

University of Nebraska Kearney

Detailed Assessment Report 2012-2013 School and Community Counseling As of: 5/27/2014 09:36 AM CDT

Mission / Purpose

The mission of the School Counseling program at the University of Nebraska at Kearney is to train professional school counselors to be responsive, reflective, and collaborative decision makers and who have the requisite knowledge, skills, and technological expertise to practice ethically and successfully. They will embrace the principles of democracy, diversity, and equity

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Counseling Discipline

Graduates will have knowledge of theory and core concepts in counseling.
Students will comprehend: Individual, Group, Career, Couples/Family, Addictions, Child/Adolescent Development, Adult Development, Multicultural and Appraisal.
(Understanding)

Related Measures

M 1: Capstone Course: Practicum

Practicum in Counseling (CSP 885) is required in all programs prior to the internship, near the completion of the program. Group, dyadic and triadic supervision of student performance are provided throughout the semester. Faculty conduct an end of term evaluation of secondary school counseling student progress using the "Evaluation of Therapist Performance—Short Form."

Source of Evidence: Capstone course assignments measuring mastery

Connected Documents

[CC Prac Eval](#)
[SC Prac Eval](#)

Target:

80% of our students will score at or above a level of 4 on a 1 - 7 scale.

Finding (2012-2013) - Target: Met

Target - All student met minimum level of 4 on the final Practicum Evaluation by supervisor.

Clinical Mental Health Counseling

12F, N = 3, X = 6.15

13S, N = 5, X = 6.28

12U, N = 9, X = 6.51

Grand Mean = 6.31

School Counseling

12F, N = 5, X = 6.41

13S, N = 1, X = 5.87

12U, N = 3, X = 6.87

Grand Mean = 6.37

Student Affairs Counseling

12F, N = 2, X = 6.33

13S, N = 1, X = 5.08

12U, N = 0,

Grand Mean = 5.71

Overall in comparison to the prior year, the mean averages increased from 5.94 to 6.15 in Clinical Mental Health Counseling and from 5.94 to 6.37 in School Counseling. Statistics for Student Affairs Counseling are being disaggregated this year as this is the first data gathered in this area

Growth Areas Identified

While all students met expectations, two areas are consistently the lowest across all three program areas. The first, recognizing covert messages (5.97 MC, 5.89 SC, & 5.25 SA) and identifies relationship among conceptual themes as expressed by the client (6.08 MC, 5.96 SC, & 4.75 SA). It should be noted that while

these areas were lower compared to all others being evaluated, significant growth occurred in both Clinical Mental Health Counseling and School Counseling.

Areas that stood out across all three programs were resisting being threatened by or defensive with the client (6.61 MC, 6.51 SC, & 6.25 SA) and convey warmth and caring to the client (6.56 MC, 7.00 SC, & 6.50 SA).

Improvement Plan

We have now added content into the Practicum course that requires all students to work on advanced case management skills to include note taking and goal planning. Students are all training in the SOAP note process, as well as, identifying themes the client presents and planning goals to address these themes. This is done both at the knowledge level and at the practice level. Students present their tapes for critical review by their peers and their professor. Written feedback is provided.

Finding (2011-2012) - Target: Met

% of students scoring at or above a level of 4 = 100% on their final practicum evaluation by supervisor/instructor. Community Counseling 11F N=8 X=5.84; N=9 12S X=6.16; 12U N=2 X=5.77; Grand Mean=5.94 for 2011-12. School Counseling 11F N=8 X=5.74; 12S N=9 X=6; 12U N=2 5.53; Grand Mean=5.94 for 2011-12. Improvement Areas Identified: While all students met the expectation, recognizing client covert messages (4.0 SC; 4.82 CC), were the lowest averages which indicates the advanced nature of the skill. There were 3 significant increases in skills this year: recognize significance of client statements regarding presenting problem (5.54 CC), identifying themes (5.47 CC), and keeping the session moving were the lowest averages (5.91 compare to last years 5.37 CC). The Improvement Plan The skill areas for improvement are advanced skills and developmentally the counselor in training's awareness that he/she can attend to more subtle communication and pacing is a success. Practicum instructors were successful at addressing these skills earlier on and throughout the experience. Strengths Identified Core conditions of therapeutic relationship (warmest, caring, competence, genuineness)

Finding (2010-2011) - Target: Met

% of students scoring at or above a level of 4 = 100% on their final practicum evaluation by supervisor/instructor.

School Counseling

Range = 5.37-6.7

Mean = 5.99

N = 14

Mental Health Counseling

Range = 4.83-6.6

Mean = 5.89

N=17

Improvement Areas Identified

While all students met the expectation, recognizing client covert messages (4.83 SC), significant client statements regarding presenting problem (5.37 CC), identifying themes (5.25 CC), and keeping the session moving were the lowest averages (5.37 SC).

Improvement Plan

The skill areas for improvement are advanced skills and developmentally the counselor in training's awareness that he/she can attend to more subtle communication and pacing is a success. Practicum instructors may address these challenges earlier on and throughout the experience.

Strengths Identified

Core conditions of therapeutic relationship (warmest, caring, competence, genuineness)

Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 4 = 100%.

Mean = 5.89; Range = 5.84 - 5.91

N = 11

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 4 = 100%.

Mean = 6.20; Range = 6.08 - 6.32;

N = 9

Finding (2007 - 2008) - Target: Met

Range = 4.0 - 6.84

Mean = 5.80

N = 18

M 2: Comprehensive Exams

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. Faculty evaluators assess the student using the "Clinical Mental Health Counseling or School Counseling Comprehensive Exam Evaluation Form."

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

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Target:

80% of our students will score at or above a level of 4 on a 1 - 7 scale.

Finding (2012-2013) - Target: Met

100% of students met target score at or above a level of 3=100% School Counseling Elementary N=3 Range = 4.0-5.0 Mean = 4.79 (7/10 items rated 5.0) Secondary N= 5 Range = 3.66-5.0 Mean = 4.6 (2/10 items rated 5.0) Combined Elementary and Secondary N = 8 Range = 3.66-5.0 Mean = 4.7 N=10 Range = 3.94-5 Mean =

4.62 Improvement Areas Identified Last year the lowest average was 3.42 on the ability to identify ethical and legal issues relevant to the case study. This year that average was 4.5 reflecting a comprehensive ethical case analysis that was added to the CSP 811 course to assist students with recognizing ethical issues unique to the school counseling setting. Growth Areas Identified Although 100% of student met the expectation the ability to demonstrate knowledge of developmental theory (social, emotional, academic and person) with consideration for the diversity or special needs of the student was 3.66 for secondary counselors in training while a 5.0 for elementary counselors in training. Since both elementary and secondary students take the same two developmental courses (CSP 840 Adult Development and CSP 805 Child and Adolescent Development) this discrepancy is difficult to explain. CSP 840 was only required of secondary counseling students prior to 11F. The highest averages were ability to use comprehensive guidance concepts/components (X=5.0) and consultation (X=4.75). Clinical Mental Health Counseling N=17 Range = 4.05-4.62 Mean = 4.37 Areas of Improvement For the past two years knowledge of counseling outcome research and implications remained the lowest average at 3.89. This year the average increased significantly with an average of 4.48. This can be partially explained by the Department's move to provide specific CSP 802 Research Methods for counseling. Client assessment and evaluation increased this year to X=4.51 from X=4.08 which had once again been the average for two years. The range indicated overall improvement of 4.05 – 4.62 compared to was stable 2010-11(3.84-4.84) and 2012-13 (3.75-5.0). The highest scoring items were Case Conceptualization (X=4.62) and ability to identify ethical and legal issues (X=4.59). Growth Areas Identified Although 100% of the students met the target expectation, ability to apply theories and principles of culture and diversity was the lowest average (X=4.05). Written communication was the next lowest average (X=4.13).

M 3: Internship

All students are required to successfully complete an internship experience which involves direct field experience in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. A program faculty member in consultation with the site supervisor assesses competence related to the learning objectives.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation](#)

Target:

80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

100% of students met target at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.46 – 4.87

Mean = 4.70

N = 15

Growth Areas Identified

While all students exceeded the expectation, the lowest average was 4.46 for individual and group counseling skills indicating high performance and strength across all twelve performance areas.

Clinical Mental Health Counseling

Range = 4.23-4.91

Mean = 4.52

N = 21

Overall in comparison to the prior year the mean average increased from 4.43 to 4.52. Additionally, in the targeted areas for growth from the prior year's evaluation, intake interview and MSE moved from 4.33 to 4.68, appropriate treatment interventions moved from 4.11 to 4.67 and program evaluation or needs assessment moved from 4.26 to 4.63.

Growth Areas Identified

While all students met the expectation, three areas of growth that are consistent with 2012-13 data are diagnosis/assessment (4.23), demonstrate skills in case management (4.27) and become familiar with the financial and organization structure of the internships site (4.49). On average over the 2012-2013 academic year, these were the only three areas below a rating of 4.50 on a 5.00 scale. While these are the three areas identified for growth in the coming year, all areas scores indicate strengths.

Improvement Plan

We have now added content in diagnosis and assessment skills since moving from our 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration,

has now been split into 2 courses with all the target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time spring 2013 which will facilitate the clinical growth areas as well as have a larger focus on the application of case management skills.

Finding (2011-2012) - Target: Met

% of students scoring at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.63 – 4.86

Mean = 4.77

N = 13

Growth Areas Identified

While all students met the expectation,

Improvement Areas Identified

Significant increases were gained for Item 1. design and/or assessment of programs (4.38 2010-11 to 4.63 2011-12), Item 3. determine programming needs based on data (4.47 to 4.75) and Item 5. consultation & collaboration activities and skills (4.55 to 4.86). All averages this year were 4.63+ indicating all areas as strengths.

Mental Health Counseling

Range = 4.11-4.65

Mean = 4.43

N = 22

Growth Areas Identified

While all students met the expectation three areas of growth that are consistent with 2010-11 are diagnosis/assessment (4.26), intake interview and MSE (4.33), program evaluation or needs assessment (4.26), and appropriate treatment interventions (4.11). Several other growth areas this year include ability to manage personalization issues (4.26), conducting mental status exam (4.18), client referral (4.35) and client change (4.39). However, all areas indicate strengths.

Improvement Plan

We are still anticipating increased diagnosis and assessment skills due to transition from 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all these target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time Spring 2013 which will facilitate the clinical growth areas identified above.

Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 3 = 100%;
Mean = 4.74; Range = 4.58 - 4.89;
N= 13

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 3 = 100%;
Mean = 4.70; Range = 4.53 - 4.86;
N= 11

Finding (2007 - 2008) - Target: Met

Range = 4.57 - 5.0
Mean = 4.86
N = 10

M 4: Graduate Follow-Up Survey

Every counseling student who completes a degree program is offered the opportunity to participate in an evaluation of the program effectiveness related to student learning and professional preparation

Source of Evidence: Academic indirect indicator of learning - other

Connected Document

[Graduate Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10.

Assessment 2009-present employs a scale of 1-5.

80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Respondents

N=22

CMHC (1) CC (5) SC-E (5) SC-S (11)

12F

Mean = 4.64

Range = 4.30-4.90

N=10

13S

Mean = 4.28

Range = 3.95-4.57

N=12

12U

N=0

Strengths Identified:

19 of the 20 items were rated above 4.0. The three highest ratings were for

- understanding of the structure and central concepts of my content area (4.57)
- understanding of my content area (4.52)
- understanding of the purposes of schooling in a diverse and democratic society (4.52)
- skills to utilize technology appropriate to my content area to manage information (4.5)

Improvement Areas Identified:

Skills to collect data (3.95), analyze data (4.05), collect and analyze data to plan methodology to enhance learning for all students (4.05).

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time that is more easily accessible and more widely used. The graduates in the report cycle were not yet trained in SPSS. We anticipate 2013-14 results to improve in the area of data collection and analysis.

Finding (2011-2012) - Target: Met

NCA Weave On-line Report

Graduate Survey Results 2011-2012

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

General Aspects

Range 4.32-4.76 X=4.66

Strengths

X=4.52-4.74

14 of the 15 items were rated above 4.5 indicating 14 strengths related to curriculum, program faculty, field based experiences, advising, and skill training.

Growth Areas

X=4.32

Sites Available for Field Based Experiences

Knowledge

Range 3.74-4.62 X=4.20

Strengths

X=4.61-4.62

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.74-3.87

Crisis Intervention Counseling

Child & Adolescent Counseling

Counseling Persons with Special Needs

Skill

Range 3.68-4.5 X=4.13

Strengths

X=4.48-4.5

Individual Counseling

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.68-3.82

Standardized (group) Assessment

Counseling Persons w/ Special Needs

Career Counseling

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this, students took a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

Mean = 4.43

Range = 4.33-4.67

N = 3

12S

Mean = 4.64

Range = 4.30-4.90

N=10

12U

N=0

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2010-2011) - Target: Met

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.07; Range = 3-4.78; N=25

Improvement Areas Identified:

Child and Adolescent Counseling

Counseling Persons with Special Needs

Improvement Plan:

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this students took a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.15; Range = 3.50-4.67; N=18

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2009-2010) - Target: Met

% of graduates scoring at or above a level of 3 = 100%;

Mean = 4.43; Range = 4.0 - 5.0;

N= 14

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 5 = 100%;

Mean = 8.22;

Range = 6.00 - 9.75;

N=4

Finding (2007 - 2008) - Target: Met

Range = 7.50 - 10.00

Mean = 8.65

N = 2

M 5: Employer Survey of Graduates

Every three years, employers of UNK School Counseling graduates are offered the opportunity to participate in an evaluation of the program effectiveness related to student preparedness. The Employers Survey was conducted in the Fall of 2010 and the next scheduled survey will be in the Fall of 2013. The 2010 survey reflected a change in the Likert scale from 1-10 to a 1-5 and was conducted electronically via Qualtrics. Employers are currently being surveyed and results will be reported in the Fall 14 NCA report.

Source of Evidence: Employer survey, incl. perceptions of the program

Connected Document

[Employer Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10. Assessment 2010-present employs a scale of 1-5.

80% of the employers of UNK counseling graduates will evaluate the program at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Employer survey data is collected every 3 years therefore this reporting period reflects NCA Report 2011-2012

Employer Survey Results 2010 N=10 100% of responses met the target score of 3 Knowledge Range 3.5-4.17

X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling Crisis Intervention Child & Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal Psychology Standardized Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5 X=4.08 Strengths X=4.25 Individual Counseling Child & Adolescent Counseling Professional Credential/Licensure Growth Areas X=3.75 Large Group Counseling Multicultural Counseling Standardized Assessment Psychological Assessment Program Evaluation Personal Attributes Range 4.0 – 4.75 X=4.39 Strength X=4.75 General Work Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2011-2012) - Target: Met

NCA Report 2011-2012

Employer Survey Results 2010

N=10

100% of responses met the target score of 3

Knowledge

Range 3.5-4.17 X=3.9

Strengths

X=4.17

Human Growth & Development

Theories of Counseling

Crisis Intervention

Child & Adolescent Counseling

Ethical & Legal issues

Growth Areas

X=3.5-3.7

Abnormal Psychology

Standardized Assessment

Psychological Assessment

Program Evaluation

Skill

Range 3.75-4.5 X=4.08

Strengths

X=4.25

Individual Counseling

Child & Adolescent Counseling

Professional Credential/Licensure

Growth Areas

X=3.75

Large Group Counseling

Multicultural Counseling

Standardized Assessment

Psychological Assessment

Program Evaluation

Personal Attributes

Range 4.0 – 4.75 X=4.39

Strength

X=4.75

General Work Attitude/Enthusiasm

Growth Area

X=4.0

Multicultural & Gender Sensitivity

Finding (2010-2011) - Target: Met

Range 3.67 - 4.5 Mean 4.07, N = 10

Finding (2009-2010) - Target: Met

Range 3.0 - 4.33 Mean 3.62 N=3

Finding (2007 - 2008) - Target: Met

Range = 8.80 - 10.00

Mean = 9.61

N = 6

M 6: Site Supervisor Survey of Program

Site Supervisors complete an electronic program evaluation survey (Qualtrics) Fall 2010 and asked to evaluate the quality of the UNK counselor education program reflecting on the intern(s) they supervised 2007-2010. This survey is conducted once every 3 years and is currently undergoing revision to align with new Student Learning Outcomes. Plans are to disseminate and collect again Spring 14.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

Site Supervisors will evaluate the UNK Counselor Education program at a 3.0 or higher on a scale of 1-5 in three areas: Skill, Knowledge, Personal Attributes

Finding (2012-2013) - Target: Met

Site Supervisor Survey in conducted once every 3 years therefore 2012-13 reporting period is based on 2010 results. Site Supervisor/Employer survey in process of being revised to reflect new student learning outcomes and will be disseminated/collected Spring 2014.

2010 Results: N=27 100% of responses met the target score of 3 Knowledge Range 3.24-4.05 X=3.61 Strengths X=3.85-4.05 Theories of Counseling Ethical & Legal Issues Human Growth & Development Growth Areas X=3.24-3.5 Standardized (group) Assessment Counseling Persons w/ Special Needs Psychological Assessment (clinical diagnosis) Theories of Personality Skill Range 3.13-4.0 X=3.58 Strengths X=3.72-4.0 Individual Counseling Small Group Counseling Family Counseling Growth Areas X=3.13-3.5 Standardized (group) Assessment Counseling Persons w/ Special Needs Multicultural Counseling Personal Attributes Range 3.89 - 4.22 X=4.05 Strength X=4.12-4.22 Collaborative Approach Professional Development Professional Ethical & Legal Behavior Growth Areas X=3.89 Overall Competence Multicultural & Gender Sensitivity

Finding (2011-2012) - Target: Met

NCA Report 2011-2012

Site Supervisor Survey Results 2010

N=27

100% of responses met the target score of 3

Knowledge

Range 3.24-4.05 X=3.61

Strengths

X=3.85-4.05

Theories of Counseling

Ethical & Legal Issues

Human Growth & Development

Growth Areas

X=3.24-3.5

Standardized (group) Assessment

Counseling Persons w/ Special Needs

Psychological Assessment (clinical diagnosis)

Theories of Personality

Skill

Range 3.13-4.0 X=3.58

Strengths

X=3.72-4.0

Individual Counseling

Small Group Counseling

Family Counseling

Growth Areas

X=3.13-3.5

Standardized (group) Assessment
Counseling Persons w/ Special Needs
Multicultural Counseling

Personal Attributes

Range 3.89 – 4.22 X=4.05

Strength

X=4.12-4.22

Collaborative Approach

Professional Development

Professional Ethical & Legal Behavior

Growth Areas

X=3.89

Overall Competence

Multicultural & Gender Sensitivity

SLO 2: Clinical Competence

Graduates will be clinically, competent counselors:
Students will be able to develop a therapeutic relationship.
Apply developmentally and culturally appropriate techniques and interventions for individual, group, career, couples/family and addictions counseling.
Assess, diagnose, and treat mental illness.
Case management and record keeping.
(Application)

Related Measures

M 1: Capstone Course: Practicum

Practicum in Counseling (CSP 885) is required in all programs prior to the internship, near the completion of the program. Group, dyadic and triadic supervision of student performance are provided throughout the semester. Faculty conduct an end of term evaluation of secondary school counseling student progress using the "Evaluation of Therapist Performance—Short Form."

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N = 21

Overall in comparison to the prior year the mean average increased from 4.43 to 4.52. Additionally, in the targeted areas for growth from the prior year's evaluation, intake interview and MSE moved from 4.33 to 4.68, appropriate treatment interventions moved from 4.11 to 4.67 and program evaluation or needs assessment moved from 4.26 to 4.63.

Growth Areas Identified

While all students met the expectation, three areas of growth that are consistent with 2012-13 data are diagnosis/assessment (4.23), demonstrate skills in case management (4.27) and become familiar with the financial and organization structure of the internships site (4.49). On average over the 2012-2013 academic year, these were the only three areas below a rating of 4.50 on a 5.00 scale. While these are the three areas identified for growth in the coming year, all areas scores indicate strengths.

Improvement Plan

We have now added content in diagnosis and assessment skills since moving from our 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all the target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time spring 2013 which will facilitate the clinical growth areas as well as have a larger focus on the application of case management skills.

Finding (2011-2012) - Target: Met

% of students scoring at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.63 – 4.86

Mean = 4.77

N = 13

Growth Areas Identified

While all students met the expectation,

Improvement Areas Identified

Significant increases were gained for Item 1. design and/or assessment of programs (4.38 2010-11 to 4.63 2011-12), Item 3. determine programming needs based on data (4.47 to 4.75) and Item 5. consultation & collaboration activities and skills (4.55 to 4.86). All averages this year were 4.63+ indicating all areas as strengths.

Mental Health Counseling

Range = 4.11-4.65

Mean = 4.43

N = 22

Growth Areas Identified

While all students met the expectation three areas of growth that are consistent with 2010-11 are diagnosis/assessment (4.26), intake interview and MSE (4.33), program evaluation or needs assessment (4.26), and appropriate treatment interventions (4.11). Several other growth areas this year include ability to manage personalization issues (4.26), conducting mental status exam (4.18), client referral (4.35) and client change (4.39). However, all areas indicate strengths.

Improvement Plan

We are still anticipating increased diagnosis and assessment skills due to transition from 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all these target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time Spring 2013 which will facilitate the clinical growth areas identified above.

Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 3 = 100%;

Mean = 4.74; Range = 4.58 - 4.89;

N= 13

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 3 = 100%;

Mean = 4.70; Range = 4.53 - 4.86;

N= 11

Finding (2007 - 2008) - Target: Met

Range = 4.57 - 5.0 Mean = 4.86 N = 10

M 4: Graduate Follow-Up Survey

Every counseling student who completes a degree program is offered the opportunity to participate in an evaluation of the program effectiveness related to student learning and professional preparation

Source of Evidence: Academic indirect indicator of learning - other

Connected Document

[Graduate Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10.

Assessment 2009-present employs a scale of 1-5.
80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Respondents N=22 CMHC (1) CC (5) SC-E (5) SC-S (11) 12F Mean = 4.64 Range = 4.30-4.90 N=10 13S Mean = 4.28 Range = 3.95-4.57 N=12 12U N=0 Strengths Identified: 19 of the 20 items were rated above 4.0. The three highest ratings were for · understanding of the structure and central concepts of my content area (4.57) · understanding of my content area (4.52) · understanding of the purposes of schooling in a diverse and democratic society (4.52) · skills to utilize technology appropriate to my content area to manage information (4.5) Improvement Areas Identified: Skills to collect data (3.95), analyze data (4.05), collect and analyze data to plan methodology to enhance learning for all students (4.05). Improvement Plan: Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time that is more easily accessible and more widely used. The graduates in the report cycle were not yet trained in SPSS. We anticipate 2013-14 results to improve in the area of data collection and analysis.

Finding (2011-2012) - Target: Met

**NCA Weave On-line Report
Graduate Survey Results 2011-2012**

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

General Aspects

Range 4.32-4.76 X=4.66

Strengths

X=4.52-4.74

14 of the 15 items were rated above 4.5 indicating 14 strengths related to curriculum, program faculty, field based experiences, advising, and skill training.

Growth Areas

X=4.32

Sites Available for Field Based Experiences

Knowledge

Range 3.74-4.62 X=4.20

Strengths

X=4.61-4.62

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.74-3.87

Crisis Intervention Counseling

Child & Adolescent Counseling

Counseling Persons with Special Needs

Skill

Range 3.68-4.5 X=4.13

Strengths

X=4.48-4.5

Individual Counseling

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.68-3.82

Standardized (group) Assessment

Counseling Persons w/ Special Needs

Career Counseling

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this, students took a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

11F

Mean = 4.43

Range = 4.33-4.67

N = 3

12S

Mean = 4.64

Range = 4.30-4.90

N=10

12U

N=0

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2010-2011) - Target: Met

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.07; Range = 3-4.78; N=25

Improvement Areas Identified:

Child and Adolescent Counseling

Counseling Persons with Special Needs

Improvement Plan:

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this students too a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.15; Range = 3.50-4.67; N=18

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2009-2010) - Target: Met

% of graduates scoring at or above a level of 3 = 100%;

Mean = 4.43; Range = 4.0 - 5.0;

N= 14

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 5 = 100%;

Mean = 8.22;

Range = 6.00 - 9.75;

N=4

Finding (2007 - 2008) - Target: Met

Range = 7.50 - 10.00 Mean = 8.65 N = 2

M 5: Employer Survey of Graduates

Every three years, employers of UNK School Counseling graduates are offered the opportunity to participate in an evaluation of the program effectiveness related to student preparedness. The Employers Survey was conducted in the Fall of 2010 and the next scheduled survey will be in the Fall of 2013. The 2010 survey reflected a change in the Likert scale from 1-10 to a 1-5 and was conducted electronically via Qualtrics. Employers are currently being surveyed and results will be reported in the Fall 14 NCA report.

Source of Evidence: Employer survey, incl. perceptions of the program

Connected Document

[Employer Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10. Assessment 2010-present employs a scale of 1-5. 80% of the employers of UNK counseling graduates will evaluate the program at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Employer survey data is collected every 3 years therefore this reporting period reflects NCA Report 2011-2012

Employer Survey Results 2010 N=10 100% of responses met the target score of 3 Knowledge Range 3.5-4.17

X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling Crisis Intervention Child &

Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal Psychology Standardized

Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5 X=4.08 Strengths X=4.25

Individual Counseling Child & Adolescent Counseling Professional Credential/Licensure Growth Areas X=3.75

Large Group Counseling Multicultural Counseling Standardized Assessment Psychological Assessment

Program Evaluation Personal Attributes Range 4.0 - 4.75 X=4.39 Strength X=4.75 General Work

Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2011-2012) - Target: Met

NCA Report 2011-2012 Employer Survey Results 2010 N=10 100% of responses met the target score of 3

Knowledge Range 3.5-4.17 X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling

Crisis Intervention Child & Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal

Psychology Standardized Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5

X=4.08 Strengths X=4.25 Individual Counseling Child & Adolescent Counseling Professional

Credential/Licensure Growth Areas X=3.75 Large Group Counseling Multicultural Counseling Standardized

Assessment Psychological Assessment Program Evaluation Personal Attributes Range 4.0 - 4.75 X=4.39

Strength X=4.75 General Work Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2010-2011) - Target: Met

Range 3.67 - 4.5 Mean 4.07, N = 10

Finding (2009-2010) - Target: Met

Range 3.0 - 4.33 Mean 3.62 N=3

Finding (2007 - 2008) - Target: Met

Range = 8.80 - 10.00 Mean = 9.61 N = 6

SLO 3: Ethical Reasoning

Graduates will demonstrate ethical competence.

Students will: Analyze ethical dilemmas utilizing comprehensive ethical decision-making model synthesizing ethical principles, codes, and option with consequences.

(Analysis/Synthesis)

Related Measures

M 1: Capstone Course: Practicum

Practicum in Counseling (CSP 885) is required in all programs prior to the internship, near the completion of the program. Group, dyadic and triadic supervision of student performance are provided throughout the semester. Faculty conduct an end of term evaluation of secondary school counseling student progress using the "Evaluation of Therapist Performance—Short Form."

Source of Evidence: Capstone course assignments measuring mastery

Connected Documents

[CC Prac Eval](#)
[SC Prac Eval](#)

Target:

80% of our students will score at or above a level of 4 on a 1 - 7 scale.

Finding (2012-2013) - Target: Met

Target met - 100% of students scored at or above a level of 4 = 100% on their final Practicum Evaluation by supervisor.

Clinical Mental Health Counseling

12F, N = 3, X = 6.15

13S, N = 5, X = 6.28

12U, N = 9, X = 6.51

Grand Mean = 6.31

School Counseling

12F, N = 5, X = 6.41

13S, N = 1, X = 5.87

12U, N = 3, X = 6.87

Grand Mean = 6.37

Student Affairs Counseling

12F, N = 2, X = 6.33

13S, N = 1, X = 5.08

12U, N = 0,

Grand Mean = 5.71

Overall in comparison to the prior year, the mean averages increased from 5.94 to 6.15 in Clinical Mental Health Counseling and from 5.94 to 6.37 in School Counseling. Statistics for Student Affairs Counseling are being disaggregated this year as this is the first data gathered in this area

Growth Areas Identified

While all students met expectations, two areas are consistently the lowest across all three program areas. The first, recognizing covert messages (5.97 MC, 5.89 SC, & 5.25 SA) and identifies relationship among conceptual themes as expressed by the client (6.08 MC, 5.96 SC, & 4.75 SA). It should be noted that while these areas were lower compared to all others being evaluated, significant growth occurred in both Clinical Mental Health Counseling and School Counseling.

Areas that stood out across all three programs were resisting being threatened by or defensive with the client (6.61 MC, 6.51 SC, & 6.25 SA) and convey warmth and caring to the client (6.56 MC, 7.00 SC, & 6.50 SA).

Improvement Plan

We have now added content into the Practicum course that requires all students to work on advanced case management skills to include note taking and goal planning. Students are all training in the SOAP note process, as well as, identifying themes the client presents and planning goals to address these themes. This is done both at the knowledge level and at the practice level. Students present their tapes for critical review by their peers and their professor. Written feedback is provided.

Finding (2011-2012) - Target: Met

% of students scoring at or above a level of 4 = 100% on their final practicum evaluation by supervisor/instructor. Community Counseling 11F N=8 X=5.84; N=9 12S X=6.16; 12U N=2 X=5.77; Grand Mean=5.94 for 2011-12. School Counseling 11F N=8 X=5.74; 12S N=9 X=6; 12U N=2 X=5.53; Grand Mean=5.94 for 2011-12. Improvement Areas Identified: While all students met the expectation, recognizing client covert messages (4.0 SC; 4.82 CC), were the lowest averages which indicates the advanced nature of the skill. There were 3 significant increases in skills this year: recognize significance of client statements regarding presenting problem (5.54 CC), identifying themes (5.47 CC), and keeping the session moving were the lowest averages (5.91 compare to last years 5.37 CC). The Improvement Plan The skill areas for improvement are advanced skills and developmentally the counselor in training's awareness that he/she can attend to more subtle communication and pacing is a success. Practicum instructors were successful at addressing these skills earlier on and throughout the experience. Strengths Identified Core conditions of therapeutic relationship (warmest, caring, competence, genuineness)

Finding (2010-2011) - Target: Met

% of students scoring at or above a level of 4 = 100% on their final practicum evaluation by supervisor/instructor.

School Counseling
Range = 5.37-6.7
Mean = 5.99
N = 14

Mental Health Counseling
Range = 4.83-6.6
Mean = 5.89
N=17

Improvement Areas Identified

While all students met the expectation, recognizing client covert messages (4.83 SC), significant client statements regarding presenting problem (5.37 CC), identifying themes (5.25 CC), and keeping the session moving were the lowest averages (5.37 SC).

Improvement Plan

The skill areas for improvement are advanced skills and developmentally the counselor in training's awareness that he/she can attend to more subtle communication and pacing is a success. Practicum instructors may address these challenges earlier on and throughout the experience.

Strengths Identified

Core conditions of therapeutic relationship (warmest, caring, competence, genuineness)

Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 4 = 100%.
Mean = 5.89; Range = 5.84 - 5.91
N = 11

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 4 = 100%.
Mean = 6.20; Range = 6.08 - 6.32;
N = 9

Finding (2007 - 2008) - Target: Met

Range = 4.0 - 6.84 Mean = 5.80 N = 18

M 2: Comprehensive Exams

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. Faculty evaluators assess the student using the "Clinical Mental Health Counseling or School Counseling Comprehensive Exam Evaluation Form."

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

[CC Comp Eval](#)
[SC Comp Eval](#)

Target:

80% of our students will score at or above a level of 3 on a 1 - 5 scale.

Finding (2012-2013) - Target: Met

100% of students met target score at or above a level of 3=100%

School Counseling

Elementary

N=3

Range = 4.0-5.0

Mean = 4.79

(7/10 items rated 5.0)

Secondary

N= 5

Range = 3.66-5.0

Mean = 4.6

(2/10 items rated 5.0)

Combined Elementary and Secondary

N = 8

Range = 3.66-5.0

Mean = 4.7

N=10

Range = 3.94-5

Mean = 4.62

Improvement Areas Identified

Last year the lowest average was 3.42 on the ability to identify ethical and legal issues relevant to the case study. This year that average was 4.5 reflecting a comprehensive ethical case analysis that was added to the CSP 811 course to assist students with recognizing ethical issues unique to the school counseling setting.

Growth Areas Identified

Although 100% of student met the expectation the ability to demonstrate knowledge of developmental theory (social, emotional, academic and person) with consideration for the diversity or special needs of the student was 3.66 for secondary counselors in training while a 5.0 for elementary counselors in training. Since both elementary and secondary students take the same two developmental courses (CSP 840 Adult Development and CSP 805 Child and Adolescent Development) this discrepancy is difficult to explain. CSP 840 was only required of secondary counseling students prior to 11F. The highest averages were ability to use comprehensive guidance concepts/components (X=5.0) and consultation (X=4.75).

Clinical Mental Health Counseling

N=17

Range = 4.05-4.62

Mean = 4.37

Areas of Improvement

For the past two years knowledge of counseling outcome research and implications remained the lowest average at 3.89. This year the average increased significantly with an average of 4.48. This can be partially explained by the Department's move to provide specific CSP 802 Research Methods for counseling. Client assessment and evaluation increased this year to X=4.51 from X=4.08 which had once again been the average for two years. The range indicated overall improvement of 4.05 – 4.62 compared to was stable 2010-11(3.84-4.84) and 2012-13 (3.75-5.0).

The highest scoring items were Case Conceptualization (X=4.62) and ability to identify ethical and legal issues (X=4.59).

Growth Areas Identified

Although 100% of the students met the target expectation, ability to apply theories and principles of culture and diversity was the lowest average (X=4.05). Written communication was the next lowest average (X=4.13).

Finding (2011-2012) - Target: Met

% of students scoring at or above a level of 3=100%

School Counseling

N=10

Range = 3.94-5

Mean = 4.62

Improvement Areas Identified

Last year the lowest average was 4.08 on the ability to analyze/interpret assessment information. This year that average was 4.5.

Growth Areas Identified

Although 100% of student met the expectation the ability to identify ethical and legal issues relevant to the case study was the lowest average at 3.94 for School Counseling students. This year a comprehensive ethical case analysis was added to the CSP 811 course to assist students with recognizing ethical issues unique to the school counseling setting. The highest averages were ability to use comprehensive guidance concepts/components (X=4.76) and student writing (X=4.75).

Community Counseling

N=23

Range = 3.75-5.0

Mean = 4.3

Growth Areas Identified

Although 100% of the students met the expectation, knowledge of counseling outcome research and implications remained the lowest average at 3.89. The next lowest average was in client assessment and evaluation (X=4.08) which was exactly the same as last year's average on this item.

The range was stable between 2010-11(3.84-4.84) and 2012-13 (3.75-5.0). The highest scoring items were Item 4 Case Conceptualization (X=4.58) and Item 10 Theories (X=4.49).

Finding (2010-2011) - Target: Met

% of students scoring at or above a level of 3=100%

School Counseling

N=9

Range = 4.08-4.83

Mean = 4.48

Improvement Areas Identified

Although 100% of student met the expectation the ability to analyze/interpret assessment information was the

lowest average at 4.08

Mental Health Counseling
N=19
Range = 3.34-4.7
Mean = 4.36

Improvement Areas Identified
Although 100% of the students met the expectation, knowledge of counseling outcome research and implications was the lowest average at 3.78

Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 3 = 100%;
Mean = 4.15; Range = 4.04 - 4.25;
N= 12

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 3 = 100%;
Mean = 3.98; Range = 3.25 - 4.6;
N=11

Finding (2007 - 2008) - Target: Met

Range = 3.56 - 4.71
Mean = 4.06
N = 9

M 3: Internship

All students are required to successfully complete an internship experience which involves direct field experience in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. A program faculty member in consultation with the site supervisor assesses competence related to the learning objectives.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation](#)

Target:

80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

100% of students met target at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.46 – 4.87
Mean = 4.70
N = 15

Growth Areas Identified

While all students exceeded the expectation, the lowest average was 4.46 for individual and group counseling skills indicating high performance and strength across all twelve performance areas.

Clinical Mental Health Counseling

Range = 4.23-4.91
Mean = 4.52
N = 21

Overall in comparison to the prior year the mean average increased from 4.43 to 4.52. Additionally, in the targeted areas for growth from the prior year's evaluation, intake interview and MSE moved from 4.33 to 4.68, appropriate treatment interventions moved from 4.11 to 4.67 and program evaluation or needs assessment moved from 4.26 to 4.63.

Growth Areas Identified

While all students met the expectation, three areas of growth that are consistent with 2012-13 data are diagnosis/assessment (4.23), demonstrate skills in case management (4.27) and become familiar with the financial and organization structure of the internships site (4.49). On average over the 2012-2013 academic year, these were the only three areas below a rating of 4.50 on a 5.00 scale. While these are the three areas identified for growth in the coming year, all areas scores indicate strengths.

Improvement Plan

We have now added content in diagnosis and assessment skills since moving from our 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all the target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time spring 2013 which will facilitate the clinical growth areas as well as have a larger focus on the application of case management skills.

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% of students scoring at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.63 – 4.86

Mean = 4.77

N = 13

Growth Areas Identified

While all students met the expectation,

Improvement Areas Identified

Significant increases were gained for Item 1. design and/or assessment of programs (4.38 2010-11 to 4.63 2011-12), Item 3. determine programming needs based on data (4.47 to 4.75) and Item 5. consultation & collaboration activities and skills (4.55 to 4.86). All averages this year were 4.63+ indicating all areas as strengths.

Mental Health Counseling

Range = 4.11-4.65

Mean = 4.43

N = 22

Growth Areas Identified

While all students met the expectation three areas of growth that are consistent with 2010-11 are diagnosis/assessment (4.26), intake interview and MSE (4.33), program evaluation or needs assessment (4.26), and appropriate treatment interventions (4.11). Several other growth areas this year include ability to manage personalization issues (4.26), conducting mental status exam (4.18), client referral (4.35) and client change (4.39). However, all areas indicate strengths.

Improvement Plan

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Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 3 = 100%;

Mean = 4.74; Range = 4.58 - 4.89;

N= 13

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 3 = 100%;

Mean = 4.70; Range = 4.53 - 4.86;

N= 11

Finding (2007 - 2008) - Target: Met

Range = 4.57 - 5.0 Mean = 4.86 N = 10

M 4: Graduate Follow-Up Survey

Every counseling student who completes a degree program is offered the opportunity to participate in an evaluation of the program effectiveness related to student learning and professional preparation

Source of Evidence: Academic indirect indicator of learning - other

Connected Document

[Graduate Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10.

Assessment 2009-present employs a scale of 1-5.

80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Respondents N=22 CMHC (1) CC (5) SC-E (5) SC-S (11) 12F Mean = 4.64 Range = 4.30-4.90 N=10 13S Mean = 4.28 Range = 3.95-4.57 N=12 12U N=0 Strengths Identified: 19 of the 20 items were rated above 4.0. The three highest ratings were for · understanding of the structure and central concepts of my content area (4.57) · understanding of my content area (4.52) · understanding of the purposes of schooling in a diverse and democratic society (4.52) · skills to utilize technology appropriate to my content area to manage

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Finding (2011-2012) - Target: Met

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Graduate Survey Results 2011-2012**

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% of graduates scoring at or above a level of 3 = 100%;

General Aspects

Range 4.32-4.76 X=4.66

Strengths

X=4.52-4.74

14 of the 15 items were rated above 4.5 indicating 14 strengths related to curriculum, program faculty, field based experiences, advising, and skill training.

Growth Areas

X=4.32

Sites Available for Field Based Experiences

Knowledge

Range 3.74-4.62 X=4.20

Strengths

X=4.61-4.62

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.74-3.87

Crisis Intervention Counseling

Child & Adolescent Counseling

Counseling Persons with Special Needs

Skill

Range 3.68-4.5 X=4.13

Strengths

X=4.48-4.5

Individual Counseling

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.68-3.82

Standardized (group) Assessment

Counseling Persons w/ Special Needs

Career Counseling

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this, students took a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

11F

Mean = 4.43

Range = 4.33-4.67

N = 3

12S

Mean = 4.64

Range = 4.30-4.90

N=10

12U

N=0

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2010-2011) - Target: Met

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.07; Range = 3-4.78; N=25

Improvement Areas Identified:

Child and Adolescent Counseling

Counseling Persons with Special Needs

Improvement Plan:

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this students too a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.15; Range = 3.50-4.67; N=18

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2009-2010) - Target: Met

% of graduates scoring at or above a level of 3 = 100%;

Mean = 4.43; Range = 4.0 - 5.0;

N= 14

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 5 = 100%;

Mean = 8.22;

Range = 6.00 - 9.75;

N=4

Finding (2007 - 2008) - Target: Met

Range = 7.50 - 10.00 Mean = 8.65 N = 2

M 5: Employer Survey of Graduates

Every three years, employers of UNK School Counseling graduates are offered the opportunity to participate in an evaluation of the program effectiveness related to student preparedness. The Employers Survey was conducted in the Fall of 2010 and the next scheduled survey will be in the Fall of 2013. The 2010 survey reflected a change in the Likert scale from 1-10 to a 1-5 and was conducted electronically via Qualtrics. Employers are currently being surveyed and results will be reported in the Fall 14 NCA report.

Source of Evidence: Employer survey, incl. perceptions of the program

Connected Document

[Employer Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10. Assessment 2010-present employs a scale of 1-5. 80% of the employers of UNK counseling graduates will evaluate the program at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Employer survey data is collected every 3 years therefore this reporting period reflects NCA Report 2011-2012 Employer Survey Results 2010 N=10 100% of responses met the target score of 3 Knowledge Range 3.5-4.17 X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling Crisis Intervention Child & Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal Psychology Standardized Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5 X=4.08 Strengths X=4.25 Individual Counseling Child & Adolescent Counseling Professional Credential/Licensure Growth Areas X=3.75 Large Group Counseling Multicultural Counseling Standardized Assessment Psychological Assessment Program Evaluation Personal Attributes Range 4.0 – 4.75 X=4.39 Strength X=4.75 General Work Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2011-2012) - Target: Met

NCA Report 2011-2012 Employer Survey Results 2010 N=10 100% of responses met the target score of 3 Knowledge Range 3.5-4.17 X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling Crisis Intervention Child & Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal Psychology Standardized Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5 X=4.08 Strengths X=4.25 Individual Counseling Child & Adolescent Counseling Professional Credential/Licensure Growth Areas X=3.75 Large Group Counseling Multicultural Counseling Standardized Assessment Psychological Assessment Program Evaluation Personal Attributes Range 4.0 – 4.75 X=4.39 Strength X=4.75 General Work Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2010-2011) - Target: Met

Range 3.67 - 4.5 Mean 4.07, N = 10

Finding (2009-2010) - Target: Met

Range 3.5 to 4.5 Mean 3.8 N=3

Finding (2007 - 2008) - Target: Met

Range = 8.80 - 10.00 Mean = 9.61 N = 6

SLO 4: Professional Identity

Graduates will possess a strong counselor identity and professionalism.

Students will: Understand history of profession, preparation standards, credentialing.

Engage in professional behavior.

Possess essential counselor dispositions.

Demonstrate use of appropriate technology in a counseling setting.

(Synthesis)

Related Measures

M 2: Comprehensive Exams

All students are required to successfully complete comprehensive exams during the final semester of their program.

The comprehensive exam is based on the learning objectives. Faculty evaluators assess the student using the "Clinical Mental Health Counseling or School Counseling Comprehensive Exam Evaluation Form."

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

[CC Comp Eval](#)
[SC Comp Eval](#)

Target:

80% of our students will score at or above a level of 3 on a 1 - 5 scale

Finding (2012-2013) - Target: Met

100% of students met target score at or above a level of 3=100% School Counseling Elementary N=3 Range = 4.0-5.0 Mean = 4.79 (7/10 items rated 5.0) Secondary N= 5 Range = 3.66-5.0 Mean = 4.6 (2/10 items rated 5.0) Combined Elementary and Secondary N = 8 Range = 3.66-5.0 Mean = 4.7 N=10 Range = 3.94-5 Mean = 4.62 Improvement Areas Identified Last year the lowest average was 3.42 on the ability to identify ethical and legal issues relevant to the case study. This year that average was 4.5 reflecting a comprehensive ethical case analysis that was added to the CSP 811 course to assist students with recognizing ethical issues unique to the school counseling setting. Growth Areas Identified Although 100% of student met the expectation the ability to demonstrate knowledge of developmental theory (social, emotional, academic and person) with consideration for the diversity or special needs of the student was 3.66 for secondary counselors in training while a 5.0 for elementary counselors in training. Since both elementary and secondary students take the same two developmental courses (CSP 840 Adult Development and CSP 805 Child and Adolescent Development) this discrepancy is difficult to explain. CSP 840 was only required of secondary counseling students prior to 11F. The highest averages were ability to use comprehensive guidance concepts/components (X=5.0) and consultation (X=4.75). Clinical Mental Health Counseling N=17 Range = 4.05-4.62 Mean = 4.37 Areas of Improvement For the past two years knowledge of counseling outcome research and implications remained the lowest average at 3.89. This year the average increased significantly with an average of 4.48. This can be partially explained by the Department's move to provide specific CSP 802 Research Methods for counseling. Client assessment and evaluation increased this year to X=4.51 from X=4.08 which had once again been the average for two years. The range indicated overall improvement of 4.05 – 4.62 compared to was stable 2010-11(3.84-4.84) and 2012-13 (3.75-5.0). The highest scoring items were Case Conceptualization (X=4.62) and ability to identify ethical and legal issues (X=4.59). Growth Areas Identified Although 100% of the students met the target expectation, ability to apply theories and principles of culture and diversity was the lowest average (X=4.05). Written communication was the next lowest average (X=4.13).

Finding (2011-2012) - Target: Met

% of students scoring at or above a level of 3=100%

School Counseling

N=10

Range = 3.94-5

Mean = 4.62

Improvement Areas Identified

Last year the lowest average was 4.08 on the ability to analyze/interpret assessment information. This year that average was 4.5.

Growth Areas Identified

Although 100% of student met the expectation the ability to identify ethical and legal issues relevant to the case study was the lowest average at 3.94 for School Counseling students. This year a comprehensive ethical case analysis was added to the CSP 811 course to assist students with recognizing ethical issues unique to the school counseling setting. The highest averages were ability to use comprehensive guidance concepts/components (X=4.76) and student writing (X=4.75).

Community Counseling

N=23

Range = 3.75-5.0

Mean = 4.3

Growth Areas Identified

Although 100% of the students met the expectation, knowledge of counseling outcome research and implications remained the lowest average at 3.89. The next lowest average was in client assessment and evaluation (X=4.08) which was exactly the same as last year's average on this item.

The range was stable between 2010-11(3.84-4.84) and 2012-13 (3.75-5.0). The highest scoring items were Item 4 Case Conceptualization (X=4.58) and Item 10 Theories (X=4.49).

Finding (2010-2011) - Target: Met

% of students scoring at or above a level of 3=100%

School Counseling

N=9

Range = 4.08-4.83

Mean = 4.48

Improvement Areas Identified

Although 100% of student met the expectation the ability to analyze/interpret assessment information was the lowest average at 4.08

Mental Health Counseling

N=19

Range = 3.34-4.7
Mean = 4.36

Improvement Areas Identified
Although 100% of the students met the expectation, knowledge of counseling outcome research and implications was the lowest average at 3.78

Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 3 = 100%;
Mean = 4.15; Range = 4.04 - 4.25;
N= 12

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 3 = 100%;
Mean = 3.98; Range = 3.25 - 4.6;
N=11

Finding (2007 - 2008) - Target: Met

Range = 3.56 - 4.71 Mean = 4.06 N = 9

M 3: Internship

All students are required to successfully complete an internship experience which involves direct field experience in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. A program faculty member in consultation with the site supervisor assesses competence related to the learning objectives.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation](#)

Target:

80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

100% of students met target at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.46 – 4.87

Mean = 4.70

N = 15

Growth Areas Identified

While all students exceeded the expectation, the lowest average was 4.46 for individual and group counseling skills indicating high performance and strength across all twelve performance areas.

Clinical Mental Health Counseling

Range = 4.23-4.91

Mean = 4.52

N = 21

Overall in comparison to the prior year the mean average increased from 4.43 to 4.52. Additionally, in the targeted areas for growth from the prior year's evaluation, intake interview and MSE moved from 4.33 to 4.68, appropriate treatment interventions moved from 4.11 to 4.67 and program evaluation or needs assessment moved from 4.26 to 4.63.

Growth Areas Identified

While all students met the expectation, three areas of growth that are consistent with 2012-13 data are diagnosis/assessment (4.23), demonstrate skills in case management (4.27) and become familiar with the financial and organization structure of the internships site (4.49). On average over the 2012-2013 academic year, these were the only three areas below a rating of 4.50 on a 5.00 scale. While these are the three areas identified for growth in the coming year, all areas scores indicate strengths.

Improvement Plan

We have now added content in diagnosis and assessment skills since moving from our 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all the target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time

spring 2013 which will facilitate the clinical growth areas as well as have a larger focus on the application of case management skills.

Finding (2011-2012) - Target: Met

% of students scoring at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.63 – 4.86

Mean = 4.77

N = 13

Growth Areas Identified

While all students met the expectation,

Improvement Areas Identified

Significant increases were gained for Item 1. design and/or assessment of programs (4.38 2010-11 to 4.63 2011-12), Item 3. determine programming needs based on data (4.47 to 4.75) and Item 5. consultation & collaboration activities and skills (4.55 to 4.86). All averages this year were 4.63+ indicating all areas as strengths.

Mental Health Counseling

Range = 4.11-4.65

Mean = 4.43

N = 22

Growth Areas Identified

While all students met the expectation three areas of growth that are consistent with 2010-11 are diagnosis/assessment (4.26), intake interview and MSE (4.33), program evaluation or needs assessment (4.26), and appropriate treatment interventions (4.11). Several other growth areas this year include ability to manage personalization issues (4.26), conducting mental status exam (4.18), client referral (4.35) and client change (4.39). However, all areas indicate strengths.

Improvement Plan

We are still anticipating increased diagnosis and assessment skills due to transition from 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all these target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time Spring 2013 which will facilitate the clinical growth areas identified above.

Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 3 = 100%;

Mean = 4.74; Range = 4.58 - 4.89;

N= 13

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 3 = 100%;

Mean = 4.70; Range = 4.53 - 4.86;

N= 11

Finding (2007 - 2008) - Target: Met

Range = 4.57 - 5.0 Mean = 4.86 N = 10

M 4: Graduate Follow-Up Survey

Every counseling student who completes a degree program is offered the opportunity to participate in an evaluation of the program effectiveness related to student learning and professional preparation

Source of Evidence: Academic indirect indicator of learning - other

Connected Document

[Graduate Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10.

Assessment 2009-present employs a scale of 1-5.

80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Respondents N=22 CMHC (1) CC (5) SC-E (5) SC-S (11) 12F Mean = 4.64 Range = 4.30-4.90 N=10 13S

Mean = 4.28 Range = 3.95-4.57 N=12 12U N=0 Strengths Identified: 19 of the 20 items were rated above 4.0.

The three highest ratings were for · understanding of the structure and central concepts of my content area (4.57) · understanding of my content area (4.52) · understanding of the purposes of schooling in a diverse and democratic society (4.52) · skills to utilize technology appropriate to my content area to manage information (4.5) Improvement Areas Identified: Skills to collect data (3.95), analyze data (4.05), collect and analyze data to plan methodology to enhance learning for all students (4.05). Improvement Plan: Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time that is more easily accessible and more widely used. The graduates in the report cycle were not yet trained in SPSS. We anticipate 2013-14 results to improve in the area of data collection and analysis.

Finding (2011-2012) - Target: Met

NCA Weave On-line Report
Graduate Survey Results 2011-2012

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

General Aspects

Range 4.32-4.76 X=4.66

Strengths

X=4.52-4.74

14 of the 15 items were rated above 4.5 indicating 14 strengths related to curriculum, program faculty, field based experiences, advising, and skill training.

Growth Areas

X=4.32

Sites Available for Field Based Experiences

Knowledge

Range 3.74-4.62 X=4.20

Strengths

X=4.61-4.62

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.74-3.87

Crisis Intervention Counseling

Child & Adolescent Counseling

Counseling Persons with Special Needs

Skill

Range 3.68-4.5 X=4.13

Strengths

X=4.48-4.5

Individual Counseling

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.68-3.82

Standardized (group) Assessment

Counseling Persons w/ Special Needs

Career Counseling

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this, students took a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

11F

Mean = 4.43

Range = 4.33-4.67

N = 3

12S

Mean = 4.64

Range = 4.30-4.90

N=10

12U

N=0

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2010-2011) - Target: Met

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.07; Range = 3-4.78; N=25

Improvement Areas Identified:

Child and Adolescent Counseling

Counseling Persons with Special Needs

Improvement Plan:

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this students too a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).
% of graduates scoring at or above a level of 3 = 100%; Mean = 4.15; Range = 3.50-4.67; N=18
Improvement Areas Identified:
Skills to collect data, analyze data, access tools of inquiry and research
Improvement Plan:
Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2009-2010) - Target: Met

% of graduates scoring at or above a level of 3 = 100%;
Mean = 4.43; Range = 4.0 - 5.0;
N= 14

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 5 = 100%;
Mean = 8.22;
Range = 6.00 - 9.75;
N=4

Finding (2007 - 2008) - Target: Met

Range = 7.50 - 10.00 Mean = 8.65 N = 2

M 5: Employer Survey of Graduates

Every three years, employers of UNK School Counseling graduates are offered the opportunity to participate in an evaluation of the program effectiveness related to student preparedness. The Employers Survey was conducted in the Fall of 2010 and the next scheduled survey will be in the Fall of 2013. The 2010 survey reflected a change in the Likert scale from 1-10 to a 1-5 and was conducted electronically via Qualtrics. Employers are currently being surveyed and results will be reported in the Fall 14 NCA report.

Source of Evidence: Employer survey, incl. perceptions of the program

Connected Document

[Employer Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10. Assessment 2010-present employs a scale of 1-5. 80% of the employers of UNK counseling graduates will evaluate the program at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Employer survey data is collected every 3 years therefore this reporting period reflects NCA Report 2011-2012 Employer Survey Results 2010 N=10 100% of responses met the target score of 3 Knowledge Range 3.5-4.17 X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling Crisis Intervention Child & Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal Psychology Standardized Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5 X=4.08 Strengths X=4.25 Individual Counseling Child & Adolescent Counseling Professional Credential/Licensure Growth Areas X=3.75 Large Group Counseling Multicultural Counseling Standardized Assessment Psychological Assessment Program Evaluation Personal Attributes Range 4.0 - 4.75 X=4.39 Strength X=4.75 General Work Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2011-2012) - Target: Met

NCA Report 2011-2012 Employer Survey Results 2010 N=10 100% of responses met the target score of 3 Knowledge Range 3.5-4.17 X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling Crisis Intervention Child & Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal Psychology Standardized Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5 X=4.08 Strengths X=4.25 Individual Counseling Child & Adolescent Counseling Professional Credential/Licensure Growth Areas X=3.75 Large Group Counseling Multicultural Counseling Standardized Assessment Psychological Assessment Program Evaluation Personal Attributes Range 4.0 - 4.75 X=4.39 Strength X=4.75 General Work Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2010-2011) - Target: Met

Range 3.67 - 4.5 Mean 4.07, N = 10

Finding (2009-2010) - Target: Met

Range 3.5 to 4.5 Mean 3.8 N=3

Finding (2007 - 2008) - Target: Met

Range = 8.80 - 10.00 Mean = 9.61 N = 6

SLO 5: Counselor Role

Graduates will demonstrate knowledge of various counselor roles.

Students will comprehend:

Administration/business in specialty area (CMHC, SC, SA).

Research and program evaluation.

Client, professional and public policy advocacy

Crisis management and response

Consultation

Clinical supervision

Expert witness

Interdisciplinary teams

(Understanding)

Related Measures

M 2: Comprehensive Exams

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. Faculty evaluators assess the student using the "Clinical Mental Health Counseling or School Counseling Comprehensive Exam Evaluation Form."

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

[CC Comp Eval](#)

Target:

80% of our students will score at or above a level of 4 on a 1 - 7 scale.

Finding (2012-2013) - Target: Met

100% of students met target score at or above a level of 3=100% School Counseling Elementary N=3 Range = 4.0-5.0 Mean = 4.79 (7/10 items rated 5.0) Secondary N= 5 Range = 3.66-5.0 Mean = 4.6 (2/10 items rated 5.0) Combined Elementary and Secondary N = 8 Range = 3.66-5.0 Mean = 4.7 N=10 Range = 3.94-5 Mean = 4.62 Improvement Areas Identified Last year the lowest average was 3.42 on the ability to identify ethical and legal issues relevant to the case study. This year that average was 4.5 reflecting a comprehensive ethical case analysis that was added to the CSP 811 course to assist students with recognizing ethical issues unique to the school counseling setting. Growth Areas Identified Although 100% of student met the expectation the ability to demonstrate knowledge of developmental theory (social, emotional, academic and person) with consideration for the diversity or special needs of the student was 3.66 for secondary counselors in training while a 5.0 for elementary counselors in training. Since both elementary and secondary students take the same two developmental courses (CSP 840 Adult Development and CSP 805 Child and Adolescent Development) this discrepancy is difficult to explain. CSP 840 was only required of secondary counseling students prior to 11F. The highest averages were ability to use comprehensive guidance concepts/components (X=5.0) and consultation (X=4.75). Clinical Mental Health Counseling N=17 Range = 4.05-4.62 Mean = 4.37 Areas of Improvement For the past two years knowledge of counseling outcome research and implications remained the lowest average at 3.89. This year the average increased significantly with an average of 4.48. This can be partially explained by the Department's move to provide specific CSP 802 Research Methods for counseling. Client assessment and evaluation increased this year to X=4.51 from X=4.08 which had once again been the average for two years. The range indicated overall improvement of 4.05 – 4.62 compared to was stable 2010-11(3.84-4.84) and 2012-13 (3.75-5.0). The highest scoring items were Case Conceptualization (X=4.62) and ability to identify ethical and legal issues (X=4.59). Growth Areas Identified Although 100% of the students met the target expectation, ability to apply theories and principles of culture and diversity was the lowest average (X=4.05). Written communication was the next lowest average (X=4.13).

M 3: Internship

All students are required to successfully complete an internship experience which involves direct field experience in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. A program faculty member in consultation with the site supervisor assesses competence related to the learning objectives.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation](#)

Target:

80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

100% of students met target at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.46 – 4.87

Mean = 4.70

N = 15

Growth Areas Identified

While all students exceeded the expectation, the lowest average was 4.46 for individual and group counseling skills indicating high performance and strength across all twelve performance areas.

Clinical Mental Health Counseling

Range = 4.23-4.91

Mean = 4.52

N = 21

Overall in comparison to the prior year the mean average increased from 4.43 to 4.52. Additionally, in the targeted areas for growth from the prior year's evaluation, intake interview and MSE moved from 4.33 to 4.68, appropriate treatment interventions moved from 4.11 to 4.67 and program evaluation or needs assessment moved from 4.26 to 4.63.

Growth Areas Identified

While all students met the expectation, three areas of growth that are consistent with 2012-13 data are diagnosis/assessment (4.23), demonstrate skills in case management (4.27) and become familiar with the financial and organization structure of the internships site (4.49). On average over the 2012-2013 academic

year, these were the only three areas below a rating of 4.50 on a 5.00 scale. While these are the three areas identified for growth in the coming year, all areas scores indicate strengths.

Improvement Plan

We have now added content in diagnosis and assessment skills since moving from our 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all the target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time spring 2013 which will facilitate the clinical growth areas as well as have a larger focus on the application of case management skills.

Finding (2011-2012) - Target: Met

% of students scoring at or above a level of 4 = 100% on their final Internship Evaluation by supervisor.

School Counseling

Range = 4.63 – 4.86

Mean = 4.77

N = 13

Growth Areas Identified

While all students met the expectation,

Improvement Areas Identified

Significant increases were gained for Item 1. design and/or assessment of programs (4.38 2010-11 to 4.63 2011-12), Item 3. determine programming needs based on data (4.47 to 4.75) and Item 5. consultation & collaboration activities and skills (4.55 to 4.86). All averages this year were 4.63+ indicating all areas as strengths.

Mental Health Counseling

Range = 4.11-4.65

Mean = 4.43

N = 22

Growth Areas Identified

While all students met the expectation three areas of growth that are consistent with 2010-11 are diagnosis/assessment (4.26), intake interview and MSE (4.33), program evaluation or needs assessment (4.26), and appropriate treatment interventions (4.11). Several other growth areas this year include ability to manage personalization issues (4.26), conducting mental status exam (4.18), client referral (4.35) and client change (4.39). However, all areas indicate strengths.

Improvement Plan

We are still anticipating increased diagnosis and assessment skills due to transition from 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all these target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time Spring 2013 which will facilitate the clinical growth areas identified above.

Finding (2009-2010) - Target: Met

% of students scoring at or above a level of 3 = 100%;

Mean = 4.74; Range = 4.58 - 4.89;

N= 13

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 3 = 100%;

Mean = 4.70; Range = 4.53 - 4.86;

N= 11

Finding (2007 - 2008) - Target: Met

Range = 4.57 - 5.0 Mean = 4.86 N = 10

M 4: Graduate Follow-Up Survey

Every counseling student who completes a degree program is offered the opportunity to participate in an evaluation of the program effectiveness related to student learning and professional preparation

Source of Evidence: Academic indirect indicator of learning - other

Connected Document

[Graduate Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10.

Assessment 2009-present employs a scale of 1-5.

80% of our students will score at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Respondents N=22 CMHC (1) CC (5) SC-E (5) SC-S (11) 12F Mean = 4.64 Range = 4.30-4.90 N=10 13S

Mean = 4.28 Range = 3.95-4.57 N=12 12U N=0 Strengths Identified: 19 of the 20 items were rated above 4.0.

The three highest ratings were for · understanding of the structure and central concepts of my content area (4.57) · understanding of my content area (4.52) · understanding of the purposes of schooling in a diverse and democratic society (4.52) · skills to utilize technology appropriate to my content area to manage information (4.5) Improvement Areas Identified: Skills to collect data (3.95), analyze data (4.05), collect and analyze data to plan methodology to enhance learning for all students (4.05). Improvement Plan: Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time that is more easily accessible and more widely used. The graduates in the report cycle were not yet trained in SPSS. We anticipate 2013-14 results to improve in the area of data collection and analysis.

Finding (2011-2012) - Target: Met

NCA Weave On-line Report

Graduate Survey Results 2011-2012

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

General Aspects

Range 4.32-4.76 X=4.66

Strengths

X=4.52-4.74

14 of the 15 items were rated above 4.5 indicating 14 strengths related to curriculum, program faculty, field based experiences, advising, and skill training.

Growth Areas

X=4.32

Sites Available for Field Based Experiences

Knowledge

Range 3.74-4.62 X=4.20

Strengths

X=4.61-4.62

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.74-3.87

Crisis Intervention Counseling

Child & Adolescent Counseling

Counseling Persons with Special Needs

Skill

Range 3.68-4.5 X=4.13

Strengths

X=4.48-4.5

Individual Counseling

Small Group Counseling

Multicultural Counseling

Growth Areas

X=3.68-3.82

Standardized (group) Assessment
Counseling Persons w/ Special Needs
Career Counseling

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this, students took a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%;

11F

Mean = 4.43

Range = 4.33-4.67

N = 3

12S

Mean = 4.64

Range = 4.30-4.90

N=10

12U

N=0

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2010-2011) - Target: Met

CSP Department Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.07; Range = 3-4.78; N=25

Improvement Areas Identified:
Child and Adolescent Counseling
Counseling Persons with Special Needs

Improvement Plan:

Beginning Fall 11 a separate and specific course, CSP 805 Child and Adolescent Development will be required of all counseling students. Prior to this students too a Lifespan Human Development course and only elementary school counseling students took the Child and Adolescent course. Now all students will take an Adult Development Course and a Child and Adolescent Development Course. This course will also increase emphasis on counseling persons with special needs.

College of Education Graduate Survey is conducted every semester (F, S, U).

% of graduates scoring at or above a level of 3 = 100%; Mean = 4.15; Range = 3.50-4.67; N=18

Improvement Areas Identified:

Skills to collect data, analyze data, access tools of inquiry and research

Improvement Plan:

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time which is more easily accessible and more widely used.

Finding (2009-2010) - Target: Met

% of graduates scoring at or above a level of 3 = 100%;

Mean = 4.43; Range = 4.0 - 5.0;

N= 14

Finding (2008-2009) - Target: Met

% of students scoring at or above a level of 5 = 100%;

Mean = 8.22;

Range = 6.00 - 9.75;

N=4

Finding (2007 - 2008) - Target: Met

Range = 7.50 - 10.00 Mean = 8.65 N = 2

M 5: Employer Survey of Graduates

Every three years, employers of UNK School Counseling graduates are offered the opportunity to participate in an evaluation of the program effectiveness related to student preparedness. The Employers Survey was conducted in the Fall of 2010 and the next scheduled survey will be in the Fall of 2013. The 2010 survey reflected a change in the Likert scale from 1-10 to a 1-5 and was conducted electronically via Qualtrics. Employers are currently being surveyed and results will be reported in the Fall 14 NCA report.

Source of Evidence: Employer survey, incl. perceptions of the program

Connected Document

[Employer Survey](#)

Target:

Assessment 2007-2009 employed a scale of 1-10. Assessment 2010-present employs a scale of 1-5. 80% of the employers of UNK counseling graduates will evaluate the program at or above a level of 3 on a scale of 1 - 5.

Finding (2012-2013) - Target: Met

Employer survey data is collected every 3 years therefore this reporting period reflects NCA Report 2011-2012

Employer Survey Results 2010 N=10 100% of responses met the target score of 3 Knowledge Range 3.5-4.17

X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling Crisis Intervention Child &

Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal Psychology Standardized

Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5 X=4.08 Strengths X=4.25

Individual Counseling Child & Adolescent Counseling Professional Credential/Licensure Growth Areas X=3.75

Large Group Counseling Multicultural Counseling Standardized Assessment Psychological Assessment

Program Evaluation Personal Attributes Range 4.0 - 4.75 X=4.39 Strength X=4.75 General Work

Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2011-2012) - Target: Met

NCA Report 2011-2012 Employer Survey Results 2010 N=10 100% of responses met the target score of 3

Knowledge Range 3.5-4.17 X=3.9 Strengths X=4.17 Human Growth & Development Theories of Counseling

Crisis Intervention Child & Adolescent Counseling Ethical & Legal issues Growth Areas X=3.5-3.7 Abnormal

Psychology Standardized Assessment Psychological Assessment Program Evaluation Skill Range 3.75-4.5

X=4.08 Strengths X=4.25 Individual Counseling Child & Adolescent Counseling Professional

Credential/Licensure Growth Areas X=3.75 Large Group Counseling Multicultural Counseling Standardized

Assessment Psychological Assessment Program Evaluation Personal Attributes Range 4.0 - 4.75 X=4.39

Strength X=4.75 General Work Attitude/Enthusiasm Growth Area X=4.0 Multicultural & Gender Sensitivity

Finding (2010-2011) - Target: Met

Range 3.67 - 4.5 Mean 4.07, N = 10

Finding (2009-2010) - Target: Met

Range 3.5 to 4.5 Mean 3.8 N=3

Finding (2007 - 2008) - Target: Met

Range = 8.80 - 10.00 Mean = 9.61 N = 6

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Reassign

Description:

Description: 1. Reassign CSP 892 Internship from adjunct to tenure track faculty.

2. Utilize Professional Development Seminar series to augment training in crisis intervention.

Established in Cycle: 2007 - 2008

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2009

Responsible Person/Group: Department Chair

Reassign

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Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2009

Responsible Person/Group: Department Chair

Revise and Reassign

- Description:** 1. Revise Case Study
2. Reassign CSP 840 and CSP 805 from adjunct to tenure track faculty.

Established in Cycle: 2007 - 2008

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2009

Responsible Person/Group: Department Chair

Revise and Reassign

1. Revise Case Study
2. Reassign CSP 840 and CSP 805 from adjunct to tenure track faculty.

Established in Cycle: 2007 - 2008

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2009

Responsible Person/Group: Department Chair

Analysis Questions and Analysis Answers

Please indicate the number of graduates during the academic year, the number of majors, and/or number of minors.

Graduate Information 2012-13

Clinical Mental Health graduates during the 2012-2013 academic year = 10
Elementary School Counseling graduates during the 2012-2013 academic year = 2
Secondary School Counseling graduates during the 2012-2013 academic year = 2
Student Affairs Counseling graduates during the 2012-2013 academic year = 6
Total Counseling Graduates Fall 2012-2013 academic year = 20

Current Enrollment Fall 2013

Clinical Mental Health majors = 45
Current Community Counseling majors = 0 (program transition to CMHC)
Current Elementary Counseling majors = 8
Current Secondary Counseling majors = 25
Current Student Affairs majors = 20
Total Current Counseling Majors = 98

Admissions (Intakes) 2012-13

Clinical Mental Health Counseling = 11
Elementary School Counseling = 2
Secondary School Counseling = 8
Student Affairs School Counseling = 9
Total Counseling Applicants Admitted: 30
Denied = 4

Enrollment Decline Trend

The community counseling graduate program was slightly above capacity in 2001-2002 when about 40 students were admitted per year. As you can see, the numbers dropped in 2003 to 28 (30%). Admissions went up to 37 in 2004 dropping to the mid/low 20's for the next six years. Another decline began in 2011 with admission of 19 in 2011, 15 in 2012, and currently only 7 in 2013 with one more admission round for the end of October (projected 10 applications). A similar downward admission trend can be seen in the school counseling program (both elementary and secondary) and the school psychology with the exception of 2010 when there were 24 SP admissions.

A comprehensive recruitment plan has been implemented including working with Creative Services to create new posters and brochures for all programs (SC, CMHC, SP, SA, CSP), hiring NTV to create 6 commercials contracting for airtime in Sept and Oct 2013, posting commercials on CSP website, and securing BHECN Grant in which faculty are going to NE colleges and universities to speak with student psychology, social work, and other human services undergraduate programs and attend college fairs to recruit students to attend Building Bridges Conference in April, 2014 to explore all of our programs.

Briefly discuss strengths of your department/program based on your assessment data.

Several strengths are indicated.

1. The M.S. in Educ. in School Counseling is nationally accredited by NCATE.
2. The M.S. in Educ. in School Counseling meets or exceeds certification requirements of the Nebraska Dept. of Education
3. The M.S. in Educ. in Community Counseling is nationally accredited by CACREP.

4. The M.S. in Educ. in Community Counseling was approved for [The International Registry of Counsellor Education Programs \(IRCEP\)](#): The Community Counseling Program was notified February 11, 2011 that it successfully completed the IRCEP registration process and has been approved (see [IRCEP Approval Letter](#), [IRCEP Certificate](#), and [IRCEP Application 2010](#)). IRCEP was developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to respond to a growing request for an international recognition review process for counsellor education programs around the world (see [IRCEP Standards](#)). Obtaining the IRCEP the Counseling Program promotes the ongoing development and recognition of the UNK counseling program globally and engages in ongoing international quality assurance essential to the education and training of counsellors regardless of culture, country, region, work setting, or educational system.

Transition to 60 hr. M.S.Ed. in Clinical Mental Health Counseling: The 48-hour M.S.Ed. degree program in Community Counseling at the University of Nebraska at Kearney was first accredited by CACREP in 2000 and was reaccredited in 2008 for an eight-year period through October 31, 2015. When the 2009 CACREP standards revision eliminated 48-hr. Community Counseling programs, the department initiated planning to transition from the 48-hr. program to a 60-hr. M.S.Ed. in Clinical Mental Health Counseling program. This change was also precipitated by a change in the Nebraska mental health practitioner licensure requirements to align those requirements with the curriculum expectations in the 2009 CACREP standards. The first students enrolled in the 60-hr. Clinical Mental Health program in Spring 2011.

Comprehensive Analysis of the Findings

As described above, analysis of assessment data is quite comprehensive and includes data collected using multiple methods, across multiple settings, collected from multiple sources. As such, the "analysis of findings" is also quite comprehensive and not "assessment method" specific. The collective analysis of findings across all assessments used, i.e., unit level and program specific assessments, assessments and data included in this report, and those not included (e.g., Academic Program Review, Advisory Committee Review, North Central Association (NCA), CACREP, NASP, ISPA, IRCEP etc.) are summarized as follows: Overall, student achievement is above average, yet data suggest an increased focus on student ability to conceptualize client issues and treatment protocols are merited.

Students continue to perform 100% at the target range on all assessments.

Practicum Evaluation results Overall in comparison to the prior year, the mean averages increased from 5.94 to 6.15 in Clinical Mental Health Counseling and from 5.94 to 6.37 in School Counseling. Statistics for Student Affairs Counseling are being disaggregated this year as this is the first data gathered in this area

Intern Evaluation Strengths Identified

Overall in comparison to the prior year the mean average increased from 4.43 to 4.52. Additionally, in the targeted areas for growth from the prior year's evaluation, intake interview and MSE moved from 4.33 to 4.68, appropriate treatment interventions moved from 4.11 to 4.67 and program evaluation or needs assessment moved from 4.26 to 4.63.

Graduate survey 2012-13 results indicate strengths across all areas especially in general aspects of the counselor education program. (i.e. 19 of the 20 items were rated above 4.0 indicating 149 strengths related to curriculum, program faculty, field based experiences, advising, and skill training).

Strength is found in student's ability to be understand:

- of the structure and central concepts of my content area (4.57)
- content area (4.52)
- purposes of schooling in a diverse and democratic society (4.52)
- skills to utilize technology appropriate to my content area to manage information (4.5)

School Counseling Comp Exam Strengths Identified

Overall in comparison to the prior year the mean average increased from 4.43 to 4.52. Additionally, in the targeted areas for growth from the prior year's evaluation, intake interview and MSE moved from 4.33 to 4.68, appropriate treatment interventions moved from 4.11 to 4.67 and program evaluation or needs assessment moved from 4.26 to 4.63.

School Counseling Comps Strengths Identified

Last year the lowest average was 3.42 on the ability to identify ethical and legal issues relevant to the case study. This year that average was 4.5 reflecting a comprehensive ethical case analysis that was added to the CSP 811 course to assist students with recognizing ethical issues unique to the school counseling setting.

CMHC Areas of Strength

For the past two years knowledge of counseling outcome research and implications remained the lowest average at 3.89. This year the average increased significantly with an average of 4.48. This can be partially explained by the Department's move to provide specific CSP 802 Research Methods for counseling. Client assessment and evaluation increased this year to $X=4.51$ from $X=4.08$ which had once again been the average for two years. The range indicated overall improvement of 4.05 – 4.62 compared to was stable 2010-11(3.84-4.84) and 2012-13 (3.75-5.0). The highest scoring items were Case Conceptualization ($X=4.62$) and ability to identify ethical and legal issues ($X=4.59$).

Intern Evaluations Strengths Identified

Interns continue to be evaluated by their field supervisors as highly competent professionals who practice ethically and professionally.

Employers and Site Supervisors indicate strengths across all student outcomes.

UNK School Counseling candidates consistently display a high level of achievement, thus confirming attainment of mastery of content knowledge/skills/dispositions required in courses.

Briefly discuss any areas that may need attention.

CE Growth Area Summary 13F

Practicum Growth Areas and Improvement Plan

While all students met expectations, two areas are consistently the lowest across all three program areas. The first, recognizing covert messages (5.97 MC, 5.89 SC, & 5.25 SA) and identifies relationship among conceptual themes as expressed by the client (6.08 MC, 5.96 SC, & 4.75 SA). It should be noted that while these areas were lower compared to all others being evaluated, significant growth occurred in both Clinical Mental Health Counseling and School Counseling.

Areas that stood out across all three programs were resisting being threatened by or defensive with the client (6.61 MC, 6.51 SC, & 6.25 SA) and convey warmth and caring to the client (6.56 MC, 7.00 SC, & 6.50 SA).

Improvement Plan

We have now added content into the Practicum course that requires all students to work on advanced case management skills to include note taking and goal planning. Students are all training in the SOAP note process, as well as, identifying themes the client presents and planning goals to address these themes. This is done both at the knowledge level and at the practice level. Students present their tapes for critical review by their peers and their professor. Written feedback is provided.

Internship Growth Areas and Improvement Plan

While all students met the expectation, three areas of growth that are consistent with 2012-13 data are diagnosis/assessment (4.23), demonstrate skills in case management (4.27) and become familiar with the financial and organization structure of the internships site (4.49). On average over the 2012-2013 academic year, these were the only three areas below a rating of 4.50 on a 5.00 scale. While these are the three areas identified for growth in the coming year, all areas scores indicate strengths.

Improvement Plan

We have now added content in diagnosis and assessment skills since moving from our 48-hour community counseling program to 60-hour clinical mental health program. The course, Organization and Administration, has now been split into 2 courses with all the target areas specifically taught in a new course, Diagnosis and Treatment of Mental Illness. Also, students will have the opportunity for a second practicum for the first time spring 2013 which will facilitate the clinical growth areas as well as have a larger focus on the application of case management skills.

School Counseling Comps Growth Areas

Although 100% of student met the expectation the ability to demonstrate knowledge of developmental theory (social, emotional, academic and person) with consideration for the diversity or special needs of the student was 3.66 for secondary counselors in training while a 5.0 for elementary counselors in training. Since both elementary and secondary students take the same two developmental courses (CSP 840 Adult Development and CSP 805 Child and Adolescent Development) this discrepancy is difficult to explain. CSP 840 was only required of secondary counseling students prior to 11F. The highest averages were ability to use comprehensive guidance concepts/components ($X=5.0$) and consultation ($X=4.75$).

CMHC Comps Growth Areas Identified

Although 100% of the students met the target expectation, ability to apply theories and principles of culture and diversity was the lowest average ($X=4.05$). Written communication was the next lowest average ($X=4.13$).

Graduate Survey Growth Areas and Improvement Plan

Students take one course in Research Methods. Beginning Fall 11 this course used SPSS for the first time that is more easily accessible and more widely used. The graduates in the report cycle were not yet trained in SPSS. We anticipate 2013-14 results to improve in the area of data collection and analysis. Skills to collect data (3.95), analyze data (4.05),

collect and analyze data to plan methodology to enhance learning for all students (4.05).

Yearly enrollment capacity in the respective programs of study

The community counseling graduate program was slightly above capacity in 2001-2002 when about 40 students were admitted per year. As you can see, the numbers dropped in 2003 to 28 (30%). Admissions went up to 37 in 2004 dropping to the mid/low 20's for the next six years. Another decline began in 2011 with admission of 19 in 2011, 15 in 2012, and currently only 7 in 2013 with one more admission round for the end of October (projected 10 applications). A similar downward admission trend can be seen in the school counseling program (both elementary and secondary) and the school psychology with the exception of 2010 when there were 24 SP admissions.

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Provide a description of when/how assessment results were shared with department/program faculty. Were the assessment results discussed at a faculty meeting or retreat? Is the entire dept./program involved in decision making related to actions to be taken based on the data?

As required by NCATE, NDE, and CACREP accreditation standards, assessment data are continually reviewed by faculty. This is accomplished via Graduate Program Committee meetings (twice/month), Department meetings (once/month), Advisory Council meetings (once/year), and Data Retreats (approximately twice/year). The results are also posted on the CSP home page website for student and public access.

Critically evaluate the assessment process. Did the process assess department/program learning outcomes well? Was the data gathered useful?

The assessment process required as part of our national accreditation standards (NCATE & CACREP) has been deemed as adequately assessing student/program learning outcomes and, thus, this program meets or exceeds all NCATE & CACREP standards. Moreover, the program meets or exceeds all certification standards required by the Nebraska Department of Education.

The Counselor Education Committee is finalizing a new Assessment Plan and new Student Learning Outcomes as required by the CACREP Accreditation self-review process and will be implementing these Fall 13 so that a year of data can be gathered by the CACREP Self-Review Submission deadline of July 1, 2014. We expect that the CACREP Team will be on campus for site review Fall 2014.

Based on your assessment results, what changes has your department/program made over the last 4 years to improve student learning? Give 2-3 specific examples of the changes made, and any results you have of further evaluation indicating how well these changes accomplished their goals.

School Counseling

Efforts continue to assure commonality of the outcomes, assessments (rubrics/scales/surveys, etc.) used in this report with those required by our national accreditation standards for School Counseling , i.e., NCATE and the NDE endorsement criteria.

Clinical Mental Health Counseling

Efforts continue to assure commonality of the outcomes, assessments (rubrics/scales/surveys, etc.) used in this report with those required by our national accreditation standards for Clinical Mental Health Counseling , i.e., CACREP.

Our hope is that whatever we use to meet our primary (i.e., professional association) national accreditation standards can be used for this report.