

# Counseling Annual Report 2019

University of Nebraska – Omaha  
College of Education

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Department Chair

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## ITEM 1

### MISSION AND VALUE STATEMENT DEPARTMENTAL ORGANIZATIONAL CHART

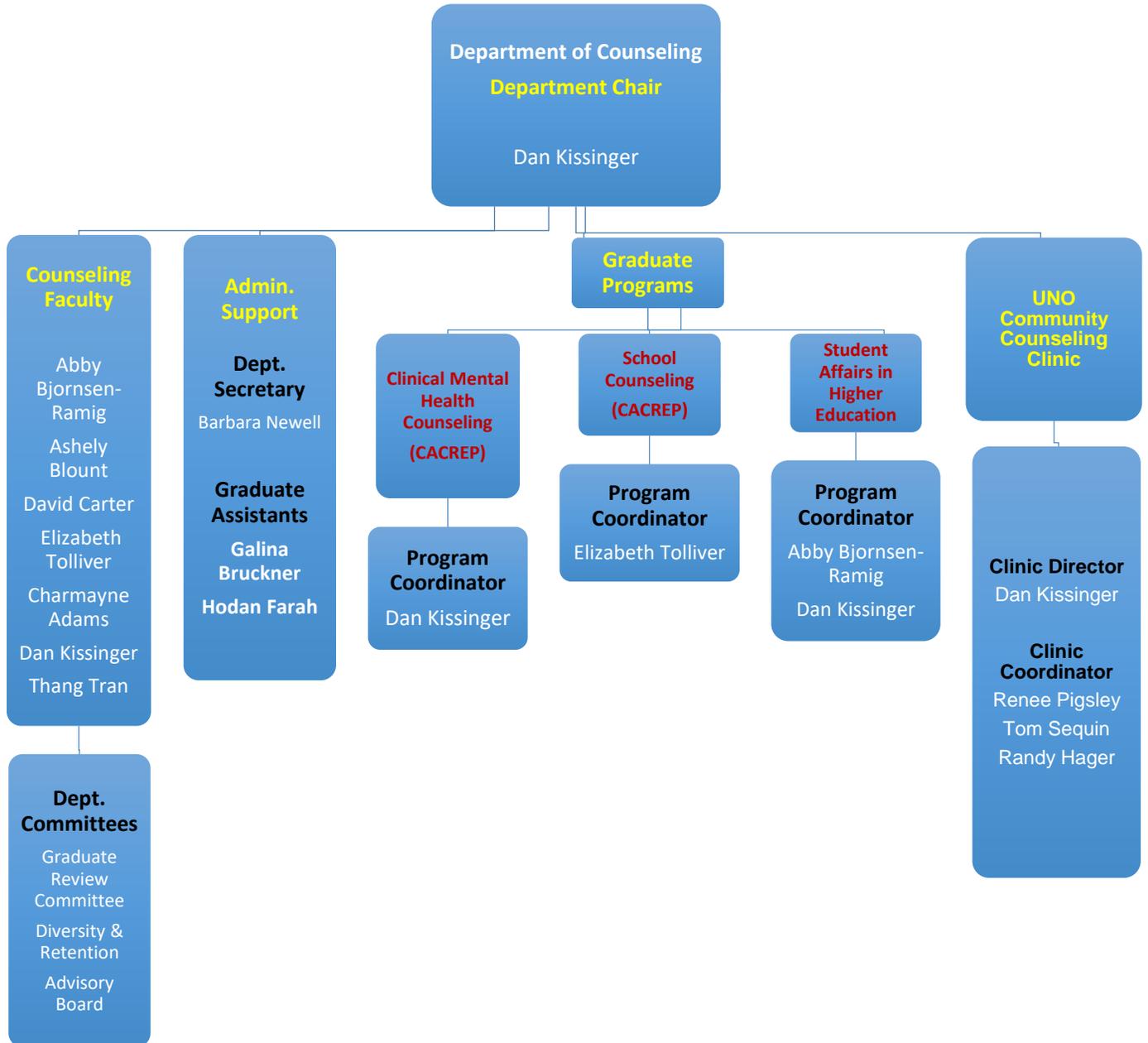
#### **Unit Mission Statement:** (Graduate)

The mission of the UNO Counseling Department is to provide high quality academic and clinical preparation leading to eligibility for licensure and certification as professional counselors. Through a rigorous, evidence-based curriculum designed to train critical thinkers and reflective practitioners, candidates are prepared to work with diverse clients across multiple professional settings and engage and remain active as advocates and future leaders within and for the counseling profession and those we serve.

#### **Unit Value Statement:**

The Department of Counseling provides a student-centered, wellness-oriented curriculum that focused on the development of ethical, competent, and reflective counseling practitioners in the Clinical Mental Health (CMH), School Counseling (SC), and Student Affairs in Higher Education (SAHE). Graduates are prepared to sit for all state and national licensure and certification exams in their respective areas. Employment opportunities for graduates is excellent, with graduates finding employment in public and private clinical settings (CMH), in critical shortage areas in the public school systems (SC), and across public and private higher education institutions (SAHE). The Counseling Department also routinely sees graduates matriculate on to doctoral programs in Counselor Education, Counseling/Clinical Psychology, and Students Affairs/Higher Education Administration.

## Departmental of Counseling Organizational Chart



**ITEM 2  
ENROLLMENT**

**Graduate Enrollment**

| *Ethnicity (Required)        | 2015       |             | 2016       |             | 2017       |             | 2018       |             | 2019       |             |
|------------------------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
|                              | Total      |             | Total      |             | Total      |             | Total      |             |            |             |
|                              | #          | %           | #          | %           | #          | %           | #          | %           | #          | %           |
| Caucasian/White              | 115        | 85.82%      | 130        | 81.76%      | 157        | 82.63%      | 145        | 76.72%      | 141        | 77.0%       |
| Black/African American       | 5          | 3.73%       | 6          | 3.77%       | 8          | 4.21%       | 4          | 2.12%       | 7          | 3.8%        |
| Hispanic                     | 9          | 6.72%       | 12         | 7.55%       | 13         | 6.84%       | 21         | 11.11%      | 19         | 10.4%       |
| Asian                        | 2          | 1.49%       | 4          | 2.52%       | 1          | 0.53%       | 3          | 1.59%       | 1          | 0.5%        |
| American Indian              |            | 0.00%       |            | 0.00%       |            | 0.00%       |            | 0.00%       |            | 0.0%        |
| Native Hawaiian/Pac Islander |            | 0.00%       |            | 0.00%       |            | 0.00%       |            | 0.00%       |            | 0.0%        |
| Two or More Races            | 2          | 1.49%       | 4          | 2.52%       | 5          | 2.63%       | 8          | 4.23%       | 9          | 4.9%        |
| Not Specified                |            | 0.00%       |            | 0.00%       |            | 0.00%       |            | 0.00%       |            | 0.0%        |
| Unknown                      |            | 0.00%       | 2          | 1.26%       | 3          | 1.58%       | 4          | 2.12%       | 2          | 1.1%        |
| Nonresident Alien            | 1          | 0.75%       | 1          | 0.63%       | 3          |             | 4          | 2.12%       | 4          | 2.2%        |
| <b>Total</b>                 | <b>134</b> | <b>100%</b> | <b>178</b> | <b>100%</b> | <b>190</b> | <b>100%</b> | <b>189</b> | <b>100%</b> | <b>183</b> | <b>100%</b> |

| *Gender (Required) | 2015       |             | 2016       |             | 2017       |             | 2018       |             | 2019       |             |
|--------------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
|                    | Total      |             | Total      |             | Total      |             | Total      |             | Total      |             |
|                    | #          | %           | #          | %           | #          | %           | #          | %           | #          | %           |
| Female             | 105        | 78.36%      | 125        | 78.62%      | 141        | 74.21%      | 143        | 75.66%      | 135        | 73.8%       |
| Male               | 29         | 21.64%      | 34         | 21.38%      | 49         | 25.79%      | 46         | 24.34%      | 48         | 26.2%       |
| <b>Total</b>       | <b>134</b> | <b>100%</b> | <b>159</b> | <b>100%</b> | <b>190</b> | <b>100%</b> | <b>189</b> | <b>100%</b> | <b>183</b> | <b>100%</b> |

**Advanced Program Enrollments by Concentration & Degree**

| *Code | Degrees                       | Degree                            | 2015 | 2016 | 2017                | 2018 | 2019 | Project Enrollment 2020 |
|-------|-------------------------------|-----------------------------------|------|------|---------------------|------|------|-------------------------|
|       |                               | <b>**M.A. eliminated for 2018</b> |      |      |                     |      |      |                         |
|       | Clinical Mental Health        | M.S.                              | 81   | 90   | 109<br>(105)        | 107  | 121  | 132                     |
|       | Clinical Mental Health        | M.A.                              | 19   | 24   | 31<br>(23)          | 17   | ---- | ----                    |
|       | Community Counseling          | M.S.                              |      |      | (4)                 | 2    | ---- | ----                    |
|       | School Counseling             | M.S.                              | 43   | 46   | 54<br>(48)          | 52   | 45   | 42                      |
|       | School Counseling             | M.A.                              | 1    | 1    | 1<br>(1)            | 2    | ---  | ---                     |
|       | Student Affairs in Higher Ed. | M.S.                              | 8    | 17   | 17<br>(12)          | 9    | 10   | 6                       |
|       | Student Affairs in Higher Ed. | M.A.                              | 0    | 0    | 0                   | -    | ---  | ---                     |
|       | <b>Total</b>                  |                                   | 134  | 159  | 212<br><b>(190)</b> | 189  | 183  | 180                     |

**Advanced Program Completers**

| *Code | Concentrations                      | Degree | 2015 | 2016 | 2017 | 2018 | 2019 |
|-------|-------------------------------------|--------|------|------|------|------|------|
|       | Clinical Mental Health Counseling   | M.S.   | 10   | 16   | 18   | 20   | 37   |
|       | Clinical Mental Health Counseling   | M.A.   | 2    | 1    | 1    | ---  | ---  |
|       | School Counseling                   | M.S.   | 18   | 9    | 13   | 13   | 12   |
|       | School Counseling                   | M.A.   | 0    | 0    | 0    | --   |      |
|       | Student Affairs in Higher Education | M.S.   | 1    | 4    | 2    | 6    | 5    |
|       | Student Affairs in Higher Education | M.A.   | 0    | 0    | 0    | --   |      |
|       | <b>Total</b>                        |        | 31   | 30   | 33   | 39   | 54   |

**Analysis**

Enrollment in the UNO Counseling Department remain steady in AY 2019, with enrollment matching the 1 to 10 faculty/student ratio required for the department’s CACREP-accredited (2000) clinical mental health counseling (CMHC) and school counseling (SC) concentrations (2009). Consistent with the department’s history, the CMHC program remains the highest enrollment concentration, followed by the SC and SAHE concentration areas, respectively. Importantly, a key highlight of the 2019 AY is the CMHC concentration’s **85%** increase in CMHC graduates from 2018 (20 to 37) and an overall 38% increase in overall department graduates from 2018 (39 to 54).

The department's 2019 diversity profile also remained stable between 2018-2019 reports. Slight increases were noted in students who self-identify as Black/African-American (N=7/+1.68) and male (N=48/+1.86). Alternatively, small decreases in enrollment noted in self-identified Asian and American Indian students (-.7%; -1%). Several anecdotal indicators (classroom discussions, advising, impromptu/scheduled faculty-student discussions) suggest a broader assessment of gender identity would provide a more accurate indicator of the demographics surrounding the gender identity of counseling department students. While the department's minor demographic changes offer useful data, an overall assessment underscores the importance of continuing to design and implement programmatic policies aimed at making meaningful and consistent gains in the diversity of our students. Additional information regarding departmental efforts in this regard is found in Item 7 of this report.

## ITEM 3

### ACADEMIC PROGRAM INFORMATION

The UNO Department of Counseling offers the Masters of Science (M.S) in three concentration areas:

1. Clinical Mental Health Counseling (CMHC)
2. School Counseling (SC)
3. Student Affairs in Higher Education

#### **Department of Counseling Program Assessment, Improvement, and Development**

The department utilizes a programmatic assessment plan for assessing student learning outcomes and, by extension, program improvement and development. updating and improving the clinical mental health. In addition to each faculty member's ongoing review of their respective course(s), all course instructors complete a "course level assessment" using assessment data from their course rubrics and student evaluations following the conclusion of each course through VIA, the department's dedicated assessment platform. Based on this data, and their own experiences in the course, instructors provide analysis of the course, including key insights and suggestions relative to course development and/or improvement.

#### **CLINICAL MENTAL HEALTH COUNSELING (CMHC)**

##### **Degree Offerings**

60 credit M.S. in Counseling with a concentration in CMHC (CACREP, 2009)

66 credit M.S. in Counseling with a concentration in CMHC (thesis option) (CACREP, 2009)

##### **Program Description**

The 60 credit M.S. degree with a concentration in CMHC includes the coursework and field experiences (practicum/internships) required for licensure as a mental health professional in Nebraska. Students who complete two additional elective courses (COUN 8686 & COUN 8696) will also have completed the academic requirements for provisional licensure in the area of Alcohol and Drug Counseling (LADC) in Nebraska.

The department offers a 66 credit M.S. with thesis option. Students must gain faculty approval to complete a thesis and complete 6 additional credits.

##### **CMHC Accreditation**

Council for the Accreditation of Counseling and Related Programs (CACREP, 2009)

## School Counseling (SC)

### Degree Offerings

48 credit M.S. in Counseling with a concentration in SC (CACREP)

54 credit M.S. in Counseling with a concentration in SC (Thesis Option; CACREP)

60 credit M.S. in Counseling with a concentration in SC (CACREP; Non-education majors)

66 credit M.S. in Counseling with a concentration in SC (CACREP; Thesis Option; Non-edu majors)

### Program Description

#### ***School Counseling Concentration***

The M.S. in counseling with a concentration in school counseling (48, 54, 60 credit programs of study) include the coursework and field experiences (practicum/internship) require for licensure as a school counselor in Nebraska.

Additionally, the UNO Counseling Department has committed to aligning the SC programs with CAEP-Accreditation as added incentive to foster “best practices” across the SC curriculum and increase the department’s ability to attract top students from the Omaha metro and across Nebraska in the increasingly competitive school counseling marketplace in Nebraska.

#### ***School Counseling Concentration (“Alternative Endorsement”)***

The Nebraska Department of Education instituted the Alternative School Counseling Endorsement (ASCE) in 2017, which eliminated the two-year teaching requirement for those without a valid teaching endorsement in NE or degree in education. In response, the UNO Counseling Department, in collaboration with the UNO Teacher Education Department and Nebraska Department of Education, designed coursework for individuals without teaching certification and/or undergraduate degree in education that allows SC graduates to gain employment as school counselors in Nebraska. This degree plan involves a 60 credit plan of study (66 if a thesis option is added).

Completion of a M.S. in Counseling with a concentration in School Counseling under the alternative endorsement requires an additional 4 courses/12 credits (2 required/2 electives) for a total of 60 credits. Students completing the ASCE courses may also choose the M.S. with the thesis option, which requires an additional 6 credit hours (66 total credit hours). The additional ASCE coursework was developed in collaboration with the COE’s Teacher Education Department and Nebraska Department of Education. These changes are noted below:

#### **Accreditation:**

Council for the Accreditation of Counseling and Related Academic Programs (CACREP, 2009)

Council for the Accreditation of Educator Preparation (CAEP) (conceptualization stage)

## **Student Affairs in Higher Education (SAHE)**

### **Degree Offerings**

38 Credit M.S. in Counseling with a concentration in SAHE

44 Credit M.S. in Counseling with a concentration in SAHE (Thesis Option)

### **Program Description**

The UNO Counseling Department completed a revision of the SAHE program in Fall 2019. The M.S. in SAHE was revised to 38 credits (44 with thesis option) and transitioned to a fully online curriculum. In addition to following a cohort model (fall admission only), the SAHE curriculum reflects a more intentionally focus on content and experiences directed at students seeking positions in the fast-growing market for postsecondary personnel and administrators.

### **Accreditation**

N/A

### **Program Updates and Improvements**

The UNO Counseling Department completed a revision of the SAHE program in Fall 2019. The M.S. in SAHE was revised to 38 credits (44 with thesis option) and transitioned to a fully online curriculum. In addition to following a cohort model (fall admission only), the SAHE curriculum reflects a more intentionally focus on content and experiences directed at students seeking positions in the fast-growing market for postsecondary personnel and administrators.

**ITEM 4  
COMPLETION IMPERATIVE**

| Department of Counseling                | Completers |      |      | Average Years To Degree |      |      |                            |
|---|------------|------|------|-------------------------|------|------|----------------------------|
| Concentration Areas                     | 2017       | 2018 | 2019 | 2017                    | 2018 | 2019 | 3 Year Average (2017-2019) |
| Clinical Mental Health Counseling       | 23*        | 33*  | 40*  | 2.9*                    | 3.1* | 2.5* | ---                        |
| School Counseling                       | 13         | 16   | 13   | 3.8                     | 3.7  | 3.6  | 3.7 (N=42)                 |
| 2.7 Student Affairs in Higher Education | 7          | 6    | 5    | 2.9                     | 2.6  | 2.1  | 2.5 (N=18)                 |

\*Includes OIA data using M.A degree. Due to termination of degree in 2019, data for the 3yr average years to degree of the CMHC M.A degree is unreliable.

**CMHC data using M.S. only:**

| Concentration Area                | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 3 Year Avg. Yrs. To Degree |
|-----------------------------------|------|------|------|------|------|------|----------------------------|
| Clinical Mental Health Counseling | 20   | 30   | 39   | 2.9  | 3.1  | 2.5  | 2.83 (N=89)                |

**How can we help ensure students are completing in a timely manner?**

Students in the UNO Counseling Department are adult learners with schedules that often require them to blend family, work, and school. Based on our completer data, students in the department are very successful in this regard.

**What are the “holdup” areas that may slow progress such as blocked coursework, pre-requisites, admissions, and gateways?**

When students do experience barriers, they are often due to life circumstances surrounding family/employment/financial. Department faculty have been proactive in assisting students navigate through their circumstances through effective advising. In certain circumstances, students have worked with the department chair to help navigate potential administrative barriers. In these circumstances, the department has received invaluable and timely assistance from offices in the College of Education (i.e., Dean’s office), graduate studies, registrar, and financial aid.

**ITEM 5**  
**FULL-TIME FACULTY INFORMATION**

| Name                | Degree & Field <sup>1</sup>    | Rank <sup>2</sup>   | Tenure Status |         | Grad Fac | Race/Ethn <sup>3</sup> | Gend | Teaching Assignment & Level |          |           |      |
|---------------------|--------------------------------|---------------------|---------------|---------|----------|------------------------|------|-----------------------------|----------|-----------|------|
|                     |                                |                     | Tenure Track  | Tenured |          |                        |      | T/P/S <sup>4</sup>          | G (only) | UG (only) | G/UG |
| Dan Kissinger       | Ph.D.<br>Counselor Education   | Associate Professor |               | X       | X        | 1                      | M    | S                           | X        |           |      |
| David Carter        | Ph.D.<br>Education             | Professor           |               | X       | X        | 1                      | M    | S                           | X        |           |      |
| Charmayne Adams     | Ph.D.<br>Counselor Education   | Assistant Professor | X             |         | X        | 2                      | F    | S                           | X        |           |      |
| Abby Bjornsen-Ramig | Ph.D.<br>Counseling Psychology | Associate Professor |               | X       | X        | 1                      | F    | S                           | X        |           |      |
| Elizabeth Tolliver  | Ph.D.<br>Counselor Education   | Assistant Professor | X             |         | X        | 1                      | F    | S                           | X        |           |      |
| Ashley Blount       | Ph.D.<br>Counselor Education   | Instructor          |               |         |          | 1                      | F    |                             |          |           | X    |

**KEY**

|   |   |
|---|---|
| <p>1 = Highest degree earned<br/>                 2 Instructor<br/>                 Post-doctorate<br/>                 Assistant Professor<br/>                 Associate Professor<br/>                 Professor</p>                     | <p>4 T= teaching EDUC, methods<br/>                 P = teaching professional courses for other school professionals<br/>                 S = supervising student teaching/practicum/internship</p> |
| <p>3 1 = Caucasian/White<br/>                 2 = African American/Black<br/>                 3 = Hispanic<br/>                 4 = Asian/Pacific Islander<br/>                 5 = Indian/Alaskan<br/>                 6 = No response</p> |   |

ITEM 5B

**PART-TIME FACULTY INFORMATION**

| Name               | Degree & Field <sup>1</sup>                               | Rank <sup>2</sup> | Tenure Status |         | Grad Fac | Race/Ethn <sup>3</sup> | Gend | Teaching Assignment & Level |          |           |      |
|--------------------|---|-------------------|---------------|---------|----------|------------------------|------|-----------------------------|----------|-----------|------|
|                    |   |                   | Tenure Track  | Tenured |          |                        |      | T/P/S <sup>4</sup>          | G (only) | UG (only) | G/UG |
| Baerentzen, Mogens | Ph.D. Psychology<br>(Rehabilitation Counseling Education) | Instructor        |               |         |          | 1                      |      |                             | X        |           |      |
| Byrd, Tyler        | M.S. Community Counseling                                 | Instructor        |               |         |          | 1                      |      |                             | X        |           |      |

|                      |   |            |  |  |  |   |  |  |   |  |   |
|----------------------|---|------------|--|--|--|---|--|--|---|--|---|
| Connelly, James      | Ph.D. Counselor Education and Supervision                               | Instructor |  |  |  | 1 |  |  | X |  |   |
| Echtemkamp, Teresa   | M.S. Community Counseling   | Instructor |  |  |  | 1 |  |  | X |  |   |
| Gray, Alexander      | M.S. Counseling   | Instructor |  |  |  | 1 |  |  | X |  |   |
| Handke-Belieu, Molly | Doctor of Philosophy in Educational Administration, Educational Studies | Instructor |  |  |  | 1 |  |  | X |  |   |
| Hron, Timothy        | M.A. Community Counseling   | Instructor |  |  |  | 1 |  |  | X |  |   |
| Lindburg, Jaclyn     | Ph.D. Higher Education Administration                                   | Instructor |  |  |  | 1 |  |  | X |  |   |
| McGeary, Corey       | M.S. Community Counseling   | Instructor |  |  |  | 1 |  |  |   |  | X |
| Cathy Schweitzer     | M.S. Community Counseling   | Instructor |  |  |  | 1 |  |  | X |  |   |
| Myers, Carl Raymond  | M.S. Guidance and Counseling  | Instructor |  |  |  | 1 |  |  | X |  |   |

|                        |  |            |  |  |  |       |  |  |   |  |   |
|------------------------|--|------------|--|--|--|-------|--|--|---|--|---|
| Richards, Clyde (Rick) | M.S. School Counseling;<br>Secondary Counseling<br>Endorsement | Instructor |  |  |  | 1     |  |  | X |  |   |
| Ricketts, William      | M.S. Counselor<br>Education                                    | Instructor |  |  |  | 1     |  |  |   |  | X |
| Schettler, Loel        | M.S. Counseling  | Instructor |  |  |  | 1     |  |  | X |  |   |
| Sudbeck, Nathan        | Doctor of Clinical<br>Psychology                               | Instructor |  |  |  | 1     |  |  | X |  |   |
| Tran, Thang            | M.S. School Counseling   | Instructor |  |  |  | Asian |  |  | X |  |   |
| Tyler, Patrick         | Doctor of Philosophy in<br>Educational Studies                 | Instructor |  |  |  | 1     |  |  | X |  |   |

**KEY**

|   |   |
|---|---|
| <p>1 = Highest degree earned<br/> 2 Instructor<br/> Post-doctorate<br/> Assistant Professor<br/> Associate Professor<br/> Professor</p>                     | <p>4 T= teaching EDUC, methods<br/> P = teaching professional courses for other school professionals<br/> S = supervising student teaching/practicum/internship</p> |
| <p>3 1 = Caucasian/White<br/> 2 = African American/Black<br/> 3 = Hispanic<br/> 4 = Asian/Pacific Islander<br/> 5 = Indian/Alaskan<br/> 6 = No response</p> |   |

## STUDENT AND FACULTY AWARDS AND ACCOMPLISHMENTS

### Top Ten Department Highlights (Bulleated List)

- Welcomed Dr. Charmayne Adams as the department's newest tenure-track assistant professor in the area of clinical mental health counseling.
- Welcomed Mr. Thang Tran to department as a faculty development instructor while he completes his PhD in Counselor Education and Supervision at Oregon State University.
- Dr. Charmayne Adams named as a 2019-2020 Emerging Leader by the Association for Assessment and Research in Counseling.
- Department saw **85%** increase in CMHC graduates from 2018 (20 to 37) and an overall increase of graduates of over **38%** from 2018 (39 to 54).
- Drs. Bjornsen-Ramig, Tolliver, and Adams received funding for & provided webinars for the BHECN Webinar Series: Core Topics for Behavioral Health Provides.
- UNO Community Counseling Clinic students provided **1517 hours** of counseling services to members of the UNO and Omaha community (!).
- School Counseling students had **100% pass rate** on the Praxis II exam.
- Clinical Mental Health Counseling students had **96% pass rate** on the National Counselor Examination. Dr. Charmayne Adams named as a 2019-2020 Emerging Leader by the Association for Assessment and Research in Counseling.
- Continued development and expansion of clinical/field placement across clinical mental health, school counseling, and student affairs in higher education concentration areas, including new and expanded opportunities in the areas of school-based mental health and corrections through partnership with BHECN.
- Expansion of BHECN grant funding to include all department approved clinical mental health internship sites.
- "Substantive Change" report approved by CACREP, validating the department's significant curriculum revisions for the CMHC and SC concentration areas.
- Continued success of the department's undergraduate counseling course (COUN 2020: Introduction to Counseling Theory).

### Faculty Honors and Awards

#### Named Professorships

- Dr. Paul Barnes awarded the Julie Hefflinger Professorship in Counseling

#### Honors and Awards

- Dr. Charmayne Adams named as a 2019-2020 Emerging Leader by the Association for Assessment and Research in Counseling.

## ITEM 5D

## SUMMARY OF FACULTY PUBLICATIONS AND PRESENTATIONS

| <b>Publications *</b> | <b>Journal Article- peer reviewed</b> | <b>Conference Proceedings</b> | <b>Book Chapters</b>  | <b>Books</b> | <b>Editorials, book reviews, or other articles</b> |
|-----------------------|---------------------------------------|-------------------------------|-----------------------|--------------|--|
| <b>2019</b>           |                                       |                               |                       |              |  |
| Published             | <b>5</b>                              | <b>1</b>                      | <b>2</b>              |              | <b>4</b>   |
| Accepted              | <b>1</b>                              |                               |                       |              |  |
| Submitted             | <b>1</b>                              |                               |                       |              |  |
| <b>TOTAL:</b>         | <b>7</b>                              | <b>1</b>                      | <b>2</b>              |              | <b>4</b>   |
| <b>2018</b>           |                                       |                               |                       |              |  |
| Published             | 11                                    | 2                             | 3                     |              | 1  |
| Accepted              |                                       |                               | 3                     |              |  |
| Submitted             | 6                                     |                               |                       |              |  |
| <b>TOTAL:</b>         | <b>17</b>                             | <b>2</b>                      | <b>6</b>              |              | <b>1</b>   |
| <b>2017</b>           |                                       |                               |                       |              |  |
| Published             | 11                                    |                               |                       |              | 1  |
| Accepted              | 2                                     |                               | 2                     |              |  |
| Submitted             | 4                                     |                               |                       |              |  |
| <b>TOTAL:</b>         | <b>17</b>                             |                               | <b>2</b>              |              | <b>1</b>   |
|                       |                                       |                               |                       |              |  |
| <b>Presentations*</b> | <b>International</b>                  | <b>National</b>               | <b>Regional/State</b> | <b>Local</b> |  |
| <b>2019</b>           |                                       |                               |                       |              |  |
| Demonstration         | 1                                     |                               |                       |              |  |
| Keynote               | <b>1</b>                              | <b>1</b>                      |                       |              |  |
| Lecture or Oral       |                                       | <b>9</b>                      |                       | <b>9</b>     |  |
| Panelist              | <b>1</b>                              | <b>1</b>                      |                       |              |  |
| Paper Presentation    |                                       |                               |                       |              |  |
| Poster                |                                       | <b>3</b>                      | <b>2</b>              | <b>1</b>     |  |
| Round Table           |                                       |                               |                       |              |  |
| <b>TOTAL:</b>         | <b>3</b>                              | <b>14</b>                     | <b>2</b>              | <b>10</b>    | ---  |
| <b>2018</b>           |                                       |                               |                       |              |  |
| Demonstration         |                                       |                               |                       | 5            |  |
| Keynote               | 1                                     |                               |                       |              |  |
| Lecture or Oral       |                                       |                               | 4                     | 10           |  |
| Panelist              |                                       |                               |                       |              |  |
| Paper Presentation    | 2                                     | 4                             | 1                     |              |  |
| Poster                |                                       | 2                             | 2                     |              |  |
| Round Table           |                                       |                               |                       |              |  |
| <b>TOTAL:</b>         | <b>3</b>                              | <b>6</b>                      | <b>7</b>              | <b>15</b>    |  |

|                    |          |           |          |          |  |
|--------------------|----------|-----------|----------|----------|--|
|                    |          |           |          |          |  |
| <b>2017</b>        |          |           |          |          |  |
| Demonstration      |          |           |          |          |  |
| Keynote            |          |           | 1        |          |  |
| Lecture or Oral    | 1        | 3         | 4        | 5        |  |
| Panelist           |          | 2         | 1        |          |  |
| Paper Presentation |          |           |          |          |  |
| Poster             |          | 8         | 3        | 1        |  |
| Round Table        |          | 1         |          |          |  |
| <b>TOTAL:</b>      | <b>1</b> | <b>14</b> | <b>9</b> | <b>6</b> |  |

\*These categories are from Digital Measures and simply report the count in each category.

## ITEM 5E

### GRANT REPORTS

**Report on Internal Grants** – This information should be available from NURamp. Currently the system does not have a search function.

The UNO Counseling Department received a total of \$3500 in internal grants during this assessment period.

1. Dan Kissinger
  - a. \$2000 awarded for Assessment Mini-Grant (Option C).
2. Ashley Blount
  - a. \$1500 awarded for development of online COUN 8040: Ethical and Legal Issues in Counseling course.

### Report on External Grants

No external grants recorded this period.

**Foundation Funding** – Report separately

**ITEM 6**

**COMMUNITY ENGAGEMENT, SERVICE LEARNING, AND GLOBAL INITIATIVE**

6A

| <b>Community Engagement - Name of Project</b> | <b>Sponsor Names</b>                                  | <b># of hours of sponsor's time</b> | <b># of UNO Student Participants</b> | <b>Avg. # of hours donated per student</b> | <b># of Community Participants</b> | <b>Avg. # of hours donated per community participant</b> | <b>Total # of hours donated</b> | <b>Cost per hour</b> | <b>Total net worth of donated time</b> |
|---|---|-------------------------------------|--------------------------------------|--|------------------------------------|--|---------------------------------|----------------------|--|
| Guest Lecturer: Counseling Techniques         | Papillion LaVista High School – AP Psychology classes | 6                                   | 0                                    | 0  | 100                                | 1  | 6                               | \$12                 | \$72                                   |
| Guest Lecturer: Careers in Psychology         | UNO Psychology Department                             | 1                                   | 75                                   | N/A  | N/A                                | 0.5  | 1                               | \$12                 | \$12                                   |
| Bi-annual luncheon for community partners     | UNO Counseling Advisory Council Committee             | ---                                 | 0                                    | 0  | 15                                 | 1.5  | 7                               | \$12                 | \$84                                   |
| Groups for the Elderly                        | CHI Trinity Courtyard                                 |                                     | 15                                   | 3  | 10                                 |  | 45                              | \$12                 | \$540                                  |

**ITEM 6B**

6B:

Service Learning Reporting Chart

| Service Learning Project | Faculty Name | Course # | # of UNO Students Participating | Avg. # of donated hours per student | # of Community Participants | Avg. # of donated hrs. per participant | Cost per hour | Total Net worth donated time |
|--------------------------|--------------|----------|---------------------------------|-------------------------------------|-----------------------------|--|---------------|------------------------------|
|                          |              |          |                                 |                                     |                             |  |               |                              |

**ITEM 6C**

6C:

Global Initiatives Reporting Chart

| Global Initiatives Name | Faculty Lead | # of UNO Students Participating | Activity Reported | Location | Country |  |
|-------------------------|--------------|---------------------------------|-------------------|----------|---------|--|
|                         |              |                                 |                   |          |         |  |

## ITEM 7

### Departmental Initiatives and Strategies for UNePlan

Guidelines for writing initiatives:

|          |             |  |
|----------|-------------|--|
| <b>S</b> | Specific    | Desired outcome or results are clearly defined                                   |
| <b>M</b> | Measureable | Accomplishment of the outcome can be charted and/or behavioral elements observed |
| <b>A</b> | Achievable  | Goal is challenging but realistic  |
| <b>R</b> | Relevant    | Goal is in line with team/division/university objectives and direction           |
| <b>T</b> | Time-bound  | Deadlines are set for accomplishment   |

1. List your initiatives under one of the four themes (Student-Centeredness, Academic Excellence, Community Engagement, and Institutional Quality).
2. Next step is to select a strategy that best matches your UNePlan initiatives.
3. Under the Strategy, provide a short Title for the initiative.
4. Under the Title, provide a Narrative Description, which includes an ending date for the initiative.
5. If the initiative is for more than one year, include overall metrics/milestones/deliverables that will be used to measure your success in achieving the initiative.
6. Include any initiatives from the previous year that carry over into 2020-2021.

**Strategy 1.1:** Recruit, develop, retain, and graduate a diverse student body reflecting a dynamic metropolitan community.

**UNO College of Education:**

**Narrative Description:**

- **By 2022, the UNO Counseling Department will increase the diversity of non-white/Caucasian students by 10-15% from 2018.**
- **By 2022, the UNO Counseling Department will increase enrollment of male students by 10% from 2018.**
- **Metric: Enrollment reports will be used to determine diversity enrollment increases.**

## 2019 Update:

- The Diversity Recruitment and Retention Committee (DRRC) was established within the UNO Department of Counseling during the Spring 2019 semester to address ongoing recruitment of diverse candidates. We established a baseline using the Fall 2019 census data, and created a three-year diversity recruitment plan. By the 2022, the UNO Counseling Department seeks to increase the diversity of non-White students by 10-15% from the 2019 baseline. Additionally, the department seeks to increase the enrollment of male students by 10% from the 2019 baseline. The DRRC will closely track the demographics of incoming applicants and graduates through the development of an entrance/exit survey in Qualtrics, to be implemented during the Fall 2020 semester.

As a first step in moving toward these objectives, it was determined by the DRRC that the creation of a professional recruitment video would be an optimal method for reaching a wide range of diverse prospective applicants. The department admits students bi-annually. During any given admissions cycle, the number of qualified applicants exceeds the number of slots available for admission, even without actively recruiting applicants. The recruitment video will emphasize the necessity of counselors from diverse backgrounds to effectively meet the needs of the diverse clientele within the Omaha metropolitan area and beyond. Committee members have engaged in preliminary planning meetings with the Communications Specialist for the College of Education, as well as the owners of a videography company who regularly collaborate with UNO on similar projects. Funding for this recruitment video has been approved by the administrators of our college, and filming will commence when campus reopens after pandemic restrictions are lifted.

The DRRC consistently seeks potential community partnerships for recruiting diverse candidates. Specifically, stakeholders within both the K-12 system, as well as local community mental health agencies will be contacted by DRRC members to inquire about diversity recruitment efforts already in place, as well as potential collaborative strategies for supplementing these efforts. The two largest concentrations in the department are Clinical Mental Health Counseling and School Counseling, contributing to the rationale for prioritizing these particular community partnerships.

- Slight increases were noted in students who self-identify as Black/African-American (N=7/+1.68) and male (N=48/+1.86) from 2018.

## ACADEMIC EXCELLENCE

**Strategy 2.1:** Provide a strong core curriculum ensuring every UNO graduate possesses foundational academic skills, experiences the breadth of a liberal education, and develops an appreciation for the diversity that exists in the nation and world.

### UNO College of Education:

- **Narrative Description: By 2022, students in the Clinic Mental Health Counseling students will maintain a minimal 90% pass rate on the National Counselor Examination.**
- **By 2022, students in the School Counseling concentration will maintain a minimal 90% pass rate on the Praxis II exam.**

### Metric:

- **Official NBCC scores (NCE) and Praxis II scores will be used to determine goal attainment.**

### 2019 Update:

- School Counseling students scored 100% pass rate on Praxis II (N=15).
- Clinical Mental Health Counseling students scored 95% pass rate on National Counseling Exam (N=39).

**Strategy 2.2:** Provide high quality academic programs that are responsive to student and societal needs, recognized nationally and internationally for excellence, and which effectively utilize traditional and distance-education delivery modalities.

### UNO College of Education:

**Narrative Description:** **By 2022, the UNO Counseling Department will successfully attain CAEP accreditation for the School Counseling Concentration.**

**Metric:** The COE's CAEP report will be used to determine success.

**2019 Update:** The department continues to work in conjunction with the COE, and specifically the Advanced CAEP Committee, to conceptualize and align school counseling concentration standards with CAEP. Dr. Elizabeth Tolliver represents the Counseling department on the committee.

## COMMUNITY ENGAGEMENT

**Strategy 3.1:** Build new and strengthen existing connections with a broad range of community partners.

**UNO College of Education:**

**Narrative Description:** The UNO Counseling Department will maintain a minimum of 15 community-based internship sites for students in the CMHC, 15 sites for SC students, and 10 sites for SAHE students that meet CACREP-requirements.

**Metric:** The UNO Counseling Department's official Internship Site Manual will be used to identify available internship sites and will be posted on the department's homepage.

**2019 Update:** The UNO Internship Site manual, updated each summer, currently lists over 50 potential sites for students in the CMHC concentration. Due to turnover and other transitions among sites, the department estimates that 30-35 sites are available each semester. Internship manuals are currently under development for the School Counseling and Student Affairs concentration areas, but the department estimates there are over 20 practicum and internship sites available for the SC students and over 10 for the SAHE students.

## ITEM 8

### APPENDICES

#### Appendix A

#### Student Outcome Data for last three years

##### Praxis Exam Pass Rate

| Academic Year | Number of Students Completed Exam | Pass Rate (%) |
|---------------|-----------------------------------|---------------|
| 2018-2019     | 15                                | 100%          |
| 2017-2018     | 11                                | 100%          |
| 2016-2017     | 12                                | 100%          |
| 2015-2016     | 9                                 | 100%          |
| 2014-2015     | 6                                 | 80%           |

School Counseling students are required to take the Praxis II exam prior to graduating. Passing the Praxis exam is a requirement for state certification for endorsement as a school counselor in NE.

##### Counselor Preparation Comprehensive Exam (CPCE; CMHC Exit Exam) \*

| Academic Year | Number of Students Completed Exam | Pass Rate (%) |
|---------------|-----------------------------------|---------------|
| 2018-2019     | 26                                | 100%          |
| 2017-2018     | 38                                | 100%          |
| 2016-2017     | 9                                 | 99%           |
| 2015-2016     | 9                                 | 90%           |
| 2014-2015     | 26                                | 85%           |

\*The CPCE is the exit/comprehensive exam for CMHC students. It is distinct from the National Counselor Exam. Successful completion of the CPCE does not replace successful completion of the NCE as requirement for licensure as a professional counselor in NE.

### National Counselor Examination (NCE)\*

| Academic Year | Number of Students Completed Exam | Pass Rate (%) |
|---------------|-----------------------------------|---------------|
| 2018-2019     | 39                                | 94.9%         |
| 2017-2018     | 29                                | 96.5%         |
| 2016-2017     | 22                                | 87.5%         |
| 2015-2016     | 20                                | 100%          |
| 2014-2015     | 34                                | 95%           |

\*CMHC students are allowed to take the NCE during final semester of program given our CACREP accreditation in CMHC. The NCE is required for professional licensure in NE, but taking/passing the NCE is NOT a CMHC or COUN Dept. graduation requirement.

### Master's Program Completion Rate

| Academic Year | Number of Students Completed within Expected Time Frame | Percentage of Students Completed within Expected Time Frame |
|---------------|---|---|
| 2018-2019     | **54  | **100%  |
| 2017-2018     | 45  | 85%   |
| 2016-2017     | 37  | 85%   |
| 2015-2016     | 68 (actually graduated)                                 | 85%   |
| 2014-2015     | 52 (actually graduated)                                 | 80%   |

UNO makes every effort to accommodate non-traditional students that have other responsibilities that prevent them from following the traditional full time student curriculum.

\*\*Due to the length of the graduate level CMHC and SC degrees (60, 48/60 credits, respectively) and responsibilities of adult learners, the department believes a reasonable time to complete a M.S. in Counseling is 3-4 years for CMHC and 3-4 years for School Counseling. The 2019 data in the completion rate category reflects this timeline, with CMHC students completing in a shorter time (2.5 yrs vs 3.7yrs) relative to school counseling degree completers for the 2019 timeframe.

### Employment Rates of Graduates within One Year of Graduation

| Academic Year | Employment Rate in Profession |
|---------------|-------------------------------|
| 2018-2019     | 95%                           |
| 2017-2018     | 95%                           |
| 2016-2017     | 95%                           |
| 2015-2016     | 83.3%                         |
| 2014-2015     | 91%                           |

#### Appendix B:

#### Clinic Report

#### UNO Community Counseling Clinic

The UNO Counseling Clinic(CCC) built on its successful 2018 year, with counseling department students providing 1517 hours of low cost mental health counseling to members of the UNO and Omaha communities, a 13.5% increase in direct service hours from 2018. This increase in direct service hours removed initial questions surrounding the department's decision to increase clinic's fees from \$10/\$15 for individual/couples in 2018 to \$15/\$20 in 2019. These reasonable fees, along with department's targeted and reasonable student fees for practicum and group counseling courses\*\* (COUN 8360/COUN 8740), have resulted in the clinic assuming a stronger financial position, including revenue neutral/positive prior to the revenue decline associated with the coronavirus pandemic.

The true success of the clinic, however, is due to the combined talent and efforts of the department's instructors/supervisors, clinical coordinators, and of course, the students. The CMHC practicum set in the CCC is taught by core department faculty who, in addition to their course instruction duties, engage in extensive hours of supervision as the clinic site supervisor. In this role, the COUN 8220 instructors review student documentation, hours of client sessions (many in real-time), and are available by phone, text, and in-person during after CCC operating hours for emergency consultation. This combination of instruction and clinical/administrative supervision extends well beyond the expected time commitment for a 3 credit graduate course, but which counseling faculty recognize as integral to the success of the student and CCC. As such, the department extends our gratitude to Dr. Tolliver (Sp19 & Su19 instructor) and Dr. Adams (Fa19 instructor) for the immense dedication shown during their time as 8220 instructors/site supervisors during this review

period. Their efforts were instrumental to the well-being and development of our practicum students and to all those they served in the CCC.

The remaining element of the CCC's ongoing success is the work of the clinical coordinators. Their administrative supervision, knowledge, organization, and focus on customer care and student wellness is instrumental to the daily functioning and ultimate success of the clinic. Their "ground floor" understanding of the day to day functioning of the clinic provides the clinic director and COUN 8220 instructors with real-time information regarding clinical, administrative, and customer service/care, allowing for more effective and intentional decisions to be made about the operation of the clinic. Simply stated, the consistent upward trend seen in client care and, by extension, financial solvency, is a product of the enhanced organization and customer service/care provided by the clinic coordinators. As such, the department extends our deep appreciation for the hard work and dedication of Tom Sequin, Renee Pigsley, and Randy Hager, all CMHC program graduates, who served as the CCC clinic coordinators during the 2019 review period.

**Spring 2019 (N=9 practicum students; N=1 intern)**

Total Clients Seen: 597 (79% of appointments made)

\*+**2%** since last semester

Total Client Cancellations: 106 (14% of appointments made)

\*-**1%** since last semester

Total Client No-Shows: 56 (7% of appointments made)

\***No change** since last semester

Average Number of Weekly Attended Sessions: 41

\*+**11** since last semester

Average Weekly Revenue (excluding weeks with UNO breaks and orientation): \$467.14

\*+**\$90.47/week** since last semester

Total Revenue: \$6,540.00

\*+**\$1,220.00** since last semester

**Summer 2019 (N=9 practicum students)**

\*Note: Summer semester in the clinic is shorter than fall and spring by three weeks

Total Clients Seen: 452 (76% of appointments made)

\*-3% since last semester

Total Client Cancellations: 90 (15% of appointments made)

\*+1% since last semester

Total Client No-Shows: 51 (9% of appointments made)

\*+2% since last semester

Average Number of Weekly Attended Sessions: 39

\*-2 since last semester

Average Weekly Revenue (excluding weeks with UNO breaks and orientation): \$416.36

\*-\$50.78 since last semester

Total Revenue: \$4,580.00

\*-\$1,960.00 since last semester

**Fall 2019 (N=7 practicum students; N=1 PT intern)**

Total clients seen: 468 (80% of appointments made)

\*+4% since last semester

Total client cancellations: 89 (15% of appointments made)

\*No change since last semester

Total client no-shows: 28 (5% of appointments made)

\*-4% since last semester

Average number of weekly sessions: 33

\*-6 since last semester

Average weekly revenue: \$365 (excluding orientation week and UNO breaks)

\*-\$51.36 since last semester

Total revenue: \$5,030.00

\*+\$450.00 since last semester

**Spring 2020 (6 practicum students in clinic, 1 part time doctoral student joined in March)**

Total clients seen: 218 (77% of appointments made)

\*-3% since last semester

Total client cancellations: 43 (15% of appointments made)

\*No change since last semester

Total client no-shows: 23 (8% of appointments made)

\*+3% since last semester

Average number of weekly sessions: 28

\*-5 since last semester

Average weekly revenue: \$434.00 (excluding orientation week)

\*+\$69.00 since last semester

Total revenue: \$3,340.00

\*-1,690.00 since last semester

The UNO Community Counseling Clinic was open for only 9 weeks of the Spring 2020 semester, due to COVID-19 mandatory campus closure.

FORM A – Sample of Community Engagement Reporting Chart

Name of Project: \_\_\_\_\_

Name(s) Sponsor(s) or Organization: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date(s) of Event: \_\_\_\_\_ Location of Event: \_\_\_\_\_

# of hours contributed by sponsor(s) of event: \_\_\_\_\_

# of UNO Student Participants: \_\_\_\_\_ # of Community Participants: \_\_\_\_\_

Avg. # hours contributed by UNO Students: \_\_\_\_\_

Avg. # of hours' participants spend at event or activity: \_\_\_\_\_

Impact of Event on Community:

**FORM B – Sample Service Learning Reporting Chart**

Name of Service Learning Project: \_\_\_\_\_

Faculty Member Name(s): \_\_\_\_\_

Type of Project:      One-time special event      \_\_\_\_\_

Weekly event      \_\_\_\_\_

Monthly event      \_\_\_\_\_

Avg. # hours spent tutoring, clinical, or other service type project \_\_\_\_\_ per UNO Student.

Site of Service Learning Project: \_\_\_\_\_

# of UNO Student Participants: \_\_\_\_\_      # of Community Participants: \_\_\_\_\_

Avg. # hours per UNO Student contributed: \_\_\_\_\_

Avg. # of hours per participant spent in project: \_\_\_\_\_

Impact of Service Learning Project:

