Major accomplishments (including student accomplishments) of unit/department/college during the year reported by Academic Affairs Goal.

1. To offer a portfolio of educational programs that are forward looking and responsive to the intellectual, cultural, and economic needs of the region:

   - The Department of Counseling had 9 graduates from Ph.D. Program, 38 graduates from MA Program—Clinical Mental Health, and 28 graduates from MA Program—School Counseling for the 2012 academic year.
   - Eleven students received certificates in Play Therapy, 7 students received certificates in Substance Abuse, and 4 students received Post Masters Certificates in School Counseling.
   - MA program had a record number of applicants for the Counseling Program (182).

2. To advance programs of research and scholarship that expand the frontiers of knowledge, including those that solve problems at the interface of disciplines and leverage discovery for the public benefit:

   - The Department of Counseling in February 2013 submitted the competed Self-Study report for the Addiction Concentration to CACREP for accreditation review at the board meeting in July of 2013.
   - One faculty member served on Yale School of Medicine Program for Supervision—this type of service advances the significance of the supervision courses taught in the doctoral program.
   - Another faculty member’s research on internationalization and international counseling students was featured in the ACA International Counseling Interest Network Listserv.

3. To graduate students prepared for personal success and civic responsibility in the 21st century by offering challenging degree programs, encouraging community engagement, and integrating the values of liberal education throughout the undergraduate curriculum: N/A

4. To integrate at the graduate level quality teaching and mentoring with research to prepare the next generation of leaders:

   - Dr. Culbreth maintained his role as Director of National Institute of Counseling Research, responsible for development of policies, procedures, and infrastructure of new research center to recognize outstanding research work within the counseling profession.
   - Dr. Post and Multicultural Center for Play Therapy provided two $500 scholarships to support student research focusing specifically on Play Therapy.
   - Dr. Veach expanded counselor education and supervision opportunities in 2 medical settings (trauma centers in Charlotte and Winston Salem) resulting in the highest paid GA in our department for an advanced doctoral counseling student ($24,300) at Wake Forest Baptist Medical Trauma Center.
   - Faculty members provided mentoring to MA and Doctoral students by co-authoring 3-4 publications and co-presenting (over 20) with them at state and national/international conferences.

5. To respond to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study:
The Department of Counseling hosted the following education events: (1) the Dr. Jonnie H. McLeod Institute on Substance Abuse; (2) the Play Therapy Conference; and (3) The Bob Barret Distinguish Lecture Series on Multicultural Issues in Counseling Conference.

Many faculty members conducted/delivered no-credit programs to various community local organizations (Cabarrus County School Elementary Counselors, Charlotte Family Housing, Wake Forest School of Medicine, and Genesis Project I).

6. To promote student achievement and personal development by providing high quality advising, academic services, curricular enrichment, and international experiences:

- Approximately 15-20 MA and Ph.D. counseling students gave conference presentations in collaboration with other students at state or national conferences.
- Three UNCC MA counseling students completed their CSLG 7430 Practicum clinical experience at Wake Forest Baptist Medical Trauma Center.
- Three additional UNCC doctoral students were and still remain key personnel on the Carolinas Medical Trauma Center feasibility study of brief violence intervention counseling in a current research study and thereby gaining valuable experience in action research, brief counseling interventions, and counseling supervision.
- Drs. Ceballos and Lassiter were faculty co-sponsors of Mu Tau Beta, a Chapter of Chi Sigma Iota. Students in this organization conducted their first Master’s Counselor Development Conference on November 2, 2012. This Chapter was also selected as the 2012-2013 recipient of the Chi Sigma Iota Outstanding Individual Program Award.
- One Doctoral student was recipient of the International Association for Addictions and Offender Counseling Student Scholarship.
- One MA student received ACA New Year’s Resolution for Professionalism contest this year.
- Six MA counseling students received the Mary Thomas Burke Scholarship, Shelia McCullough Memorial Scholarship, and the Jim Patterson Scholarship for their outstanding scholarship and commitment to the program.
- Approximately 30 students were inducted in Mu Tau Beta, a chapter of the National Honor Society Chi Sigma Iota.

7. To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations:

- Dr. Veach began collecting data related to the UNCC-CMC Feasibility Study on Screening & Brief Intervention models with violently injured trauma patients.
- Dr. Ceballos volunteered and led parent groups for Spanish speaking parents at Central Avenue Bilingual Preschool and also explored the possibilities of using the school as clinical site for practicum students to serve Latino students in the near future.

8. To support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure:

- Dr. Ceballos was appointed to the 2013-2014 Nominations and Awards Committee for the Association for Child and Adolescent Counseling, a division of the American Counseling Association.
- Ten different faculty members attended and gave presentations at state and or national/international conferences.

9. To actively promote diversity among faculty, students, and staff and in the curriculum:

- All faculty members infuse various elements of diversity in all courses.
- The Counseling Program offered CSLG 6145 Multicultural Counseling, CSLG 6201 Counseling Needs of Women, CSLG 7601 The Spiritual Dimension, CSLG 8106 Advanced Multicultural Career Counseling, and CSLG 8345 Advanced Multicultural Counseling to MA and Doctoral students enrolled in the program.

10. To create a flexible, responsive culture that uses effective review and assessment as the basis for improvement:

- The MA School counseling committee made recommendations to revise some sections of the School Counseling Portfolio.
The Doctoral Program committee made recommendations for the design and implementation of a portfolio for the doctoral program.

11. Other:

- Dr. Abrams served on the University’s Dean Search Committee for the College of Education.
- Dr. Furr was the editor of the International Association for Addiction and Offender Counselors (IAAOC) newsletter and also received the 2013 IAAOC Research Award.
- Dr. Harris was editor of NC Perspectives, the journal of the North Carolina Counseling Association and served on the editorial board for the Journal of Counseling & Development.
- Dr. Ng on his first time visit to Turkey conducted several workshops and seminars for practitioners, school counselors, kindergarten teachers, elementary school teachers, and counseling students.
- Dr. Post successfully chaired the search committee for vacant counseling faculty position. Other member on the committee included Drs. Abrams, Ceballos, and Furr.
- Dr. Veach began collecting data related to the UNCC-CMC Feasibility Study on Screening & Brief Intervention models with violently injured trauma patients.
- Dr. Veach served as Secretary, International Association of Addiction and Offender Counselors and continued her collaborative research partnership with Wake Forest School of Medicine focusing on counseling provided to violently injured inpatients at bedside.
- Dr. Wierzalis served as an Educational Session Reviewer for the American Counseling Association Conference.

B. MAJOR NEW ACTION STEPS PLANNED TO ACHIEVE GOALS IN 2010-2015 STRATEGIC PLAN

Describe major new action steps planned (if any) to achieve goals in the 2010-2015 Strategic Plan. (Note: this section was included in the event that major new action steps became necessary after the 2010-2015 Strategic Plan was developed. For most units/depts./colleges, this section will be blank.) None

C. ANNUAL EVALUATIONS BY UNIT:

Briefly describe any annual evaluations conducted by units/depts./colleges to assess outcomes that are not included in the unit/dept./college’s 2010-2015 Strategic Plan (e.g., scholarly productivity.) None

D. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR:

Describe 3 examples of how the unit/dept./college or division has used assessment data for the purpose of improvement during the year.

1. The Department of Counseling based upon data collected from faculty voted to allow the McLeod Institute on Substance Abuse to count as one the required courses for the Addictions Concentration. The requirements for Addiction concentration once approved by the Graduate Council will be same as the course requirements for Certificate in Substance Abuse Counseling which are: 1) CSLG 6160 Theories of Chemical Dependency, 2) CLSG 6161 Chemical Dependency: Assessment and Diagnosis, 3) CSLG 6162 Chemical Dependency: Counseling Individuals, Families, and Groups, and either 4) CSLG 6163 Chemical Dependency: Treatment Planning and Relapse Prevention or CSLG 6000, McLeod Institute on Substance Abuse. This decision will decrease confusion regarding the criteria for each program.

As a result of data collected from student evaluations in CSLG 7141-The Professional School Counselor over the last two years, some of the content in the portfolio for the School Counseling Program was modified.

2. The Department continued collecting data on student learning outcomes for all programs (Doctoral Program, Addiction Program, School Counseling Program, Clinical Mental Health Program, Post-Master’s Certificate in School Counseling Program, Play Therapy Certificate Program, and Substance Abuse Certificate Program. Even though all programs consistently met performance goals, with the addition of the Addiction program, modifications to some the assessments will be made based upon CACREP standards.
3. The Doctoral Program added a 3rd Student Learning outcome “Candidates for other professional school roles critique and reflect on their work within the context of student learning. They establish educational environments that support and engage student learning within the context which they work. Candidates demonstrate appropriate effective communication skills, instructional methods and are organized, knowledgeable, and responsive to students”. The Doctoral Student Teacher Observation Rubric (DSTOR) was also added to evaluate this outcome for students enrolled in CSLG 8203 Instructional Theory in Counselor Education.

E. ASSESSMENT OF EVALUATION METHODS

Comment on the strengths and weaknesses of unit/dept/college’s assessment methods and describe plans (if any) to strengthen outcomes assessment during the coming year. The major strength of the assessment methods is performance and accountability because all of our programs must support student learning outcomes and develop and monitor effective ways to evaluate them. We plan to monitor student outcomes, align them with specific course assignments, and specific concentrations (School, Clinical Mental Health, and Addictions). Our programs will consistently strive to modify rubrics as needed to ensure quality education is being effectively delivered and efficiently measured. The MA School Counseling Program committee made changes to some of the content in the portfolio. The doctoral program committee current explored the design and implement of a portfolio that could strengthen the overall doctoral program.
## EXECUTIVE SUMMARY

### A. Mission and goals:

The **mission** of the Department of Counseling is to prepare excellent counseling professionals who are compassionate, reflective, proactive, and effective change agents for the promotion of greater human understanding, dignity, and positive relationships. The mission is accomplished by faculty working together in partnerships with schools, communities, and university colleagues at the local, national, and international levels in response to the University of North Carolina at Charlotte’s commitment to children, families, schools, and other settings.

In addition to the Counseling Department mission statement, the faculty has formalized five goals that specify how we intend to fulfill our mission.

The goals of the Department of Counseling are to continue:

- to develop and maintain a curriculum based on current knowledge concerning the counseling and human development needs of a global multicultural society,
- to challenge and support student and faculty growth in human understanding, dignity, and positive interactions on all levels,
- to achieve excellence defined by maintaining CACREP accreditation at both the Master's and Doctoral levels,
- to enhance appreciation of the additive nature of multiculturalism, and
- to provide excellent instruction, research and community service.

Specific **goals** of the Department of Counseling, aligned with the strategic goals of College of Education, the goals of the Office of Academic Affairs, and the goals/actions of the UNC Tomorrow report include:

1. The Department will respond to the increased demand for excellent counselors in schools and mental health/community agencies to serve urban and underrepresented populations.
2. The Department will identify major research themes related to diversity issues.
3. The Department will increase engagement and support for program graduates and initiate continuing education for counselors in the region, particularly in the areas of diversity, supervision, and children, couples, and families.
4. The Department of Counseling is committed to infusing diversity into all courses and clinical experiences and creating ways to measure its impact.
5. The Department of Counseling will develop innovative teaching and advising methods to insure that students are well prepared to meet the needs of diverse clients in the 21st century.
6. The Department of Counseling will utilize the resources provided by the College of Education to support faculty and staff development.
7. The Department of Counseling will validate its work through CACREP accreditation, service on professional boards and organizations, and program recognition awards.
8. The Department of Counseling will address global understanding through academic courses and learning experiences.
9. The Department of Counseling will engage in activities to reach out to alumni.
B. Summary of process used to develop unit goals:
These goals were established through discussion with faculty members during specific committee and department meetings.

C. Summary of major goals in strategic plan:
These goals represent our focus to develop excellent mental health professionals who are committed and prepared to work with clients from diverse settings. As a program our goal is to provide education to both students and community professionals in the region to develop a national reputation as a leader in multicultural counseling.

D. Summary of new resources required to achieve new goals:
In order to meet the addition of an Addictions program, an additional faculty member may be needed for growth. If a study of the need for a College Counseling and Student Personnel program supports the development of such a program, additional faculty (1-2) will be needed. In order to develop adequate clinical experiences for students, we would like to establish a community clinic through building cooperative agreements with community agencies. This process would involve providing university supervisors in the field and would include 2 MA level Licensed Professional Counselors. Doctoral students with appropriate credential could also serve as supervisors if funding provided and would also be more cost effective.

II. ENVIRONMENTAL SCAN/UPDATES SINCE LAST FIVE-YEAR STRATEGIC PLAN

1-2 pages

A. Assessment of cumulative progress in meeting goals in current strategic plan:

B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-2015

A. Unit, Dept. or College Goal #1: The Department will respond to the increased demand for excellent counselors in schools and mental health/community agencies to serve urban and underrepresented populations.

B. Relationship of goal to next higher reporting unit goal:
1. The College of Education will graduate highly effective and ethical 21st century professionals - teachers, school leaders, and counselors - who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings.

C. Action plans to achieve goal:
(1) The Department will screen and select students who are committed to serving diverse communities.
(2) Curriculum will include a focus on multicultural and diversity.
(3) Placements for practicum and internships will include sites which serve underrepresented populations.
(4) Strategic partnerships will be established with community agencies to provide high quality, sustained, and supervised practicum and internship sites for master’s and doctoral student.
(5) The Department will collaborate with the College of Education Candidate Assessment System to identify and implement new strategies to measure student learning outcomes.
(6) The Department will develop a new track in the M.A. in Counseling in Substance Abuse Counseling.
(7) The Department will explore the feasibility of developing a Student Personnel track in the
### M.A. in Counseling Program.

#### D. Effectiveness measures/methods to assess outcomes/goal attainment:
1. Feedback from instructors of multicultural course based on class performance.
2. CACREP review of courses for meeting multicultural standards.
3. Review of sites to assess diversity of clientele.
4. Increase in number of high quality of placement sites.
5. Development of data collection system through TaskStream
6. Approval of Addiction Counseling track.
7. Data collected from campus offices in Student Affairs, information from other programs in the state that offer this program.

#### E. Assessment schedule to assess goal:
- Summative assessment annually

#### F. Person/group responsible:
- Department Chair; Program Coordinators, and Clinical Coordinator

#### G. Performance outcomes for goal:
- Increased effectiveness of our students/graduates as reported by site supervisors/employers.
- Increased number of effective sites. New curriculum options for students.

#### H. Resources Required:

### Annual Report

#### I. Annual progress assessment of performance outcomes:
1. All faculty infused diversity in their curriculum.
2. The Department continues to participate in the TaskStream data collection system for specific course content as methods used to help effectively train students.
3. The Department explored developing partnerships with schools and community agencies for clinical training purposes.

#### J. Follow-up plan to make changes as a result of assessment findings:
- The Department will continue to expand and develop clinical sites to serve diverse populations.
- The Department will explore the feasibility of developing a Student Personnel concentration area in the M.A. in Counseling Program.
- The Department will devote more time and energy to TaskStream data collection system.
- The Department will continue to seek and train students who are committed to serving diverse communities.
- The Department will continue to explore possibility of new curriculum options.

### III. New Strategic Goals, Action Plans and Performance Outcomes

#### A. Unit, Dept. or College Goal #2: The Department will identify major research themes related to diversity issues.

#### B. Relationship of goal to next higher reporting unit goal:
2. The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities and schools.

#### C. Action plans to achieve goal:
1. Faculty members will establish research teams based on common interests and identify grants that will support these research interests.
2. Doctoral dissertations will include diversity as part of the research focus.
3. Faculty members will team with school and community partners to provide support for
(4) The Department will increase the number of grant proposals submitted each year and the number/percentage of faculty engaged in proposal development.
(5) Faculty members will make efforts to partner with other disciplines across campus on collaborative diversity related research efforts.

D. Effectiveness measures/methods to assess outcomes/goal attainment:

| (1) Establishment of research teams. |
| (2) Examination of topics of dissertations. |
| (3) Provision of research support to school and community partners. |
| (4) Increase in number of grants proposals submitted. |
| (5) Establishment of multidisciplinary research teams. |

E. Assessment schedule to assess goal:
Summative assessment annually.

F. Person/group responsible:
Department Chair and all faculty

G. Performance outcomes for goal:
Increased number of publications and grant submissions

H. Resources Required:
No additional resources

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### ANNUAL REPORT

**I. Annual progress assessment of performance outcomes:**

1. The doctoral student research teams continued meeting on a regular basis.
2. One grant proposal was submitted by one faculty member in collaboration with CMC.
3. The faculty continued to publish journal manuscripts and book chapters.

**J. Follow-up plan to make changes as a result of assessment findings:**

1. The Department will reorganize meeting with the established research teams by inviting Master’s level students to participate in MA focused research teams.
2. The Department faculty will continue to seek grant funding opportunities with other disciplines.
3. The Department faculty will continue to submit manuscripts for publications and explore other publication opportunities such as books and counseling videos.

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### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

**A. Unit, Dept. or College Goal #3:** The Department will increase engagement and support for program graduates and initiate continuing education for counselors in the region, particularly in the areas of diversity, supervision, and children, couples, and families.

**B. Relationship of goal to next higher reporting unit goal:**

3. The College of Education will strengthen effective partnerships with schools, communities and alumni.

**C. Action plans to achieve goal:**

1. The Department will deliver a regular series of continuing education programs to address changing community needs in areas such as supervision, substance abuse counseling, play therapy, and multicultural counseling.
2. The Department will explore establishing school partnerships and school-based counseling clinics.
3. The Department will explore methods to seek funding to support on-site practicum and internship supervision for sites lacking qualified supervisors who do not meet Program or CACREP standards.
D. Effectiveness measures/methods to assess outcomes/goal attainment:

1. Provision of continuing education programs.
2. Completion of assessment on feasibility of establishing partnerships.
3. Investigation of funding for new positions for supervision at community sites.

E. Assessment schedule to assess goal:

Summative assessment annually.

F. Person/group responsible:

Department Chair; Coordinator of McLeod Institute; Coordinator of Play Therapy Institute; Clinical Coordinator.

G. Performance outcomes for goal:

Delivery of Continuing Education Programs; completion of studies.

H. Resources Required:

No new resources for Continuing Education Programs; no new resources for feasibility studies; resources for Supervisory positions.

### Annual Report

I. Annual progress assessment of performance outcomes:

1. The Department hosted three events: (1) the Dr. Jonnie H. McLeod Institute on Substance Abuse; (2) The Play Therapy Conference; and (3) The Bob Barret Lecture Series on Multicultural Issues in Counseling Conference.

J. Follow-up plan to make changes as a result of assessment findings:

1. The Department will continue to host/sponsor continuing educational program.
2. The Department will continue to seek the establishment school partnerships, mental health clinic partnership, and funding for supervision at such sites.

### III. New Strategic Goals, Action Plans and Performance Outcomes for 2010-2015

**A. Unit, Dept. or College Goal #4:** The Department of Counseling is committed to infusing diversity into all courses and clinical experiences and creating ways to measure its impact.

B. Relationship of goal to next higher reporting unit goal:

The College of Education will promote appreciation of and experience with human diversity and begin to examine ways to enumerate/measure its benefits.

C. Action plans to achieve goal:

1. Measurement tools will be examined to evaluate the impact of our courses on counselor effectiveness working with diverse clients.
2. The faculty will revise and develop a brief assessment focusing on various aspects of diversity that will be given to students and their clients during practicum and internship experiences.

D. Effectiveness measures/methods to assess outcomes/goal attainment:

1. Identification of appropriate measurement tools.
2. Development of assessment tool to evaluate counseling diversity skills; administration of instrument after each clinical experience.

E. Assessment schedule to assess goal:

Summative evaluation of identifying measure tool at end of each course. Administration of measurement tool each year 2010-2015.

F. Person/group responsible:

MA Coordinator and Course Instructors

G. Performance outcomes for goal:

Implementation of assessment process.

H. Resources Required:

If there is a cost for the assessment instrument, additional funds may be needed.
### I. Annual progress assessment of performance outcomes:

1. The Department used information from student’s final clinical report evaluating the degree of diversity at the site.
2. All students in the Department counseling clinical courses addressed various issues of client diversity during case presentations.
3. All students asked clients to complete a counseling evaluation form.

### J. Follow-up plan to make changes as a result of assessment findings:

1. The Department will continue to monitor evaluation tool used to evaluate diversity skills of students more efficiently.

### III. New Strategic Goals, Action Plans and Performance Outcomes for 2010-2015

#### A. Unit, Dept. or College Goal #5

The Department of Counseling will develop innovative teaching and advising methods to insure that students are well prepared to meet the needs of diverse clients in the 21st century.

#### B. Relationship of goal to next higher reporting unit goal:

The College of Education will support the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.

#### C. Action plans to achieve goal:

1. Faculty members will utilize electronic resources such as Wimba and Moodle when these resources can enhance the classroom experience.
2. Electronic modules will be developed to standardize training in clinical content areas.
3. Creative strategies to engage students in advising upon entering the program will be developed.
4. Volunteer activities will be developed to enrich the student experience outside of the classroom.

#### D. Effectiveness measures/methods to assess outcomes/goal attainment:

1. Feedback from Classroom Evaluations on use of technology.
2. Implementation of modules.
3. Revision of student advising and orientation.
4. Development of volunteer activities for students.

#### E. Assessment schedule to assess goal:

Classroom evaluations will be reviewed each semester; modules were implemented by Fall 2011; orientation and advising will be revised on as needed basis; volunteer activities will be assessed each semester.

#### F. Person/group responsible:

Department Chair; Clinical Coordinator, and Course Instructors

#### G. Performance outcomes for goal:

Increased use of technology and knowledge; implementation of electronic modules; improved orientation and advising; increased use of volunteer experiences.

#### H. Resources Required:

No new resources required.

### I. Annual progress assessment of performance outcomes:

1. The Department utilized technology by updating content of on-line modules on Child/Adult Abuse & Neglect, Disaster/Mental Health & Psychopharmacology that all students in practicum and internship sections completed.
2. The Department held an advising day for newly admitted students in April.
3. Faculty used Moodle to upload additional course content for students and some taught courses completely on-line.
J. Follow-up plan to make changes as a result of assessment findings:
1. The faculty will continue to use technology in ways that support student learning (learn to use Moodle 2 and Centra efficiently).
2. The faculty will continue to provide consistent effective advising to students and seek ways to increase volunteer experiences.

### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-2015

#### A. Unit, Dept. or College Goal #6: The Department of Counseling will utilize the resources provided by the College of Education to support faculty and staff development.

<table>
<thead>
<tr>
<th>B. Relationship of goal to next higher reporting unit goal:</th>
<th>The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.</th>
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</thead>
</table>
| C. Action plans to achieve goal:                           | (1) Travel funding will be a major priority in the departmental budget.  
(2) Stronger connections with grant writing resources on campus will be developed.  
(3) When available, the department will provide appropriate opportunities for additional staff development. |
| D. Effectiveness measures/methods to assess outcomes/goal attainment: | (1) Faculty members are able to maintain involvement in professional organizations.  
(2) Maintain staff development opportunities. |
| E. Assessment schedule to assess goal:                     | Summative assessment annually and formative assessment after every semester. |
| F. Person/group responsible:                              | Department Chair |
| G. Performance outcomes for goal:                          | Continued involvement in professional activities and must strive to increase submission of grants with funding for professional training meetings. |
| H. Resources Required:                                    | Maintain budget for travel and professional training. |

#### ANNUAL REPORT

| I. Annual progress assessment of performance outcomes:     | 1. Average faculty member active member of 7-10 state, regional, and national associations.  
2. Eight faculty members were active editorial board members on state or national journals.  
3. Ten faculty members conducted presentations at either the local, state, regional, and national level.  
4. Nine faculty members held elected or appointed positions in different national organizations. |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| J. Follow-up plan to make changes as a result of assessment findings: | 1. Seek increased funding for professional development activities.  
2. The Department faculty will continue to participate in professional activities at high levels. |
**A. Unit, Dept. or College Goal #7:** The Department of Counseling will validate its work through CACREP accreditation, service on professional boards and organizations, and program recognition awards.

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<thead>
<tr>
<th>B. Relationship of goal to next higher reporting unit goal:</th>
<th>The College of Education will receive external validation of its work and its impact through accreditation reviews and increased recognition of its expertise and resources.</th>
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</thead>
</table>
| C. Action plans to achieve goal: | (1) The Department of Counseling will successfully attain CACREP accreditation and maintain this status throughout the time span of this strategic plan.  
(2) Faculty members will increase involvement with professional boards and associations.  
(3) The department chair will create a committee to prepare nominations for professional awards. |
| D. Effectiveness measures/methods to assess outcomes/goal attainment: | (1) Receiving full accreditation from CACREP.  
(2) Increased number of faculty involved with professional boards and associations.  
(3) Submission of nominations. |
| E. Assessment schedule to assess goal: | Summative assessment annually and formative assessment after every semester. |
| F. Person/group responsible: | Department Chair, CACREP Coordinator |
| G. Performance outcomes for goal: | CACREP Accreditation; number of board appointments; nominations submitted. |
| H. Resources Required: | Funding for CACREP accreditation activities. |

**ANNUAL REPORT**

| I. Annual progress assessment of performance outcomes: | 1. The Department of Counseling in February 2013 submitted the completed the Self-Study report for the Addiction Concentration to CACREP for accreditation review at the board meeting in July of 2013.  
2. Four students were able to enroll in the Addiction Concentration  
3. Average faculty member active member of 7-10 state and national associations.  
4. Eight faculty members were active editorial board members on state or national journals.  
5. The majority of faculty members conducted presentation at the local, state, regional, and national level.  
6. Three faculty members received awards at the university, state, and national level. |
|---|---|
| J. Follow-up plan to make changes as a result of assessment findings: | 1. The department will respond to the self-study report for Addictions concentration to the CACREP Board seeking accreditation.  
2. The Department will continue to nominate faculty for various positions/assignments on local, state, and national committees. |

**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-2015**

| A. Unit, Dept. or College Goal #8: | The Department of Counseling will address global understanding through academic courses and learning experiences. |
| B. Relationship of goal to next higher reporting unit goal: | The College of Education will enhance the global awareness of faculty and students to prepare graduates for our globally interconnected world. |
### New Strategic Goals, Action Plans and Performance Outcomes for 2010-2015

**A. Unit, Dept. or College Goal #9:** The Department of Counseling will engage in activities to reach out to alumni.

<table>
<thead>
<tr>
<th>B. Relationship of goal to next higher reporting unit goal:</th>
<th>The College of Education will secure the resources needed to strengthen the mission of the College and will honor the College’s 40th Anniversary.</th>
</tr>
</thead>
</table>
| C. Action plans to achieve goal: | (1) Faculty members will participate in College of Education activities related to the College’s 40th Anniversary.  
(2) The Department will explore ways to seek funding to establish annual Student of the Year and Alumni of the Year awards. |
| D. Effectiveness measures/methods to assess outcomes/goal attainment: | (1) Number of faculty who participate in College of Education activities.  
(2) Secure funding for awards. |
| E. Assessment schedule to assess goal: | Summative assessment annually. |
| F. Person/group responsible: | Department Chair |
G. Performance outcomes for goal:
Involvement with Anniversary activities; funding secured.

H. Resources Required:
Support from Alumni Affairs.

I. Annual progress assessment of performance outcomes:
1. The Department supported the McLeod Institute, Bob Barrett Lecture Series, and the Play Therapy Conference.
2. All faculty members participated in various College of Education activities.

J. Follow-up plan to make changes as a result of assessment findings:
1. The faculty will continue to participate in all College of Education activities.
2. The will continue to support annual activities and secure funding to help support the activities.
3. The Department will continue the process of establishing Student and Alumni of the Year awards.

1. STUDENT LEARNING OUTCOMES ASSESSMENT DATA: Attach a 2012-13 Student Learning Outcomes Assessment Plan and Report for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only by each department. Colleges that do not submit the required Student Learning Outcomes Assessment Plans and Reports will be contacted by the Office of Academic Affairs.