

# Annual Goals for Counselor Education

2011-2012

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<b>Goal 1:</b>	International 3+2 Program for Community Counseling
<b>Description:</b>	Successfully initiate the International 3+2 UNA Partner Institution Program for Community Counseling in which rising seniors from partner universities successfully complete the English as a second language program and thirty additional hours of course work at UNA to meet requirements for their bachelor's degree and apply for unconditional admission to the Community Counseling Program.
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1,3
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Department Chair
<b>Participation:</b>	Counselor Education Faculty
<b>Results:</b>	Accomplished: Approximately six (6) International 3+2 students have been conditionally admitted from our partner university in China. However, these students will not be enrolled in Counseling (CHD) courses until they complete ESL requirements, thirty (30) semester hours of prescribed undergraduate course work, and are unconditionally accepted into the Counselor Education Program. Two (2) international students are currently enrolled in the Counselor Education program. One (1) is a School Counseling major while the other is a Community Counseling major. Both are doing well academically although one is somewhat less fluent in English than the other. The department faculty has enjoyed these students and had the opportunity to learn more about international student issues.
<b>Actions/Improvements:</b>	See "accomplishments and/or progress" section above for actions/improvements.
<b>Future Actions/Improvements:</b>	N/A

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**Goal 2:** School Counseling CAEP and SDE

<b>Description:</b>	Adapt the School Counseling Program to more efficiently manage State Department of Education, CAEP/NCATE and CACREP School Counseling requirements.
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Department Chair
<b>Participation:</b>	Counselor Education Faculty
<b>Results:</b>	Accomplished: Requirements/standards for Alabama State Department of Education, CAEP/NCATE and CACREP School Counseling have been concentrated as much as possible into the specialized School Counseling courses (CHD 641, CHD 642 and CHD 645) and the internship courses (CHD 688, CHD 689). An effort has been made to exclude the Community Counseling students and courses from requirements/standards that are not relevant to the major. The content of Community Counseling courses is driven by the CACREP standards.
<b>Actions/Improvements:</b>	See "accomplishments and/or progress" section above for the actions and improvements that have been made.
<b>Future Actions/Improvements:</b>	N/A

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<b>Goal 3:</b>	Plan for 2009 CACREP Standards
<b>Description:</b>	Continue the process of developing a master plan and time line for adapting the Community Counseling major to conform to the new Clinical Mental Health Counseling major outlined in the 2009 CACREP Standards.
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Department Chair
<b>Participation:</b>	Counselor Education Faculty

<b>Results:</b>	In progress: The department has been identifying content that must be added to existing courses and content for new courses that will become part of the new major. A request for additional Counseling faculty has been submitted to the Dean and the Vice President. A request for funds to send two (2) faculty members to a workshop on writing a CACREP self-study report has been submitted to the Dean and Vice President.
<b>Actions/Improvements:</b>	Actions/improvements are reported above in "accomplishments and/or progress" section.
<b>Future Actions/Improvements:</b>	N/A

# Student Learning Outcomes for Master of Arts in Community Counseling

2011-2012

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<b>Outcome 1:</b>	Professional Orientation and Ethics
<b>Description:</b>	1.Develop an understanding of the professional roles and ethical responsibilities of community counselors in order to document and provide direct services and referrals in an ethical, professional manner.
<b>Budget:</b>	\$0
<b>Core Competencies Supported:</b>	1,2,4,5
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	Counselor Preparation Comprehensive Examijnation (CPCE) Counselor Preparation Comprehensive Examination (CPCE) National Counselor Examination (NCE)
<b>Indirect Assessments</b>	Current Community Counseling Majors Survey Community Site Supervisors Survey Recent Community Counseling Graduate Survey  Intern Focus Group
<b>Results:</b>	Direct:Community Counseling students are achieving scores on the Professional Orientation and Ethics Subtest (Table 1) of the CPCE

that are competitive with national norms, and achieving scores on the Professional Orientation and Ethics Subtest (Table 2) and the Professional Practice Issues Area (Table 3) of the NCE that compare very favorably to national norms. Indirect: On Item #1, "Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community counselors" of the Current Majors Survey (mean=3.9), Recent Graduates Survey (mean=3.71) and the Site Supervisors Survey (mean 3.79) respondents gave relatively high ratings. (A mean of 4.0 = excellent while 1.0 = poor.) See Tables 4, 5, 6 and 7.

**Curriculum Actions/Improvements:** Results of the CPCE, NCE, surveys and focus group do not reveal a need for curriculum changes. However, the new Clinical Mental Health Counseling major will bring about course content changes.

**Other Actions/Improvements:** Results of the CPCE, NCE, surveys and focus group do not reveal a need for other actions/improvements at this time.

**Outcome 2:** Human Growth and Career Development

**Description:** 2.Develop knowledge of human growth and career development in order to design and deliver prevention, educational, and support-based programming in response to community needs.

**Budget:** \$0

**Core Competencies Supported:** 1,2,4,5

**Assessed How Often:** Every 2 years

**Assessed this Year?** Yes

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Counselor Preparation Comprehensive Examination (CPCE)  
Counselor Preparation Comprehensive Examination (CPCE)  
National Counselor Examination (NCE)

**Indirect Assessments**

Current Community Counseling Majors Survey

## Community Site Supervisors Survey

### Recent Community Counseling Graduate Survey

#### Intern Focus Group

##### **Results:**

Direct: Community Counseling students are achieving scores on the Human Growth and Development Subtest (Table 1) of the CPCE, the Career and Lifestyle Development Subtest (Table 2) of the CPCE, the Human Growth and Development Subtest (Table 3) of the NCE and the Career and Lifestyle Development Subtest (Table 4) of the NCE that compare favorable with national norms. Indirect: On the Survey of Site Supervisors of Community Counseling Interns (Table 6) the following relative weakness was identified: \*Item #3 "Knowledge of career development across the life span." One site supervisor at a site where career counseling is conducted reported that their practicum student had not taken the career counseling course before taking practicum. Therefore, the student was not adequately prepared to work on the site. See Tables 7 and 8.

##### **Curriculum Actions/Improvements:**

Results of the CPCE and NCE direct assessments do not reveal a need for curriculum changes at this time. However, results of the indirect assessment suggest that some action may be needed. Faculty advisors are increasing their efforts to identify students who may be interested in career counseling sites and working with these students who need to take the career course before practicum.

##### **Other Actions/Improvements:**

Results of the CPCE and NCE direct assessments do not reveal a need for other actions/improvements at this time. Changes made based upon the indirect assessments are reported under curriculum changes.

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##### **Outcome 3:**

Helping Relationships

##### **Description:**

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

##### **Budget:**

\$0

##### **Core Competencies Supported:**

1,2,4,5

##### **Assessed How Often:**

Every 2 years

**Assessed this Year?**

Yes

**Responsibility:**

Chair

**Participation:**

Faculty

**Direct Assessments**

Counselor Preparation Comprehensive Examijnation (CPCE)

Counselor Preparation Comprehensive Examination (CPCE)

National Counselor Examination (NCE)

**Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

Intern Focus Group

**Results:**

Direct: Community Counseling students are achieving scores on the Helping Relationships Subtest (Table 1) of the CPCE, the Group Work Subtest (Table 2) of the CPCE, the Programmatic and Clinical Intervention Area (Table 3) of the NCE, the Group Counseling Area (Table 4) of the NCE, the Helping Relationships Subtest (Table 5) of the NCE, the Fundamentals of Counseling Area (Table 6) of the NCE and the Group Work Subtest (Table 7) of the NCE that either are consistent with or compare favorably to national norms.

Indirect: During a student Focus Group (Table 11) the following suggestions/comments were made: -Community Counseling majors want a greater opportunity to take CHD 645 Child and Adolescent Counseling. Specifically, CHD 645 has been offered at the same time as CHD 655 Diagnosis and Treatment Planning (a required Community course) in spring semesters. -Offer an Advanced Group Counseling course or at least offer CHD 608 Group Counseling more than once per year to keep the numbers of students in a section smaller. On the Current Community Majors survey (Table 8) and the Recent Graduate Survey (Table 9) Item #14 "Ability to provide consultation" was identified as a relative weakness. One current major commented "I don't remember learning anything about consultation before I entered practicum/internship." On Item 15 "Ability to intervene/respond appropriately in crisis/emergency situations." of the Current Majors Survey (mean = 3.3), the Recent

Graduate Survey (mean = 3.28), and the Site Supervisors Survey (mean = 3.47) respondents gave relatively low ratings. (Rating of 4.0 is "excellent" while a rating of 1.0 is "poor.") Comments made by current majors included the following: "I wish there were courses offered that touched on consultation, crisis/emergency situations, and suicide prevention." On the Site Supervisors Survey the lowest mean score (3.0) was given to item 9 "Ability to document and provide direct services and referrals in an ethical, professional manner." One current major commented "What I would have liked to see more of was emphasis on documentation and how to properly write progress notes." "...add a class on creating treatment plans, writing progress notes." See Tables 8, 9, 10, and 11.

**Curriculum  
Actions/Improvements:**

Results of the CPCE and NCE direct assessments do not reveal a need for curriculum changes at this time. Changes made in the Counselor Education Program as a result of indirect assessments are listed below. In response to the request for more emphasis on consultation the faculty will increase the emphasis on consultation in CHD 600 Professional Identity and Ethics and in one of the courses being developed for the new Clinical Mental Health Counseling major. In response to the request for increased instruction and practice regarding progress notes and documentation, one of the courses being developed for the new Clinical Mental Health Counseling major will include additional instruction and practice in this area. In response to both the CACREP standards and requests for training regarding crisis/emergency situations and suicide prevention, a course in crisis counseling is being developed as part of the new Clinical Mental Health Counseling curriculum.

**Other  
Actions/Improvements:**

Results of the CPCE and NCE direct assessments do not reveal a need for other actions/improvements at this time. Changes made based upon the indirect assessments have been included in the curriculum changes section.

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**Outcome 4:**

Social and Cultural Foundations

**Description:**

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

**Budget:**

\$0

**Core Competencies  
Supported:**

1,2,4



**Assessed How Often:** Every 2 years

**Assessed this Year?** Yes

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Counselor Preparation Comprehensive Examijnation (CPCE)

Counselor Preparation Comprehensive Examination (CPCE)

National Counselor Examination (NCE)

**Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

Intern Focus Group

**Results:** Direct: Community Counseling students are achieving scores on the Social and Cultural Foundations Subtest (Table 1) of the CPCE and the Social and Cultural Foundations Subtest (Table 2) of the NCE that are generally competitive with national norms. Indirect: The surveys and focus groups did not suggest any specific actions in this area. See Tables 3, 4 and 5.

**Curriculum Actions/Improvements:** Results of the CPCE, NCE, surveys and focus group do not reveal a need for specific curriculum changes. However, significant content on diversity and advocacy has been added to the CACREP Standards and will be included in an expanded version of the current CHD 615 Multicultural Counseling course.

**Other Actions/Improvements:** Results of the CPCE, NCE, surveys and focus group do not reveal a need for other actions/improvements, but the new CACREP Standards will bring about changes in the curriculum.

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**Outcome 5:** Appraisal

**Description:** 5.Develop knowledge of assessment principles, test instruments, and interview practices in order to provide responsible test

administration and interpretation, case conceptualization, and diagnosis.

**Budget:** \$0

**Core Competencies Supported:** 1,2,4

**Assessed How Often:** Every 2 years

**Assessed this Year?** Yes

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Counselor Preparation Comprehensive Examijnation (CPCE)

Counselor Preparation Comprehensive Examination (CPCE)

National Counselor Examination (NCE)

**Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

**Intern Focus Group**

**Results:** Direct: Community Counseling students are achieving scores on the Appraisal Subtest (Table 1) of the CPCE that are generally competitive with national norms and scores on the Appraisal Subtest (Table 2) of the NCE that compare favorable with national norms. Also, students are achieving scores on the Assessment and Career Counseing Area (Table 3) of the NCE that compare favorably with national norms. Indirect: On the Survey of Current Majors (Table 4) Item #6 "Knowledge of assessment principle, instruments, and interview practices." (mean = 3.4) and Item #19 "Ability to administer and interpret assessments." (mean = 3.4) were identified as areas of relative weakness. ( A rating of 4.0 is "excellent" while a rating of 1.0 is "poor.") During an Intern Focus Group (Table 7) students reported that they liked the fact that the department had merged CHD 622 Personality Appraisal and CHD

	621 Fundamentals of Appraisal into one course.
<b>Curriculum Actions/Improvements:</b>	Results of the CPCE, NCE, do not reveal a need for curriculum changes at this time. However, Current Major Survey results suggest that some action may be needed. As the faculty revises and creates courses for the new Clinical Mental Health Counseling major, additional instruction and practice in assessment will be included within the curriculum.
<b>Other Actions/Improvements:</b>	Actions/improvements in this area are discussed in the section about curriculum changes.

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<b>Outcome 6:</b>	Research
<b>Description:</b>	6.Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance.
<b>Budget:</b>	\$0
<b>Core Competencies Supported:</b>	1,2,4
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	
	Counselor Preparation Comprehensive Examijnation (CPCE)
	Counselor Preparation Comprehensive Examination (CPCE)
	National Counselor Examination (NCE)

#### **Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

Intern Focus Group

<b>Results:</b>	Direct: Community Counseling students are achieving scores on the Research and Program Evaluation Subtests of both the CPCE and the NCE that are generally competitive with national norms. See Tables 1 and 2. Indirect: On item 7 "Knowledge of research and evaluation practices" of the Current Major Survey (mean =3.0), the Recent Graduate Survey (mean = 2.85), and the Site Supervisor Survey (mean = 3.45) research was identified as a relative weakness. (A rating of 4.0 is "excellent" while a rating of 1.0 is "poor.") Also, multiple comments were made on the Current Major Survey and the Intern Focus Group regarding Research. In summary, current students are suggesting that the required research for Community Counseling majors be offered within the Department of Counselor Education and focused entirely on Counseling research. See Tables 3, 4, 5 and 6.
<b>Curriculum Actions/Improvements:</b>	Results of the CPCE and NCE direct assessment do not reveal a need for curriculum changes at this time. However, survey results from current student, recent graduates and site supervisors suggest that some action may be needed. As the faculty revises and develops courses for the new Clinical Mental Health Counseling major, options for addressing these concerns will be carefully evaluated. Options may include teaching a specialized Counseling Research course within the Department and/or actively incorporating an emphasis on research process and statistical interpretation of current Counseling research within one or more courses in the Clinical Mental Health Counseling curriculum.
<b>Other Actions/Improvements:</b>	Results of the CPCE and NCE direct assessments do not reveal a need for other actions/improvements at this time. Possible actions/improvements based upon survey and focus group results are discussed under curriculum changes.

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<b>Outcome 7:</b>	Technology
<b>Description:</b>	7. Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and documenting services.
<b>Budget:</b>	\$0
<b>Core Competencies Supported:</b>	1,2,3,4
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Chair

**Participation:** Faculty

**Direct Assessments**

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

**Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

Intern Focus Group

**Results:**

Direct: CHD 688 interns were able to produce an attractive and informative brochure/handbill about their internship site that was evaluated by the instructor with the help of an assessment rubric. All fifteen (15) Community Counseling interns who took CHD 688 during 2011 and 2012 performed at a level that was either target or acceptable on every elements of the rubric. See brochure/handbill assessment rubric. Indirect: Item 22 "Ability to use technological resources in planning, providing, evaluating and documenting services" (mean = 3.2) was identified as an area of relative weakness on the Current Major Survey. Item #8 "Knowledge of available technology" on the Recent Graduate Survey (mean = 3.0) identified technology as a relative weakness. (A rating of 4.0 is "excellent" while a rating of 1.0 is "poor.") However, survey respondents and focus group participants did not provide comments regarding technology.

**Curriculum**

**Actions/Improvements:**

No specific curriculum changes are planned in relation to technology. However, faculty will continue to be aware of the technological challenges faced by current Counseling interns and graduates in various agencies. Faculty will continue to look for opportunities to expose students to technology that is used in Counseling agencies.

**Other**

**Actions/Improvements:**

Actions/improvements are discuss under curriculum.

# Student Learning Outcomes for Master of Arts in Community Counseling

2011-2012

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<b>Outcome 1:</b>	Professional Orientation and Ethics
<b>Description:</b>	1.Develop an understanding of the professional roles and ethical responsibilities of community counselors in order to document and provide direct services and referrals in an ethical, professional manner.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4,5
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	Counselor Preparation Comprehensive Examijnation (CPCE) Counselor Preparation Comprehensive Examination (CPCE) National Counselor Examination (NCE)
<b>Indirect Assessments</b>	Current Community Counseling Majors Survey Community Site Supervisors Survey Recent Community Counseling Graduate Survey  Intern Focus Group
<b>Results:</b>	Direct:Community Counseling students are achieving scores on the Professional Orientation and Ethics Subtest (Table 1) of the CPCE

that are competitive with national norms, and achieving scores on the Professional Orientation and Ethics Subtest (Table 2) and the Professional Practice Issues Area (Table 3) of the NCE that compare very favorably to national norms. Indirect: On Item #1, "Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community counselors" of the Current Majors Survey (mean=3.9), Recent Graduates Survey (mean=3.71) and the Site Supervisors Survey (mean 3.79) respondents gave relatively high ratings. (A mean of 4.0 = excellent while 1.0 = poor.) See Tables 4, 5, 6 and 7.

<b>Curriculum Actions/Improvements:</b>	Results of the CPCE, NCE, surveys and focus group do not reveal a need for curriculum changes. However, the new Clinical Mental Health Counseling major will bring about course content changes.
<b>Other Actions/Improvements:</b>	Results of the CPCE, NCE, surveys and focus group do not reveal a need for other actions/improvements at this time.
<b>Future Actions:</b>	Results of the CPCE, NCE, surveys and focus group do not reveal a need for actions/improvements at this time. Transition to the new Clinical Mental Health Counseling major will bring about course content changes.

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<b>Outcome 2:</b>	Human Growth and Career Development
<b>Description:</b>	2. 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.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4,5
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	<p>Counselor Preparation Comprehensive Examination (CPCE)</p> <p>Counselor Preparation Comprehensive Examination (CPCE)</p> <p>National Counselor Examination (NCE)</p>

## Indirect Assessments

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

Intern Focus Group

### Results:

Direct: Community Counseling students are achieving scores on the Human Growth and Development Subtest (Table 1) of the CPCE, the Career and Lifestyle Development Subtest (Table 2) of the CPCE, the Human Growth and Development Subtest (Table 3) of the NCE and the Career and Lifestyle Development Subtest (Table 4) of the NCE that compare favorable with national norms. Indirect: On the Survey of Site Supervisors of Community Counseling Interns (Table 6) the following relative weakness was identified: \*Item #3 "Knowledge of career development across the life span." One site supervisor at a site where career counseling is conducted reported that their practicum student had not taken the career counseling course before taking practicum. Therefore, the student was not adequately prepared to work on the site. See Tables 7 and 8.

### Curriculum Actions/Improvements:

Results of the CPCE and NCE direct assessments do not reveal a need for curriculum changes at this time. However, results of the indirect assessment suggest that some action may be needed. Faculty advisors are increasing their efforts to identify students who may be interested in career counseling sites and working with these students who need to take the career course before practicum.

### Other Actions/Improvements:

Results of the CPCE and NCE direct assessments do not reveal a need for other actions/improvements at this time. Changes made based upon the indirect assessments are reported under curriculum changes.

### Future Actions:

Results of the CPCE and NCE direct assessments do not reveal a need for other actions/improvements at this time. Changes made based upon the indirect assessments have been accomplished.

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### Outcome 3:

Helping Relationships

### Description:

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



counseling interventions.

**Budget:** \$0.00

**Core Competencies Supported:** 1,2,4,5

**Assessed How Often:** Every 2 years

**Assessed this Year?** Yes

**Responsibility:** Chair

**Participation:** Faculty

#### **Direct Assessments**

Counselor Preparation Comprehensive Examijnation (CPCE)

Counselor Preparation Comprehensive Examination (CPCE)

National Counselor Examination (NCE)

#### **Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

Intern Focus Group

#### **Results:**

Direct: Community Counseling students are achieving scores on the Helping Relationships Subtest (Table 1) of the CPCE, the Group Work Subtest (Table 2) of the CPCE, the Programmatic and Clinical Intervention Area (Table 3) of the NCE, the Group Counseling Area (Table 4) of the NCE, the Helping Relationships Subtest (Table 5) of the NCE, the Fundamentals of Counseling Area (Table 6) of the NCE and the Group Work Subtest (Table 7) of the NCE that either are consistent with or compare favorably to national norms.

Indirect: During a student Focus Group (Table 11) the following suggestions/comments were made: -Community Counseling majors want a greater opportunity to take CHD 645 Child and Adolescent Counseling. Specifically, CHD 645 has been offered at the same time as CHD 655 Diagnosis and Treatment Planning (a required Community course) in spring semesters. -Offer an Advanced Group Counseling course or at least offer CHD 608 Group Counseling

more than once per year to keep the numbers of students in a section smaller. On the Current Community Majors survey (Table 8) and the Recent Graduate Survey (Table 9) Item #14 "Ability to provide consultation" was identified as a relative weakness. One current major commented "I don't remember learning anything about consultation before I entered practicum/internship." On Item 15 "Ability to intervene/respond appropriately in crisis/emergency situations." of the Current Majors Survey (mean = 3.3), the Recent Graduate Survey (mean = 3.28), and the Site Supervisors Survey (mean = 3.47) respondents gave relatively low ratings. (Rating of 4.0 is "excellent" while a rating of 1.0 is "poor.") Comments made by current majors included the following: "I wish there were courses offered that touched on consultation, crisis/emergency situations, and suicide prevention." On the Site Supervisors Survey the lowest mean score (3.0) was given to item 9 "Ability to document and provide direct services and referrals in an ethical, professional manner." One current major commented "What I would have liked to see more of was emphasis on documentation and how to properly write progress notes." "...add a class on creating treatment plans, writing progress notes." See Tables 8, 9, 10, and 11.

#### **Curriculum**

##### **Actions/Improvements:**

Results of the CPCE and NCE direct assessments do not reveal a need for curriculum changes at this time. Changes made in the Counselor Education Program as a result of indirect assessments are listed below. In response to the request for more emphasis on consultation the faculty will increase the emphasis on consultation in CHD 600 Professional Identity and Ethics and in one of the courses being developed for the new Clinical Mental Health Counseling major. In response to the request for increased instruction and practice regarding progress notes and documentation, one of the courses being developed for the new Clinical Mental Health Counseling major will include additional instruction and practice in this area. In response to both the CACREP standards and requests for training regarding crisis/emergency situations and suicide prevention, a course in crisis counseling is being developed as part of the new Clinical Mental Health Counseling curriculum.

#### **Other**

##### **Actions/Improvements:**

Results of the CPCE and NCE direct assessments do not reveal a need for other actions/improvements at this time. Changes made based upon the indirect assessments have been included in the curriculum changes section.

#### **Future Actions:**

Results of the CPCE and NCE direct assessments do not reveal a need for action at this time. Actions have been taken to address needs that were identified through the indirect assessments.

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<b>Outcome 4:</b>	Social and Cultural Foundations
<b>Description:</b>	4.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.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	<p>Counselor Preparation Comprehensive Examijnation (CPCE)</p> <p>Counselor Preparation Comprehensive Examination (CPCE)</p> <p>National Counselor Examination (NCE)</p>
<b>Indirect Assessments</b>	<p>Current Community Counseling Majors Survey</p> <p>Community Site Supervisors Survey</p> <p>Recent Community Counseling Graduate Survey</p> <p>Intern Focus Group</p>
<b>Results:</b>	Direct: Community Counseling students are achieving scores on the Social and Cultural Foundations Subtest (Table 1) of the CPCE and the Social and Cultural Foundations Subtest (Table 2) of the NCE that are generally competitive with national norms. Indirect: The surveys and focus groups did not suggest any specific actions in this area. See Tables 3, 4 and 5.
<b>Curriculum Actions/Improvements:</b>	Results of the CPCE, NCE, surveys and focus group do not reveal a need for specific curriculum changes. However, significant content on diversity and advocacy has been added to the CACREP

Standards and will be included in an expanded version of the current CHD 615 Multicultural Counseling course.

**Other Actions/Improvements:** Results of the CPCE, NCE, surveys and focus group do not reveal a need for other actions/improvements, but the new CACREP Standards will bring about changes in the curriculum.

**Future Actions:** Results of the CPCE, NCE, surveys and focus group do not reveal a need for actions/improvements at this time. However, improvements in this area are in progress due to the new CACREP Standards.

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**Outcome 5:** Appraisal

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

**Budget:** \$0.00

**Core Competencies Supported:** 1,2,4

**Assessed How Often:** Every 2 years

**Assessed this Year?** Yes

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Counselor Preparation Comprehensive Examijnation (CPCE)

Counselor Preparation Comprehensive Examination (CPCE)

National Counselor Examination (NCE)

**Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

## Intern Focus Group

<b>Results:</b>	Direct: Community Counseling students are achieving scores on the Appraisal Subtest (Table 1) of the CPCE that are generally competitive with national norms and scores on the Appraisal Subtest (Table 2) of the NCE that compare favorably with national norms. Also, students are achieving scores on the Assessment and Career Counseling Area (Table 3) of the NCE that compare favorably with national norms. Indirect: On the Survey of Current Majors (Table 4) Item #6 "Knowledge of assessment principle, instruments, and interview practices." (mean = 3.4) and Item #19 "Ability to administer and interpret assessments." (mean = 3.4) were identified as areas of relative weakness. ( A rating of 4.0 is "excellent" while a rating of 1.0 is "poor.") During an Intern Focus Group (Table 7) students reported that they liked the fact that the department had merged CHD 622 Personality Appraisal and CHD 621 Fundamentals of Appraisal into one course.
<b>Curriculum Actions/Improvements:</b>	Results of the CPCE, NCE, do not reveal a need for curriculum changes at this time. However, Current Major Survey results suggest that some action may be needed. As the faculty revises and creates courses for the new Clinical Mental Health Counseling major, additional instruction and practice in assessment will be included within the curriculum.
<b>Other Actions/Improvements:</b>	Actions/improvements in this area are discussed in the section about curriculum changes.
<b>Future Actions:</b>	Actions/improvements are discussed in the section about curriculum changes.

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<b>Outcome 6:</b>	Research
<b>Description:</b>	6.Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty

## **Direct Assessments**

Counselor Preparation Comprehensive Examination (CPCE)

Counselor Preparation Comprehensive Examination (CPCE)

National Counselor Examination (NCE)

## **Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

Intern Focus Group

## **Results:**

Direct: Community Counseling students are achieving scores on the Research and Program Evaluation Subtests of both the CPCE and the NCE that are generally competitive with national norms. See Tables 1 and 2. Indirect: On item 7 "Knowledge of research and evaluation practices" of the Current Major Survey (mean = 3.0), the Recent Graduate Survey (mean = 2.85), and the Site Supervisor Survey (mean = 3.45) research was identified as a relative weakness. (A rating of 4.0 is "excellent" while a rating of 1.0 is "poor.") Also, multiple comments were made on the Current Major Survey and the Intern Focus Group regarding Research. In summary, current students are suggesting that the required research for Community Counseling majors be offered within the Department of Counselor Education and focused entirely on Counseling research. See Tables 3, 4, 5 and 6.

## **Curriculum**

### **Actions/Improvements:**

Results of the CPCE and NCE direct assessment do not reveal a need for curriculum changes at this time. However, survey results from current student, recent graduates and site supervisors suggest that some action may be needed. As the faculty revises and develops courses for the new Clinical Mental Health Counseling major, options for addressing these concerns will be carefully evaluated. Options may include teaching a specialized Counseling Research course within the Department and/or actively incorporating an emphasis on research process and statistical interpretation of current Counseling research within one or more courses in the Clinical Mental Health Counseling curriculum.

## **Other**

Results of the CPCE and NCE direct assessments do not reveal a

**Actions/Improvements:** need for other actions/improvements at this time. Possible actions/improvements based upon survey and focus group results are discussed under curriculum changes.

**Future Actions:** Possible actions or improvements are discussed under curriculum changes.

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**Outcome 7:** Technology

**Description:** 7. Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and documenting services.

**Budget:** \$0.00

**Core Competencies Supported:** 1,2,3,4

**Assessed How Often:** Every 2 years

**Assessed this Year?** Yes

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

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

**Indirect Assessments**

Current Community Counseling Majors Survey

Community Site Supervisors Survey

Recent Community Counseling Graduate Survey

Intern Focus Group

**Results:** Direct: CHD 688 interns were able to produce an attractive and informative brochure/handbill about their internship site that was evaluated by the instructor with the help of an assessment rubric. All fifteen (15) Community Counseling interns who took CHD 688

during 2011 and 2012 performed at a level that was either target or acceptable on every elements of the rubric. See brochure/handbill assessment rubric. Indirect: Item 22 "Ability to use technological resources in planning, providing, evaluating and documenting services" (mean = 3.2) was identified as an area of relative weakness on the Current Major Survey. Item #8 "Knowledge of available technology" on the Recent Graduate Survey (mean = 3.0) identified technology as a relative weakness. (A rating of 4.0 is "excellent" while a rating of 1.0 is "poor.") However, survey respondents and focus group participants did not provide comments regarding technology.

**Curriculum**

**Actions/Improvements:**

No specific curriculum changes are planned in relation to technology. However, faculty will continue to be aware of the technological challenges faced by current Counseling interns and graduates in various agencies. Faculty will continue to look for opportunities to expose students to technology that is used in Counseling agencies.

**Other**

**Actions/Improvements:**

Actions/improvements are discuss under curriculum.

**Future Actions:**

Planned actions are discussed under curriculum.



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

2011-2012

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<b>Outcome 1:</b>	Social and Cultural Foundations
<b>Description:</b>	4.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.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	2,4
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	No
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	
	Praxis II School Guidance...
	Praxis II School Guidance...
	Praxis II School Guidance...
<b>Indirect Assessments</b>	
	Current School Counseling Majors Survey
	School Site Supervisors Survey
	Recent School Counseling Graduate Survey
	Intern Focus Group
<b>Results:</b>	N/A

**Curriculum  
Actions/Improvements:** N/A

**Other  
Actions/Improvements:** N/A

**Future Actions:** N/A

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**Outcome 2:** Helping Relationships

**Description:** 3.Develop theoretical and applied knowledge of helping relationships at the personal, group, and systemic levels in order to provide and document individual and group counseling, classroom guidance, consultation, and inservice programs in response to student, community, and overall safety needs.

**Budget:** \$0.00

**Core Competencies  
Supported:** 1,2,4,5

**Assessed How Often:** Every 2 years

**Assessed this Year?** No

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Praxis II School Guidance...

Praxis II School Guidance...

Praxis II School Guidance...

**Indirect Assessments**

Current School Counseling Majors Survey

School Site Supervisors Survey

Recent School Counseling Graduate Survey

Intern Focus Group

**Results:** N/A

**Curriculum  
Actions/Improvements:** N/A

**Other  
Actions/Improvements:** N/A

**Future Actions:** N/A

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**Outcome 3:** Human Growth and Career Development

**Description:** 2.Develop knowledge of human growth and career development in order to provide and document comprehensive programming to meet the academic, career, and personal needs of all students.

**Budget:** \$0.00

**Core Competencies  
Supported:** 1,2,4,5

**Assessed How Often:** Every 2 years

**Assessed this Year?** No

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Praxis II School Guidance...

Praxis II School Guidance...

Praxis II School Guidance...

**Indirect Assessments**

Current School Counseling Majors Survey

School Site Supervisors Survey

Recent School Counseling Graduate Survey

Intern Focus Group

**Results:** N/A

**Curriculum  
Actions/Improvements:** N/A

**Other  
Actions/Improvements:** N/A

**Future Actions:** N/A

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**Outcome 4:** Professional Orientation and Ethics

**Description:** 1.Develop an understanding of the professional roles and ethical responsibilities of a school counselor in order to perform their multiple duties in an ethical, professional manner.

**Budget:** \$0.00

**Core Competencies  
Supported:** 2,4,5

**Assessed How Often:** Every 2 years

**Assessed this Year?** No

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Praxis II School Guidance...

Praxis II School Guidance...

**Indirect Assessments**

Current School Counseling Majors Survey

School Site Supervisors Survey

Recent School Counseling Graduate Survey

Intern Focus Group

**Results:** N/A

**Curriculum  
Actions/Improvements:** N/A

**Other  
Actions/Improvements:** N/A

**Future Actions:** N/A

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**Outcome 5:** Technology

**Description:** 7.Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and managing a comprehensive school counseling program.

**Budget:** \$0.00

**Core Competencies Supported:** 1,2,3,4,5

**Assessed How Often:** Every 2 years

**Assessed this Year?** No

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Praxis II School Guidance...

Praxis II School Guidance...

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

**Indirect Assessments**

Current School Counseling Majors Survey

School Site Supervisors Survey

Recent School Counseling Graduate Survey

Intern Focus Group

**Results:** N/A

**Curriculum Actions/Improvements:** N/A

**Other Actions/Improvements:** N/A

**Future Actions:** N/A

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**Outcome 6:** Appraisal

**Description:** 5.Develop knowledge of testing/appraisal principles and practices in order to provide and document responsible test administration and interpretation.

**Budget:** \$0.00

**Core Competencies Supported:** 1,2,3,4,5

**Assessed How Often:** Every 2 years

**Assessed this Year?** No

**Responsibility:** Chair

**Participation:** Faculty

**Direct Assessments**

Praxis II School Guidance...

Praxis II School Guidance...

Praxis II School Guidance...

**Indirect Assessments**

Current School Counseling Majors Survey

School Site Supervisors Survey

Recent School Counseling Graduate Survey

**Results:** N/A

**Curriculum Actions/Improvements:** N/A

**Other Actions/Improvements:** N/A

**Future Actions:** N/A

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<b>Outcome 7:</b>	Research
<b>Description:</b>	6.Develop theoretical and applied knowledge of research and evaluation practices in order to perform comprehensive program evaluation.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,3,4,5
<b>Assessed How Often:</b>	Every 2 years
<b>Assessed this Year?</b>	No
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	
	Praxis II School Guidance...
	Praxis II School Guidance...
	Praxis II School Guidance...
<b>Indirect Assessments</b>	
	Current School Counseling Majors Survey
	School Site Supervisors Survey
	Recent School Counseling Graduate Survey
	Intern Focus Group
<b>Results:</b>	N/A
<b>Curriculum Actions/Improvements:</b>	N/A
<b>Other Actions/Improvements:</b>	N/A
<b>Future Actions:</b>	N/A