

## **Student Learning Outcomes for Master of Arts in Community Counseling**

**2012-2014 (Data from Two Years)**

### **Outcome 1: Professional Orientation and Ethics**

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

Budget: \$0

Assessed How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Chair

Participation: Faculty

#### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 1).
- National Counselor Examination (NCE) (Appendix A, Table 2).

#### **Indirect Assessments:**

- Site Supervisor Survey administered every semester to each site supervisor of community counseling interns (Appendix B, Table 1).
- Current Community Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Community Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

#### **Results:**

- Community Counseling students are achieving scores on the Professional Orientation and Ethics Subtest of the CPCE that are competitive with national norms, and achieving scores on the Professional Orientation and Ethics Subtest and the Professional Practice Issues Area of the NCE that compare very favorably to national norms.
- Survey responses of current majors, site supervisors, and recent graduates to items 1, 9, and 23 are very high with means ranging from 3.75 to 4.0. Although still rated highly, item 16, "ability to develop treatment plans and properly document services," was rated the lowest for this objective by all constituents, with mean ratings from 3.25 to 3.5. A recent graduate commented on needing a greater focus on documentation in practicum and internship.
- In the spring 2014 focus group, interns suggested a need for more emphasis on writing case notes.

Curriculum Actions/Improvements: **Documentation was emphasized in the updated CHD 656 Contemporary Practices in Clinical Mental Health Counseling. Documentation will also be a key component of the new course, CHD 690 Advanced Applications in CMHC, which will be offered for the first time in Spring 2015.**

Other Actions/Improvements: No other action needed.

## **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.

Budget: \$0

Assessed How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Chair

Participation: Faculty

### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 3 & 4).
- National Counselor Examination (NCE) (Appendix A, Tables 5 & 6).
- Rubric-Based LiveText assessments in CHD 604, Human Growth & Development, that evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-Based LiveText assessments in CHD 631, Counseling for Career Development, that evaluate the Literature Review, the Autobiography, Examinations, and Career Journey Masterpiece.

### **Indirect Assessments:**

- Site Supervisor Survey administered every semester to each site supervisor of community counseling interns (Appendix B, Table 1).
- Current Community Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Community Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

### **Results:**

- Community Counseling students are achieving scores on the Human Growth and Development Subtest of the CPCE, the Career and Lifestyle Development Subtest of the CPCE, the Human Growth and Development Subtest of the NCE and the Career and Lifestyle Development Subtest of the NCE that compare favorably with national norms.
- In the Rubric-Based LiveText assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored in the "Target" or "Acceptable" ratings.

- In the Rubric-Based LiveText assessment of the Examinations in CHD 604, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Power Point Project in CHD 604, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Semester Project, all students scored in the “Target” ratings.
- In the Rubric-Based LiveText assessment of the Literature Review in CHD 631, which indicates an understanding of career development theories, most students scored in the “Target” or “Acceptable” ratings. There were no patterns to indicate any required changes.
- In the Rubric-Based LiveText assessment of the Autobiography in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, most students scored in the “Target” or “Acceptable” ratings. There were no patterns to indicate any required changes.
- In the Rubric-Based LiveText assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc., on career development, all students received “Target” ratings.
- Survey results did not identify a weakness in this area (Numbers 2, 3, and 10 on Appendix B, Tables 1, 2, & 3).

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

Other Actions/Improvements: No other action needed.

### **Outcome 3: Helping Relationships**

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

Budget: \$0

Assessed How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Chair

Participation: Faculty

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 7 & 8).
- National Counselor Examination (NCE) (Appendix A, Tables 9 & 10).
- Rubric-Based LiveText assessment, Video Assessment in CHD 602, Fundamentals of Counseling.
- Rubric-Based LiveText assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.

- Rubric-Based LiveText assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.

#### Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of community counseling interns (Appendix B, Table 1).
- Current Community Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Community Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

#### Results:

- Community Counseling students are achieving scores on the Helping Relationships Subtest of the CPCE, the Group Work Subtest of the CPCE, the Helping Relationships Subtest of the NCE, and the Group Work Subtest of the NCE that either are consistent with or compare favorably to national norms.
- In the Rubric-Based LiveText assessment of the Videotape in CHD 602, it was noted in the Fall 2013 semester that a number of students had ratings of "Unacceptable" in the area of Goal Setting. Students earned "Target" or "Acceptable" ratings in all other areas.
- In the Rubric-Based LiveText assessment of the Personal Model of Counseling, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Individual Counseling Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- Survey results from Current Community Counseling majors identified a weakness in the area of consultation, while Site Supervisors and Recent Graduates did not identify weaknesses in this area. (Numbers 4, 11, 12, 13, 14, and 15 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: **In CHD 602, Fundamentals of Counseling, the instructor provided more modeling of goal setting, and more opportunities for students to practice goal setting. In the Spring 2014 semester there were no "Unacceptable" ratings in that area. An emphasis on consultation will be added to CHD 656 Contemporary Practices in Clinical Mental Health Counseling.**

Other Actions/Improvements: No other action needed.

#### **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.

Budget: \$0

Assessed How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Chair

Participation: Faculty

##### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 11).
- National Counselor Examination (NCE) (Appendix A, Table 12).
- Rubric-Based LiveText assessment, Multicultural Research Paper, in CHD 615, requires students to conduct research and write a paper on counseling with clients/students that belong to a specific cultural group or represent some other type of diversity.

##### **Indirect Assessments:**

- Site Supervisor Survey administered every semester to each site supervisor of community counseling interns (Appendix B, Table 1).
- Current Community Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Community Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

##### **Results:**

- Community Counseling students are achieving scores on the Social and Cultural Foundations Subtest of the CPCE and the Social and Cultural Foundations Subtest of the NCE that are generally competitive with national norms.
- In the Rubric-Based LiveText assessment, Multicultural Research Paper, in CHD 615, all students received a score of "Target" or "Acceptable" on all elements.
- Survey results did not identify a weakness in this area (See numbers 5, 17, and 18 on Appendix B, Tables 1, 2, & 3).

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

Other Actions/Improvements: No other action needed.

## **Outcome 5: Appraisal**

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

Budget: \$0

Assessed How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Chair

Participation: Faculty

### **Direct Assessments:**

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 13).
- National Counselor Examination (NCE) (Appendix A, Table 14).
- Rubric-Based LiveText assessments in CHD 621, Assessment in Counseling, in which students are evaluated on the Assessment Report, Literature Review & Test Critique, Video, and Examinations.

### **Indirect Assessments:**

- Site Supervisor Survey administered every semester to each site supervisor of community counseling interns (Appendix B, Table 1).
- Current Community Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Community Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

### **Results:**

- Community Counseling students are achieving scores on the Appraisal Subtest of the CPCE that are generally competitive with national norms and scores on the Appraisal Subtest of the NCE that compare favorably with national norms.
- In the Rubric-Based LiveText assessment of the Assessment Report in CHD 621, which indicates an understanding of test interpretation and report writing, all students scored in the "Target" ratings.
- In the Rubric-Based LiveText assessment of the Literature Review & Test Critique in CHD 621, which indicates the understanding of the psychometric qualities and uses of assessment instruments, all students scored in the "Target" or "Acceptable" ratings.
- In the Rubric-Based LiveText assessment of the Examinations in CHD 621, which indicates a knowledge of assessment theories and processes, most students scored in the "Target" or "Acceptable" ratings. Except for the area of "assessment of addictions," there were no patterns to indicate any required changes.

- In the Rubric-Based LiveText assessment of the Video, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There were no patterns to indicate any required changes.
- Survey results did not identify a weakness in this area (See numbers 6, 19, and 20 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: **The instructor in CHD 621 Assessment in Counseling will add more in-depth instruction in the area of assessment of addictions due to the “Unacceptable” ratings in that area.**

Other Actions/Improvements: No other action needed.

## **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.

Budget: \$0

Assessed How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Chair

Participation: Faculty

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 15).
- National Counselor Examination (NCE) (Appendix A, Table 16).

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of community counseling interns (Appendix B, Table 1 ).
- Current Community Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Community Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

**Results:**

- Community Counseling students are achieving scores on the Research and Program Evaluation Subtests of both the CPCE and the NCE that are generally competitive with national norms.
- On item 7 "Knowledge of research and evaluation practices" of the Current Community Counseling Major Survey was identified as a relative weakness. A Recent Graduate commented that, “The research course did not adequately address research involving counseling related topics.”

- In the Intern Focus Group there was a consensus that the Research class would have been more helpful if it were focused on counseling.

Curriculum Actions/Improvements: **The Department has developed a Counseling-specific course, CHD 601 Research Methods and Program Evaluation in Counseling in response to the new 2009 CACREP Standards as well as the requests by students. This course will be taught in Summer 2015.**

Other Actions/Improvements: No other action needed.

## **Outcome 7: Technology**

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

Budget: \$0

Assessed How Often: Every 2 years

Assessed this Year? Yes

Responsibility: Chair

Participation: Faculty

Direct Assessments:

- LiveText, rubric-based evaluation of internship assignment to use technology to produce an attractive and informative brochure/handbill about internship site.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of community counseling interns (Appendix B, Table 1).
- Current Community Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Community Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

## **Results:**

- In the Rubric-Based LiveText assessment of the brochure/handbill, all students scored in the "Target" or "Acceptable" ratings.
- Survey results did not identify a weakness in this area (See numbers 8 and 20 on Appendix B, Tables 1, 2, & 3).

Curriculum Actions/Improvements: Results of the Rubric-Based LiveText assessments and surveys do not reveal a need for curriculum changes at this time.

Other Actions/Improvements: No other action needed.



**Appendix A**  
**Counselor Preparation Comprehensive Examination**  
**National Counselor Examination**  
**Subtest Scores**

**Table 1**  
**Professional Orientation & Ethics**  
Professional Orientation and Ethics Subtest  
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/4/14	2	11.50	1.50	285	10.65	2.51
11/1/13	12	12	1	437	11.36	2.25
6/28/13	1	11	0	437	11.36	2.25
3/15/13	10	10.8	2.14	542	12.03	2.68
10/26/12	10	11.6	1.11	542	12.03	2.68
6/22/12	6	9.5	2.10	1261	10.12	2.38

**Table 2**  
Professional Orientation and Ethics Subtest  
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/12/14	11	18.09	4.11	257	19.35	3.83
10/19/13	8	18.50	3.93	330	19.19	3.9
4/20/13	17	20.47	3.79	257	19.79	3.83
10/13/12	7	19.86	2.61	319	19.06	3.41

**Table 3**  
**Human Growth & Career Development**  
Human Growth and Development Subtest  
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/4/14	2	11	0	285	9.85	2.63
11/1/13	12	11.33	2.09	437	9.93	2.96
6/28/13	1	10	0	437	9.93	2.96
3/15/13	10	12.7	1.90	542	12.34	2.48
10/26/12	10	12.10	1.81	542	12.34	2.48
6/22/12	6	10.83	1.34	1261	10.23	2.38

**Table 4**  
Career and Lifestyle Development Subtest  
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/4/14	2	11.50	1.50	285	10.65	2.51
11/1/13	12	10.75	2.20	437	10.25	2.55
6/28/13	1	11	0	437	10.25	2.55
3/15/13	10	10.1	2.34	542	10.49	2.48
10/26/12	10	10.8	1.99	542	10.49	2.48
6/22/12	6	7.83	2.41	1261	8.37	2.48

**Table 5**  
Human Growth and Development Subtest  
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/12/14	11	7.36	1.75	257	6.98	2.36
10/19/13	8	6.75	2.38	330	6.10	2.20
4/20/13	17	7.06	1.89	257	7.07	2.13
10/13/12	7	7.29	2.69	319	6.66	1.88

**Table 6**  
Career and Lifestyle Development Subtest  
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/12/14	11	13.27	2.41	257	11.56	2.88
10/19/13	8	11.88	2.80	330	11.01	2.91
4/20/13	17	12.71	2.59	257	12.36	2.89
10/13/12	7	13.86	1.77	319	11.21	3.24

**Table 7**  
**Helping Relationships**  
Helping Relationships Subtest  
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/4/14	2	13	2	285	10.04	2.74
11/1/13	12	12.42	1.89	437	11.69	2.47
6/28/13	1	11	0	437	11.69	2.47
3/15/13	10	10.80	1.99	542	10.27	2.21
10/26/12	10	11.20	1.60	542	10.27	2.21
6/22/12	6	11.67	2.56	1261	9.56	2.37

**Table 8**  
Group Work Subtest  
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/4/14	2	14	0	285	12.52	2.75
11/1/13	12	13.25	2.38	437	12.64	2.51
6/28/13	1	12	0	437	12.64	2.51
3/15/13	10	10.50	1.36	542	10.53	2.75
10/26/12	10	10.80	1.94	542	10.53	2.75
6/22/12	6	13.17	1.57	1261	11.65	2.57

**Table 9**  
Helping Relationships Subtest  
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/12/14	11	19.73	6.10	257	20.79	5.24
10/19/13	8	20.88	4.16	330	21.80	5.21
4/20/13	17	22.65	4.86	257	21.19	4.59
10/13/12	7	26.71	4.03	319	22.58	4.46

**Table 10**

Group Work Subtest  
National Counselor Examination - Graduate Student Administration

Examination Date	Number Tested	UNA Results		National Results		
		Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/12/14	11	9.73	2.72	257	9.96	2.51
10/19/13	8	10.88	1.25	330	10.19	2.42
4/20/13	17	10.59	2.29	257	10.02	2.34
10/13/12	6	11.14	1.57	319	9.74	2.33

**Table 11****Social & Cultural Diversity**

Social and Cultural Diversity Subtest  
Counselor Preparation Comprehensive Examination

Examination Date	Number Tested	UNA Results		National Results		
		Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/4/14	2	10	0	285	10.65	2.51
11/1/13	12	11.17	1.67	437	10.98	2.20
6/28/13	1	9	0	437	10.98	2.20
3/15/13	10	8	1.95	542	8.56	2.68
10/26/12	10	8	1.61	542	8.56	2.14
6/22/12	6	9.67	1.60	1261	9.80	2.14

**Table 12**

Social and Cultural Diversity Subtest  
National Counselor Examination - Graduate Student Administration

Examination Date	Number Tested	UNA Results		National Results		
		Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/12/14	11	7.24	1.15	257	6.50	1.96
10/19/13	8	7.13	1.46	330	6.99	1.73
4/20/13	17	6.91	1.58	257	6.49	1.94
10/13/12	7	8.14	1.21	319	7.98	1.59

**Table 13**  
**Appraisal**  
Appraisal Subtest  
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/4/14	2	11.50	1.50	285	10.62	2.49
11/1/13	12	11.08	1.61	437	9.81	2.26
6/28/13	1	11	0	437	9.81	2.26
3/15/13	10	10.5	1.50	542	10.06	2.07
10/26/12	10	9.5	1.36	542	10.06	2.07
6/22/12	6	10.83	2.11	1261	9.83	2.42

**Table 14**  
Appraisal Subtest  
National Counselor Examination - Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/12/14	11	13.09	3.7	257	12.2	2.88
10/19/13	8	11.63	3.07	330	12.03	2.83
4/20/13	17	12.65	2.42	257	11.12	2.72
10/13/12	7	13.29	2.61	319	12.1	2.84

**Table 15**  
**Research**  
Research and Program Evaluation Subtest  
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/4/14	2	10	3	285	10.81	2.70
11/1/13	12	10.42	3.23	437	10.67	2.86
6/28/13	1	8	0	437	10.67	2.86
3/15/13	10	9.2	2.44	542	9.60	2.76
10/26/12	10	9.3	1.79	542	9.60	2.76
6/22/12	6	9	2.24	1261	10.06	2.24

**Table 16**  
**Research and Program Evaluation Subtest**  
**National Counselor Examination - Graduate Student Administration**

Examination Date	Number Tested	UNA Results		National Results		
		Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/12/14	11	8.45	2.88	257	8.37	2.75
10/19/13	8	10.38	2.56	330	9.44	2.52
4/20/13	17	8.59	2.15	257	9.06	2.58
10/13/12	7	10.57	2.37	319	9.53	2.74

## Appendix B

**Table 1**  
Counselor Education Program Evaluation  
Site Supervisors of Community Counseling Majors  
CHD 689 Summer 2012- Spring 2014

1 = (1) Poor                      2 = (2)                      3 = (3)                      4 = (4) Excellent

*(Eight (8) site supervisors of community counseling students responded to evaluation.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community counselors.	1 = 0	2 = 0	3 = 2	4 = 6	(Mean –3.75)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 4	4 = 4	(Mean –3.5)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 4	4 = 4	(Mean –3.5)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	1 = 0	2 = 0	3 = 3	4 = 5	(Mean –3.62)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 1	4 = 7	(Mean –3.87)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 3	4 = 5	(Mean – 3.62)
7. Knowledge of research and evaluation practices.	1 = 0	2 = 0	3 = 4	4 = 3	(Mean – 3.42)
(One did not answer)					
8. Knowledge of available technology.	1 = 0	2 = 0	3 = 2	4 = 5	(Mean – 3.71)
(One did not answer)					
9. Ability to document and provide direct services and referrals in an ethical, professional manner.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.75)
10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs.	1 = 0	2 = 0	3 = 3	4 = 4	(Mean – 3.57)
(One did not answer)					

11. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 1	4 = 7	(Mean – 3.87)
12. Ability to provide group counseling.	1 = 0	2 = 0	3 = 1	4 = 7	(Mean – 3.87)
13. Ability to provide family counseling.	1 = 0	2 = 0	3 = 1	4 = 6	(Mean – 3.85)
(One did not answer)					
14. Ability to provide consultation.	1 = 0	2 = 0	3 = 2	4 = 6	(Mean – 3.75)
15. Ability to intervene/respond appropriately in crisis/emergency situations.	1 = 0	2 = 0	3 = 3	4 = 4	(Mean – 3.57)
(One did not answer)					
16. Ability to develop treatment plans and properly document services.	1 = 0	2 = 0	3 = 4	4 = 4	(Mean – 3.5)
17. Ability to provide age-appropriate, culturally sensitive services to all clients.	1 = 0	2 = 0	3 = 2	4 = 6	(Mean – 3.75)
18. Ability to advocate for equity in other community-based services.	1 = 0	2 = 0	3 = 5	4 = 3	(Mean – 3.37)
19. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 3	4 = 5	(Mean – 3.62)
20. Ability to diagnose clients and conceptualize cases.	1 = 0	2 = 0	3 = 3	4 = 5	(Mean – 3.62)
21. Ability to perform community needs assessments, program evaluation, and quality assurance.	1 = 0	2 = 0	3 = 3	4 = 4	(Mean – 3.57)
(One did not answer)					
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 2	4 = 5	(Mean – 3.71)
(One did not answer)					
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 1	4 = 7	(Mean – 3.87)

Comments:

1. We have always had positive experiences with interns from UNA and look forward to working with UNA interns in the future.



2. My intern was well-prepared for all aspects of providing services.
3. I was very favorably impressed with the preparation of my intern in every way.

**Table 2**  
Counselor Education Program Evaluation  
Current Community Counseling Majors  
Summer 2012 - Spring 2014

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

*(Sixteen (16) students responded to the evaluation.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community counselors.	1 = 0	2 = 0	3 = 0	4 = 16	(Mean –4.0)
2. Knowledge of human development across the life span.	1 = 0	2 = 1	3 = 0	4 = 15	(Mean –3.87)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 4	4 = 12	(Mean –3.0)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	1 = 0	2 = 0	3 = 4	4 = 12	(Mean –3.0)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 0	4 = 16	(Mean –4.0)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 2	4 = 14	(Mean –3.87)
7. Knowledge of research and evaluation practices.	1 = 0	2 = 1	3 = 4	4 = 11	(Mean –3.62)
8. Knowledge of available technology.	1 = 0	2 = 1	3 = 5	4 = 10	(Mean – 3.56)
9. Ability to document and provide direct services and referrals in an ethical, professional manner.	1 = 0	2 = 0	3 = 3	4 = 13	(Mean –3.81)
10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs.	1 = 0	2 = 0	3 = 1	4 = 15	(Mean –3.93)
11. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 2	4 = 14	(Mean –3.87)
12. Ability to provide group counseling.	1 = 0	2 = 0	3 = 0	4 = 16	(Mean –4.0)

13. Ability to provide family counseling.	1 = 0	2 = 0	3 = 3	4 = 13	(Mean –3.81)
14. Ability to provide consultation.	1 = 0	2 = 2	3 = 1	4 = 13	(Mean –3.68)
15. Ability to intervene/respond appropriately in crisis/emergency situations.	1 = 0	2 = 3	3 = 4	4 = 9	(Mean –3.37)
16. Ability to develop treatment plans and properly document services.	1 = 0	2 = 3	3 = 4	4 = 9	(Mean –3.37)
17. Ability to provide age-appropriate, culturally sensitive services to all clients.	1 = 0	2 = 0	3 = 2	4 = 14	(Mean –3.87)
18. Ability to advocate for equity in other community-based services.	1 = 0	2 = 0	3 = 2	4 = 14	(Mean –3.87)
19. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 4	4 = 12	(Mean –3.0)
20. Ability to diagnose clients and conceptualize cases.	1 = 0	2 = 0	3 = 1	4 = 15	(Mean –3.93)
21. Ability to perform community needs assessments, program evaluation, and quality assurance.	1 = 0	2 = 1	3 = 4	4 = 11	(Mean –3.62)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 2	3 = 2	4 = 12	(Mean –3.62)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 3	4 = 13	(Mean –3.81)
24. Admission Interview	1 = 0	2 = 0	3 = 1	4 = 15	(Mean –3.93)
25. Orientation to Program	1 = 0	2 = 0	3 = 1	4 = 15	(Mean –3.93)
26. Academic Advising Program	1 = 0	2 = 0	3 = 1	4 = 15	(Mean – 3.93)
27. Practicum & Internship Selection	1 = 0	2 = 0	3 = 1	4 = 15	(Mean – 3.93)

28. Career Assistance

1 = 0

2 = 0

3 = 3

4 = 13

(Mean – 3.81)

**Comments:**

- 1) The program is excellent in most every area. Professors are very knowledgeable of course content and experienced in counseling. Always prompt (next class) in returning papers, tests, and projects – graded and thoroughly explained how graded. Please develop own research course.
- 2) Love this program and the faculty! Ms. Paula is wonderful and if she hadn't called me the day before the final day of registration I probably would have never registered! Thank you all so much!

**Table 3**  
Counselor Education Program Evaluation  
Recent Community Counseling Graduates  
Summer 2012 - Spring 2014

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

*(Four (4) graduates out of 27 responded to the evaluation.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community counselors.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean –3.5)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean –3.5)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean –3.5)
7. Knowledge of research and evaluation practices.	1 = 0	2 = 1	3 = 2	4 = 1	(Mean –3.0)
8. Knowledge of available technology.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.50)
9. Ability to document and provide direct services and referrals in an ethical, professional manner.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean –3.75)
10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean –3.75)
11. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
12. Ability to provide group counseling.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)

13. Ability to provide family counseling.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean –3.75)
14. Ability to provide consultation.	1 = 0	2 = 2	3 = 2	4 = 2	(Mean –3.5)
15. Ability to intervene/respond appropriately in crisis/emergency situations.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean –3.75)
16. Ability to develop treatment plans and properly document services.	1 = 0	2 = 0	3 = 3	4 = 1	(Mean –3.25)
17. Ability to provide age-appropriate, culturally sensitive services to all clients.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
18. Ability to advocate for equity in other community-based services.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean –3.5)
19. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean –3.5)
20. Ability to diagnose clients and conceptualize cases.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean –3.5)
21. Ability to perform community needs assessments, program evaluation, and quality assurance.	1 = 0	2 = 0	3 = 3	4 = 1	(Mean –3.25)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean –3.5)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
24. Admission Interview	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
25. Orientation to Program	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
26. Academic Advising Program	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
27. Practicum & Internship Selection	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)

28. Career Assistance

1 = 0

2 = 0

3 = 1

4 = 3

(Mean –3.75)

Comments:

1. The counseling program is excellent. It has enabled me to find my life's work!
2. As a graduate of UNA counselor education, I felt that I was fully equipped to serve my clients. All of you have been beyond helpful. Due to my supervisor knowing I was a graduate of the UNA counselor education program, she did not hesitate to hire me after my internship. My only suggestion is that during practicum and internship there be a lot of focus on documentation in regards to session 1 progress notes with clients. I am proud to be an UNA Alum!
3. I have no complaints about the program. I found all professors and staff members to be helpful in navigating the program and the counseling field. What sticks out the most is how the students felt the professors actually cared about them. I always enjoyed being around the professors – both in the classroom and out (e.g. office hours, ALCA convention, etc.). I felt prepared for my practicum and internships which also means I felt prepared to enter into the “real world” of counseling. I think many of us would have loved to have been able to prepare for every situation and every client we may encounter, but obviously, that is not possible. The program prepared us as much as possible and put a lot of tools in our toolbox. Plus, the professors emphasized the need for flexibility and creative thinking when it comes to treatment planning and just generally working in this field. I've been out over a year and miss it!
4. The research course did not adequately address research involving counseling related topics. The rubrics for the course were vague and unhelpful in both completing assignments and understanding concepts. I believe this course would have been more effective if not primarily geared toward education majors.

**Appendix C**  
**Focus Groups**  
**Summer 2012 – Spring 2014**

**CHD 688 INTERNS - Summer 2012**

- The Group class was helpful. I liked that in the group class that we were students, but also in the client role in the actual group with the group leader. It was an eye-opening experience to actually go through the group therapy experience.
- I like the hands-on activities in the classes.
- The individual time in Practicum was very helpful.
- Internship has been good.
- Having the small classes in Practicum and Internship has been really meaningful and allows us to have conversations related to counseling.
- I think the availability of the professors is very helpful. I've talked with students from other programs where that is not the case. There is a reason people from Huntsville drive here.
- I like that all the classes are at night. That's helpful.
- It's meaningful to hear the practical aspects of our profession.
- I really appreciate it when we have speakers come in such as in Multicultural Counseling and when the teacher from here (UNA) came in and spoke to us, and when the child and adolescent counselor spoke to us in the DSM class, and when Jennifer spoke to us in Professional Identity and Ethics, and when Dr. Whalen spoke to us in DSM.
- I liked the alumni who came in with Chi Sigma Iota and interacted with us and we were able to see people who have actually been hired in our field.
- We don't like on-line classes that much. Also, I wish we had a research class taught in the Counselor Education Department.
- I like the idea of a crisis intervention class.
- It would be good to be able to spend a week at a substance abuse treatment facility, a week with children, a week in career counseling, and so forth, to be able to see different types of community counseling work settings. This might be an introductory course, or involve shadowing, or some other experience. It would help me with more direction in where I want to eventually work. It would be nice to do this before Practicum and Internship. Or it could be a class near the end of the program to provide an overview of counseling. This could even be an elective.
- It seems that the faculty are "cracking down" more on plagiarism, and I think that is a good thing. A lot of people struggle with the APA process: What do I put quotation marks around? What do I cite?
- It might be nice to have more "vague" assignments because that's the real world with few directions. "What would you do with this?"
- It would be nice if some of the elective courses could be offered more than one time per semester. I would have loved to have taken Child and Adolescent, but it wasn't possible with my schedule.
- It would be good for individual counseling to be required for Counselor Ed. students.
- Smaller class sizes would be more meaningful for some of the larger classes.
- There needs to be a better screening process for the students admitted to the program because I think it is scary to think of some of my classmates working with clients. I feel that some people come in with good intentions, but I'm scared for the public. For a profession that relies on interpersonal skills, it's hard to imagine them in a session. I don't want people to lose trust in counselors. This might be addressed at the admission to candidacy process. I like the idea of a



community counselor equivalent to the school counselor professional dispositions. If we were each required to see a counselor, some of these things might be worked out.

#### CHD 688 INTERNS - Fall 2012

- Interns were interested in more course content on play therapy, grief, abuse, therapy notes, treatment planning, Medicaid and other third party funding buzz words and terminology.
- Interns liked case study exercises, and in-class activities such as meditation that they could use with clients.
- Interns liked the concept of an advanced course where they would practice advanced counseling techniques that would be taken at the same time as internship or practicum.
- Several interns expressed the opinion that experiencing more than one site at some time during practicum and internship courses is beneficial.
- Interns have talked to students currently enrolled in CHD 606 Theories and Techniques and like the idea of doing the audio PowerPoint presentations outside of class time and doing application exercises in class.

#### CHD 688 INTERNS - Spring 2013

- Increase the number of times various courses are offered during a year.
- Create areas of specialization or additional majors such as Addictions.
- Videotape and/or audiotape class lectures for use in hybrid courses or when a student misses an in-class lecture.
- Make use of technology such as Skype, audio head phones, and digital voice recorders in class activities and assignments.
- Find a way to make some class video assignments more accessible. (Example: It is difficult to find some movies on DVD. They may be available on VHS but difficult to obtain. Not everyone has a VHS player.)
- Teach Research as a CHD course inside the Department of Counselor Education.
- Include visits to counselor work sites in a course either during class time or as class assignments; CHD 600 Professional Identity and Ethics might be a good place for this activity.
- Be more selective when admitting students to the program and in granting Admission to Candidacy. Counselor Education students who are serious about the program and about being a counselor are unhappy with a few students in the program who they believe are not serious or who lack the necessary interpersonal skills.
- Students agree that LGBTQ issues are very important and timely, but feel that collectively the current CHD courses may emphasize LGBTQ issues to the degree that other important issues are sometimes neglected.
- Students would like to see more coverage in the program of play therapy, art therapy, bereavement/grief counseling, and PTSD.

#### CHD 688 INTERNS - Summer 2013

- Students did not like the Research class because it was not focused on counseling.
- There should be more emphasis on writing case notes; would have liked more practice in wording used.

- The material in Appraisal is boring; there should be more tests taken with written reports on those tests.
- The movies that were used in classes were helpful.
- Students are glad that the program is moving to a 60 credit hour program.
- Being a small program, it is easy to reach out to other students, and faculty were accessible; faculty work with students and are very helpful.
- The role-plays in group and family were good experiences.
- Making videos was helpful.
- The work in each course was manageable.
- Loved going to AA meetings in CHD 625.
- Loved group class and having the personal group experience; also got many ideas for groups.
- Would like to see summer classes start later because the 4:00/4:30 start time cuts into work and internship hours. If internship classes started later, students could spend more time on site.
- Saturday classes could be an option.
- Students liked the hybrid internet course; appraisal, professional orientation, multicultural, and career could also be hybrid courses.
- The room temperatures are unpredictable.
- Taking theories the first semester after being out of college for a while was hard; Theories I and Theories II would allow more time to grasp the theories.

#### CHD 688 Interns - Fall 2013

- Arrange for undergraduate students enrolled in certain career planning, education or psychology courses to serve as clients or role play partners for Counseling majors in CHD 602 and CHD 678.
- Have Counselor Education faculty provide APA style training and consultation including specific information on how to use APA Style Manual and the basics of APA style for new Counselor Education student.
- Have students in CHD Fundamentals of Appraisal to take more and a wider variety of assessment instruments during the course.
- Early during the coursework of Counseling students, include detailed information about the time demands placed on Counseling interns. Students who continue to work outside the Counseling field during internship need a thorough understanding of these on-site time demands.
- Students appreciated having representatives from various practicum/internship sites present at the Chi Sigma Iota Spring Workshop.
- Students would like for the Counselor Education Program to remove as many course pre-requisites as possible to create greater scheduling options.

#### CHD 688 Interns - Spring 2014

- Provide clear lanyard-type identification badges for both School and Mental Health practicum students and interns.
- Community (Mental Health) Counseling students would like to have more practice (i.e. case studies, simulations) at writing case notes.
- Students felt that it is good that in the new Clinical Mental Health Counseling all students will take courses in addictions and in crisis.

- Community/Mental Health Counseling students seeking counselor licensure in Tennessee are pleased that the new CMHC curriculum contains 60 semester hours of coursework. Licensure in Tennessee requires 60 hours of counseling coursework.

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

**2013-2014**

### **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.

Budget: \$0

Assessed How Often: Yearly

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Counselor Education Faculty

#### **Direct Assessments:**

- Praxis II Professional School Counselor (Appendix A).
- Rubric-Based LiveText assessment in CHD 688 Internship in which interns are required to use the ASCA Model to evaluate and plan a school counseling program.
- Rubric-Base LiveText assessment in CHD 688 in which students delve into the ethical and legal considerations on the internship site.
- Rubric-Base LiveText assessment in CHD 689 Counseling Internship in which interns submit a portfolio that has been developed over several semesters.
- Rubric-Base LiveText assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors.

#### **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).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (No surveys were returned).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

#### **Results:**

- The three students who took the PRAXIS II Professional School Counselor all received scores in the upper end of the Average Performance Range in the area of "Foundations" which includes History & Role of the Professional School Counselor, Ethics, and Legal Issues. They also received scores in the Average Performance Range in the area of "Delivery of Services."
- All school counseling interns received scores of "Target" or "Acceptable" on all elements of the Rubric-Based LiveText assessment in CHD 688 Internship in which interns are required to use the ASCA Model to evaluate and plan a school counseling program.
- All school counseling interns received scores of "Target" or "Acceptable" on all elements of the Rubric-Based LiveText assessment in CHD 688 Internship in which interns are required to delve into ethical and legal considerations on the internship site.

- All school counseling interns received scores of “Target” or “Acceptable” on all elements of the Rubric-Based LiveText assessment in CHD 689 Internship 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 school counseling interns received scores of “Target” or “Acceptable” on the elements of “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” Consultation & Leadership,” “Advocacy,” and “Ethical & Legal Practices” in the Rubric-Based LiveText assessment in CHD 689 Internship in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 1, 9, and 23 on Appendix B, Tables 1 & 2).

Curriculum Actions/Improvements: No action needed based upon Praxis, Rubric-Based LiveText assessments, and survey results.

Other Actions/Improvements: No other action needed.

## **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.

Budget: \$0

Assessed How Often: Yearly

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Counselor Education Faculty

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-Based LiveText assessments in CHD 604, Human Growth & Development, that evaluate the Autobiography, Examinations, Power Point Project, and the Semester Project.
- Rubric-Based LiveText assessments in CHD 631, Counseling for Career Development, that evaluate the Literature Review, the Autobiography, Examinations, 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).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (No surveys were returned).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

**Results:**

- The three students who took the PRAXIS II Professional School Counselor all received scores in the upper end of the Average Performance Range in the area of “Foundations” which includes Human Growth & Development.
- In the Rubric-Based LiveText assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Examinations in CHD 604, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Power Point Project in CHD 604, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Semester Project, all students scored in the “Target” ratings.
- In the Rubric-Based LiveText assessment of the Literature Review in CHD 631, which indicates an understanding of career development theories, most students scored in the “Target” or “Acceptable” ratings. There were no patterns to indicate any required changes.
- In the Rubric-Based LiveText assessment of the Autobiography in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, most students scored in the “Target” or “Acceptable” ratings. There were no patterns to indicate any required changes.
- In the Rubric-Based LiveText assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, all students received “Target” ratings.
- Survey results did not identify a weakness in this area (Numbers 2 and 3 on Appendix B, Tables 1 & 2).

Curriculum Actions/Improvements: No action needed based upon Praxis, Rubric-Based LiveText assessments, and survey results.

Other Actions/Improvements: No other action needed.

**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.

Budget: \$0

Assessed How Often: Yearly

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Counselor Education Faculty

#### Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-Based LiveText assessment, Video Assessment in CHD 602, Fundamentals of Counseling.
- Rubric-Based LiveText assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689, Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689, Counseling Internship.
- Rubric-Based LiveText assessment, Observation of Classroom Guidance Session, completed by site supervisor in CHD 689, Counseling Internship.

#### 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).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (No surveys were returned).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

#### Results:

- The three students who took the PRAXIS II Professional School Counselor all received scores in the upper end of the Average Performance Range or above that range in the area of "Delivery of Services" which includes Guidance and Counseling, and Consultation and Collaboration.
- In the Rubric-Based LiveText assessment of the Videotape in CHD 602, it was noted in the Fall 2013 semester that a number of students had ratings of "Unacceptable" in the area of Goal Setting. Students earned "Target" or "Acceptable" ratings in all other areas.
- In the Rubric-Based LiveText assessment of the Personal Model of Counseling, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Individual Counseling Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- In the Rubric-Based LiveText assessment, Observation of Classroom Guidance Session, in CHD 689 Counseling Internship all students scored "Target" or "Acceptable" ratings on all areas.
- Survey results did not identify a weakness in this area (Numbers 4, 11, 12, 13, 14, 15, and 16 on Appendix B, Tables 1 & 2).

Curriculum Actions/Improvements: **In CHD 602, Fundamentals of Counseling, the instructor provided more modeling of goal setting, and more opportunities for students to practice goal setting. In the Spring 2014 semester there were no “Unacceptable” ratings in that area.**

Other Actions/Improvements: No other action needed.

#### **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.

Budget: \$0

Assessed How Often: Yearly

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Counselor Education Faculty

##### **Direct Assessments:**

- Praxis II Professional School Counselor (Appendix A).
- Rubric-Based LiveText assessment, Multicultural Research Paper, in CHD 615, requires students to conduct research and write a paper on counseling with clients/students that belong to a specific cultural group or represent some other type of diversity.
- Rubric-Based LiveText assessment, Diversity Report, in CHD 688 Counseling Internship requires students to collect information and data regarding the presence of and counseling services for students on the internship site who represent some form of diversity.
- Rubric-Base LiveText assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors.

##### **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).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (No surveys were returned).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

##### **Results:**

- The three students who took the PRAXIS II Professional School Counselor all received scores in the upper end of the Average Performance Range or above that range in the area of “Delivery of Services” which includes Guidance and Counseling.
- In the Rubric-Based LiveText assessment, Multicultural Research Paper, in CHD 615, all students received a score of “Target” or “Acceptable” on all elements.
- In the Rubric-Based LiveText assessment, Diversity Report, in CHD 688 Counseling Internship, all students received a score of “Target” on all elements.



- All school counseling interns received scores of “Target” on the element of “Diversity” in the Rubric-Based LiveText assessment in CHD 689 Internship in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 5, 17, and 18) on Appendix B, Tables 1 & 2).

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

Other Actions/Improvements: No other action needed.

## **Outcome 5: Appraisal**

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 LiveText assessments in CHD 621 Assessment in Counseling, in which students are evaluated on the Assessment Report, Literature Review & Test Critique, Video, and Examinations.
- Rubric-Based LiveText assessment in CHD 688 Counseling Internship requires students to describe the use of tests and inventories used at the internship site.
- Rubric-Based LiveText assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors.

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).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (No surveys were returned).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

**Result:**

- The three students who took the PRAXIS II Professional School Counselor all received scores in the upper end of the Average Performance Range in the area of “Accountability.”
- In the Rubric-Based LiveText assessment of the Assessment Report in CHD 621, which indicates an understanding of test interpretation and report writing, all students scored in the “Target” ratings.
- In the Rubric-Based LiveText assessment of the Literature Review & Test Critique in CHD 621, which indicates the understanding of the psychometric qualities and uses of assessment instruments, all students scored in the “Target” or “Acceptable” ratings.
- In the Rubric-Based LiveText assessment of the Examinations in CHD 621, which indicates a knowledge of assessment theories and processes, most students scored in the “Target” or

“Acceptable” ratings. Except for the area of “assessment of addictions,” there were no patterns to indicate any required changes.

- In the Rubric-Based LiveText assessment of the Video in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There were no patterns to indicate any required changes.
- In the Rubric-Base LiveText assessment in CHD 688 of the use of tests and inventories on internship sites, all students received a “Target” rating.
- All school counseling interns received scores of “Target” on the element of “Test Administration & Interpretation” in the Rubric-Based LiveText assessment in CHD 689 Internship 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, 19, and 20 on Appendix B, Tables 1 & 2).

Curriculum Actions/Improvements: **In CHD 621 Assessment in Counseling the instructor will add more in-depth instruction in the area of assessment of addictions due to the “Unacceptable” ratings in that area.**

Other Actions/Improvements: No other action needed.

## **Outcome 6: Research**

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

Budget: \$0

Assessed How Often: Yearly

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Counselor Education Faculty

Direct Assessments:

- Rubric-Based LiveText 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.
- Rubric-Base LiveText assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors.

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).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (No surveys were returned).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

**Results:**

- In the Rubric-Based LiveText assessment, Best Practices Project, all students scored at “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 LiveText assessment in CHD 689 Internship 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).
- During the Focus Groups students expressed the desire to have a counseling-specific Research course taught within the Counselor Education Department.

**Curriculum Actions/Improvements: The Department has developed a Counseling-specific course, CHD 601 Research Methods and Program Evaluation in Counseling in response to the 2009 CACREP Standards as well as the requests by students. This course will be taught in Summer 2015.**

**Other Actions/Improvements:**No other action needed.

**Outcome: Technology**

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

Budget: \$0

Assessed How Often: Yearly

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Counselor Education Faculty

**Direct Assessments:**

- Praxis II Professional School Counselor (Appendix A).
- Rubric-Based LiveText assessment in CHD 688 Counseling Internship to use technology to produce an attractive and informative brochure/handbill about the internship site.
- Rubric-Base LiveText assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors.

**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).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (No surveys were returned).
- Employer Survey sent to employers of recent graduates (No surveys were returned).

**Results:**

- The three students who took the PRAXIS II Professional School Counselor all received scores in the upper end of the Average Performance Range in the area of “Management.”
- In the Rubric-Based LiveText assessment in CHD 688 students interns received "Target" ratings on all areas.
- All school counseling interns received scores of “Target” on the element of “Technology” in the Rubric-Based LiveText assessment in CHD 689 Internship in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 8 and 22 on Appendix B, Tables 1 & 2).

Curriculum Actions/Improvements: No action needed based on Rubric-Based LiveText assessment results, survey results, and focus group results.

Other Actions/Improvements: No other action needed.

**Appendix A**  
**2013- 2014**  
**Table 1**  
**Student #1**

	<b>Raw Points Earned</b>	<b>Raw Points Available</b>	<b>Average Performance Range</b>
<b>Foundations</b>	<b>17</b>	<b>20</b>	<b>15 - 17</b>
<b>Delivery of Services</b>	<b>31</b>	<b>46</b>	<b>30 - 36</b>
<b>Management</b>	<b>8</b>	<b>15</b>	<b>9 - 12</b>
<b>Accountability</b>	<b>16</b>	<b>22</b>	<b>14 - 18</b>

**Table 2**  
**Student #2**

	<b>Raw Points Earned</b>	<b>Raw Points Available</b>	<b>Average Performance Range</b>
<b>Foundations</b>	<b>16</b>	<b>20</b>	<b>14 - 17</b>
<b>Delivery of Services</b>	<b>35</b>	<b>46</b>	<b>28 - 35</b>
<b>Management</b>	<b>13</b>	<b>15</b>	<b>9 - 12</b>
<b>Accountability</b>	<b>20</b>	<b>22</b>	<b>13 - 18</b>

**Table 3**  
**Student #3**

	<b>Raw Points Earned</b>	<b>Raw Points Available</b>	<b>Average Performance Range</b>
<b>Foundations</b>	<b>15</b>	<b>19</b>	<b>12 - 15</b>
<b>Delivery of Services</b>	<b>43</b>	<b>48</b>	<b>31 - 39</b>
<b>Management</b>	<b>13</b>	<b>17</b>	<b>9 - 13</b>
<b>Accountability</b>	<b>17</b>	<b>23</b>	<b>13 - 17</b>

## Appendix B

**Table 1**  
Counselor Education Program Evaluation  
Site Supervisors of School Counseling Majors  
Summer 2013- Spring 2014

1 = (1) Poor                      2 = (2)                      3 = (3)                      4 = (4) Excellent

*(Four (4) site supervisors of school counseling students responded to evaluation.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean –3.75)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean –3. 5)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean –3.75)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean –3.75)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 0	4 = 4	(Mean –4.0)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
7. Knowledge of research and evaluation practices.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
8. Knowledge of available technology.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
9. Ability to document and perform his/her multiple duties in an ethical, professional manner.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
10. Ability to perform needs assessments.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)

12. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
13. Ability to provide group counseling.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
14. Ability to provide classroom guidance.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
15. Ability to provide consultation.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
16. Ability to provide in-service programming.	1 = 0	2 = 0	3 = 1	4 = 2	(Mean – 3.66)
(One did not answer)					
17. Ability to provide culturally sensitive services to all students.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)
18. Ability to advocate for equity within the school environment and local community.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
19. Ability to coordinate test administration.	1 = 0	2 = 0	3 = 1	4 = 2	(Mean – 3.66)
(One did not answer)					
20. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
21. Ability to perform comprehensive program evaluation.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 2	4 = 2	(Mean – 3.5)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.75)

Comments:

1. My intern had excellent skills in technology, group guidance, and follow-up procedures!

**Table 2**  
Counselor Education Program Evaluation  
Current School Counseling Majors  
Summer 2013 - Spring 2014

1 = (1) Poor 2 = (2) 3 = (3) 4 = (4) Excellent

*(Five (5) students responded to the evaluation.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean –4.0)
2. Knowledge of human development across the life span.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean –4.0)
3. Knowledge of career development across the life span.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean –4.0)
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean –4.0)
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean –4.0)
6. Knowledge of assessment principles, instruments, and interview practices.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean –4.0)
7. Knowledge of research and evaluation practices.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean –4.0)
8. Knowledge of available technology.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
9. Ability to document and perform his/her multiple duties in an ethical, professional manner.	1 = 0	2 = 0	3 = 1	4 = 4	(Mean –3.8)
10. Ability to perform needs assessments.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
12. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)



13. Ability to provide group counseling.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
14. Ability to provide classroom guidance.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
15. Ability to provide consultation.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
16. Ability to provide in-service programming.	1 = 0	2 = 0	3 = 1	4 = 4	(Mean – 3.8)
(One did not answer)					
17. Ability to provide culturally sensitive services to all students.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
18. Ability to advocate for equity within the school environment and local community.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
19. Ability to coordinate test administration.	1 = 0	2 = 0	3 = 1	4 = 3	(Mean – 3.7)
(One did not answer)					
20. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 1	4 = 4	(Mean – 3.8)
21. Ability to perform comprehensive program evaluation.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
24. Admission Interview	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
25. Orientation to Program	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
26. Academic Advising Program	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)
27. Practicum & Internship Selection	1 = 0	2 = 0	3 = 0	4 = 5	(Mean – 4.0)

28. Career Assistance

1 = 0

2 = 0

3 = 0

4 = 5

(Mean – 4.0)

**Comments:**

No comments.

## Appendix C

### CHD 688 Interns

#### Summer 2013

- Students did not like the Research class because it was not focused on counseling.
- The material in Appraisal is boring; there should be more tests taken with written reports on those tests.
- The movies that were used in classes were helpful.
- Being a small program, it is easy to reach out to other students, and faculty were accessible; faculty work with students and are very helpful.
- The role-plays in group and family were good experiences.
- Making videos was helpful.
- The work in each course was manageable.
- Loved group class and having the personal group experience; also got many ideas for groups.
- Saturday classes could be an option.
- Students liked the hybrid internet course; appraisal, professional orientation, multicultural, and career could also be hybrid courses.
- The room temperatures are unpredictable.
- Taking theories the first semester after being out of college for a while was hard; Theories I and Theories II would allow more time to grasp the theories.

### CHD 688 Interns

#### Fall 2013

- Arrange for undergraduate students enrolled in certain career planning, education or psychology courses to serve as clients or role play partners for Counseling majors in CHD 602 and CHD 678.
- Have Counselor Education faculty provide APA style training and consultation including specific information on how to use APA Style Manual and the basics of APA style for new Counselor Education student.
- Have students in CHD Fundamentals of Appraisal to take more and a wider variety of assessment instruments during the course.
- Early during the coursework of Counseling students, include detailed information about the time demands placed on Counseling interns. Students who continue to work outside the Counseling field during internship need a thorough understanding of these on-site time demands.
- Students appreciated having representatives from various practicum/internship sites present at the Chi Sigma Iota Spring Workshop.
- Students would like for the Counselor Education Program to remove as many course pre-requisites as possible to create greater scheduling options.

## CHD 688 Interns

Spring 2014

- Provide clear lanyard-type identification badges for both School and Mental Health practicum students and interns.
- School Counseling students would like to have an opportunity to learn more about financial aid for post-secondary education and other post-secondary access issues.
- School Counseling students were divided on the question of whether or not to require School majors to take CHD 655 Diagnosis and Treatment Planning.