

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

2015-2016

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

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix 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 are competitive with national norms.
- In the rubric-based assessment of the Ethical Vignettes in CHD 600, which requires students to apply the ACA Code of Ethics and to react to the vignettes, most students scored in the “Target” or “Acceptable” ratings. **The “Unacceptable” ratings were due to students failing to turn in the assignments.**
- In the rubric-based assessment of the Weekly Assignments in CHD 600, which requires students to research the history, credentialing bodies, and professional organizations related to Clinical Mental Health Counseling, most students scored in the “Target” or “Acceptable” ratings. **The “Unacceptable” ratings were due to students failing to turn in the assignments.**

- In the rubric-based assessment of the Research Paper in CHD 600, most students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Field Observation Report in CHD 600, in which students were required to interview a counselor in a specialty area of their choice and ask questions related to credentialing, staff, ethical behaviors and continuing education, all students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 634, Wellness Counseling, that evaluates the Personal Self-Care Plan and Journal, which requires students to 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, with a few scoring “Unacceptable” ratings in some areas.
- In the rubric-based assessment in CHD 656, Contemporary Practices in Clinical Mental Health, that evaluates the Treatment Planning Project, where students develop an individualized treatment plan, all students scored in the “Target” or “Acceptable” ratings.
- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Professional Role,” “Ethical and Legal Practices,” Treatment Planning,” and “Documentation,” all interns scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 690, that evaluates Peer Group Collaboration and Supervision, students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessments in CHD 690, that evaluates the Treatment Plan Project, all students scored in the “Target” or “Acceptable” ratings.
- Survey responses from current majors indicated a need for more information concerning licensure preparation in question #29.
- Survey responses from current majors indicated a need for more information in treatment planning in questions #10, #18, and in comments.
- In the Summer 2015 focus group, students commented that the book for CHD 638 Crisis Intervention in Counseling was challenging; they also commented that they would like more emphasis on specific interventions such as cognitive Behavior Therapy or Dialectical Behavior Therapy.
- In the Spring 2016 focus group, students stated that they would like information about becoming an ALC to be shared in internship. They also stated that the binder with information about practicum and internship sites needs to be updated.

Curriculum Actions/Improvements:

- **An assignment will be added to CHD 600 Professional Identity & Ethics for CMHC that will require students to research licensure requirements for three different states in which there might be an interest in licensure.**
- **In CHD 634, Wellness Counseling, the instructor has no plans to make any changes at this time. Student progress will be monitored and adjustments made if needed.**
- **The instructor changed the book in CHD 638 Crisis Intervention in Counseling in response to student feedback.**
- **In CHD 690 Advanced Applications in Clinical Mental Health Counseling, there is emphasis on specific interventions such as cognitive Behavior Therapy, Dialectical Behavior Therapy, and other advanced treatment modalities.**

- In CHD 634 Wellness Counseling, a structured format for developing treatment plans was added.
- The instructor of CHD 688 developed an information packet about becoming an Associate Licensed Counselor and included this in the curriculum in Summer 2016.
- The binder with Practicum & Internship information is being updated with the help of the student worker.

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

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix 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.
- In the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored in the "Target" or "Acceptable" ratings.
- In the rubric-based assessment of the Examinations in CHD 604, all students scored in the "Target" or "Acceptable" ratings.
- In the rubric-based assessment of the Power Point Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored in the "Target" ratings.
- In the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, all students scored in the "Target" or "Acceptable" ratings.
- In the rubric-based assessment, Midterm Exam, in CHD 661, which assesses students' knowledge of theories of individual and family development and transitions across the life span, most students scored in the "Target" or "Acceptable" ratings.

- In the rubric-based assessment of the Special Population & Literature Review in CHD 631, which indicates an understanding of career development theories related to special populations, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Autobiographical Case study in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, most students scored in the “Target” or “Acceptable” ratings. **Those students scoring in the “Unacceptable” ratings did not follow directions.**
- In the rubric-based assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, most students scored in the “Target” or “Acceptable” ratings. A number of students received “Unacceptable” ratings Final Exam Objective #8, career counseling processes, techniques, and resources, including those applicable to specific populations.
- In the rubric-based assessment of Assessment Talking Points in CHD 631, in which students work in pairs and gather results from instruments, inventories, and interviews to create a list of talking points that might be considered in a counseling session, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, all students received “Target” or “Acceptable” ratings.
- Survey results did not identify a weakness in this area (Numbers 2, 3, and 11 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **The instructor in CHD 631 will increase emphasis on material related to Final Exam Objective #8: career counseling processes, techniques, and resources, including those applicable to specific populations.**

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 assessment, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam in CHD 602, Fundamentals of Counseling.
- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608, Group Counseling.
- Rubric-based assessments, Demonstration/Video Project and Final Exam, in CHD 634, Wellness Counseling.
- Rubric-based assessments, Literature Review, Genogram and Participation, Mid-term Exam, and Final Exam, in CHD 661 Family Counseling.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.

- Rubric-based assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Group Counseling,” “Family/Systemic Counseling,” “Crisis Intervention,” and “Consultation.”
- Rubric-based assessments in CHD 690, Advanced Applications in Clinical Mental Health Counseling, that evaluates Intervention Techniques.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix 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 and the Group Work Subtest of the CPCE compare favorably to national norms.
- In the rubric-based assessment of the Counseling Skills Video in CHD 602, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to fail as a therapist*, and write reflections on what they learned, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment of the Midterm Exam in CHD 602, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment of the Final Exam in CHD 602, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment, Article Summaries, in CHD 608, Group Counseling, students complete summaries of articles related to group counseling. Students scored “Target” or “Acceptable” in most areas. A few students scored “Unacceptable” in some areas.
- In the rubric-based assessment, Group Journal, in CHD 608, Group Counseling, students participate in a group and reflect on that experience. All students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment, Midterm, in CHD 608, Group Counseling, most students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment, Final Exam, in CHD 608, Group Counseling, all students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment, Demonstration/Video Project, in CHD 634, Wellness Counseling, students scored “Target” or “Acceptable” in most areas. A few students scored “Unacceptable” in some areas.
- In the rubric-based assessment, Final Exam, in CHD 634, Wellness Counseling, students scored “Target” or “Acceptable” in most areas. A few students scored “Unacceptable” in some areas.
- In the rubric-based assessment, Literature Review, in CHD 661, that assesses students’ knowledge of family systems, all students scored “Target” or “Acceptable” in all areas.

- In the rubric-based assessment, Final Exam, in CHD 661, which assesses students' knowledge of family and other systems theories and major models of family and related interventions; and knowledge of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders, all students scored "Target" or "Acceptable" in all areas.
- In the rubric-based assessment, Genogram and Participation, in CHD 661, which assesses students' knowledge of family and other systems theories and major models of family and related interventions, all students scored "Target" or "Acceptable" in all areas.
- In the rubric-based assessment of the Personal Model of Counseling, in CHD 689, all students scored "Target" or "Acceptable" ratings on all areas.
- In the rubric-based assessment of the Personal Model of Consultation, in CHD 689, most students scored "Target" or "Acceptable" ratings on all areas. One student scored "Unacceptable" in two areas.
- In the rubric-based assessment, Observation of Individual Counseling Session, in CHD 689, all students scored "Target" or "Acceptable" ratings on all areas.
- In the rubric-based assessment, Observation of Group Counseling Session, in CHD 689, all students scored "Target" or "Acceptable" ratings on all areas.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections "Individual Counseling," "Group Counseling," "Family/Systemic Counseling," "Crisis Intervention," and "Consultation," all students scored "Target" or "Acceptable" ratings in these areas.
- In the Spring 2016 focus group there were the following comments: provide more focus on trauma in the Crisis course; provide more information on referrals and on consulting in the internships; provide more information on suicide intervention; provide more information on eating disorders; provide more in depth information about reporting suspected abuse, and more discussion about the effect on the counseling relationship.

Curriculum Actions/Improvements:

- **In CHD 634, Wellness Counseling, the instructor will incorporate cooperative learning groups and dyads more heavily during instruction time, in order to improve student understanding and application of wellness theories and models.**
- **The one student who scored "Unacceptable" in two areas of the Personal Model of Consultation ended up withdrawing from the course.**
- **Related to the following five topics: more focus on trauma in the Crisis course; more information on referrals and on consulting in the internships; more information on suicide intervention; more information on eating disorders; and more in depth information about reporting suspected abuse, and more discussion about the effect on the counseling relationship; faculty believe that these topics are covered in various courses and will encourage students to organize materials from those courses to use in practicum and internship.**

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, in which students are evaluated on the Intercultural Immersion Experience, the Cultural Interview, and the Cultural Genogram & Self-exploration Project.
- 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.
- In the rubric-based assessment in CHD 615, Social & Cultural Diversity in Counseling, the Intercultural Immersion Experience, students are asked to participate in a cultural experience of a group unrelated to one’s own cultures such as religious ceremonies, traditional events, programming specific and related to a cause supported by another group, a family gathering, an artistic production, or other experiences. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 615, Social & Cultural Diversity in Counseling, the Cultural Interview, in which students interview an individual in the community who has a different cultural and/or ethnic background than one’s own. All students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 615, Social & Cultural Diversity in Counseling, the Cultural Genogram & Self-exploration Project in which students explore their own ethnic & cultural background, their cultural values, and racial identity development. All students scored in the “Target” or “Acceptable” ratings.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy,” all students scored in the “Target” or “Acceptable” ratings.
- Survey results did not identify a weakness in this area (See numbers 6, 16, and 19 on Appendix 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 Report, Literature Review & Test Critique, Intake Video, Intake Report, Examinations, Video Assessment, and Instrument Results Review.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis.”

Indirect Assessments:

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

Results:

- Clinical Mental Health Counseling students are achieving scores on the Assessment Subtest of the CPCE that compare favorably with national norms.
- In the rubric-based assessment of the Assessment Report in CHD 621, which indicates an understanding of test interpretation and report writing, most students scored in the “Target” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the rubric-based assessment of the Literature Review & Test Critique in CHD 621, students conduct a review of the literature related to the assessment of a particular psychological state or trait using current information found in professional/scholarly journals. Using the Mental Measurements Yearbook, students review one or two instruments used in the assessment of this state or trait. Most students scored in the “Target” or “Acceptable” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the rubric-based assessment of the Intake Video in CHD 621, indicating the ability to interpret assessment results effectively, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Intake Report in CHD 621, indicating the ability to interpret assessment results effectively in written form, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Examinations in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There are no discernable patterns in the few “Unacceptable” ratings.
- In the rubric-based assessment of the Assessment Video in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There were a number of “Unacceptable” ratings on this assignment.
- In the rubric-based assessment of the Instruments Results Review in CHD 621, indicating the ability to interpret assessment results effectively, all students scored in the “Target” or “Acceptable” ratings.
- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis,” all students scored in the “Target” or “Acceptable” ratings.
- 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:

- **In CHD 621, the instructor will emphasize requirements and formatting for assignments in the Assessment Report.**
- **In CHD 621, the instructor will reevaluate the focus of the Literature Review & Test Critique assignment to emphasize content over critique.**
- **In CHD 621, the instructor will increase practice time for the Assessment Video in order to improve student comfort with the challenging topics in this assignment.**

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 Comparison Paper, Article Critique (Ethics), Article Critique (Program Evaluation), Research Proposal, and Poster Presentation.
- 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.
- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Comparison Paper requires students to compare and contrast a qualitative study and a quantitative study with a focus on sampling, methodology, results, and conclusions. All students scored in the "Target" ratings.
- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Article Critique (Ethics), requires students to focus on ethical concerns related to a research study. All students scored in the "Target" or "Acceptable" ratings.
- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Article Critique (Program Evaluation), requires students to focus on program evaluation and the research methods and statistical analyses that were done, the models of program evaluation, the validity of the findings, and what might be missing from this program evaluation and how that can be remedied. All students scored in the "Target" ratings.

- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Research Proposal, requires that students develop a research proposal for a possible or a hypothetical study related to the practice of Clinical Mental Health Counseling. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Poster Presentation, requires students to develop and display a poster that outlines their research proposal. All students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 656, Contemporary Practices in Clinical Mental Health, the Clinical Mental Health Counseling Project, requires that students (1) serve as consultants to local mental health counseling agencies; (2) design a group intervention program to meet the agencies’ specific counseling/prevention needs; (3) develop a means of evaluating the intervention program’s outcomes; and (4) present the intervention program to peers, instructor, faculty, and agency counselors. All students scored in the “Target” or “Acceptable” ratings.

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 students use technology to produce an attractive and informative brochure/handbill about internship site, or a Power Point or Prezi presentation for in-service training.
- 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, students use technology to produce an attractive and informative brochure/handbill about internship site, or a Power Point or Prezi presentation for in-service training, all students scored in the “Target” or “Acceptable” ratings.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology,” all students scored in the “Target” or “Acceptable” ratings.
- Current majors identified a weakness in this area, however, site supervisors, recent graduates, and employers did not identify a weakness in this area (See numbers 9 and 23 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **Faculty will monitor evaluations to determine if changes should be made in preparing students to manage technology in planning, providing, evaluating and documenting services.**

Appendix A

Counselor Preparation Comprehensive Examination

Table 1
Professional Orientation & Ethics
Professional Orientation and Ethics Subtest

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
3/21/16	4	11.75	1.64	499	12.43	2.72
10/30/15	2	14.00	1.00	237	11.38	2.46
7/8/15	3	12.33	2.05	237	11.38	2.46

Table 2
Human Growth & Career Development
Human Growth and Development Subtest

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
3/21/16	4	13.00	1.22	499	10.63	2.68
10/30/15	2	15.50	0.50	237	11.62	2.83
7/8/15	3	14.33	0.94	237	11.62	2.83

Table 3
Career and Lifestyle Development Subtest

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
3/21/16	4	11.00	1.87	499	9.31	2.73
10/30/15	2	13.00	1.00	237	9.38	2.57
7/8/15	3	8.33	0.94	237	9.38	2.57

Table 4
Helping Relationships
Helping Relationships Subtest

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
3/21/16	4	14.00	1.87	499	11.48	2.87
10/30/15	2	15.00	1.00	237	11.94	2.80
7/8/15	3	13.33	2.49	237	11.94	2.80

Table 5
Group Work Subtest

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
3/21/16	4	12.75	2.17	499	11.13	2.86
10/30/15	2	14.00	2.00	237	10.84	2.94
7/8/15	3	14.33	0.47	237	10.84	2.94

Table 6
Social & Cultural Diversity
Social and Cultural Diversity Subtest

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
3/21/16	4	12.50	1.66	499	9.08	2.46
10/30/15	2	13.00	0.00	237	10.30	2.65
7/8/15	3	11.33	1.25	237	10.30	2.65

Table 7
Assessment
Assessment Subtest

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
3/21/16	4	13.25	00.43	499	11.19	2.68
10/30/15	2	11.00	2.00	237	10.63	2.29
7/8/15	3	13.33	2.49	237	10.63	2.29

Table 8
Research
Research and Program Evaluation Subtest

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
3/21/16	4	9.75	1.30	499	10.91	2.60
10/30/15	2	12.50	1.50	237	11.04	3.18
7/8/15	3	12.67	2.87	237	11.04	3.18

Appendix B

Table 1
Counselor Education Program Evaluation
Survey of the Site Supervisors of Clinical Mental Health Counseling Interns
University of North Alabama
Summer 2015 – Spring 2016

(5 of 14 surveys 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 1	2	3	Excellent 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.			3	2	3.4
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.				5	4
7. Knowledge of assessment principles, instruments, and interview practices.			2	3	3.6
8. Knowledge of research and evaluation practices.			3	2	3.4
9. Knowledge of available technology.			1	4	3.8
10. Ability to document and provide direct services and referrals in an ethical, professional manner.			1	4	3.8
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.				5	4
12. Ability to provide individual counseling.				5	4
13. Ability to provide group counseling.				5	4
14. Ability to provide family counseling. (N/A=1)				4	4
15. Ability to provide consultation. (N/A=1)				4	4
16. Ability to engage in advocacy.			1	4	3.8
17. Ability to intervene/respond appropriately in crisis/emergency situations.			1	4	3.8
18. Ability to develop holistic treatment plans and properly document services.			1	4	3.8

19. Ability to provide age-appropriate, culturally sensitive services to all clients.				5	4
20. Ability to administer and interpret assessments. (N/A=1)			2	2	3.5
21. Ability to diagnose clients and conceptualize cases. (N/A=1)				4	4
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations. (N/A=1)			2	2	3.5
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.			1	4	3.8
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				5	4

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

- Intern has been a wonderful asset. Very teachable and eager to learn.
- The two students we have worked with from UNA have been enthusiastic, well-prepared academically, and professionally oriented.
- We have had wonderful experiences with UNA interns. Quality of education is evident.

Table 2
Counselor Education Program Evaluation
Current Clinical Mental Health Counseling Majors
University of North Alabama
Summer 2015 – Spring 2016

(11 of 12 CMCH students responded.)

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.

	Poor 1	2	3	Excellent 4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.			1	10	3.9
2. Knowledge of human development across the life span.			2	9	3.2
3. Knowledge of career development across the life span. (N/A=1)			2	8	3.8
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.				11	4
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.			1	10	3.9
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.				11	4
7. Knowledge of assessment principles, instruments, and interview practices.		1	1	9	3.7
8. Knowledge of research and evaluation practices.			5	6	3.5
9. Knowledge of available technology. (N/A=1)			5	5	3.5
10. Ability to document and provide direct services and referrals in an ethical, professional manner.			3	8	3.7
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.				11	4
12. Ability to provide individual counseling. (N/A=1)			1	9	3.9
13. Ability to provide group counseling.				11	4
14. Ability to provide family counseling. (N/A=1)			2	8	3.8
15. Ability to provide consultation.			4	7	3.6
16. Ability to engage in advocacy.			3	8	3.7
17. Ability to intervene/respond appropriately in crisis/emergency situations.			1	10	3.9
18. Ability to develop holistic treatment plans and properly document services.		1	2	8	3.6
19. Ability to provide age-appropriate, culturally sensitive services to all clients. (N/A=1)				10	4

20. Ability to administer and interpret assessments.		1	4	6	3.5
21. Ability to diagnose clients and conceptualize cases.		1	2	8	3.6
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.		2	2	7	3.5
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.		1	4	6	3.5
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				11	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				11	4
26. New Student Orientation (Poor rating refers to site, not the CE Program.)	1			10	3.7
27. Academic Advising			1	10	3.9
28. Practicum & Internship Information				11	4
29. Career/Licensure Support			2	9	3.2

Comments:

- This is a hard place to intern. Valuable knowledge, stiff learning curve but I'll be glad when it's over. And glad for the experience. Mixed emotions.
- It would have been helpful to have more direct attention to career and licensure preparation.
- Would like to see more treatment planning and documentation, possibly earlier in the program. Possible handouts with specifics on licensure clarification of processes involved.
- This program has been a life changing experience. I feel like this program has properly equipped me with the tools and knowledge to grow and excel in the mental health field. Thank you for giving me the opportunity to be a part of this program!
- A very excellent program! I would recommend to anyone who prefers a more intimate style of learning.
- I have been very pleased with the counseling department. Dr. Townsend, Dr. Loew, and Dr. Pearson went above and beyond to help me as a student and professional. I felt cared for as a person by them. It was a blessing and honor to be taught by them.
- I have really enjoyed my time here! I will miss you all.

Table 3
Counselor Education Program Evaluation
University of North Alabama
Recent Community Counseling Graduates
Summer 2015 – Spring 2016

(1 of 1 completed.)

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

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

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

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

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

Comments, please:

1. Excellent educational experience! Thanks. I believe I am fully prepared for a career in the counseling profession.

Table 4
Counselor Education Program Evaluation
University of North Alabama
Survey of the Employers of Clinical Mental Health Counseling Graduates
Summer 2015 – Spring 2016

(1 of 1 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.

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

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

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

1. UNA has done well in preparing students for counseling practice. One employee has needed more guidance than others. This person has needed redirection for self-care.

Appendix C
Focus Groups
Summer 2015 – Spring 2016

Focus Group – Summer 2015 CHD 688

- Students found the books in the following courses to be unhelpful or challenging: Ethics, Crisis, Contemporary Practices, Career
- Students found the books in the following courses to be helpful: Practicum, Child & Adolescent, the Motivational Interviewing book in Addictions
- It was suggested that CHD 656 Contemporary Practices in Clinical Mental Health could be an on-line course
- Students do not prefer the latest editions to textbooks; they find that earlier editions are as useful as the latest version, and cheaper
- In the Crisis course, students would like to have speakers that do crisis work, such as police Mental Health trainers or Red Cross volunteers; students would like to attend a crisis team meeting or training as a field trip or an assignment
- Students would like more emphasis on specific interventions such as CBT or DBT
- Students were hesitant to ask Paula for help and would like her to be introduced to students

*There were no interns in CHD 688 in Fall 2015

Focus group - Spring 2016 CHD 688

- Did not find the Assessment course helpful since assessments aren't used much on the site
- Students should take the Research course early in their program
- Students appreciate that the Research course is now taught in the Counselor Education Department
- Students would like information about becoming an ALC to be shared in internship
- Students expressed an appreciation for faculty and staff
- Students commented on how this program forces them to look inward and to deal with whatever comes up, which makes them better counselors
- The binder with information about practicum and internship sites needs to be updated
- Students don't recommend that practicum students work in day treatment; that experience is better suited for interns
- The Career course was more helpful than expected; students found that career counseling and personal counseling are connected
- Students would like to see more focus on trauma in the Crisis course
- Students would like more information on referrals and on consulting in the internships
- Students would like more information on suicide intervention
- Students would like more information on eating disorders
- Students would like more in depth information about reporting suspected abuse, and more discussion about the effect on the counseling relationship

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

2015-2016

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," 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 (there were no School Counseling interns in CHD 688 in Fall 2015 or Spring 2016).

Results:

- The one student who took the PRAXIS II Professional School Counselor exam 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. This student received scores in the upper end of the Average Performance Range in the area of "Delivery of Services."
- In 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" or "Acceptable" in all areas.
- In 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.
- In the rubric-based assessment Group Plan in CHD 641, in which students develop a plan for a group in a school using current research, all students received scores of "Target" or "Acceptable" in all areas.
- In the rubric-based assessment Portfolio in CHD 641, in which assemble a portfolio that shows professional development, and contains resources for use as school counselors, students received scores of "Target" in all areas.
- The one school counseling intern received scores of "Target" on all elements of the rubric-based assessment 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.

- The one school counseling intern received scores of “Target” on the elements of “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” Consultation & Leadership,” “Advocacy,” and “Ethical & Legal Practices” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 1, 9, 11, and 23 on Appendix B, Tables 1, 2, 3, & 4).

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

Outcome 2: Human Growth and Career Development

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

Direct Assessments:

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

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix 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 (there were no School Counseling interns in CHD 688 in Fall 2015 or spring 2016).

Results:

- The one student who took the PRAXIS II Professional School Counselor exam 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 assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Examinations in CHD 604, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Power Point Project in CHD 604, in which students present an overview of a developmental theorist/theory, all students scored in the “Target” ratings.

- In the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Special Population & Literature Review in CHD 631, which indicates an understanding of career development theories related to special populations, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Autobiographical Case study in CHD 631, which indicates the ability to apply career development theories to all areas of the lifespan and to utilize internet resources for career exploration, most students scored in the “Target” or “Acceptable” ratings. **Those students scoring in the “Unacceptable” ratings did not follow directions.**
- In the rubric-based assessment of the Examinations in CHD 631, which indicates a knowledge of career development theories and processes, most students scored in the “Target” or “Acceptable” ratings. A number of students received “Unacceptable” ratings Final Exam Objective #8, career counseling processes, techniques, and resources, including those applicable to specific populations.
- In the rubric-based assessment of Assessment Talking Points in CHD 631, in which students work in pairs and gather results from instruments, inventories, and interviews to create a list of talking points that might be considered in a counseling session, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Career Journey Masterpiece in CHD 631, which indicates the ability to apply career development theories and to see the effects of racism, sexism, classism, etc. on career development, all students received “Target” or “Acceptable” ratings.
- 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:

- **The instructor in CHD 631 will increase emphasis on material related to Final Exam Objective #8: career counseling processes, techniques, and resources, including those applicable to specific populations.**

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, 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 (there were no School Counseling interns in CHD 688 in Fall 2015 or spring 2016).

Results:

- The one student who took the PRAXIS II Professional School Counselor exam received scores in the upper end of the Average Performance Range in the area of “Delivery of Services” which includes Guidance and Counseling, and Consultation and Collaboration.
- In the rubric-based assessment of the Counseling Skills Video in CHD 602, all students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to fail as a therapist*, and write reflections on what they learned, all students scored “Target” in all areas.
- In the rubric-based assessment of the Midterm Exam in CHD 602, most students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment of the Final Exam in CHD 602, most students scored “Target” or “Acceptable” in all areas.
- In the rubric-based assessment, Article Summaries, in CHD 608, Group Counseling, students complete summaries of articles related to group counseling. Students scored “Target” or “Acceptable” in most areas. A few students scored “Unacceptable” in some areas.
- In the rubric-based assessment, Group Journal, in CHD 608, Group Counseling, students participate in a group and reflect on that experience. All students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment, Midterm, in CHD 608, Group Counseling, most students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment, Final Exam, in CHD 608, Group Counseling, all students scored in the “Target” or “Acceptable” areas.
- In the rubric-based assessment of the Personal Model of Counseling, in CHD 689, the one student scored “Target” or “Acceptable” ratings on all areas.
- In the rubric-based assessment of the Personal Model of Consulting, in CHD 689, the one student scored “Target” or “Acceptable” ratings on all areas.

- In the rubric-based assessment of the Portfolio, in CHD 689, the one student scored “Target” ratings on all areas.
- In the rubric-based assessment, Observation of Individual Counseling Session, in CHD 689 Counseling Internship the one student scored “Target” or “Acceptable” ratings on all areas.
- In the rubric-based assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship the one student scored “Target” or “Acceptable” ratings on all areas.
- In the rubric-based assessment, Observation of Classroom Guidance Session, in CHD 689 Counseling Internship the one student scored “Target” or “Acceptable” ratings on all areas.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Large Group Guidance,” “Crisis Intervention,” and “Consultation and Leadership,” the one student scored “Target” ratings on all areas.
- Survey results did not identify a weakness in this area (Numbers 4, 12, 13, 14, 15, and 16 on Appendix B, Tables 1, 2, 3, & 4).

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

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, in which students are evaluated on the Intercultural Immersion Experience, the Cultural Interview, and the Cultural Genogram & Self-exploration Project.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix 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 (there were no School Counseling interns in CHD 688 in Fall 2015 or Spring 2016).

Results:

- The one student who took the PRAXIS II Professional School Counselor exam received scores in the upper end of the Average Performance Range in the area of “Delivery of Services” which includes Guidance and Counseling.
- In the rubric-based assessment in CHD 615, Social & Cultural Diversity in Counseling, the Intercultural Immersion Experience, students are asked to participate in a cultural experience of a group unrelated to

one's own cultures such as religious ceremonies, traditional events, programming specific and related to a cause supported by another group, a family gathering, an artistic production, or other experiences. All students scored in the "Target" or "Acceptable" ratings.

- In the rubric-based assessment in CHD 615, Social & Cultural Diversity in Counseling, the Cultural Interview, in which students interview an individual in the community who has a different cultural and/or ethnic background than one's own. All students scored in the "Target" ratings.
- In the rubric-based assessment in CHD 615, Social & Cultural Diversity in Counseling, the Cultural Genogram & Self-exploration Project in which students explore their own ethnic & cultural background, their cultural values, and racial identity development. All students scored in the "Target" or "Acceptable" ratings.
- The one school counseling intern received scores of "Target" on the element of "Diversity" in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 5, 17, and 18) on Appendix 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 Report, Literature Review & Test Critique, Intake Video, Intake Report, Examinations, Video Assessment, and Instrument Results Review.
- 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 (there were no School Counseling interns in CHD 688 in Fall 2015 or spring 2016).

Result:

- The one student who took the PRAXIS II Professional School Counselor exam received a score in the Average Performance Range in the area of "Accountability."

- In the rubric-based assessment of the Assessment Report in CHD 621, which indicates an understanding of test interpretation and report writing, most students scored in the “Target” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the rubric-based assessment of the Literature Review & Test Critique in CHD 621, students conduct a review of the literature related to the assessment of a particular psychological state or trait using current information found in professional/scholarly journals. Using the Mental Measurements Yearbook, students review one or two instruments used in the assessment of this state or trait. Most students scored in the “Target” or “Acceptable” ratings. Those students that received “Unacceptable” ratings did not follow the guidelines in the syllabus.
- In the rubric-based assessment of the Intake Video in CHD 621, indicating the ability to interpret assessment results effectively, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Intake Report in CHD 621, indicating the ability to interpret assessment results effectively in written form, all students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment of the Examinations in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There are no discernable patterns in the few “Unacceptable” ratings.
- In the rubric-based assessment of the Assessment Video in CHD 621, indicating the ability to interpret assessment results effectively, most students scored in the “Target” or “Acceptable” ratings. There were a number of “Unacceptable” ratings on this assignment.
- In the rubric-based assessment of the Instruments Results Review in CHD 621, indicating the ability to interpret assessment results effectively, all students scored in the “Target” or “Acceptable” ratings.
- The one school counseling intern received scores of “Target” on the element of “Test Administration & Interpretation” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 6 and 20 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- **In CHD 621, the instructor will emphasize requirements and formatting for assignments in the Assessment Report.**
- **In CHD 621, the instructor will reevaluate the focus of the Literature Review & Test Critique assignment to emphasize content over critique.**
- **In CHD 621, the instructor will increase practice time for the Assessment Video in order to improve student comfort with the challenging topics in this assignment.**

Outcome 6: Research

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

Direct Assessments:

- Rubric-Based assessments in CHD 601, Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Comparison Paper, Article Critique (Ethics), Article Critique (Program Evaluation), Research Proposal, and Poster Presentation.

- 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 (there were no School Counseling interns in CHD 688 in Fall 2015 or spring 2016).

Results:

- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Comparison Paper requires students to compare and contrast a qualitative study and a quantitative study with a focus on sampling, methodology, results, and conclusions. All students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Article Critique (Ethics), requires students to focus on ethical concerns related to a research study. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Article Critique (Program Evaluation), requires students to focus on program evaluation and the research methods and statistical analyses that were done, the models of program evaluation, the validity of the findings, and what might be missing from this program evaluation and how that can be remedied. All students scored in the “Target” ratings.
- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Research Proposal, requires that students develop a research proposal for a possible or a hypothetical study related to the practice of Clinical Mental Health Counseling. All students scored in the “Target” or “Acceptable” ratings.
- In the rubric-based assessment in CHD 601, Research Methods & Program Evaluation in Counseling, the Poster Presentation, requires students to develop and display a poster that outlines their research proposal. All students scored in the “Target” ratings.
- In the rubric-based assessment, Best Practices Project in CHD 689, the one student scored at “Target” or “Acceptable” ratings in all areas.
- The one school counseling intern received scores of “Target” on the element of “Evaluating a Comprehensive School Counseling Program” in the rubric-based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 7, 10, and 21 on Appendix 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: 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).
- 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 (there were no School Counseling interns in CHD 688 in Fall 2015 or spring 2016).

Results:

- The one student who took the PRAXIS II Professional School Counselor exam received a score in the Average Performance Range in the area of “Management.”
- The one school counseling intern received scores of “Target” on the element of “Technology” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify a weakness in this area (Numbers 8 and 22 on Appendix B, Tables 1, 2, 3, & 4).

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

Appendix A

2015- 2016

Table 1

Student #1 (Overall Score = 176)

	Raw Points Earned	Raw Points Available	Average Performance Range
Foundations	15	19	12-16
Delivery of Services	39	48	33-39
Management	13	17	10-13
Accountability	19	23	14-18

Appendix B
Table 1
Counselor Education Program Evaluation
University of North Alabama
Survey of the Site Supervisors of School Counseling Interns
Summer 2015 – Spring 2016

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

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

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

No comments.

Table 2
Counselor Education Program Evaluation
University of North Alabama
Current School Counseling Majors
Summer 2015 – Spring 2016

(1 of 1 School Counseling students responded.)

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.

	Poor 1	2	3	Excellent 4	Mean
1. Understanding of the professional roles and ethical responsibilities of school counselors.				1	4.0
2. Knowledge of human development across the life span.				1	4.0
3. Knowledge of career development across the life span.				1	4.0
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.				1	4.0
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.				1	4.0
6. Knowledge of assessment principles, instruments, and interview practices.				1	4.0
7. Knowledge of research and evaluation practices.				1	4.0
8. Knowledge of available technology.				1	4.0
9. Ability to document and perform her or his multiple duties in an ethical, professional manner.				1	4.0
10. Ability to perform needs assessments.				1	4.0
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.				1	4.0
12. Ability to provide individual counseling.				1	4.0
13. Ability to provide group counseling.				1	4.0
14. Ability to provide classroom guidance.				1	4.0
15. Ability to provide consultation.				1	4.0
16. Ability to provide inservice programming.				1	4.0
17. Ability to provide culturally sensitive services to all students.				1	4.0
18. Ability to advocate for equity within the school environment and local community.				1	4.0
19. Ability to coordinate test administration.				1	4.0
20. Ability to administer and interpret assessments.				1	4.0
21. Ability to perform comprehensive program evaluation.				1	4.0

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

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

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

Comments, please:

There were no comments.

Table 3
Counselor Education Program Evaluation
Recent School Counseling Graduates
University of North Alabama
Summer 2015 – Spring 2016

(1 of 2 surveys 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 1	2	3	Excellent 4	Mean
1. Understanding of the professional roles and ethical responsibilities (i.e. privacy) of school counselors.			1		3.0
2. Knowledge of human development across the life span.				1	4.0
3. Knowledge of career development across the life span.				1	4.0
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.				1	4.0
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.				1	4.0
6. Knowledge of assessment principles, instruments, and interview practices.				1	4.0
7. Knowledge of research and evaluation practices.			1		3.0
8. Knowledge of available technology.			1		3.0
9. Ability to document and perform her or his multiple duties in an ethical, professional manner.				1	4.0
10. Ability to perform needs assessments.				1	4.0
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.				1	4.0
12. Ability to provide individual counseling.				1	4.0
13. Ability to provide group counseling.				1	4.0
14. Ability to provide classroom guidance.				1	4.0
15. Ability to provide consultation.				1	4.0
16. Ability to provide inservice programming.				1	4.0
17. Ability to provide culturally sensitive services to all students.				1	4.0
18. Ability to advocate for equity within the school environment and local community.				1	4.0
19. Ability to coordinate test administration.			1		3.0
20. Ability to administer and interpret assessments.			1		3.0
21. Ability to perform comprehensive program evaluation.				1	4.0
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.				1	4.0

23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				1	4.0
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	Poor 1	2	3	Excellent 4	Mean
24. Admission Interview				1	4.0
25. Orientation to Program				1	4.0
26. Academic Advising Program				1	4.0
27. Practicum & Internship Selection				1	4.0
28. Career Assistance				1	4.0

Comments, please:

There were no comments.

Table 4
Counselor Education Program Evaluation
University of North Alabama
Survey of the Employers of School Counseling Graduates
Summer 2015-Spring 2016

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

23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.				1	4
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Please provide comments about UNA Counseling graduates and/or comments regarding the UNA Counselor Education Program.

1. Effective program!