Program Evaluation Outcomes for Counselor Education
Master of Arts in Clinical Mental Health Counseling
Master of Arts in Education in School Counseling

2023 (January through December)

This report is based on findings from an annual review of demographic and other characteristics of applicants, students, and graduates; comprehensive examination results; professional dispositions assessments; follow-up surveys of constituent groups (current students, recent graduates, site supervisors, and employers); and program evaluation meetings in which course-based assessments and focus-group comments were reviewed. This evaluation process informs program-based and curricular changes, which are outlined below.

Program Actions/Improvements:

- Based on student feedback in focus groups, the instructor in CHD 641 Development and Management of School Counseling Programs will provide a panel of high school counselors.
- Based on student feedback in focus groups, students are being advised in New Student Orientation to consider taking CHD 638 Crisis Intervention in Counseling prior to or along with taking Practicum.
- Based on student feedback in focus groups, in CHD 645 Child and Adolescent Counseling students complete an online training module from DHR as part of their coursework.
- Based on feedback in student focus groups and course evaluations, in summer 2023, the instructor reduced the amount of course content and assignments and increased opportunities for experiential applications in CHD 634 Wellness Counseling.
- Based on data regarding the academic performance of racially diverse students, faculty will monitor their progress and offer support as needed. Faculty will change the name of Diversity Fireside Chats to Common Ground Conversations and adjust the format to encourage more dialogue. Additionally, faculty will seek input from the Counselor Education Advisory Council for ways to support racially/ethnically diverse students.

Objective 1: Professional Orientation and Ethics
Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to professional counseling orientation and ethics.

- **KPI 1:** Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Direct Assessments:
- Rubric-based assessment in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors—Ethical Case Study Exam (CMHC only; Knowledge and Skills)

¢ Rubric-based assessment in CHD 642 Professional Identity and Ethics for School Counselors—

- ¢ Based on weighted z-scores, students are achieving scores on the Professional Counseling Orientation and Ethical Practice Subtest of the CPCE that compare favorably with national norms.
- ¢ Survey results did not identify areas for further development.

Curriculum Actions/Improvements:
- ¢ No action needed at this time based on data from direct and indirect assessments.

Objective 2: Social and Cultural Diversity
Description: Students in the clinical mental health counseling (CMHC) an

- Descriptive statistics on the **Social and Cultural Diversity Subtest of the CPCE** for students enrolled in 2023 were as follows: n = 30, = 10.13, sd = 2.193. **Group comparisons**

Results:

- ¢ On the rubric-based assessment in CHD 604 Human Growth and Development—Final Exam—Most student scores were Target, and no scores were Unacceptable.
- ¢ On the rubric-based assessment in CHD 604 Human Growth and Development—Semester Project (Skills)—Most students scored Target, and one score Unacceptable.
- ¢ **Descriptive statistics** on the **Human Growth and Development Subtest of the CPCE** for students enrolled in 2023 were as follows: n = 30,　= 12.63, sd = 1.752 **Group comparisons** were analyzed using Independent Samples T tests for the following categorical variables:

- **KPI 5:** Theories and models of counseling and demonstration of essential interviewing, counseling, and case conceptualization skills

Direct Assessments:

- Rubric-based assessment in CHD 602 Fundamentals of Counseling—Video Roleplay (Skills)—requires students to submit three video roleplays of counseling sessions at various times during the semester. The first video evaluates 12 basic listening skills, the second video builds on the first by using some of the same skills and adding 3 more skills, and the third video adds 2 more skills.
- Rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Case Study (Skills)—requires students to apply a counseling theory to an assigned case study. Students develop a case conceptualization, goals, and a treatment plan.
- Rubric-based assessment in CHD 606 Theories and Techniques of Counseling—Midterm and Final Exam (Knowledge)
- Rubric-based assessment in CHD 678 Practicum in Counseling—Individual Counseling Session Observation (Skills)—faculty supervisors observe students conducting an individual counseling session.
- Rubric-based assessment in CHD 689 Internship in Counseling—Individual Counseling Session

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- For the rubric-based assessment in CHD 689 Internship in Counseling—Individual Counseling Session Observation, faculty have emphasized in recent site supervisor orientation meetings the importance of formative feedback in evaluations. These results appear to indicate more discernment by site supervisors. Faculty will watch for potential trends, particularly related to silences and verbosity.

Objective 6: Group Counseling and Group Work
Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to group counseling.

- **KPI 6:** Functions and skills of effective group leaders across different group stages among different types of groups

Direct Assessments:

- Rubric-based assessment in CHD 608 Group Counseling—Midterm and Final Exams (Knowledge and Skills)
- Rubric-based assessment in CHD 688 Internship in Counseling—Group Counseling Session Observation (Skills)—site supervisors observe interns conducting a group counseling session.
- Rubric-based assessment in CHD 689 Internship in Counseling—Group Counseling Session Observation (Skills)—site supervisors observe interns conducting a group counseling session.
- Counselor Preparation Comprehensive Exam (CPCE)—Group Counseling and Group Work (Knowledge) (Appendix A, Table 6)

Indirect Assessments:

- Current Majors Surveys administered every see M(perviHCp C)9SCTc.002508e Tc.004 Tp lf5(ell4.7(hm)5s andDffe

- On the rubric-based assessment in CHD 689 Internship in Counseling—Group Counseling Session

- Counselor Preparation Comprehensive Exam (CPCE)—Assessment and Testing (Knowledge) (Appendix A, Table 7)

Indirect Assessments:
- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD 689 Internship in Counseling (Appendix C, Table 1 [Item 7 & 20] and Table 2 [Items 7, 20, & 21]).
- Site Supervisor Surveys administered every semester to site supervisors of CMHC and SC interns

- In CHD 642 Professional Identity and Ethics for School Counselors, the instructor will bring in a guest speaker to discuss coordination of various tests in school settings.

Objective 8: Research and Program Evaluation

Description: Students in the clinical mental health counseling (CMHC) and school counseling (SC) programs are expected to demonstrate understanding and application of knowledge and skills related to research and program evaluation.

- **KPI 8:** Statistical methods used in conducting research and program evaluation and analysis and use of data in counseling

Direct Assessments:

- Rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Final Exam (Knowledge)
- Rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling—Research Article Presentation (Knowledge and Skills)—requires students to review and study instructor-selected evidenced-based research articles for presentation and teaching of study constructs and results to the class.
- Counselor Preparation Comprehensive Exam (CPCE)—Research and Program Evaluation (Knowledge) (Appendix A, Table 8)

Indirect Assessments:

- Current Majors Surveys administered every semester to CMHC and SC interns enrolled in CHD

disability (receives disability services [n = 1], does not receive disability services [n = 29]. No group comparisons were done by counseling major because only CMHC majors took the CPCE in 2023. The CPCE is required for school counseling majors admitted in fall 2022 and later. **Bivariate correlations** were calculated for the following student variables: age, undergraduate GPA, program GPA, number of grades of C or below, and admission interview scores. No results were statistically significant. There was a significant difference in subtest scores between **students who identify as White** (= 12.79, sd = 1.950) and **students who identify as Black or African American/No Response** (= 9.00, sd = 4.234); t (28) = 2.491, p = .009. The following variables were significantly correlated to this CPCE subtest score: **undergraduate GPA** (r = .532, p = .003), **grades of C or below** (r = -.558, p = 001), and **program GPA** (r = .565, p = .001).

¢ Based on weighted z-scores, students are achieving scores on the Research and Program Evaluation Subtest of the CPCE that compare favorably with national norms.

¢ Survey results did not identify areas for further development.

- Employer Surveys sent to employers of recent CMHC and SC graduates one year after graduation (Appendix F, Table 1 [Items 1, 5, 10, 11, 18, & 21]).
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- Recent Graduates Surveys administered to CMHC and SC graduates one year after graduation (Appendix E, Table 2 [Items 1, 5, 10, 11, 12, 15, 16, 17, 19, & 22]).
- Employer Surveys sent to employers of recent CMHC and SC graduates one year after

for student development and not reported or analyzed for program evaluation purposes.

- o **Faculty assessment** of students enrolled in CHD 000 Counselor Education Orientation (their first semester in the program), CHD 608 Group Counseling, and CHD 688 Internship in Counseling. **These results are used for student development and are reported and analyzed for program evaluation purposes.**
- o Site supervisor assessments of students enrolled in CHD 678 Practicum in Counseling and CHD 689 Internship in Counseling. These results are used for student development

Students Enrolled in CHD 000 Orientation—2023 (N = 21)		
Disposition	Mean	Standard Deviation
Conscientiousness	3.47619	0.679636
Coping and Self-Care	3.047619	0.740013
Openness	3.333333	0.912871
Cooperativeness	3.714286	1.007118
Moral Reasoning	3.666667	0.856349
Interpersonal Skills	3.428571	0.810643
Cultural Sensitivity	3.380952	0.497613
Self-Awareness	3.095238	0.830949
Emotional Stability	3.333333	0.856349
Ethical Behavior	3.47619	0.511766
Total	33.95238	6.135766
Disposition Quotient (Average)	3.395238	0.613577

Students Enrolled in CHD 688 Internship—2023 (N = 28)		
Disposition	Mean	Standard Deviation
Conscientiousness	4.071429	0.716399
Coping and Self-Care	3.678571	0.669636
Openness	3.964286	0.744468
Cooperativeness	4.035714	0.881167
Moral Reasoning	4.178571	0.547964
Interpersonal Skills	3.821429	0.818923
Cultural Sensitivity	3.857143	0.590937
Self-Awareness	3.821429	0.862965
Emotional Stability	3.732143	0.67333
Ethical Behavior	3.928571	0.662687
Total	39.08929	5.660215
Disposition Quotient (Average)	3.908929	0.566021

Statistically Significant ($p < .05$) Independent Samples T-test Results CHD 688 Internship scores were higher than CHD 000 Orientation scores		
Disposition	t (47)	p value
Conscientiousness	2.9415	0.002528
Coping and Self-Care	3.12041	0.001542
Openness	2.66428	0.005269
Moral Reasoning	2.54748	0.007091
Cultural Sensitivity	2.98213	0.002263
Self-Awareness	2.96131	0.002395
Emotional Stability	1.82586	0.037114
Ethical Behavior	2.5984	0.006235
Total	3.03288	0.001968

Disposition Quotient (Average)	3.03288	0.001968

Curriculum Actions/Improvements:

- A developmentally sequenced rotation using the PDCA-R added a systematic quantitative measure that enhanced the qualitative process of assessing students' dispositions. As more students are assessed with the PDCA-R through all phases, data should provide more comprehensive information.
- Changes were made to procedures for informing students that faculty would be meeting with them according to Section VII. Student Progress, part B. of the Student Handbook.

Appendix A

Counselor Preparation Comprehensive Examination

Results Redacted

Appendix B

Praxis II School Counselor (5422)
ALSDE Requires Minimum Score of 159 for Certification

Results Redacted

Appendix C

Table 1
Current Clinical Mental Health Counseling Majors
Spring 2023 – Fall 2023

(*13 completed*)
On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation

	1	2	3	4	Mean
21. Ability to diagnose clients and conceptualize cases.	0	1	1	10	3.75
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	2	3	8	3.46
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	1	3	9	3.62
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	12	3.92

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

	1	2	3	4	Mean

progression be updated so that hybrid courses are not taken together, but are spread out across several semesters to help even up the burden of in person classes and commuting for those students who live out of town. I would recommend the addition of some tax and business concepts to the curriculum to help prepare graduates for entering the workforce: the difference between being an employee and an independent contractor, job, interview skills, red flags to watch out for when interviewing, etc.
I would recommend having students take a higher number of classes this summer before their internship so that they can hopefully only have one or zero additional classes when they're in internship. I recommend making sure that students know that working a full-time job for pay is difficult during internship due to the time requirements and allowing them to plan ahead for that.
I would recommend that all incoming students plan to take three classes most semesters, because they can always drop down to two, but if they start off with the two classes per semester approach, it is very difficult to ever increase it back up to three later. I would recommend that the recommended course

	1	2	3	4	Mean
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	0	2	4

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

	1	2	3	4	Mean
25. Admission Interview	0	0	1	1	3.5
26. Orientation to Program	0	0	0	2	4
27. Academic Advising Program	0	0	0	2	4
28. Practicum & Internship Selection	0	0	0	2	4
29. Career/Certification Support	0	0	1	1	3.5

Comments:

Loved it and have loved my time here. Will miss it so much.

All of the interns that have come from UNA are extremely competent, teachable and professional.

None

Excellent program with well-educated and respectful who are great to work with.

Enjoy working with intern

Table 2
Site Supervisors of School Counseling Interns
Spring 2023 – Fall 2023

(*4 completed*)

15. Ability to provide classroom guidance.	0	0	1	3	3.75
16. Ability to engage in collaboration and consultation.	0	0	1	3	3.75
17. Ability to provide inservice programming.	0	0	1	3	3.75
18. Ability to provide culturally sensitive services to all students.	0	0	2	2	3.5
19. Ability to advocate within the school environment and local community.	0	0	1	3	3.75
20. Ability to coordinate test administration.	0	0	1	3	3.75
21. Ability to administer and interpret assessments.	0	0	1	3	3.75
22. Ability to perform comprehensive program evaluation.	0	0	1	3	3.75
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	1	3	3.75
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	3	3.75

Comments:

I very much enjoy collaborating with interns from the program!

The above evaluation questions should have a n/a option since some questions are not applicable in some settings (such as coordinate test administration--we don't do that currently). I would also suggest having interns do six weeks at the elementary placement and then six at the high school as having them split their week between two drastically different placements isn't as effective. The splitting of placements does not allow them, in my opinion, to get acclimated and immersed in the true experience of each placement.

Appendix E

Table 1
Recent Clinical Mental Health Counseling Graduates
Spring 2023 – Fall 2023

(8 completed)

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

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.	0	0	1	7	3.88
2. Knowledge of human development across the life span.	0	0	5	3	3.38
3. Knowledge of career development across the life span.	0	0	3	5	3.63

21. Ability to diagnose clients and conceptualize cases.	0	1	2	5	3.50

22. Ability to perform needs assessments, measure outcomes, and

Table 2
Recent School Counseling Graduates
Spring 2023 – Fall 2023

(3 *completed*)

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

	1	2	3	4	Mean

16. Ability to engage in collaboration and consultation.	0	0	0	3	4.00
17. Ability to provide inservice programming.	0	0	1	2	3.67
18. Ability to provide culturally sensitive services to all students.	0	0	0	3	4.00
19. Ability to advocate within the school environment and local community.	0	0	0	3	4.00
20. Ability to coordinate test administration.	0	1	2	0	2.67
21. Ability to administer and interpret assessments.	0	0	2	1	3.33
22. Ability to perform comprehensive program evaluation.	0	0	1	2	3.67
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	0	3	4.00
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	0	3	4.00

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

	1	2	3	4	Mean
25. Admission Interview	0	0	0	3	4.00
26. New Student Orientation	0	0	0	3	4.00
27. Academic Advising	0	0	0	3	4.00
28. Practicum & Internship Information	0	0	0	3	4.00
29. Career/Certification Support	0	0	1	2	3.67

Comments:

My time in the Counselor Ed program was amazing. I felt I was seen and heard, and felt part of the program from the beginning. All of my classes were relevant and did not feel like "busy work". The

Appendix F

Table 1
Employers of Clinical Mental Health Counseling Graduates
Spring 2023 – Fall 2023

(5 completed)

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation your UNA Counselor Education employee(s) have received in the following areas.

	1	2	3	4	Mean
1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors.	0	0	0	5	4.00
2. Knowledge of human development across the life span.	0	0	3	2	3.40
3. Knowledge of career development across the life span.	0	0	3	2	3.40
4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels.	0	0	4	1	3.20
5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels.	0	0	4	1	3.20
6. Understanding and appreciation of social and cultural diversity and pluralistic trends.	0	0	2	2	3.50
7. Knowledge of assessment principles, instruments, and interview practices.	0	1	2	2	3.20
8. Knowledge of research and evaluation practices.	0	0	3	2	3.40
9. Knowledge of available technology.	0	0	1	4	3.80
10. Ability to document and provide direct services and referrals in an ethical, professional manner.	0	0	0	5	4.00
11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs.	0	0	2	2	3.50
12. Ability to provide individual counseling.	0	0	2	3	3.60

19. Ability to provide age-appropriate, culturally sensitive services to all clients.	0	0	1	3	3.75
20. Ability to administer and interpret assessments.	0	1	1	3	3.40
21. Ability to diagnose clients and conceptualize cases.	0	0	3	1	3.25
22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations.	0	0	3	2	3.40
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	2	3	3.60
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	1	3	3.75

Comments:

I love getting interns from UNA - always eager and competent - willing to learn

I have enjoyed working with the UNA counseling program interns and newly graduated counseling professionals. They do a great job of asking questions and willingness to learn.

The interns and employees I have come in contact with have been very helpful and knowledgeable. They are/were a joy to work with.

UNA Counselor Education Program prepares graduates well. The current graduates they I have working under me have shown great knowledge and have done a fantastic job.

My employee (UNA graduate) exhibits superior communication skills, teamwork skills, and an ability to learn and apply new information quickly. She struggles some with confidence in applying theory and assessment in sessions, especially when working with parents/caregivers of young clients. This is true of most green employees.

Table 2
Employers of School Counseling Graduates
Spring 2023 – Fall 2023

(2 completed)

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

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

16. Ability to engage in collaboration and consultation.	0	0	0	2	4
17. Ability to provide inservice programming.	0	0	0	2	4
18. Ability to provide culturally sensitive services to all students.	0	0	0	2	4
19. Ability to advocate within the school environment and local community.	0	0	0	2	4
20. Ability to coordinate test administration.	0	0	0	2	4
21. Ability to administer and interpret assessments.	0	0	0	2	4
22. Ability to perform comprehensive program evaluation.	0	0	0	2	4
23. Ability to use technological resources in planning, providing, evaluating, and documenting services.	0	0	0	2	4
24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor.	0	0	0	2	4

Comments:

Our counselor, [name redacted], does an excellent job! (You would never know it is her first year!!!) She is calm and patient in all situations and offers good advice and coping skills to students who need them. She calls parents and keeps them informed of any conflicts or issues that a student may have at school. She has connections with outside organizations that help families in need. We are very pleased with her!

Appendix G
Focus Groups
Spring 2023 – Fall 2023

Spring 2023 Focus Groups—CHD 688 Internship (Two Groups)

Group One (4 CMHC, 2 School Counseling Interns)

- Students felt that orientation was very helpful.
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- Increased flexibility in scheduling of practicum and internship group supervision would be helpful to students who travel to campus.
- More content on human sexuality would strengthen the curriculum and better prepare students for clinical experiences.

Faculty Responses:

- The instructor will provide a panel of high school counselors in CHD 641 Development and Management of School Counseling Programs.

Summer 2023 Focus Group—CHD 688 Internship
(6 CMHC Interns)

Positives:

- Students are pleased with the connections made between them, other students, faculty, and members of the counseling community.

Fall 2023 Focus Group—CHD 688 Internship
(2 CMHC Interns)