Survey of the Employers of Clinical Mental Health Counseling Graduates
Summer 2017 – Spring 2018

(2 completed)

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

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

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

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

1. Both employees working at our agency have been well equipped to enter the field. The graduates are professional with good ethics and boundaries.
2. Overall I have a very positive experiences with the graduates from the UNA counseling program. Any that have not been positive have been well addressed by faculty/staff during internships.

Appendix C
Focus Groups
Summer 2017 – Spring 2018

Focus group - Summer 2017 CHD 688

- I feel like I've grown (throughout my time in this program)—not only as a counselor, but as a person; this (me) is a better one.
- I've felt genuine concern from each of my professors (several agree).
- Every one of you (professors) were personally concerned about me.
- (The professors were) (g)enuine in everything.
- In the darkest days that we all crawled through together, I knew you (the faculty) had my very best interests; you (the faculty) talked me off the ledge.
- (State, regional, and national) (c)onferences were such a good experience to see outside our little bubble.
- Similarly the Italy trip (CHD 615 Social and Cultural Diversity, Study Abroad Trip to Italy).
- You all do a good job of preparing us.
- The experiential activities were really meaningful. It's not strictly lectures throughout the program— You get that, but it's more how the professors use it.
- There are clear and understandable line of communication and opportunities to be invested with professors and their research—such as Dr. Parries' Italy trip (see earlier).
- I don't feel that there's even a moment in this program you all weren't willing to give us everything you know. This was not the case in another program I was in previously.
- There is evidence that the professors really like each other. (Several agree.)
- We are learning as counselors how to teach people how to live a better life—and in the process we learn how to live. That's extremely valuable.
- It was worth the ticket.
- You each put into us such an incredible amount of faith. You saw in us the future of counseling—even before we saw it ourselves.
- I appreciate action being taken during our time in the program to use the data—not just for a report—CACREP. If we weren't valued as future counselors, you wouldn't do that.
- There is a calm sense of competence in each of the professors. (Several “Yes.”)
- There is a strong sense of empathy and immediacy among the instructors.
- We just like you (professors)!
- I've told so many people interested in mental health to go into our program. (Several “Yes.”)
- And I love the camaraderie with other students in the program—so supportive!
- Could mandatory counseling “x” number of times be required for the students? Could the University counseling services be open for later hours to better accommodate graduate students taking evening classes? Would a different building for University counseling services better serve graduate students/students taking evening courses?
- Could Practicum hours be done “in house”?
- Could doctoral students of other programs be used as free counselors for our students, serving both our needs and their needs?

- One student expressed an interest in a couples' counseling class (not family counseling).
- Students indicated that they appreciated the department exploring unique experience opportunities such as the Italy trip and the equine therapy course. "Both were wonderful."
- One student expressed an interest in the department exploring options for certification programs. Ex. EGA certification.
- One student suggested that CHD 690 Advanced Applications in Clinical Mental Health Counseling and CHD 656 Contemporary Practices in Clinical Mental Health Counseling should be pre-requisites to CHD 688 and 689 Internships.
- CHD 656 Contemporary Practices was very helpful.
- One student noted "I've found difficulty finding quiet places to work in the library. And the library is not open as many hours in the summer term."
- One student noted that the Learning Resource Center evening workers did not seem trained to meet the needs of the graduate students.
- We have all recommended this program to at least one other person.
- Doing this, being where I am now, I'd do it all over again.
- With the growth that I've experienced now, if I were to do it all over again, my approach to the coursework—and my grades—would be better!

Focus group - Fall 2017 CHD 688

- Theories (CHD 606) was a powerful foundation for the program, and students should take it as early as possible.
- One person suggested offering weekend or Saturday courses, and others stated that alternative formats such as these might not work for some students.
- Hybrid courses are helpful but only for some courses. Current hybrid offerings are a good format for those courses.
- Experiential techniques, role-plays, and other hands-on experiences throughout the curriculum enhanced student learning and confidence. Class time is used wisely.
- The Program has a wonderful balance of professors—"voice," personalities, and strengths—and the bond among the faculty makes for a rich experience for students.
- Faculty are compassionate and approachable, helping students solve problems and manage personal/family crises.
- Syllabi clearly state expectations and related CACREP standards, another strength of the program.
- Topics related to licensure and certification need to be reinforced several times throughout students' programs of studies.
- Continue to enhance student cohesion in the program, perhaps through cohorts.
- More options for electives could be useful.
- Helping students assess the usefulness of various "certificate" options post-graduation could be helpful to graduating students and graduates.

Focus group - Spring 2018 CHD 688

- Faculty are a strength for many reasons—accessible, helpful, empowering, supportive.

- Faculty are committed to students' professional development related to career opportunities and help with resumés, applications, and references.
- Faculty develop strong relationships with students, who feel cared about.
- The comprehensiveness of the program is a strength; every class prepares students for practice.
- Small class sizes are a strength. Larger class sizes are less helpful for some courses that have strong practical components.
- For school counseling students, more instruction is needed in school-related technology—iNow, Kuder career programs, smart boards, and visual presenters. It might be provided in a seminar format.
- The School Counseling Portfolio assignment was very helpful in preparing students for job interviews, providing materials used in internship, teaching students to plan a master calendar, etc.
- Consider requiring the Crisis Intervention course for school counselors and including a focus on handling crises in school settings.
- Assessment, career, and group were heavily emphasized on the NCE. These areas need to continue to be emphasized in coursework.
- Experiencing group as a member (a CHD 608 requirement) was powerful and facilitated self-care.
- Two students thought making individual counseling a requirement would be helpful, and the other student thought it might be “one more thing.”
- Shadowing a school counselor for a day, prior to practicum and internship, would help students better understand what the true responsibilities are.

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

2017-2018

Outcome 1: Professional Orientation and Ethics

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

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 641 Development and Management of School Counseling Programs in which students are evaluated on the Classroom Guidance Rubric, Exams/MEASURE Plan, Group Plan, 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—Student and Systemic,” “Advocacy—Profession of School Counseling,” and “Ethical & Legal Practices.”

Indirect Assessments:

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

Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Foundations,” which includes History & Role of the Professional School Counselor, Ethics, and Legal Issues, and four of five students received scores that exceeded the Average Performance Range in the area of “Delivery of Services.”
- On the rubric-based assessment Classroom Guidance in CHD 641, in which students demonstrate the ability to do three classroom guidance sessions including lesson plan, all students received scores of “Target” in all areas.
- On the rubric-based assessment Exams/MEASURE Plan in CHD 641, in which students are post-tested after a module on substance abuse, and in which students analyze data related to student outcomes, all students received scores of “Target” or “Acceptable” in all areas.
- On the rubric-based assessment Group Plan in CHD 641, in which students develop a plan for a group in a school using current research, most students received scores of “Target” or “Acceptable.” Two students received scores of “Unacceptable” in the Article Summary area.
- On the rubric-based assessment Portfolio in CHD 641, in which students assemble a portfolio that shows professional development and contains resources for use as school counselors, all students received scores of “Target” in all areas.
- On the rubric-based assessment Portfolio in CHD 689, in which interns are required to submit a portfolio that has been developed over several semesters, suggesting that they demonstrated a

connection between portfolio items and CACREP standards, State standards, and their professional development, all students received scores of “Target” in all areas.

- All school counseling interns received scores of “Target” or “Acceptable” on the elements of “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” “Consultation & Leadership,” “Advocacy—Student and Systemic,” “Advocacy—Profession of School Counseling,” and “Ethical & Legal Practices” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 1, 10, 12, 20, and 24 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

- **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 received funding for a Graduate Assistant in the 2018-2019 to identify effective study resources and facilitate study groups.**

Outcome 2: Human Growth and Career Development

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- The students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Foundations,” which includes Human Growth & Development.
- On the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Examinations in CHD 604, all students scored “Target” or “Acceptable” ratings.

- On 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 “Target” ratings.
- On the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, all students scored “Target” ratings.
- On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of theories of individual and family development and transitions across the life span, all students scored “Target” or “Acceptable” ratings.
- CHD 631 Counseling for Career Development was not offered during the data collection period—summer 2017 through spring 2018. Therefore, no data from rubric-based assessments are available.
- Survey results did not identify a weakness in this area (Numbers 2 and 3 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

Outcome 3: Helping Relationships

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

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based 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 B, Table 1).

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

Results:

- Four of the five students who took the PRAXIS II Professional School Counselor exam received scores that exceeded the Average Performance Range in the area of "Delivery of Services," which includes Guidance and Counseling, and Consultation and Collaboration.
- On the rubric-based assessment of the Counseling Skills Video in CHD 602, during the fall semester, most students scored "Target" or "Acceptable" ratings in all areas. Some students scored "Unacceptable" ratings in several areas. During the spring semester, only one student scored "Unacceptable" ratings in two areas.
- On the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to Fail as a Therapist*, and write reflections on what they learned, most students scored "Target" or "Acceptable" in all areas; one student scored "Unacceptable."
- On the rubric-based assessment of the Midterm Exam in CHD 602, all students scored "Target" or "Acceptable" in all areas.
- On the rubric-based assessment of the Final Exam in CHD 602, all students scored "Target" in all areas.
- On the rubric-based assessment, Case Study Assignment, in CHD 606 Theories and Techniques of Counseling, students scored "Target" or "Acceptable" in most areas. A couple of students scored "Unacceptable" in the area of Conceptualization.
- On 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, the majority of which were in the area of Family Systems
- On the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students complete summaries of articles related to group counseling. Students scored "Target" or "Acceptable" in most areas. An "Unacceptable" rating occurred in two areas. Only one student scored a "Target" for the Summary part of the assignment.
- On the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment, Midterm, in CHD 608 Group Counseling, all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment of the Personal Model of Counseling, in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas.
- On the rubric-based assessment of the Personal Model of Consultation, in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas.
- On the rubric-based assessment of the Portfolio, in CHD 689, all students scored "Target" ratings on all areas.
- On the rubric-based assessment, Observation of Individual Counseling Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- On the rubric-based assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.

- On the rubric-based assessment, Observation of Classroom Guidance Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas.
- In the School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Crisis Intervention,” and “Consultation and Leadership,” all students scored “Target” ratings on all areas. In the section, “Large-Group Guidance, with the exception of one student, who scored an “Acceptable” rating, all other students scored a “Target” rating.
- Survey results did not identify a weakness in this area (Numbers 4, 5, 13, 14, 15, 16 and 17 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **In CHD 602 during the fall semester, the students had three different instructors, which caused struggles with developing skills. Students will have the opportunity to demonstrate and develop these skills in other courses.**
- **In CHD 606, the instructor will make reading materials for Family Systems approaches more accessible to students. The content has been on reserve in the Learning Resources Center in the past, and students have accessed the materials sporadically.**
- **In CHD 608, given that only one student scored in the “Target” range for the “Summary” part of the assignment, the instructor will review the rubric with the class prior to the due date and emphasize the criteria for that aspect of the assignment.**

Outcome 4: Social and Cultural Diversity

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- Four of the five students who took the PRAXIS II Professional School Counselor exam received scores that exceeded the Average Performance Range in the area of “Delivery of Services,” which includes Guidance and Counseling.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, the Intercultural Immersion Experience, students were asked to participate in a cultural experience of a group unrelated to their 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 “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, the Cultural Interview, students interviewed an individual in the community who has a different cultural and/or ethnic background than their own. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, the Cultural Genogram & Self-exploration Project, students explored their own ethnic & cultural background, their cultural values, and racial identity development. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester, the Advocacy Project, students developed an advocacy project for an underrepresented or oppressed group, or on a social justice topic. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the summer semester. The Popular Media Collage, students depicted various forms of oppression, including mechanics of oppression and discrimination. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, the Activity Project, students used the literature review to develop a cultural diversity activity project or curriculum that addresses cultural issues relevant to this population. CMHC students developed a small group counseling curriculum or a workshop, and SC students developed a classroom guidance program or an in-service program. All students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, the Advocacy Project, students in groups of three to five, designed an advocacy project for either an underrepresented or oppressed group or a social justice topic. All students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, Interaction Plans, students participated in a series of multicultural activities (observation and cognitive understanding, personal interviews, and direct participation) and discussed these activities, including their reactions. With the exception of one student who scored an “Acceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, Literature Review, most students scored “Target” or “Acceptable” ratings. One student scored an “Unacceptable” rating for APA guidelines.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, during the spring semester, Personal Assessment, students wrote a paper describing their ethnic and cultural background by exploring behavior, expectations, and values that one has regarding the following variables: family values and behaviors both now and while growing up; nationality; ethnicity; religion; language; geographic region; gender; socioeconomic status; educational status; and political orientation. Students included an outline of their ethnic identity development, determined their stage of development, and provided examples of traits and behaviors they see in themselves. With the exception of one student who scored an “Acceptable” rating, all other students scored “Target” ratings.

- All school counseling interns received scores of “Target” on the elements of “Diversity,” “Advocacy—Student and Systemic,” and “Advocacy—Profession of School Counseling,” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 6, 18, and 19) on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

Outcome 5: Assessment

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

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 621 Assessment in Counseling, in which students are evaluated on the Assessment Findings Report, Assessment Selection & Evaluation Project, Intake Assessment Interview Report, Examinations, and Assessment Findings and Feedback 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 B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Accountability.”
- On the rubric-based assessment of the Assessment Findings Report in CHD 621, which indicates an understanding of test interpretation and report writing, all students scored “Target” or “Acceptable” ratings.
- On 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. All students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Intake Assessment Interview Report in CHD 621, indicating the ability to interpret assessment results effectively in written form, all students scored “Target” or “Acceptable” ratings.

- On 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, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Assessment Findings and Feedback Video in CHD 621, indicating the ability to interpret assessment results effectively, all students scored “Target” or “Acceptable” ratings.
- 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 7 and 21 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

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

Outcome 6: Research

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- On the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Research Proposal, requires that students develop a research proposal for a possible or a hypothetical study related to the practice of Clinical Mental Health Counseling. Most students scored a “Target” rating with the exception of one “Acceptable” rating and one “Unacceptable” rating.

- In the rubric based assessment—Performance Assessment, Use of the ASCA Model to Assess/Evaluate, Plan and Implement a School Counseling Program—in CHD 688, interns use data from the internship site and the ASCA model to identify needs and develop additional programming based on this assessment. Except for one student scoring an “Unacceptable” rating in “Identification of Student, School, and/or Community Needs,” students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Best Practices Project in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
- All school counseling interns received scores of “Target” or “Acceptable” 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 8, 11, and 22 on Appendix B, Tables 1, 2, 3, & 4).

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

- **Because Program Assessment and Planning are integral to School Counselors’ roles, interns will be encouraged to begin preparing for the CHD 688 project—Performance Assessment, Use of the ASCA Model to Assess/Evaluate, Plan and Implement a School Counseling Program—by identifying relevant data gathered as part of the diversity project, which occurs earlier in the semester.**

Outcome 7: Technology

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

Direct Assessments:

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

Indirect Assessments:

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

Results:

- Four of the five students who took the PRAXIS II Professional School Counselor exam received scores that met or exceeded the Average Performance Range in the area of “Management.”
- In the Rubric-based assessment in CHD 688, Internship, Technology Project, students describe the site’s policy regarding technology and/or social media; describe how technology is used to engage clients, students, parents, and other professionals in program delivery; consult with the site supervisor and

explore the technology system that is used to track student grades, attendance, etc., and document treatment plans and client progress. All students scored “Target” or “Acceptable” ratings.

- All school counseling interns received scores of “Target” on the element of “Technology” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 9 and 23 on Appendix B, Tables 1, 2, 3, & 4).
- Student Focus Group comments from Spring 2018 suggested a need among school counseling majors to receive more instruction and practice in using school related technology.

Curriculum Actions/Improvements:

- **Based on Focus Group comments, faculty will monitor school counseling majors’ comfort with school related technology and encourage them to utilize appropriate technology during their clinical experiences.**
- **Based on suggestions by site supervisors in their orientation and feedback from the Counselor Education Advisory Council, the departmental social media policy was updated to incorporate the following requirements for counseling practicum students and interns: while engaging in practicum/internship activities, disable functions that identify one’s location, and do not take pictures.**

Appendix A

Redacted

Appendix B
Table 1
Survey of the Site Supervisors of School Counseling Interns
Summer 2017– Spring 2018

(6 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.

	Poor			Excellent	Mean
	1	2	3	4	
1. Understanding of the professional roles and ethical responsibilities of school counselors.				6	4
2. Knowledge of human development across the life span.			2	4	3.67
3. Knowledge of career development across the life span.			1	5	3.83
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.			1	5	3.83
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels.				6	4
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.				6	4
7. Knowledge of assessment principles, instruments, and interview practices.			1	5	3.83
8. Knowledge of research and evaluation practices.			2	4	3.67
9. Knowledge of available technology.			1	5	3.83
10. Ability to document and perform her or his multiple duties in an ethical, professional manner.			1	5	3.83
11. Ability to perform needs assessments.			2	4	3.67
12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students.			2	4	3.67
13. Ability to provide individual counseling.				6	4

14. Ability to provide group counseling.				6	4
15. Ability to provide classroom guidance.			1	5	3.83
16. Ability to engage in collaboration and consultation.		1	1	4	3.5
17. Ability to provide inservice programming.			2	4	3.67
18. Ability to provide culturally sensitive services to all students.			2	4	3.67
19. Ability to advocate within the school environment and local community.			2	4	3.67
20. Ability to coordinate test administration.			5	1	3.16
21. Ability to administer and interpret assessments.			2	4	3.67
22. Ability to perform comprehensive program evaluation.			3	3	3.5
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	5	3.83
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.		1		5	3.67

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

1. This has been a great experience for myself, the student, and our organization as a whole. I look forward to continuing a relationship with the counseling program. Please contact me should any future students have a desire to work at [school name redacted].
2. We have received excellent students, interns, and clinicians that we have hired from the program.
3. I cannot say enough good things about this program and how prepared students are when they walk into the school counseling setting. The support they receive from their UNA professor is unbelievable, I have and am not working with an intern from an "online" school and she is "flying by the seat of her pants." The intern has even commented that her instructors do not provide much information as to what they expect and appear completely unconcerned. Luckily for my intern, she has a background that is useful. Being a graduate of UNA's program, I was never left feeling that I didn't what was expected or ever a question left unanswered. I ever feel (10 years later) that I could call any of my professors for help.
4. [name redacted] will make an excellent school counselor. She is very conscientious of doing the right thing. She is good with students of all ages.
5. Great program that really prepares students for careers.

Table 2
Current School Counseling Majors
Summer 2017 – Spring 2018

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

Comments: None.

Table 3
Recent School Counseling Graduates
Summer 2017 – Spring 2018

(4 completed)

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

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

16. Ability to engage in collaboration and consultation.				4	4
17. Ability to provide inservice programming.			1	3	3.75
18. Ability to provide culturally sensitive services to all students.				4	4
19. Ability to advocate within the school environment and local community.				4	4
20. Ability to coordinate test administration.				4	4
21. Ability to administer and interpret assessments.				4	4
22. Ability to perform comprehensive program evaluation.				4	4
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.				4	4
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				4	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.

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

Comments:

1. I feel that the counselor education program is amazing. There is support through every step of the process, and I never felt that anything was really lacking or inadequate. I am currently serving as an elementary counselor. I feel that I was well prepared to step into this role. I don't truly feel we could be 100% prepared for anything. I have seen and handled many things this year that no class or textbook could prepare you for. No one could have prepared me enough for how challenging and gut-wrenching some situation I've experience have been –especially with elementary students. However, there are a few things that might be helpful to incorporate, somehow. 1. I don't recall there ever begin any guidance on how to work with DHR. Having to do this was a bit intimidating. There are forms and very detailed information required. Having a working knowledge of this would have been wonderful. 2.

It would be difficult to incorporate this, but if school counselors had a bit of INOW training that would put them greatly ahead. This is the computer system used by all public schools in Alabama. Being a teacher previously, I was familiar with this prior to getting hired! However, even if information was provided to track 2 students, it would be helpful for all school counselors in training. Those are the two things I wish I'd known. However, there was on other major component. 3. I wish there had been more activities focused on a year long activities calendar. Basically how to take the standards and create a year's worth of activities to cover all the domain specific content. It's very easy to get sucked into all the cute books and things, not looking at the big picture. Mapping out meaningful lessons that are engaging and fun is easy, But, piecing them all together can be challenging. So, in addition to just how to plan on lesson, how to make everything work to have an effective and meaningful program. It's easy to get bogged down planning lessons and not seeing the big picture of effectiveness. Overall, I'd say school counselors should be reminded about balance. It's easy to get quickly overwhelmed by planning, seeing students, working with parents, and collaborating. Balance is incredibly hard to find, once you're thrown into things. A bit more focus on lessons and planning definitely couldn't hurt on the school counselor side. I had a wonderful experience in the counseling program, and I will forever be grateful for the resources, knowledge, and connections I made. It's truly like being part of an odd, happy little family. If I could give current or future students advices, I would suggest taking advantage of every opportunity presented. They will truly miss the collaboration and unique support when they graduate. Thank you all for a wonderful experience. ☺

2. I have been very pleased with the education I received in the Counseling Program at the University of North Alabama. As a school counselor, I am thankful for my professors that focused on the most important aspects of my job. I have finished my first year as a school counselor and I felt prepared for all my responsibilities.
3. There needs to be more focus on clinical duties of school counselors. How to write a 504. Laws for IEP's. Permission Slips for 1 on 1 sessions. Daily log book. Over all I had a great time w/the program. The whole department went above and beyond for me! Thank you!

Table 4
Survey of the Employers of School Counseling Graduates
Summer 2017-Spring 2018

(4 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.

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

15. Ability to provide classroom guidance.			1	3	3.75
16. Ability to engage in collaboration and consultation.			2	2	3.5
17. Ability to provide inservice programming.			3	1	3.25
18. Ability to provide culturally sensitive services to all students.			2	2	3.5
19. Ability to advocate within the school environment and local community.			1	3	3.75
20. Ability to coordinate test administration.		1	1	2	3.25
21. Ability to administer and interpret assessments.		1	1	2	3.25
22. Ability to perform comprehensive program evaluation.			2	2	3.5
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.		1	1	2	3.25
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			1	3	3.75

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

1. [name redacted] excels at her job, keeping high standards for herself and her program. She is an asset to our school.
2. [name redacted] did an outstanding job and eager to learn knowledge in the field of counseling.

Appendix C
Focus Groups
Summer 2017 – Spring 2018

Focus group - Summer 2017 CHD 688

- I feel like I've grown (throughout my time in this program)—not only as a counselor, but as a person; this (me) is a better one.
- I've felt genuine concern from each of my professors (several agree).
- Every one of you (professors) were personally concerned about me.
- (The professors were) (g)enuine in everything.
- In the darkest days that we all crawled through together, I knew you (the faculty) had my very best interests; you (the faculty) talked me off the ledge.
- (State, regional, and national) (c)onferences were such a good experience to see outside our little bubble.
- Similarly the Italy trip (CHD 615 Social and Cultural Diversity, Study Abroad Trip to Italy).
- You all do a good job of preparing us.
- The experiential activities were really meaningful. It's not strictly lectures throughout the program— You get that, but it's more how the professors use it.
- There are clear and understandable line of communication and opportunities to be invested with professors and their research—such as Dr. Parries' Italy trip (see earlier).
- I don't feel that there's even a moment in this program you all weren't willing to give us everything you know. This was not the case in another program I was in previously.
- There is evidence that the professors really like each other. (Several agree.)
- We are learning as counselors how to teach people how to live a better life—and in the process we learn how to live. That's extremely valuable.
- It was worth the ticket.
- You each put into us such an incredible amount of faith. You saw in us the future of counseling—even before we saw it ourselves.
- I appreciate action being taken during our time in the program to use the data—not just for a report—CACREP. If we weren't valued as future counselors, you wouldn't do that.
- There is a calm sense of competence in each of the professors. (Several “Yes.”)
- There is a strong sense of empathy and immediacy among the instructors.
- We just like you (professors)!
- I've told so many people interested in mental health to go into our program. (Several “Yes.”)
- And I love the camaraderie with other students in the program—so supportive!
- Could mandatory counseling “x” number of times be required for the students? Could the University counseling services be open for later hours to better accommodate graduate students taking evening classes? Would a different building for University counseling services better serve graduate students/students taking evening courses?
- Could Practicum hours be done “in house”?

- Could doctoral students of other programs be used as free counselors for our students, serving both our needs and their needs?
- One student expressed an interest in a couples' counseling class (not family counseling).
- Students indicated that they appreciated the department exploring unique experience opportunities such as the Italy trip and the equine therapy course. "Both were wonderful."
- One student expressed an interest in the department exploring options for certification programs. Ex. EGA certification.
- One student suggested that CHD 690 Advanced Applications in Clinical Mental Health Counseling and CHD 656 Contemporary Practices in Clinical Mental Health Counseling should be pre-requisites to CHD 688 and 689 Internships.
- CHD 656 Contemporary Practices was very helpful.
- One student noted "I've found difficulty finding quiet places to work in the library. And the library is not open as many hours in the summer term."
- One student noted that the Learning Resource Center evening workers did not seem trained to meet the needs of the graduate students.
- We have all recommended this program to at least one other person.
- Doing this, being where I am now, I'd do it all over again.
- With the growth that I've experienced now, if I were to do it all over again, my approach to the coursework—and my grades—would be better!

Focus group - Fall 2017 CHD 688

- Theories (CHD 606) was a powerful foundation for the program, and students should take it as early as possible.
- One person suggested offering weekend or Saturday courses, and others stated that alternative formats such as these might not work for some students.
- Hybrid courses are helpful but only for some courses. Current hybrid offerings are a good format for those courses.
- Experiential techniques, role-plays, and other hands-on experiences throughout the curriculum enhanced student learning and confidence. Class time is used wisely.
- The Program has a wonderful balance of professors—"voice," personalities, and strengths—and the bond among the faculty makes for a rich experience for students.
- Faculty are compassionate and approachable, helping students solve problems and manage personal/family crises.
- Syllabi clearly state expectations and related CACREP standards, another strength of the program.
- Topics related to licensure and certification need to be reinforced several times throughout students' programs of studies.
- Continue to enhance student cohesion in the program, perhaps through cohorts.
- More options for electives could be useful.
- Helping students assess the usefulness of various "certificate" options post-graduation could be helpful to graduating students and graduates.

Focus group - Spring 2018 CHD 688

- Faculty are a strength for many reasons—accessible, helpful, empowering, supportive.
- Faculty are committed to students’ professional development related to career opportunities and help with resumés, applications, and references.
- Faculty develop strong relationships with students, who feel cared about.
- The comprehensiveness of the program is a strength; every class prepares students for practice.
- Small class sizes are a strength. Larger class sizes are less helpful for some courses that have strong practical components.
- For school counseling students, more instruction is needed in school-related technology—iNow, Kuder career programs, smart boards, and visual presenters. It might be provided in a seminar format.
- The School Counseling Portfolio assignment was very helpful in preparing students for job interviews, providing materials used in internship, teaching students to plan a master calendar, etc.
- Consider requiring the Crisis Intervention course for school counselors and including a focus on handling crises in school settings.
- Assessment, career, and group were heavily emphasized on the NCE. These areas need to continue to be emphasized in coursework.
- Experiencing group as a member (a CHD 608 requirement) was powerful and facilitated self-care.
- Two students thought making individual counseling a requirement would be helpful, and the other student thought it might be “one more thing.”
- Shadowing a school counselor for a day, prior to practicum and internship, would help students better understand what the true responsibilities are.