



June 15, 2011

Academic Department Five-Year Review

Counselor Education

Academic Programs Reviewed

M. A. Community Counseling

M.A. Ed. School Counseling

Dr. Paul J. Baird
Department Chair

Counselor Education Departmental Assessment

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, the Department of Counselor Education has completed the following five-year review.

1. Assessment of the department as it relates to students

1.1 Enrollment

The following eight (8) tables provide information that is related to student enrollment and student/faculty ratios for several years.

STUDENT ENROLLMENT BY ACADEMIC YEAR

Master	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Status						
Full-Time	41	43	35	32	20	34.20
Part-Time	61	65	53	42	44	53.00
Total	102	108	88	74	64	87.20
FTE Students	61.33	64.67	52.67	46.00	34.67	51.87

Note: Prepared by Office of Institutional Research

NEW STUDENTS GRANTED ADMISSION

Semester/Year	# New Students	Total/Year
Fall 2004	7	
Spring 2005	13	
Summer 2005	14	34
Fall 2005	11	
Spring 2006	15	
Summer 2006	10	36
Fall 2006	13	
Spring 2007	15	
Summer 2007	2	30
Fall 2007	8	
Spring 2008	9	
Summer 2008	8	25
Fall 2008	5	
Spring 2009	3	
Summer 2009	7	15
Fall 2009	9	
Spring 2010	14	
Summer 2010	2	25
Fall 2010	19	
Spring 2011	11	

Note: Prepared by Department of Counselor Education

FTE Faculty per FTE Students

Semester	Total student enrollment in CHD courses	FTE Students	FTE Faculty	Faculty/Student Ratio
Spring 2008	152	50.67	3	1/16.9
Summer 2008	110	55.00	4	1/13.75
Fall 2008	115	38.33	4	1/9.58
Spring 2009	112	37.33	4	1/9.33
Summer 2009	56	28.00	3.5	1/8
Fall 2009	106	35.33	3.66	1/9.65
Spring 2010	106	35.33	3.66	1/9.65
Summer 2010	50	25	3	1/8.33
Fall 2010	130	43.33	4	1/10.8
Spring 2011	150	50	4	1/12.5

Note: Prepared by Department of Counselor Education

Nine (9) semester hours (fall and spring) and six (6) semester hours (summer) is generally considered to be full-time for graduate students and a full teaching load for graduate faculty members.

FTE STUDENT/FTE FACULTY RATIO (as per U.S. News definition)						
	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Ratio	26.29	24.25	14.36	11.50	8.67	19.10

Note: Prepared by Office of Institutional Research

STUDENT CREDIT HOURS BY ACADEMIC YEAR						
	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	1,218	1,476	1,152	966	807	1,123.80

Note: Prepared by Office of Institutional Research

AVERAGE CLASS SIZE BY ACADEMIC YEAR						
	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	15.6	16.4	13.7	12.9	12.4	14.20

Note: Prepared by Office of Institutional Research

NUMBER OF FACULTY (Fall Semesters)						
Faculty	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Full-Time	2	2	3	4	4	3.00
Part-Time	1	2	2	0	0	1.00
Total	3	4	5	4	4	4.00
FTE Faculty	2.33	2.67	3.67	4.00	4.00	3.33

Note: Prepared by Office of Institutional Research

CREDIT HOURS/FTE FACULTY						
	2005-06	2006-07	2007-08	2008-09	2009-10	Average
CH/Faculty	522.00	553.50	314.18	241.50	201.75	407.80

Note: Prepared by Office of Institutional Research

Student enrollment and student/faculty ratios for the Department during the past several years were impacted by three (3) factors that can be identified. These factors are:

- The recent economic recession that lowered new student enrollment from 2007 until 2009.
- The need for the Department to meet the student/faculty ratio guidelines for CACREP Accreditation, Counselor Education Programs are expected to serve no more than 10 FTE students per 1 FTE faculty.
- The employment of an additional faculty member beginning in 2008 to meet standards required of the School Counseling major and to lower the student/faculty ratio to meet the CACREP guidelines.

The Fall 2010 and Spring 2011 figures in the New Students Granted Admission and the FTE Faculty per FTE Students tables show student enrollment increases that seem to be related to the Department's new CACREP Accreditation, the adjustments that students have made to the economic recession, and to a lesser extent the reactivation of the School Counseling Track 2 CACREP Approach.

1.2 Graduation data for department majors and minors

NUMBER OF DEGREES CONFERRED						
	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	20	32	24	31	18	25.00

Note: Prepared by Office of Institutional Research

MAJORS/DEGREES CONFERRED RATIO						
	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	5.10	3.38	3.67	2.39	3.56	3.62

Note: Prepared by Office of Institutional Research

The number of degrees conferred and the major/degrees conferred ratios appear to be related to the economic recession that lowered new student enrollment from 2007 until 2009 and the need for the Department to meet the student/faculty ratio guidelines for CACREP Accreditation.

1.3 Student services

Prospective students tend to inquire about the Counselor Education Program in one of three ways. They call, e-mail, or visit the Department Chair or Administrative Assistant; contact the Registrar's Office; or complete an application for graduate admission. Regardless of the initial point of contact, prospective students receive a personal contact from the department, are sent a departmental brochure (which outlines all of the steps in the admission process) and recommendation forms, and are referred to the

departmental website for further information and electronic versions of recommendation forms.

Upon admission to the program, each student is assigned a faculty advisor, who advises them throughout the program. During student orientation, which is held the first week of classes each semester for newly admitted students, faculty advisors help new students complete a Program of Study. The orientation is a three-hour meeting which includes a getting-acquainted activity, the Counselor Education Student Handbook, LiveText registration/training and a library orientation. In order to satisfactorily complete CHD 000 Counselor Education Orientation, students must formally submit their programs of study to the faculty advisor and Department Chair during their first semester of enrollment.

As outlined in the Counselor Education Student Handbook, a developmental, systematic assessment of the academic performance, personal development, and professional development of all students is conducted each semester by department faculty with input invited from adjunct and affiliate faculty. Expectations for academic performance, personal development, and professional development are clearly described, as are the departmental procedures for addressing situations in which students are not making adequate progress. Described in the Student Progress section of the Student Handbook, these procedures include conversations between the student and one or more faculty members, as well as a formal due process involving possible remediation, suspension, restriction of academic activities, and/or dismissal.

Students are encouraged to join national and state divisions of the American Counseling Association and the Alabama Counseling Association, and links to these websites are posted on the Department website. This encouragement is particularly strong when students are preparing to begin practicum and are considering options for student liability insurance coverage.

The local Chi Sigma Iota (CSI) Counseling Honor Society Chapter, Upsilon Nu Alpha, serves an integral role in the Department's mission. Throughout the academic year, the CSI chapter sponsors activities which are available to students at a reduced rate. These activities include a Fall Breakfast, a full-day Spring Workshop, and an Initiation Ceremony. To encourage membership and participation in CSI activities, the CSI chapter sponsors two membership drives annually at the beginning of the fall and spring semesters. In addition to announcing CSI events, information about professional workshops and seminars is posted on the Department bulletin board located outside of the departmental offices.

1.4 Outcome information including student performance on licensure/certification exams, job placement of graduates, student, alumni and/or employer surveys

Outcome information such as performance on nationally normed and standardized comprehensive examinations and performance on licensure and certification examinations is studied. Surveys are used to collect feedback from internship site supervisors and employers. This survey data is collected and analyzed separately for each major (School Counseling, Community Counseling). The outcome information for each major is an assessment of the degree to which each program accomplishes the student learning outcomes for the major. Therefore, outcome information for each major is reported in the “Program Assessment” reports instead of in this “Departmental Assessment.”

The Department of Counselor Education has a comprehensive mission statement which clearly outlines the priorities of the faculty as well as the objectives and student learning outcomes for the community counseling and school counseling programs, respectively. The mission, objectives, and learning outcomes (published in the Counselor Education Student Handbook) reflect national and state standards for preparing and credentialing counselors (e.g., CACREP Standards, Alabama Board of Examiners in Counseling, and the Alabama Department of Education) as well as guidelines proposed by relevant professional associations (e.g., ACA, ACES, AMHCA, ASCA, and ASGW). Program evaluations are completed each semester by current students and site supervisors and annually by graduates and employers. These assessments are linked to program objectives and student learning outcomes. Additionally, student learning outcomes are assessed based on student performance on nationally-normed assessments: the Counselor Preparation Comprehensive Examination for Community Counseling majors and the PRAXIS II School Guidance and Counseling Examination for School Counseling majors.

A formal process of studying and revising the mission statement and objectives includes input and approval from the Counselor Education Advisory Council and takes place at least every three years. Evaluations of and modifications in such areas as mission and objectives, program procedures, curriculum, learning resources and classroom activities occur on a continuous basis.

1.5 Other

The Schedule of Departmental Activities document followed each semester includes many of the student service and outcome activities discussed earlier in this report. The Spring 2011 Schedule of Departmental Activities is included to illustrate typical activities within the department.

Spring 2011
Department of Counselor Education
Schedule of Departmental Activities

Applicant interviews: January 10 (Monday)

Counselor Education New Student Orientation: January 13 (Thursday), 2:00 – 5:00 p.m., SH416 and SH102

Counselor Education Faculty Meeting: review program evaluation results and plan: January 26 (Wednesday), 2:00- 3:30 p.m., SH416

Counselor Education Site Supervisors Meeting: January 31 (Monday), 4:00-5:15 p.m., SH416

PRAXIS-II registration deadline: February 10 for March test date.

Student Survey for 2011 Summer and Fall semesters: February 14-25

Counselor Preparation Comprehensive Examination (CPCE): March 11 (Friday), 1:00-5:15 p.m., SH416

Chi Sigma Iota (CSI) Workshop: March 12 (Saturday)

Pre-Practicum Meeting: March 14 (Mon.), 4:30-5:45 p.m., SH 416

Student Progress Faculty Meeting: April 5 (Tues.), 2:00-3:00 p.m., SH416

Student Evaluation of Faculty: April 11-21

National Counselor Examination (NCE) for students who have applied for national certification: April 16 (Saturday) 8:15 a.m. – 1:00 p.m.

Chi Sigma Iota Initiation: April 21, 5:30 p.m.

Applicant Interviews: April 28 (Thurs.), 9:00 a.m. – 3:30 p.m., SH416

Counselor Education Advisory Council Meeting: April 28 (Thurs.), 4:15-5:15 p.m., SH416

Deadline for submission of required practicum/internship forms to departmental office by students seeking to do a practicum/internship during the 2011 Summer semester: May 5 (Thurs.), 4:30 p.m.

Tentative date for internship supervision meeting for interns who will be counting hours on a site during the UNA break: May 26 (Thurs.), 4:00 – 6:30 p.m., SH416

2. Assessment of the department as it relates to faculty

2.1 Teaching productivity and activities designed to enhance teaching and the curriculum

The following annual goals and activities by each Counselor Education faculty member were designed and accomplished to enhance teaching and the curriculum.

FROM ANNUAL GOAL PLANNING AND EVALUATION PROCESS

PAUL BAIRD

2009-2010 Goals:

1. Evaluate the delivery of the School Counseling major. Consider the increased use of technology and the creative scheduling of School Counseling courses.
2. Develop the CHD 600 Professional Identity and Ethics course. Add new materials, activities, and PowerPoint presentations.

Accomplishments Relative to 2009-2010 Goals:

1. Accomplished. CHD 604 Human Growth and Development is now offered as an internet course. Specialized school counseling courses have been moved from summer to fall.
2. Accomplished. New materials, activities and PowerPoint were added to CHD 600 Professional Identity and Ethics for Community Counselors.

2008-2009 Goals:

1. Complete the process of adapting Counselor Education Program activities and documentation to adequately address the 2001 CACREP Standards, including the development and use of the new Clinical Instruction Center.

Accomplishments Relative to 2008-2009 Goals:

1. Accomplished. Based upon the CACREP site visit exit interview, it appears that all CACREP Standards have been met.

2007-2008 Goals:

1. Complete the process of adapting the Counselor Education Program activities and documentation to adequately address NCATE and AL-SDE Standards.
2. Complete the process of adapting the Counselor Education Program activities and documentation to adequately address the 2001 CACREP Standards.

Accomplishments Relative to 2007-2008 Goals:

1. Accomplished. It appears that all NCATE and AL-SDE standards/requirements have been met.

2. Excellent progress has been made due to the combined efforts of many individuals. Examples of this progress include the work of the Counselor Education Advisory Council, the Counselor Education New Student Orientation, implementation of the new Counselor Education curriculum, the employment of a full-time departmental secretary, the employment of an additional faculty member, the provision of free counselor supervision and other professional development workshops for practicum/internship site supervisors, and plans for the new Clinical Instruction Center.

2006-2007 Goals:

1. With the assistance of a qualified consultant, complete a comprehensive assessment of the Counselor Education Program's status in relation to the CACREP Accreditation Standards.

Accomplishments Relative to 2006-2007 Goals:

1. Accomplished. A qualified consultant completed a comprehensive assessment during 2006 Fall semester of the Counselor Education Program's status in relation to the CACREP Accreditation Standards.

2005-2006 Goals:

1. In response to CACREP standards, incorporate blocks of instruction on counselor consultation and on the use of new technology by counselors in CHD 600 Professional Orientation and Ethics for Community Counselors, beginning in Fall Semester 2005.
2. In response to CACREP standards, make needed program changes in technology use, program documents, activities and procedures.

Accomplishments Relative to 2005-2006 Goals:

1. Accomplished.
2. Minimal progress due to the unexpected demands of a job search for new dean and NCATE-related projects.

SANDRA LOEW

2009-2010 Goals:

1. Teaching: Develop a course in Addictions Counseling.

Accomplishments Relative to 2009-2010 Goals:

1. Developed a new syllabus for an Addictions Counseling Course, which was approved by the College of Education Curriculum Committee and the Graduate Council. The course is scheduled for Summer 2011.

2008-2009 Goals:

1. Teaching: Teach CHD 622 (Personality Appraisal) for the first time. Develop a new syllabus, Power Point slides and assignments.

Accomplishments Relative to 2008-2009 Goals:

1. Developed a new syllabus, Power Point slides and assignments for CHD 622 (Personality Appraisal). Successfully taught the course with positive evaluations in Summer 2008.

2007-2008 Goals:

1. Teaching: Change assignments and textbooks in CHD 641 Development & Management of School Counseling Program to reflect CACREP requirements.

Accomplishments Relative to 2007-2008 Goals:

1. Changed assignments and textbook in CHD 641 Development & Management of School Counseling Programs to reflect CACREP requirements. Taught the class in Summer 2007 with new assignments, texts and Power Point slides.

QUINN M. PEARSON

2009-2010 Goals:

1. Incorporate in-class role plays of counseling techniques in CHD 606 Theories and Techniques in Counseling.

Accomplishments Relative to 2009-2010 Goals:

1. Incorporated role plays of counseling techniques (e.g. empathy, behavioral analysis, and empty chair) in CHD 606 Theories and Techniques in Counseling.

2008-2009 Goals:

1. Use a new edition of the textbook in CHD 606 and update materials accordingly.

Accomplishments Relative to 2008-2009 Goals:

1. Used a new edition of textbook in CHD 606, required students to purchase and watch a DVD with counseling sessions, and designed questions for cooperative learning groups based on assigned video segments.

2007-2008 Goals:

1. Create an assignment in CHD 651 to involve community counseling students in needs assessment and program evaluation.

Accomplishments Relative to 2007-2008 Goals:

1. In CHD 651, students completed a new assignment, "Community Counseling Project," that required them to evaluate a program within a community agency,

assess the degree to which it met needs of the population served, and provide ideas for program development based on the results of this evaluation.

KAREN M. TOWNSEND

2009-2010 Goals:

1. Develop CHD 604 Human Growth and Development.

Accomplishments Relative to 2009-2010 Goals:

Accomplished. Developed CHD 604 Human Growth and Development in an on-line course format, as well as in a traditional format for on-campus instruction.

2.2 Research productivity

The following presentations and publications by Counselor Education faculty are examples of research productivity.

PAUL BAIRD

PRESENTATIONS

“Adventures in Professional Gatekeeping,” poster session presented with Quinn Pearson, Sandra Loew and Karen M. Townsend at the Southern Association for Counselor Education and Supervision Conference, Williamsburg, Virginia, October 29, 2010.

“Using Media Accounts as Learning Opportunities in Multicultural and Ethics Courses,” session presented at the Southern Association for Counselor Education and Supervision Conference, Orlando, Florida, September 9, 2006.

“Idea Exchange for Counselor Educators and Supervisors,” session presented with Quinn Pearson, Sandra Loew, and other counselor educators at the Alabama Counseling Association Conference, Huntsville, Alabama, November 17, 2004.

“Update on Credentialing Issues in School and Community Counseling,” presentation at Chapter I Alabama Counseling Association Meeting, Florence, AL, April 23, 2004.

PUBLICATIONS

Baird, P. (2008). Response to critical incident on dual relationships. In *Critical Incidents in Clinical Supervision: Addictions, Community and School Counseling* (pp. 141-142)

Tyson, L.E., Cultbreth, J., R., & Harrington, J. A. (Eds.). Alexandria, VA: American Counseling Association.

SANDRA LOEW

PRESENTATIONS

Southern Association of Counselor Education & Supervision Conference, October 29, 2010, Williamsburg, VA. Managing Personal Grief: Maintaining Professionalism During the Worst Time of Your Life.

Southern Association of Counselor Education & Supervision Conference, October 29, 2010, Williamsburg, VA. Adventures in Professional Gatekeeping with P. Baird, Q. Pearson, K. Townsend.

UNA Staff Senate Professional Development Workshop, April 26, 2010, Florence, AL. Interpersonal skills.

Alabama Counseling Association Annual Conference, November 18, 2009, Birmingham, AL. Managing your own grief and still be an effective counselor.

Alabama Counseling Association Annual Conference, November 20, 2008, Huntsville, AL. Healing through symbolism: Metaphors and Prayer Beads, with M. Lacefield.

Alabama Counseling Association Annual Conference, November 16, 2007, Birmingham, AL. School Counseling in the 21st Century, with L. Tyson, K. Knapp, L. Foster, D. Cobia, N. Fox.

Association for Counselor Education & Supervision Conference, October 12, 2007, Columbus, OH. Poster session: Career journey masterpieces: Creative expressions of students' career journey.

Chi Sigma Iota Fall Breakfast, October 7, 2006, Florence, AL. Healing through symbolism: Metaphors and Prayer Beads.

Southern Association for Counselor Education & Supervision Conference, September 8, 2006, Orlando, FL, Career journey masterpieces: Creative expressions of students' career journeys.

Association for Counselor Education & Supervision Conference, October 23, 2005, Pittsburgh, PA. Blessings on your journey: Using rituals to anchor learning in counseling programs.

Chapter One Counseling Association Meeting, October 7, 2005, Muscle Shoals, AL,
Working with children and their families.

Youth Success Program Coordinators, June 24, 2005, Muscle Shoals, AL, Polishing our empathy skills.

PUBLICATIONS

Loew, S. (2007). Review of Youth Outcome Questionnaire – Omni Version. In K. Geisinger, R. Spies, J. Carlson & B. Plake (Eds.), *The Seventeenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

Loew, S. (2007). Review of Merrill-Palmer-Revised Scales of Development. In K. Geisinger, R. Spies, J. Carlson & B. Plake (Eds.), *The Seventeenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

Loew, S. (Fall 2005). Compassion fatigue: Paying the price of caring. *Viewpoint: The Newsletter of the Alabama Mental Health Counselors Association*.

Loew, S. (2005). Review of Devereux Early Childhood Assessment – Clinical Form. In R. Spies & B. Plake (Eds.), *The Sixteenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

Loew, S. (2005). Review of Supports Intensity Scale. In R. Spies & B. Plake (Eds.), *The Sixteenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

QUINN PEARSON

PRESENTATIONS

Pearson, Q. M. (November, 2010). Navigating Depression in the Menopausal Transition: Helping Women Find Their Way with Assessment, Advocacy, and Self-Care. Presented at the annual conference of the Alabama Counseling Association in Mobile.

Pearson, Q. M. (October, 2010). Beneficial Relationships with Students and Supervisees: Some Preliminary Findings and Recommendations. Participated at the Southern Association for Counselor Education and Supervision in Williamsburg, Virginia, in a content session, collaboration with counselor educators from Alabama and Georgia under the leadership of Dr. Allen Wilcoxon from the University of Alabama.

Pearson, Q. M. (July, 2010). Essentials of Clinical Supervision: A Crash Course for Mental Health Counselors. Presented a half-day Pre-Conference session at the annual AMHCA conference in Boston.

Pearson, Q. M. (March, 2010). Navigating Depression in the Menopausal Transition: Helping Women Find Their Way with Assessment, Advocacy, and Self-Care. Presentation at the 2010 American Counseling Association Annual Conference in Pittsburgh, PA.

Morton, B., Skowron, J., Pearson, Q. M., & Others. (November, 2009). Let's Talk about Race. Presentation at the 2009 Alabama Counseling Association Annual Conference.

Pearson, Q. M. (October, 2009). Depression in the Menopausal Transition: Assessment, Advocacy, and Self-Care. Presentation at the 2009 National Convention of the Association for Counselor Education and Supervision in San Diego, CA.

Pearson, Q. M. (July, 2009). Navigating through Depression in the Menopausal Transition: Helping Women Find Their Way. Presentation at the 2009 American Mental Health Counselors Association Annual Conference in Washington, D.C.

Pearson, Q. M. (March 2009). Stress Management for Counselors and Clients: Mindfulness, Meditation, and More. Presentation at the Chi Sigma Iota 2009 Annual Spring Workshop, Upsilon Nu Alpha Chapter, Florence, AL.

Pearson, Q. M. (March 2009). Stress Less: Strategies for Stress Reduction. Presentation for Residence Life Staff at the University of North Alabama.

Pearson, Q.M. (November 2008). Stress Management for Counselors and Clients: Mindfulness, Meditation, and More. Presentation at the Annual Conference of the Alabama Counseling Association.

Pearson, Q. M. (October, 2008). Psychotherapy-Driven Supervision: Integrating Counseling Theories into Role-Based Supervision. Presentation at the 2008 Conference of the Southern Association for Counselor Education and Supervision in Houston, TX.

Pearson, Q.M. (April, 2008). Supervision Workshop II: Relationship and Interventions. Eight-hour Workshop sponsored by Bradford Health Services.

Pearson, Q.M. (April, 2008). Supervision Workshop I: Models of Supervision. Eight-hour Workshop sponsored by Bradford Health Services.

Pearson, Q. M. (November, 2007). Psychotherapy-Driven Supervision: Integrating Counseling Theories into Role-Based Supervision. Presentation at the 2007 National Convention of the Association for Counselor Education and Supervision in Columbus, OH.

Pearson, Q. M. (July, 2007). Psychotherapy-Driven Supervision: Keeping the 'Clinical' in Clinical Supervision. Presentation at the 2007 American Mental Health Counselors Association Annual Conference in New Orleans, LA.

Pearson, Q.M. (April, 2007). Supervision Workshop II: Relationship and Interventions. Eight-hour Workshop sponsored by Bradford Health Services.

Pearson, Q.M. (April, 2007). Supervision Workshop I: Models of Supervision. Eight-hour Workshop sponsored by Bradford Health Services.

Pearson, Q. M. (September, 2006). Stoking Our Spirits: Self-Care and Stress Management for Counselors. Presentation at the Conference of the Southern Association for Counselor Education and Supervision in Orlando, FL.

Pearson, Q. M. (July, 2006). Stoking Our Spirits: Self-Care for Counselors and Clients. Presentation at the 2006 American Mental Health Counselors Association Annual Conference in St. Louis. MO.

Pearson, Q.M. (April, 2006). Supervision Workshop II: Relationship and Interventions. Eight-hour Workshop sponsored by Bradford Health Services.

Pearson, Q.M. (April, 2006). Supervision Workshop I: Models of Supervision. Eight-hour Workshop sponsored by Bradford Health Services.

Pearson, Q. M. (January, 2006). Stress Management through Self-Hypnosis: A Six-Week Group Model. Presentation at the 2006 National Conference of the Association for Specialists in Group Work.

Pearson, Q. M. (October, 2005). Making Diagnosis Come to Life Using Video, Movie, and Written Case Studies. Presentation at the 2005 National Convention of the Association for Counselor Education and Supervision in Pittsburgh, PA.

Pearson, Q. M. (October, 2005). Preparing Students to Get the Most Out of Clinical Supervision: Surviving and Thriving. Presentation at the 2005 National Convention of the Association for Counselor Education and Supervision in Pittsburgh, PA.

Pearson, Q. M., & Harrington, J. (July, 2005). Supervision Training for Practitioners: Clinical Strategies and Applied Practices. Invited two-day Specialty Track at the 2005 American Mental Health Counselors Association Annual Conference in Philadelphia, PA.

Pearson, Q. M. (April 2005). Stoking Our Spirits: Self-Care for Counselors. Invited presentation at the Spring Meeting of Chapter I, Alabama Counseling Association.

Pearson, Q.M. (April 2005). Supervision Workshop II: Relationship and Interventions. Eight-hour Workshop sponsored by Bradford Health Services.

Pearson, Q.M. (April 2005). Supervision Workshop I: Models of Supervision. Eight-hour Workshop sponsored by Bradford Health Services.

PUBLICATIONS

Pearson, Q. M. (2010). Managing depression during the menopausal transition. *ADULTSPAN Journal*, 9, 76-87.

Pearson, Q. M. (2008). Role overload, job satisfaction, leisure satisfaction, and psychological health among employed women. *Journal of Counseling and Development*, 86, 57-63.

Pearson, Q. M. (2008). You and your contract don't mean anything to me. In L. E. Tyson, J. R. Culbreth, & J. A. Harrington, (Eds). *Critical incidents in clinical supervision* (pp. 132-133). Alexandria, VA: American Counseling Association.

Pearson, Q. M. (2006). Psychotherapy-driven supervision: Integrating counseling theories into role-based supervision. *Journal of Mental Health Counseling*, 28, 241-252.

Pearson, Q. M. (2006). Using a film, *The Hours*, to teach diagnosis. *Journal of Humanistic Counseling, Education and Development*, 45, 70-78.

OTHER RESEARCH

Pearson, Q. M., & Townsend, K. M. (2010). Evaluation of "Psych-Out" for Teaching Diagnosis and Treatment of Mental Disorders. Data was collected in April 2010.

Pearson, Q. M. (2006). A Semi-Structured Experiential Group for Counselors in Training: Post-Group Evaluations and Changes in Perceived Counseling Efficacy and Empathy. Research Grant received from the Association for Specialists in Group Work in March 2006. Project was completed in December 2006.

KAREN M. TOWNSEND

PRESENTATIONS

"Bibliotherapy in Schools: Counselors Use of Literature to Serve Students," presented with Dr. Jamie Satcher at the Alabama Counseling Association Annual Conference in Mobile, Alabama, November 2010.

"Adventures in Professional Gatekeeping," Southern Association for Counselor Education and Supervision Conference, Williamsburg, Virginia, with Paul Baird, Quinn Pearson, and Sandra Loew, October 2010.

“Creative Therapeutic Interventions for Working with Children and Adolescents: Ideas for Teachers, Counselors, Librarians, and Administrators” at the Education Research and Inservice Center at UNA, July 2010.

“Healing Reading: Using Bibliotherapy to Help Grieving Children”—Research Day, the University of North Alabama, Florence, AL, April 2010.

“Children’s Literature: Healing Reading”—Phil Campbell Study Club, Phil Campbell, AL, April 2010.

“Bibliotherapy: Healing Reading for Grieving Children”—Chi Sigma Iota Spring Workshop with Mica Crawford Lacefield, Florence, AL, March 2009.

“Enhancing Communication Through Nonverbal Skills”—International Association of Administrative Professionals, monthly chapter meeting, Florence, AL, January 2009.

“Counseling in Schools: Priorities, Responsibilities, and Age Appropriate Interventions”—Diocese of Birmingham School Counselor Workshop, St. Joseph Catholic School, Florence, AL, January 2009.

“Bibliotherapy: Healing for Grieving Children”—Alabama Counseling Association Annual Conference with Mica Crawford Lacefield, November 2008.

“Group Work with Children”— Guest Lecturer, The University of Alabama, BCE 521 Group Procedures in Counseling and Guidance, Mark Leggett, course instructor, November 2008.

“Professional School Counseling”— Guest Lecturer, The University of Alabama, BCE 301, Introduction to Counseling, Mark Leggett, course instructor, Spring 2008.

“When Someone Special Dies: Helping Bereaved Children in School Groups”—Alabama Counseling Association Annual Conference with Nancy Cooper, Kay Parker, Denisha Blackwell, November 2007.

“Highlights from The Alabama Counselor’s Association Conference”—Franklin County Counselors Meeting, November 2006.

PUBLICATIONS

“Professional Acculturation: A Conceptual Framework for Counselor Role Induction” *Journal of Professional Counseling: Practice, Theory, and Research* with S. Allen Wilcoxon and James L. Jackson, Spring/Summer 2010.

"Bibliotherapy: An Examination of School Counselors' Attitudes and Use" Dissertation (2009, October, defense), Jamie F. Satcher, Chair, The University of Alabama

"Bibliotherapy: Healing Reading for Grieving Children" Alabama Mental Health Counseling Association newsletter with Mica Crawford Lacefield, Fall 2008.

OTHER RESEARCH

Townsend, K. M., & Pearson, Q. M., (2010). Evaluation of "Psych-Out" for Teaching Diagnosis and Treatment of Mental Disorders. Data was collected in April 2010.

"Attitudes Toward Bibliotherapy Scale" — Developed and Piloted with Jamie F. Satcher, July 2008.

2.3 Service to profession, community, and university

The following activities by Counselor Education faculty are service to profession, community, and university.

PAUL BAIRD

Department Chair, 2004-present

Member, Riverbend Mental Health Center Foundation Board, 2010.

Coordinated the development of a strategic plan for the department, 2010-present.

Chaired the department's Faculty Evaluation Committee, 2010.

Coordinated the department's Counselor Education Site Supervisor Orientation, 2008-2010.

Redesigned and reactivated the Counseling CACREP Track 2 School Approach that allows otherwise qualified students who are not K-12 teachers to become certified school counselors, 2009-2010.

Chair, Knowledge, Skills and Dispositions Committee, College of Education, 2009-present.

Manuscript reviewer, Journal of College Student Retention: Research, Theory and Practice, 1998-present.

Faculty Secretary, UNA Circle of Omicron Delta Kappa Leadership Honor Society, 2000-2011.

Chair, Counselor Education Advisory Council (2008-present). The Council, composed of representatives from counseling agencies and schools, provides valuable advice and support for the Department of Counselor Education.

Coordinated the UNA site of a teleconference on “Ethical and Legal Issues in Supervision” on July 27, 2008, sponsored by the Alabama Association for Counselor Education and Supervision.

Coordinated and supervised activities in the department’s new Clinical Instruction Center, 2008 and 2009.

Produced documents needed as documentation for the CACREP Self Study Report. The application for accreditation and a self-study report were submitted by the Department to the Council for the Accreditation of Counseling and Related Educational Programs on September 30, 2008. CACREP Accreditation was awarded on July 16, 2009.

Coordinated the Graduate Student Administration of the National Counselor Examination and the application process for National Counselor Certification, 2001-present.

Submitted a detailed proposal for a Clinical Instruction Center to meet the requirements of CACREP accreditation, 2007. Use of new Clinical Instruction Center initiated in 2008.

Coordinated the National Board for Certified Counselors Continuing Education Providers Program for the department and area counselors, 1995-present.

Co-Chair, Professional Standards Committee of the Alabama Counseling Association. The Professional Standards Committee screens nominees for possible appointment to the Alabama Board of Examiners in Counseling by the Governor, 2002-2008.

SANDRA LOEW

Chair, UNA Shared Governance Executive Committee, 2010-2011.

Member, UNA Shared Governance Executive Committee, 2009-present.

Member, UNA SACS Leadership Team, 2009-present.

Coordinator of Clinical Instruction for the department, 2009-present.

President, Alabama Mental Health Counselors Association, ALMHCA, participated in “The Day on the Hill” in Montgomery when counselors from Alabama lobby legislators concerning counseling bills before the legislature, 2005.

President, UNA Faculty Senate, 2006-2007.

QUINN PEARSON

Editor, *Journal of Mental Health Counseling*, a publication of the American Mental Health Counselors Association (AMHCA) effective 2011.

Team Member renewal training on the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards, Pittsburg, PA, 2010.

CACREP Team Member, Site Visit, April 2010.

Guest Reviewer, *Clinical Supervisor: A Journal of Interdisciplinary Research, Theory, and Practice*, July 2009.

Coordinator, UNA Community Counseling Program, 2009-present.

Member, College of Education Conceptual Framework Committee, 2009-present.

Member, Review Team, Council for Accreditation of Counseling and Related Programs (CACREP) site visit, March 2008.

Presented two eight-hour workshops in clinical supervision to licensed professional counselors in Alabama. These sessions were entitled, “Supervision Workshop I: Models of Supervision” and “Supervision Workshop II: Relationship and Interventions,” March 2008.

Editorial Board, new national, peer-reviewed journal, the *Journal of Counseling Research and Practice*, 2008.

Proposal reviewer, 2009 American Counseling Association Annual Conference, 2008.

Primary Author, UNA CACREP Self-Study Report, 2008.

Proposal reviewer, 2008 American Counseling Association Annual Conference, 2007.

UNA Liaison, CACREP Accreditation, 2007-present.

Conducted two training sessions for CASA (Court Appointed Special Advocates for Children) of Florence/Lauderdale County. The topic of these trainings was substance abuse and the family, 2006.

Appointed to a second term, Editorial Board of the *Journal of Mental Health Counseling*, published by the American Mental Health Counselors Association, 2005.

KAREN M. TOWNSEND

Member, UNA Teaching Award Committee, 2011.

Member, Northwest Alabama Educational Partnership, 2010-present.

Coordinator of the School Counseling Program, UNA Department of Counselor Education, 2010-present.

Member, College of Education Conceptual Framework Committee, 2009-present.

Representative, UNA Faculty Senate, 2009-present.

Faculty Participant, Angel Pilot Study, College of Education, University of North Alabama, Fall 2009.

Member, Kilby School Counselor Search Committee, 2009.

Author, *Belgreen High School Comprehensive Counseling Plan*, 2007.

Co-led Healing Hearts Grief Support Group for Elementary Children with The Healing Place, 2005-2007.

Co-led Healing Hearts Grief Support Groups for High School Children with The Healing Place, 2004-2007.

Selected by The University of North Alabama Counselor Education faculty to present to NCATE visiting team, 2005.

2.4 Faculty development

The Department's Faculty Development process includes the completion of the Faculty Performance Evaluation form every spring for non-tenured faculty or every other spring for tenured faculty. Faculty who are seeking tenure or promotion are expected to update their portfolio as part of this process. Also, all faculty complete the University's Faculty Evaluation Report in which they evaluate their progress toward their current, annual goals and establish goals for the coming year. If the faculty member's Faculty Performance Evaluation form, portfolio, updated curriculum Vita or Faculty Evaluation Report reveals specific faculty development needs, these are incorporated into the faculty member's goals for the coming year. The individual faculty member and the department chair collaborate on strategies and resources for addressing specific faculty development needs.

A copy of the department's Faculty Performance Evaluation is provided.

Faculty Performance Evaluation Department of Counselor Education

Faculty Member _____

Check one: Self Evaluation Supervisor Evaluation

The objective of the faculty evaluation process is to assist faculty members in attaining a level of accomplishment and performance that will achieve tenure, promotion, award recognitions and the expansion of professional opportunities.

Professional Performance Criteria, Interpretation, Standards and Procedures

Teaching

The department evaluates the effectiveness of teaching by administering the university's Instructor/Course Evaluation form to students in all classes every semester. Also, an observation of teaching is conducted by the supervisor using the Instructor/Course Evaluation form. Proficiency in student advising and the scores received by students on the CPCE and the NCE are considered by the supervisor during the evaluation of teaching.

Measurable criteria: *Instructor/Course Evaluation form, assessments by students and the supervisor*

Interpretation of data: *Comparison of mean scores across the department, college, and university*

Standards of performance: *Minimum acceptable performance is a mean of 3 for all items.*

Less than a mean of 3: Faculty member and supervisor discuss strategies for improvement

Less than a mean of 3 for the same item for more than 2 semesters: Incorporate an improvement plan into yearly goals

Procedures:

<u>Points</u>	<u>Activity</u>	<u>Description</u>
___	(7 points) Teaching Evaluations by Students—overall average of 4.5 or above	
___	(7 points) Teaching Evaluations by Supervisor—overall average of 4.5 or above	
___	(6 points) Teaching Evaluations by Students—overall 4.3 to 4.49	
___	(6 points) Teaching Evaluations by Supervisor—overall 4.3 to 4.49	
___	(5 points) Exceptional and Highly Effective Student Advising	_____
___	(4 points) Effective Student Advising	_____
___	(4 points) Development or Major Revision of a Course	_____
___	Teaching Total (Maximum of 15 points may be used toward grand total.)	

Faculty Member Comments, Teaching:

Research/Scholarship

Research/scholarship is documented by publication in refereed state, regional and national journals and by presentations at local, state, regional and national meeting or conferences. The department highly values scholarship that supports practicing counselors in the UNA primary service area and within the state of Alabama. Therefore, presentation and publication activities within the local area and the state are highly rewarded in the department's evaluation system. Professional credentials and continuing education in Counseling are considered under research/scholarship.

Measurable criteria: *Publications/presentations, credentialing, continuing education*

Interpretation of data: *Criterion-based point system displayed below under "Procedures."*

Standards of performance: *Minimum of one (1) publication or presentation at a regional or state conference per year.*

Professional credentials and continuing education in Counseling are considered under research/scholarship.

Procedures:

<u>Points</u>	<u>Activity</u>	<u>Description</u>
___	(9 points) Publication—National Refereed Journal	_____
___	(8 points) Presentation—International/National Conference	_____
___	(7 points) Publication—State Refereed Journal	_____
___	(7 points) Presentation—Regional/State Conference	_____
___	(6 points) Other Publication (Book Chapter, Test Critique, etc.)	_____
___	(6 points) Presentation or Consultation—Local	_____
___	(6 points) 20 hours of Continuing Education	_____
___	(6 points) Attainment of New Counseling Credential	_____
___	(5 points) Maintenance of Counseling Credential	_____
___	(5 points) Manuscript Reviewer, Refereed Professional Journal	_____
___	Research/Scholarship Total (Maximum of 15 points may be used toward grand total.)	_____

Faculty Member Comments, Research/Scholarship:

Service

Service is demonstrated by leadership on university committees/organizations, local boards/councils and in professional organizations within the local area, the state, the region or the nation. The department highly values service to practicing counselors in the UNA primary service area and within the state. Therefore, service activities on campus, within the local area and in the state are highly rewarded in the department's evaluation system.

Measurable criteria: *Participation on university, college and departmental committees.*

Participation in local, state, regional and national organizations and volunteer activities.

Interpretation of data: *Criterion-based point system displayed below under "Procedures."*

Standards of performance: *Minimum of one (1) service activity per year.*

Procedures:

<u>Points</u>	<u>Activity</u>	<u>Description</u>
___	(8 points) Chair—University Committee	_____
___	(8 points) Officer—National Professional Organization	_____
___	(8 points) President—State Professional Organization	_____
___	(6 points) Officer—State Professional Organization	_____
___	(5 points) Committee Chair – State Professional Organization	_____
___	(5 points) Advisor – Student Organization	_____
___	(5 points) Coordinator—Department Area	_____
___	(5 points) Chair—College Committee	_____
___	(5 points) Member—University Committee	_____
___	(5 points) Member – Local Board or Council	_____
___	(5 points) Chair—Department Committee	_____
___	(4 points) Member—College Committee	_____
___	(4 points) Volunteer 20 hours – Local Counseling Agency	_____
___	Service Total (Maximum of 15 points may be used toward grand total.)	

Faculty Member Comments, Service:

As part of the evaluation process faculty members should provide their supervisor with the following:

- A copy of their most recent Summary Evaluation Report and Goal Planning Form
- An updated curriculum vita.
- A complete self evaluation using this Faculty Performance Evaluation form.

The following point system is used to evaluate the faculty member's professional performance.

Level of Performance:	Excellent Performance	Satisfactory Performance	Performance Needs Improvement
Total Points	45	40	35

30

25 or less

Directions: Record the point totals (maximum of 15) for each of the three professional performance areas. Add the points from each of the three areas to determine the grand total.

<u>Professional Performance Area</u>	<u>Points</u>
(Maximum of 15 points per area)	
Teaching	_____
Research/Scholarship	_____
Service	_____
Grand Total	_____

Faculty Member Comments, Professional Performance:

Supervisor Comments, Professional Performance:

Signatures

Department Chair: _____ Date: _____

Faculty Member: _____ Date: _____

Faculty Member Comments Regarding Supervisor Evaluation:

2.5 Adequate faculty to address the goals and objectives of program (OR see below)

The Counselor Education Department has four full-time faculty members who serve as the core faculty for the academic unit. The teaching responsibilities for all four faculty members consist exclusively of counselor education courses. Currently, the Department has adequate faculty to address the goals and objectives of the program. However, the new 2009 CACREP Accreditation Standards will make it necessary for the Department to expand the curriculum. This must be done to meet the requirements of the new 60-semester-hour Clinical Mental Health Counseling major that is replacing the old Community Counseling major.

2.6 Other

RECOGNITIONS – Paul Baird

Presented the President's Award at the Alabama Counseling Association 2008 Fall Conference in recognition of his service for six years as Co-Chair of the association's Professional Standards Committee. The committee coordinates the selection of nominees for the Alabama Board of Examiners in Counseling.

Received the Jean H. Cecil Distinguished Counselor Educator Award during the Alabama Counseling Association Fall 2005 Conference in recognition of his administration of the ALACES Supervision Workshop Series and his other service to counseling students and practicing counselors in the state.

RECOGNITIONS – Sandra Loew

Distinguish Counselor Educator Award, Alabama Counseling Association Annual Conference, November 2007.

Alabama Counselors Association Chapter/Division Program Award for the Alabama Mental Health Counselors Association (ALMHCA) Winter Workshop which Dr. Loew planned and executed from the Alabama Counseling Association, 2005.

Outstanding Member Award, ALMHCA, 2005.

RECOGNITIONS – Quinn Pearson

2010, ADULTSPAN Journal Award, Association for Adult Development and Aging.

2008 Research Award, Alabama Counseling Association for article entitled, "Role Overload, Job Satisfaction, Leisure Satisfaction, and Psychological Health Among Employed Women," published in the *Journal of Counseling and Development*, American Counseling Association.

2007 Phi Kappa Phi Eleanor P. Gaunder Teaching Excellence Award.

Individual Publication Award, Alabama Counseling Association, November 2004.

RECOGNITIONS – Karen Townsend

Ph.D. in Counselor Education—School Counseling, University of Alabama, December 2009.

Excellence in Counseling Award from the Upsilon Nu Alpha Chapter of the Chi Sigma Iota Counseling Honor Society for demonstrable contributions to the counseling profession, April 2010.

Outstanding Achievement Award for Beta State District I, Delta Kappa Gamma Society International, Society for Key Women Educators, March 2010.

3. Assessment of the department as it relates to facilities and resources to address the goals and objectives of each program within the department

3.1 Laboratory Support

The Department of Counselor Education has access to a computer lab on the first floor of Stevens Hall that adequately meets current needs.

3.2 Instructional Equipment

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. In addition to an observation room with a one-way mirror and listening capabilities, the CIC has equipment that can record sessions onto a DVD or an audiovisual tape. Closed circuit television communication in the CIC also allows activities to be observed in a nearby classroom. In addition to blinds in the counseling room, in order to ensure privacy, the camera and recording equipment are located in the counseling room (CIC) and can only be activated from that location. In other words, observing and recording of activities in the counseling room (CIC) cannot occur without knowledge of the participants.

3.3 Office and Classroom Space

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.

3.4 Educational Technologies

All faculty have personal computers and printers in their respective offices that are updated through the University Technology Fund on a regular basis. At a minimum, computers are equipped with Microsoft Office, access to the University Mainframe and UNAPortal, and a high-speed internet connection. Other software programs can be installed on faculty computers by request. Additionally, the Department is supplied with two computers with similar software packaging, a printer, and a scanner/fax/printer. These computers are adequate in terms of current use patterns. Equipment that is available to the faculty and staff in the Department include a video camera, two digital cameras, a fax machine, a paper shredder, a laser printer, a laptop computer and projector, and an electric pencil sharpener.

3.5 Faculty

3.6 Other

Additional funding is needed to support research and other professional development initiatives by the faculty and department. Increased resources are needed for instructional equipment in the Clinical Instructional Center. A permanent Graduate Assistant is needed to operate the Clinical Instruction Center, assist with counseling skills courses, and support the editor of the Journal of Mental Health Counseling.

DEPARTMENT EXPENDITURES (including Actual Personnel and Non-Personnel)						
	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	\$270,381	\$305,438	\$342,871	\$413,361	\$431,075	\$352,625.18

Note: Prepared by Office of Institutional Research

COST PER CREDIT HOUR (Total Department Expenditures/Total Credit Hours)						
	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	\$221.99	\$206.94	\$297.63	\$427.91	\$534.17	\$288.62

Note: Prepared by Office of Institutional Research

The increase in departmental expenditures and cost per credit hours is related to the addition of a faculty member, the decrease in student enrollment during the recent recession of 2008-2009 and the additional cost of conducting activities required by CACREP Accreditation.

4. Notable achievements by the department

SELECTION OF DR. QUINN PEARSON AS EDITOR OF THE JOURNAL OF MENTAL HEALTH COUNSELING

On October 6, 2010, Dr. Quinn Pearson was appointed by the board of the American Mental Health Counselors Association as Editor of the Journal of Mental Health Counseling effective July 1, 2011. Dr. Pearson is an excellent choice to serve as Editor for this important national journal, and the board was unanimous in choosing her for this position. Furthermore, her selection is a tribute to the high quality of Dr. Pearson's scholarship and to her expertise as a Counselor Educator.

The position of Editor for the Journal of Mental Health Counseling is a three-year appointment with the possibility of serving two consecutive terms. Responsibilities include coordinating the peer review process, managing correspondence in a timely manner, editing submissions, providing oversight of the editorial board, and collaborating with the publisher to enhance the journal's visibility and readership. The Editor must have a thorough understanding of the scientific methods, research and publishing ethics, and the mental health counseling discipline.

Although this is an individual accomplishment, the selection of Dr. Pearson as Editor is a noteworthy development for the Department of Counselor Education.

ACHIEVEMENT OF CACREP ACCREDITATION

On July 16, 2009, the Community Counseling and School Counseling programs became CACREP accredited programs. The programs are accredited through October 2017, under the 2001 Standards of the Council for Accreditation of Counseling and Related Educational Programs.

This achievement represents the culmination of a three-year process of self-evaluation and efforts to meet the Standards. As part of this process, several significant changes were made including the construction of a clinical instruction facility, the establishment of an advisory council, the development of manuals for interns and site supervisors, and the initiation of orientations for new students and site supervisors. Through these efforts and the support of our graduates, students, and administrators, this significant achievement was accomplished.

Also, the achievement of CACREP Accreditation made it possible for the Counselor Education Program to join the International Registry of Counselor Education Programs (IRCEP) which is an international structure for recognizing programs of high quality throughout the world that train counselors.

ACTIVATION OF THE SCHOOL COUNSELING TRACK 2 CACREP APPROACH

The achievement of CACREP Accreditation and a change in the regulations for Alabama School Counselor Certification made it possible for individuals who appear to have promise as future school counselors, but who do not have teacher certification or K-12 teaching experience, to be admitted to the School Counseling major through the Track 2 CACREP approach. The Track 2 approach requires satisfactory performance in the same courses required of students who have a K-12 teaching background. To complete the M.A.Ed. in School Counseling and be recommended for certification as a school counselor in Alabama, Track 2 students must achieve a passing score on both the PRAXIS II School Guidance and Counseling Examination and the National Counselor Examination for Licensure and Certification.

Requirements for Admission to the School Counseling Track 2 CACREP approach are as follows:

- Official transcripts from all institutions of higher education previously attended.
- Minimum 2.75 cumulative undergraduate Grade Point Average.
- Bachelor's degree or higher from a regionally accredited senior institution of higher education.
- If prior graduate coursework, minimum 3.65 cumulative graduate Grade Point Average.
- Passing score on the Basic Skills Assessment of the Alabama Prospective Teacher Testing Program.
- Successful completion of the fingerprinting background clearance required of school personnel in Alabama.
- Successful completion of the prerequisite course EEX 340 or an equivalent course with grade of "A" or "B."
- Passing score on the GRE or MAT entrance exam.
- Three satisfactory *Recommendation for Admission* forms from references.
- Successful completion of a formal interview with the Counselor Education Faculty.

Program completion under the Track 2 CACREP approach requires the following:

- Passing score on the PRAXIS II School Guidance and Counseling Examination
- Passing score on the National Counselor Examination for Licensure and Certification

Given the special admission requirements for the School Counseling Track 2 CACREP approach, students may be admitted initially to the Community Counseling Program. This will allow students to take counseling coursework while completing the requirements for admission to the Track 2 CACREP approach.

5. Responses to previous program review recommendations

Not Applicable.

6. Vision and plans for the future of the department

The Counseling profession and Counselor Education continue to evolve. These changes are clearly visible in the new 2009 CACREP Standards. Although the UNA Counselor Education Program will not be required to conform to the new CACREP Standards until 2017, the fact that other Counselor Education Programs and state licensure boards are already adapting to the new standards is driving changes in the content and delivery of current UNA's Counselor Education courses and programs.

New or expanded content in 2009 CACREP Standards include:

- Crisis intervention and emergency management
- Suicide prevention
- Evidence-based practice
- Clinical/counselor supervision
- Substance use/addiction and co-occurring disorders
- Mental health policy, program development, management, administration, finance
- Regulation and accountability
- The impact of and response to crises, disaster, and other trauma-causing events
- Diversity and advocacy
- Psychopharmacological medications
- Counselor identity

In terms of its impact upon the program at UNA, the most significant change may be that the broad, general major of Community Counseling is being eliminated. As greater numbers of counselors have begun to work in mental health settings and the training of counselors has become more specialized, the Community Counseling major has outlived its usefulness. What this means for UNA is that the Community Counseling major must be adapted to meet the 2009 CACREP Standards for the new 60-semester hour Clinical Mental Health Counseling major. This new major includes substantial course content not covered in the 48-semester-hour Community Counseling major. Furthermore, it seems likely that not all of the current Community Counseling students would be interested in the new Clinical Mental Health Counseling major. The Department might develop additional specialized Counseling majors to meet the needs of these students. The School Counseling major does not change significantly in the 2009 CACREP Standards, but this major is not a good option for many current Community Counseling majors.

While the new 2009 CACREP Standards do not make substantial changes in the School Counseling major, the continually increasing Alabama State Department of Education

regulations and the Council for the Accreditation of Educator Preparation (CAEP), formerly known as the National Council for the Accreditation of Teacher Education (NCATE), places requirements on the School Counseling majors that make the major increasingly more specialized.

Program Assessment

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

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

9. **Mission Statement of Program**

The University, College, and Department are committed to recruiting, retaining, and graduating a diverse student population. Graduate students in the Department of Counselor Education are representative of students and clientele served by schools and agencies in Northwest Alabama, Northeast Mississippi, and South Tennessee.

For the Community Counseling Program, the faculty is dedicated to the development of 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 faculty believes that this systematic process leads to a synergistic effect in which quantitative improvements in knowledge and skills interact to create qualitative growth in both areas. The ultimate goal of this mission is to inspire students to embrace a life-long pursuit of personal and professional growth in their identities as professional counselors.

10. **Program Overview**

10.1 **Brief overview 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 adheres to CACREP standards for preparing Community Counselors. Ultimately, graduates possess the professional knowledge, abilities, and personal characteristics necessary to provide appropriate prevention, education, and counseling through the following interventions: outreach, consultation, crisis, brief (symptom-focused) counseling, intermediate counseling, and long-term counseling.

10.2 **Student Learning Outcomes of the program**

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. (Professional Orientation and Ethics)

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. (Human Growth and Career Development)
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. (Helping Relationships)
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. (Social and Cultural Foundations)
5. Develop knowledge of assessment principles, test instruments, and interview practices in order to provide responsible test administration and interpretation, case conceptualization, and diagnosis. (Appraisal)
6. Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance. (Research)
7. Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and documenting services. (Technology)

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

**Community Counseling
Headcount Students**

Date	Community Counseling
1/19/2011	63
11/18/2010	55
1/13/2010	58
12/10/2009	53
8/7/2009	64
6/16/2009	58
1/21/2009	66
11/2/2008	67
6/18/2008	75
5/29/2007	81
10/25/2006	72
6/1/2005	60
1/1/2005	62
6/1/2004	54
3/17/2004	59

Community Counseling Degrees Conferred

SEMESTER	COMMUNITY COUNSELING
Spring 2010	3
Fall 2009	8
Summer 2009	3
Spring 2009	13
Fall 2008	5
Summer 2008	7
Spring 2008	6
Fall 2007	5
Summer 2007	7
Spring 2007	6
Fall 2006	4
Summer 2006	10
Spring 2006	5
Fall 2005	0
Summer 2005	6

The primary factors impacting student headcount enrollment and graduation numbers are the recent economic recession and the CACREP Accreditation guidelines that limit student enrollment to no more than 10 FTE students per FTE faculty member. Please see the Enrollment section of the Departmental Assessment for additional data on program growth.

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

Library resources have been adequate to provide the Department, faculty, and students with access to information in the field. The Department receives an annual allocation for the purchase of library holdings, including print materials, audio materials and video materials. Please see table below for Library budget allocation to the Department of Counselor Education.

Year	Allocation
2010/2011	3,114
2009/2010	3,259
2008/2009	3,140
2007/2008	3,615
2006/2007	3,279
2005/2006	2,958

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

Library resources are adequate for the current needs of the Department, faculty and students.

11. Program Evaluation Including Appropriate Documentation

Student Learning Outcomes

Professional Orientation and Ethics Outcome

Description: 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.

Direct Assessments

Counselor Preparation Comprehensive Examination (CPCE)

National Counselor Examination for Licensure and Certification (NCE)

TABLE 1
Professional Orientation and Ethics Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
10/15/10	7	11.14	2.17	1228	9.93	2.43
6/25/10	1	N/A	N/A	N/A	N/A	N/A
3/12/10	6	15.0	.58	1382	12.61	2.47
10/30/09	6	12.67	2.13	802	11.45	2.36
6/26/09	5	10.4	2.15	837	11.76	2.48
3/13/09	6	11.67	2.13	837	11.76	2.48
10/24/08	16	11.88	2.09	837	11.76	2.48
7/17/08	5	13.2	.84	5927	12.21	2.08

TABLE 2
 Professional Orientation and Ethics Subtest
 National Counselor Examination for Licensure and Certification
 Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	20.33	2.52	200	19.65	3.76
4/18/09	13	21.08	2.29	157	18.36	3.76
4/12/08	7	24.14	2.34	221	21.37	3.28
4/21/07	6	22.67	2.16	260	20.49	3.27
4/22/06	10	21.20	3.49	265	19.40	3.47
4/16/05	6	25.83	2.32	376	21.55	3.35

TABLE 3
 Professional Practice Issues Area Scores
 National Counselor Examination for Licensure and Certification
 Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	13.67	4.51	200	17.16	3.87
4/18/09	13	19.69	2.75	157	17.23	4.39
4/12/08	7	20.43	1.90	221	17.34	3.72
4/21/07	6	20.67	2.07	260	19.42	3.54
4/22/06	10	18.60	2.59	265	16.74	3.76
4/16/05	6	22.33	4.50	376	17.80	3.18

Indirect Assessments

Current Community Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of Community Counseling Graduates Survey administered to employers one year after student graduation (See Attachment 2)

Survey of Site Supervisors of Community Counseling Interns administered every semester to current Site Supervisors. (See Attachment 3)

Recent Community Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Results: A review of direct assessment data for 2008 through 2010 reveals that 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. The Current Community Counseling Majors Survey (Attachment 1) included the comment from one student that "There needs to be clearer understanding and information about licensure processes. There needs to be a higher level of assistance in locating practicum/internship sites and potential employment."

Curriculum Changes: Results of the CPCE and NCE direct assessments do not reveal a need for curriculum changes at this time. The following changes were made in the Counselor Education Program as a result of the indirect assessments of this student learning outcome: In response to requests by students for additional assistance in finding a practicum/internship site, the department has prepared a list of sites and a ring binder with brochures about sites for use by the students. In response to student requests for more information about counselor license, the UNA Chi Sigma Iota Counseling Honor Society chapter provided two (2) workshops on the topic of counselor licensure. Furthermore, additional details about licensure has been included in the related course, CHD 600 Professional Identity and Ethics for Community Counselors. In an effort to help students anticipate the requirements of the practicum and internship courses, information about these courses is now being provided to students earlier in the program during the CHD 600 Professional Identity and Ethics course.

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

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

Human Growth and Career Development Outcome

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.

Direct Assessments

Counselor Preparation Comprehensive Examination

National Counselor Examination for Licensure and Certification

TABLE 1
Human Growth and Development Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
10/15/10	7	11.86	.83	1228	10.00	2.27
6/25/10	1	N/A	N/A	N/A	N/A	N/A
3/12/10	6	12.33	1.6	1382	12.51	2.55
10/30/09	6	10.17	1.95	802	11.39	2.62
6/26/09	5	11.4	1.5	837	12.02	2.52
3/13/09	6	10.83	2.73	837	12.02	2.52
10/24/08	16	11.69	1.72	837	12.02	2.52
7/17/08	5	13.2	8.37	5927	11.42	2.46

TABLE 2
Career and Lifestyle Development Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
10/15/10	7	10.57	2.26	1228	10.25	2.46
6/25/10	1	N/A	N/A	N/A	N/A	N/A
3/12/10	6	11.5	1.26	1382	11.05	2.32
10/30/09	6	11.17	1.57	802	10.9	2.47
6/26/09	5	9.6	1.2	837	8.41	2.23
3/13/09	6	10.5	1.71	837	8.41	2.23
10/24/08	16	9.38	2.37	837	8.41	2.23
7/17/08	5	8.8	2.39	5927	8.96	2.20

TABLE 3
Human Growth and Development Subtest
National Counselor Examination for Licensure and Certification
Graduate Student Administration

UNA Results			National Results			
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	7.00	1.00	200	7.82	2.06
4/18/09	13	8.08	1.66	157	6.96	1.98
4/12/08	7	9.00	1.63	221	7.40	1.99
4/21/07	6	9.00	1.41	260	7.85	2.21
4/22/06	10	9.70	1.25	265	8.77	1.99
4/16/05	6	7.83	2.04	376	7.61	1.93

TABLE 4
Career and Lifestyle Development Subtest
National Counselor Examination for Licensure and Certification
Graduate Student Administration

UNA Results			National Results			
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	10.33	1.15	200	11.65	2.57
4/18/09	13	14.38	2.53	157	11.69	2.68
4/12/08	7	14.71	1.38	221	11.66	2.64
4/21/07	6	11.50	3.15	260	11.84	2.21
4/22/06	10	14.80	1.81	265	13.43	2.47
4/16/05	6	13.67	2.50	376	12.05	2.42

Indirect Assessments

Current Community Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of Community Counseling Graduates Survey administered to employers one year after student graduation (See Attachment 2)

Survey of Site Supervisors of Community Counseling Interns administered every semester to current Site Supervisors. (See Attachment 3)

Recent Community Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Results: A review of direct assessment data for 2008 through 2010 reveals that 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 are competitive with the scores of students at other institutions and national norms. On the Survey of Site Supervisors of Community Counseling Interns (Attachment 3) the following relative weaknesses were identified: * Item #3 "Knowledge of career development across the life span." * Item #2 "Knowledge of human growth and development across the life span." On the Employers of Recent Community Counseling Graduates (Attachment 2) Item #3 "Knowledge of career development across the life span" was identified as a relative weakness.

Curriculum: 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. The CHD 604 Human Growth and Development course was taught by adjunct faculty for many years. While the department very much appreciates the adjuncts who have assisted in the past, the course is now taught by a full-time, regular faculty member who is exceptionally well qualified to teach the human growth and development course content in CHD 604. It is thought that this arrangement will bring more consistency to the content of CHD 604. Current students during focus groups and on written program evaluations have expressed a preference for taking courses from full-time faculty instead of adjunct faculty. Now that the Counselor Education Department has an adequate number of regular faculty members, adjunct faculty should not be needed.

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

Improvements: Results of the CPCE and NCE direct assessments do not reveal a need for actions at this time. Changes based upon indirect assessments have been accomplished. The department adjusted teaching assignments during 2010-2011 based upon the interests and special training of faculty. The department will continue to monitor student performance on this student learning objective.

Helping Relationships Outcome

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.

Direct Assessments

Counselor Preparation Comprehensive Examination
National Counselor Examination for Licensure and Certification

TABLE 1
Helping Relationships Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
10/15/10	7	11.86	1.64	1228	9.39	2.41
6/25/10	1	N/A	N/A	N/A	N/A	N/A
3/12/10	6	12.67	.94	1382	11.54	2.3
10/30/09	6	9.83	1.77	802	11.01	2.5
6/26/09	5	11.6	2.42	837	12.75	2.66
3/13/09	6	11.83	1.77	837	12.75	2.66
10/24/08	16	13.75	1.82	837	12.75	2.66
7/17/08	5	13.2	2.17	5927	12.10	2.16

TABLE 2
Group Work Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
10/15/10	7	13.57	1.81	1228	11.04	2.32
6/25/10	1	N/A	N/A	N/A	N/A	N/A
3/12/10	6	13.33	2.05	1382	12.64	2.44
10/30/09	6	12.0	1.83	802	11.29	2.68
6/26/09	5	12.0	2.28	837	11.25	2.82
3/13/09	6	11.0	1.41	837	11.25	2.82
10/24/08	16	12.62	1.83	837	11.25	2.82
7/17/08	5	12.6	2.51	5927	11.53	2.67

TABLE 3
 Programmatic and Clinical Intervention Area Scores
 National Counselor Examination for Licensure and Certification
 Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	15.67	3.06	200	16.24	3.69
4/18/09	13	18.77	1.74	157	15.94	3.36
4/12/08	7	19.86	2.61	221	17.20	3.27
4/21/07	6	19.17	3.43	260	18.17	2.99
4/22/06	10	19.10	3.60	265	16.76	4.25
4/16/05	6	20.00	3.29	376	18.87	4.16

TABLE 4
 Helping Relationships Subtest
 National Counselor Examination for Licensure and Certification
 Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	19.67	4.73	200	23.08	5.03
4/18/09	13	25.15	2.70	157	21.73	4.73
4/12/08	7	28.29	3.90	221	22.78	4.90
4/21/07	6	24.67	4.08	260	23.71	4.52
4/22/06	10	25.80	4.21	265	22.60	5.26
4/16/05	6	28.33	3.93	376	25.08	4.54

TABLE 5
Fundamentals of Counseling Area Scores
National Counselor Examination for Licensure and Certification
Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	38.00	2.65	200	42.10	7.49
4/18/09	13	43.92	4.13	157	37.74	8.24
4/12/08	7	51.14	5.58	221	41.65	7.31
4/21/07	6	44.00	6.03	260	42.35	7.27
4/22/06	10	47.60	5.13	265	42.04	7.47
4/16/05	6	50.17	5.04	376	42.31	6.84

TABLE 6
Group Work Subtest
National Counselor Examination for Licensure and Certification
Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	7.67	20.8	200	9.02	2.95
4/18/09	13	11.23	1.88	157	8.83	2.77
4/12/08	7	11.86	1.35	221	9.83	2.70
4/21/07	6	12.00	1.90	260	11.22	2.32
4/22/06	10	13.40	2.12	265	11.00	2.29
4/16/05	6	13.17	1.72	376	11.04	2.46

TABLE 7
Group Counseling Area Scores
National Counselor Examination for Licensure and Certification
Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	10.33	1.53	200	10.89	3.05
4/18/09	13	12.62	3.15	157	11.40	2.90
4/12/08	7	14.29	2.14	221	11.75	2.92
4/21/07	6	13.50	2.35	260	12.39	2.59
4/22/06	10	13.90	3.21	265	12.14	2.75
4/16/05	6	14.17	1.72	376	12.90	2.49

Indirect Assessments

Current Community Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of Community Counseling Graduates Survey administered to employers one year after student graduation (See Attachment 2)

Survey of Site Supervisors of Community Counseling Interns administered every semester to current Site Supervisors. (See Attachment 3)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Results: A review of direct assessment data for 2008 through 2010 reveals that 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 and the Group Counseling Area (Table 4) of the NCE that are competitive with national norm. Furthermore, the Community Counseling students are achieving scores on the Helping Relationships Subtest (Table 4) of the NCE, the Fundamentals of Counseling Area (Table 5) of the NCE, the Group Work Subtest (Table 6) of the NCE and the Group Counseling Area Scores (Table 7) of the NCE that compare very favorably with national norms. During a student Focus Group (Attachment 5) the following suggestions/comments were made: Students like the use of role plays and the use of video demonstrations of counseling techniques. Some students struggled with the consultation model assignment in internship. One student felt that an addictions or substance abuse course should be required for all Counseling students. Students would like for the department to use technology more extensively, but most students prefer hybrid courses to

completely on-line courses. Students expressed interest in elective courses in addictions and advanced counseling techniques. On the Recent Community Counseling Graduate Survey (Attachment 4) graduates identified Item #14 "Ability to provide consultation" as a relative weakness and commented: "I do wish that the program offered more specialized training in the areas of substance abuse and child abuse." and that "More focus on strategies for various diagnoses would be helpful. More of a focus on practical techniques/strategies/therapeutic activities would ease the transition into being a practicing counselor."

Curriculum: 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 of this student learning objective are listed below. In response to favorable comments made by students during focus groups regarding the use of role plays and videotaped demonstrations during class, faculty members have taken the following actions: In CHD 606 Theories and Techniques of Counseling, additional video demonstrations of selected techniques associated with several counseling theories are being created. These videos are shown in class and students are engaged in the practice of these skills. Furthermore, in the CHD 608 Group Counseling course, students co-facilitate in-class discussion groups, receive feedback from the instructor as well as other students, and co-facilitate based on this feedback. Also, role plays in CHD 602 Fundamentals in Counseling, CHD 621 Fundamentals of Appraisal, CHD 661 Family Counseling, and CHD 678 Practicum are used to assist students in learning. Videotaping is used in CHD 602 and CHD 621 to give students feedback in counseling skills. In CHD 645 Child and Adolescent Counseling, the instructor shows a video of Garry Landreth discussing and demonstrating some techniques for working with children. Students have opportunities to role play in dyads using different medium for working with children (puppets, music, etc.). Also, students demonstrate to the class their own ideas for using creative interventions for working with children and adolescents. In CHD 642 Professional Identity and Ethics for School Counselors, students present three classroom guidance lessons, one for each of the ASCA National Model/State Guidance Plan domains of academic, career, personal social, while other class members act as elementary/high school students. Current students during a focus group requested additional information and instruction on consultation. A new handout on consulting models was prepared and distributed to interns. Interns will continue to receive this handout while enrolled in CHD 689. In response to requests by students during focus groups for additional electives on specific topic of interest, the elective course CHD 625 Addictions Counseling has been developed and offered beginning summer 2011.

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 included in the curriculum changes section.

Improvements: Results of the CPCE and NCE direct assessments do not reveal a need for action at this time. Changes based upon indirect assessments have been accomplished. The

department will continue to monitor student performance on this student learning objective.

Social and Cultural Foundations Outcome

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.

Direct Assessments

Counselor Preparation Comprehensive Examination

National Counselor Examination for Licensure and Certification

TABLE 1
Social and Cultural Foundations Subtest
Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
10/15/10	7	10.43	1.29	1228	8.10	1.83
6/25/10	1	N/A	N/A	N/A	N/A	N/A
3/12/10	6	11.33	3.09	1382	10.58	2.64
10/30/09	6	10.5	1.5	802	10.75	2.26
6/26/09	5	9.8	1.33	837	10.14	2.3
3/13/09	6	8.83	1.86	837	10.14	2.3
10/24/08	16	9.88	2.23	837	10.14	2.3
7/17/08	5	9.6	1.67	5927	10.17	2.34

TABLE 2
Social and Cultural Foundations Subtest
National Counselor Examination for Licensure and Certification
Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	5.00	1.00	200	6.38	1.77
4/18/09	13	7.08	2.18	157	5.73	2.02
4/12/08	7	8.00	1.15	221	7.18	1.61
4/21/07	6	7.33	1.97	260	6.73	1.79
4/22/06	10	8.00	1.56	265	6.83	1.95
4/16/05	6	8.33	1.63	376	6.76	1.74

Indirect Assessments

Current Community Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of Community Counseling Graduates Survey administered to employers one year after student graduation (See Attachment 2)

Survey of Site Supervisors of Community Counseling Interns administered every semester to current Site Supervisors. (See Attachment 3)

Recent Community Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Results: A review of direct assessment data for 2008 through 2010 reveals that 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 competitive with national norms. The surveys and focus groups did not suggest any specific actions in this area.

Curriculum: Results of the CPCE and NCE direct assessments, the focus group and the various surveys do not reveal a need for curriculum changes at this time.

Actions: Results of the CPCE and NCE direct assessments, the focus group and the various surveys do not reveal a need for actions at this time.

Improvements: Results of the CPCE and NCE direct assessments, the focus group and the various surveys do not reveal a need for actions at this time. The department will continue to monitor student performance on this learning objective.

Appraisal Outcome

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.

Direct Assessments

Counselor Preparation Comprehensive Examination

National Counselor Examination for Licensure and Certification

TABLE 1
Appraisal Subtest
Counselor Preparation Comprehensive Examination

UNA Results			National Results			
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
10/15/10	7	12.57	.90	1228	10.58	2.15
6/25/10	1	N/A	N/A	N/A	N/A	N/A
3/12/10	6	9.83	1.21	1382	9.7	2.51
10/30/09	6	11.00	2.31	802	9.89	2.32
6/26/09	5	12.00	1.26	837	11.67	2.26
3/13/09	6	11.17	1.67	837	11.67	2.26
10/24/08	16	12.62	1.83	837	11.67	2.26
7/17/08	5	11.40	1.82	5927	10.38	1.92

TABLE 2
Appraisal Subtest
National Counselor Examination for Licensure and Certification
Graduate Student Administration

UNA Results			National Results			
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	11.00	3.46	200	11.57	2.38
4/18/09	13	13.31	2.29	157	11.66	3.12
4/12/08	7	14.57	2.30	221	11.39	2.68
4/21/07	6	15.33	2.25	260	14.18	2.68
4/22/06	10	14.30	2.36	265	11.56	3.24
4/16/05	6	14.83	2.79	376	12.71	2.94

TABLE 3
 Assessment and Career Counseling Area Scores
 National Counselor Examination for Licensure and Certification
 Graduate Student Administration

UNA Results			National Results			
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	10.67	4.51	200	11.22	2.94
4/18/09	13	13.62	3.20	157	10.52	3.29
4/12/08	7	15.71	2.14	221	12.17	3.17
4/21/07	6	14.00	1.26	260	12.85	2.47
4/22/06	10	16.40	2.63	265	13.64	2.94
4/16/05	6	16.00	2.00	376	13.17	3.00

Indirect Assessments

Current Community Counseling Majors Survey administered every semester to CHD689 interns (See Attachment 1)

Employers of Community Counseling Graduates Survey administered to employers one year after student graduation (See Attachment 2)

Survey of Site Supervisors of Community Counseling Interns administered every semester to current Site Supervisors. (See Attachment 3)

Recent Community Counseling Graduates Survey administered to graduates one year after graduation (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 intern (See Attachment 5)

Results: A review of direct assessment data for 2008 through 2010 reveals that Community Counseling students are achieving scores on the Appraisal Subtests (Tables 1 and 2, respectively) of both the CPCE and the NCE that are competitive with national norms, and are achieving scores on the Assessment and Career Counseling Area (Table 3) of the NCE that compare very favorably with national norms. On the Survey of Site Supervisors of Community Counseling Interns (Attachment 3) Item #19 "Ability to administer and interpret assessments" was identified as a relative weakness. The following comments were made by a site supervisor about interns: "Some difficulty applying DSM-IV Diagnostic Criteria (need more exposure to): limited application of needs assessment and linkage to community resources (How-To missing: limited knowledge of community resources)." On the survey of Employers of Recent Community Counseling Graduates (Attachment 2) Item #6 "Knowledge

of assessment principles, instruments, and interview practices." was identified as a relative weakness.

Curriculum: Results of the CPCE and NCE direct assessments do not reveal a need for curriculum changes at this time. However, survey data and comments suggest that some action may be needed. Changes made as a result of the indirect assessments of this student learning objective are as follows: In response to concerns expressed by site supervisors and recent graduates regarding the relative weakness of graduates in the administration and interpretation of assessment, the CHD 621 Fundamentals of Appraisal and CHD 622 Personality Appraisal courses are being merged to provide a more focused coverage of assessment. This redesigned assessment course was taught as CHD 621 Fundamentals of Appraisal beginning in Spring 2011.

Actions: Direct assessments of this student learning outcome do not suggest action at this time. Changes made as a result of indirect assessment are reported under curriculum changes.

Improvements: Actions based upon the indirect assessment of this student learning objective have been accomplished.

Research Outcome

Description: 6. Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance.

Direct Assessments

Counselor Preparation Comprehensive Examination
National Counselor Examination for Licensure and Certification

TABLE 1
 Research and Program Evaluation Subtest
 Counselor Preparation Comprehensive Examination

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
10/15/10	7	10.14	1.46	1228	9.05	2.31
6/25/10	1	N/A	N/A	N/A	N/A	N/A
3/12/10	6	10.67	1.7	1382	11.13	2.85
10/30/09	6	10.00	1.29	802	10.42	2.73
6/26/09	5	7.4	1.96	837	9.76	2.72
3/13/09	6	8.5	2.29	837	9.76	2.72
10/24/08	16	9.94	2.82	837	9.76	2.72
7/17/08	5	10.4	2.97	5927	10.84	2.45

TABLE 2
 Research and Program Evaluation Subtest
 National Counselor Examination for Licensure and Certification
 Graduate Student Administration

UNA Results				National Results		
Examination Date	Number Tested	Mean	Standard Deviation	Number Tested	Mean	Standard Deviation
4/17/10	3	7.33	2.89	200	8.42	2.67
4/18/09	13	8.31	2.50	157	7.87	2.95
4/12/08	7	10.86	1.86	221	8.50	2.45
4/21/07	6	8.83	2.14	260	9.16	2.36
4/22/06	10	8.40	2.46	265	7.74	2.63
4/16/05	6	10.67	2.25	376	8.23	2.41

Indirect Assessments

Current Community Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of Community Counseling Graduates Survey administered to employers one year after student graduation (See Attachment 2)

Survey of Site Supervisors of Community Counseling Interns administered every semester to current Site Supervisors. (See Attachment 3)

Recent Community Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Results: A review of direct assessment data for 2008 through 2010 reveals that Community Counseling students are achieving scores on the Research and Program Evaluation Subtests (Tables 1 and 2, respectively) of both the CPCE and the NCE that are competitive with national norms. On the survey of Current Community Counseling Majors (Attachment 1) Item #7 "Knowledge of research and evaluation practices" was identified as a relative weakness. On the Survey of Site Supervisors of Community Counseling Interns (Attachment 3) Item #21 "Ability to perform community needs assessment, program evaluation, and quality assurance" and Item #7 "Knowledge of research and evaluation practices" were identified as relative weaknesses. On the survey of Recent Community Counseling Graduates (Attachment 4) Item #21 "Ability to perform community needs assessments, program evaluation, and quality assurance" was identified as a relative weakness. On the survey of Employers of Recent Community Counseling Graduates (Attachment 2) Item #21 "Ability to perform community needs assessment, program evaluation, and quality assurance" was identified as a relative weakness.

Curriculum: Results of the CPCE and NCE direct assessment do not reveal a need for curriculum changes at this time. However, survey results from current students, recent graduates, site supervisors and employers suggest that some action may be needed. The course in research and program evaluation that is required as part of the Community Counseling Program is taught in another academic department. Although this course appears to be of high quality and the faculty members who teach this course have been collaborative colleagues, the course in research must meet the needs of a variety of graduate majors. Therefore, the course cannot focus exclusively on counseling research and evaluation. At some time in the future, the Counselor Education faculty may wish to develop a research course for counselors that would be taught inside of the Counselor Education department.

Actions: Results of the CPCE and NCE direct assessments do not reveal a need for actions at this time. Possible actions regarding the survey results for this student learning outcome are discussed under curriculum changes.

Improvements: Results of the CPCE and NCE direct assessments do not reveal a need for action at this time. However, survey results from current students, graduates, site supervisors and employers report program evaluation as a relative weakness. The Department will continue to monitor performance on this student learning outcome.

Technology Outcome

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

Direct Assessments

A LiveText, rubric-based evaluation of an internship assignment to use technology to produce an attractive and informative brochure about the internship site is used as a direct assessment of technological competence.

Summary of Results on Brochure/Assignment Summer 2009, Fall 2009

The Brochure assignment requires that interns collect and organize information about the internship site and demonstrate proficiency in technology by producing a complete and attractive brochure. During Summer and Fall 2009, all interns successfully completed this assignment.

Indirect Assessments

Current Community Counseling Majors Survey administered every semester to CHD 689 interns (Attachment 1)

Employers of Community Counseling Graduates Survey administered to employers one year after student graduation (See Attachment 2)

Recent Community Counseling Graduates Survey administered to graduates one year after graduation (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Results: CHD 688 interns were able to produce an attractive and informative brochure about the internship site that was submitted and evaluated on an assessment rubric. All interns received a grade of "target" on this assignment. However, on the survey of Current Community Counseling Majors (Attachment 1) Item #8 "Knowledge of available technology" was identified as a relative weakness. On the survey of Recent Community Counseling Graduates (Attachment 4) Item #22 "Ability to use technological resources in planning, providing, evaluating, evaluating and documenting services" as well as Item #8 "Knowledge of available technology" were identified as relative weaknesses. On the survey of Employers of Recent Community Counseling Graduates (Attachment 2) Item #8 "Knowledge of available technology" and Item #22 "Ability to use technological resources in planning, providing, evaluating, and documenting services" were identified as relative weaknesses.

Curriculum: Changes made as a result of the assessment of this student learning outcome are as follows: In response to concerns expressed on surveys from site supervisors, and from recent graduates regarding the relative weakness of graduates in the use of available technology, interns are being encouraged by Faculty Supervisors to take advantage of the opportunity to become more familiar with available technology on the internship site. Also, the Counselor Education Advisory Council discussed the technological proficiency of interns on the internship sites and did not perceive that the interns were significantly deficient in the use of technology. However, the department will continue to look for ways to give students more exposure to the technology that is available at counselor internship and employment sites.

Actions: Changes made in the Counselor Education Program as a result of the assessment of this student learning objective are discussed under curriculum changes.

Improvements: The Counselor Education faculty will continue to search for ways to give students exposure to technology that is available at Counseling internship and employment sites.

12. Program Recommendations

12.1 Identify recommendations for improvement of the program

Many changes in the Community Counseling Program result from student performance on the Counselor Preparation Comprehensive Examination (CPCE), the National Counselor Examination (NCE) or feedback on surveys from current students, recent graduates, internship site supervisors and employers. However, most changes in the Community Counseling Program are being driven by evolving CACREP accreditation standards. The program recommendations that follow are closely related to the new 2009 CACREP Standards and influenced by the fact that UNA is now the host institution for the Journal of Mental Health Counseling. One significant CACREP-driven change that will take place in the near future is the elimination of the Community Counseling major and transition to the new Clinical Mental Health Counseling major.

1. Incorporate new 2009 CACREP Standards course content in existing courses if possible.
2. Establish a permanent Graduate Assistant position for the Department to staff the Clinical Instruction Center, assist with the counseling skills courses and support the Editor of the Journal of Mental Health Counseling
3. Develop new courses that cover new 2009 CACREP Standards course content. Additional full-time or part-time faculty will be needed.
4. Provide additional funding for professional development and Clinical Instruction Center equipment

12.2 Recommendations for changes, which are within the control of the program, including curricular changes if appropriate

1. Incorporate new 2009 CACREP Standards course content in existing courses if possible.

12.3 Recommendations for changes that require action at the Dean, Provost, or higher levels to carry out departmental goals, strategies, and projected outcomes are congruent to and support the institution's mission and strategic plan

1. Establish a permanent Graduate Assistant position for the Department to staff the Clinical Instruction Center, assist with the counseling skills courses and support the Editor of the Journal of Mental Health Counseling
2. Develop new courses that cover new 2009 CACREP Standards course content. Additional full-time or part-time faculty will be needed.
3. Provide additional funding for professional development and Clinical Instruction Center equipment

Attachment 1 - Community

**Counselor Education Program Evaluation
Current Community Counseling Majors
University of North Alabama
CHD 689 Summer 2008, Fall 2008 and Spring 2009**

(Twenty-two (22) out of twenty-three (23) students responded to evaluation)

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

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

1 = 0 2 = 1 3 = 4 4 = 17 (Mean – 3.72)

2. Knowledge of human development across the life span.

1 = 0 2 = 1 3 = 3 4 = 18 (Mean – 3.77)

3. Knowledge of career development across the life span.

1 = 0 2 = 1 3 = 3 4 = 16 (Mean – 3.75)
(Two (2) 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 = 0 3 = 2 4 = 20 (Mean – 3.90)

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

1 = 0 2 = 0 3 = 6 4 = 16 (Mean – 3.72)

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

1 = 0 2 = 0 3 = 5 4 = 17 (Mean – 3.77)

7. Knowledge of research and evaluation practices.

1 = 0 2 = 1 3 = 9 4 = 12 (Mean – 3.50)

8. Knowledge of available technology.

1 = 0 2 = 1 3 = 7 4 = 14 (Mean – 3.50)

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

1 = 0 2 = 1 3 = 2 4 = 19 (Mean – 3.81)

10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs.
1 = 0 2 = 0 3 = 5 4 = 17 (Mean – 3.77)

11. Ability to provide individual counseling.
1 = 0 2 = 0 3 = 2 4 = 20 (Mean – 3.90)

12. Ability to provide group counseling.
1 = 0 2 = 0 3 = 2 4 = 20 (Mean – 3.90)

13. Ability to provide family counseling.
1 = 0 2 = 1 3 = 6 4 = 15 (Mean – 3.63)

14. Ability to provide consultation.
1 = 0 2 = 0 3 = 3 4 = 19 (Mean – 3.86)

15. Ability to intervene/respond appropriately in crisis/emergency situations.
1 = 0 2 = 1 3 = 4 4 = 17 (Mean – 3.72)

16. Ability to develop treatment plans and properly document services.
1 = 0 2 = 0 3 = 6 4 = 16 (Mean – 3.72)

17. Ability to provide age-appropriate, culturally sensitive services to all clients.
1 = 0 2 = 0 3 = 6 4 = 16 (Mean – 3.72)

18. Ability to advocate for equity in other community-based services.
1 = 0 2 = 0 3 = 5 4 = 17 (Mean – 3.77)

19. Ability to administer and interpret assessments.
1 = 0 2 = 0 3 = 8 4 = 14 (Mean – 3.63)

20. Ability to diagnose clients and conceptualize cases.
1 = 0 2 = 0 3 = 6 4 = 16 (Mean – 3.72)

21. Ability to perform community needs assessments, program evaluation, and quality assurance.
1 = 0 2 = 0 3 = 7 4 = 15 (Mean – 3.68)

22. Ability to use technological resources in planning, providing, evaluating, and documenting services.
1 = 0 2 = 1 3 = 4 4 = 17 (Mean – 3.72)

23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.
1 = 0 2 = 0 3 = 1 4 = 21 (Mean – 3.95)

24. Admission Interview	1 = 0	2 = 0	3 = 3	4 = 19	(Mean – 3.86)
25. Orientation to Program	1 = 0	2 = 1	3 = 5	4 = 16	(Mean – 3.68)
26. Academic Advising Program	1 = 0	2 = 0	3 = 4	4 = 18	(Mean – 3.81)
27. Practicum & Internship Selection	1 = 0	2 = 1	3 = 2	4 = 19	(Mean – 3.81)
28. Job Assistance	1 = 1	2 = 3	3 = 4	4 = 14	(Mean – 3.40)

Comments:

1. Excellent program! I feel proud to have been a part of this program.
2. I have been nothing but impressed by the knowledge, professionalism, and humility of the professors in this program. I have learned so much and had a lot of fun. Thank you so much for the classes and experience.
3. There needs to be clearer understanding and information about licensure processes. There needs to be a higher level of assistance in locating sites and potential employment.
4. I can't say enough positive things about the program here. I feel prepared (extremely) to enter the field.
5. Enjoyed program. Felt that I didn't receive as much training on evaluating programs. Also felt that full time professors were awesome and cared that we succeeded. However, felt adjunct professors didn't care as much.
6. Excellent program. Studies were never stressful. Professors were knowledgeable, understanding and challenging. Books were easy, insightful reads. Enjoyed the entire experience.
7. I have really enjoyed my time here and all of the faculty!

Conclusions:

Current Community Counseling students were generally favorable about what they had learned and the Program. Many of these students came through the Program at a time when adjunct faculty members had been employed to teach courses for regular faculty who were on release time. Some students were expecting additional assistance in finding a practicum/internship site and/or job. The lowest mean scores were on item #7 “Knowledge of research and evaluation practices” with a mean of 3.50, item #8 “Knowledge of available technology” with a mean of 3.50 and item #28 “Job Assistance” with a mean of 3.40.

Counselor Education Program Evaluation
Current Community Counseling Majors
University of North Alabama
CHD 689 Summer 2009, Fall 2009, and Spring 2010

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

(13 community counseling students responded to evaluation)

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

1 = 0 2 = 0 3 = 2 4 = 11 (Mean – 3.84)

2. Knowledge of human development across the life span.

1 = 0 2 = 1 3 = 6 4 = 6 (Mean – 3.84)

3. Knowledge of career development across the life span.

1 = 0 2 = 1 3 = 5 4 = 7 (Mean – 3.46)

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

1 = 0 2 = 0 3 = 7 4 = 6 (Mean – 3.46)

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

1 = 0 2 = 0 3 = 6 4 = 7 (Mean – 3.53)

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

1 = 0 2 = 1 3 = 8 4 = 4 (Mean – 3.23)

7. Knowledge of research and evaluation practices.

1 = 0 2 = 2 3 = 6 4 = 5 (Mean – 3.07)

8. Knowledge of available technology.

1 = 0 2 = 1 3 = 8 4 = 3 (Mean – 3.16)

(Only (12) answered)

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

1 = 0 2 = 1 3 = 5 4 = 7 (Mean – 3.46)

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 = 5 4 = 7 (Mean – 3.58)

(Only (12) answered)

11. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 2 4 = 11 (Mean – 3.84)

12. Ability to provide group counseling.

1 = 0 2 = 0 3 = 4 4 = 9 (Mean – 3.69)

13. Ability to provide family counseling.

1 = 0 2 = 1 3 = 5 4 = 6 (Mean – 3.41)

(Only (12) answered)

14. Ability to provide consultation.

1 = 0 2 = 1 3 = 6 4 = 6 (Mean – 3.38)

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

1 = 0 2 = 1 3 = 6 4 = 6 (Mean – 3.38)

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

1 = 0 2 = 2 3 = 5 4 = 5 (Mean – 3.25)

(Only (12) answered)

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

1 = 0 2 = 0 3 = 5 4 = 7 (Mean – 3.58)

(Only (12) answered)

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

1 = 0 2 = 1 3 = 6 4 = 6 (Mean – 3.38)

19. Ability to administer and interpret assessments.

1 = 0 2 = 3 3 = 4 4 = 6 (Mean – 3.23)

20. Ability to diagnose clients and conceptualize cases.

1 = 0 2 = 0 3 = 7 4 = 6 (Mean – 3.46)

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

1 = 0 2 = 0 3 = 5 4 = 8 (Mean – 3.61)

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

1 = 0 2 = 0 3 = 9 4 = 4 (Mean – 3.30)

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

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

24. Admission Interview

1 = 0 2 = 0 3 = 6 4 = 7 (Mean – 3.53)

25. Orientation to Program

1 = 0 2 = 1 3 = 5 4 = 7 (Mean – 3.46)

26. Academic Advising Program

1 = 0 2 = 0 3 = 3 4 = 10 (Mean – 3.76)

27. Practicum & Internship Selection

1 = 0 2 = 0 3 = 3 4 = 10 (Mean – 3.76)

28. Job Assistance

1 = 0 2 = 2 3 = 5 4 = 6 (Mean – 3.15)

Comments:

1. This is an excellent program. I feel prepared to go into the work place.
2. Need more classes. I think longer program will help improve preparation.

Attachment 2 - Community

Counselor Education Program Evaluation
Employers of Recent Community Counseling Graduates
University of North Alabama
Summer 2007 Graduates

*Four (4) out of seven (7) graduates responded with employer information.
(Four (4) out of four (4) employers responding)*

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

	Poor 1	2	3	Excellent 4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community counselors.	0	0	1	3	3.75
2. Knowledge of human development across the life span.	0	0	1	3	3.75
3. Knowledge of career development across the life span.	0	0	2	2	3.50
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	1	3	3.75
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	0	4	4.0
6. Knowledge of assessment principles, instruments, and interview practices.	0	0	2	2	3.5
7. Knowledge of research and evaluation practices.	0	0	1	3	3.75
8. Knowledge of available technology.	0	0	2	2	3.5
9. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	0	1	3	3.75
10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs.	0	0	1	3	3.75
11. Ability to provide individual counseling.	0	0	1	3	3.75
12. Ability to provide group counseling.	0	0	1	3	3.75
13. Ability to provide family counseling.	0	0	1	3	3.75
14. Ability to provide consultation.	0	0	1	3	3.75
15. Ability to intervene/respond appropriately in crisis/emergency situations.	0	1	0	3	3.5
16. Ability to develop treatment plans and properly document services. * (based on three (3); one did not check)	0	0	1	2	*3.66
17. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	0	0	4	4.0

18. Ability to advocate for equity in other community-based services.	0	0	1	3	3.75
19. Ability to administer and interpret assessments.	0	0	0	4	4.0
20. Ability to diagnose clients and conceptualize cases.	0	0	2	2	3.5
21. Ability to perform community needs assessments, program evaluation, quality assurance.	0	0	2	2	3.5
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	2	2	3.5
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	1	0	3	3.5

Comments:

1. The graduate has a solid foundation to begin her counseling practice.
2. My knowledge is very limited to the employee I work with – but my belief that the program is strong is based on several sources.

Conclusions:

Seven (7) Community Counseling majors graduated at the end of Summer 2007. Of these graduates, four (4) provided contact information for their current employer. Four (4) out of these four (4) employers responded to the survey. (Employer survey results for Spring and Fall 2007 Community graduates is not available at this time.) The employers of Summer 2007 Community graduates were generally favorable about the knowledge and abilities of the graduates. However, the employers identified some areas of relative weakness. These were item #3 "Knowledge of career development across the life span" with a mean of 3.5, item #6 "Knowledge of assessment principles, instruments, and interview practices" with a mean of 3.5, Item #8 "Knowledge of available technology" with a mean of 3.5, item #15 "Ability to intervene/respond appropriately in crisis/emergency situations" with a mean of 3.5, item #20 "Ability to diagnose clients and conceptualize cases" with a mean of 3.5, item #21 "Ability to perform community needs assessment, program evaluation, quality assurance" with a mean of 3.5, item #22 "Ability to use technological resources in planning, providing, evaluating, and documenting services" with a mean of 3.5 and item #23 "Ability to engage in personal and professional self-reflection to enhance one's development as a counselor" with a mean of 3.5.

Attachment 3 - Community

Counselor Education Program Evaluation
Survey of the Site Supervisors of Community Counseling Interns
University of North Alabama
Summer 2008, Fall 2008 and Spring 2009

(Eighteen (18) out of Thirty-six (36) supervisors responding)

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

	Poor 1	2	3	Excellent 4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community counselors.	0	0	6	12	3.66
2. Knowledge of human development across the life span.	0	0	14	4	3.22
3. Knowledge of career development across the life span.	0	3	11	4	3.05
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	10	7	3.41
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	1	6	9	3.50
6. Knowledge of assessment principles, instruments, and interview practices.	0	0	12	6	3.33
7. Knowledge of research and evaluation practices.	0	3	8	7	3.22
8. Knowledge of available technology.	0	0	10	8	3.44
9. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	1	5	12	3.61
10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs. (one not answered)	0	3	5	9	3.35
11. Ability to provide individual counseling.	0	0	9	8	3.47
12. Ability to provide group counseling.	0	0	9	9	3.44
13. Ability to provide family counseling.	0	1	8	8	3.41
14. Ability to provide consultation.	0	1	8	8	3.41
15. Ability to intervene/respond appropriately in crisis/emergency situations. (one not answered)	0	2	7	8	3.35
16. Ability to develop treatment plans and properly document services. (one not answered)	0	2	8	6	3.25
17. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	1	6	11	3.55

18. Ability to advocate for equity in other community-based services. (one not answered)	0	3	6	8	3.29
19. Ability to administer and interpret assessments. (one not answered)	0	2	10	5	3.17
20. Ability to diagnose clients and conceptualize cases. (one not answered)	0	2	6	8	3.37
21. Ability to perform community needs assessments, program evaluation, and quality assurance. (one not answered)	0	4	7	6	3.11
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	1	10	7	3.33
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	9	9	3.50

Comments:

1. I think the UNA Counseling Department has been very helpful with helping students learn the needed tools to become successful counselors.
2. I always get well-prepared interns.
3. Some difficulty applying DSM-IV Diagnostic Criteria (need more exposure to); limited application of needs assessment and linkage to community resources ("How-To" missing); limited knowledge of community resources.
4. The one weakness that I have seen with the education the intern is receiving would be lack of courses being offered regarding assessment tools.
5. Excellent program!

Conclusions:

The Site Supervisors for Community Counseling interns identified item #3 "Knowledge of career development across the life span" with a mean of 3.05, item #21 "Ability to perform community needs assessment, program evaluation, and quality assurance" with a mean of 3.11, item #19 "Ability to administer and interpret assessments" with a mean of 3.17, item #2 "Knowledge of human development across the life span" with a mean of 3.22, and item #7 "Knowledge of research and evaluation practices" as areas of relative weakness for the Community Counseling interns.

Counselor Education Program Evaluation
Survey of the Site Supervisors of Community Counseling Interns
University of North Alabama
Fall 2009, Spring 2010

(Four (4) supervisors responding)

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

	Poor 1	2	3	Excellent 4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of community counselors.		2	2	2	3.5
2. Knowledge of human development across the life span.		2	2	2	3.5
3. Knowledge of career development across the life span.		2	2	2	3.5
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.		2	2	2	3.5
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.		2	2	2	3.5
6. Knowledge of assessment principles, instruments, and interview practices.		3	1	1	3.25
7. Knowledge of research and evaluation practices.		4	0	0	3.0
8. Knowledge of available technology.		4	0	0	3.0
9. Ability to document and provide direct services and referrals in an ethical, professional manner.		3	1	1	3.25
10. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs. (one not answered)		2	2	2	3.5
11. Ability to provide individual counseling.		1	2	2	3.75
12. Ability to provide group counseling.		2	2	2	3.5
13. Ability to provide family counseling.		2	2	2	3.5
14. Ability to provide consultation.		2	1	1	3.5
15. Ability to intervene/respond appropriately in crisis/emergency situations. (one not answered)		3	1	1	3.25
16. Ability to develop treatment plans and properly document services. (one not answered)		3	2	2	3.25
17. Ability to provide age-appropriate, culturally sensitive services to all clients.		2	2	2	3.5
18. Ability to advocate for equity in other community-based services. (one not answered)		2	1	1	3.5
19. Ability to administer and interpret assessments. (one not answered)		3	1	1	3.25

20. Ability to diagnose clients and conceptualize cases. (one not answered)			3	1	3.25
21. Ability to perform community needs assessments, program evaluation, and quality assurance. (one not answered)			3	1	3.25
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.			3	1	3.25
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.			3	1	3.25

Comments: I am a product of the UNA Counselor Program and I think the professors do an excellent job in preparing students for their careers. I wish more students take advantage of the knowledge and opportunities for professional growth that they are provided.

Conclusions: The site supervisors for Community Counseling interns identified item #7 “Knowledge of research and evaluation practices” with a mean of 3.0 and item #8 “Knowledge of available technology” with a mean of 3.0 as areas of relative weakness.

Attachment 4 - Community

**Counselor Education Program Evaluation
Recent Community Counseling Graduates
University of North Alabama
Summer 2007 and Fall 2007 Graduates**

(Six (6) out of Twelve (12) graduates responded to evaluation)

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

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

1 = 0 2 = 0 3 = 0 4 = 6 (Mean – 4.00)

2. Knowledge of human development across the life span.

1 = 0 2 = 0 3 = 4 4 = 2 (Mean – 3.33)

3. Knowledge of career development across the life span.

1 = 0 2 = 0 3 = 3 4 = 3 (Mean – 3.50)

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

1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

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

1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

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

1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

7. Knowledge of research and evaluation practices.

1 = 0 2 = 0 3 = 3 4 = 3 (Mean – 3.50)

8. Knowledge of available technology.

1 = 0 2 = 1 3 = 4 4 = 1 (Mean – 3.00)

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

1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

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

1 = 0 2 = 1 3 = 3 4 = 2 (Mean – 3.16)

11. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

12. Ability to provide group counseling.

1 = 0 2 = 0 3 = 0 4 = 6 (Mean – 4.00)

13. Ability to provide family counseling.

1 = 0 2 = 1 3 = 3 4 = 2 (Mean – 3.16)

14. Ability to provide consultation.

1 = 0 2 = 0 3 = 5 4 = 1 (Mean – 3.16)

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

1 = 0 2 = 0 3 = 0 4 = 5 (Mean – 4.00)

*One did not answer

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

1 = 0 2 = 0 3 = 3 4 = 3 (Mean – 3.50)

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

1 = 0 2 = 0 3 = 2 4 = 4 (Mean – 3.66)

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

1 = 0 2 = 1 3 = 4 4 = 1 (Mean – 3.00)

19. Ability to administer and interpret assessments.

1 = 0 2 = 0 3 = 5 4 = 1 (Mean – 3.16)

20. Ability to diagnose clients and conceptualize cases.

1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

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

1 = 0 2 = 1 3 = 3 4 = 2 (Mean – 3.16)

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

1 = 0 2 = 2 3 = 3 4 = 1 (Mean – 2.83)

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 = 6 (Mean – 4.00)

24. Admission Interview

1 = 0 2 = 0 3 = 2 4 = 4 (Mean – 3.66)

25. Orientation to Program

1 = 0 2 = 0 3 = 2 4 = 4 (Mean – 3.66)

26. Academic Advising Program

1 = 0 2 = 0 3 = 0 4 = 6 (Mean – 4.00)

27. Practicum & Internship Selection

1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

28. Job Assistance

1 = 0 2 = 1 3 = 2 4 = 2 (Mean – 3.20)

*One did not answer

Comments:

1. It was an honor to attend UNA and graduate from the Counselor Education Department. Much growth was achieved academically and professionally. Members of the faculty shared their intelligence, insight and expertise to all the students. They sincerely cared for us individually and were always available if needed. It was wonderful to be stretched in my counseling ability. I will always be grateful for their encouragement.
2. I feel as though the counseling program in general equipped me with needed tools to be a professional counselor. I learned so much while in the program. A lot of the knowledge I gained can be applied in many areas of my life. The counseling faculty is excellent teachers and mentors. Each one of them was always willing to go above and beyond to help the students. However, I do wish that the program offered more specialized training in the areas of substance abuse and child abuse. Overall, I am very happy with the education I received from the UNA Counselor Education Department. Keep up the GREAT WORK!! THANK YOU!!!
3. All the teachers/instructors/professors are very knowledgeable and caring. The program was a wonderful, irreplaceable experience. Thanks to all.
4. I wish more could be done to assist graduates in finding jobs.
5. More focus on strategies for various diagnoses would be very helpful. More of a focus on practical techniques/strategies/therapeutic activities would ease the transition into being a practicing counselor.

Conclusions:

The Community Counseling recent graduates were generally favorable about the Program. However, the graduates identified several possible areas of relative weakness. These were item #22 "Ability to use technological resources in planning, providing, evaluating and documenting services" with a mean of 2.83, item #8 "Knowledge of available technology" with a mean of 3.0, item #18 "Ability to advocate for equity in other community-based services" with a mean of 3.0, item #10 "Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to community needs" with a mean of 3.16, item #13 "Ability to provide family counseling" with a mean of 3.16, item #14 "Ability to provide consultation" with a mean of 3.16, item #19 "Ability to administer and interpret assessments" with a mean of 3.16, and item #21 "Ability to perform community needs assessments, program evaluation, and quality assurance" with a mean of 3.16.

**University of North Alabama
Counselor Education Program Evaluation
Recent Community Counseling Graduates
Summer 2008, Fall 2008, Spring 2009**

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

(Six (6) students responded to evaluation)

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

1 = 0 2 = 0 3 = 2 4 = 4 (Mean – 3.66)

2. Knowledge of human development across the life span.

1 = 0 2 = 0 3 = 3 4 = 3 (Mean – 3.50)

3. Knowledge of career development across the life span.

1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

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

1 = 0 2 = 0 3 = 2 4 = 4 (Mean – 3.66)

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

1 = 0 2 = 1 3 = 1 4 = 4 (Mean – 3.50)

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

1 = 0 2 = 1 3 = 1 4 = 4 (Mean – 3.50)

7. Knowledge of research and evaluation practices.

1 = 0 2 = 0 3 = 4 4 = 2 (Mean – 3.33)

8. Knowledge of available technology.

1 = 0 2 = 1 3 = 4 4 = 1 (Mean – 3.0)

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

1 = 1 2 = 0 3 = 1 4 = 4 (Mean – 3.33)

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

1 = 0 2 = 1 3 = 1 4 = 4 (Mean – 3.50)

11. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 0	4 = 6	(Mean – 4.0)
12. Ability to provide group counseling.	1 = 0	2 = 0	3 = 0	4 = 6	(Mean – 4.0)
13. Ability to provide family counseling.	1 = 0	2 = 1	3 = 1	4 = 3	(Mean – 3.50)
	(Only five responded)				
14. Ability to provide consultation.	1 = 0	2 = 0	3 = 1	4 = 5	(Mean – 3.83)
15. Ability to intervene/respond appropriately in crisis/emergency situations.	1 = 0	2 = 0	3 = 0	4 = 6	(Mean – 4.0)
16. Ability to develop treatment plans and properly document services.	1 = 1	2 = 0	3 = 2	4 = 3	(Mean – 3.16)
17. Ability to provide age-appropriate, culturally sensitive services to all clients.	1 = 0	2 = 0	3 = 1	4 = 5	(Mean – 3.83)
18. Ability to advocate for equity in other community-based services.	1 = 0	2 = 1	3 = 1	4 = 4	(Mean – 3.50)
19. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 2	4 = 4	(Mean – 3.66)
20. Ability to diagnose clients and conceptualize cases.	1 = 0	2 = 0	3 = 1	4 = 5	(Mean – 3.83)
21. Ability to perform community needs assessments, program evaluation, and quality assurance.	1 = 0	2 = 1	3 = 3	4 = 2	(Mean – 3.16)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 1	3 = 4	4 = 1	(Mean – 3.0)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 0	4 = 6	(Mean – 4.0)

24. Admission Interview
1 = 0 2 = 0 3 = 0 4 = 6 (Mean – 4.0)

25. Orientation to Program
1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

26. Academic Advising Program
1 = 0 2 = 0 3 = 0 4 = 6 (Mean – 4.0)

27. Practicum & Internship Selection
1 = 0 2 = 0 3 = 1 4 = 5 (Mean – 3.83)

28. Job Assistance
1 = 0 2 = 1 3 = 1 4 = 4 (Mean – 3.50)

Comments:

- 1) I thoroughly enjoyed being in this program at UNA and have personally recommended it to others interested. Thank you.
- 2) I believe UNA has an excellent Counselor Education Program and that being a graduate of this program makes me more competitive in the local job market.
- 3) I found the curriculum, faculty and focus on relating my professional experiences with those of my peers, excellent opportunities for growth in my career. I would like to have had, in order of importance: 1.) more opportunities/experiences to connect directly w/ community programs and professionals, 2.) more assignment and evaluation for documentation practices, treatment planning, etc. and 3.) more direction and assistance with career development and knowledge of paths available for using my degree. In all, I found your program to be a great experience, with caring faculty and peers at a great financial value.
- 4) Very pleased the program received CACREP accreditation. The program made progress when 4th faculty member joined and adjuncts were no longer required. I have been working in the field now for almost 11 months. More than the perception of the preparation I received, I know based on my actual work, feedback, evaluations... that I was well prepared for my responsibilities as a counselor. Thanks all!

Conclusions: The Recent Community College Graduates identified item #8 “Knowledge of available technology” and item #22 “Ability to use technological resources in planning, providing evaluating and documenting services” to be areas of relative weakness.

Attachment 5 - Community

Spring 2010

1. Students would like more advice and structure as they prepare to take a counseling comprehensive exam (CPCE or PRAXIS II). It would be helpful for the UNA library system to have multiple copies of important study materials that have been ordered by the Counselor Education Department. A more extensive reserve file in the LRC of study materials for the CPCE and NCE would be helpful. Students are having difficulty with the high level analysis and synthesis questions on the CPCE. Also, one student reported that she noticed questions relating to substance abuse and addictions on the CPCE.
2. Students would like more instruction and experience with writing case notes including information about general rules to follow and useful terminology. Maybe students who are already employed at sites that use various developed systems for case notes could provide information and samples of these systems in a CHD course.
3. Students would like additional instruction in regard to addictions and expressed support for the new CHD 625 Addictions Counseling course that will be offered effective summer 2011.
4. Students reported that they would like additional instruction and practice regarding various advanced counseling techniques.

Fall 2009

1. CHD 661 Family Counseling was a definite help with content on the CPCE
2. Offer an Advanced Theories course or do Theories 1 and Theories 2 courses
3. Review LPC, NCC processes in CHD 678 Practicum
4. Offer an elective in Human Sexuality

Summer 2009

1. One student suggested that a useful assignment in some course would be to have students interview practicing counselors who work in a variety of work settings (maybe CHD 600).
2. One school counseling student expressed the desire to learn about course scheduling procedures in secondary school settings.
3. Two students said that they thought it would be helpful to future interns to have a pre-internship meeting much like the pre-practicum meeting.
4. One student said that it would be useful for students to learn about community referral resources during practicum instead of waiting to study this during internship.
5. One student expressed a preference for separating the school and community students during practicum and internship, but other students said that they learned from and enjoyed being with practicum students and interns from the other major.
6. Several students said that they learned from and enjoyed the use of role plays in classes.

7. One student commented that (if possible) watching other students on a tape as they worked with clients was a good learning experience.
8. A couple of students expressed a desire to have additional instruction on and experience with treatment planning.
9. The students expressed an interest in courses that dealt with the topics of addiction, crisis counseling and grief counseling.

Spring 2009

1. Students were very proud of the department for pursuing CACREP accreditation.
2. Students shared that activities such as role plays and video tapes had been very meaningful to them.
3. Students praised the faculty, stating that every faculty member goes above and beyond student expectations.
4. Several mentioned that their practicum experience had been especially meaningful and that the supervision times were very helpful.
5. Some of the students expressed a desire to go over more of the details of the syllabus regarding the requirements of practicum during the pre-practicum meeting.
6. Students indicated that their experiences in classes taught by full time faculty were stronger than those in classes taught by those who were adjunct.
7. Some students reported struggling with the consultation model in CHD 689.
8. Students felt that counseling classes, due to the nature of the material, should be taken in class (as opposed to on-line versions) with live interaction with faculty and other students.
9. One student stated, "I've worked with people who've gotten their degrees in counseling from all over the country. All have been blown away by the expectations of each UNA class (I've had). This speaks very highly of the faculty and the (teaching) going on in the classroom. We would compare assignments from our classes.
10. Another comment was that the program has continuity regardless of who the teacher is; the standards are the same.
11. One student commented that people who graduated a few years ago from the UNA program sense that there is more rigor to the program now.
12. One student felt that an addictions or substance abuse course should be required for all students.
13. Some students mentioned that after they graduate, they would like to be able to take additional coursework to assist in the licensure requirements. They mentioned that they would rather be able to take those courses at UNA than go to/pay UAB, Alabama, etc. Therefore, having additional electives would be beneficial to them after graduation.
14. Another student stated that since he/she had joined ASCA, he/she had received "so much good information; nuggets of information."
15. Students concurred that the UNA Counselor Education program was an excellent program.

December 2008

1. Students preferred the hybrid course idea over courses that are completely on-line. Students would rather take hybrid or on-line courses from full-time faculty who are available regularly in their offices than from adjunct faculty.
2. Students really like the use of videos demonstrating counseling techniques.
3. Students would like to have more help with practicum, internship and job placement.
4. Several weeks before comps students would like faculty to meet with students who plan to take comps at upcoming administration to discuss helpful study materials and topics.
5. Students suggested that sending students a list of upcoming test dates and how to register, as well as how to apply for graduation would be helpful.

Conclusions:

During the focus group each semester students feel free to brainstorm and usually offer a variety of ideas and suggestions. All suggestions made during Focus Groups are considered by the faculty, but those ideas that are made repeatedly receive extra attention from the faculty. Themes that were repeated by students in the focus groups during 2008-2009 indicated a desire for the Counselor Education Program to expand. In general, students would like for the department to offer more elective courses, use technology more extensively and experiment with a variety of class meeting times. The suggestions made during the focus groups included offer elective courses on the topics of addiction, advanced counseling techniques and counselor supervision. The department should consider offering hybrid courses that are partially face-to-face in class and partially on-line, and look for scheduling options that will minimize the number of trips to campus.

Program Assessment

- 7. Name of Program:** School Counseling
- 8. Coordinator of Program:** Karen Moore Townsend
- 9. Mission Statement of Program:**

The University, College, and Department are committed to recruiting, retaining, and graduating a diverse student population. Graduate students in the Department of Counselor Education are representative of students and clientele served by schools and agencies in Northwest Alabama, Northeast Mississippi, and South Tennessee.

For the School Counseling program, the faculty is dedicated to the development of 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 faculty believes that this systematic process leads to a synergistic effect in which quantitative improvements in knowledge and skills interact to create qualitative growth in both areas. The ultimate goal of this mission is to inspire students to embrace a life-long pursuit of personal and professional growth in their identities as professional counselors.

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 and adheres to 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.

10.2 Student Learning Outcomes of the program

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. (Professional Orientation and Ethics)
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. (Human Growth and Career Development)

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. (Helping Relationships)
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. (Social and Cultural Foundations)
5. Develop knowledge of testing principles and practices in order to provide and document responsible test administration and interpretation. (Assessment)
6. Develop theoretical and applied knowledge of research and evaluation practices in order to perform comprehensive program evaluation. (Research)
7. Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and managing a comprehensive school counseling program. (Technology)

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

**School Counseling
Headcount Students**

Date	School Counseling
1/19/2011	9
11/18/2010	8
1/13/2010	3
12/10/2009	5
8/7/2009	6
6/16/2009	6
1/21/2009	10
11/2/2008	11
6/18/2008	14
5/29/2007	22
10/25/2006	20
6/1/2005	19
1/1/2005	21
6/1/2004	27
3/17/2004	34

School Counseling Degrees Conferred

SEMESTER	SCHOOL COUNSELING
Spring 2010	1
Fall 2009	3
Summer 2009	0
Spring 2009	3
Fall 2008	1
Summer 2008	2
Spring 2008	4
Fall 2007	0
Summer 2007	2
Spring 2007	3
Fall 2006	2
Summer 2006	5
Spring 2006	4
Fall 2005	3
Summer 2005	2

The primary factors impacting student headcount enrollment and graduation numbers are the recent economic recession, competition with an online School Counseling Program consisting of only 33 semester hours at another institution in the state, and the reactivation of the UNA School Counseling Track 2 CACREP Approach. After five years of decline in the number of School Counseling majors, the number of School Counseling majors began to increase during the 2010-2011 academic year. This increase is due to the Track 2 CACREP Approach that allows students who are not teachers to enter the School Counseling major. Please see the Enrollment section of the Departmental Assessment for additional data on program growth.

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

Library resources have been adequate to provide the department, faculty, and students with access to information in the field. The department receives an annual allocation for the purchase of library holdings, including print materials, audio materials and video materials. Please see table below for Library budget allocation to the Department of Counselor Education.

Year	Allocation
2010/2011	3,114
2009/2010	3,259
2008/2009	3,140
2007/2008	3,615
2006/2007	3,279
2005/2006	2,958

10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy. (Not applicable.)

11. Program Evaluation Including Appropriate Documentation

The Department of Counselor Education uses the Praxis II School Guidance and Counseling Examination as the counseling comprehensive examination for the School Counseling major. Table 1 provides UNA total score results and national norms for this examination.

TABLE 1
PRAXIS SERIES
School Guidance and Counseling Examination
Total Scores

Inclusive Dates	UNA Results					National Results				
	Number Tested	Median	Highest Observed Score	Lowest Observed Score	Average Performance Range	Number Tested	Median	Highest Observed Score	Lowest Observed Score	Average Performance Range
09/01/2008-08/31/2009	6	645	750	610	630-680	4,184	660	800	250	610-700
09/01/2007-08/31/2008	9	690	710	520	650-700	3,947	660	780	330	610-700
09/01/2006-08/31/2007	13	690	720	590	650-690	3,888	660	790	270	610-690
09/01/2005-08/31/2006	5	620	700	570	580-670	4,308	650	800	350	600-690

Note: No data is available for 2009-2010.

Summary of Results: UNA School Counseling graduates are performing at a level on the Praxis II School Guidance and Counseling Examination that is consistent with national results. All UNA School Counseling students have achieved a score on their first attempt that meets the state requirement for School Counselor certification.

Student Learning Outcomes

Professional Orientation and Ethics Outcome

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.

Direct Assessments of Student Outcome

TABLE 2
PRAXIS SERIES
School Guidance and Counseling Examination
Test Category: Professional Issues

Average Percent Correct

Inclusive Dates	UNA Results	Alabama Results	National Results
09/01/2008-08/31/2009	76%	73%	76%
09/01/2007-08/31/2008	76%	74%	77%
09/01/2006-08/31/2007	80%	74%	79%
09/01/2005-08/31/2006	75%	69%	73%

Professional Issues include the following:

- Legal and ethical considerations that govern counseling functions
- Resources and activities that enhance the counselor's own professional development

Note: No data was available for 2009-2010

Indirect Assessments of Student Outcomes

Current School Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of School Counseling Graduates administered to employers one year after student graduation (See Attachment 2). The small number of School Counseling graduates during 2009 lead to a small number of employers completing the survey.

Recent School Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 3). Very few School Counseling majors were enrolled in the program at this time. Therefore, few surveys were completed.

Site Supervisors of School Counseling Interns administered every semester to current Site Supervisors. (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Summary of Results: UNA students are achieving scores that compare favorably to Alabama and national results on the Professional Issues Test Category of the Praxis II School Guidance and Counseling Examination. Survey results did not identify a weakness in this area.

Program Improvements: No action needed based upon Praxis and survey results. However, the School Counseling Program continues to update and expand the content of the related course, CHD 642 Professional Identity and Ethics for School Counselors.

Human Growth and Career Development Outcome

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.

Direct Assessments of Student Outcomes

TABLE 3
PRAXIS SERIES
School Guidance and Counseling Examination
Test Category: Consulting

Average Percent Correct

Inclusive Dates	UNA Results	Alabama Results	National Results
09/01/2008- 08/31/2009	80%	75%	78%
09/01/2007- 08/31/2008	82%	74%	78%
09/01/2006- 08/31/2007	84%	74%	77%
09/01/2005- 08/31/2006	74%	70%	74%

Consulting Issues include the following:

- Indirect services to students: consultation with school staff, families, and community agencies on such matters as interpersonal relations, human development, the curriculum, and the school climate

Note: No data was available for 2009-2010.

Indirect Assessments of Student Outcomes

Current School Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of School Counseling Graduates administered to employers one year after student graduation (See Attachment 2). The small number of School Counseling graduates during 2009 lead to a small number of employers completing the survey.

Recent School Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 3). Very few School Counseling majors were enrolled in the program at this time. Therefore, few surveys were completed.

Site Supervisors of School Counseling Interns administered every semester to current Site Supervisors. (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Summary of Results: UNA students are achieving scores that compare favorably to Alabama and national results on the Consulting Test Category of the Praxis II School Guidance and Counseling Examination. However, on the Current School Counseling Majors Survey (Attachment 1) students express concern about their ability to provide consultation.

Program Improvements: Praxis results do not identify any needs in this area, but current students have requested additional emphasis on consultation knowledge and skills. This request is being addressed in two related courses, CHD 641 Development and Management of School Counseling Programs and in CHD 642 Professional Identity and Ethics for School Counselors.

Helping Relationships Outcome

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.

Direct Assessments of Student Outcomes

TABLE 4
PRAXIS SERIES
School Guidance and Counseling Examination
Test Category: Taped Portion

Average Percent Correct			
Inclusive Dates	UNA Results	Alabama Results	National Results
09/01/2008-08/31/2009	84%	74%	79%
09/01/2007-08/31/2008	80%	75%	79%
09/01/2006-08/31/2007	83%	75%	78%
09/01/2005-08/31/2006	70%	67%	71%

Taped portion includes the following:

- Audio-taped, verbal statements by clients and counselors. The examinee is able to hear not only the words of the client and counselor, but also the affect and intonation of the statements.

Note: No data available for 2009-2010.

Indirect Assessments of Student Outcomes

Current School Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of School Counseling Graduates administered to employers one year after student graduation (See Attachment 2). The small number of School Counseling graduates during 2009 lead to a small number of employers completing the survey.

Recent School Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 3). Very few School Counseling majors were enrolled in the program at this time. Therefore, few surveys were completed.

Site Supervisors of School Counseling Interns administered every semester to current Site Supervisors. (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Summary of Results: UNA students are achieving scores that compare favorably to Alabama and national results on the Taped Portion of the Praxis II School Guidance and Counseling Examination. Also, survey results are positive on this student outcome.

Program Improvement: No action needed at this time based upon Praxis and survey results.

Social and Cultural Foundations Outcome

Description: 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.

Direct Assessments of Student Outcome

TABLE 5
PRAXIS SERIES
School Guidance and Counseling Examination
Test Category: Counseling and Guidance

Average Percent Correct

Inclusive Dates	UNA Results	Alabama Results	National Results
09/01/2008-08/31/2009	75%	67%	72%
09/01/2007-08/31/2008	74%	69%	73%
09/01/2006-08/31/2007	80%	71%	76%
09/01/2005-08/31/2006	67%	66%	71%

Counseling and Guidance includes the following:

- Communication: dyadic counseling, small group counseling, classroom guidance
- Special populations
- Appraisal

Note: No data is available for 2009-2010.

Indirect Assessments of Student Outcomes

Current School Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of School Counseling Graduates administered to employers one year after student graduation (See Attachment 2). The small number of School Counseling graduates during 2009 lead to a small number of employers completing the survey.

Recent School Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 3). Very few School Counseling majors were enrolled in the program at this time. Therefore, few surveys were completed.

Site Supervisors of School Counseling Interns administered every semester to current Site Supervisors. (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Summary of Results: UNA students are achieving scores that compare favorably to Alabama and National results on the Counseling and Guidance Test Category of the Praxis II School Guidance and Counseling Examination. Survey results are positive on this student outcome.

Program Improvements: No action needed at this time based upon Praxis and survey results.

Appraisal Outcome

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

Direct Assessments of Student Outcome

TABLE 6
PRAXIS SERIES
School Guidance and Counseling Examination
Test Category: Coordinating

Average Percent Correct

Inclusive Dates	UNA Results	Alabama Results	National Results
09/01/2008-08/31/2009	74%	69%	72%
09/01/2007-08/31/2008	76%	71%	73%
09/01/2006-08/31/2007	80%	77%	79%
09/01/2005-08/31/2006	69%	65%	70%

Coordinating includes the following:

- Management and organization
- Information acquisition and dissemination
- Program evaluation

Note: No data is available for 2009-2010.

Indirect Assessments of Student Outcomes

Current School Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of School Counseling Graduates administered to employers one year after student graduation (See Attachment 2). The small number of School Counseling graduates during 2009 lead to a small number of employers completing the survey.

Recent School Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 3). Very few School Counseling majors were enrolled in the program at this time. Therefore, few surveys were completed.

Site Supervisors of School Counseling Interns administered every semester to current Site Supervisors. (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Summary of Results: UNA students are achieving scores that compare favorably to Alabama and national results on the Coordinating Test Category of the Praxis II School Guidance and Counseling Examination. However, on the Current School Counseling Majors survey (Attachment 1) students expressed concern about their ability to administer and interpret assessments. Also, on the survey completed by Internship Site Supervisors (Attachment 4) concern was expressed about the ability of interns to administer and interpret assessments and about intern knowledge of assessment principles, instruments and interview practices. During the Focus Group with interns (Attachment 5) students expressed support for the department's decision to merge the courses CHD 621 Fundamentals of Appraisal and CHD 622 Personality Appraisal. This merger gives School Counseling majors more instruction and practice in the administration and interpretation of appraisal/assessment instruments. CHD 622 Personality Appraisal was not a required course for School Counseling majors.

Program Improvements: The department has taken action to strengthen appraisal/assessment knowledge and skills by adding information and exercises from the personality appraisal course to the required CHD 621 Fundamentals of Appraisal course.

Research Outcome

Description: 6. Develop theoretical and applied knowledge of research and evaluation practices in order to perform comprehensive program evaluation.

Direct Assessments of Student Outcomes

TABLE 7
PRAXIS SERIES
School Guidance and Counseling Examination
Test Category: Counseling and Guidance

Average Percent Correct

Inclusive Dates	UNA Results	Alabama Results	National Results
09/01/2008-08/31/2009	75%	67%	72%
09/01/2007-08/31/2008	74%	69%	73%
09/01/2006-08/31/2007	80%	71%	76%
09/01/2005-08/31/2006	67%	66%	71%

Counseling and Guidance includes the following:

- Communication: dyadic counseling, small group counseling, classroom guidance
- Special populations
- Appraisal
- Transition processes

Note: No data is available for 2009-2010.

Indirect Assessments of Student Outcomes

Current School Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of School Counseling Graduates administered to employers one year after student graduation (See Attachment 2). The small number of School Counseling graduates during 2009 lead to a small number of employers completing the survey.

Recent School Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 3). Very few School Counseling majors were enrolled in the program at this time. Therefore, few surveys were completed.

Site Supervisors of School Counseling Interns administered every semester to current Site Supervisors. (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Summary of Results: UNA students are achieving scores that compare favorably to Alabama and national results on the Counseling and Guidance Test Category of the Praxis II School Guidance and Counseling Examination. However, on the Current School Counseling Majors survey (Attachment 1) students expressed concern about their ability to perform comprehensive program evaluation.

Program Improvements: In response to student concerns the department has expanded information and exercises relating to program evaluation and planning techniques in the related course, CHD 641 Development and Management of School Counseling Programs.

Technology Outcome

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

Direct Assessments

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

Summary of Results on Brochure/Assignment Summer 2009, Fall 2009

LiveText Report: Summer 2009

The Brochure assignment requires that School Counseling interns collect and organize information about the internship site and demonstrate proficiency in technology by producing a complete and attractive brochure. Interns are given a copy of the assessment rubric and the faculty supervisor reviews a draft of the brochure before it is submitted for rating on the rubric. During Summer 2009, the two (2) enrolled interns completed this assignment on LiveText and were given ratings of “Target” on all elements of the rubric.

LiveText Report: Fall 2009

The Brochure assignment requires that School Counseling interns collect and organize information about the internship site and demonstrate proficiency in technology by producing a complete and attractive brochure. Interns are given a copy of the assessment rubric and the faculty supervisor reviews a draft of the brochure before it is submitted for rating on the rubric. During Fall 2009, the one (1) enrolled CHD 688 School Counseling intern completed this assignment on LiveText and received ratings of “Target” on all elements of the rubric.

Indirect Assessments of Student Outcomes

Current School Counseling Majors Survey administered every semester to CHD 689 interns (See Attachment 1)

Employers of School Counseling Graduates administered to employers one year after student graduation (See Attachment 2). The small number of School Counseling graduates during 2009 lead to a small number of employers completing the survey.

Recent School Counseling Graduate Survey administered to graduates one year after graduation (See Attachment 3). Very few School Counseling majors were enrolled in the program at this time. Therefore, few surveys were completed.

Site Supervisors of School Counseling Interns administered every semester to current Site Supervisors. (See Attachment 4)

Student Focus Group conducted every semester with CHD 688 interns (See Attachment 5)

Summary Results: CHD 688 interns have been able to produce an attractive and informative brochure/handbill about their internship site that was submitted and evaluated on LiveText using an assessment rubric. All interns received a grade of "Target" on this assignment. However, on the Current School Counseling Major Survey (Attachment 1) some concern has been expressed by interns regarding their knowledge of available technology.

Program Improvements: Performance by interns on the rubric-based, technology assignment has been "Target." However, current interns have expressed concern regarding their use of available technology. Interns are being encouraged by the faculty supervisors to take advantage of the opportunity to become more familiar with available technology on the internship site. Also, the Counselor Education Advisory Council discussed the technological proficiency of interns on the internship sites and did not perceive that the interns were significantly deficient in the use of technology. The department will continue to look for ways to give students more exposure to the technology that is available at counselor internship and employment sites.

12. Program Recommendations

12.1 Identify recommendations for improvement of the program

Many changes in the School Counseling Program result from student performance on the Praxis examination and from the feedback of current students, recent graduates, internship site supervisors and employers on the student learning outcomes. However, most changes in the School Counseling Program are driven by evolving CACREP Accreditation Standards, NCATE Standards and Alabama SDE requirements. The program recommendations that follow are closely related to the new 2009 CACREP Standards and the opportunity to serve as the host institution for the Journal of Mental Health Counseling. The most significant CACREP-driven change for the Department of Counselor Education is the elimination of the Community Counseling major and transition to the new Clinical Mental Health Counseling major.

1. Incorporate new 2009 CACREP Standards course content in existing courses if possible.
2. Establish a permanent Graduate Assistant position for the Department to staff the Clinical Instruction Center, assist with the counseling skills courses and support the Editor of the Journal of Mental Health Counseling
3. Develop new courses that cover new 2009 CACREP Standards course content. Additional full-time or part-time faculty will be needed.
4. Provide additional funding for professional development and Clinical Instruction Center equipment

12.2 Recommendations for changes, which are within the control of the Program, including curricular changes if appropriate

1. Incorporate new 2009 CACREP Standards course content in existing courses if possible.

12.3 Recommendations for changes that require action at the Dean, Provost, or higher levels to carry out departmental goals, strategies, and projected outcomes are congruent to and support the institution's mission and strategic plan

1. Establish a permanent Graduate Assistant position for the Department to staff the Clinical Instruction Center, assist with the counseling skills courses and support the Editor of the Journal of Mental Health Counseling
2. Develop new courses that cover new 2009 CACREP Standards course content. Additional full-time or part-time faculty will be needed.
3. Provide additional funding for professional development and Clinical Instruction Center equipment

Attachment 1 - School

Counselor Education Program Evaluation Current School Counseling Majors CHD 689 Summer 2008 through Spring 2010

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

(Nine (9) out of nine (9) students responded to evaluation)

1. Understanding of the professional roles and ethical responsibilities of school counselors.
1 = 0 2 = 0 3 = 2 4 = 7 **(Mean – 3.77)**
2. Knowledge of human development across the life span.
1 = 0 2 = 0 3 = 2 4 = 7 **(Mean – 3.77)**
3. Knowledge of career development across the life span.
1 = 0 2 = 0 3 = 2 4 = 7 **(Mean – 3.77)**
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 = 2 4 = 7 **(Mean – 3.77)**
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.
1 = 0 2 = 0 3 = 1 4 = 8 **(Mean – 3.88)**
6. Knowledge of assessment principles, instruments, and interview practices.
1 = 0 2 = 0 3 = 2 4 = 7 **(Mean – 3.77)**
7. Knowledge of research and evaluation practices.
1 = 0 2 = 0 3 = 2 4 = 7 **(Mean – 3.77)**
8. Knowledge of available technology.
1 = 0 2 = 1 3 = 2 4 = 6 **(Mean – 3.55)**
9. Ability to document and perform her or his multiple duties in an ethical, professional manner.
1 = 0 2 = 0 3 = 2 4 = 7 **(Mean – 3.77)**
10. Ability to perform needs assessments.
1 = 0 2 = 0 3 = 2 4 = 7 **(Mean – 3.77)**

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 = 8	(Mean – 3.88)
12. Ability to provide individual counseling.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
13. Ability to provide group counseling.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
14. Ability to provide classroom guidance.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
15. Ability to provide consultation.	1 = 0	2 = 0	3 = 3	4 = 6	(Mean – 3.33)
16. Ability to provide inservice programming.	1 = 0	2 = 1	3 = 2	4 = 6	(Mean – 3.55)
17. Ability to provide culturally sensitive services to all students.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
18. Ability to advocate for equity within the school environment and local community.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
19. Ability to coordinate test administration.	1 = 0	2 = 1	3 = 2	4 = 6	(Mean – 3.55)
20. Ability to administer and interpret assessments.	1 = 0	2 = 0	3 = 3	4 = 6	(Mean – 3.33)
21. Ability to perform comprehensive program evaluation.	1 = 0	2 = 0	3 = 3	4 = 6	(Mean – 3.33)
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
24. Admission Interview	1 = 0	2 = 0	3 = 2	4 = 7	(Mean – 3.77)

25. Orientation to Program

1 = 0	2 = 1	3 = 0	4 = 7	(Mean – 3.75)
(Only eight responses)				

26. Academic Advising Program

1 = 0	2 = 0	3 = 1	4 = 8	(Mean – 3.88)
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27. Practicum & Internship Selection

1 = 0	2 = 0	3 = 0	4 = 9	(Mean – 4.00)
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28. Job Assistance

1 = 0	2 = 1	3 = 3	4 = 3	(Mean – 3.28)
(Only seven responses.)				

Comments:

1. This has been a wonderful experience. I feel that I am well-prepared to counsel others because of the skills I have learned and the experiences I have had.
2. Wonderful experience.

Attachment 2 - School

Counselor Education Program Evaluation
Survey of the Employers of School Counseling Graduates
Fall 2008

(Two (2) of two (2) employers responding)

	Poor 1	2	3	Excellent 4	MEAN
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.	0	0	0	2	4.0
2. Knowledge of human development across the life span.	0	0	1	1	3.5
3. Knowledge of career development across the life span.	0	0	0	2	4.0
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	0	2	0	3.0
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	0	2	4.0
6. Knowledge of assessment principles, instruments, and interview practices.	0	0	1	1	3.5
7. Knowledge of research and evaluation practices.	0	0	2	0	3.0
8. Knowledge of available technology.	0	0	0	2	4.0
9. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	0	2	4.0
10. Ability to perform needs assessments.	0	0	2	0	3.0
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.	0	0	2	0	3.0
12. Ability to provide individual counseling.	0	0	1	1	3.5
13. Ability to provide group counseling.	0	0	1	1	3.5
14. Ability to provide classroom guidance.	0	0	0	2	4.0
15. Ability to provide consultation.	0	0	1	1	3.5
16. Ability to provide in-service programming.	0	0	2	0	3.0
17. Ability to provide culturally sensitive services to all students.	0	0	2	0	3.0
18. Ability to advocate for equity within the school environment and local community.	0	0	1	1	3.5
19. Ability to coordinate test administration.	0	0	1	1	3.5
20. Ability to administer and interpret assessments.	0	0	1	1	3.5
21. Ability to perform comprehensive program evaluation.	0	0	2	0	3.0
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	2	0	3.0
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	1	3.5

Comments:

1. Here at HCMS our counselors deal with many legal matters such as custody, power of attorney, and parental rights. My employee was a little behind in these details, but she caught on quickly. She was behind due to lack of experience and information dealing with legal issues.

Attachment 3 - School

**University of North Alabama
Counselor Education Program Evaluation
Recent School Counseling Graduates
Summer 2007 Graduates**

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

(Two (2) out of two (2) students responded to evaluation)

1. Understanding of the professional roles and ethical responsibilities of school counselors.
1 = 0 2 = 0 3 = 0 4 = 2 **(Mean – 4.0)**
2. Knowledge of human development across the life span.
1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**
3. Knowledge of career development across the life span.
1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**
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 = 1 **(Mean – 3.5)**
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.
1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**
6. Knowledge of assessment principles, instruments, and interview practices.
1 = 0 2 = 0 3 = 2 4 = 0 **(Mean – 3.0)**
7. Knowledge of research and evaluation practices.
1 = 0 2 = 1 3 = 1 4 = 0 **(Mean – 2.5)**
8. Knowledge of available technology.
1 = 0 2 = 1 3 = 0 4 = 1 **(Mean – 3.0)**
9. Ability to document and perform her or his multiple duties in an ethical, professional manner.
1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**
10. Ability to perform needs assessments.
1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

12. Ability to provide individual counseling.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

13. Ability to provide group counseling.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

14. Ability to provide classroom guidance.

1 = 0 2 = 0 3 = 2 4 = 0 **(Mean – 3.0)**

15. Ability to provide consultation.

1 = 0 2 = 1 3 = 0 4 = 1 **(Mean – 3.0)**

16. Ability to provide inservice programming.

1 = 0 2 = 1 3 = 0 4 = 1 **(Mean – 3.0)**

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

1 = 0 2 = 1 3 = 0 4 = 1 **(Mean – 3.0)**

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

1 = 0 2 = 1 3 = 1 4 = 0 **(Mean – 2.5)**

19. Ability to coordinate test administration.

1 = 0 2 = 1 3 = 1 4 = 0 **(Mean – 2.5)**

20. Ability to administer and interpret assessments.

1 = 0 2 = 0 3 = 2 4 = 0 **(Mean – 3.0)**

21. Ability to perform comprehensive program evaluation.

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

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

1 = 0 2 = 0 3 = 2 4 = 0 **(Mean – 3.0)**

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

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

24. Admission Interview

1 = 0 2 = 0 3 = 1 4 = 1 **(Mean – 3.5)**

25. Orientation to Program	1 = 0	2 = 0	3 = 1	4 = 1	(Mean – 3.5)
26. Academic Advising Program	1 = 0	2 = 0	3 = 0	4 = 2	(Mean – 4.0)
27. Practicum & Internship Selection	1 = 0	2 = 0	3 = 0	4 = 2	(Mean – 4.0)
28. Job Assistance	1 = 0	2 = 0	3 = 1	4 = 1	(Mean – 3.5)

Comments: None

Attachment 4 - School

Counselor Education Program Evaluation
Survey of the Site Supervisors of School Counseling Interns
Fall 2008 Spring 2009

(Five (5) out of eight (8) supervisors responding) 1 = (1) Poor; 2 = (2); 3 = (3); 4 = (4) Excellent

	Poor 1	2	3	Excellent 4	MEAN
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of school counselors.	0	0	0	5	4.0
2. Knowledge of human development across the life span.	0	0	0	5	4.0
3. Knowledge of career development across the life span.	0	1	2	2	3.2
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels.	0	1	0	4	3.6
5. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	2	3	3.6
6. Knowledge of assessment principles, instruments, and interview practices.	0	2	1	2	3.0
7. Knowledge of research and evaluation practices.	0	0	2	3	3.6
8. Knowledge of available technology.	0	1	1	3	3.4
9. Ability to document and perform her or his multiple duties in an ethical, professional manner.	0	0	1	4	3.4
10. Ability to perform needs assessments.	0	0	2	3	3.6
11. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal needs of all students.	0	0	2	3	3.6
12. Ability to provide individual counseling.	0	0	0	5	4.0
13. Ability to provide group counseling.	0	0	1	4	3.4
14. Ability to provide classroom guidance.	0	2	0	3	3.2
15. Ability to provide consultation.	0	0	2	3	3.6
16. Ability to provide in-service programming.	0	1	1	3	3.0
17. Ability to provide culturally sensitive services to all students.	0	0	1	4	3.4
18. Ability to advocate for equity within the school environment and local community.	0	0	1	4	3.4
19. Ability to coordinate test administration.	0	1	2	2	3.2
20. Ability to administer and interpret assessments.	0	1	1	3	3.0
21. Ability to perform comprehensive program evaluation.	0	0	2	3	3.6
22. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	2	3	3.6
23. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	0	5	4.0

Comments:

1. Spoke with my intern regarding this – the items marked with “2” were such because my intern didn’t see that those items/skills were stressed much in UNA coursework. We have worked on these on-site, however.
2. This program is excellent! I totally disagree with on-line degrees because of the interaction and personal mentoring from professors.

Attachment 5 - School

FOCUS GROUP CHD 688 INTERNSHIP FALL 2010

- ◊ Students should take CHD 655 Diagnosis and Treatment Planning before taking CHD 678 Practicum.
- ◊ From the very beginning of the Counselor Education program, students should be made aware of the need to continually prepare for the CPCE, Praxis II and NCE. The new CHD 001 Counseling Comprehensive Examination non-credit course should help with this need.
- ◊ Students and Practicum Site Supervisors need to distribute the required 100 on-site practicum hours throughout the semester. There is a tendency to complete too many on-site hours during the first half of the semester.
- ◊ Regarding the 135 direct hours required during CHD 688 and CHD 689, interns would like to have more flexibility in the distribution of these individual counseling, group counseling and consultation hours, if possible. For example, one intern said that due to the nature of the site she had accumulated an excessively large number of consultation hours.
- ◊ Student interns suggested some of the personal counseling received by interns during CHD 688 and CHD 689 should be allowed to count as indirect hours. Guidelines could be developed for how experience as a client by an intern would count toward internship hours.

The following are comments from students in CHD 688 Internship who took the CPCE on October 15, 2010. The students did very well compared to national norms, but they were frustrated by the examination.

- Items on the CPCE required that you reason out the answer. It seemed more like an aptitude test than an exam over the content of counseling courses. Students said that most of the study materials available for the NCE and CPCE did not help them very much.
- Items were long and you had to sift through irrelevant information to decide upon your answer. On many of the questions more than one answer seemed to be correct. Exam items were written using a broad vocabulary.

FOCUS GROUP
CHD 688 INTERNSHIP IN COUNSELING
2010 SUMMER

- Some students would like more instruction and/or experience in writing counseling session notes including help with typical terminology used in documentation for counselors on the job.
- Students expressed general support for the department's plan to strengthen training in assessment by merging CHD 622 Personality Appraisal and CHD 621 Fundamentals of Appraisal.
- Students commented upon the fact that they found the role playing of counseling situations during class to be an excellent learning experience.
- Some students mentioned an interest in learning more details about the procedures for reporting abuse, interest in a course on human sexuality and interest in a course in gerontology.

FOCUS GROUP
CHD 688 INTERNSHIP IN COUNSELING
2010 SPRING SEMESTER

- ❖ Students would like more advice and structure as they prepare to take a counseling comprehensive exam (CPCE or PRAXIS II). It would be helpful for the UNA library system to have multiple copies of important study materials that have been ordered by the Counselor Education Department. A more extensive reserve file in the LRC of study materials for the CPCE and NCE would be helpful. Students are having difficulty with the high level analysis and synthesis questions on the CPCE. Also, one student reported that she noticed questions relating to substance abuse and addictions on the CPCE.
- ❖ Students would like more instruction and experience with writing case notes including information about general rules to follow and useful terminology. Maybe students who are already employed at sites that use various developed systems for case notes could provide information and samples of these systems in a CHD course.
- ❖ Students would like additional instruction in regard to addictions and expressed support for the new CHD 625 Addictions Counseling course that will be offered effective summer 2011.
- ❖ Students reported that they would like additional instruction and practice regarding various advanced counseling techniques.

FOCUS GROUP
CHD 688 INTERNSHIP IN COUNSELING
FALL 2009

Individual students in CHD 688 Internship made the following comments:

- CHD 661 Family Counseling was a definite help with content on the CPCE
- Make CHD 655 a required course for School Counselors
- Talk about LPC to school majors in CHD 642
- Offer an Advanced Theories course or do Theories 1 and Theories 2 courses
- Review LPC, NCC processes in CHD 678 or at the Pre-practicum meeting
- Offer an elective in Human Sexuality
- Too much overlap in content of CHD 641 and CHD 642
- Prefer that we not move course times around or do TBA on course schedules