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**Date of Report**

**June 15, 2016**

**Academic Program Review**

Department of Counselor Education

Academic Programs Reviewed

\_Clinical Mental Health Counseling (MA)/Community Counseling (MA)

 School Counseling (MA Ed)

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**\_\_\_Sandra Loew\_**

 **Department Chair**

**Part I**

**Departmental Assessment**

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, each department engages in a five-year review to ensure that departmental goals, strategies, and projected outcomes support the institution’s mission, strategic plan, and commitment to academic excellence.

Specifically, all five-year reviews should 1) incorporate a systematic review of institutional mission, goals, and outcomes; 2) review results targeted toward continuing improvement in departmental quality; and 3) document changes have occurred as a result of the review.

**1. Assess the department as it relates to students including enrollment and graduation data, and student services:**

The following tables provide information that is related to student enrollment and student/faculty ratios.

NEW STUDENTS GRANTED ADMISSION

Semester/Year # New Students Total/Year

|  |  |  |
| --- | --- | --- |
| Fall 2011 | 13 |  |
| Spring 2012 | 9 |  |
| Summer 2012 | 11 | 33 |
| Fall 2012 | 4 |  |
| Spring 2013 | 5 |  |
| Summer 2013 | 5 | 14 |
| Fall 2013 | 10 |  |
| Spring 2014 | 2 |  |
| Summer 2014 | 5 | 17 |
| Fall 2014 | 13 |  |
| Spring 2015 | 7 |  |
| Summer 2015 | 4 | 24 |
| Fall 2015 | 4 |  |
| Spring 2016 | 6 |  |
| Summer 2016 | 3 | 13 |

Note: Prepared by Department of Counselor Education

Number of Graduates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **Community Counseling** | **Clinical Mental Health Counseling** | **School Counseling** | **Combined** |
| 2011 - 2012 | 19 | N/A | 3 | 22 |
| 2012 - 2013 | 19 | N/A | 3 | 22 |
| 2013 - 2014 | 16 | N/A | 4 | 24 |
| 2014 - 2015 | 5 | 6 | 5 | 20 |
| 2015 - 2016 | 2 | 4 | 1 | 5 |

 Note: Prepared by Department of Counselor Education

From Fall 2011 through Spring 2016, 20 students of those admitted have left the program before graduating. The reasons for attrition include health problems, personal issues, and making other career decisions. During that same time, 10 students of those admitted did not begin the program at UNA. The reason was that each person went to another program or delayed entering graduate school.

The Community Counseling Program and the School Counseling Program were accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP) in 2009. CACREP will no longer reaccredit Community Counseling Programs so a shift was made to a 60 credit-hour Clinical Mental Health Counseling (CMHC) Program which began in Fall 2014 and was accredited in July 2015. Thirteen Community Counseling students changed to the CMHC Program and the first graduations from that program occurred in Summer 2015.

In the area of student services, upon admission to the program, each student is assigned a faculty advisor, who advises them throughout the program. During student orientation, which is held at the beginning of each semester, faculty advisors help new students complete a Program of Study. The orientation is a three-hour meeting which includes a getting-acquainted activity, information about the program and the Counselor Education Student Handbook, and a library orientation.

Students are encouraged to attend the annual Alabama Counseling Association Conference in November, and faculty invite students to present with them. Those students who participate through a presentation or a Graduate Student Poster Session are awarded a small stipend from the Counselor Education Foundation Fund to assist with expenses. Over 15 students have participated from 2011 – 2016. Also, students are given a discounted rate to attend the Chi Sigma Iota (National Counseling Honor Society) events held on campus.

**2. Assess the department as it relates to faculty and staff activities throughout the previous reporting period including research, service, and faculty/staff development:**

There are four full-time faculty assigned to the Counselor Education Department. In December 2013, the long-time chair of the department retired, a current faculty member became chair, and a search was conducted to fill the fourth position in the department. The search resulted in hiring a visiting assistant professor, who has since become a tenure-track assistant professor. Of the four full-time faculty, ones serves as chair of the department, one serves as Coordinator of the Clinical Mental Health Counseling Program and as CACREP Liaison, one serves as Coordinator of the School Counseling Program, and one serves as the Coordinator of Clinical Instruction. All faculty provide advising to students.

Due to accreditation, all faculty participate in oversite of program development, systematic assessment of program outcomes, and systematic assessment of students and learning outcomes. Every semester a program evaluation meeting is held to evaluate student learning outcomes from the previous semester. Modifications to curriculum, instruction, or assessment are made based on that data. In addition, another meeting is held every semester to evaluate student progress, which includes academic standing and inter/intrapersonal development.

Faculty members are expected to publish or present research at local, state, regional, or national conferences. Selected publications are listed below:

Pearson, Q. M. (2014). Cups of priorities.In K. R. Fineran, B. J. Houltberg, A. G. Nitza, J. B. McCoy, & S. M. Roberts (Eds.), *Group work experts share their favorite activities* (Vol. 2, pp. 234-236). Alexandria, VA: Association for Specialists in Group Work.

Townsend, K. M. & Loew, S. A. (2013). Castles in the sand: Using sand trays to promote career awareness in schools. In J. DeLucia-Waack, S. Korta, K. Maertin, E. Martin, L. Zawadzki, & F. Colvin [Eds.] *School counselors share their favorite classroom guidance activities: A guide to choosing, planning, conducting, and processing.* Alexandria, VA: Association for Specialists in Group Work.

Johnson, K., & Johnson-Parries, M. (2015). Cross-cultural counseling theory. In E. Neukrug (Ed.), *The SAGE encyclopedia of theory in counseling and psychotherapy. (pp. 260-264). Thousand Oaks,, CA: SAGE Publications, Inc. doi:* [*http://dx.doi.org/10.4135/9781483346502.n97*](http://dx.doi.org/10.4135/9781483346502.n97)

Selected presentations are listed below:

Association for Counselor Education & Supervision Conference, October 9, 2015, Philadelphia, PA. The innovative classroom: *Twelve creative activities in counselor education*, with D. Brooks, S. Loew, Q. Pearson, M. Parries, K. Townsend.

Alabama Counseling Association Annual Conference, November 15, 2012, Montgomery, AL. Growing through creating: *Inspired techniques for School and Mental Health Counselors*, S. Loew, Q. Pearson, K. Townsend, A. Wydner, A. Woosley, K. Price, V. Chandler.

Association for Counselor Education & Supervision Conference, October 27, 2011, Nashville, TN. Roundtable discussion: *Adventures in professional gatekeeping: Trials & triumphs*, with P. Baird, Q. Pearson, K. Townsend.

Faculty members also participate in service activities as evidenced by the selected excerpts below:

Sandra Loew:

Invited presentation for The Healing Place, January 2016

Faculty Affairs Committee (UNA), 2015 -2016

Strategic Planning & Budget Study Committee (UNA), 2015 – present

Chair, Grievance Committee (UNA), June 2014

Miranda Parries:

Editorial Board Member, *Journal of College Counseling*, 2014-2017

Volunteer Counselor: Rape Response

Volunteer counselor: Aletheia House

Quinn Pearson:

CACREP Liaison, 2007 – present

Shoals Community Clinic, Board member, March 2014 to present

Editor, *Journal of Mental Health Counseling*, July 2011 to June 2014

Karen Townsend:

Representative from The University of North Alabama, The Alabama State Department of Education (ALSDE) Educators Preparation Program (EPP) (2015-present)

Counselor Educator Task Force Member, Alabama State Department of Education, Alabama Comprehensive Counseling and Guidance Model (State Model) for Alabama Public Schools Development and Review Committee to review and rewrite the *Alabama Comprehensive Guidance and Counseling Model (State Plan)* (2014-present)

**3. Are facilities and resources adequate to address the goals and objectives of each program within the department? Explain why or why not:**

The library holdings and other educational resources are suitable for attaining the Departmental educational goals. Library staff are responsive to the needs of the department and regularly participate in the Counselor Education Orientation.

The Counselor Education Department has a Clinical Instruction Center (CIC) that is used extensively in the delivery of the counseling skills courses. The CIC is equipped with technology that allows for the observation, recording and playback of individual and group counseling exercises. The CIC is located adjacent to the Department and faculty offices, and is scheduled through the department’s administrative professional. The CIC has sufficient space, furniture, and technology to record individual and small group counseling sessions. Closed circuit television communication in the CIC also allows activities to be observed in a nearby classroom.

The Department of Counselor Education is housed on the fourth floor of Stevens Hall and is provided adequate office and classroom space. At present, four faculty and one full-time administrative assistant are housed in five offices and a workroom/storage area. All faculty have separate, but small offices. The administrative assistant has a small office with an adjoining small workroom/storage area. The Department is allocated classroom space on the fourth floor of Stevens Hall.

All faculty and staff have personal computers and printers in their respective offices that are updated through the University on a regular basis. These computers are adequate in terms of current use patterns. Equipment that is available to the faculty and staff in the Department include two digital cameras and a paper shredder. The Department also has access to two large photocopying machines and several bins for material that is to be shredded.

The Department needs support in marketing the CMHC and the School Counseling programs. Marketing materials were developed outside the department, and costs associated with copying and mailing were absorbed by the department. Continued marketing is necessary and additional resources will be needed.

**4. Notable achievements by the department (students, faculty, staff):**

* Accreditation of the Clinical Mental Health Counseling Program in Summer 2015 (which included development of four new courses)
	+ CHD 601 Research Methods & Program Evaluation in Counseling
	+ CHD 634 Wellness Counseling
	+ CHD 638 Crisis Intervention in Counseling
	+ CHD 690 Advanced Application in Clinical Mental Health Counseling
* Study abroad program developed and executed in Summer 2016
* Graduation of two international students
* High employment rate
* The department has a strong culture of assessment and program evaluation as evidenced by the accreditation of the CMHC Program
* Faculty routinely present at state, regional, and national conferences
* Mentoring of students as evidenced by student presentations at the annual state conference
* Community engagement
	+ Based on an average of 15 students a semester in practicum/internship classes, Counselor Education students provide over 3500 hours in local agencies
	+ Chi Sigma Iota provides an annual workshop for continuing education for local counselors

**5. How has the department addressed recommendations from the previous program review?**

There were no recommendations from the previous program review.

**6. Briefly describe the department’s vision and how it aligns with the University’s strategic plan:**

The vision of the Department of Counselor Education is to train effective Clinical Mental Health and School Counselors who are employable. We offer high quality programs as evidenced by the national accreditation of our Clinical Mental Health Counseling Program and School Counseling Program. We are part of a student-centered University as evidenced by our New Student Orientation, departmental advising of students, and mentoring of students to attend and participate in conferences. As counselors we celebrate diversity by admitting international students and LGBT students, and by developing a study abroad course.

The Department of Counselor Education has recently sent in the self-study that will lead to a CACREP site visit in Spring 2017. The reaccreditation of the CMHC and School Counseling Programs will provide our students with an exceptional education and ensure that our graduates will be employable even as the profession of Counseling grows and evolves.

**Part II**

**Academic Program Assessment**

Departments should identify expected outcomes for each of their educational programs (graduate and undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. If a department offers more than one program, each program coordinator should complete this part of the report.

**7. Name of Program:**  Clinical Mental Health Counseling

**8. Coordinator of Program:** Dr. Quinn Pearson

**9. Mission Statement of Program:**

The program prepares students to meet the educational requirements for licensure as Licensed Professional Counselors in Alabama and certification as National Certified Counselors, and the program adheres to CACREP standards for preparing Clinical Mental Health Counselors. Ultimately, graduates possess the professional knowledge, abilities, and personal characteristics necessary to provide appropriate prevention, education, and counseling through the following interventions: advocacy, outreach, consultation, crisis, brief (symptom-focused) counseling, intermediate counseling, and long-term counseling.

**10. Program Overview:**

 **10.1 Brief overview of program**

The program prepares students to be skilled practitioners who are committed to continuous professional growth and personal self-awareness. Through a systematic series of academic activities, experiential exercises, and clinical and field experiences, students engage in a rigorous process of inquiry, evaluation, and reflection. The ultimate goal is to inspire students to embrace a life-long pursuit of personal and professional growth in their identities as professional counselors.

 **10.2 Student Learning Outcomes of the program *(student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included)*.**

1. **Professional Identity & Ethics**: 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. (CHD 600, CHD 656, CHD 678, CHD 688, CHD 689)

2. **Human Growth & Career Development:** 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. (CHD 604, CHD 631, CHD 688, CHD 689)

3. **Helping Relationships:** 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. (CHD 602, CHD 606, CHD 608, CHD 634, CHD 636, CHD 645, CHD 661, CHD 678, CHD 688, CHD 689, CHD 690)

4. **Social & Cultural Diversity:** 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. (CHD 615)

5. **Assessment:** Develop knowledge of assessment principles, test instruments, and interview practices in order to provide responsible test administration and interpretation, case conceptualization, and diagnosis. (CHD 621)

6. **Research:** Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance. (CHD 601)

7. **Technology:** Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and documenting services. (CHD 688, CHD 689)

 **10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:**

See pages 1-2, section 1 on Program Productivity.

 **10.4 Evaluate the adequacy of library resources available to support your program:**

The library resources available support the program’s goals. The department is given financial resources each academic year to purchase any materials that faculty deem necessary. In addition, interlibrary loan services provide books and articles that may not be available locally. Library personnel provide training to new students every semester and are available for follow-up questions or trainings as needed. Instructors in a number of courses require literature reviews that allow students the opportunity to learn about library holdings and to access appropriate materials.

 **10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy:**

N/A

**11. Program Evaluation Including Appropriate Documentation**

 **11.1 Means of assessing each Student Learning Outcome:**

Direct assessments:

* Counselor Preparation Comprehensive Exam (CPCE)
* Rubric-based assessments for assignments in each course.

Indirect assessments:

* Site Supervisor’s Survey (sent to Internship supervisors)
* Current Student Survey (done in CHD 689)
* Recent Graduate Survey (sent at the end of every semester to the previous year’s graduates)
* Employer Survey (sent to employers of the previous year’s graduates)
* Student Focus Group (done in CHD 688)

 **11.2 Summary of the results of the assessment/s for each Student Learning Outcome:**

* Clinical Mental Health Counseling students are achieving scores on the following subtests of the CPCE that are compare favorably with national norms: Professional Orientation and Ethics Subtest, Human Growth & Development Subtest, Career & Lifestyle Development Subtest, Helping Relationships Subtest, Group Work Subtest, Social & Cultural Diversity Subtest, Assessment Subtest, & the Research & Program Evaluation Subtest.
* There are over 90 rubrics used in the Counselor Education Program, and generally students receive “Target” or “Acceptable” on the items on the rubrics.

 **11.3 Program improvements made as a result of these assessments:**

**Professional Orientation & Ethics:**

* Survey responses of current majors, site supervisors, and recent graduates to items related to “ability to develop treatment plans and properly document services,” was rated the lowest for this objective by all constituents. 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.
* In the summer 2014 focus group, interns requested an entire class on documentation and treatment planning; in the spring 2015 focus group, interns suggested a need for more professional development in resume writing, job searching, networking, and licensure in the Professional Orientation and Ethics course; they also suggested that an NCE course would be helpful.

Curriculum Actions/Improvements:

* **The updated CHD 656 Contemporary Practices in Clinical Mental Health Counseling has a strong focus on documentation and treatment planning.**
* **Instructors of CHD 688 and CHD 689 (Internships) added a link in Canvas to UNA Career Services.**
* **In CHD 631 Counseling for Career Development, students go to the UNA Career Center and are given information about resumes, networking, etc. They are also required to create a resume and cover letter for an assignment in CHD 631.**
* **In CHD 690 Advanced Applications in Clinical Mental Health Counseling, students submit their plans in stages to allow for additional feedback, practice, and modifications, in order to strengthen skills in developing comprehensive, theory-based treatment plans.**
* **The department provided CPCE/NCE review sessions in Fall 2014 and Spring 2015 with inconsistent attendance. Those that attended found it helpful.**

**Human Growth & Career Development:**

* In the Fall 2014 Focus Group, students stated that the Career textbook did not line up with the questions on the CPCE; there were some questions about theorists that were not in the textbook.

Curriculum Actions/Improvements:

* **Faculty have explored other options for Career textbooks and will continue to do so.**
* **Supplemental materials to study for the CPCE are available in the Learning Resource Center.**

**Helping Relationships:**

* Survey results from Current majors identified a weakness in the area of consultation.
* In the Fall 2014 focus group there were the following comments: “Provide more focus on interventions in more classes; specific role-plays with real-life situations that they will encounter as counselors.” “Provide more counseling techniques and activities to use with clients.” “Students would like to see more techniques in the Theories class.” “When students must make a video, they would like more time in class to do the video since getting together outside of class is hard for many working students.”
* 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 Behavioral Therapy or Dialectical Behavioral Therapy.

Curriculum Actions/Improvements:

* **An emphasis on consultation has been added to CHD 656 Contemporary Practices in Clinical Mental Health Counseling.**
* **While scores for the Personal Model of Consultation assignment and the Intern Assessments done by Site Supervisors in CHD 689 indicate no concerns about students’ ability to do consultation, surveys indicate a perception of weakness in this area, therefore, faculty will monitor this topic.**
* **Concerning the focus group comments, all of these areas are being addressed in the new course, CHD 690 Advanced Applications in Clinical Mental Health Counseling.**
* **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.**

**Research & Program Evaluation:**

* "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.
* A Recent Graduate commented that, “Research Methods was a waste of time.”

Curriculum Actions/Improvements:

* **The Department 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 was taught for the first time in Summer 2015.**

 **11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

**Counselor Preparation Comprehensive Examination**

**Table 1 - Professional Orientation & Ethics (**Professional Orientation and Ethics Subtest)

 UNA Results National Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Examination Date | # Tested | Mean | SD | # Tested | Mean  | SD |
| 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 |
| 4/10/15 |  4  |  11.50 |  1.66 |  657 | 12.38 |  2.63 |
| 10/24/14 |  6 |  11.67 |  1.89 |  285 | 10.65 |  2.51 |
| 6/27/14 |  3  |  12.67 |  0 .47 |  424 | 11.86 |  2.70 |
|  4/4/14 |  2 |  11.50 |  1.50 |  285 | 10.65 |  2.51 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 11/1/13 |  12 |  12.00 |  1.00 |  437 | 11.36 |  2.25 |
| 6/28/13 |  1 |  11.00 |  0.00 |  437 | 11.36 |  2.25 |
| 3/15/13 |  10 | 10.80 |  2.14 |  542 | 12.03 |  2.68 |
| 10/26/12 |  10 | 11.60 |  1.11 |  542 | 12.03 |  2.68 |
| 6/22/12 |  6 | 9.50 |  2.10 |  1261 | 10.12 |  2.38 |
| 3/9/12 |  10 | 12.30 |  1.35 |  1224 | 12.66 |  2.24 |
| 10/21/11 |  5 | 12.60 |  1.02 |  1224 | 12.66 |  2.24 |
| 6/24/11 |  8 | 13.12 |  1.96 |  1053 | 13 |  2.34 |

**Table 2 - Human Growth & Career Development (**Human Growth and Development Subtest)

 UNA Results National Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Examination Date | # Tested | Mean | SD | # Tested | Mean  | SD |
| 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 |
| 4/10/15 |  4  |  12.50 |  1.50 | 657 |  10.30 | 2.70 |
| 10/24/14 |  6 |  13.33  |  1.60 | 285 |  9.85 | 2.63 |
| 6/27/14 |  3 |  12.33 |  0.94 | 424 | 11.48 | 2.69 |
|  4/4/14 |  2 |  11.00 |  0.00 | 285 |  9.85 | 2.63 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 11/1/13 |  12 | 11.33 |  2.09 | 437 |  9.93 | 2.96 |
| 6/28/13 |  1 |  10.00 |  0.00 | 437 |  9.93 | 2.96 |
| 3/15/13 |  10 |  12.70 |  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 |
| 3/9/12 |  10 |  12.40 |  2.20 |  1224 | 12.33 | 2.44 |
| 10/21/11 |  5 |  12.20 |  1.60 | 1224 | 12.33 | 2.44 |
| 6/24/11 |  8 |  12.38 |  2.91 | 1053 | 12.75 | 2.49 |

**Table 3 – (**Career and Lifestyle Development Subtest)

 UNA Results National Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Examination Date | # Tested | Mean | St. Dev.  | # Tested | Mean  | St. Dev. |
| 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 |
| 4/10/15 |  4 |  10.50  |  1.12 |  657 | 10.21 | 2.88 |
| 10/24/14 |  6 |  10.17 |  1.86 |  285 | 10.54 | 2.69 |
| 6/27/14 |  3 |  9.67 |  3.09 |  424 |  9.97 | 2.87 |
| 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 |  11.00 |  0.00 | 437 | 10.25 | 2.55 |
| 3/15/13 |  10 |  10.10 |  2.34 | 542 | 10.49 | 2.48 |
| 10/26/12 |  10 |  10.80 |  1.99 | 542 | 10.49 | 2.48 |
| 6/22/12 |  6 |  7.83 |  2.41 | 1261 | 8.37 | 2.48 |
| 3/9/12 |  10 | 11.2 |  1.66 |  1224 | 11.6 | 2.34 |
| 10/21/11 |  5 |  10.00 |  0.89 | 1224 | 11.6 | 2.34 |
| 6/24/11 |  8 |  11.12 |  1.83 | 1053 | 11.35 | 2.23 |

**Table 4 - Helping Relationships (**Helping Relationships Subtest)

 UNA Results National Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Examination Date | # Tested | Mean | St. Dev.  | # Tested | Mean  | St. Dev.  |
| 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 |
| 4/10/15 |  4 |  13.00 |  2.12 | 657 | 10.84 | 2.47 |
| 10/24/14 |  6 |  12.17 |  1.95 | 285 | 10.04 | 2.74 |
| 6/27/14 |  3 |  10.67 |  0.94 | 424 | 12.40 | 2.53 |
| 4/4/14 |  2 |  13.00 |  2.00 | 285 | 10.04 | 2.74 |
| 11/1/13 |  12 |  12.42 |  1.89 | 437 | 11.69 | 2.47 |
| 6/28/13 |  1 |  11.00 |  0.00 | 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 |
| 3/9/12 |  10 |  11.70 |  1.90 | 1224 | 12.14 | 2.39 |
| 10/21/11 |  5 |  11.00 |  1.41 | 1224 | 12.14 | 2.39 |
| 6/24/11 |  8 |  12.12 |  1.90 | 1053 | 11.82 | 2.22 |

**Table 5 – (**Group Work Subtest)

 UNA Results National Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Examination Date | # Tested | Mean | St. Dev.  | # Tested | Mean  | St. Dev. |
| 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 |
| 4/10/15 | 4 |  13.25 |  2.28 | 657 | 11.78 | 2.54 |
| 10/24/14 | 6 |  14.33 |  1.97 | 285 | 12.52 | 2.75 |
| 6/27/14 | 3 |  11.33 |  1.25 | 424 | 10.56 | 2.83 |
| 4/4/14 | 2 |  14.00 |  0.00 | 285 | 12.52 | 2.75 |
| 11/1/13 | 12 |  13.25 |  2.38 | 437 | 12.64 | 2.51 |
| 6/28/13 | 1 |  12.00 |  0.00 | 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 |
| 3/9/12 | 10 |  12.00 |  0.89 | 1224 | 12.02 | 2.49 |
| 10/21/11 | 5 |  11.60 |  1.36 | 1224 | 12.02 | 2.49 |
| 6/24/11 | 8 |  12.88 |  2.42 | 1053 | 12.87 | 2.43 |

**Table 6 - Social & Cultural Diversity (**Social and Cultural Diversity Subtest)

 UNA Result National Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Examination Date | # Tested | Mean | St. Dev.  | # Tested | Mean  | St. Dev. |
| 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 |
| 4/10/15 |  4 |  10.00 |  2.24 | 657 | 10.72 | 2.45 |
| 10/24/14 |  6 |  11.33 |  2.43 | 285 | 10.58 | 2.29 |
| 6/27/14 |  3 |  11.33 |  0.47 | 424 | 11.77 | 2.58 |
| 4/4/14 |  2 |  10.00 |  0.00 | 285 | 10.65 | 2.51 |
| 11/1/13 |  12 |  11.17 |  1.67 | 437 | 10.98 | 2.20 |
| 6/28/13 |  1 |  9.00 |  0.00 | 437 | 10.98 | 2.20 |
| 3/15/13 |  10 |  8.00 |  1.95 | 542 | 8.56 | 2.68 |
| 10/26/12 |  10 |  8.00 |  1.61 | 542 | 8.56 | 2.14 |
| 3/9/12 |  10 |  10.50 |  1.96 |  1224 | 11.1 | 2.26 |
| 10/21/11 |  5 |  9.60 |  3.2.0 | 1224 | 11.1 | 2.26 |
| 6/24/11 |  8 |  9.75 |  2.33 | 1053 | 10.88 | 2.63 |

**Table 7 – Appraisal (**Appraisal Subtest)

 UNA Results National Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Examination Date | # Tested | Mean | St. Dev.  | # Tested | Mean  | St. Dev.  |
| 3/21/16 |  4 |  13.25 |  0.43 | 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 |
| 4/10/15 |  4 |  10.25 |  1.92 | 657 |  9.78 | 2.46 |
| 10/24/14 |  6 |  11.67 |  2.05 | 285 |  10.62 | 2.49 |
| 6/27/14 |  3 |  8.67 |  2.49 | 424 |  10.40 | 2.53 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |  11.00 |  0.00 | 437 |  9.81 | 2.26 |
| 3/15/13 |  10 |  10.50 |  1.50 | 542 | 10.06 | 2.07 |
| 10/26/12 |  10 |  9.50 |  1.36 | 542 | 10.06 | 2.07 |
| 6/22/12 |  6 |  10.83 |  2.11 | 1261 |  9.83 | 2.42 |
| 3/9/12 |  10 |  10.60 |  1.50 |  1224 | 10.48 | 2.23 |
| 10/21/11 |  5 |  10.40 |  2.33 | 1224 | 10.48 | 2.23 |
| 6/24/11 |  8 |  9.12 |  1.36 | 1053 | 10.05 | 2.46 |

**Table 8 – Research (**Research and Program Evaluation Subtest)

 UNA Results National Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Examination Date | #Tested | Mean | St. Dev.  | # Tested | Mean  | St. Dev.  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |
| 4/10/15 |  4 |  11.00 |  0.71 | 657 | 10.60 | 2.58 |
| 10/24/14 |  6 |  10.83 |  3.53 | 285 | 10.81 | 2.70 |
| 6/27/14 |  3 |  11.00 |  2.94 | 424 | 11.44 | 2.93 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 4/4/14 |  2 |  10.00 |  3.00 | 285 | 10.81 | 2.70 |
| 11/1/13 |  12 |  10.42 |  3.23 | 437 | 10.67 | 2.86 |
| 6/28/13 |  1 |  8.00 |  0.00 | 437 | 10.67 | 2.86 |
| 3/15/13 |  10 |  9.20 |  2.44 | 542 |  9.60 | 2.76 |
| 10/26/12 |  10 |  9.30 |  1.79 | 542 |  9.60 | 2.76 |
| 6/22/12 |  6 |  9.00 |  2.24 | 1261 | 10.06 | 2.24 |
| 3/9/12 |  10 |  11.50 |  2.33 |  1224 | 11.82 | 2.61 |
| 10/21/11 |  5 |  9.20 |  0.40 | 1224 | 11.82 | 2.61 |
| 6/24/11 |  8 |  10.75 |  1.79 | 1053 | 11.48 | 2.77 |
|   |  |  |  |  |  |  |

**Site Supervisors of Community/Clinical Mental Health Counseling Majors**

**CHD 689 Fall 2011- Spring 2016**

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

*(Thirty nine of 44 surveys returned.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.

1 = 0 2 = 2 3 = 4 4 = 33 **(Mean 3.79)**

2. Knowledge of human development across the life span.

1 = 0 2 = 0 3 = 13 4 = 26 **(Mean 3.67)**

3. Knowledge of career development across the life span.

1 = 0 2 = 4 3 = 12 4 = 20 **(Mean 3.44)**

(Three did not answer.)

4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.

1 = 0 2 = 1 3 = 15 4 = 21 **(Mean 3.54)**

(Two did not answer.)

\*5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.

1 = 0 2 = 0 3 = 2 4 = 1 **(Mean 3.33)**

6. Understanding and appreciation of social and cultural diversity and pluralistic trends.

1 = 0 2 = 0 3 = 8 4 = 30 **(Mean 3.79)**

(One did not answer.)

7. Knowledge of assessment principles, instruments, and interview practices.

1 = 0 2 = 1 3 = 14 4 = 21 **(Mean 3.55)**

(Three did not answer.)

8. Knowledge of research and evaluation practices.

1 = 0 2 = 4 3 = 10 4 = 21 **(Mean 3.30)**

(Two did not answer.)

9. Knowledge of available technology.

1 = 0 2 = 0 3 = 10 4 = 26 **(Mean 3.72)**

(Three did not answer.)

10. Ability to document and provide direct services and referrals in an ethical, professional manner.

1 = 0 2 = 1 3 = 8 4 = 24 **(Mean 3.49)**

(Four did not answer.)

11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.

1 = 0 2 = 0 3 = 13 4 = 22 **(Mean 3.63)**

(Four did not answer.)

12. Ability to provide individual counseling.

1 = 0 2 = 2 3 = 9 4 = 27 **(Mean 3.66)**

(One did not answer.)

13. Ability to provide group counseling.

1 = 0 2 = 0 3 = 13 4 = 25 **(Mean 3.66)**

(One did not answer.)

14. Ability to provide family counseling.

1 = 0 2 = 2 3 = 10 4 = 22 **(Mean 3.59)**

(Five did not answer.)

15. Ability to provide consultation.

1 = 0 2 = 2 3 = 13 4 = 22 **(Mean 3.54)**

(Two did not answer.)

16. Ability to engage in advocacy.

 1 = 0 2 = 0 3 = 15 4 = 22 **(Mean 3.59)**

(Two did not answer.)

17. Ability to intervene/respond appropriately in crisis/emergency situations.

1 = 0 2 = 3 3 = 15 4 = 17 **(Mean 3.31)**

(Three did not answer.)

18. Ability to develop holistic treatment plans and properly document services.

1 = 0 2 = 4 3 = 14 4 = 19 **(Mean 3.41)**

(Two did not answer.)

19. Ability to provide age-appropriate, culturally sensitive services to all clients.

1 = 0 2 = 0 3 = 11 4 = 27 **(Mean 3.71)**

(One did not answer.)

20. Ability to administer and interpret assessments.

1 = 0 2 = 2 3 = 14 4 = 18 **(Mean 3.70)**

(Six did not answer.)

21. Ability to diagnose clients and conceptualize cases.

1 = 0 2 = 3 3 = 10 4 = 23 **(Mean 3.56)**

(Three did not answer.)

22. Ability to perform community needs assessments, measure outcomes, and conduct program evaluations.

1 = 0 2 = 2 3 = 14 4 = 19 **(Mean 3.49)**

(Four did not answer.)

23. Ability to use technological resources in planning, providing, evaluating, and documenting services.

1 = 0 2 = 1 3 = 12 4 = 25 **(Mean 3.63)**

(One did not answer.)

24. Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor.

1 = 0 2 = 2 3 = 7 4 = 30 **(Mean 3.62)**

\*Question #5 was added to the survey in Fall 2014 when the program changed to the CMHC Major.

**Current Community/Clinical Mental Health Counseling Majors**

**CHD 689 Fall 2011- Spring 2016**

**\*First assessed in Summer 2014**

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

*(Thirty nine of 40 surveys returned.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.

1 = 0 2 = 0 3 = 3 4 = 36 **(Mean 3.92)**

2. Knowledge of human development across the life span.

1 = 0 2 = 2 3 = 3 4 = 34 (**Mean 3.82)**

3. Knowledge of career development across the life span.

1 = 0 2 = 0 3 = 10 4 = 29 **(Mean 3.74)**

4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.

1 = 0 2 = 1 3 = 5 4 = 32 **(Mean 3.82)**

(One did not answer.)

\*5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels. (Nine respondents.)

1 = 0 2 = 0 3 = 0 4 = 9 **(Mean 4.00)**

6. Understanding and appreciation of social and cultural diversity and pluralistic trends.

1 = 0 2 = 0 3 = 2 4 = 37 **(Mean 3.95)**

7. Knowledge of assessment principles, instruments, and interview practices.

 1 = 0 2 = 0 3 = 12 4 = 27 **(Mean 3.69**

8. Knowledge of research and evaluation practices.

 1 = 0 2 = 7 3 = 12 4 = 20 **(Mean 3.33)**

9. Knowledge of available technology.

 1 = 0 2 = 3 3 = 10 4 = 25 **(Mean 3.58)**

(One did not answer.)

10. Ability to document and provide direct services and referrals in an ethical, professional manner.

 1 = 0 2 = 0 3 = 10 4 = 29 **(Mean 3.74)**

11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.

1 = 0 2 = 0 3 = 9 4 = 30 **(Mean 3.77)**

12. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 8 4 = 30 **(Mean 3.79)**

(One did not answer.)

13. Ability to provide group counseling.

1 = 0 2 = 0 3 = 4 4 = 35 **(Mean 3.90)**

14. Ability to provide family counseling.

1 = 0 2 = 1 3 = 11 4 = 27 **(Mean 3.67)**

15. Ability to provide consultation.

1 = 0 2 = 7 3 = 8 4 = 22 **(Mean 3.23)**

16. Ability to engage in advocacy.

 1 = 0 2 = 2 3 = 8 4 = 29 **(Mean 3.69)**

17. Ability to intervene/respond appropriately in crisis/emergency situations.

1 = 0 2 = 5 3 = 13 4 = 19 **(Mean 3.29)**

(One did not answer.)

18. Ability to develop holistic treatment plans and properly document services.

1 = 0 2 = 5 3 = 13 4 = 21 **(Mean 3.41)**

19. Ability to provide age-appropriate, culturally sensitive services to all clients.

1 = 0 2 = 0 3 = 7 4 = 32 **(Mean 3.67)**

20. Ability to administer and interpret assessments.

1 = 0 2 = 1 3 = 15 4 = 23 **(Mean 3.56)**

21. Ability to diagnose clients and conceptualize cases.

1 = 0 2 = 0 3 = 9 4 = 30 **(Mean 3.77)**

22. Ability to perform community needs assessments, measure outcomes, and conduct program evaluations.

1 = 0 2 = 2 3 = 12 4 = 23 **(Mean 3.57)**

(Two did not answer.)

23. Ability to use technological resources in planning, providing, evaluating, and documenting services.

1 = 1 2 = 3 3 = 12 4 = 23 **(Mean 3.46)**

24. Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor.

1 = 0 2 = 0 3 = 5 4 = 34 **(Mean 3.87)**

25. Admission Interview

1 = 0 2 = 0 3 = 5 4 = 34 **(Mean 3.87)**

26. New Student Orientation

1 = 0 2 = 0 3 = 5 4 = 34 **(Mean 3.87)**

 27. Academic Advising

 1 = 0 2 = 0 3 = 4 4 = 35 **(Mean 3.90 )**

 28. Practicum & Internship Information

 1 = 0 2 = 0 3 = 3 4 = 36 **(Mean 3.92)**

29. Career/Licensure Support

1 = 0 2 = 0 3 = 13 4 = 26 **(Mean 3.67)**

**Recent Community Counseling Graduates\***

**\*(The first CMHC majors graduated in Summer 2015; data from them will be collected in Summer 2016)**

**Fall 2011 – Spring 2016**

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

 *(Nineteen of 52 surveys returned.)*

1. Understanding of the professional roles and ethical responsibilities

 (e.g. privacy) of clinical mental counselors.

1 = 0 2 = 0 3 = 2 4 = 17 **(Mean 3.89)**

2. Knowledge of human development across the life span.

1 = 0 2 = 1 3 = 3 4 = 15 **(Mean 3.74)**

3. Knowledge of career development across the life span.

1 = 0 2 = 0 3 = 9 4 = 10 **(Mean 3.53)**

4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.

1 = 0 2 = 1 3 = 3 4 = 15 **(Mean 3.74)**

5. Understanding and appreciation of social and cultural diversity and pluralistic trends.

1 = 0 2 = 1 3 = 5 4 = 13 **(Mean 3.63)**

6. Knowledge of assessment principles, instruments, and interview practices.

1 = 0 2 = 1 3 = 5 4 = 13 **(Mean 3.63)**

7. Knowledge of research and evaluation practices.

1 = 1 2 = 3 3 = 5 4 = 9 **(Mean 3.05)**

8. Knowledge of available technology.

1 = 1 2 = 2 3 = 9 4 = 7 **(Mean 3.16)**

9. Ability to document and provide direct services and referrals in an ethical, professional manner.

1 = 2 2 = 0 3 = 6 4 = 12 **(Mean 3.58)**

10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs.

1 = 0 2 = 2 3 = 4 4 = 12 **(Mean 3.56)**

(One did not answer.)

 11. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 3 4 = 16 **(Mean 3.84)**

12. Ability to provide group counseling.

1 = 0 2 = 0 3 = 4 4 = 15 **(Mean 3.79)**

 13. Ability to provide family counseling.

1 = 0 2 = 2 3 = 7 4 = 10 **(Mean 3.42)**

14. Ability to provide consultation.

1 = 1 2 = 3 3 = 7 4 = 10 **(Mean 3.58)**

15. Ability to intervene/respond appropriately in crisis/emergency situations.

1 = 0 2 = 2 3 = 8 4 = 9 **(Mean 3.37)**

16. Ability to develop treatment plans and properly document services.

1 = 1 2 = 2 3 = 9 4 = 7 **(Mean 3.16)**

17. Ability to provide age-appropriate, culturally sensitive services to all clients.

1 = 0 2 = 1 3 = 6 4 = 12 **(Mean 3.58)**

18. Ability to advocate for equity in other community-based services.

1 = 1 2 = 1 3 = 7 4 = 10 **(Mean 3.37)**

19. Ability to administer and interpret assessments.

1 = 1 2 = 1 3 = 5 4 = 12 **(Mean 3.47)**

20. Ability to diagnose clients and conceptualize cases.

1 = 0 2 = 0 3 = 8 4 = 11 **(Mean 3.58)**

21. Ability to perform community needs assessments, program evaluation, and quality assurance.

1 = 0 2 = 4 3 = 7 4 = 8 **(Mean 3.21)**

22. Ability to use technological resources in planning, providing, evaluating, and documenting services.

1 = 0 2 = 1 3 = 10 4 = 8 **(Mean 3.37)**

23. Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor.

1 = 0 2 = 0 3 = 4 4 = 15 **(Mean 3.79)**

24. Admission Interview

1 = 0 2 = 0 3 = 6 4 = 13 **(Mean 3.68)**

25. Orientation to Program

1 = 0 2 = 0 3 = 6 4 = 13 **(Mean 3.68)**

 26. Academic Advising Program

1 = 0 2 = 1 3 = 3 4 = 15 **(Mean 3.74)**

 27. Practicum & Internship Selection

1 = 0 2 = 0 3 = 3 4 = 16 **(Mean 3.84)**

28. Career Assistance

 1 = 0 2 = 1 3 = 8 4 = 10 **(Mean 3.47)**

**Employers of Community Counseling Majors**

**\*(The first CMHC majors graduated in Summer 2015; data from their employers will be collected in Summer 2016)**

**Fall 2011- Spring 2016**

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

*(Four of 9 surveys returned.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community 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 3.50)**

3. Knowledge of career development across the life span.

 1 = 0 2 = 0 3 = 2 4 = 1 **(Mean 3.33)**

(One did not answer.)

4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.

1 = 0 2 = 1 3 = 1 4 = 2 **(Mean 3.25)**

5. Understanding and appreciation of social and cultural diversity and pluralistic trends.

1 = 0 2 = 0 3 = 1 4 = 3 **(Mean 3.75)**

6. Knowledge of assessment principles, instruments, and interview practices.

 1 = 0 2 = 0 3 = 2 4 = 2 **(Mean 3.50)**

7. Knowledge of research and evaluation practices.

 1 = 0 2 = 0 3 = 2 4 = 2 **(Mean 3.50)**

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 = 2 4 = 1 **(Mean 3.33)**

(One did not answer.)

11. Ability to provide individual counseling.

1 = 0 2 = 1 3 = 0 4 = 3 **(Mean 3.50)**

12. Ability to provide group counseling.

1 = 0 2 = 0 3 = 1 4 = 3 **(Mean 3.75)**

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 = 0 3 = 1 4 = 3 **(Mean 3.75)**

15. Ability to intervene/respond appropriately in crisis/emergency situations.

1 = 0 2 = 1 3 = 1 4 = 2 **(Mean 3.25)**

16. Ability to develop treatment plans and properly document services.

1 = 0 2 = 1 3 = 0 4 = 3 **(Mean 3.50)**

17. Ability to provide age-appropriate, culturally sensitive services to all clients.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.75)**

 18. Ability to advocate for equity in other community-based services.

 1 = 0 2 = 0 3 = 2 4 = 1 **(Mean 3.33)**

(One did not answer.)

19. Ability to administer and interpret assessments.

1 = 0 2 = 0 3 = 2 4 = 2 **(Mean 3.50)**

20. Ability to diagnose clients and conceptualize cases.

1 = 0 2 = 0 3 = 1 4 = 2 **(Mean 3.67)**

(One did not answer.)

21. Ability to perform community needs assessments, program evaluation, and quality assurance.

1 = 0 2 = 0 3 = 1 4 = 3 **(Mean 3.75)**

22. Ability to use technological resources in planning, providing, evaluating, and documenting services.

1 = 0 2 = 0 3 = 1 4 = 3 **(Mean 3.75)**

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 4.00)**

**12. Planning**

 **12.1 Outline program goals over the next five years including, but not limited to, accreditation/re-accreditation, enrollment or expansion, and curriculum:**

* Reaccreditation of the Clinical Mental Health Counseling Program in 2017
* Acquire a graduate assistant positon to aid in recruiting and to assist faculty and students in doing research
* Increase student participation in the Study Abroad course
* Explore collaboration in field work/study abroad with other departments
* Implement an Equine-Assisted Therapy course and consider a certificate program in that area
* Increase enrollment & retention

 **12.2 Outline faculty development goals for the next five years including new faculty, research, and professional development:**

In the area of teaching, faculty will continue to strive to provide a quality learning environment that includes using the latest textbooks, research, and technology. Faculty will also consider the development of a certificate program in Equine-assisted Therapy or Animal-assisted Therapy.

In the area of scholarship, faculty will continue to present at state, regional, and national conferences. In addition, faculty will continue to mentor students by inviting participation and sponsoring programs in these conferences.

Faculty will continue to serve on local and state-wide boards, and will continue to provide service to the university by serving on various committees.

**13. Program Recommendations**

 **13.1 Recommendations for changes which are within the control of the program:**

The Counselor Education Department has a process of continuous assessment using standardized test scores, rubric-based assignments, and surveys, and will continue to use these processes and make data-driven decisions as the need becomes apparent.

The Department has found that mailing surveys to recent graduates and to employers of recent graduates does not provide enough data to make decisions. Therefore, the Department plans to use an on-line survey system to try to boost participation of graduates and employers of graduates.

 **13.2 Recommendations for changes that require action at the Dean, Provost, or higher, which are congruent to and support the institution’s mission and strategic plan:**

1. Yearly recertification fee: The University has been very supportive of the Department’s CACREP accreditation, and maintaining that accreditation requires a yearly recertification fee of $3514.
2. Graduate assistant: Funding a graduate assistant position for the Department would provide an opportunity for a student, and could be used to market the programs.
3. Marketing: The Department has two nationally accredited programs that should be marketed by professionals.

**Part II**

**Academic Program Assessment**

Departments should identify expected outcomes for each of their educational programs (graduate and undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. If a department offers more than one program, each program coordinator should complete this part of the report.

**7. Name of Program:**  School Counseling

**8. Coordinator of Program:** Dr. Karen Townsend

**9. Mission Statement of Program:**

The program prepares students to meet the Alabama State Department of Education requirements for certification as school counselors and adheres to the Council for the Accreditation of Educator Preparation (CAEP) and CACREP standards for preparing school counselors. Moreover, the Commitments of the College’s Conceptual Framework and related Professional Dispositions provide a foundation throughout the curriculum. Students must demonstrate their commitment to professionalism, assessment, collaboration, technology, diversity, and reflection. Ultimately, graduates possess the professional knowledge, abilities, dispositions, and commitments necessary to plan, implement, evaluate, and manage comprehensive school counseling programs in order to serve all students in the context of their communities.

**10. Program Overview:**

 **10.1 Brief overview of program**

The program prepares students to meet the Alabama State Department of Education requirements for certification as school counselors. Students must demonstrate their commitment to professionalism, assessment, collaboration, technology, diversity, and reflection.

 **10.2 Student Learning Outcomes of the program *(student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included)*.**

1. **Professional Orientation and Ethics:** 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. (CHD 642)

2. **Human Growth and Career Development:** 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. (CHD 604, CHD 631, CHD 641)

3. **Helping Relationships:** 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. (CHD 602, CHD 606, CHD 608, CHD 645, CHD 678, CHD 688, CHD 689)

4. **Social and Cultural Diversity:** 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. (CHD 615)

5. **Assessment:** Develop knowledge of testing principles and practices in order to provide and document responsible test administration and interpretation. (CHD 621)

6. **Research:** Develop theoretical and applied knowledge of research and evaluation practices in order to perform comprehensive program evaluation. (CHD 601)

7. **Technology:** Develop practical knowledge of technology in order to use technological resources in planning, providing, evaluating, and managing a comprehensive school counseling program. (CHD 641, CHD 688, CHD 689)

 **10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:**

See pages 1-2, section 1 on Program Productivity.

 **10.4 Evaluate the adequacy of library resources available to support your program:**

The library resources available support the program’s goals. The department is given financial resources each academic year to purchase any materials that faculty deem necessary. In addition, interlibrary loan services provide books and articles that may not be available locally. Library personnel provide training to new students every semester and are available for follow-up questions or trainings as needed. Instructors in a number of courses require literature reviews that allow students the opportunity to learn about library holdings and to access appropriate materials.

 **10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy:**

N/A

**11. Program Evaluation Including Appropriate Documentation**

 **11.1 Means of assessing each Student Learning Outcome:**

Direct assessments:

* Praxis II Professional School Counselor
* Rubric-based assessments for assignments in each course.

Indirect assessments:

* Site Supervisor’s Survey (sent to Internship supervisors)
* Current Student Survey (done in CHD 689)
* Recent Graduate Survey (sent at the end of every semester to the previous year’s graduates)
* Employer Survey (sent to employers of the previous year’s graduates)
* Student Focus Group (done in CHD 688)

 **11.2 Summary of the results of the assessment/s for each Student Learning Outcome:**

* School Counseling students are achieving passing scores on the Praxis II Professional School Counseling.
* There are over 90 rubrics used in the Counselor Education Program, and generally students receive “Target” or “Acceptable” on the items on the rubrics.

**Research & Program Evaluation:**

* 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 was first taught in Summer 2015.**

 **11.3 Program improvements made as a result of these assessments:**

**Research & Program Evaluation:**

* 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 was first taught in Summer 2015.**

 **11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

**2011- 2012**

**Student #1 (Overall Score = 650) (Passing score is 520)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Raw Points Earned** | **Raw Points Available** | **Average Performance Range** |
| **Counseling & Guidance** | **43** | **62** | **37 - 47** |
| **Consulting** | **17** | **17** | **13 - 15** |
| **Coordinating** | **8** | **18** | **9 - 13** |
| **Professional Issues** | **12** | **18** | **11 - 14** |
| **Listening** | **31** | **39** | **27 - 33** |

**2012- 2013**

**Student #1 (Overall Score = 730) (Passing score is 520)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Raw Points Earned** | **Raw Points Available** | **Average Performance Range** |
| **Counseling & Guidance** | **56** | **62** | **39 - 49** |
| **Consulting** | **16** | **18** | **13 - 16** |
| **Coordinating** | **13** | **18** | **10 - 13** |
| **Professional Issues** | **14** | **18** | **13 - 16** |
| **Listening** | **37** | **39** | **27 - 33** |

**Student #2 (Overall Score = 170) (Passing score is 151)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Raw Points Earned** | **Raw Points Available** | **Average Performance Range** |
| **Foundations** | **14** | **20** | **15 - 17** |
| **Delivery of Services** | **38** | **46** | **30 - 36** |
| **Management** | **10** | **15** | **9 - 12** |
| **Accountability** | **16** | **22** | **14 - 18** |

**2013- 2014**

**Student #1 (Overall Score = 162) (Passing score is 151)**

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

**Student #2**

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

**Student #3 (Overall Score = 178)**

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

**Student #4 (Overall Score = 157)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Raw Points Earned** | **Raw Points Available** | **Average Performance Range** |
| **Foundations** | **14** | **20** | **14 - 17** |
| **Delivery of Services** | **29** | **46** | **28 - 35** |
| **Management** | **11** | **15** | **9 - 12** |
| **Accountability** | **14** | **22** | **13 - 18** |

**2014- 2015**

**Student #1 (Overall Score = 168)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Raw Points Earned** | **Raw Points Available** | **Average Performance Range** |
| **Foundations** | **15** | **20** | **14 - 16** |
| **Delivery of Services** | **40** | **48** | **34 - 40** |
| **Management** | **8** | **13** | **8 - 11** |
| **Accountability** | **17** | **24** | **15 - 19** |

**Student #2 (Overall Score = 178)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Raw Points Earned** | **Raw Points Available** | **Average Performance Range** |
| **Foundations** | **16** | **19** | **14 - 16** |
| **Delivery of Services** | **39** | **48** | **33 - 39** |
| **Management** | **14** | **15** | **11 - 13** |
| **Accountability** | **19** | **25** | **15 - 19** |

**Student #3 (Overall Score = 182)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Raw Points Earned** | **Raw Points Available** | **Average Performance Range** |
| **Foundations** | **18** | **19** | **13 - 16** |
| **Delivery of Services** | **41** | **48** | **34 - 40** |
| **Management** | **14** | **17** | **10 - 14** |
| **Accountability** | **18** | **23** | **14 - 18** |

**Student #4 (Overall Score = 175)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Raw Points Earned** | **Raw Points Available** | **Average Performance Range** |
| **Foundations** | **16** | **19** | **14 - 16** |
| **Delivery of Services** | **38** | **48** | **33 - 39** |
| **Management** | **13** | **15** | **11 - 13** |
| **Accountability** | **18** | **25** | **15 - 19** |

**2015- 2016**

**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** |

**Site Supervisors of School Counseling Majors**

**Summer 2011 - Spring 2016**

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

*(Ten of 20 surveys were returned.)*

 1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.

1 = 0 2 = 0 3 = 2 4 = 8 **(Mean 3.80)**

2. Knowledge of human development across the life span.

1 = 0 2 = 0 3 = 3 4 = 7 **(Mean 3.70)**

3. Knowledge of career development across the life span.

1 = 0 2 = 0 3 = 3 4 = 7 **(Mean 3.70)**

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 = 8 **(Mean 3.89)**

(One did not answer.)

5. Understanding and appreciation of social and cultural diversity and pluralistic trends.

1 = 0 2 = 0 3 = 1 4 = 9 **(Mean 3.90)**

6. Knowledge of assessment principles, instruments, and interview practices.

 1 = 0 2 = 0 3 = 4 4 = 6 **(Mean 3.60)**

7. Knowledge of research and evaluation practices.

 1 = 0 2 = 0 3 = 3 4 = 7 **(Mean 3.70)**

8. Knowledge of available technology.

 1 = 0 2 = 0 3 = 5 4 = 5 **(Mean 3.50)**

9. Ability to document and perform his/her multiple duties in an ethical, professional manner.

 1 = 0 2 = 0 3 = 2 4 = 8 **(Mean 3.80)**

10. Ability to perform needs assessments.

 1 = 0 2 = 0 3 = 4 4 = 6 **(Mean 3.60)**

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 = 3 4 = 7 **(Mean 3.70)**

12. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 1 4 = 9 **(Mean 3.90)**

13. Ability to provide group counseling.

1 = 0 2 = 0 3 = 2 4 = 8 **(Mean 3.80)**

14. Ability to provide classroom guidance.

1 = 0 2 = 0 3 = 3 4 = 7 **(Mean 3.70)**

15. Ability to provide consultation.

1 = 0 2 = 0 3 = 4 4 = 4 **(Mean 3.60)**

16. Ability to provide in-service programming.

1 = 0 2 = 0 3 = 3 4 = 6 **(Mean 3.67)**

(One did not answer)

17. Ability to provide culturally sensitive services to all students.

1 = 0 2 = 0 3 = 2 4 = 8 (**Mean 3.80)**

18. Ability to advocate for equity within the school environment and local community.

 1 = 0 2 = 0 3 = 4 4 = 6 **(Mean 3.60)**

19. Ability to coordinate test administration.

1 = 0 2 = 0 3 = 5 4 = 3 **(Mean 3.38)**

(Two did not answer)

20. Ability to administer and interpret assessments.

1 = 0 2 = 0 3 = 5 4 = 4 **(Mean 3.44)**

(One did not answer)

21. Ability to perform comprehensive program evaluation.

1 = 0 2 = 0 3 = 4 4 = 6 **(Mean 3.60)**

22. Ability to use technological resources in planning, providing, evaluating, and documenting services.

1 = 0 2 = 0 3 = 4 4 = 6 **(Mean 3.60)**

23. Ability to engage in personal and professional self-reflection to enhance one’s development as a counselor.

1 = 0 2 = 0 3 = 2 4 = 8 **(Mean 3.80)**

**Current School Counseling Majors**

**Summer 2011 - Spring 2016**

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

*(Thirteen of 15 surveys were returned.)*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

2. Knowledge of human development across the life span.

1 = 0 2 = 0 3 = 1 4 = 12 **(Mean 3.92)**

3. Knowledge of career development across the life span.

1 = 0 2 = 0 3 = 2 4 =11 **(Mean 3.85)**

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 = 13 **(Mean 4.00)**

5. Understanding and appreciation of social and cultural diversity and pluralistic trends.

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

6. Knowledge of assessment principles, instruments, and interview practices.

1 = 0 2 = 0 3 = 1 4 = 12 **(Mean 3.92)**

7. Knowledge of research and evaluation practices.

1 = 0 2 = 0 3 = 3 4 = 10 **(Mean 3.77)**

8. Knowledge of available technology.

1 = 0 2 = 0 3 = 3 4 = 10 **(Mean 3.77)**

9. Ability to document and perform his/her multiple duties in an ethical, professional manner.

1 = 0 2 = 0 3 = 1 4 = 12 **(Mean 3.92)**

10. Ability to perform needs assessments.

 1 = 0 2 = 0 3 = 2 4 = 11 **(Mean 3.85)**

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 = 13 **(Mean 4.00)**

12. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

13. Ability to provide group counseling.

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

14. Ability to provide classroom guidance.

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

15. Ability to provide consultation.

1 = 0 2 = 0 3 = 1 4 = 12 **(Mean 3.92)**

16. Ability to provide in-service programming.

1 = 0 2 = 0 3 = 3 4 = 9 **(Mean 3.75)**

(One did not answer)

17. Ability to provide culturally sensitive services to all students.

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

18. Ability to advocate for equity within the school environment

 and local community.

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

19. Ability to coordinate test administration.

1 = 0 2 = 0 3 = 4 4 = 8 **(Mean 3.67)**

(One did not answer.)

20. Ability to administer and interpret assessments.

1 = 0 2 = 0 3 = 4 4 = 9 **(Mean 3.69)**

21. Ability to perform comprehensive program evaluation.

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

22. Ability to use technological resources in planning, providing, evaluating, and documenting services.

1 = 0 2 = 0 3 = 1 4 = 12 **(Mean 3.92)**

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 = 13 **(Mean 4.00)**

24. Admission Interview

1 = 0 2 = 0 3 = 2 4 = 11 **(Mean 3.85)**

25. Orientation to Program

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

 26. Academic Advising Program

1 = 0 2 = 0 3 = 0 4 = 13 **(Mean 4.00)**

 27. Practicum & Internship Selection

1 = 0 2 = 0 3 = 1 4 = 12 **(Mean 3.92)**

28. Career Assistance

1 = 0 2 = 0 3 = 1 4 = 12 **(Mean 3.92)**

**Recent School Counseling Graduates**

**Summer 2011 - Spring 2016**

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

*(Two of 8 surveys returned.*

1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

2. Knowledge of human development across the life span.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

3. Knowledge of career development across the life span.

1 = 0 2 = 0 3 = 0 4 =2 **(Mean 4.00)**

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 = 2 **(Mean 4.00)**

5. Understanding and appreciation of social and cultural diversity and pluralistic trends.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

6. Knowledge of assessment principles, instruments, and interview practices.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

7. Knowledge of research and evaluation practices.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

8. Knowledge of available technology.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

9. Ability to document and perform his/her multiple duties in an ethical, professional manner.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

10. Ability to perform needs assessments.

 1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

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 = 1 **(Mean 3.50)**

12. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

13. Ability to provide group counseling.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

14. Ability to provide classroom guidance.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

15. Ability to provide consultation.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

16. Ability to provide in-service programming.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

17. Ability to provide culturally sensitive services to all students.

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

18. Ability to advocate for equity within the school environment and local community.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

19. Ability to coordinate test administration.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

20. Ability to administer and interpret assessments.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

21. Ability to perform comprehensive program evaluation.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

22. Ability to use technological resources in planning, providing, evaluating, and documenting services.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean 3.50)**

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 = 2 **(Mean 4.00)**

24. Admission Interview

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

25. Orientation to Program

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

 26. Academic Advising Program

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

 27. Practicum & Internship Selection

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

28. Career Assistance

1 = 0 2 = 0 3 = 0 4 = 2 **(Mean 4.00)**

**12. Planning**

 **12.1 Outline program goals over the next five years including, but not limited to, accreditation/re-accreditation, enrollment or expansion, and curriculum:**

* Reaccreditation of the School Counseling Program in 2017
* Expand the School Counseling Program from 48-51 credit hours to 60 credit hours as required by CACREP for August 2020 applicants
* Acquire a graduate assistant positon to aid in recruiting and to assist faculty and students in doing research
* Increase student participation in the Study Abroad course
* Explore collaboration in field work/study abroad with other departments
* Increase enrollment & retention

 **12.2 Outline faculty development goals for the next five years including new faculty, research, and professional development:**

See 12.2 above. In addition, all faculty will participate in the curriculum development that will be required when the School Counseling Program moves to a 60 credit hour program.

**13. Program Recommendations**

 **13.1 Recommendations for changes which are within the control of the program:**

See 13.1 above.

 **13.2 Recommendations for changes that require action at the Dean, Provost, or higher, which are congruent to and support the institution’s mission and strategic plan:**

See 13.2 above.