

The University of West Alabama
Counseling Programs Update

Annual Report Data for 2022-20223

Reporting Period: Summer 1, 2022 – Spring 2, 2023

The counseling program at The University of West Alabama (UWA) is housed within the Department of Instructional Leadership and Support within the College of Education. The counseling academic unit offers master's-level programs in Clinical Mental Health Counseling and School Counseling. The school counseling program includes two tracks, an M.Ed. in School Counseling and an M.S. in Guidance and Counseling.

The counseling faculty at UWA engage in a systematic, continual cycle of program evaluation designed to highlight the performance of every aspect of the academic unit. This process of evaluation occurs at both the program level and at the individual student level. The evaluation process considers aggregate and individual data related to student knowledge, skill, and professional dispositions. Demographic data for applicants and currently enrolled students are also reviewed. All areas included in the comprehensive program evaluation plan correspond to ten program learning outcomes (PLOs) that guide our counseling programs. The Program Evaluation Plan Crosswalk (Appendix A) is a graphical representation of the high-level overview of how each section below relates to various PLOs. In more granular detail, The Program Alignment Chart (Appendix B) operationalizes the PLOs into specific Key Performance Indicators (KPIs), which are measured by specific KPI Assignments.

The following sections present data related to student enrollment, student and faculty demographics, student performance on the Counseling Competencies Scale-Revised, student performance related to the KPI Assignments, performance on comprehensive exams, and results from our annual alumni follow-up survey.

Section One: Student Admissions and Enrollment Data

Student Admissions

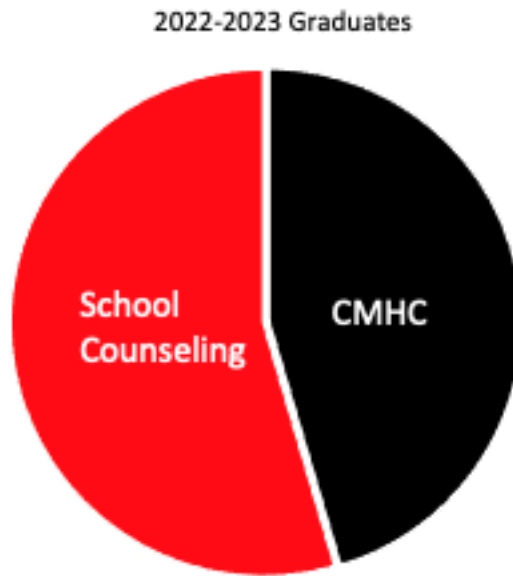
For the reporting period, the counseling program received 268 applications from prospective students. Of those, 153 were applications for the Clinical Mental Health Counseling (CMHC) program and 116 were applications for the School Counseling (SC) or Guidance program. Of the 268 applications received, 245 were offered enrollment, 137 for CMHC, and 109 for SC/Guidance. Applications were denied for 23 applicants: 16 for CMHC and 7 for SC/Guidance. These numbers resulted in an overall acceptance rate of 91%. The acceptance rate for the CCMHC track was 89%, and the acceptance rate for the School Counseling track was 94%.

Current Enrollment

During the annual reporting period, a total of 558 students were actively enrolled at some point during the year. 326 students were enrolled in the clinical mental health counseling program, while 232 students were enrolled in the School Counseling programs.

Graduation Rates

For the reporting period, the counseling program graduated 143 students. 78 of those graduates were in School Counseling and 65 were in Clinical Mental Health Counseling.



Student Dispositional Review

Related to dispositions, during each academic cycle, all students enrolled in clinical experiences courses (CO 509 Pre-Practicum, CO 548/558 Practicum, and CO 579589 Internship) are formally evaluated on professional dispositions using the Counseling Student Evaluation Standards rubric. In addition to these formal assessment points, faculty members may assess a student's disposition at any point in the program. During the 2022-2023 Reporting Cycle, only one student in all clinical courses combined scored below the target range of "2" ("moving toward target") on any rubric item during the review period. This student has withdrawn from the program.

Three students were referred for professional dispositional remediation, using the Student Concern Form, due to minor professional dispositions issues stemming from other academic courses. The Student Concern Form facilitates a casual conversation between the

student and the faculty mentor regarding the faculty member's concern. Of these three reports, no further remediation was needed; all were successful in improving the dispositional concern. Three additional students were referred for formal professional disposition remediation, using the Student Evaluation Form. Formal remediation plans were created for these three students by the faculty mentor or Student Evaluation Committee. Of these students, one has successfully graduated and the other two have successfully completed their remediation plans and are continuing in the program.

Student GPA Status Review

Related to academics, 39 students were placed on some level of academic warning during the academic cycle. 23 students were placed on Academic Warning, 10 students were placed on Academic Probation, and 19 were dismissed during this review period due to graduate GPA policy. 7 students who had previously been academically dismissed, sat out the required number of terms, re-applied for admission, and were allowed to continue with course work. Some students who were placed on probation had been placed on warning prior to the current review period. Likewise, some students who were dismissed had been put on probation in the prior review period, which is the reason for the differences in the numbers.

For School Counseling specifically, 9 students were placed on Academic Warning status, 6 students were placed on Academic Probation, and 9 students were dismissed. In the CMHC program, 14 students were placed on Academic Warning during the review period, 4 students were placed on Academic Probation, and 10 were dismissed due to graduate GPA policy.

Section Two: Student and Faculty Profile by Gender and Ethnic Diversity

Students

During the annual reporting period, a total of 558 students were actively enrolled at some point during the year. 326 students were enrolled in the clinical mental health counseling program, while 232 students were enrolled in the SC/Guidance program. Of the enrolled students, 293 identified as White, 164 identified as Black or African American, 5 identified as having 2 or more racial identities, 3 identified as American Indian, 14 identified as Hispanic, and 79 Students declined to state their racial identity.

IPEDS Racial Identity	Program: CMHC	School	Guidance	Grand Total
White	147	133	13	293
Black or African American	116	40	8	164
Unknown	48	28	3	79
Hispanic	9	3	2	14
Two or More Races	3	2		5
American Indian	3			3
Grand Total	326	206	26	558

Faculty

At the end of the reporting period in May 2023, the counseling program supported six full-time faculty members, whose gender and racial demographic information is listed below:

First Name	Last Name	Gender	IPEDS Racial Identity
Necoal	Driver	Female	African American
Grant	Debbie	Female	Caucasian
Owenby	Kelly	Female	American Indian
Vaughans	Doris	Female	African American
Nisha	Warbington	Female	American Indian
Brad	Willis	Male	Caucasian

During the 2021-2022 reporting period, the counseling program also employed eight part-time faculty members, whose gender and racial demographic information are listed below:

First Name	Last Name	Gender	IPEDS Racial Identity
Candice	Ashley	Female	Caucasian
Melissa	Barker	Female	Caucasian
Jane	Coleman	Female	African American
Patrick	Davis	Male	African American
Penny	Hamblin	Female	Caucasian
Elizabeth	Hayes	Female	Caucasian
James	McGahey	Male	Caucasian
Debbie	Rose	Female	Caucasian

DEI Council and Experiences Around Issues of Race, Culture, and Inclusion

The counseling program posted two full-time positions in the summer of 2022 and those positions were filled by two faculty members who represent a racial minority group represented among our students. Both new hires began their full-time positions in October 2022.

The DEI Council serves to provide representation for all groups of people in the counseling program by providing input into the culture of the program and curriculum decisions. The DEI Council formally meets once per year but has ongoing electronic communications as needed. Typically held in the spring, the DEI council for this year has been rescheduled to September 2023, due to scheduling conflicts. This change of date still allows the DEI Council to meet and review data to make suggestions for improvement prior to the Program Advisory Council meeting in October of 2023.

Section Three: Counseling Competencies Scale-Revised (CCS-R)

The counseling program collects CCS-R data twice in the program, during practicum and internship. At both points, site supervisors complete the CCS-R for students twice, once at

midterm and once at the end of practicum or internship. In the 2022-2023 academic cycle, 210 students began practicum and/or internship. Of those students, site supervisors rated all students at "near expectations/developing competency" or better. No student was rated as being below expectations.

Section Four: KPI Assessments Related to Academic Courses

At the heart of our program evaluation plan are ten Program Learning Outcomes (PLOs). These ten PLOs correspond to the content areas specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The PLOs are operationally defined by a corresponding Key Performance Indicator (KPI). For academic courses, the performance related to each PLO/KPI is measured by specific KPI Assessments. In sum, KPI Assessments measure student outcomes related to KPIs, which operationally define KPIs (See Appendix B for graphical representation of this process). Data was obtained from Blackboard Outcomes.

PLO 1: CO 500 Advocating for the Specialty Area (N=192)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

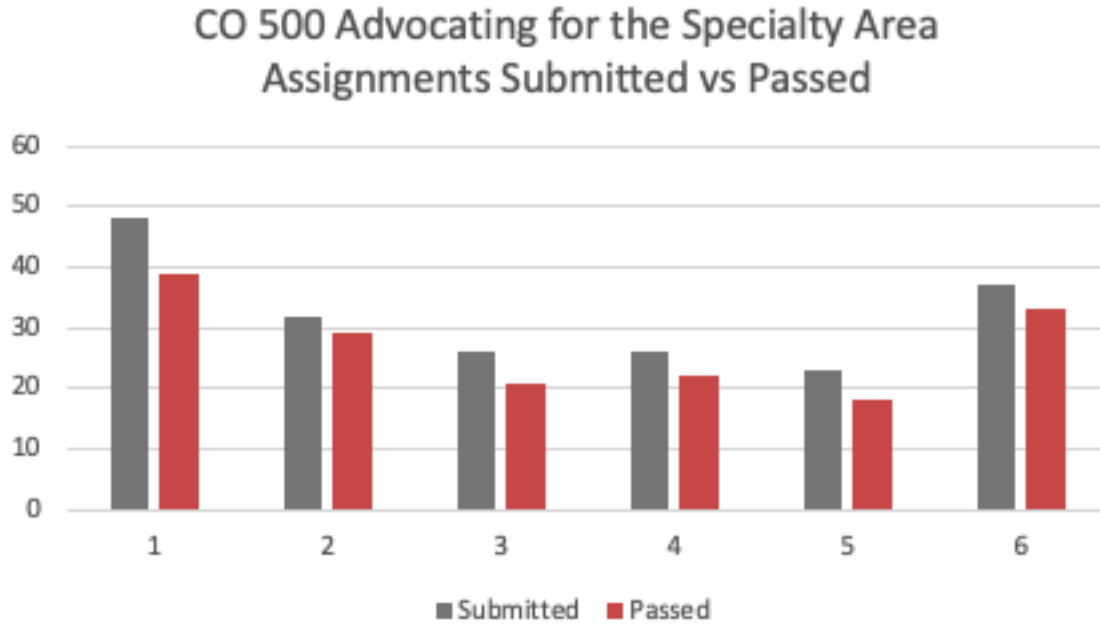
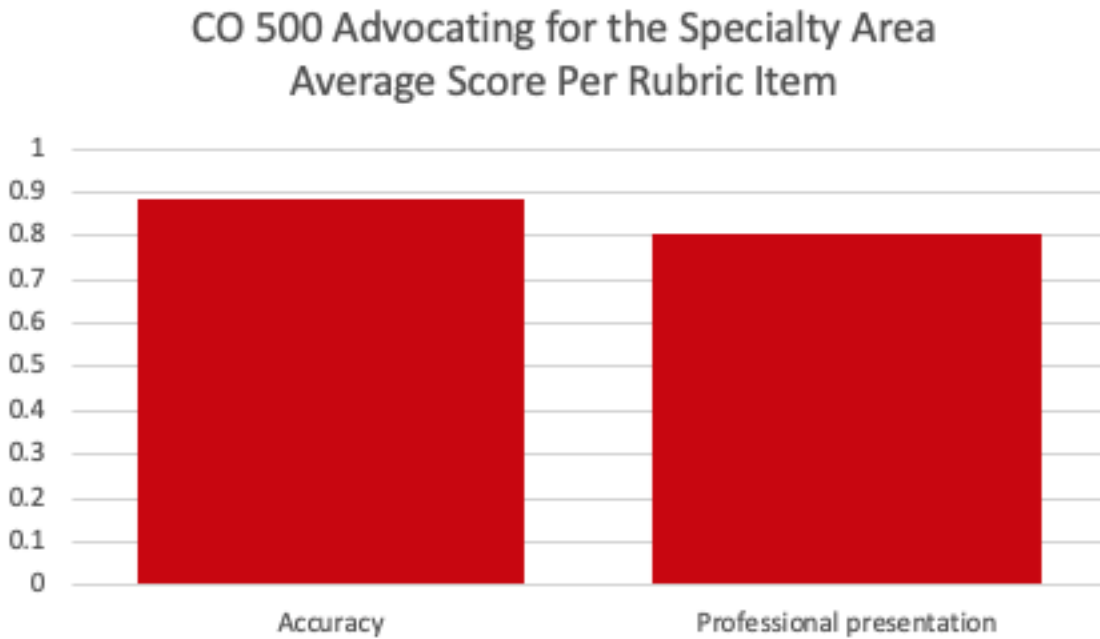


Table 2 Average Score per Rubric Item



PLO 1: CO 544 Principles of Ethical Decision-Making (N=177)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

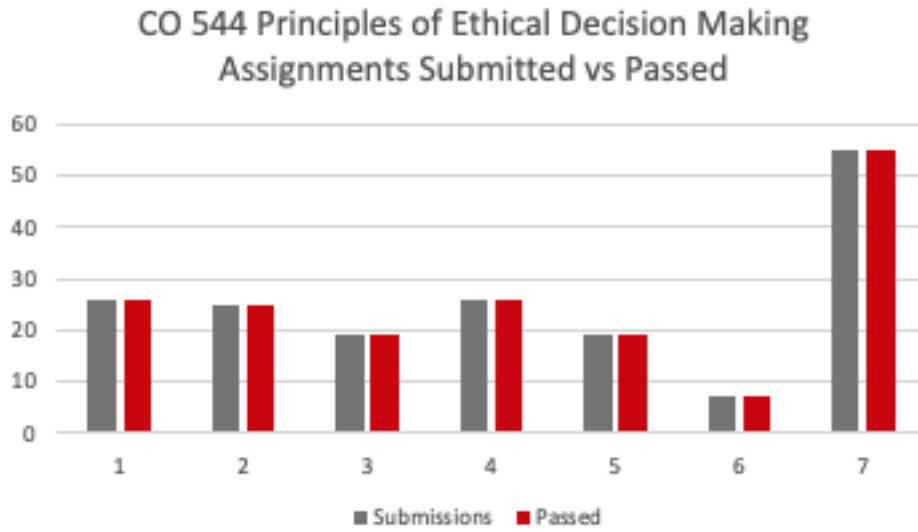
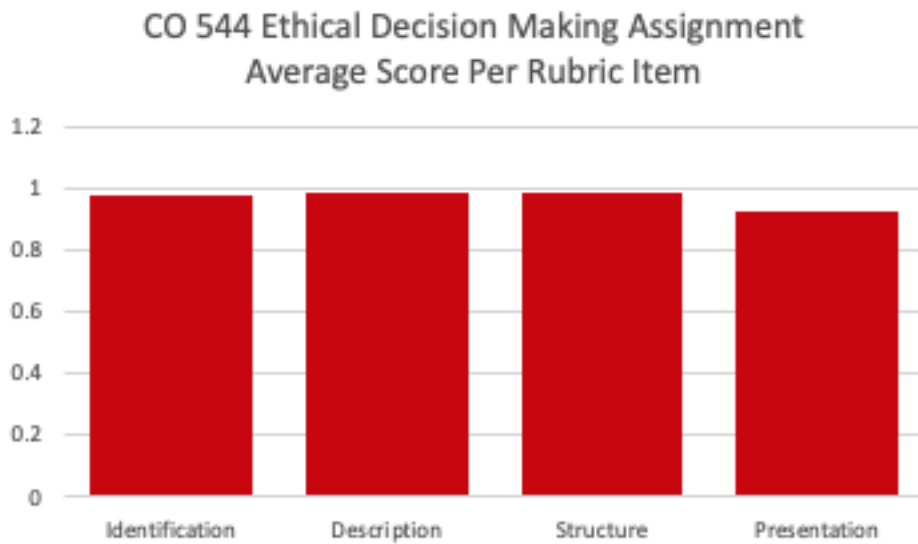


Table 2 Average Score per Rubric Item



PLO 2: CO 542 Comprehensive Career Assessment Report (N=162)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

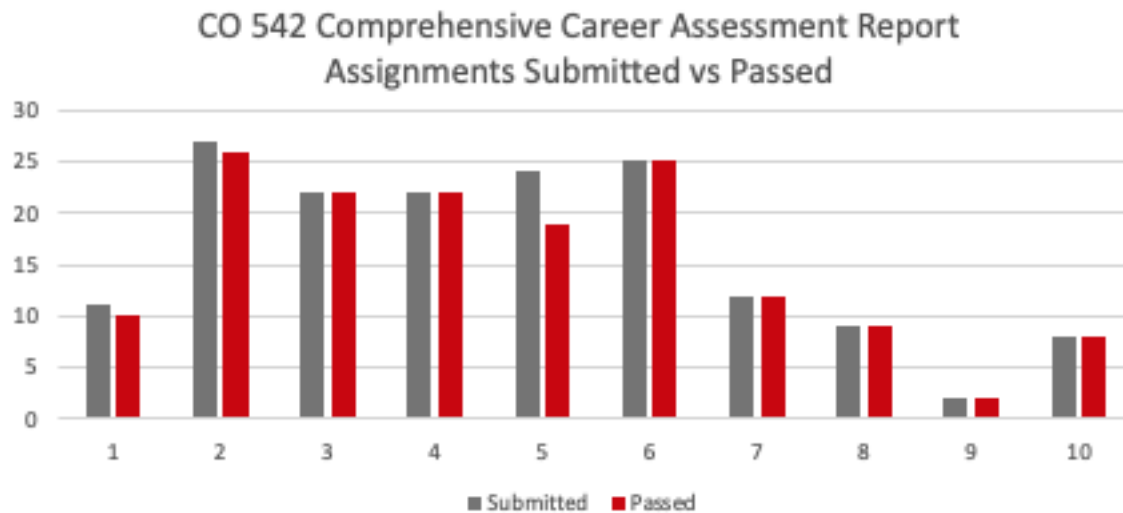
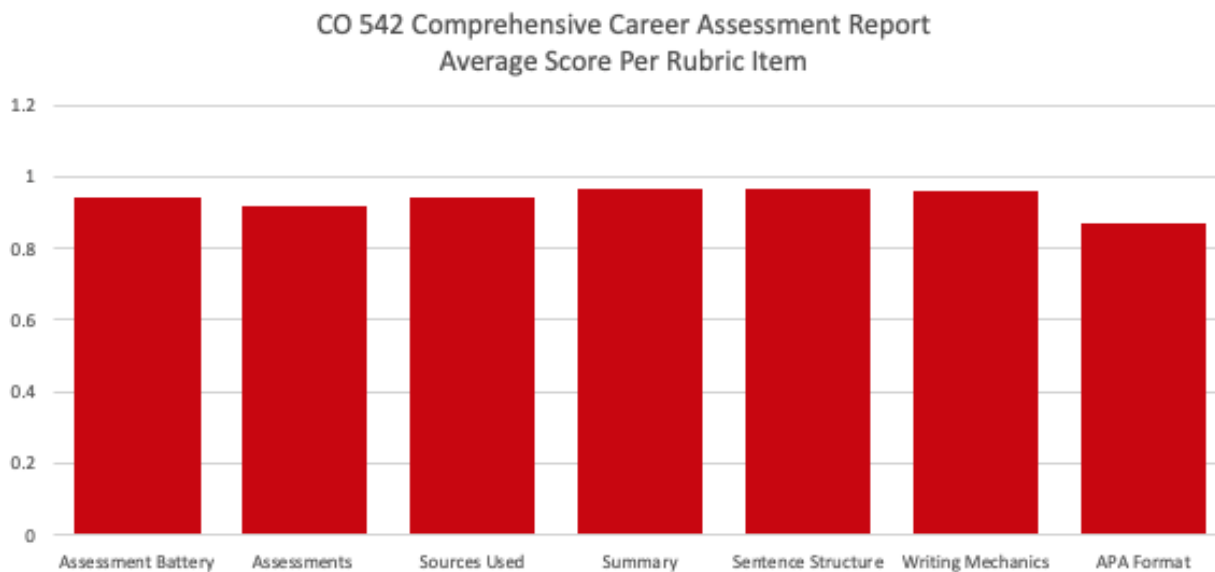


Table 2 Average Score per Rubric Item



PLO 2: CO 547 Cultural Immersion Project (N=226)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

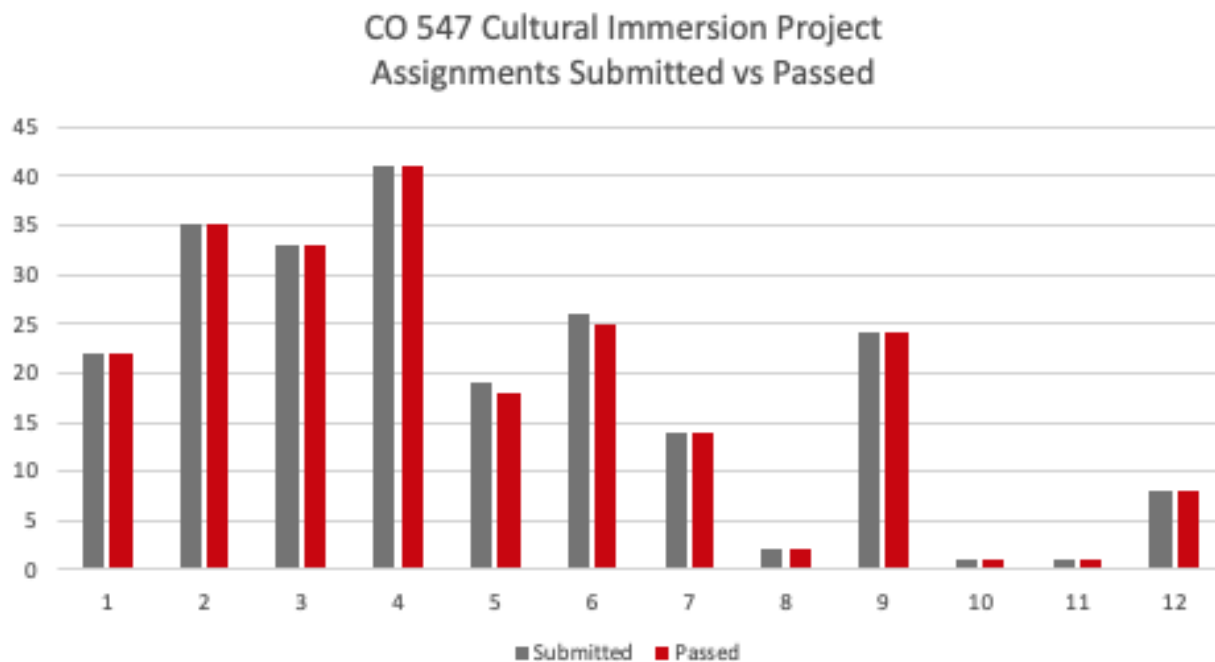
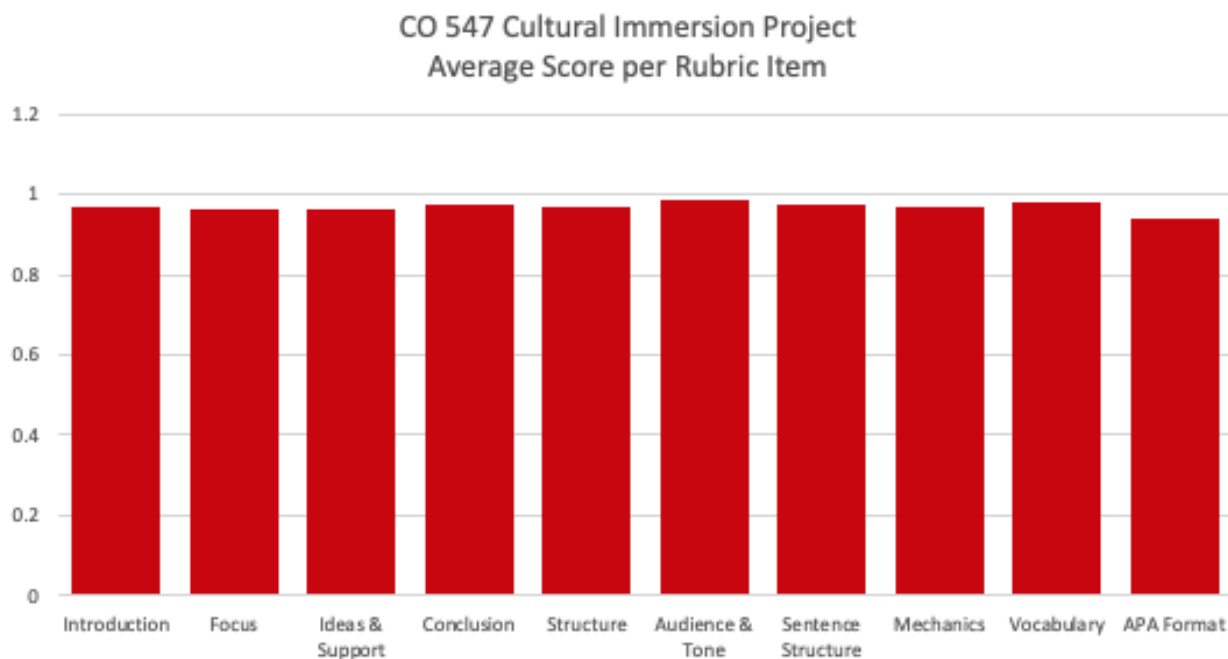


Table 2 Average Score per Rubric Item



PLO 3: CO 542 Comprehensive Career Assessment Report (N=162)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

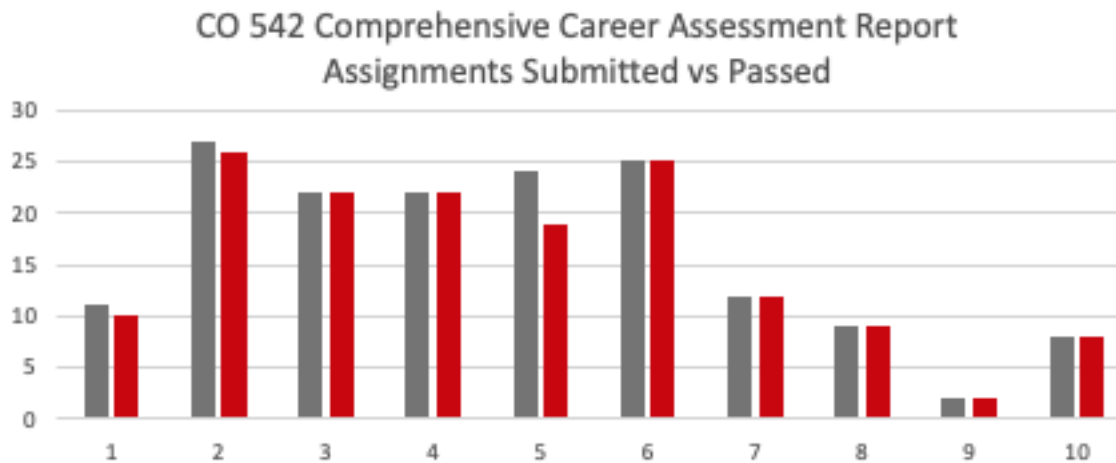
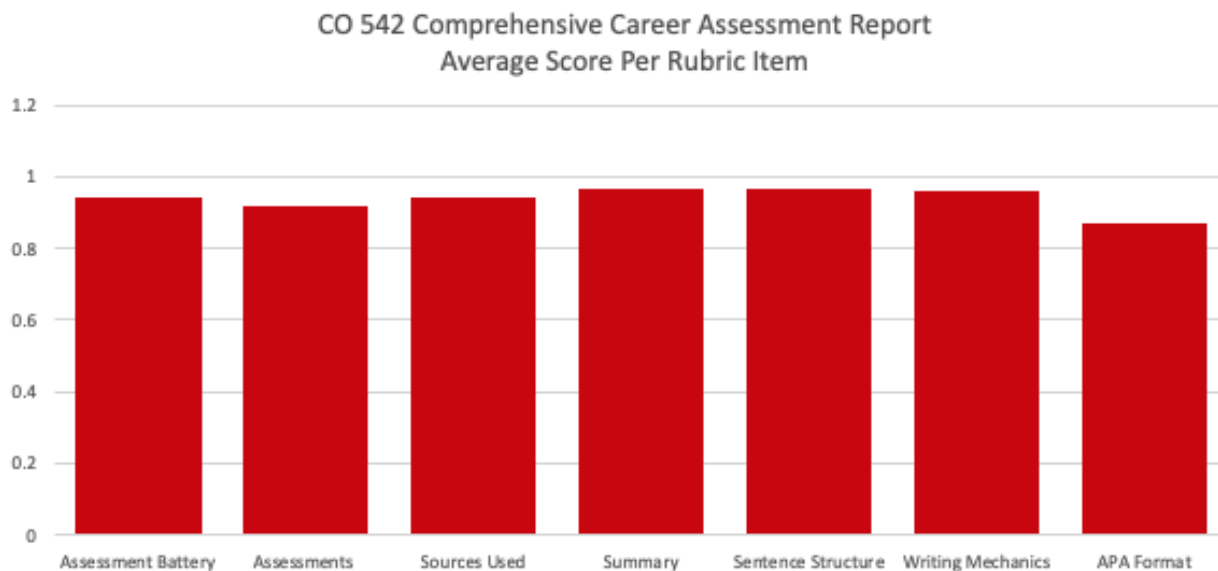


Table 2 Average Score per Rubric Item



PLO 3: CO 506 Challenge and Resilience Project (N=253)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

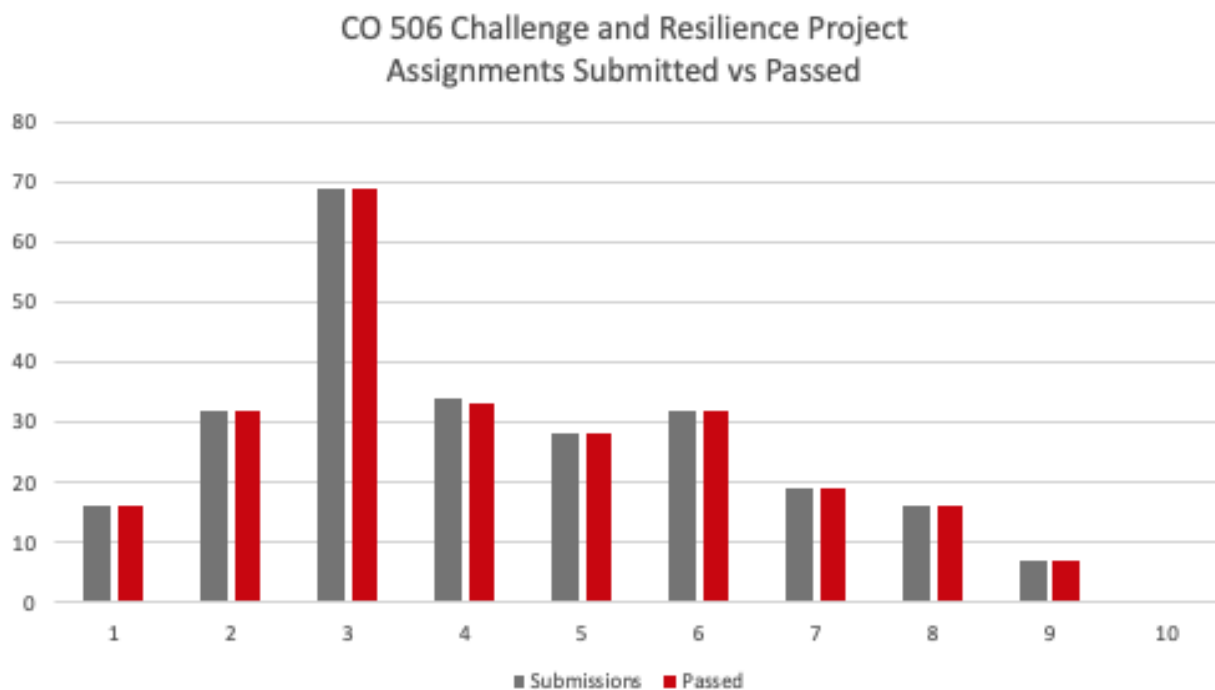
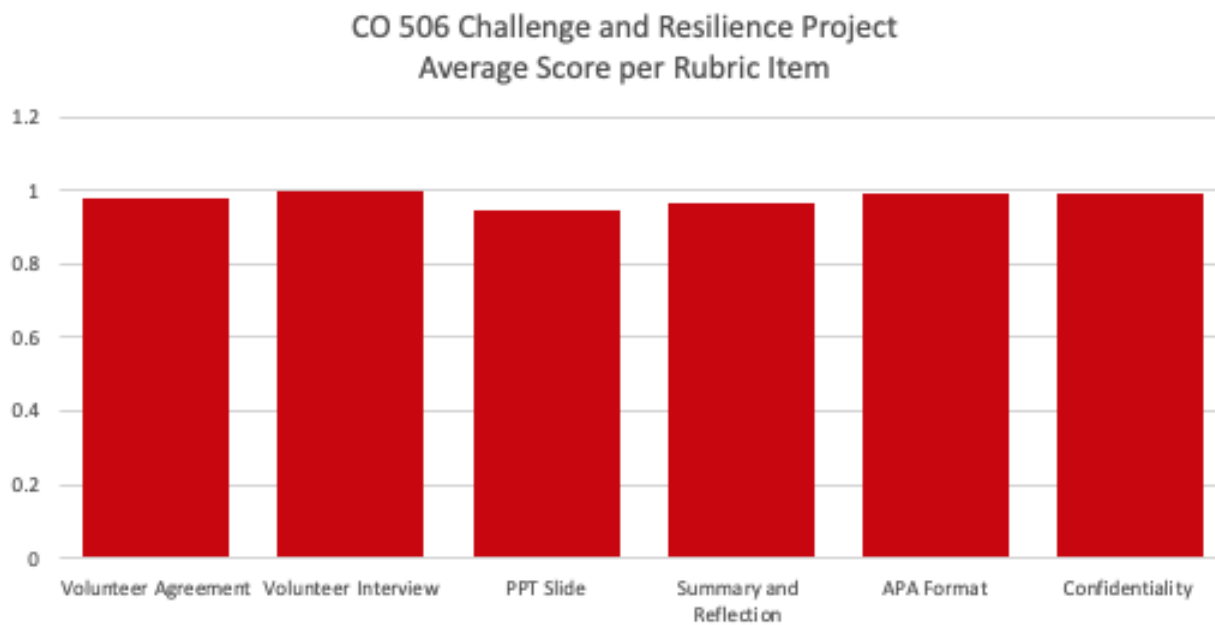


Table 2 Average Score per Rubric Item



PLO 4: CO 542 Comprehensive Career Assessment Report (N=162)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

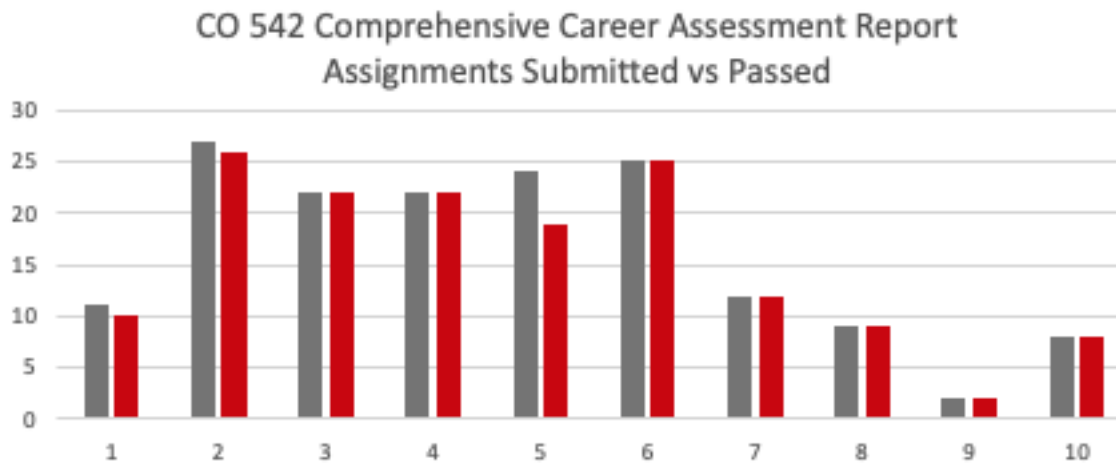
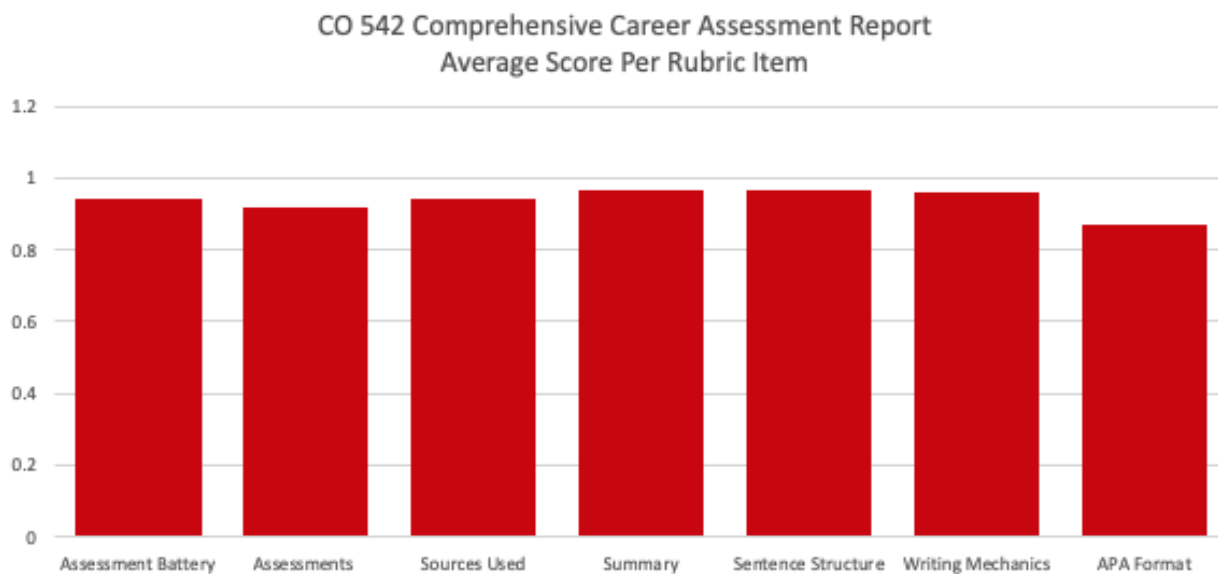
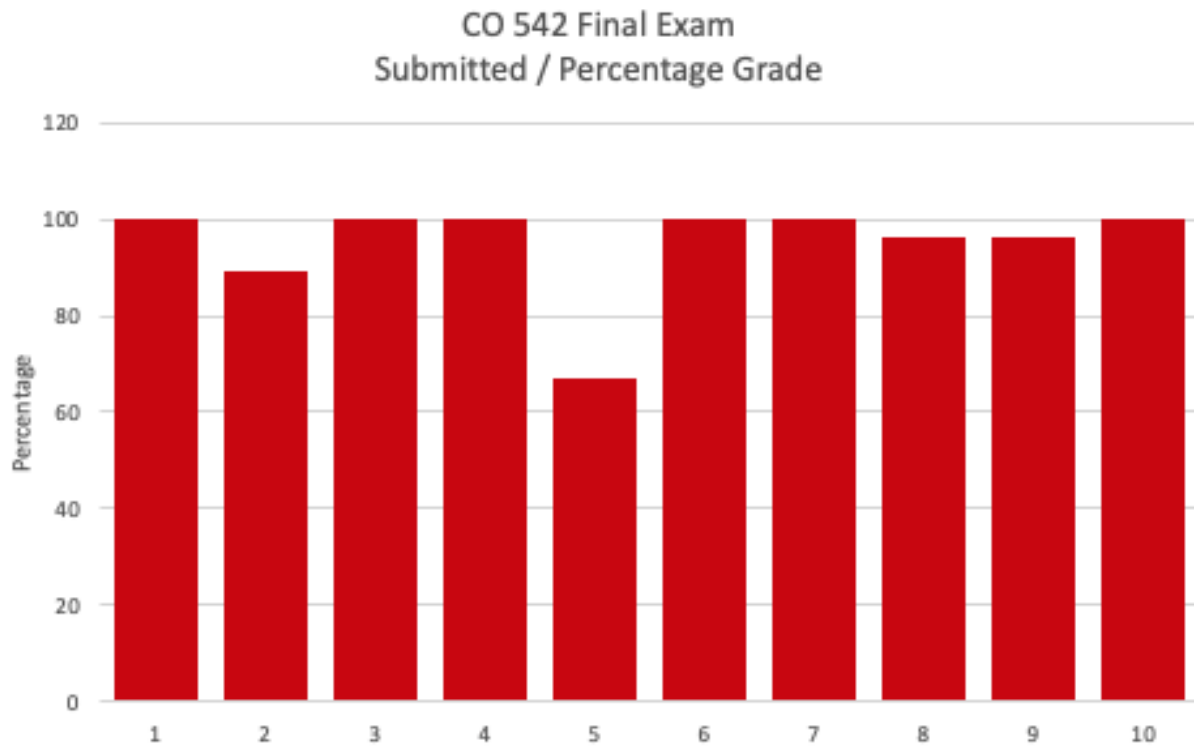


Table 2 Average Score per Rubric Item



PLO 4: CO 542 Final Exam (N=165)*Table 1 Number of Exams per Section vs Percentage Grade Obtained*

PLO 5: CO 541 Treatment Plan Project (N=211)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

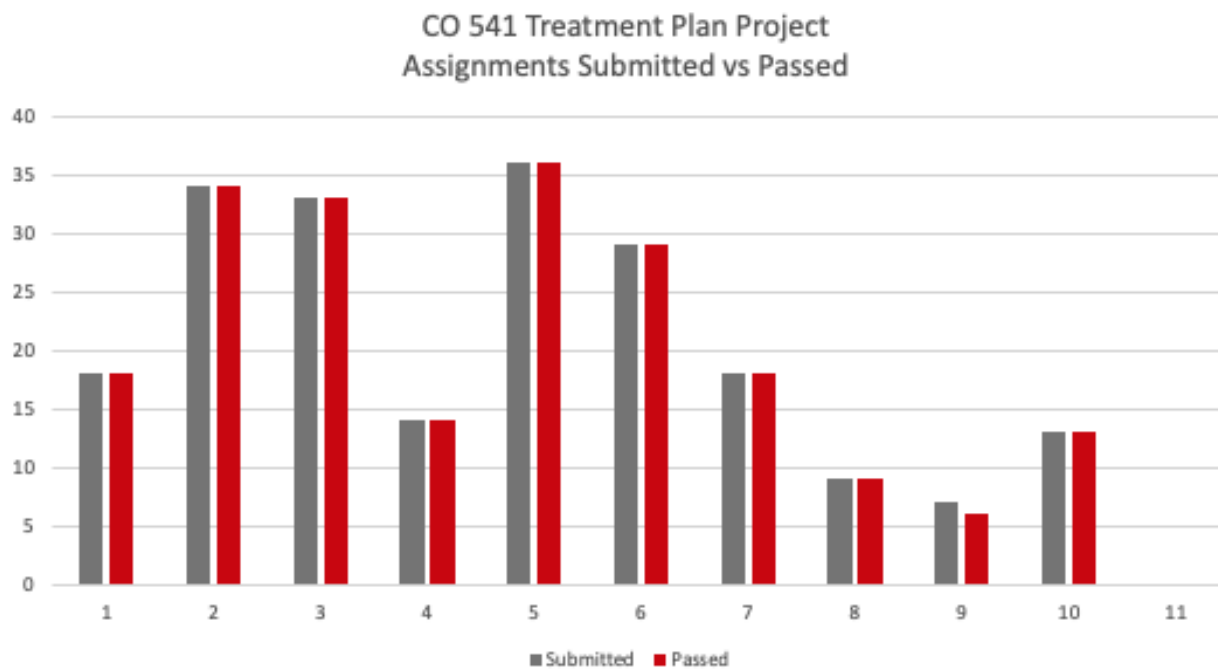
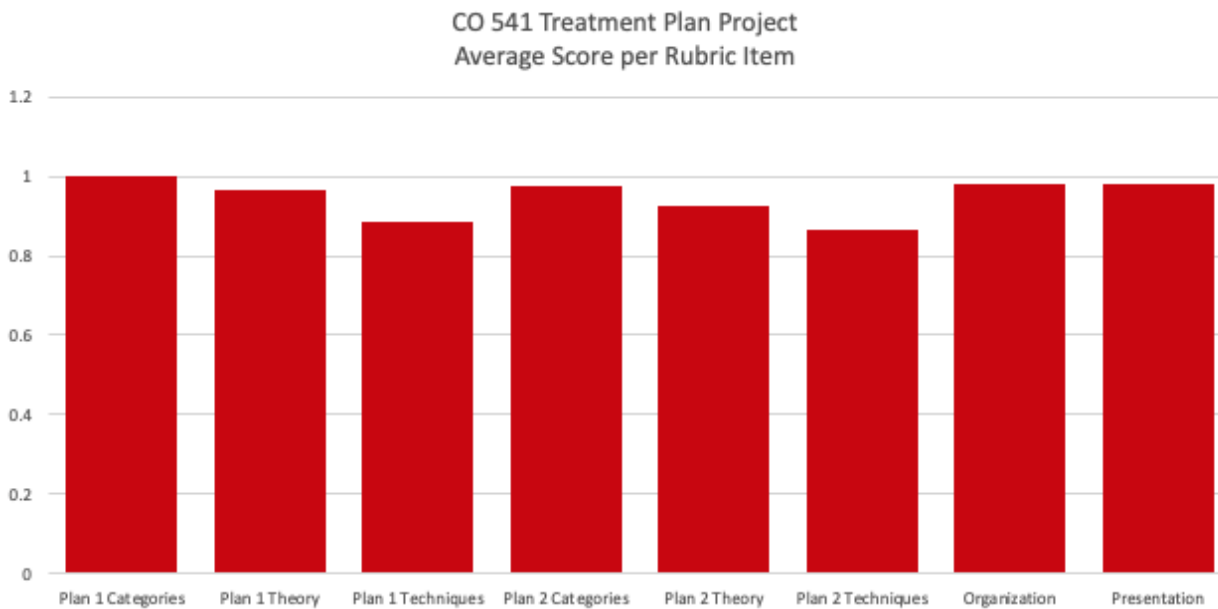


Table 2 Average Score per Rubric Item



PLO 5: CO 543 Parent Child Interview Part 1 (N=139)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

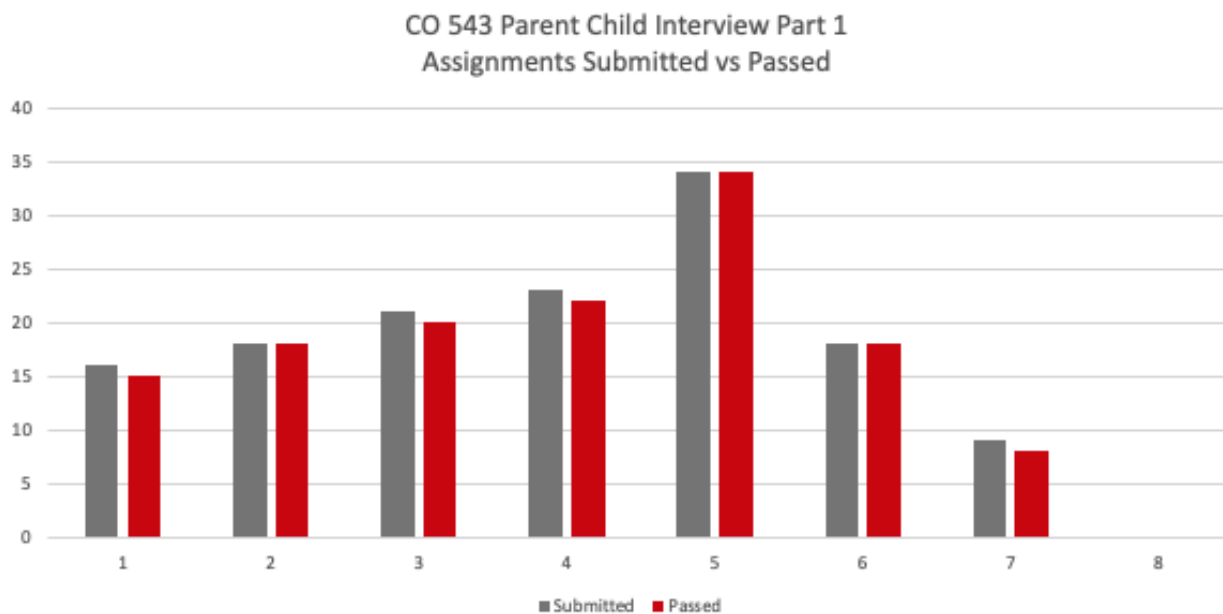
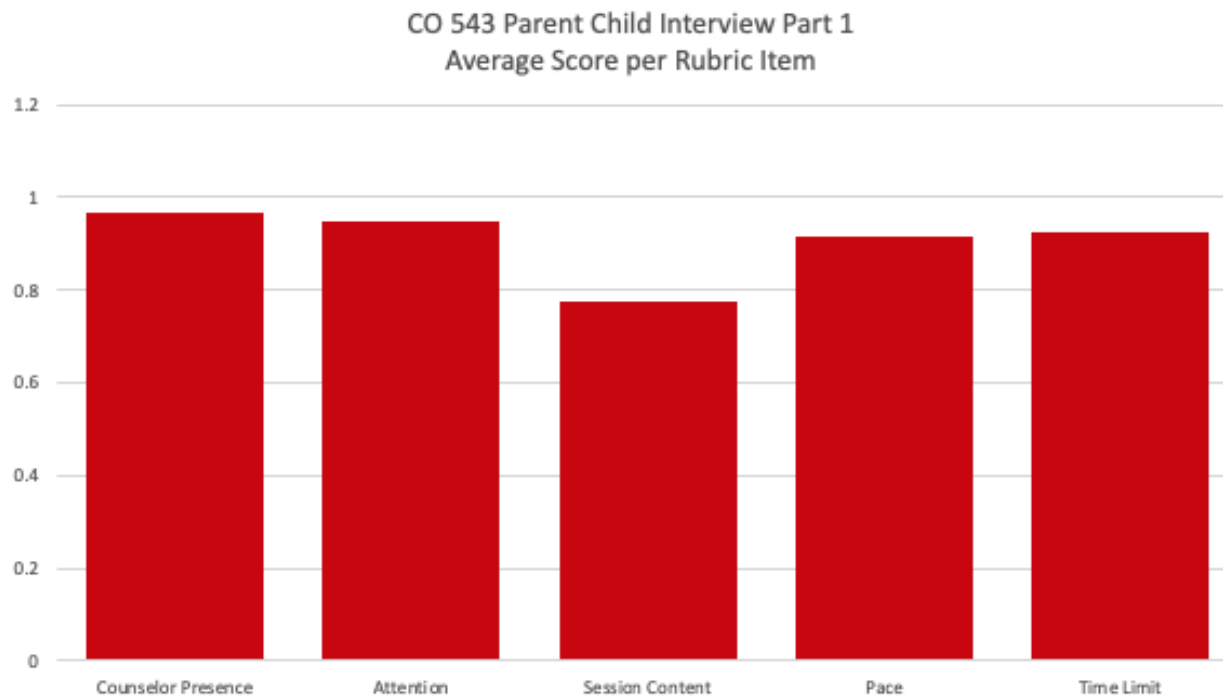


Table 2 Average Score per Rubric Item



PLO 5: CO 543 Parent Child Interview Part 2 (N=141)

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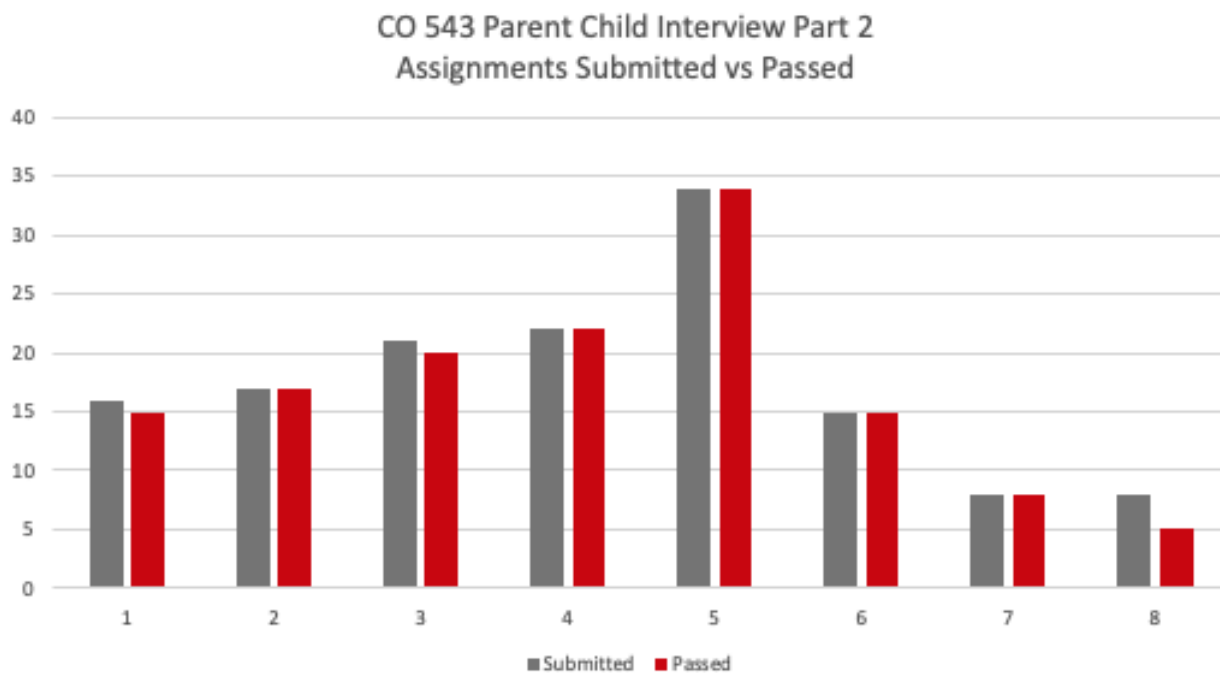
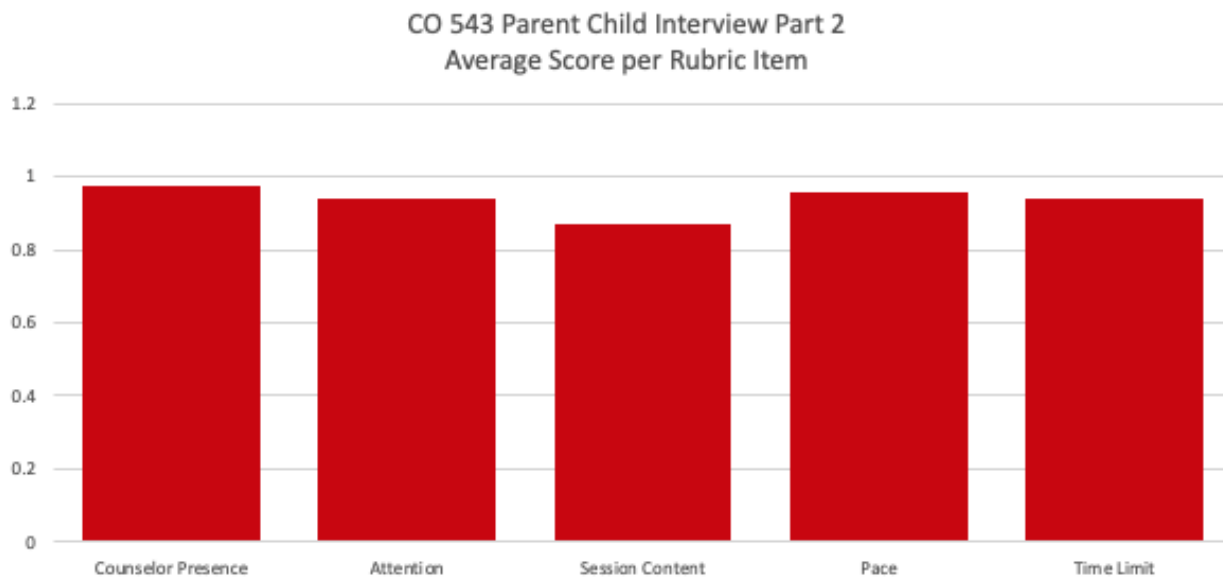


Table 2 Average Score per Rubric Item



PLO 5: CO 543 Parent Child Interview Part 3 (N=130)

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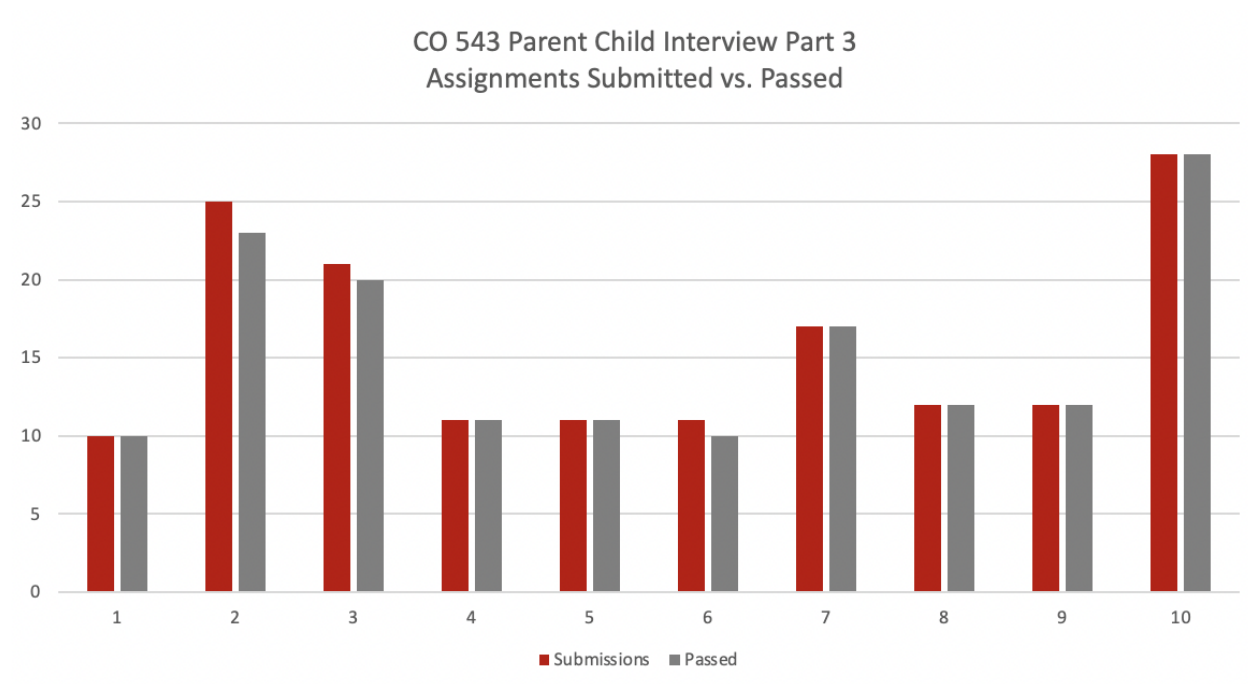
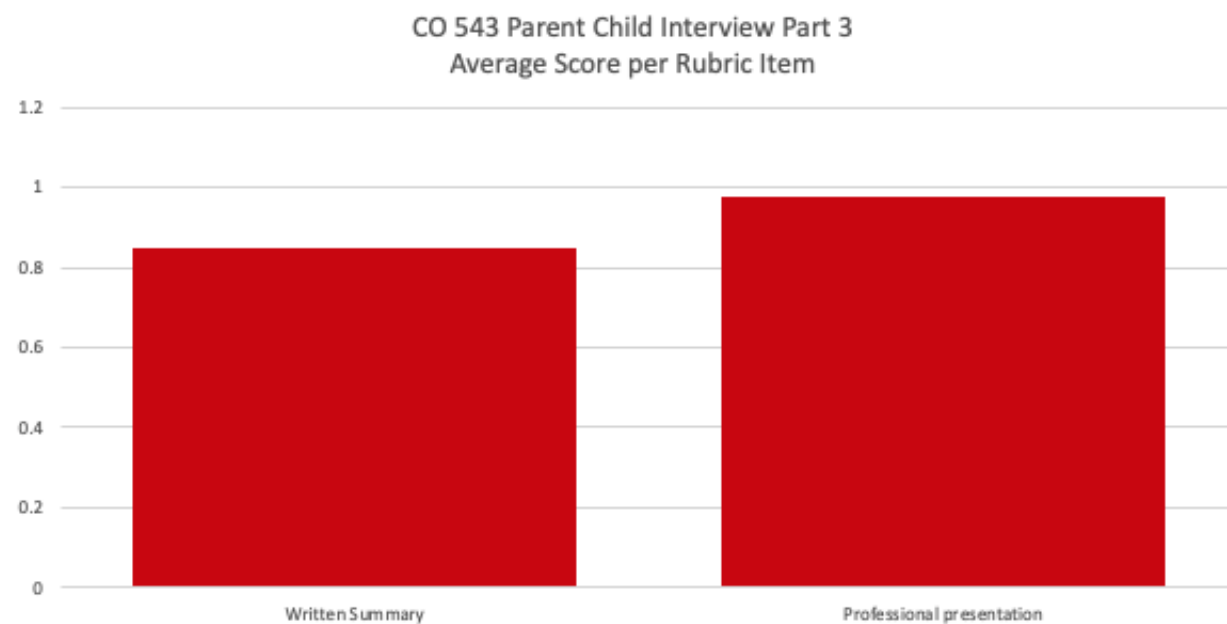


Table 2 Average Score per Rubric Item



PLO 6: CO 546 Collaborative Group Counseling Plan (N=257)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

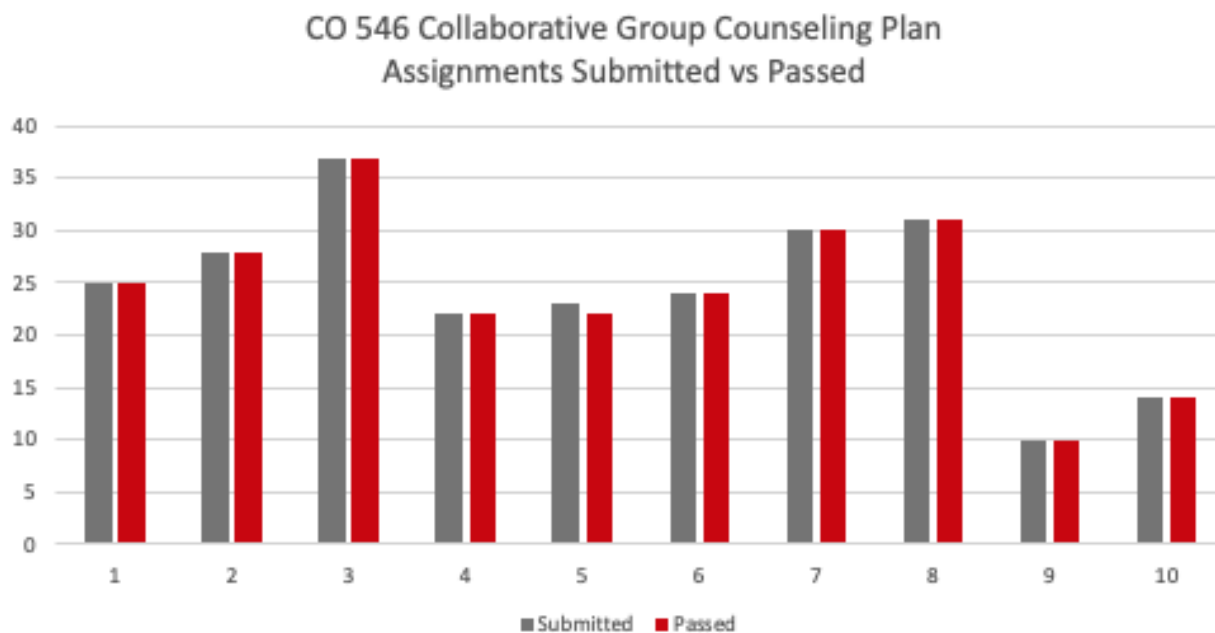
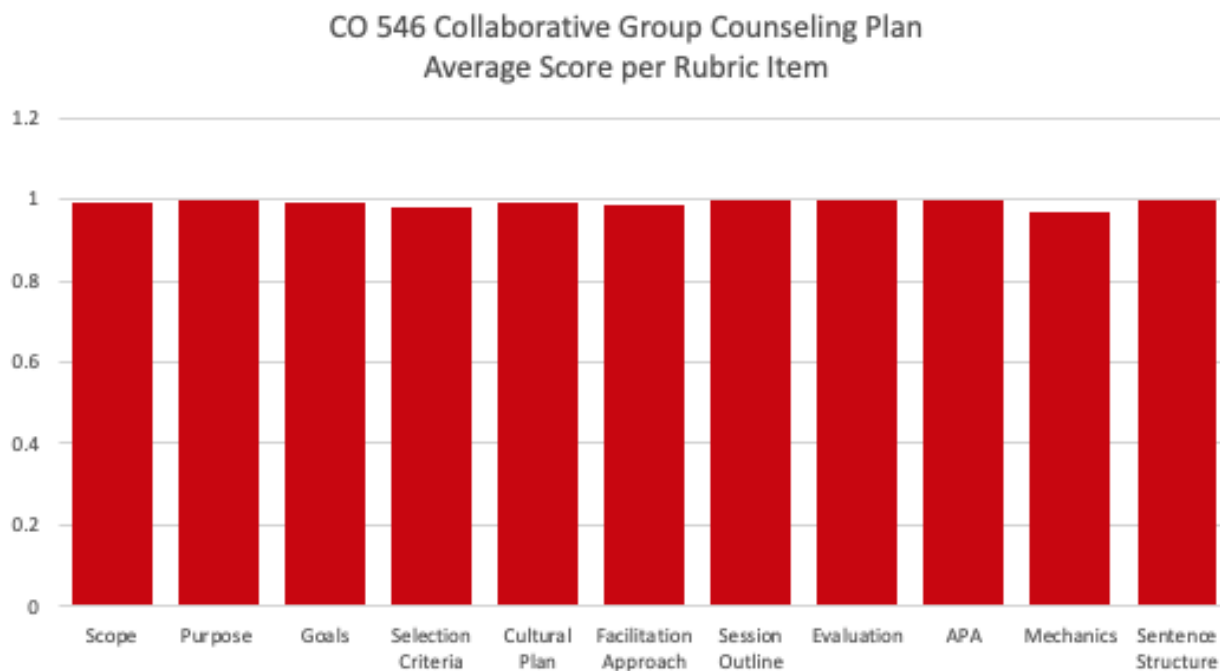


Table 2 Average Score per Rubric Item



PLO 6: CO 579 Small Group Session (N=46)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

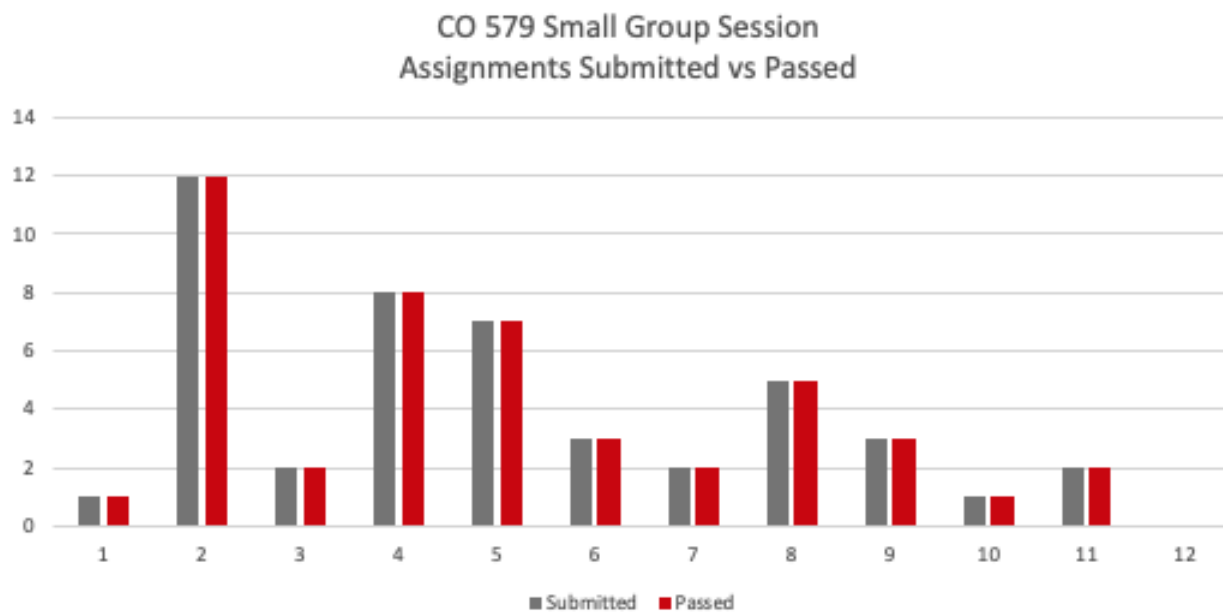
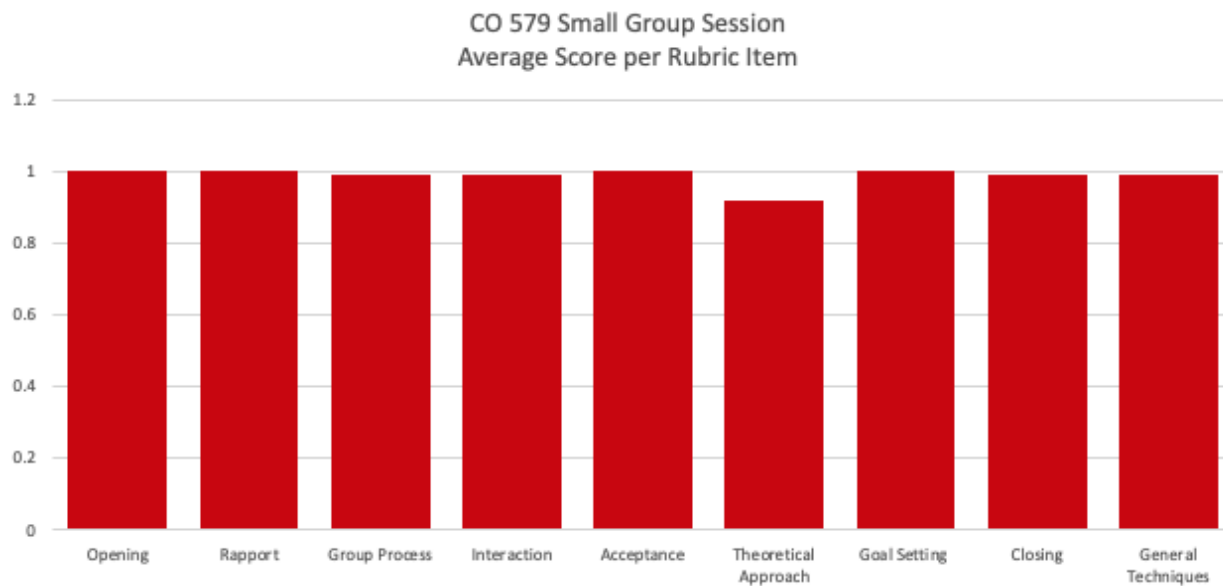


Table 2 Average Score per Rubric Item



PLO 6: CO 589 Small Group Session (N=41)

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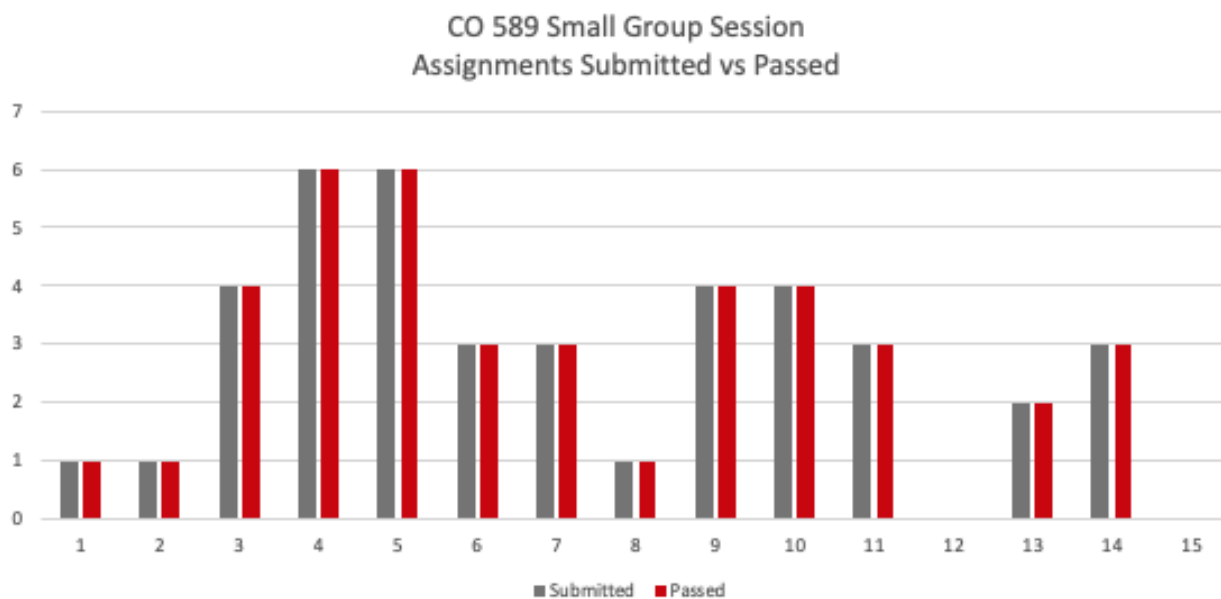
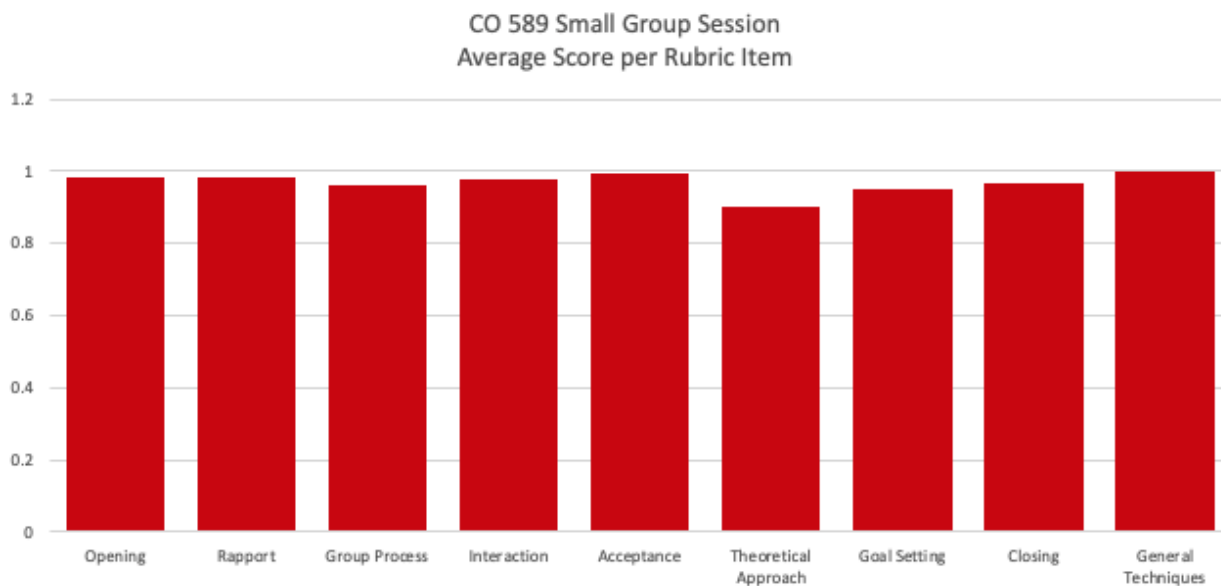


Table 2 Average Score per Rubric Item



PLO 7: CO 542 Comprehensive Career Assessment Report (N=162)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

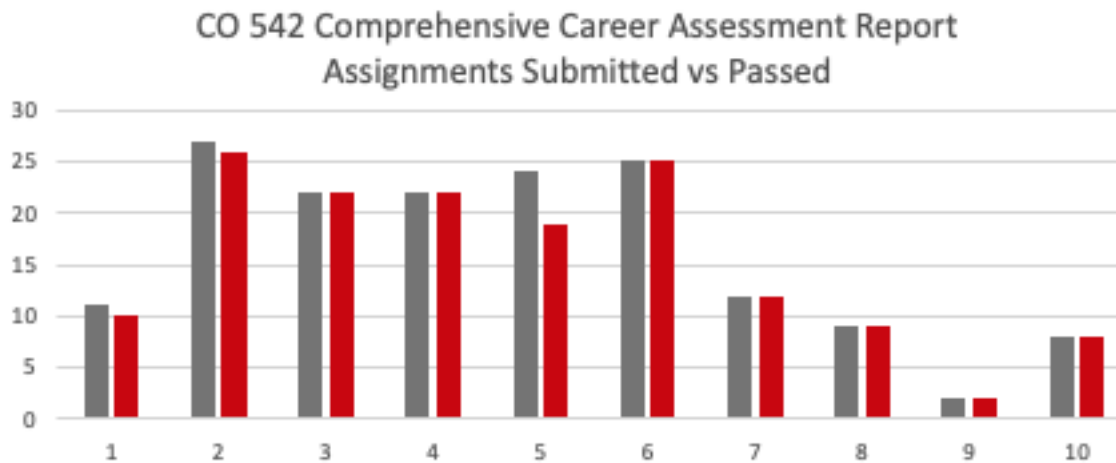
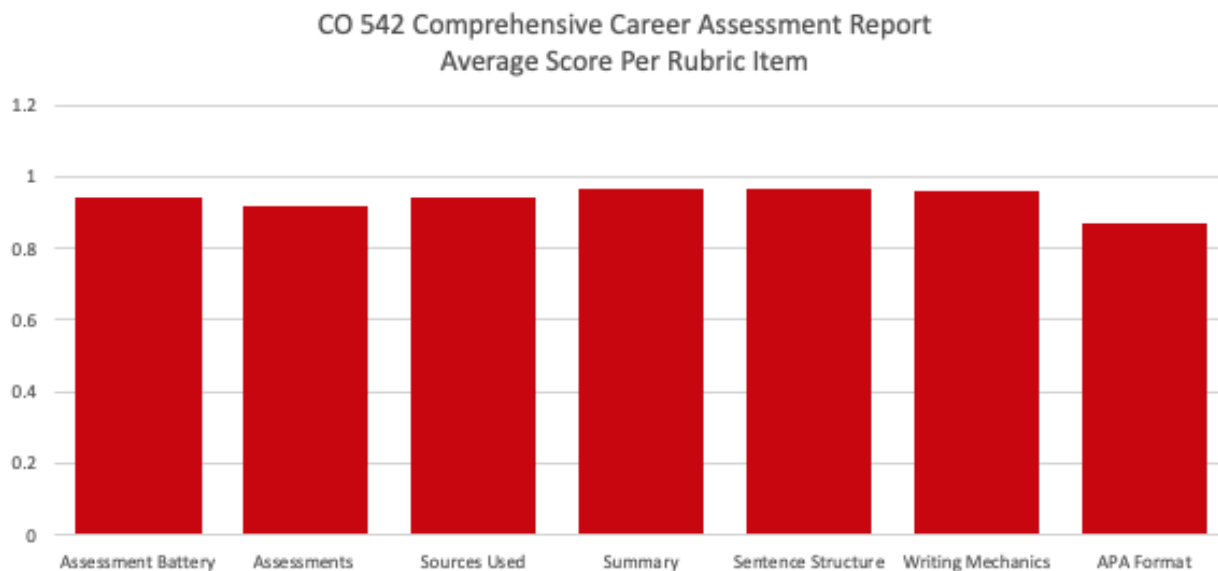


Table 2 Average Score per Rubric Item



PLO 7: CO 545 Test Review and Critique Paper (N=148)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

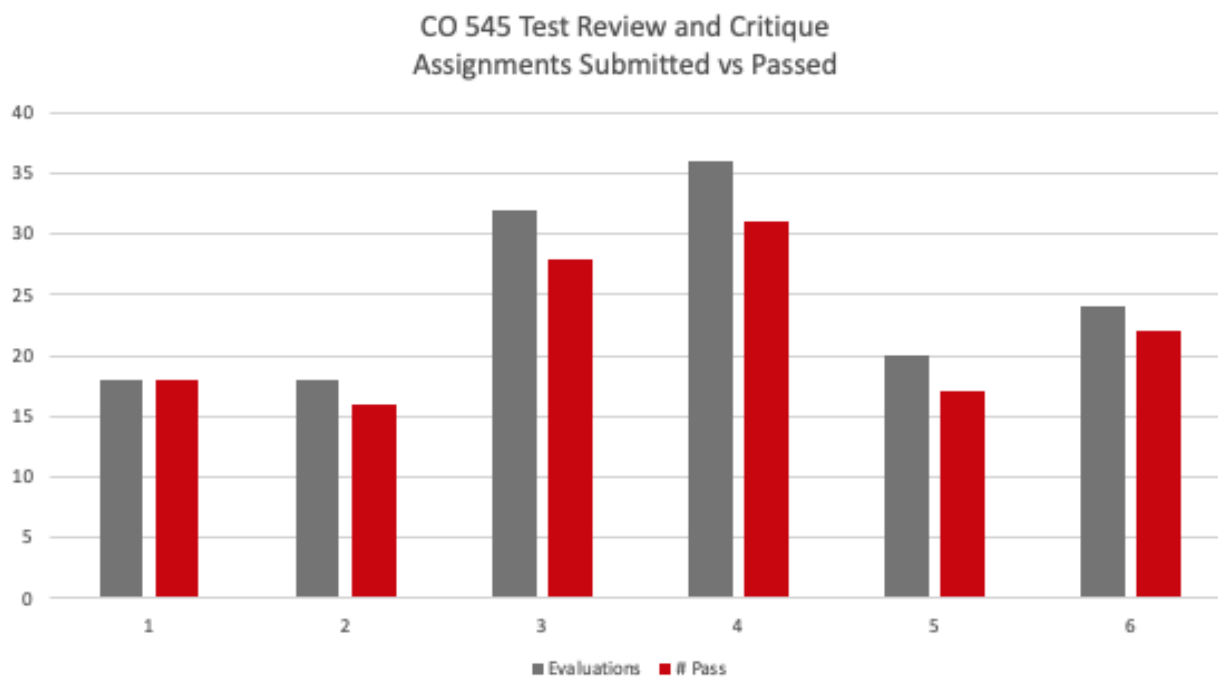
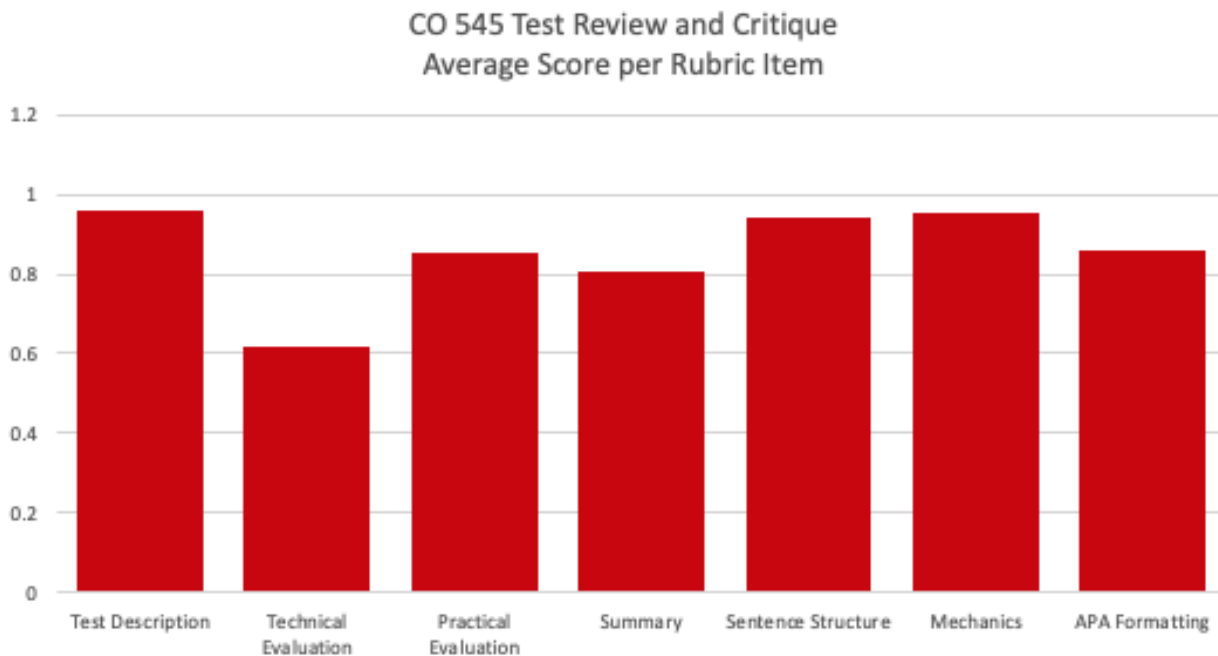


Table 2 Average Score per Rubric Item



PLO 8: CO 579/589 Signature Project Part 2 (N=97)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

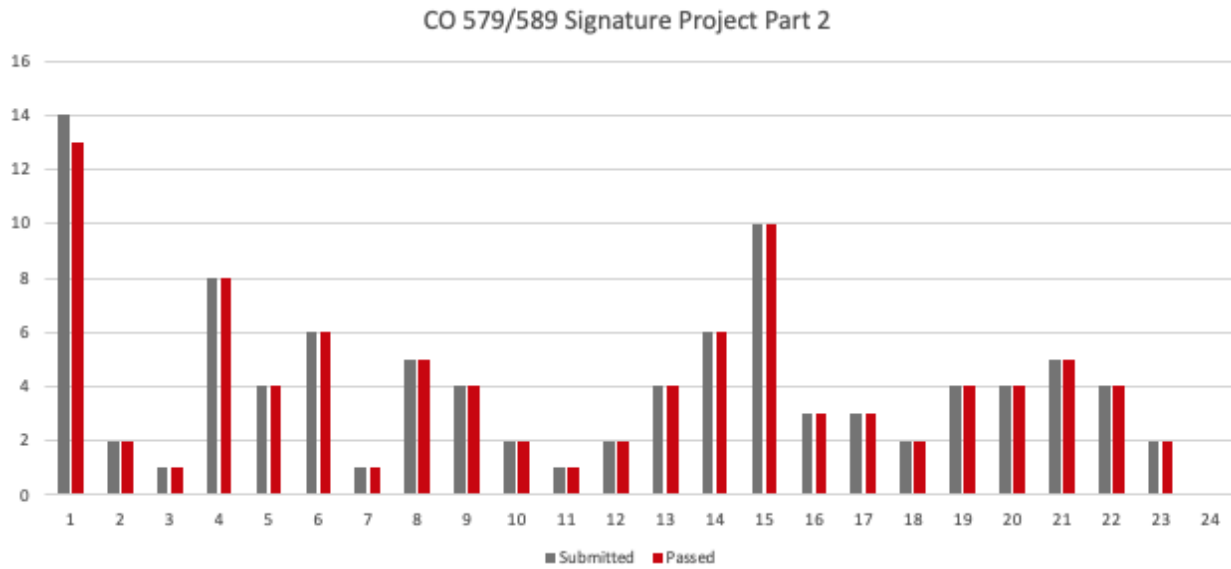
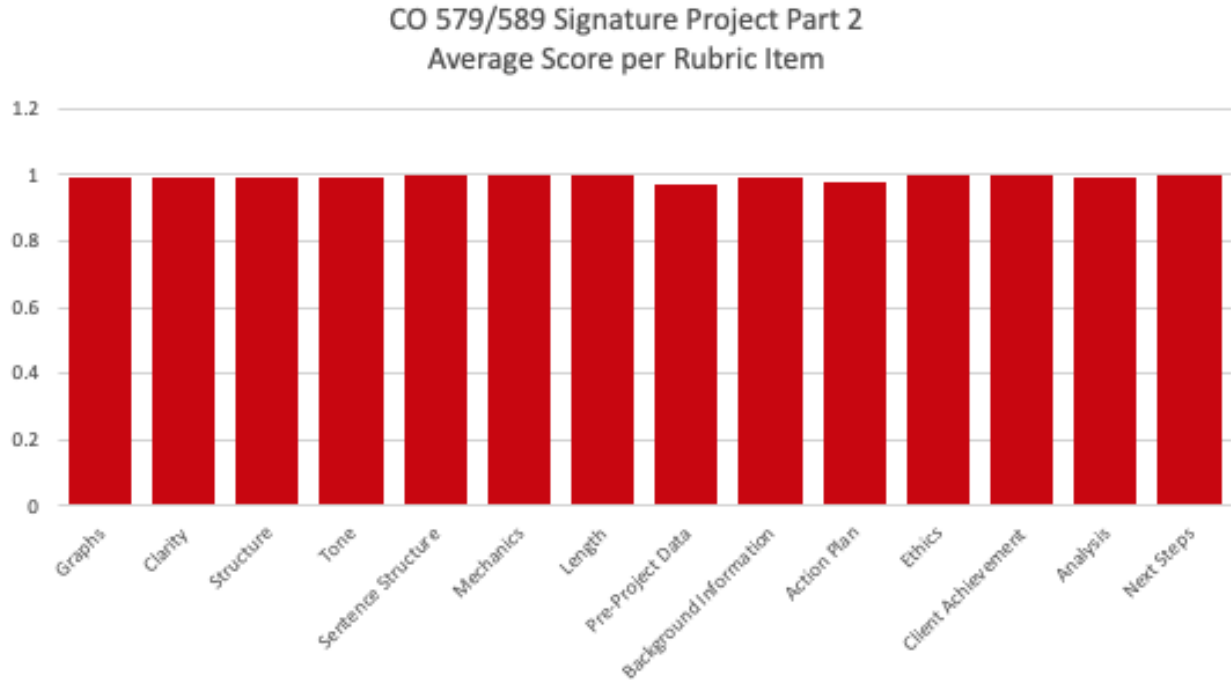


Table 2 Average Score per Rubric Item



PLO 9: CO 501 Treatment Plan (N=119)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

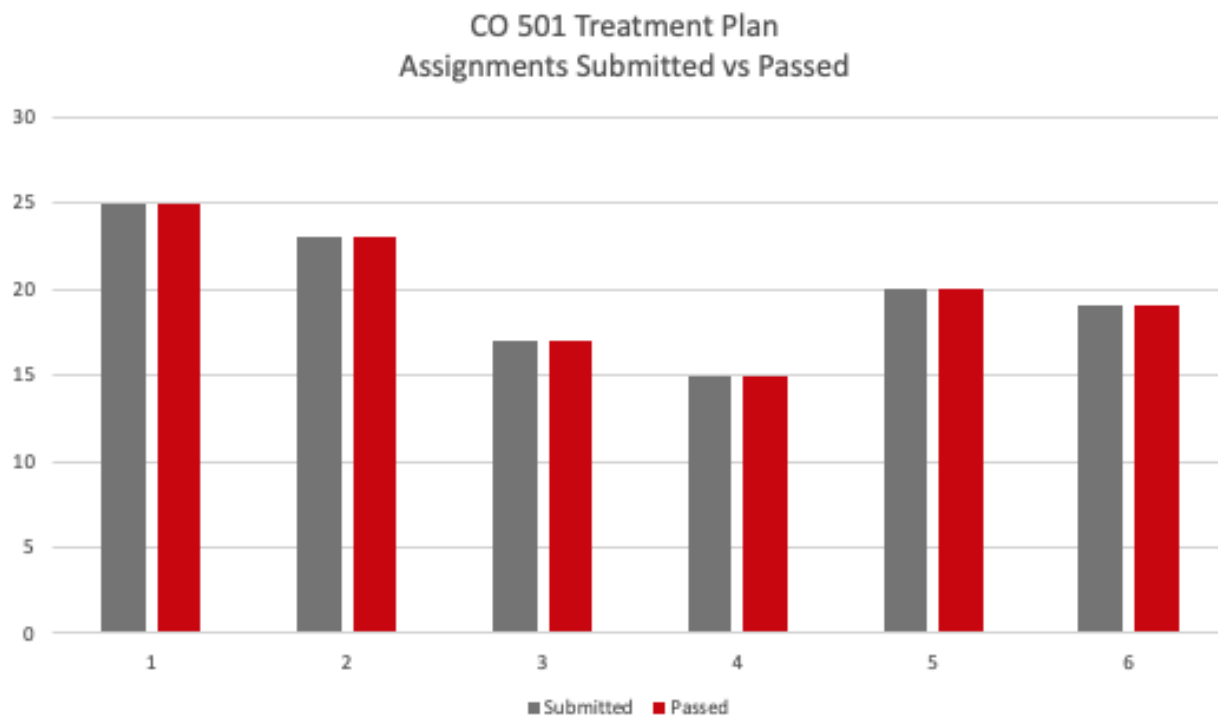
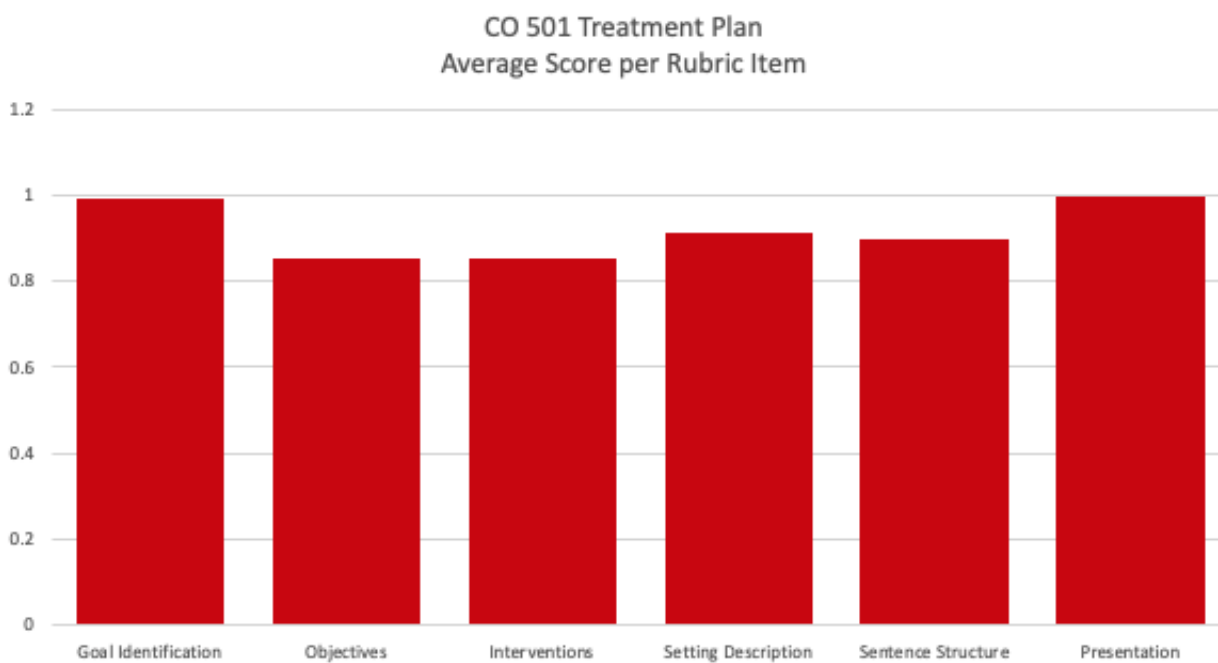


Table 2 Average Score per Rubric Item



PLO 9: CO 520 Anxiety Disorder Assignment (N=136)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

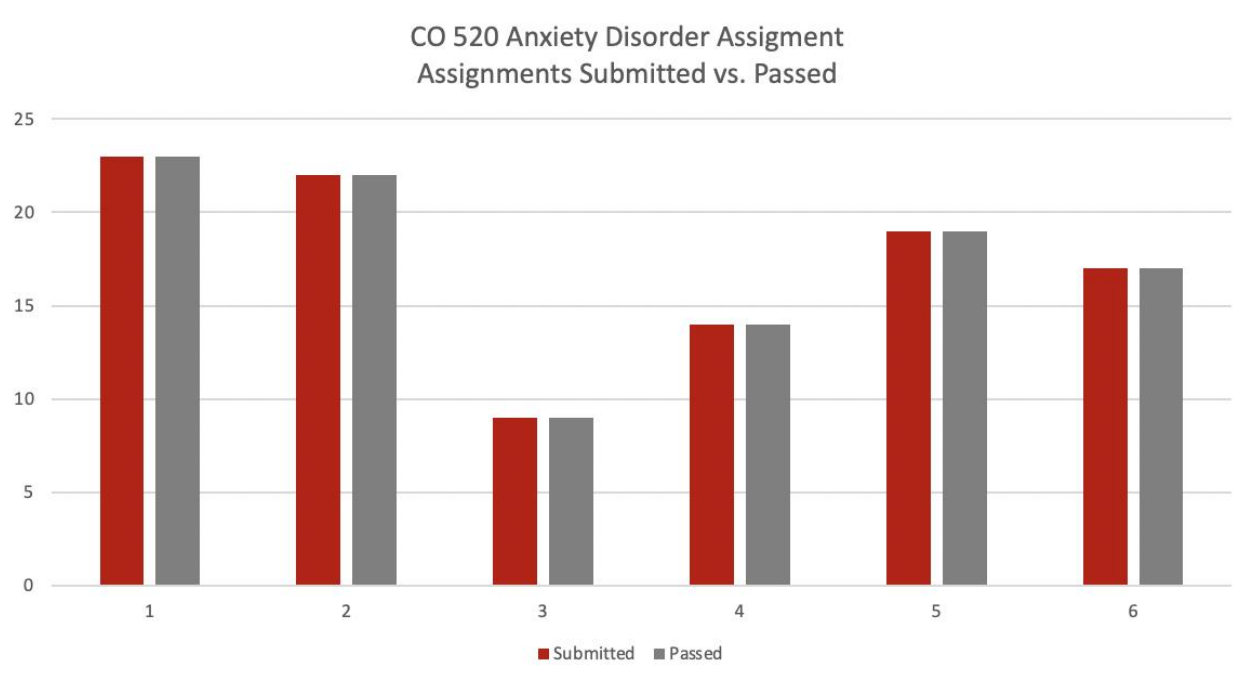
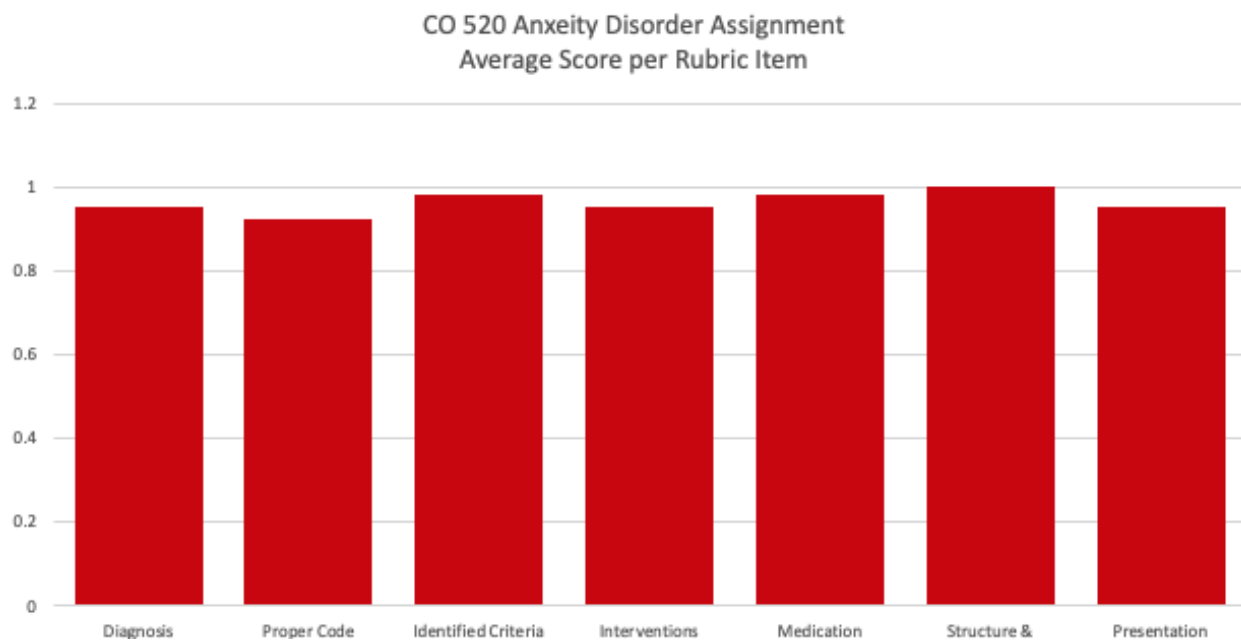


Table 2 Average Score per Rubric Item



PLO 10: CO 540 Annual Student Outcome Goals Assignment (N=112)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

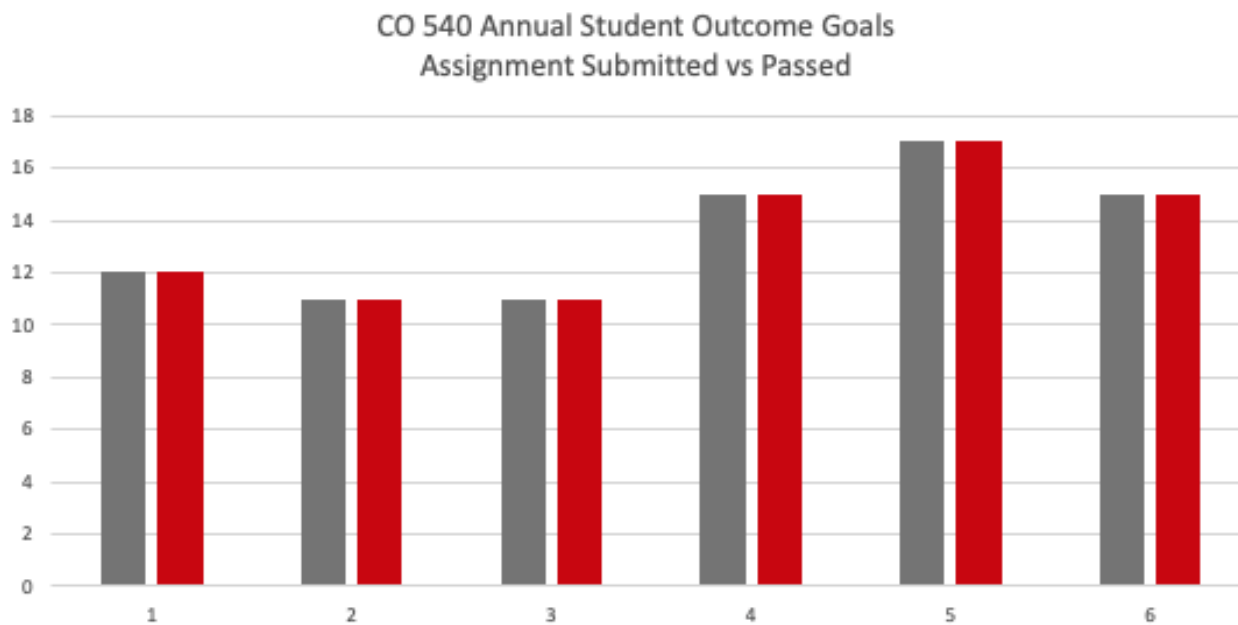
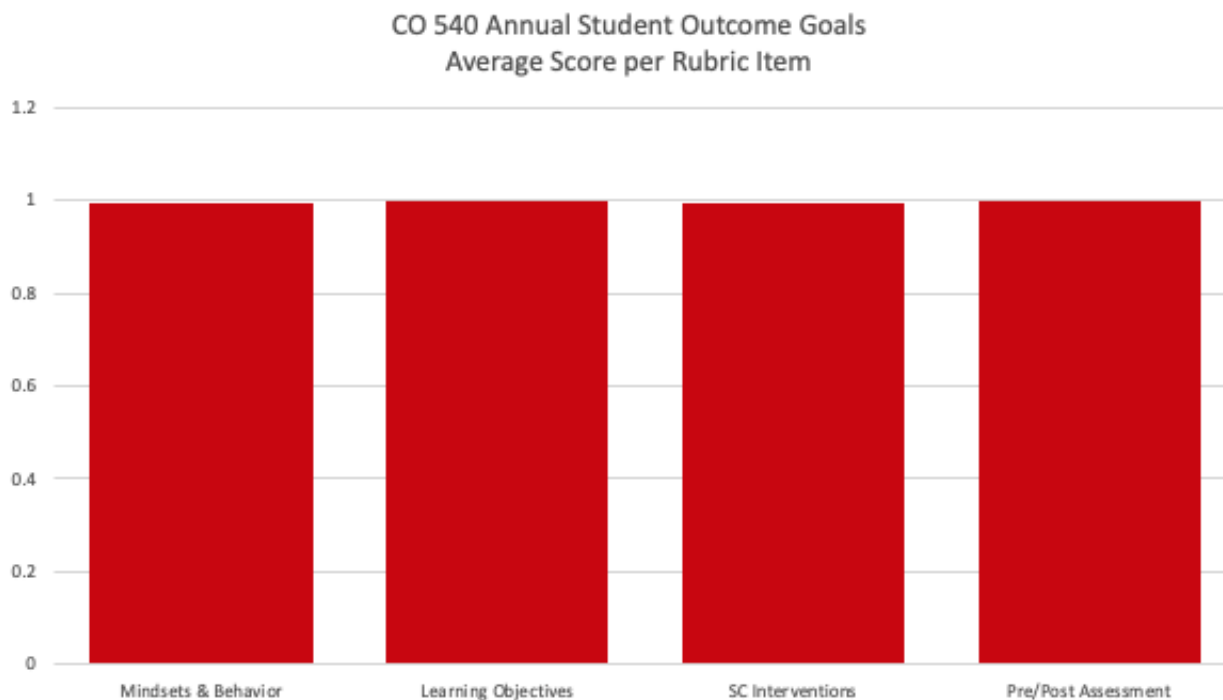


Table 2 Average Score per Rubric Item



PLO 10: CO 579 Large Group Session (N=50)

Table 1 Number of Assignments Submitted vs. Number of Assignments Passed

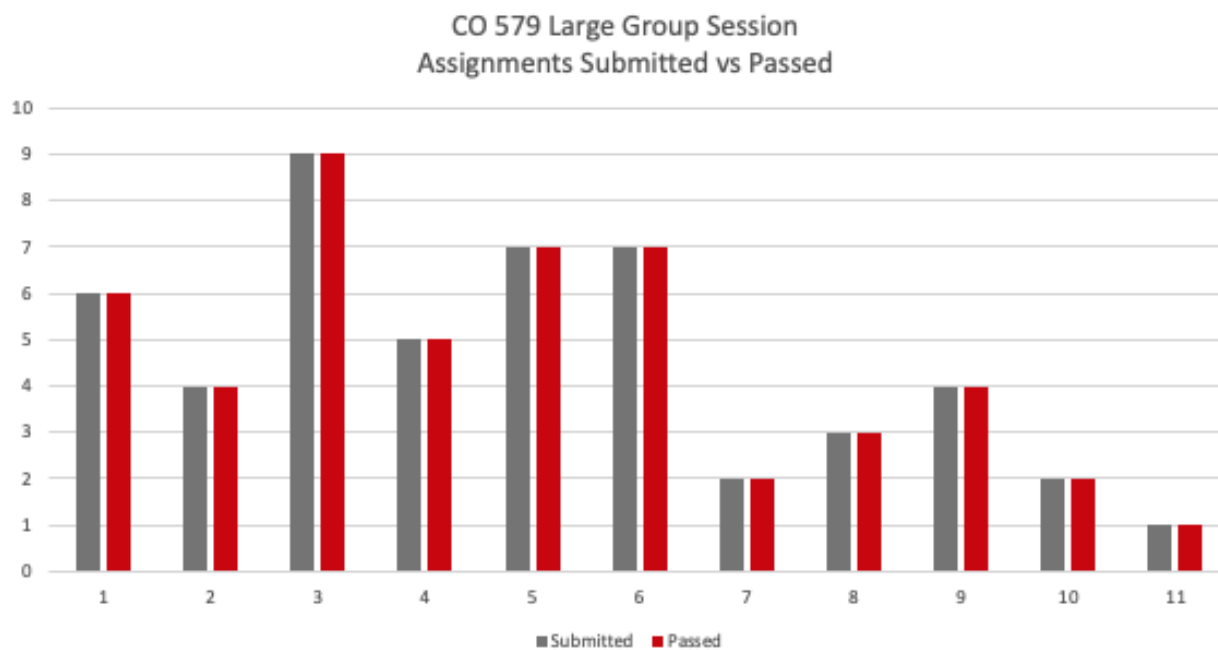
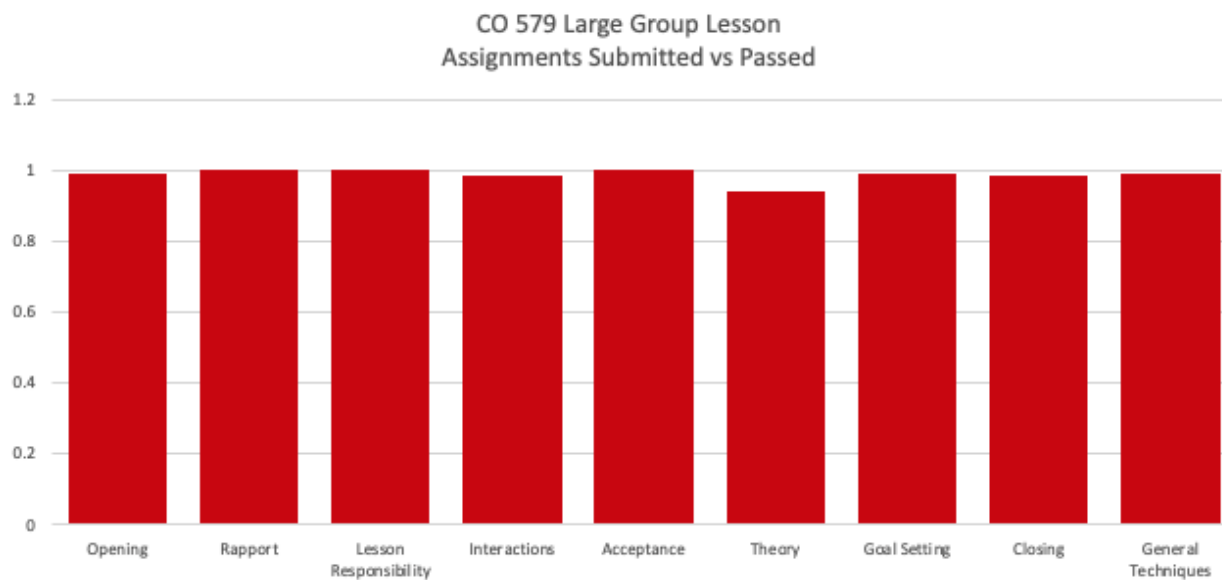


Table 2 Average Score per Rubric Item



Section Five: National Counselor Exam Pass Rates

For 2022-2023, 22 CMHC students attempted the National Counselor Exam (NCE). Of the 22 CMHC students who attempted the exam, 16 passed the examination resulting in a 73% pass rate. During this same time frame, only one school counseling student attempted the NCE and did not pass. The alumni follow-up surveys also ask about the NCE. 18 Alumni surveyed in the 2022-2023 academic cycle indicated they had taken the NCE, with 14 reporting passing the exam, yielding a 78% reported pass rate.

Section Six: Alumni Surveys

Previously, the alumni follow-up survey had been based heavily on the experience of school counseling alumni. In an effort to accurately portray the unique experience of CMHC students, two distinct alumni follow-up surveys were developed for the 2022-2023 academic cycle. In order to align the two surveys as closely as possible, the survey items were completely revised from the items included in previous surveys. The 2022-2023 SC and CMHC alumni surveys contain 15 Likert scale items, 5 items for overall qualitative feedback, 2 items related to the NCE exam, and 3 items related to employment. As part of the survey revision, all Likert scale items are now scored on a 4-point scale rather than a 5-point scale. The 4-point scale is presented in the Qualtrics survey as "Excellent", "Above Average", "Average", and "Below Average". The target for identified improvement would be any item that averages lower than a 3 ("above average").

For 2022-2023, 31 alumni participated in at least some items from the alumni follow-up survey. Of the 31 participants, 14 were SC graduates and 17 were CMHC graduates. Of the 15 Likert Scale items on the survey, none averaged below 3 ("above average"). To identify

opportunities for growth, the three lowest items were identified for each program: School Counseling Alumni scored items 13 (3.4), 14 (3.4), and 16 (3.4) as the lowest, while CMHC alumni scored items 13 (3.1), 15 (3.4), and 16 (3.4) as the lowest. Two of the three lowest-scored items were common across both programs, items 13 and 16. Item 13 asks about how well UWA prepared the person to integrate technology into the current work situation. Item 16 asks how well UWA prepared the person to integrate current research into the current work situation.

Table 1 Average Score per Survey Item for CMHC Alumni 2022-2023

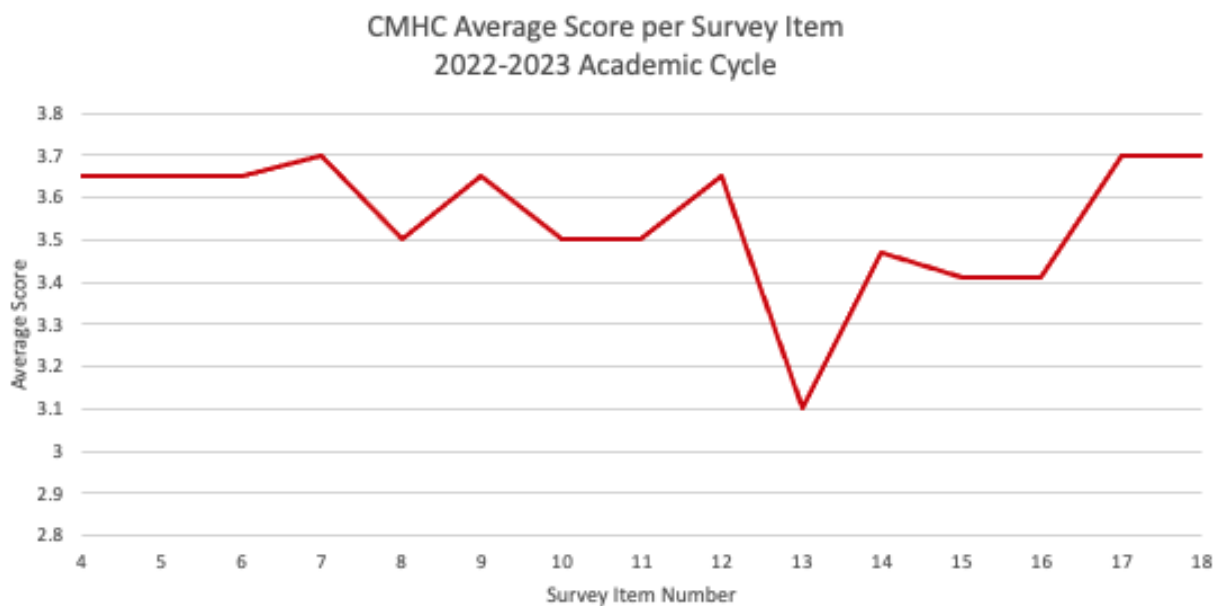
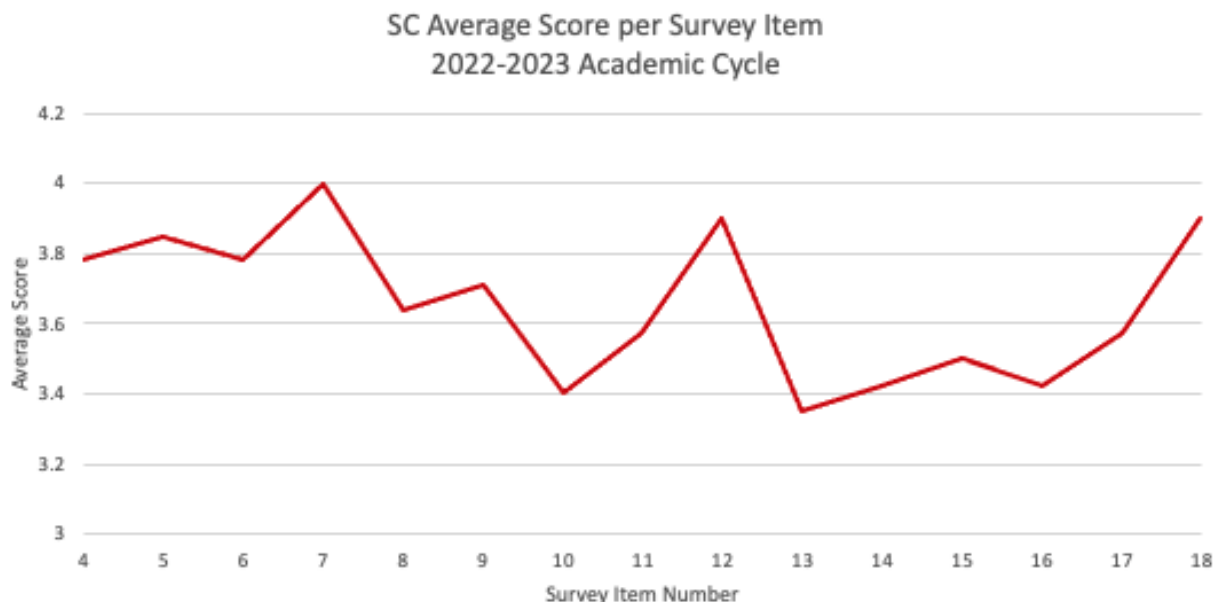


Table 2 Average Score per Survey Item for School Counseling Alumni 2022-2023



The revised 2022-2023 alumni follow-up surveys also included three items related to employment. Of the 17 CMHC alumni from the 2021-2022 graduation cycle who participated in the 2022-2023 alumni follow-up survey, 15 indicated they were either already employed in the counseling field while in the program or were employed in the counseling field within six months of graduation. Only one indicated that they had not received a job offer but had been looking for a job (one other respondent had not applied for a job in the counseling field yet). Based on this data, we calculated an 94% employment rate for CMHC alumni who graduated during the last data cycle. Of the 14 SC alumni from the 2021-2022 graduation cycle who participated in the 2022-2023 alumni follow-up survey, 9 indicated that they were employed as a school counselor while in the program. Three respondents indicated that they had not sought employment as a school counselor at this time. Only two respondents indicated that they had

sought employment as a school counselor but had not received a job offer. Based on this data, we calculated an 81% employment rate for SC alumni who graduated during the last data cycle.

Report from DEI Council Meeting

The DEI council met on September 20, 2023, to review the above annual report information. Trends were noted. Updates were provided related to the faculty hiring process. Two full-time counseling faculty positions have been authorized by the administration and the university will prioritize the hiring of a racial minorities for both hires in order to increase the diversity within the counseling faculty.

The DEI council discussed two additional topics related to inclusion concerns. Issues related to cost-of-degree were considered. Even though UWA might be the most cost-friendly program available in terms of per hour tuition, the DEI council wanted to explore any additional measures to keep student costs low. The price of textbooks has increased. Are there options such as Cengage Unlimited that might work better for our students? In addition to the idea of a textbook subscription plan, DEI members encouraged faculty members to consider ways that even that cost might be offset. Are there grant opportunities available? Are there other ways to cover textbook costs for students, at least partially?

The DEI council also recommended conducting a survey with current students to assess current needs for support and seek feedback for programmatic improvement. DEI council members put forth a number of potential survey items to include in that survey. All items will be shared with the PAC in the October, 2023, meeting.

Report From PAC Meeting

The Program Advisory Council met on October 25, 2023, to review the above annual report information. Trends were noted. Information from the DEI council meeting in September were shared with the PAC members. In addition to the rubric data, the two items discussed by the DEI council were also discussed with PAC members. The PAC wants to form a fact-finding group to gather more information about Cengage products before committing to encouraging all students to purchase Cengage Unlimited. Regarding the proposed current-student survey, PAC members liked the idea and wanted to make sure the counseling faculty had final ownership of the items included in the survey. Dr. Willis will present all proposed items to the counseling faculty for them to review and approve.

Appendix A

Program Evaluation Plan Crosswalk

<u>Plan elements →</u> ↓ Data Types	Data to be Collected	How/When Data Will be Collected	Method for how Data Will be Reviewed/ Analyzed	How Data Will be Used for Improvement	Connection to Program Outcomes
Aggregate Student Assessment Data: Knowledge	Rubrics scores for KPI assignments tied to KPIs. Please click here for key assignments and rubrics	Data is pulled from Blackboard EAC. Aggregate student data is collected after each term.	Aggregate data is disseminated to faculty and stakeholders by data analytics coordinator (DAC).	Faculty, PAC, and DEI Council review data each fall to determine if improvement is needed for any KPI assignment or process.	KPIs measure PLOs 1, 2, 3, 4, 6, 7, 8, 9 & 10. [See Program Alignment Chart For PLO/KPI/Assessment Details]
Aggregate Student Assessment Data: Skills	Rubrics scores for Signature assignments tied to KPIs (Click here for Signature assignments and rubrics)	Data is pulled from Blackboard EAC. Aggregate student data is collected after each term.	Aggregate data is disseminated to faculty and stakeholders by DAC.	Faculty, PAC, and DEI Council review data each fall to determine if improvement is needed for any KPI assignment or process.	KPIs measure PLOs 4, 5, & 6. [See Program Alignment Chart for PLO/KPI/Assessment Details]
Aggregate Student Assessment Data: Dispositions	Rubric scores for signature disposition evaluation (Please click here for signature evaluation and rubric)	CSES rubric data is pulled from Blackboard EAC. Aggregate student data is collected after each term.	Aggregate data is disseminated to faculty and stakeholders by DAC.	Faculty, PAC, and DEI Council determine needed improvements annually each fall.	Dispositional rubrics measure PLOs 1 & 2. [See Program Alignment Chart for PLO/KPI/Assessment Details]
Demographic & Other Characteristics: Applicants	Demographic data related to gender identity and racial identity is collected.	Demographic data for graduates is collected annually from our third-party vendor, Wiley Education Services.	Aggregate demographic data for graduates is disseminated to faculty and stakeholders by DAC.	Faculty, PAC, and DEI Council determine needed improvements annually each fall.	Demographic data measures PLO 2. [See Program Alignment Chart for PLO/KPI/Assessment Details]

<u>Plan elements →</u> ↓ Data Types	Data to be Collected	How/When Data Will be Collected	Method for how Data Will be Reviewed/ Analyzed	How Data Will be Used for Improvement	Connection to Program Outcomes
Demographic & Other Characteristics: Students	Demographic data related to gender identity and racial identity is collected.	Demographic data for graduates is collected annually from the university database.	Aggregate Demographic data for graduates is disseminated to faculty and stakeholders by DAC.	Faculty, PAC, and DEI Council determine needed improvements annually each fall.	Demographic data measures PLO 2. [See Program Alignment Chart for PLO/KPI/Assessment Details]
Demographic & Other Characteristics: Graduates	Demographic data related to gender identity and racial identity is collected.	Demographic data for graduates is collected annually from the university database.	Aggregate demographic data for graduates is disseminated to faculty and stakeholders by DAC.	Faculty, PAC, and DEI Council determine needed improvements annually each fall.	Demographic data measures PLO 2. Please click here for [See Program Alignment Chart for PLO/KPI/Assessment Details]
Systematic Follow-up Studies: Graduates	Alumni follow-up survey data. Please click here for alumni survey items.	Alumni follow-up data is collected yearly via email surveys each spring.	Aggregate alumni follow-up data is disseminated to faculty and stakeholders by DAC.	Faculty, PAC, and DEI Council determine needed improvements annually each fall.	Follow-up survey data measures PLOs 1 & 5. [See Program Alignment Chart for PLO/KPI/Assessment Details]
Systematic Follow-up Studies: Site Supervisors	Site supervisor follow-up survey data. Please click here for alumni survey items.	Site Supervisor follow-up data is collected yearly via email surveys each spring.	Aggregate site supervisor follow-up data is disseminated to faculty and stakeholders by DAC.	Faculty, PAC, and DEI Council determine needed improvements annually each fall.	Follow-up survey data measures PLOs 1 & 5. [See Program Alignment Chart for PLO/KPI/Assessment Details]
Systematic Follow-up Studies: Employers	Employer follow-up survey data. Please click here for alumni survey items.	Employer follow-up data is collected yearly via email surveys each spring.	Aggregate employer follow-up data is disseminated to faculty and stakeholders by DAC.	Faculty, PAC, and DEI Council determine needed improvements annually each fall.	Follow-up survey data measures PLOs 1 & 5. [See Program Alignment Chart for PLO/KPI/Assessment Details]

Appendix B

Program Alignment Chart: PLOs, KPIs, and KPI Assignments for 2022-2023

Program Learning Outcomes	Key Performance Indicator	Assessment Data Collected
<p>PLO 1 - Professional Orientation and Ethical Practice Students will be able to articulate the elements related to professional identity, including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served. (CACREP 2.F.1d, i.)</p>	<p>Students will be able to articulate the elements related to professional identity, including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served as indicated by: (a) discussing challenges to advocacy at the local, state, and federal level and (b) exemplifying ethical conduct as a student and an intern in a diverse student body.</p>	<p>CO 500 Advocating for the Specialty Area Assignment CO 544 Principles of Ethical Decision-Making CO 548/558 CCS-R CO 579/589 CCS-R Student Dispositional Data Alumni, Employer, & Site Supervisor Follow-Up Survey Data</p>
<p>PLO 2 – Social and Cultural Diversity Students will have knowledge and awareness of social and cultural diversity issues in counseling and be able to implement culturally sensitive counseling interventions. (CACREP 2.F.2.a, b, d.)</p>	<p>Students will have knowledge and awareness of social and cultural diversity issues in counseling and be able to implement culturally sensitive counseling interventions as indicated by: (a) being in a diverse student body taught by a diverse faculty, (b) engaging in an experiential learning experience, and (c) examining culture as related to crisis counseling situations.</p>	<p>CO 547 Cultural Immersion Project CO 542 Comprehensive Career Assessment Report CO 548/558 CCS-R CO 579/589 CCS-R Applicant, Student, & Graduate Demographic Data Student Dispositional Data</p>
<p>PLO 3 - Human Growth and Development Students will have knowledge of human growth and development and will be able to apply personality and learning theories to facilitate change and growth in individuals and family systems at all developmental levels and in multicultural contexts. (CACREP 2.F.3.e, g.)</p>	<p>Students will have knowledge of human growth and development and will be able to apply personality and learning theories to facilitate change and growth in individuals and family systems at all developmental levels and in multicultural contexts as indicated by: (a) a knowledge-based project related to resilience and (b) a case study-type report related to vocational considerations across the lifespan.</p>	<p>CO 506 Challenge and Resilience Project CO 542 Comprehensive Career Assessment Report</p>

<p>PLO 4 – Career Development Students will have knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem solving. (CACREP 2.F.4.c, f, i.)</p>	<p>Students will have knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem solving as indicated by: (a) a case study-type report related to vocational considerations across the lifespan and (b) a knowledge-based comprehension assessment.</p>	<p>CO 542 Comprehensive Career Assessment Report CO 542 Final Exam</p>
<p>PLO 5 - Helping Relationships Students will have knowledge of helping processes and will have the interviewing and counseling skills to facilitate client engagement in counseling. (CACREP 2.F.5.b,i)</p>	<p>Students will have knowledge of helping processes and will have the interviewing and counseling skills to facilitate client engagement in counseling as indicated by: (a) data from alumni, employer, and site supervisor follow-up survey data, (b) a case study-type report related to counseling interventions, and (c) current site supervisor assessment of clinical performance.</p>	<p>CO 541 Counseling Treatment Plan Project CO 543 Parent-Child Interview (1-3) CO 548/558 CCS-R CO 579/589 CCS-R Alumni, Employer, & Site Supervisor Follow-Up Survey Data</p>
<p>PLO 6 – Group Work Students will have a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods in a multicultural society, and will be able to apply these skills to facilitate group processes. (CACREP 2.F.6.b, f.)</p>	<p>Students will have a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods in a multicultural society, and will be able to apply these skills to facilitate group processes as indicated by: (a) creation of an experiential group counseling project and (b) current site supervisor assessment of clinical performance.</p>	<p>CO 546 Collaborative Group Counseling Plan CO 579/589 CCS-R (Small Group Session)</p>
<p>PLO 7 – Assessment Students will have knowledge of individual and group approaches for assessment and evaluation in a multicultural society and will be able to apply these skills to facilitate the helping process. (CACREP 2.F.7.e, i.)</p>	<p>Students will have knowledge of individual and group approaches for assessment and evaluation in a multicultural society and will be able to apply these skills to facilitate the helping process as indicated by: a) a case study-type report related to vocational considerations across the lifespan and (b) engagement with a specific assessment instrument.</p>	<p>CO 542 Comprehensive Career Assessment Report CO 545 Test Review and Critique Paper</p>

<p>PLO 8 – Research and Program Evaluation Students will have knowledge of research and program evaluation and will be able to apply basic quantitative and qualitative research skills. (CACREP 2.F.8.a, j.)</p>	<p>Students will have knowledge of research and program evaluation and will be able to apply basic quantitative and qualitative research skills as indicated by: (a) creation of a research plan related to a counseling area of interest and (b) presentation of that research plan during internship.</p>	<p>ED 504 Signature Project Stage 1 CO 579/589 Signature Project Stage 2</p>
<p>PLO 9 – Clinical Mental Health Counseling The Clinical Mental Health Counseling student will articulate the role and practice of the clinical mental health counselor in a professional setting. (CACREP 5.C.1.c; 2.d)</p>	<p>The Clinical Mental Health Counseling student will articulate the role and practice of the clinical mental health counselor in a professional setting, as indicated by: (a) plans and reports related to various mental health diagnoses and (b) current site supervisor assessment of clinical performance.</p>	<p>CO 501 Treatment Plan CO520 Anxiety Disorder Assignment CO 589 CCS-R</p>
<p>PLO 10 – School Counseling The School Counseling student will articulate the role and practice of the school counselor in a professional setting. (CACREP 5.G.1.b; 2.a)</p>	<p>The School Counseling student will articulate the role and practice of the school counselor in a professional setting, as indicated by: (a) a plan related to the holistic functioning of a school counselor and (b) current site supervisor assessment of clinical performance.</p>	<p>CO 540 Annual Student Outcome Goals Assignment CO 579 CCS-R (Large Group Session)</p>