

## **The University of West Alabama**

### **Counseling Programs**

#### **Annual Report Data for 2023-2024**

##### **Reporting Period: Summer 1, 2023 – Spring 2, 2024**

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**

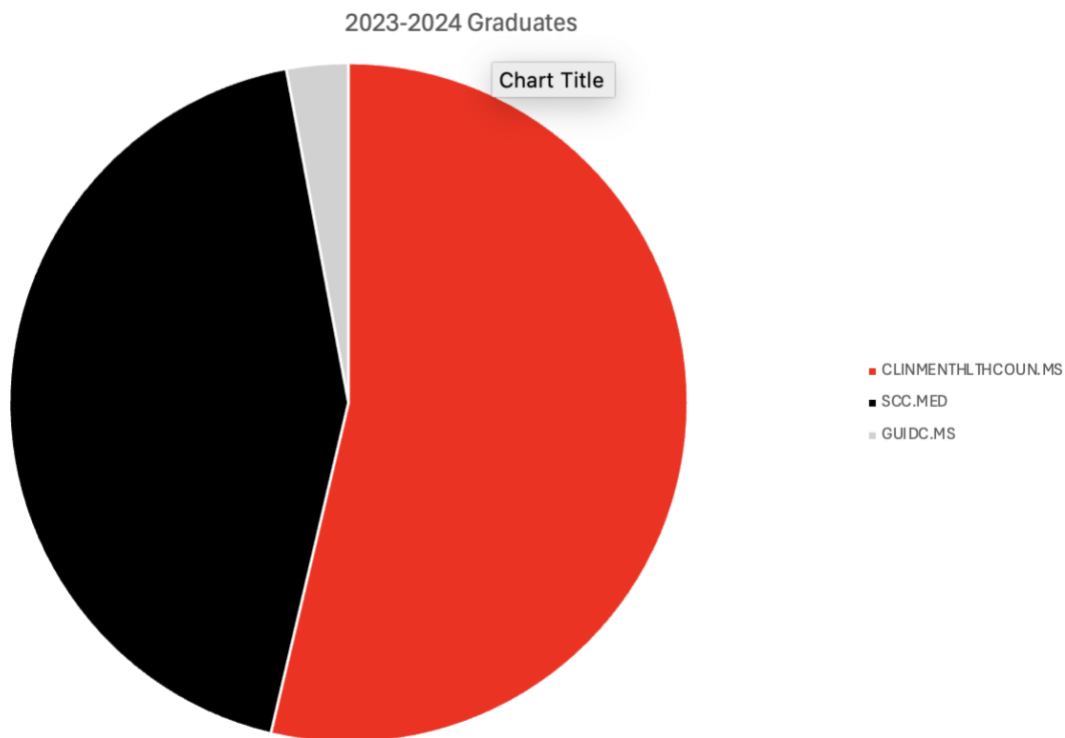
For the reporting period, the counseling program received 244 completed applications from prospective students. Of those, 163 were applications for the Clinical Mental Health Counseling (CMHC) program and 81 were applications for the School Counseling (SC) or Guidance program. Of the 244 applications received, 232 were offered enrollment, 155 for CMHC, and 77 for SC/Guidance. Applications were denied for 12 applicants: 8 for CMHC and 4 for SC/Guidance. These numbers resulted in an overall acceptance rate of 95%. The acceptance rate for both CMHC and SC/GC was 95%.

#### **Current Enrollment**

During the annual reporting period, a total of 513 students were actively enrolled at some point during the year. 328 students were enrolled in the clinical mental health counseling program, while 185 students were enrolled in the School Counseling programs.

#### **Graduation Rates**

For the reporting period, the counseling program graduated 131 students. 62 of those graduates were in School Counseling or Guidance and Counseling; 69 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 2023-2024 Reporting Cycle, no student in any clinical course scored below the target range of "2" ("moving toward target") on any rubric item during the review period.

Two 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 two reports,

no further remediation was needed; both were successful in improving the dispositional concern. Two additional students were referred for formal professional disposition remediation, using the Student Evaluation Form. Formal remediation plans were created for these students by the faculty mentor or Student Evaluation Committee. Of these students, both have successfully completed their remediation plans and are continuing in the program.

### Student GPA Status Review

Related to academics, 45 students were placed on some level of academic warning during the academic cycle. Of those 45 students 10 were dismissed during this review period 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 513 students were actively enrolled at some point during the year. 328 students were enrolled in the clinical mental health counseling program, while 185 students were enrolled in the SC/Guidance program. Of the enrolled students, 292 identified as White, 150 identified as Black or African American, 15 identified as Hispanic, 10 identified as having 2 or more racial identities, 2 identified as American Indian, and 44 Students declined to state their racial identity.

| IPEDS<br>Racial Identifier | Program<br>CMHC | School Counseling | Guidance / Counseling | Grand Total |
|----------------------------|-----------------|-------------------|-----------------------|-------------|
| White                      | 159             | 125               | 8                     | 292         |
| BLK/AA                     | 116             | 26                | 8                     | 150         |
| Unknown                    | 29              | 13                | 2                     | 44          |
| Hispanic                   | 13              | 1                 | 1                     | 15          |
| 2 or more                  | 8               | 2                 |                       | 10          |
| Am Indian                  | 2               |                   |                       | 2           |
| <b>Grand Total</b>         | <b>327</b>      | <b>167</b>        | <b>19</b>             | <b>513</b>  |

## Faculty

At the end of the reporting period in May 2024, the counseling program supported six full-time faculty members, whose gender and racial demographic information is listed below:

| First Name | Last Name  | Gender | IPEDS Race      |
|------------|------------|--------|-----------------|
| Patrick    | Davis      | M      | BLK/AA          |
| Necoal     | Driver     | F      | BLK/AA          |
| Debbie     | Grant      | F      | White           |
| Kelly      | Owenby     | F      | American Indian |
| Nisha      | Warbington | F      | American Indian |
| Brad       | Willis     | M      | White           |

During the 2023-2024 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 Program Advisory Council

The DEI Council made a formal recommendation encouraging the counseling faculty to consider ways to decrease the cost of textbooks and course materials. This recommendation was supported by the Program Advisory Council in October 2023. The counseling faculty have

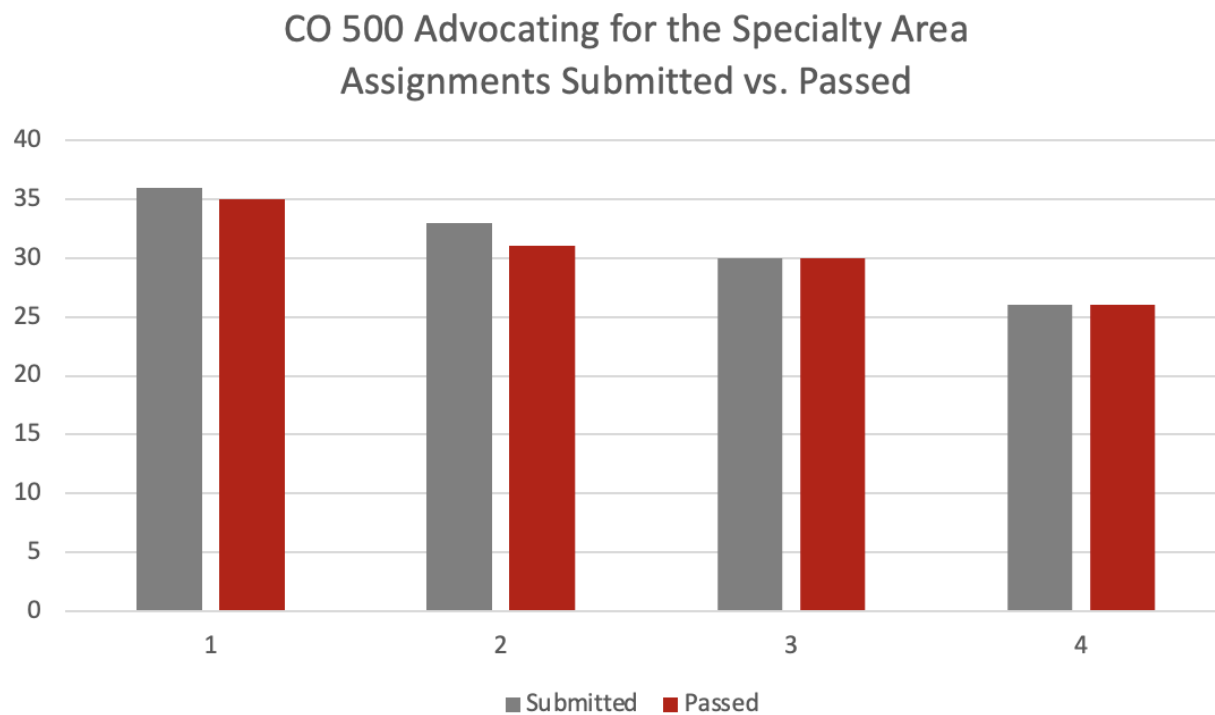
subsequently been transitioning most courses to Cengage textbooks and course materials. Cengage has an unlimited subscription plan, which results in substantial savings for students, provided that most courses use a Cengage product. The migration toward Cengage products is an ongoing project.

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

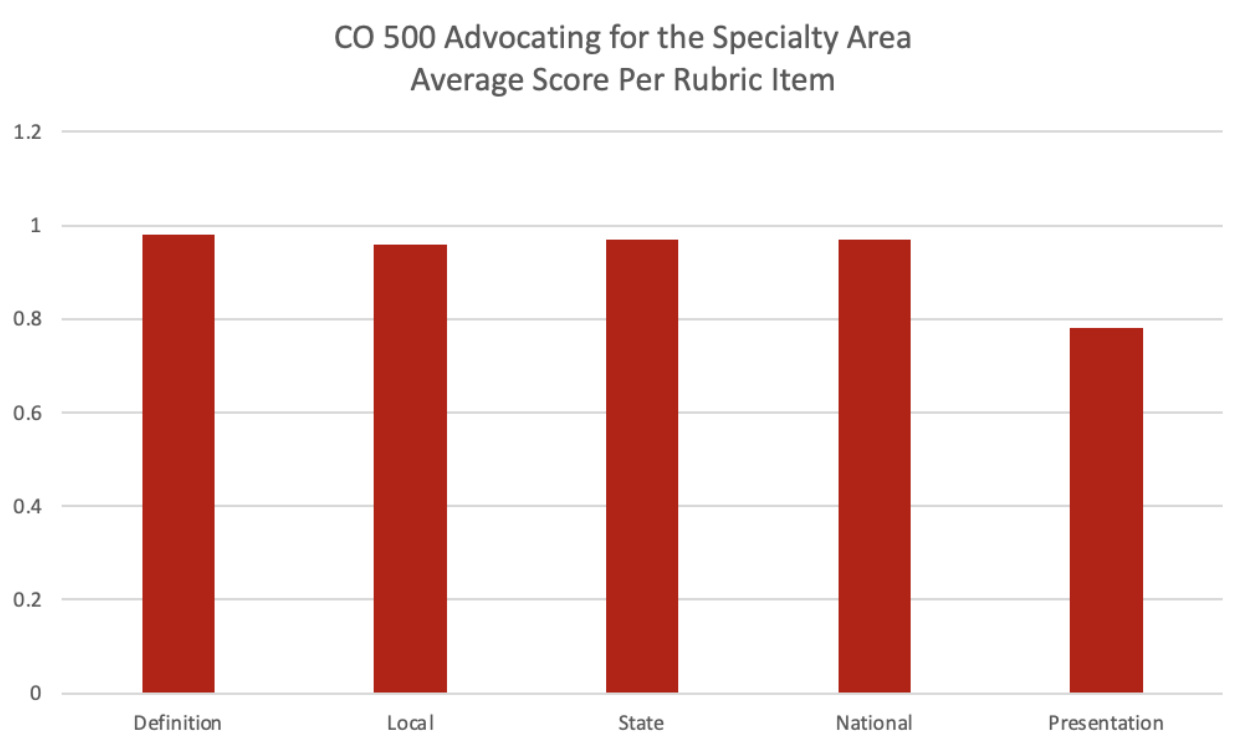
The counseling program collects CCS-R data twice in the program, during practicum and internship. At both points, site supervisors complete the CCS-R for students twice, once at midterm and once at the end of practicum or internship. In the 2023-2024 academic cycle, 204 students began practicum and/or internship. Of those students, site supervisors rated all students at "near expectations/developing competency" or better on the final internship CCS-R evaluation.

### **Section Four: KPI Assessments Related to Academic Courses**

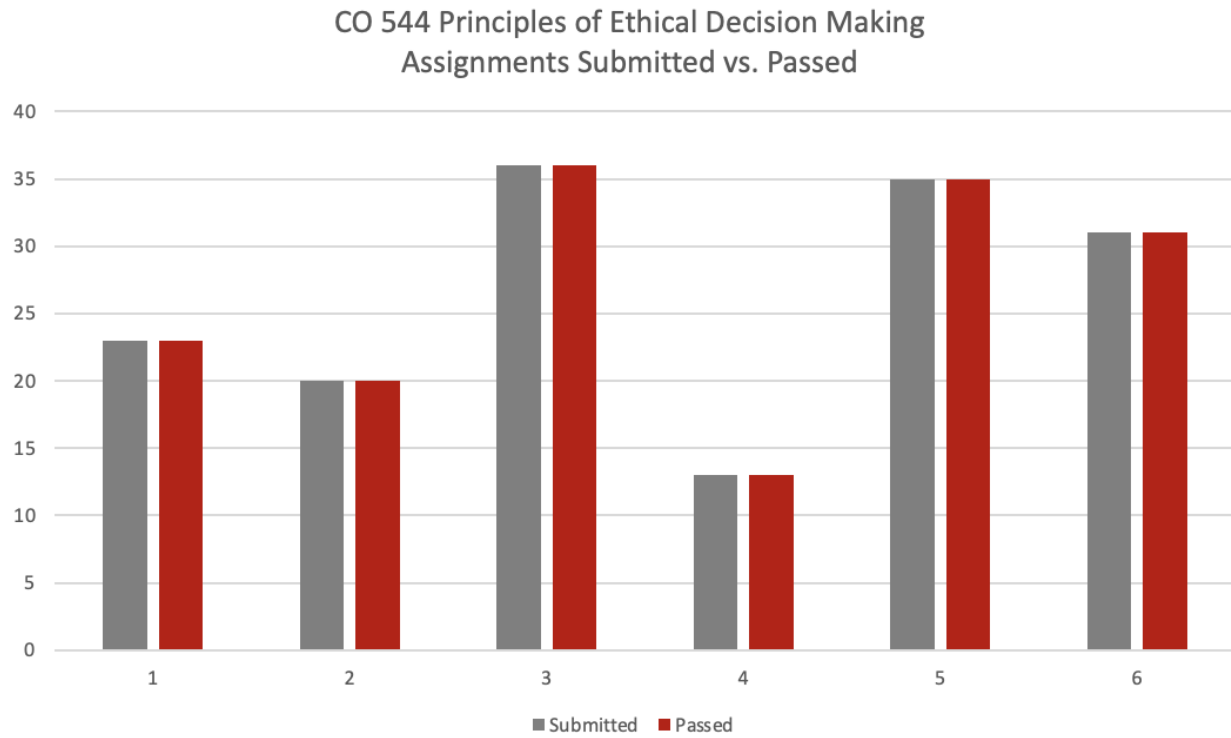
At the heart of our program evaluation plan are ten Program Learning Outcomes (PLOs). These ten PLOs correspond to the content areas specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The PLOs are operationally defined by a corresponding Key Performance 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***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

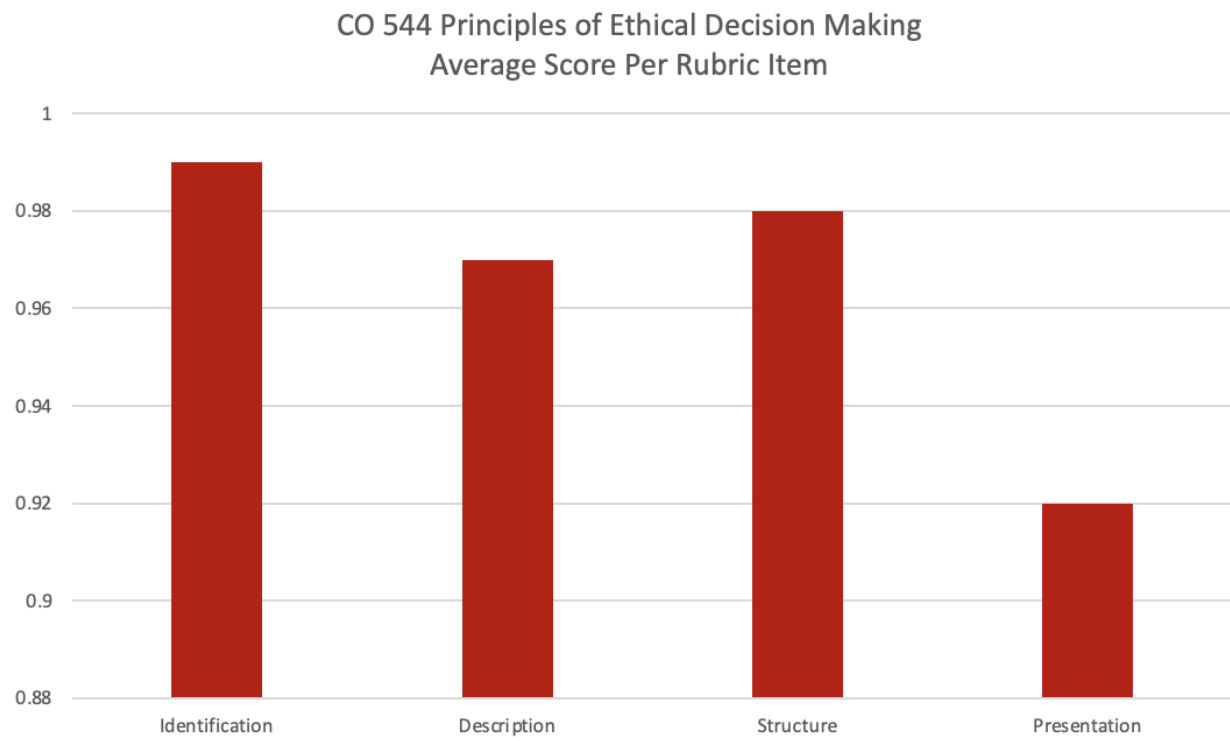
*Table 2 Average Score per Rubric Item*

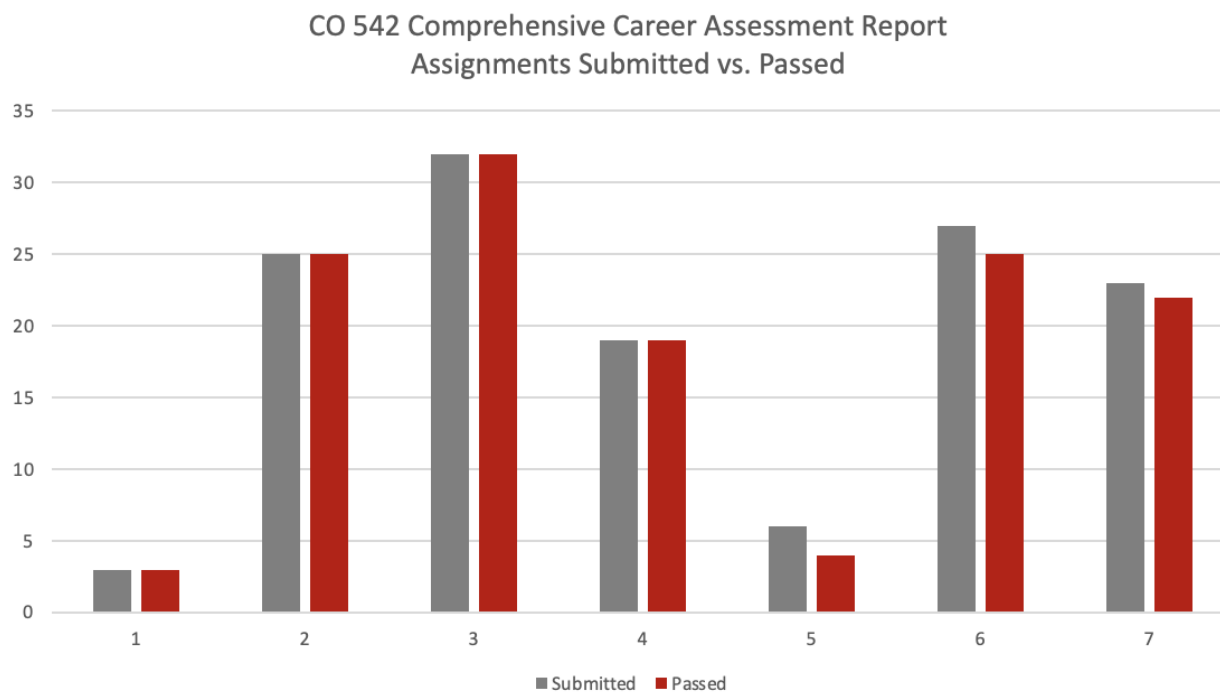


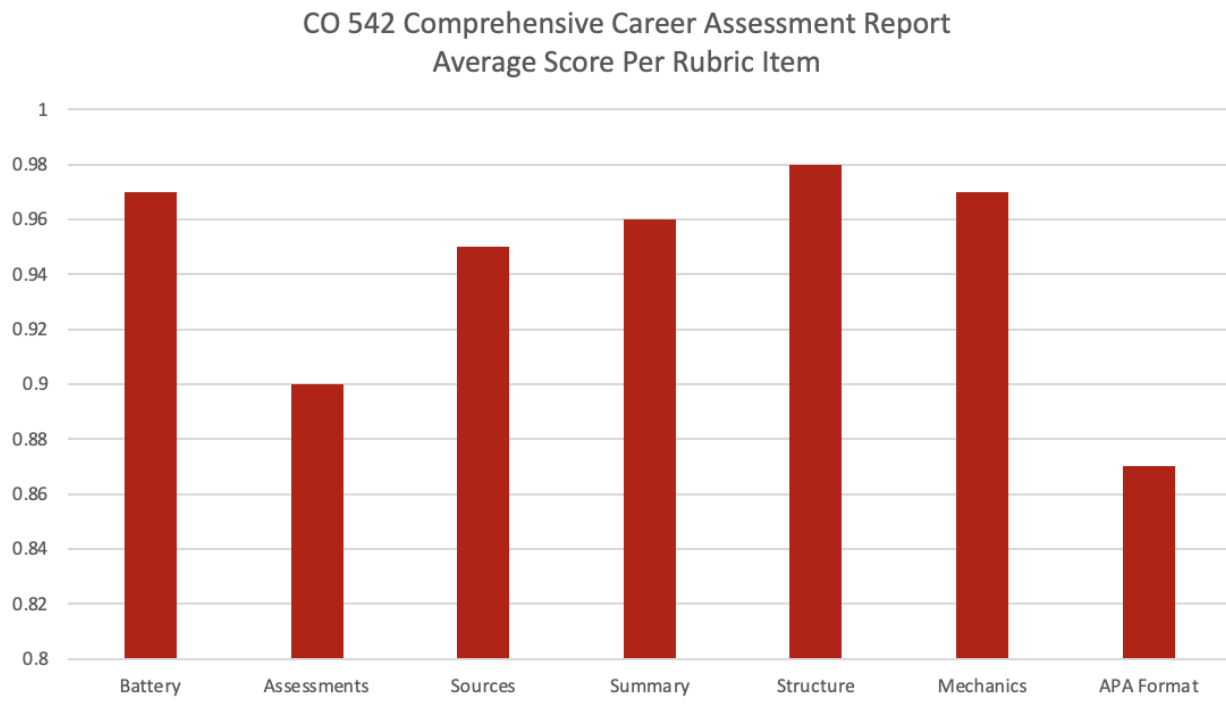


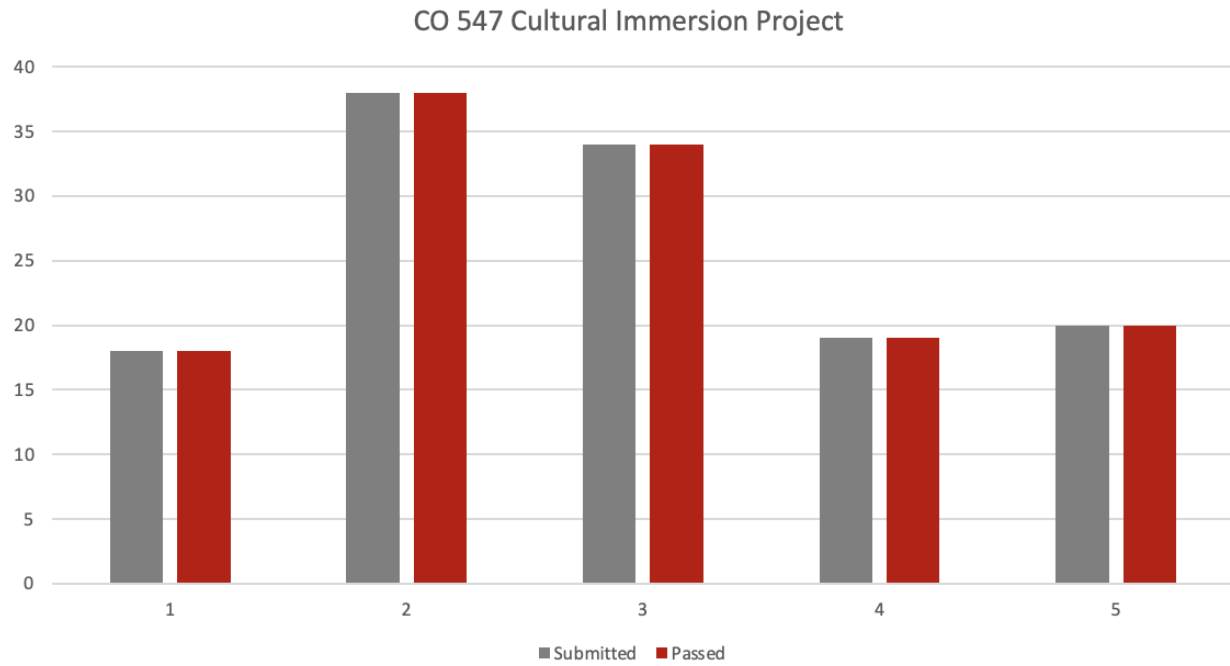
**PLO 1: CO 544 Principles of Ethical Decision-Making***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

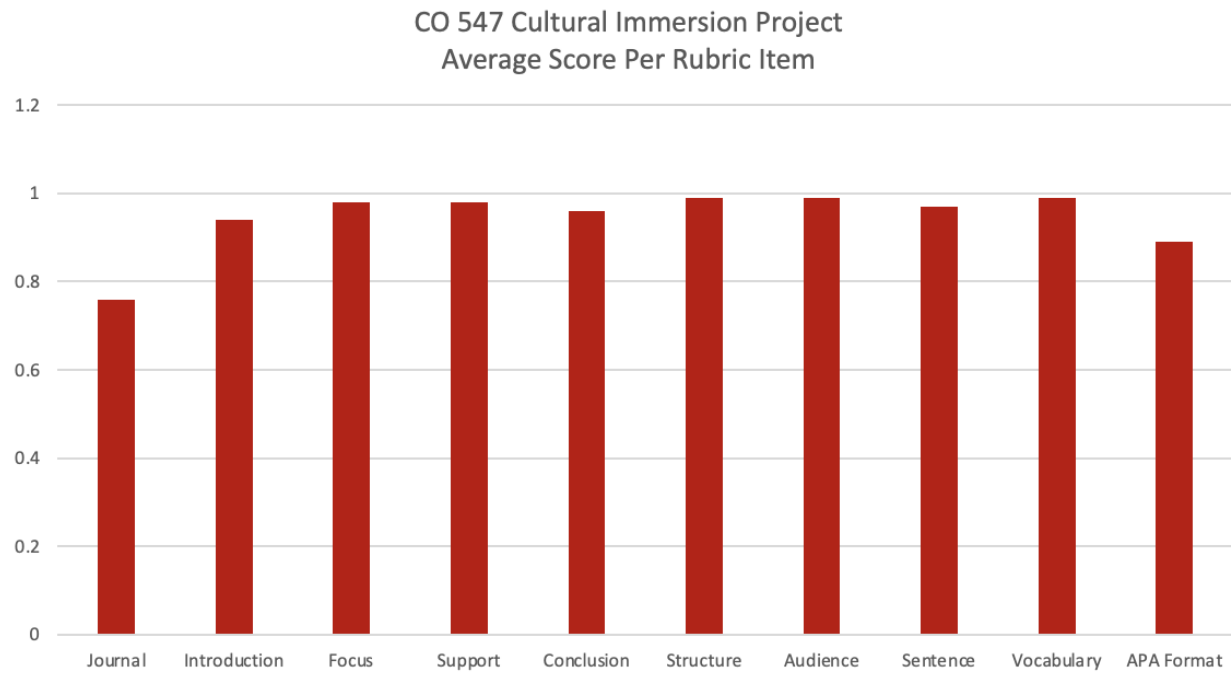
*Table 2 Average Score per Rubric Item*

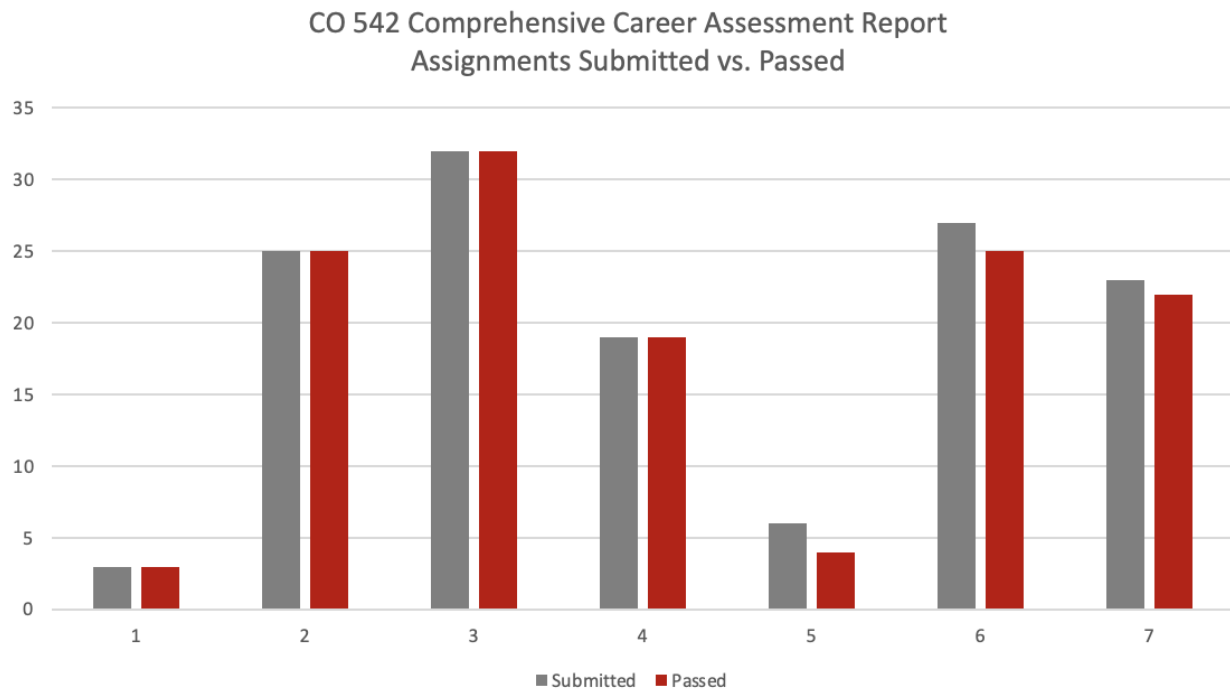


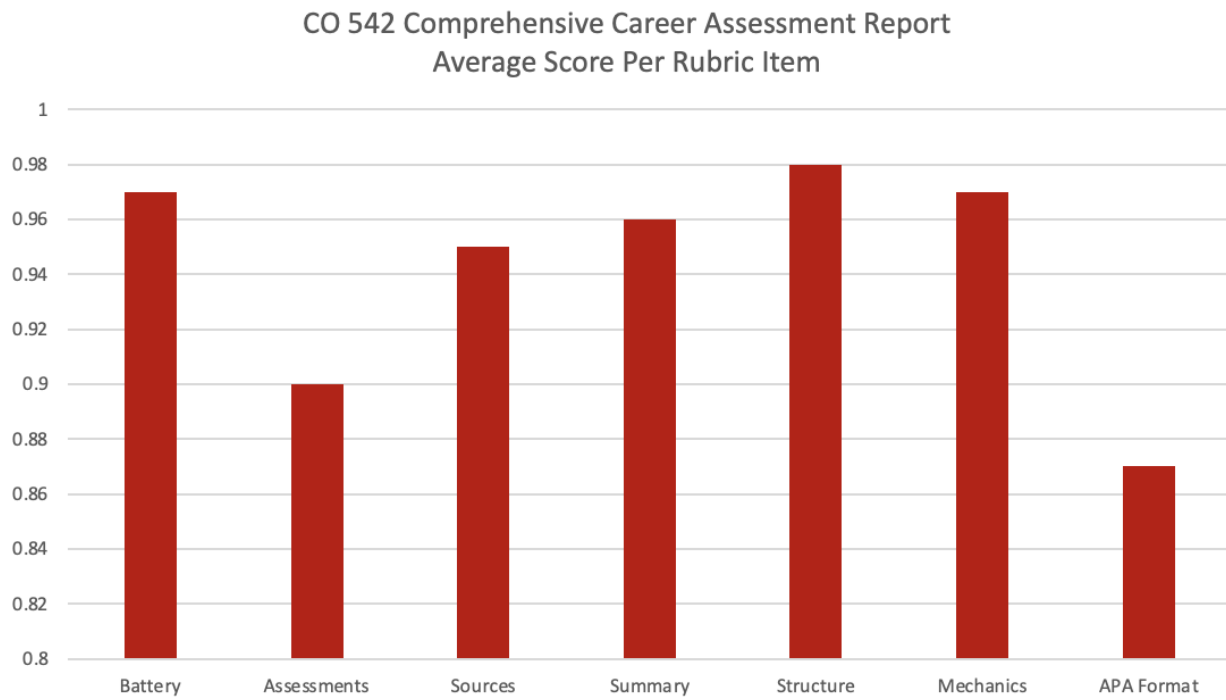
**PLO 2: CO 542 Comprehensive Career Assessment Report***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

*Table 2 Average Score per Rubric Item*

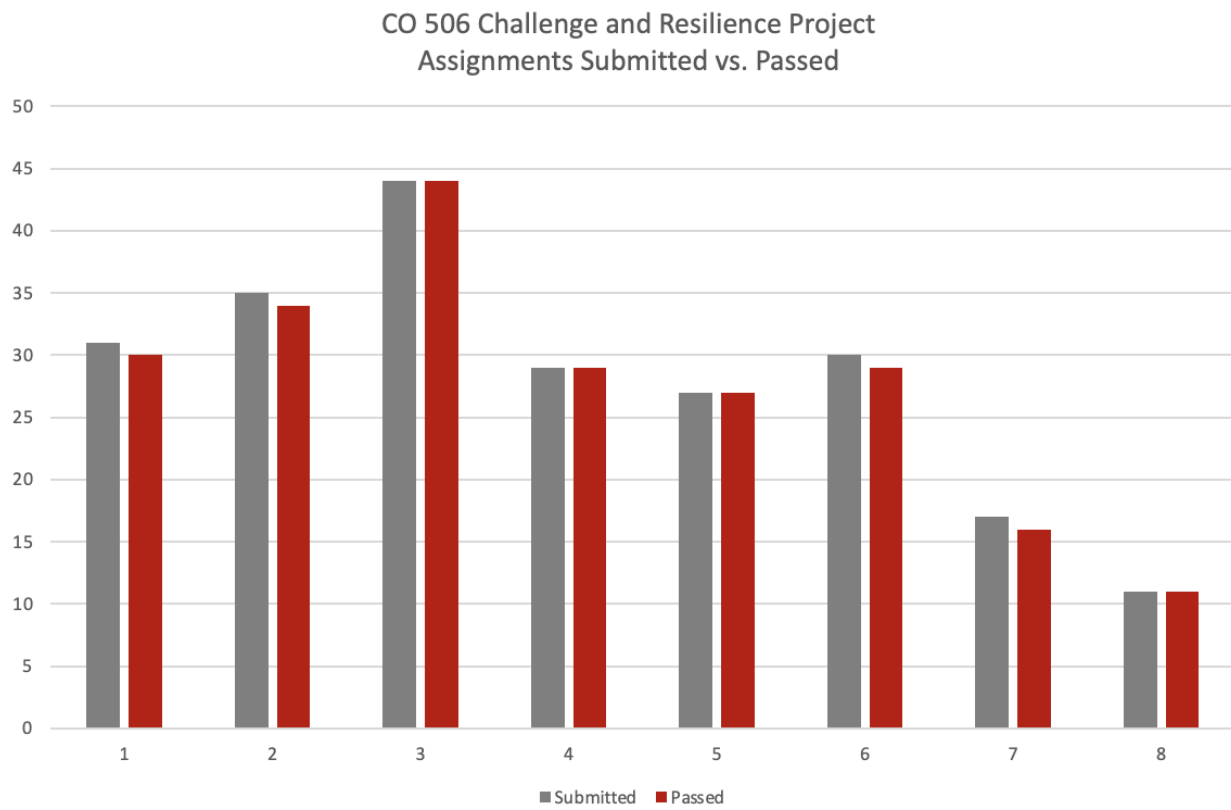
**PLO 2: CO 547 Cultural Immersion Project***Table 1 Number of Assignments Submitted vs. Number of Assignments**Passed*

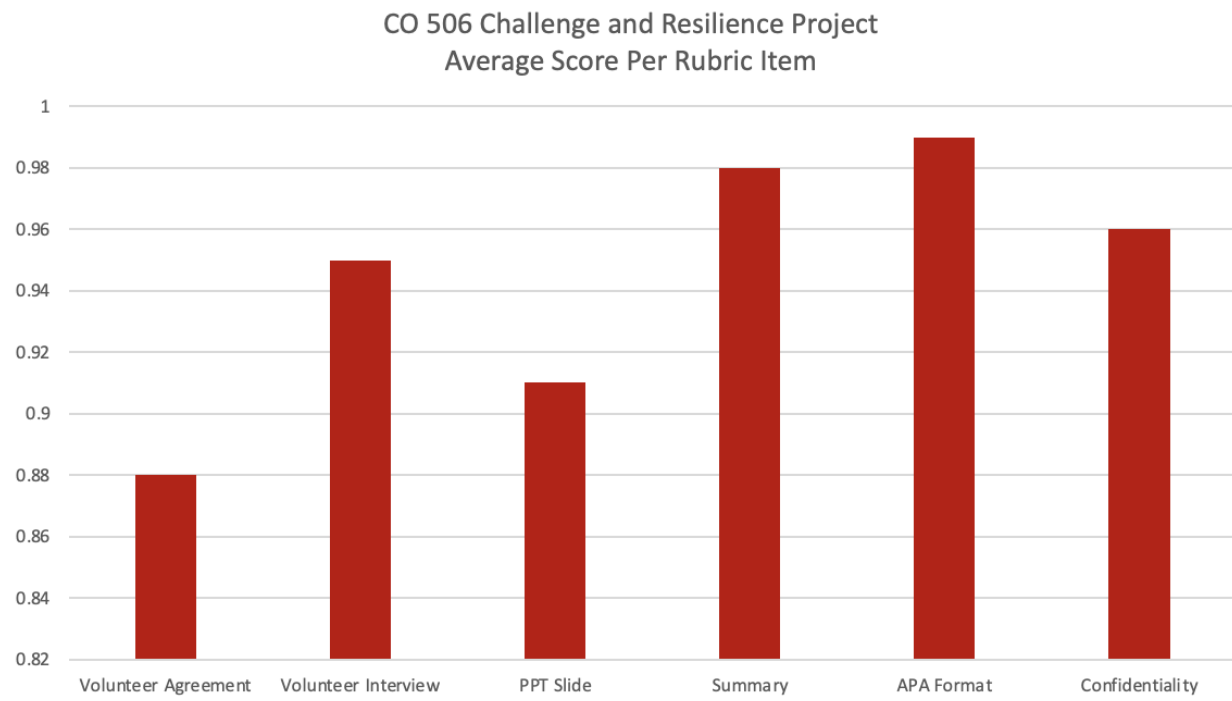
*Table 2 Average Score per Rubric Item*

**PLO 3: CO 542 Comprehensive Career Assessment Report***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***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

*Table 2 Average Score per Rubric Item*

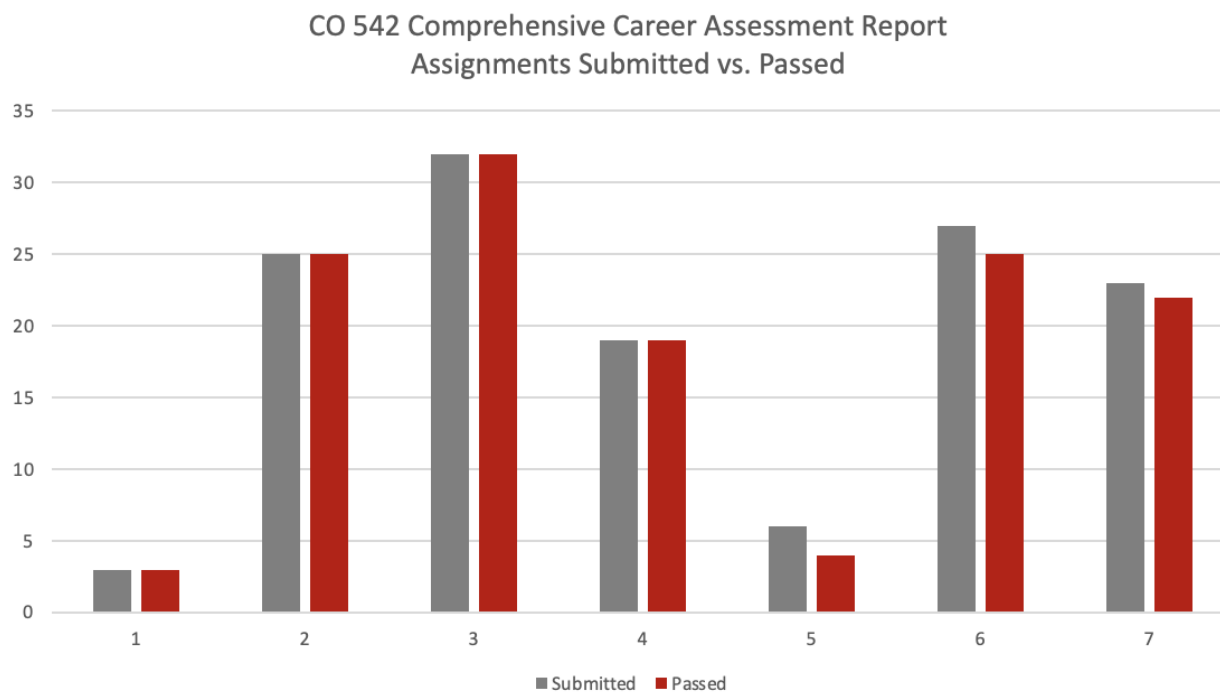
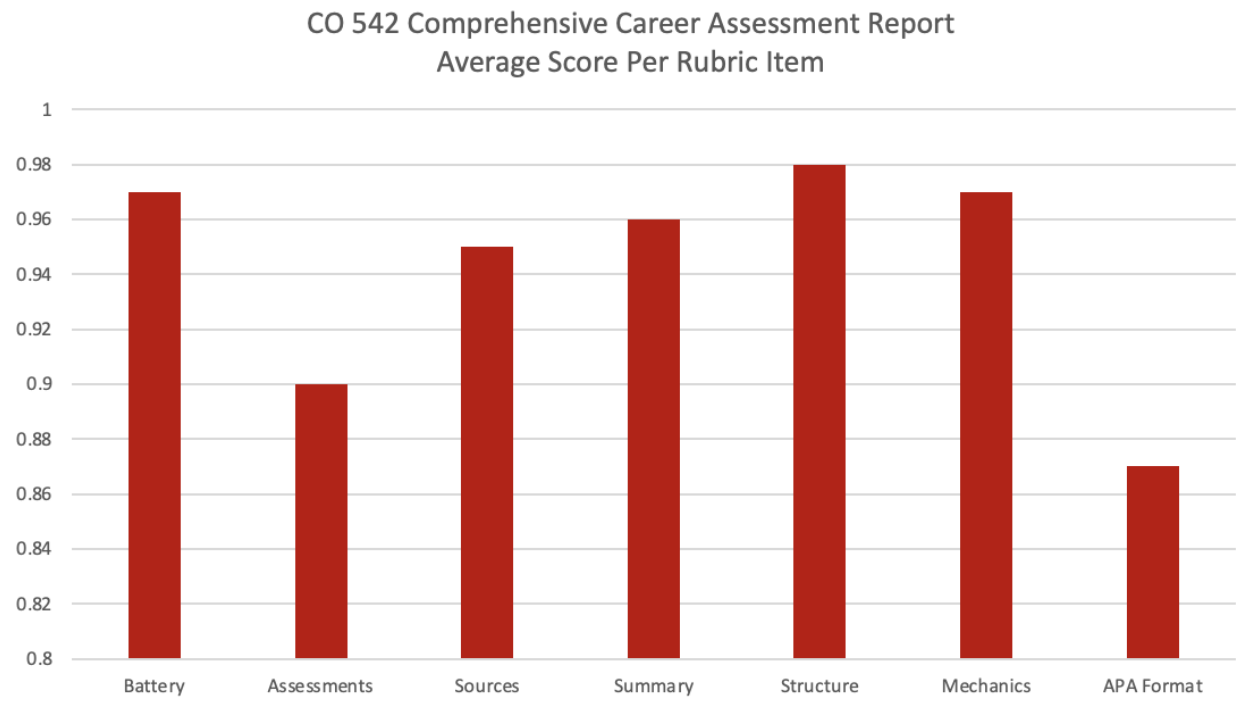
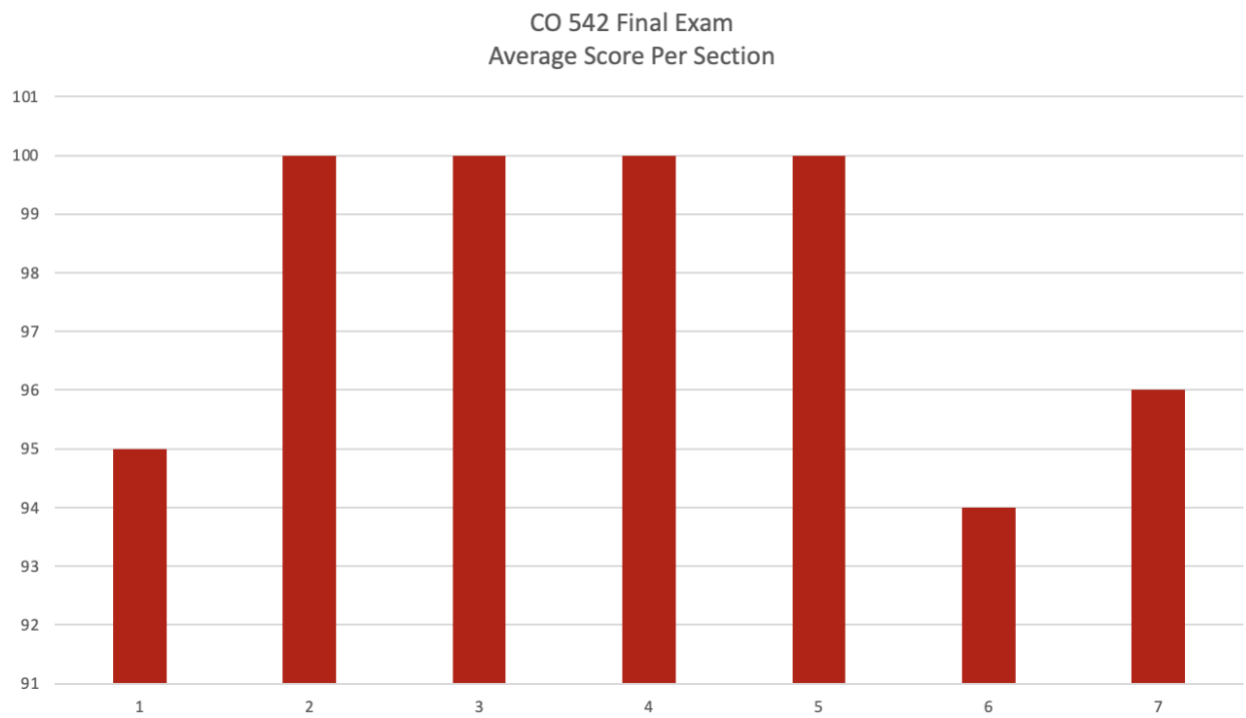
**PLO 4: CO 542 Comprehensive Career Assessment Report***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

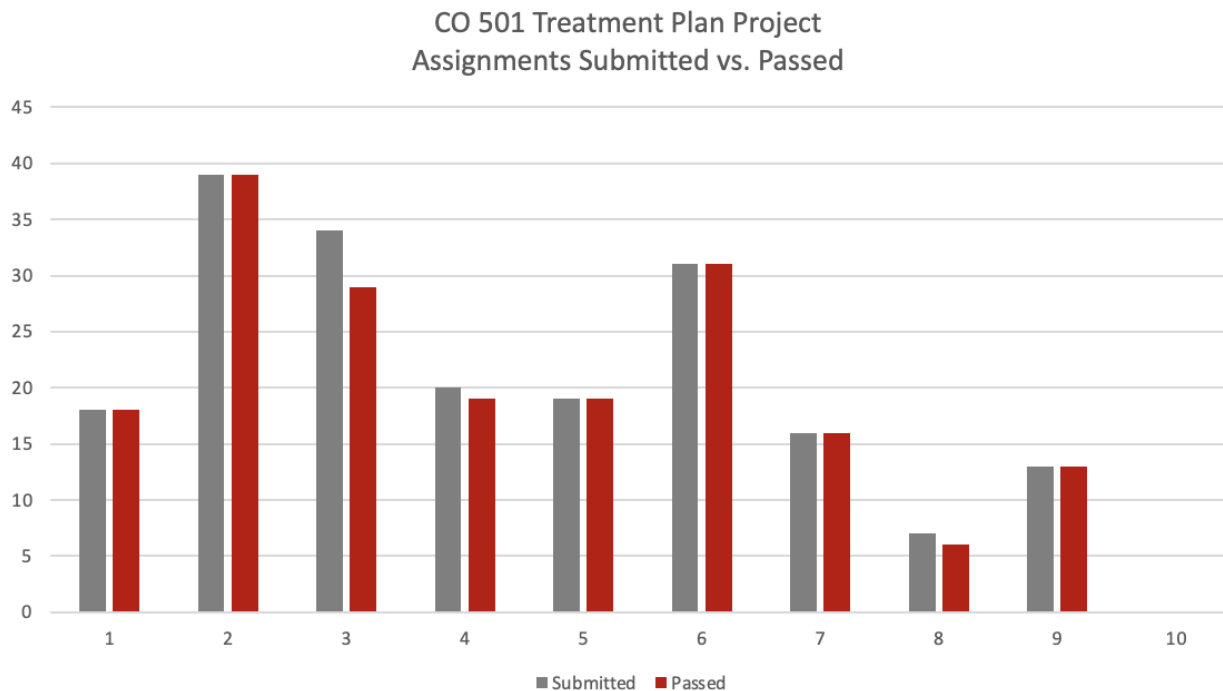
Table 2 Average Score per Rubric Item



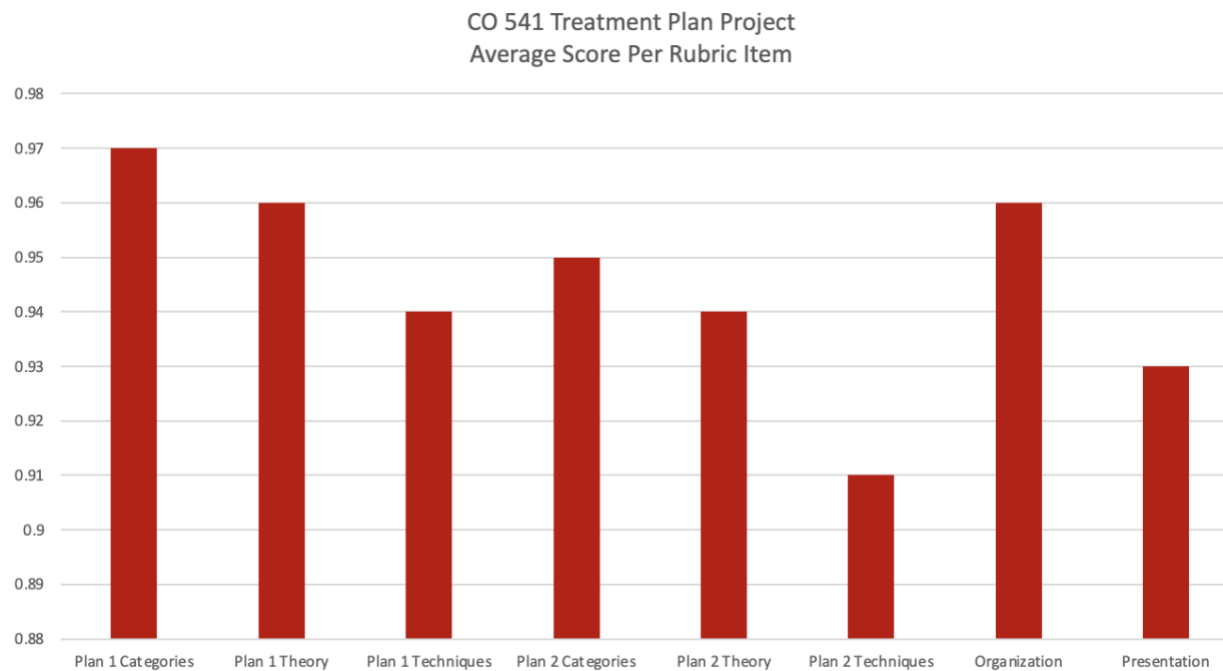
**PLO 4: CO 542 Final Exam***Table 1 Number of Exams per Section vs Percentage Grade Obtained*

**PLO 5: CO 541 Treatment Plan Project**

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

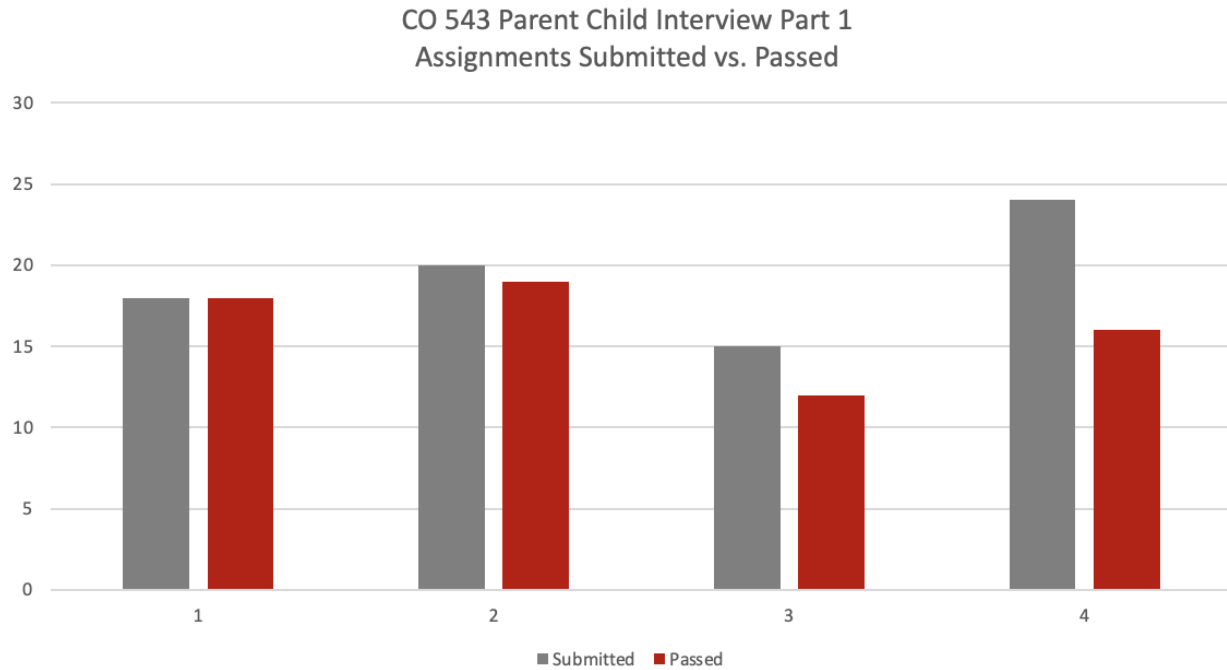


*Table 2 Average Score per Rubric Item*

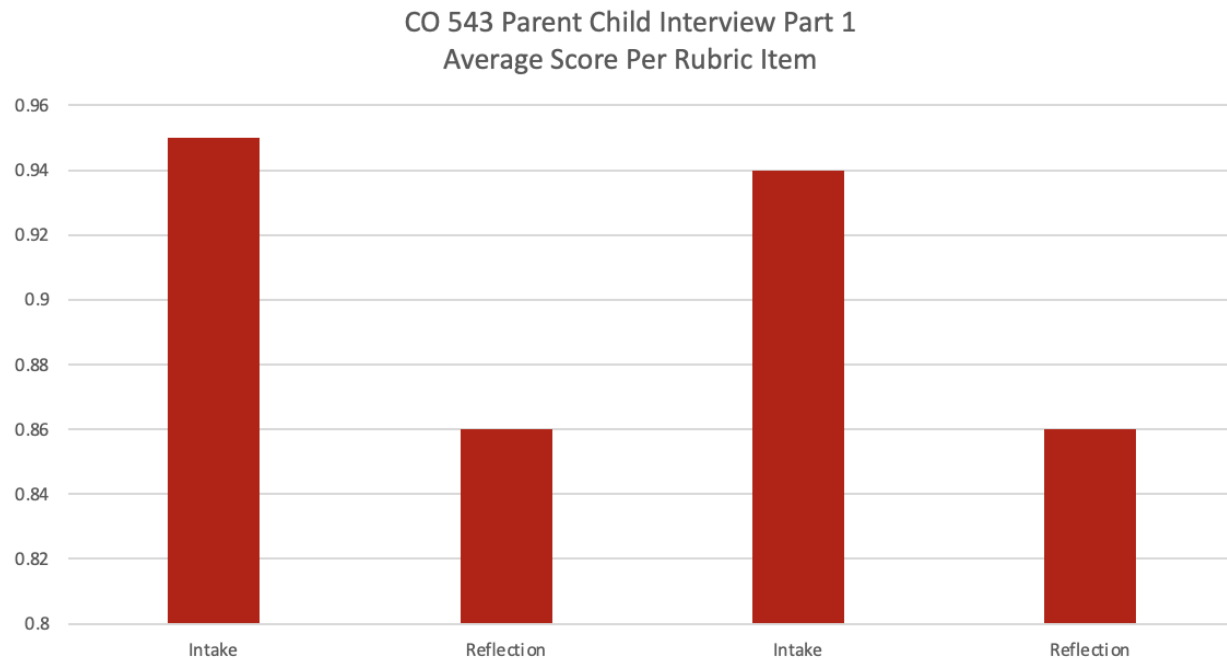


**PLO 5: CO 543 Parent Child Interview Part 1**

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

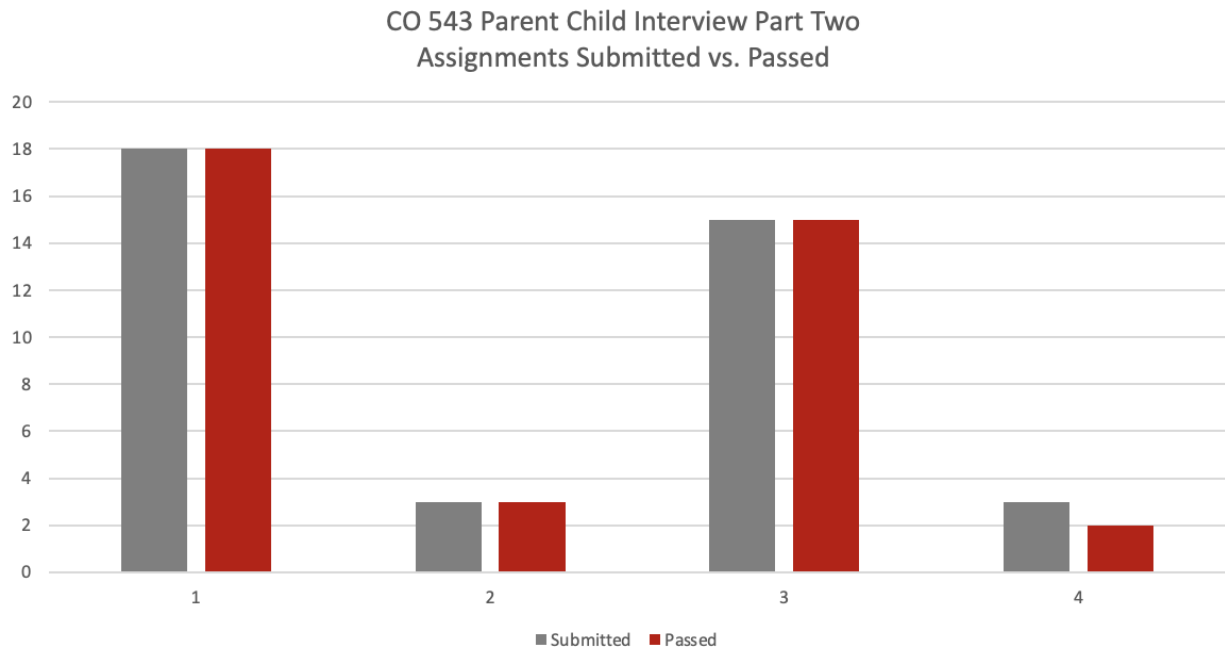


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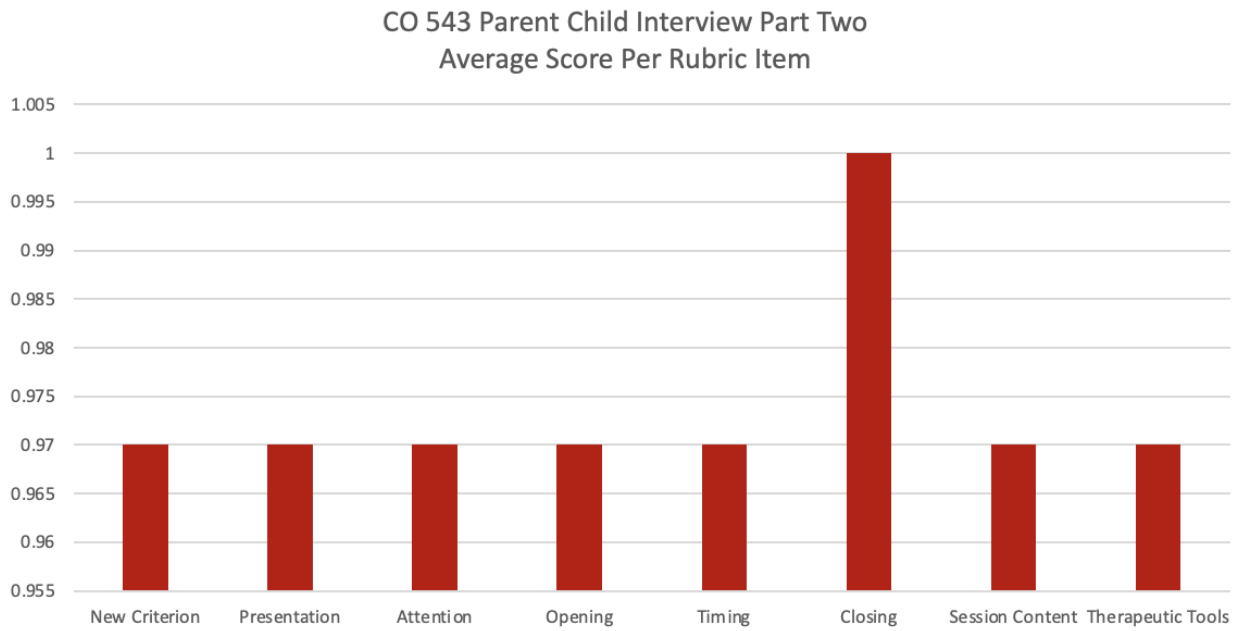


**PLO 5: CO 543 Parent Child Interview Part 2**

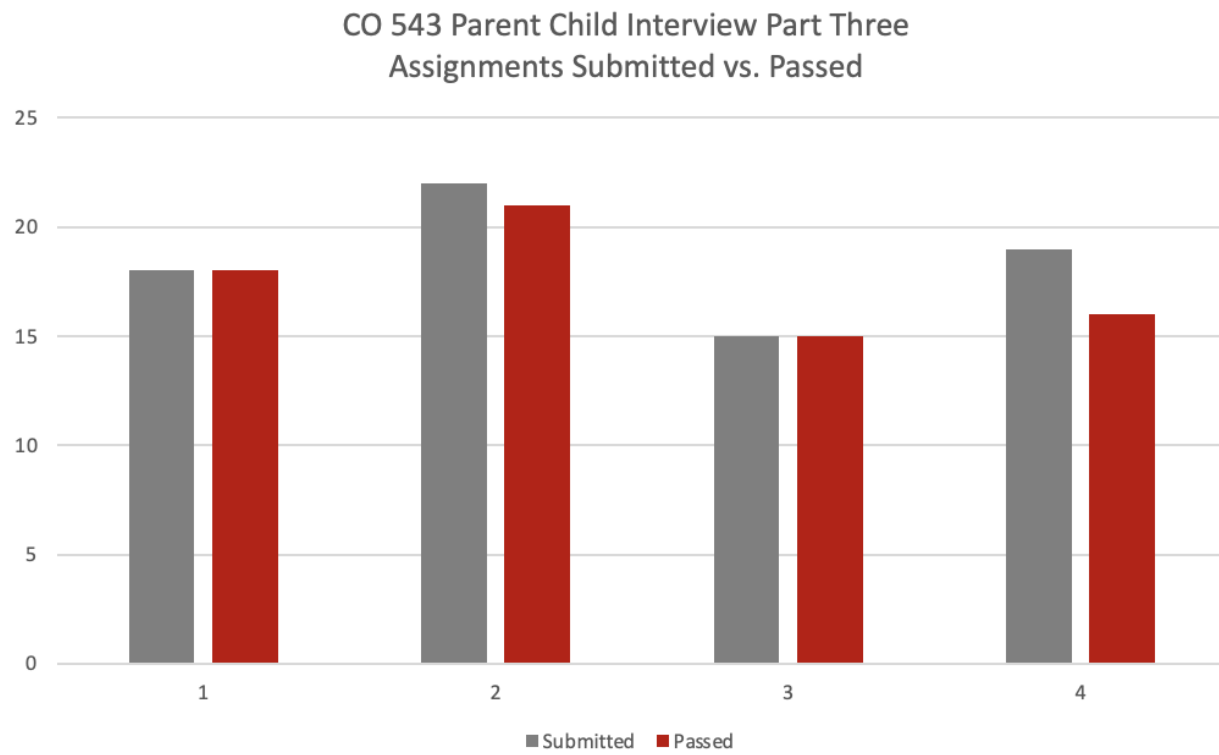
*Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

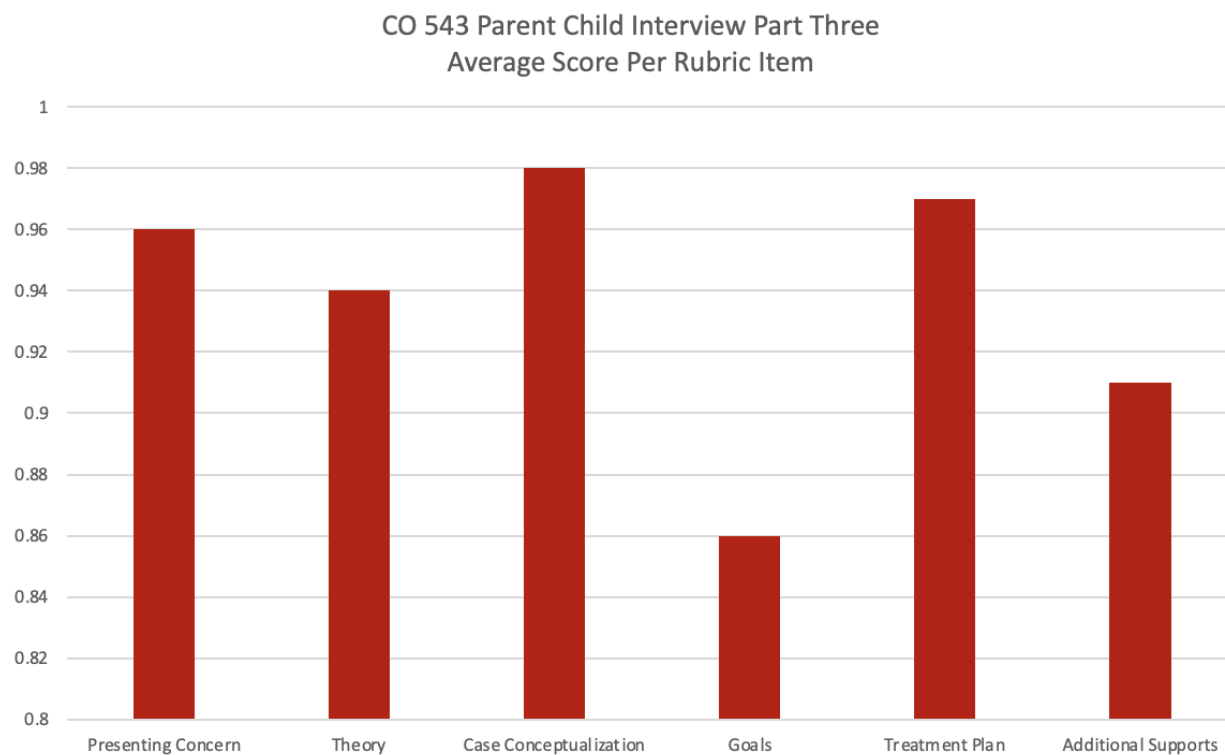


*Table 2 Average Score per Rubric Item*



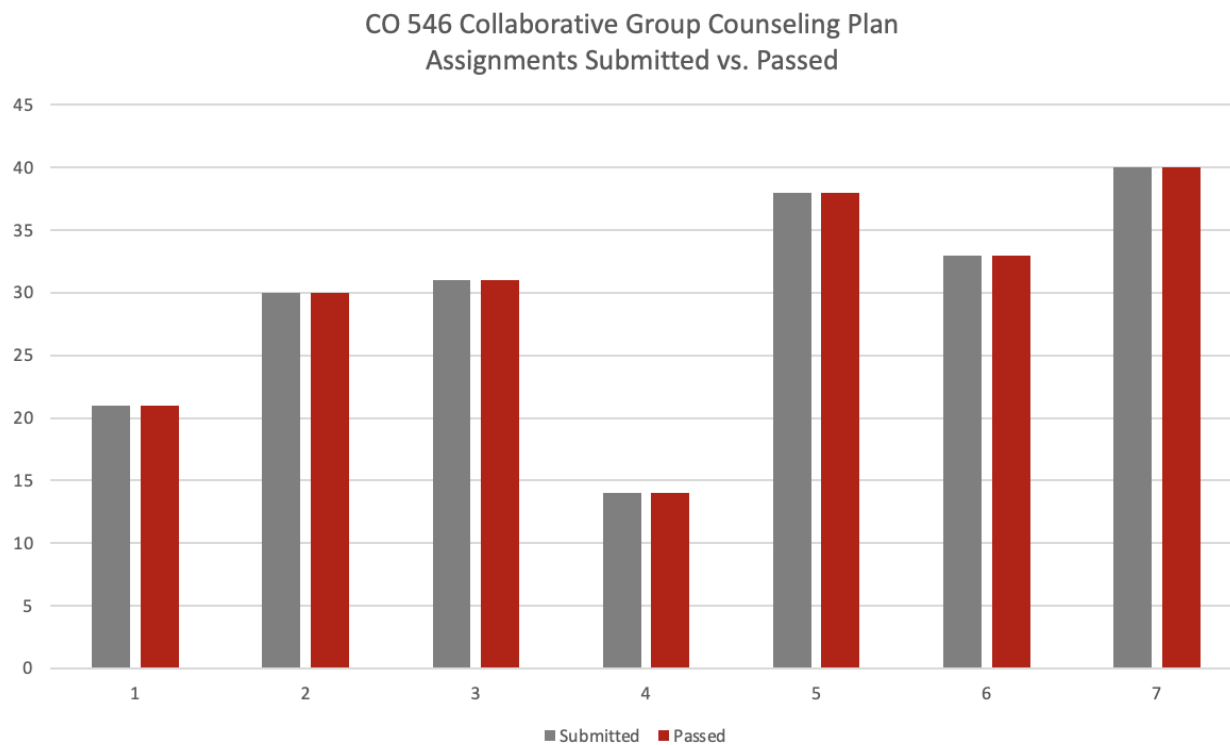


**PLO 5: CO 543 Parent Child Interview Part 3***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

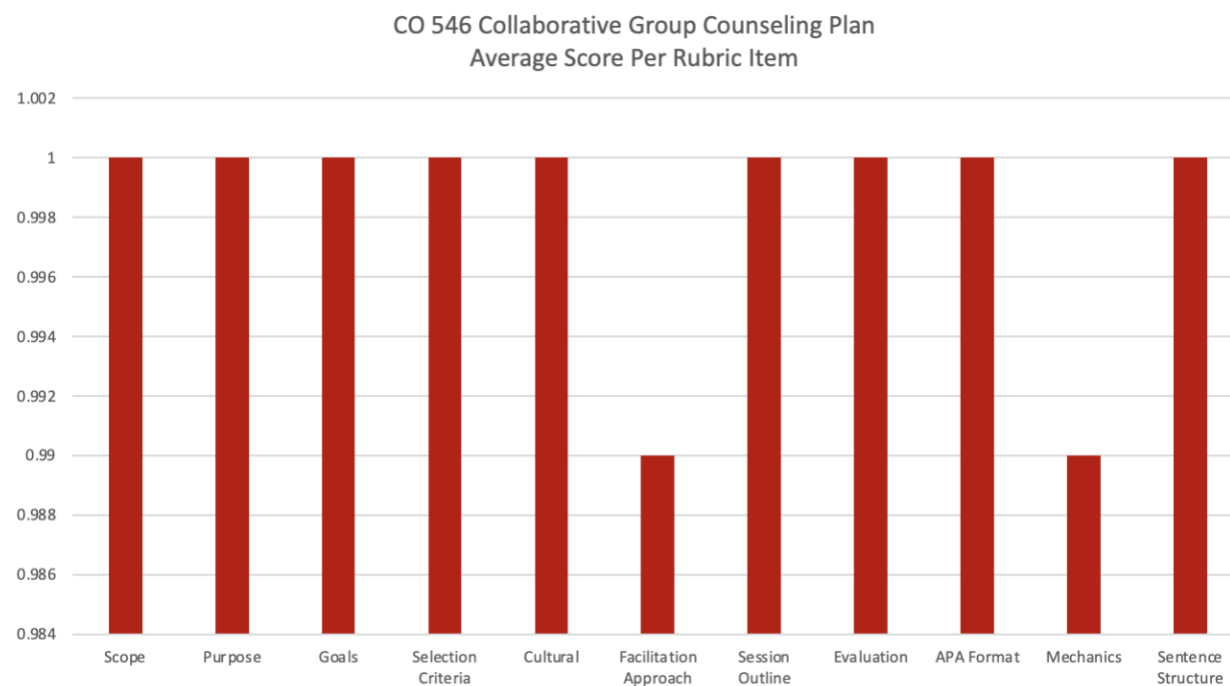
*Table 2 Average Score per Rubric Item*

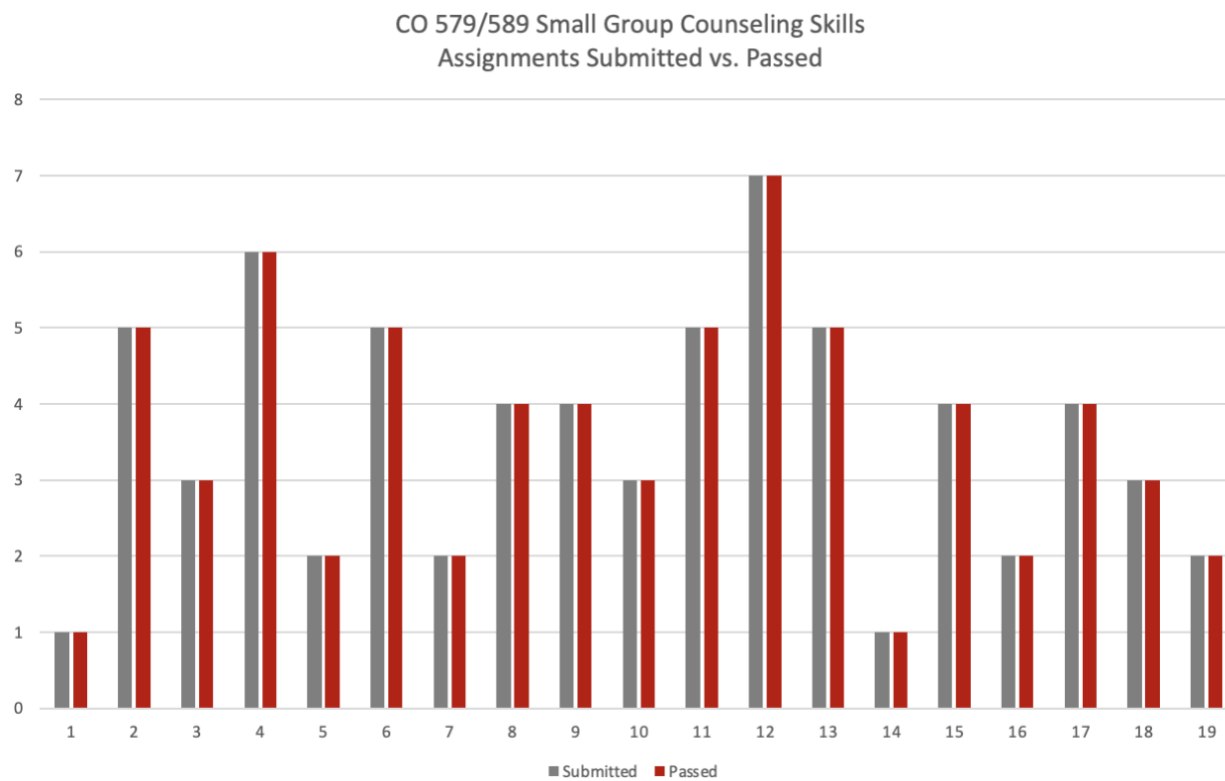
**PLO 6: CO 546 Collaborative Group Counseling Plan**

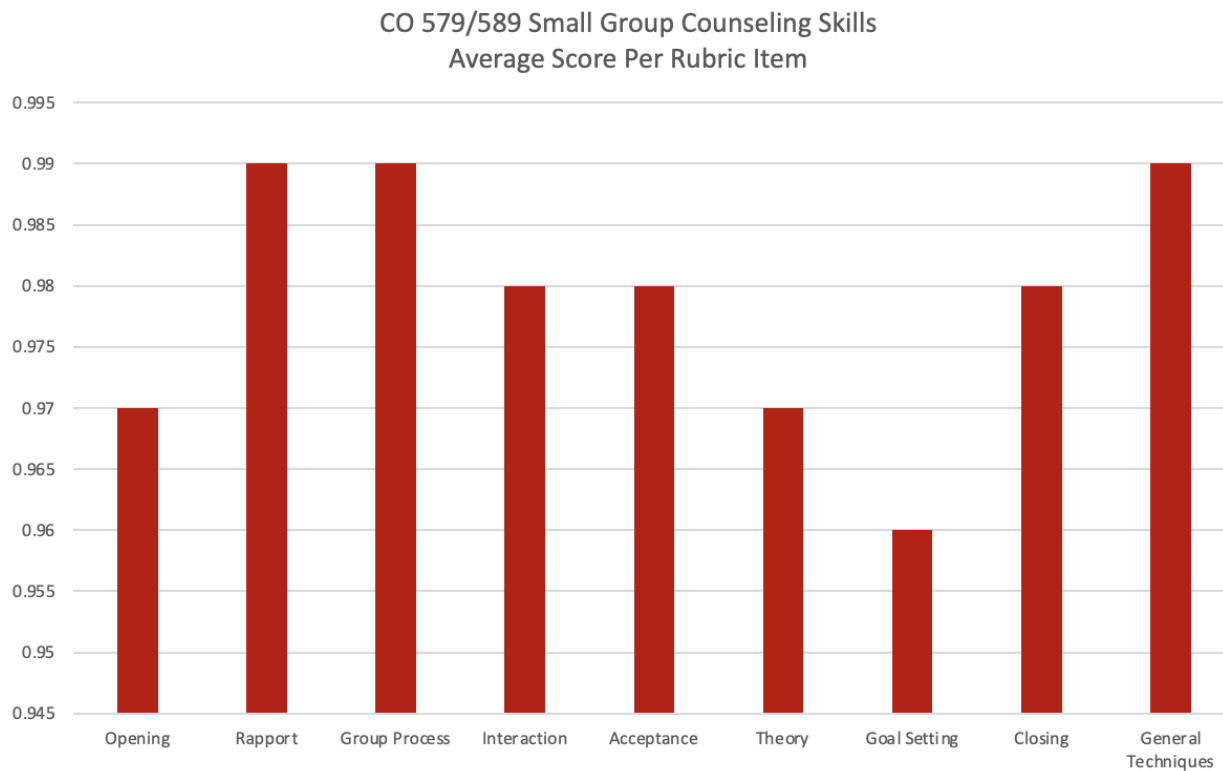
*Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*



*Table 2 Average Score per Rubric Item*

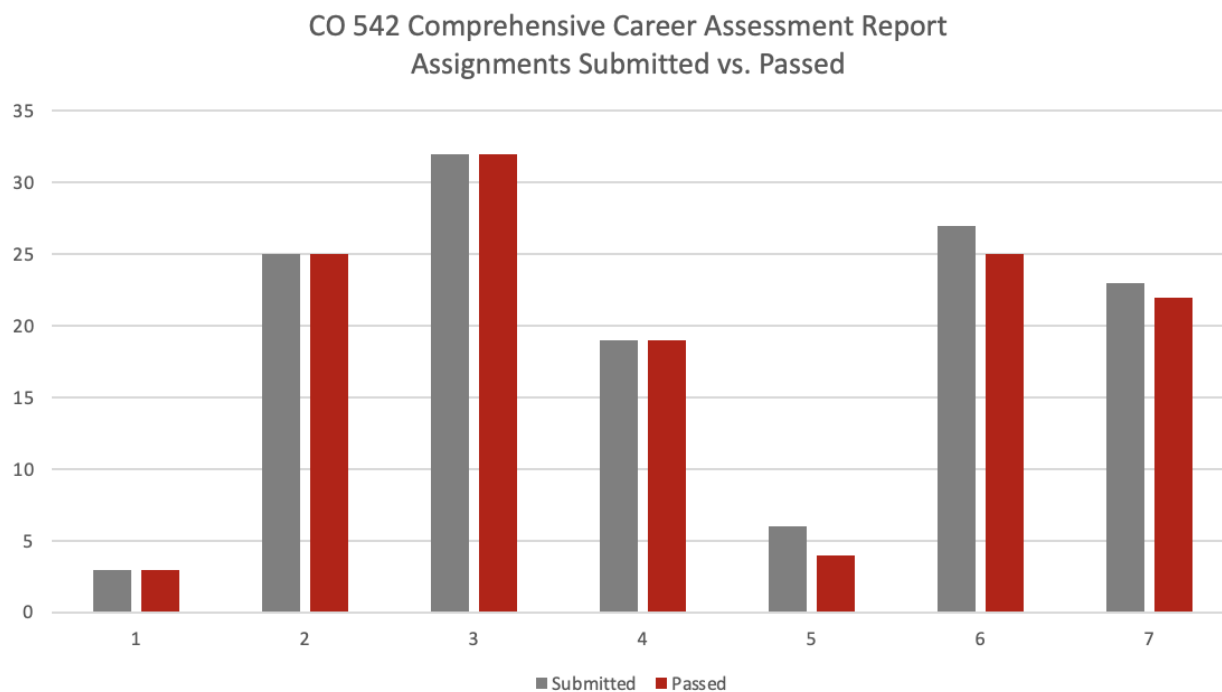


**PLO 6: CO 579/589 Small Group Session***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

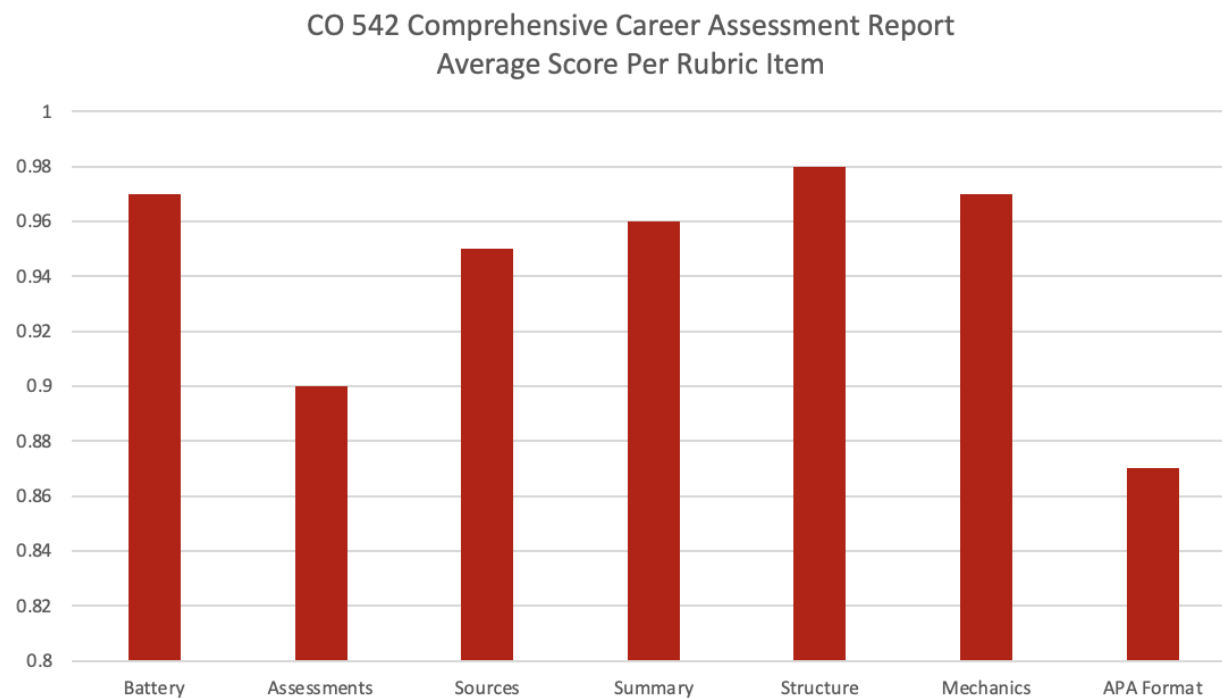
*Table 2 Average Score per Rubric Item*

**PLO 7: CO 542 Comprehensive Career Assessment Report**

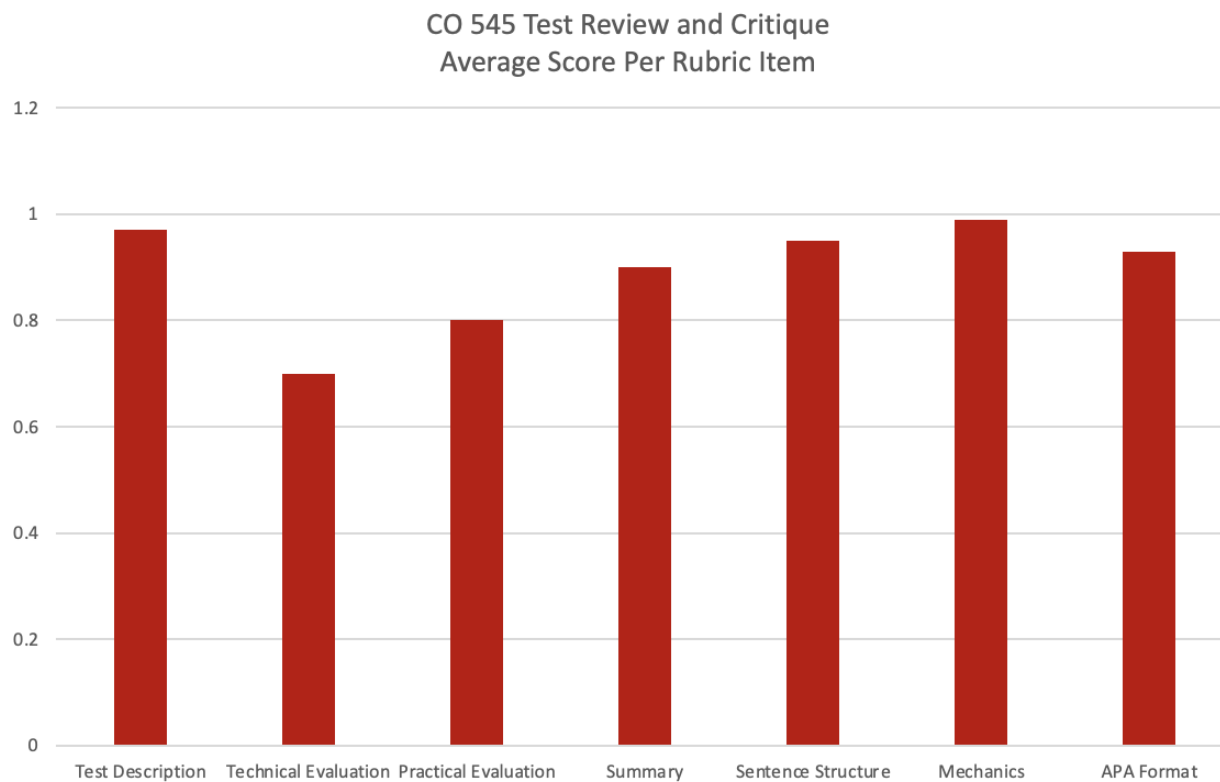
*Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*



*Table 2 Average Score per Rubric Item*



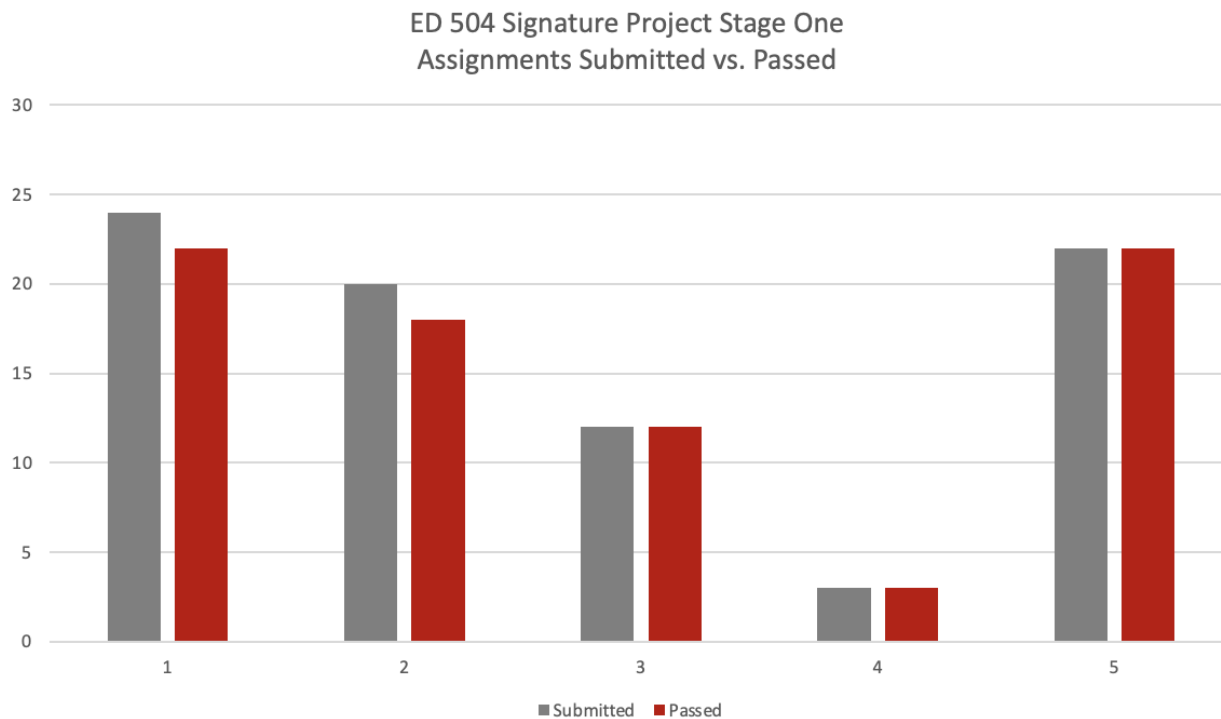
**PLO 7: CO 545 Test Review and Critique Paper***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

*Table 2 Average Score per Rubric Item*

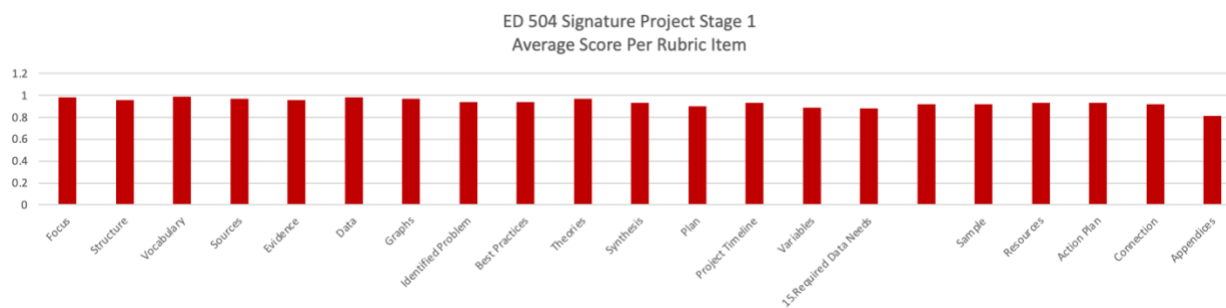


**PLO 8: ED 504 Signature Project Stage One**

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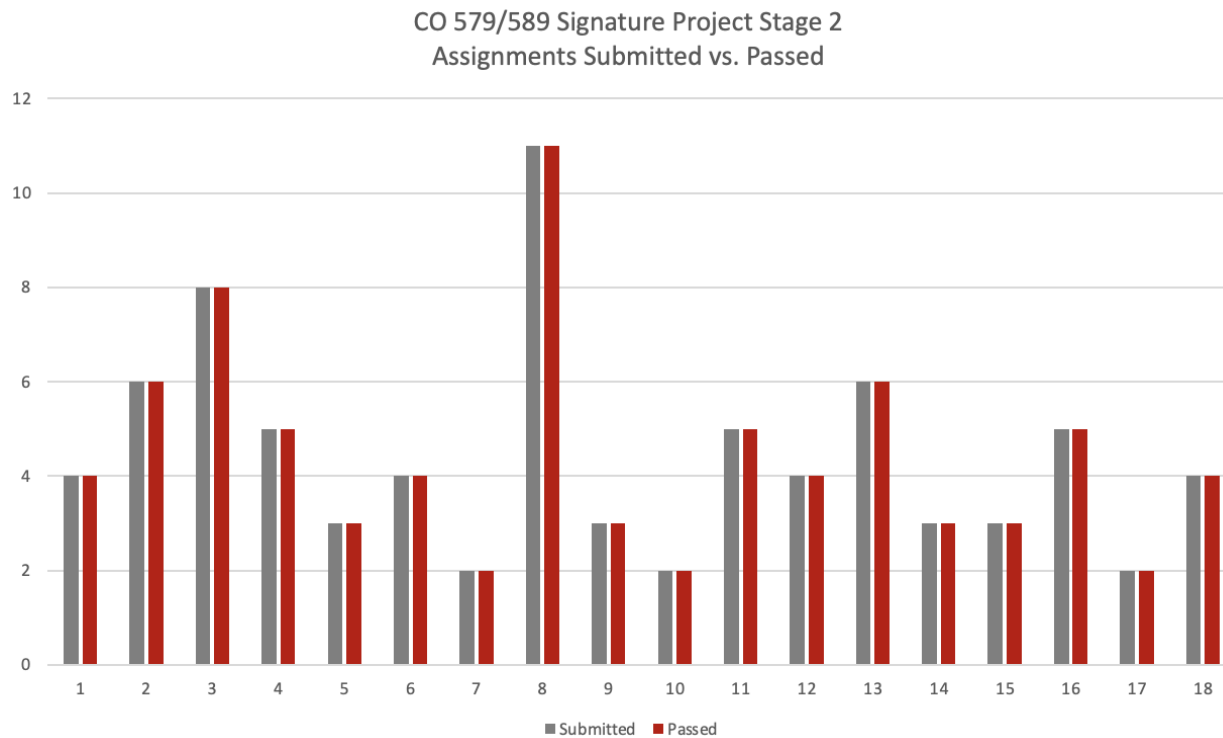


*Table 2 Average Score per Rubric Item*

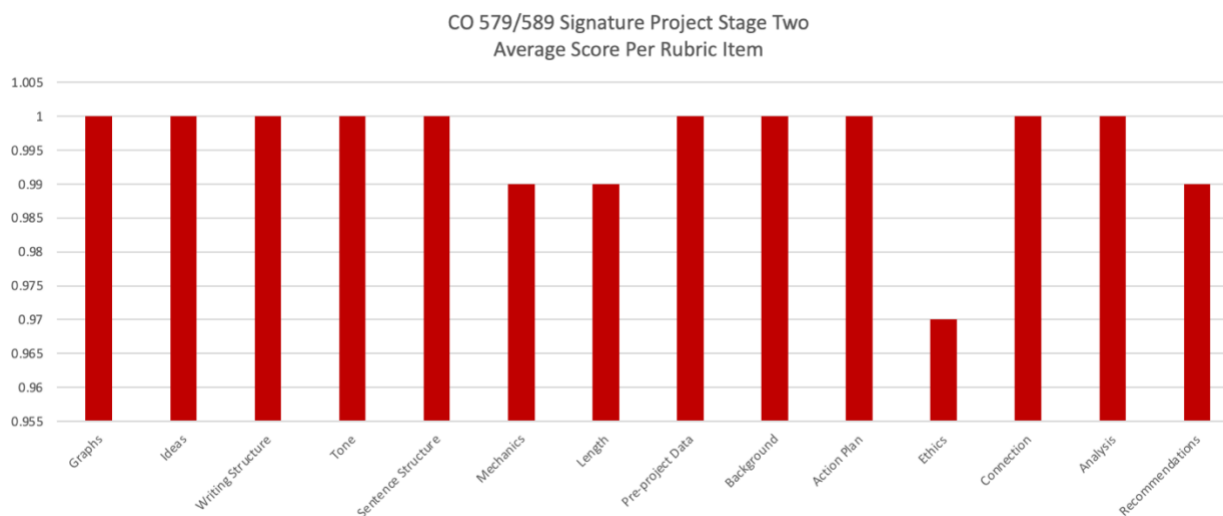


**PLO 8: CO 579/589 Signature Project Stage 2**

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



*Table 2 Average Score per Rubric Item*



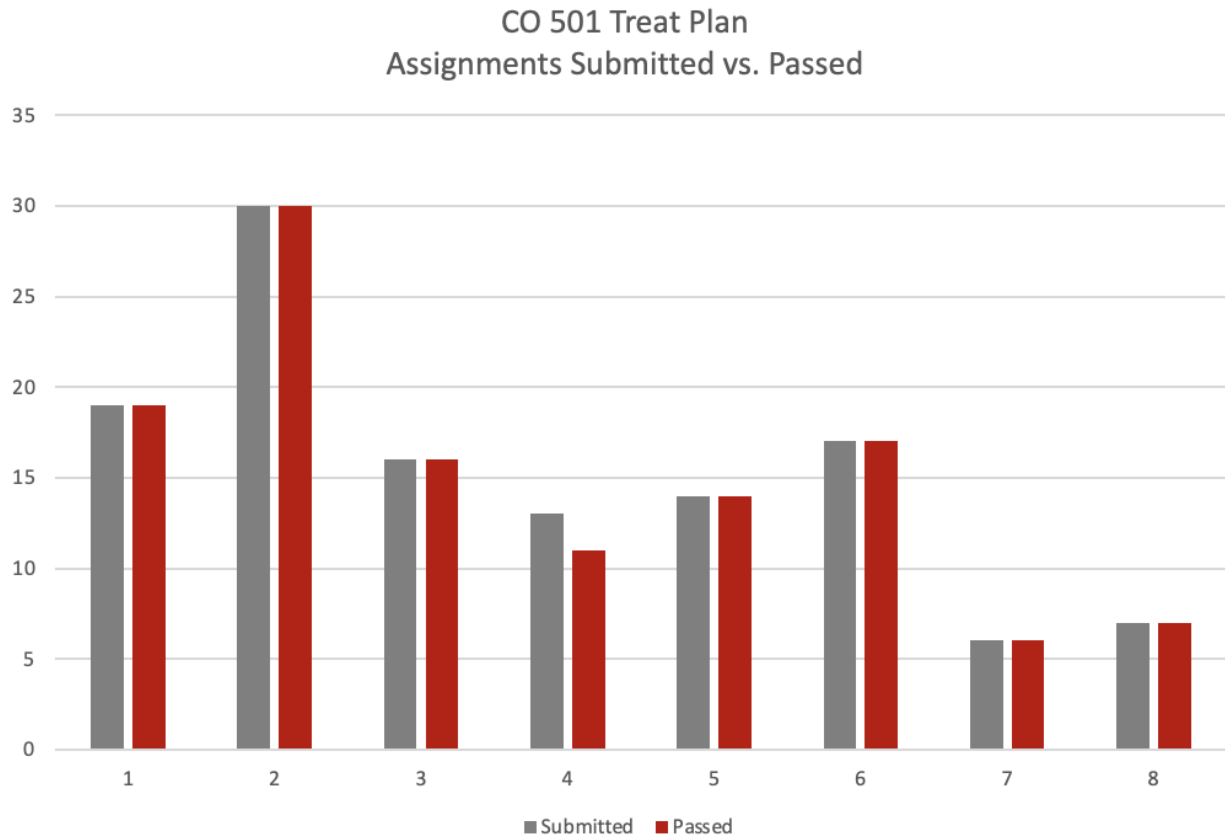
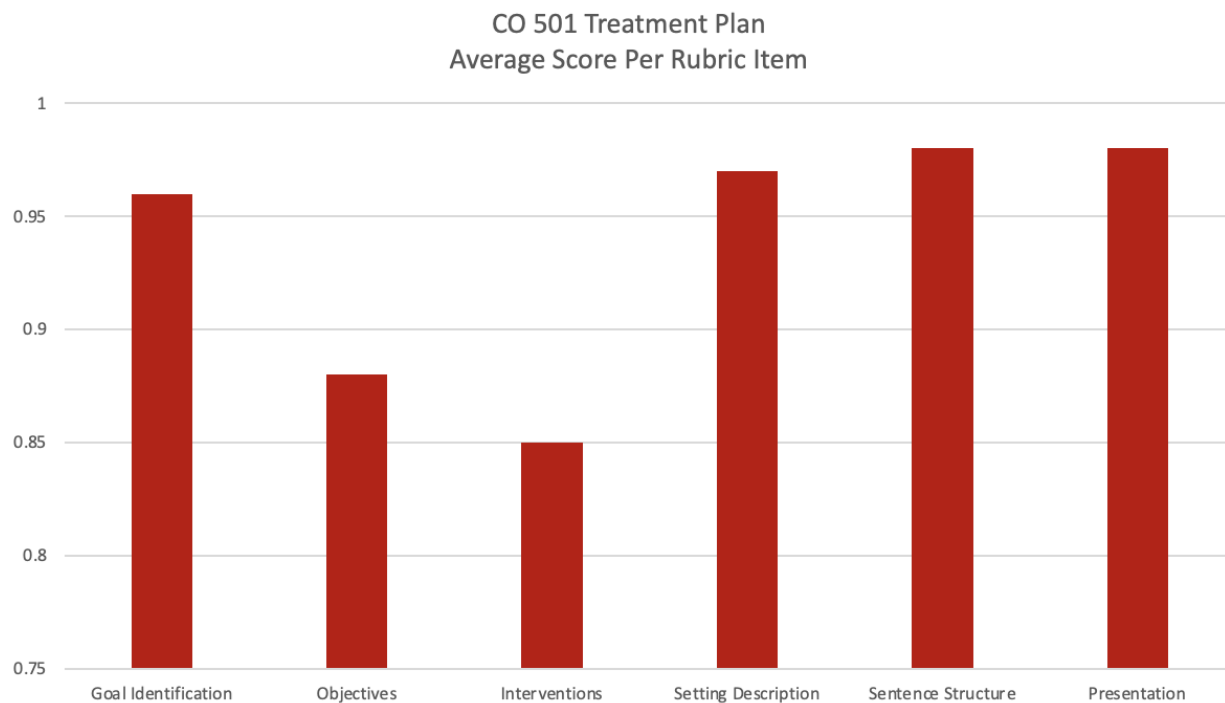
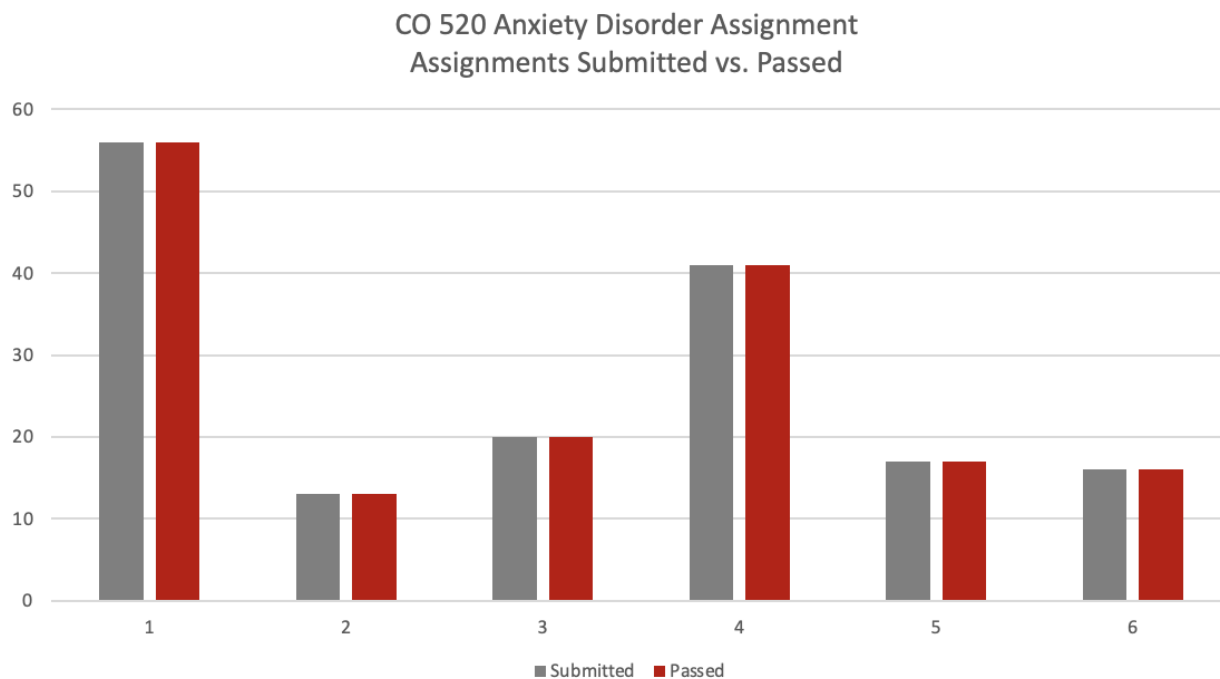
**PLO 9: CO 501 Treatment Plan***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

Table 2 Average Score per Rubric Item

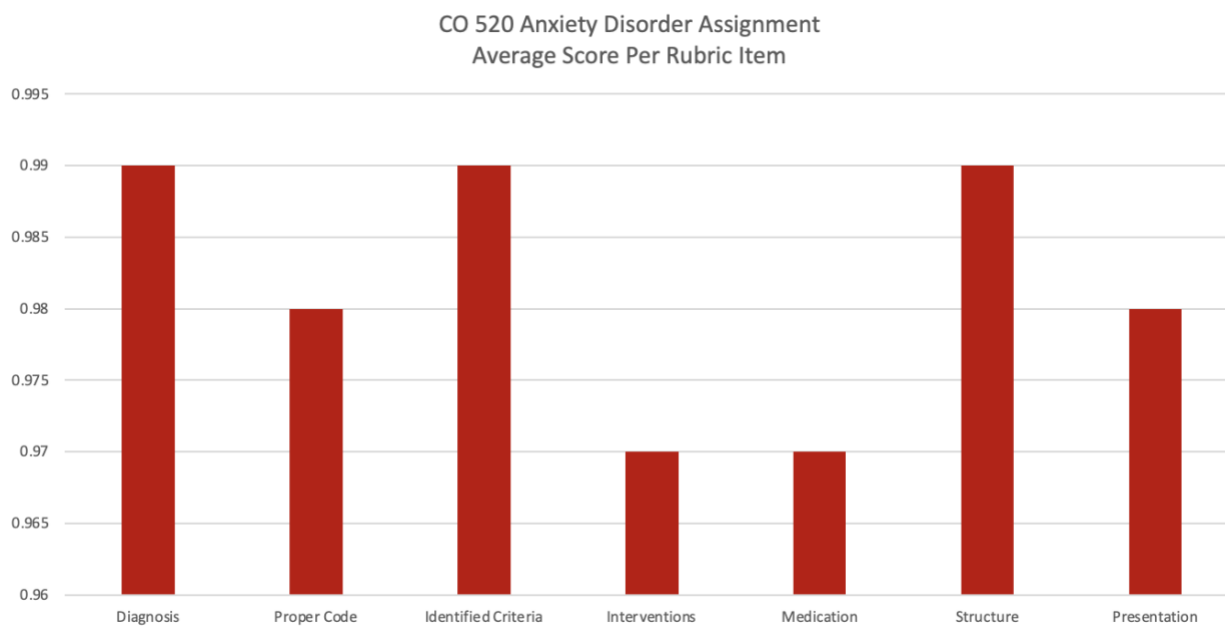


**PLO 9: CO 520 Anxiety Disorder Assignment**

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



*Table 2 Average Score per Rubric Item*



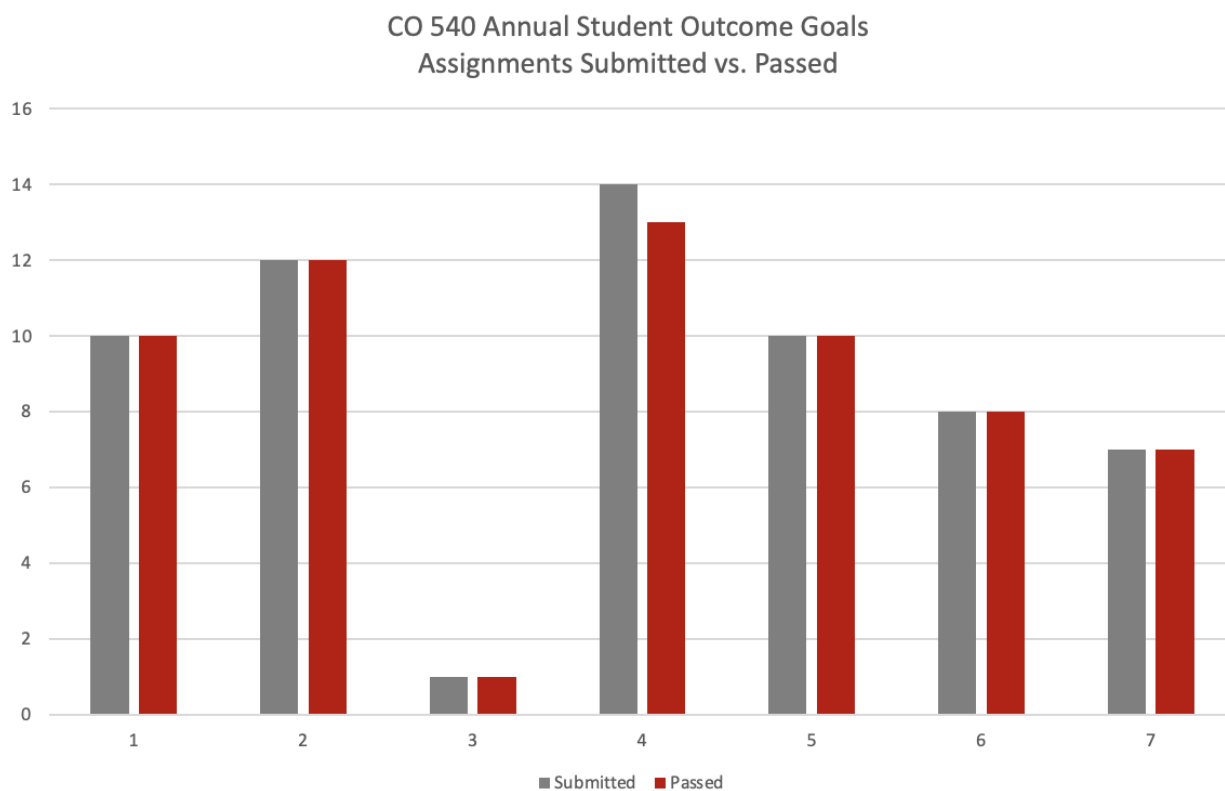
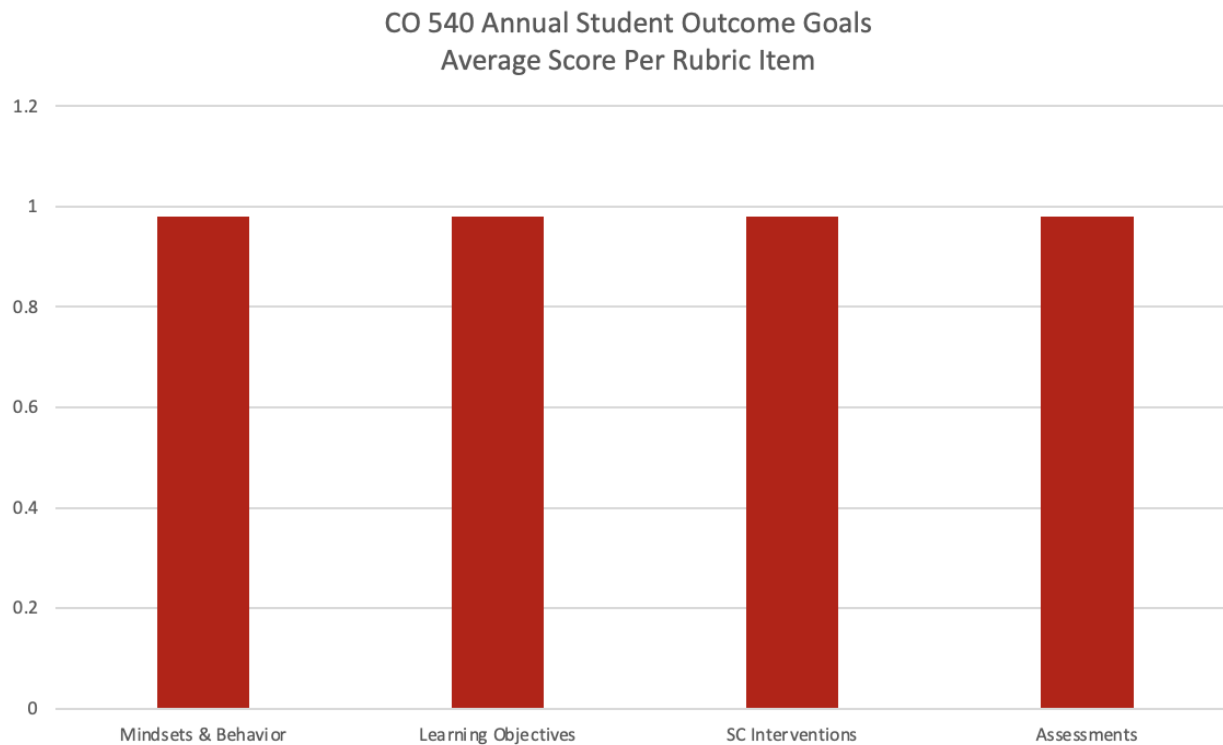
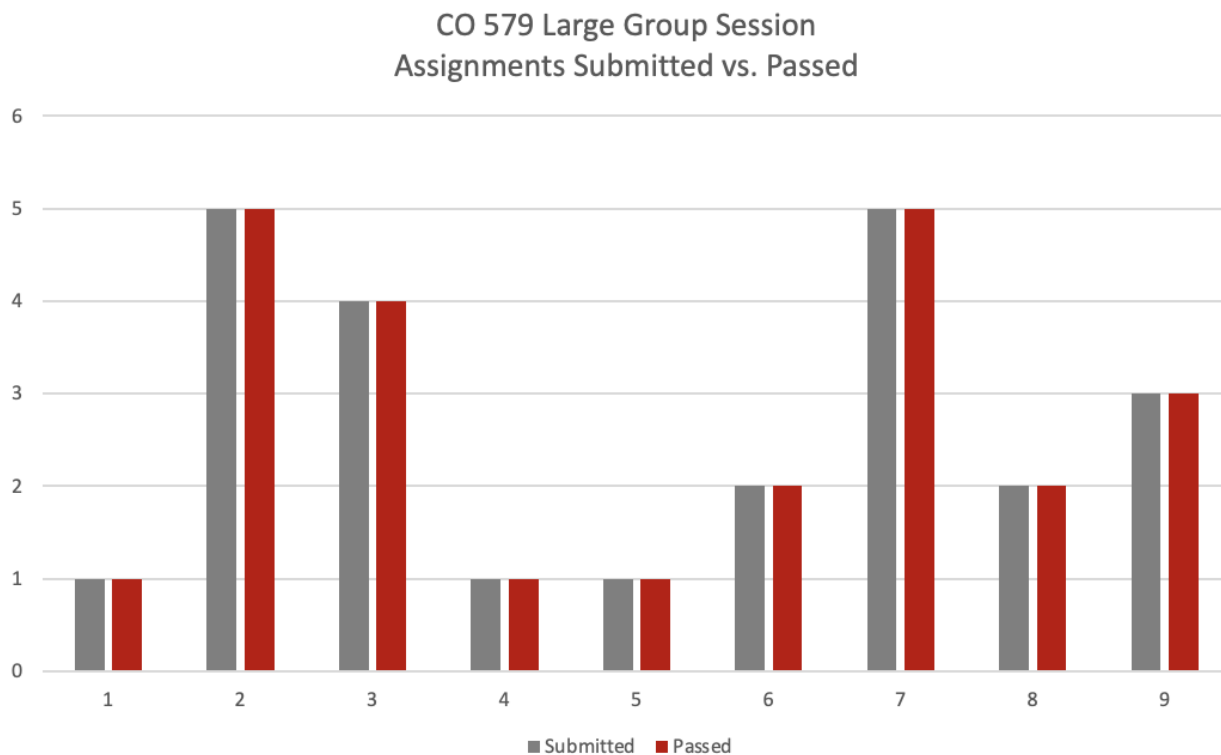
**PLO 10: CO 540 Annual Student Outcome Goals Assignment***Table 1 Number of Assignments Submitted vs. Number of Assignments Passed*

Table 2 Average Score per Rubric Item

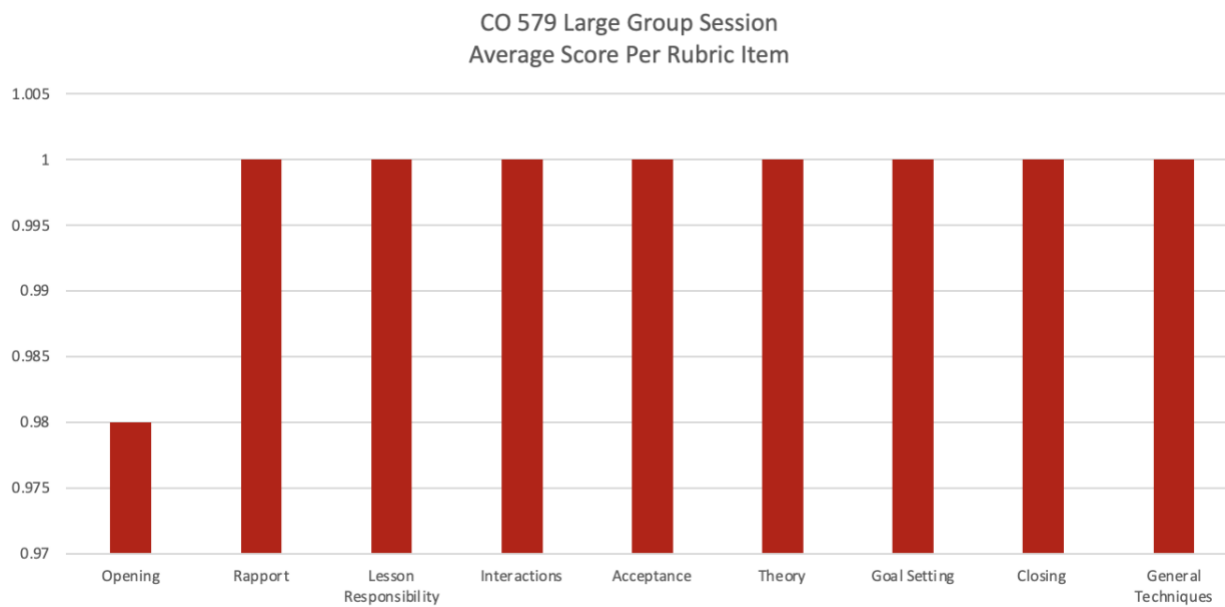


**PLO 10: CO 579 Large Group Session**

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



*Table 2 Average Score per Rubric Item*





### **Section Five: National Counselor Exam and Praxis Pass Rates**

For the 2023-2024 academic cycle, 34 CMHC students attempted the National Counselor Exam (NCE), of which 28 passed the examination resulting in an 83% pass rate. During this same time frame, 5 school counseling students attempted the NCE and all five passed the exam. For the 2023-2024 academic cycle, 40 school counseling students attempted the Praxis exam (5422), of which 37 passed the examination resulting in a 93% pass rate.

## Appendix A

## Program Evaluation Plan Crosswalk

| <u>Plan elements →</u><br>↓ 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:<br><b>Knowledge</b>    | 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: <b>Skills</b>          | 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:<br><b>Dispositions</b> | 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:<br><b>Applicants</b> | 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><br>↓ 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: <b>Students</b>  | 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: <b>Graduates</b> | 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: <b>Graduates</b>        | 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: <b>Site Supervisors</b> | 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: <b>Employers</b>        | 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

## PLOs, KPIs, and KPI Assignments for 2022-2023

**Program Alignment Chart:  
PLOs, KPIs, & KPI Assessments  
for 2023-24**

| Program Learning Outcomes  | Key Performance Indicator   | Assessment Data Collected  |
|--|---|--|
| <p><b>PLO 1 - Professional Orientation and Ethical Practice</b><br/>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<br/>CO 544 Principles of Ethical Decision-Making<br/>CO 548/558 CCS-R<br/>CO 579/589 CCS-R<br/>Student Dispositional Data<br/>Alumni, Employer, &amp; Site Supervisor Follow-Up Survey Data</p> |
| <p><b>PLO 2 – Social and Cultural Diversity</b><br/>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<br/>CO 542 Comprehensive Career Assessment Report<br/>CO 548/558 CCS-R<br/>CO 579/589 CCS-R<br/>Applicant, Student, &amp; Graduate Demographic Data<br/>Student Dispositional Data</p>                            |
| <p><b>PLO 3 - Human Growth and Development</b><br/>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<br/>CO 542 Comprehensive Career Assessment Report</p>   |

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| <p><b>PLO 4 – Career Development</b><br/>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<br/>CO 542 Final Exam</p>  |
| <p><b>PLO 5 - Helping Relationships</b><br/>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<br/>CO 543 Parent-Child Interview (1-3)<br/>CO 548/558 CCS-R<br/>CO 579/589 CCS-R<br/>Alumni, Employer, &amp; Site Supervisor Follow-Up Survey Data</p> |
| <p><b>PLO 6 – Group Work</b><br/>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<br/>CO 579/589 Small Group Session</p>  |
| <p><b>PLO 7 – Assessment</b><br/>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<br/>CO 545 Test Review and Critique Paper</p>  |
| <p><b>PLO 8 – Research and Program Evaluation</b><br/>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<br/>CO 579/589 Signature Project Stage 2</p>  |
| <p><b>PLO 9 – Clinical Mental Health Counseling</b><br/>The Clinical Mental Health Counseling student will articulate the role and practice of the clinical mental health counselor in a professional setting.</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</p>   | <p>CO 501 Treatment Plan<br/>CO 520 Anxiety Disorder Assignment<br/>CO 589 CCS-R</p>  |

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| (CACREP 5.C.1.c; 2.d)   | site supervisor assessment of clinical performance.  |  |
| <p><b>PLO 10 – School Counseling</b><br/> The School Counseling student will articulate the role and practice of the school counselor in a professional setting.<br/> (CACREP 5.G.1.b; 2.a)</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. | CO 540 Annual Student Outcome Goals Assignment<br>CO 579 Large Group Session |