



Office of Program Review & Assessment  
400 Hal Greer Boulevard  
Huntington, West Virginia 25755-2003  
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2002

MEMORANDUM

TO: Dr. Michael Burton, Program Director, Counseling  
FROM: Bob Edmunds, Coordinator for Program Review and Assessment  
DATE: August 11, 2003

A handwritten signature in black ink, appearing to be 'RB' followed by a horizontal line.

SUBJECT: Review of Yearly Assessment Report  
PROGRAM: MA Counseling

1. Thanks for submitting the yearly assessment report for MA Counseling. Your report has been reviewed by members of the University Assessment Committee. What follows is a brief summary of the reviewers' comments as well as some suggestions for the program to consider as it begins its assessment work for 2003-2004.
  
2. Guidelines for Yearly Assessment Reports:
  1. Program Goals: Well stated.
  2. Learning Outcomes and Data Collection: Program objectives were listed. However, entrance requirements are not an outcome of the program; please remove this from the chart. No data presented.
  3. Results: Results were vague and not based on any data presented. Standards are not articulated.
  4. Assessment Chart: Chart presented. Assessment approaches, standards, results/analysis and action taken areas were not specific enough. No specific standards and no listed results.
  5. BOT Initiative #3: Not applicable to graduate programs.
  6. Plans for the current year: Well stated.
  7. Assistance needed: UAC cannot provide staffing requests. However, we will supply you with relevant data.
  8. Lessons learned: Excellent.
  
3. The feedback loop from data collection, analysis and interpretation to the addressed faculty will be important in future reports. Specific changes in the courses, program, requirements, etc., should be well documented. Programmatic changes should be based

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upon careful examination of the data presented.

4. **Primary Traits Analysis:** As a part of our ongoing accreditation process with NCA/Higher Learning Commission, UAC has completed a chart identified as Efficacy of Assessment at the Program Level. This is based on the student academic achievement assessment levels of implementation. Here is the committee's perception of the program's Efficacy of Assessment:
  1. Learning Objectives: Level 3
  2. Assessment Measures: Level 1
  3. Feedback Loop: Level 0

Overall Score: 4.3

Range:

<b>Level One: Beginning Implementation of Assessment Programs</b>	<b>1-3</b>
<b>Level Two: Making Progress in Implementing Assessment Programs</b>	<b>4-6</b>
<b>Level Three: Maturing Stages of Continuous Improvement</b>	<b>7-9</b>

The reviewers have evaluated the assessment report and have assigned an overall score of 4.3 which places the program in **LEVEL TWO: Making Progress in Implementing Assessment Programs**. For the program to achieve higher scores, changes must be made in the assessment measures and feedback loop. At this point specific data needs to be presented. Courses should not be listed as assessment tools. Projects, papers, reports, clinical supervision reports, are all good tools, but the courses themselves are not. Course grades are also not good indicators; however, specific grades on projects would be good indicators of a body of knowledge. Be more specific with the Action Taken section–this is the feedback loop so vital in the improvement of student academic achievement and programs.

5. Please revisit the assessment chart and the student outcomes. “Meets admission criteria/requirements” is not an outcome. It functions as a screen on student admission. Outcomes would be the competencies gained while being a part of that program through graduation. Outcomes 2-6 are adequate, although somewhat difficult to measure unless specific instruments are indicated.
6. Please make sure that the program collects relevant data which will help the program to make decisions about course content and course management. Both direct and indirect measures of student performance are necessary components on which to base program decisions.
7. Thank you for your report. If you have any questions please do not hesitate to contact this office.

**Assessment Committee Analysis of Yearly  
Departmental/Program Assessment Reports  
Report for the Academic Year 2001-2002**

Program: MA Counseling

Assessment Report Guidelines	Evaluator's Comments
I.a. Program Goals	OK.
b. Learning outcomes data collection	Listed but somewhat difficult to measure - no data
c. Results	<del>Entrance Standards are not an outcome</del> - vague
(Is there a chart which identifies the program objectives/ the appropriate assessment tools/ standards/results/actions taken.)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> OK - no data + vague feedback Provide data to reinforce conclusions
II. BOT Initiative #3 ( <u>Undergraduate</u> Programs Only.)	(This is for undergraduate programs only.) N/A
III. Plans for current Year	V. good
IV. Assistance needed	OK,
V. Most important thing learned through this process	OK-

# Efficacy of Assessment at the Program Level

## Marshall University

### PRIMARY TRAIT ANALYSIS

NCA Levels of Implementation Academic Year 2002

DATE: Summer 2003

#### 1. Learning Objectives

##### Level 0

No objectives were provided.

##### Level 1

Learning objectives were identified.

##### Level 2

Learning objectives were identified.

They describe student behaviors.

They are program, not class or course, objectives.

They are clear.

##### Level 3

Comprehensive learning objectives are identified.

Objectives are appropriate in number.

They describe student behaviors.

They are program, not class or course, objectives.

They are clear.

They are measurable.

They support Marshall's educational goals.

They span multiple learning domains.

#### 2. Assessment Measures

##### Level 0

No measures were identified.

##### Level 1

Measures were identified.

##### Level 2

Measures were identified.

They relate to the learning objectives.

They include direct measures of student learning. — *To*

##### Level 3

Measures were identified.

They relate to the learning objectives.

They emphasize direct measures of student learning.

They are multiple.

They emphasize direct learning.

They focus on real-world tasks.

They stress higher order learning.

They are integrated in the curriculum.

They allow performance to be gauged over time.

#### 3. Feedback Loop

##### Level 0

The feedback loop was not described.

##### Level 1

Some data are being collected but not interpreted or not used.

No performance expectations/standards have been established.

Assessment is largely the responsibility of the department chair.

##### Level 2

Data are being collected, interpreted, and used by faculty to improve student learning.

Performance expectations/standards have been established.

Data are being shared by other appropriate constituents.

Data are considered in departmental planning and budgeting processes.

##### Level 3

Data are routinely collected, interpreted, and used by faculty to improve student learning.

Clear performance expectations/standards have been established for all measures.

Data are being shared with other appropriate constituents.

Data are an integral part of departmental planning and budgeting process.

The improvement of student learning is central to the department.

Assessment is a part of the culture of the department.

**Assessment Committee Analysis of Yearly  
Departmental/Program Assessment Reports  
Report for the Academic Year 2001-2002**

Program: grad program in counselling

Assessment Report Guidelines	Evaluator's Comments
I.a. Program Goals	clear
b. Learning outcomes data collection	coursework only
c. Results	no data in report
(Is there a chart which identifies the program objectives/ the appropriate assessment tools/ standards/results/actions taken.)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  but writer seems to have misinterpreted <u>action taken</u> column
II. BOT Initiative #3 (Undergraduate Programs Only.)	(This is for undergraduate programs only.)
III. Plans for current Year	vague
IV. Assistance needed	vague
V. Most important thing learned through this process	vague

1. Learning Objectives

Level 0

No objectives were provided.

Level 1

Learning objectives were identified.

Level 2

- Learning objectives were identified.
- They describe student behaviors.
- They are program, not class or course, objectives.
- They are clear.

Level 3

- Comprehensive learning objectives are identified.
- Objectives are appropriate in number.
- They describe student behaviors.
- They are program, not class or course, objectives.
- They are clear.
- They are measurable.
- They support Marshall's educational goals.
- They span multiple learning domains.

2. Assessment Measures

Level 0

No measures were identified.

Level 1

Measures were identified. *coursework only*

Level 2

- Measures were identified.
- They relate to the learning objectives.
- They include direct measures of student learning.

Level 3

- Measures were identified.
- They relate to the learning objectives.
- They emphasize direct measures of student learning.

- They are multiple.
- They emphasize direct learning.
- They focus on real-world tasks.
- They stress higher order learning.
- They are integrated in the curriculum.
- They allow performance to be gauged over time.

3. Feedback Loop

Level 0

The feedback loop was not described.

Level 1

- Some data are being collected but not interpreted or not used.
- No performance expectations/standards have been established.
- Assessment is largely the responsibility of the department chair.

Level 2

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Level 3

- Data are routinely collected, interpreted, and used by faculty to improve student learning.
- Clear performance expectations/standards have been established for all measures.
- Data are being shared with other appropriate constituents.
- Data are an integral part of departmental planning and budgeting process.
- The improvement of student learning is central to the department.
- Assessment is a part of the culture of the department.

**Assessment Committee Analysis of Yearly  
Departmental/Program Assessment Reports  
Report for the Academic Year 2001-2002**

Program: Counseling Graduate Program

Assessment Report Guidelines	Evaluator's Comments
I.a. Program Goals	<i>nice description of program, not all student goals are measurable as worded</i>
b. Learning outcomes data collection	<i>variety of tools, but not all are clear measures of outcomes, eg: "Communicates effectively... work setting" Does not appear to have a tool that assesses on the job or in a work setting</i>
c. Results	
(Is there a chart which identifies the program objectives/ the appropriate assessment tools/ standards/results/actions taken.)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
II. BOT Initiative #3 ( <u>Undergraduate</u> Programs Only.)	(This is for undergraduate programs only.)
III. Plans for current Year	<i>don't indicate reliance on assessment data</i>
IV. Assistance needed	
V. Most important thing learned through this process	

PRIMARY TRAIT ANALYSIS  
NCA Levels of Implementation 2002-2003  
DATE: 4/1/03

1. Learning Objectives

Level 0

No objectives were provided.

Level 1

Learning objectives were identified.

Level 2

Learning objectives were identified.  
 They describe student behaviors.  
 They are program, not class or course, objectives.  
 They are clear.

Level 3

Comprehensive learning objectives are identified.  
 Objectives are appropriate in number.  
 They describe student behaviors.  
 They are program, not class or course, objectives.  
 They are clear.  
 They are measurable.  
 They support Marshall's educational goals.  
 They span multiple learning domains.

2. Assessment Measures

Level 0

No measures were identified.

Level 1

Measures were identified.

Level 2

Measures were identified.  
 They relate to the learning objectives.  
 They include direct measures of student learning.

Level 3

Measures were identified.  
 They relate to the learning objectives.  
 They emphasize direct measures of student learning.

They are multiple.  
 They emphasize direct learning.  
 They focus on real-world tasks.  
 They stress higher order learning.  
 They are integrated in the curriculum.  
 They allow performance to be gauged over time.

3. Feedback Loop

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**Counseling Program  
Graduate Program Assessment  
Annual Report  
(2001-2002)**

Submitted By: Michael Burton, Program Director  
Counseling Program  
Graduate School of Education and  
Professional Development

**1. Program Description/Program Goals**

The Graduate Counseling Program at Marshall University Graduate College is a sequentially planned program of study designed to train mental health professionals for public school and agency settings. The Counseling Program offers graduate education by providing a curriculum that blends didactic and experiential course work. Program graduates are eligible for W. Va. licensure in counseling at the point the complete post-graduate supervision and pass a comprehensive licensure examination. The Program exercises the philosophy that each individual possesses worth and dignity and is unique, free, and self-determining, and that these traits become manifest within a context of each individual's responsibility to others. Using these ideologies as a foundation, the Counseling Program provides students with the knowledge and skills needed to address professional challenges in their role as counselors.

The Counseling Program serves the needs of pre-professional counselors and requires a minimum of 48 to 60 semester hours for graduation. Students are provided curricular options based upon their interest and professional experience. Currently there are six areas of emphasis and two certificate programs in Counseling. These are: (1) Career Counseling; (2) Correctional Counseling; (3) Community Counseling w/Addictions, Marriage, Couple & Family Counseling, Religious Settings Counseling; (4) Correctional Counseling; Mental Health Counseling; School Counseling (Elementary & Secondary), Student Affairs Counseling, and certificate programs in Domestic Violence and Marriage, Couple & Family Counseling.

The primary goals of the Counseling Program are:

- to prepare counseling students for entry into the mental health profession.
- to provide students with a coordinated, sequential program of study that approximates the accreditation standards espoused by the major accreditation by in the profession.
- to provide students with experiential course work, clinical and internship experiences reflective of the cultural diversity of their professional community.
- to provide students with curricular opportunities for self-enhancement, critical thinking, and personal/professional growth.

## 2. **Student Goals**

The student's overall professional development and training is based upon a foundation of knowledge and clinical application in a specialized area of emphasis. Each emphasis area is supported by a required core of courses that are designed to provide students with knowledge and understanding in assessment, career development, counseling theory, human development, human relations, group work, professional identity, cultural diversity, and clinical practice.

Students completing the degree program should be able to:

- think critically, logically and creatively about the counseling profession and about serving as a professional counselor within the context of the social, political and economic forces which impinge on the counseling profession;
- understand the history of the counseling profession-including the theories, values, developments and practitioners that have influenced the counseling profession and its current purpose and place in society;
- communicate effectively, both orally and in writing with respect to their clients, work setting and other professionals involved in the counseling profession;
- evaluate the social and psychological influences that help to shape all adults, adolescents and children in conjunction with counseling roles in agencies, schools, higher education settings, private practice and other settings;
- recognize and solve problems in counseling through the use of effective formal and informal inquiry.

These student performance goals subsume sets of learning objectives which are specific to the Counseling Program and which contribute to student performance on measures such as admissions standards, course performance, comprehensive examinations and certain standardized tests, including the State Department of Education's school counselor certification examination, national certifications examinations and the West Virginia state licensure exam.

## 3. **Assessment Activities**

The assessment framework for the Counseling Program follows established systematic procedures to evaluate all elements inside and outside of the classroom that

impact knowledge and skill development. The mastery of essential skills is an integral part of the program assessment plan.

During the past year stated program goals and student goals remained the same and continued to provide direction for the program. Assessment measures have been identified and organized around student, faculty and program focus areas, and a revised assessment framework has been attached. The collected data are used as a basis for making decisions about students, faculty and the program. The Counseling Program was favorably reviewed/assessed during 2001-02 and recommended for continuation at the current level of activity.

The Counseling Program is currently being offered in Charleston, Huntington, Beckley, and Elkins, WV, with additional requests to establish cohort groups for delivering the program in Lewisburg, Logan and Keyser, WV. Demand for an enrollment in the Counseling Program remains strong as evidenced by the following data:

	1998-99	1999-00	2000-01	2001-02	Totals
Applicants to program	311	158	143	173	785
Admitted to program	188	91	65	77	421
Graduates	114	64	118	90	386

**4. Plans for the Current Year**

- Continue external mission of the program. Create new cohort groups for delivering the counseling program in underserved areas of the region.
- Continue to develop and refine assessment plan.
- Develop expanded database to support program planning, management and improve program data retrieval.
- Refine admission process and comprehensive assessment procedures.
- Improve coordination of the Counseling Program between the South Charleston and Huntington campuses.

**5. Assistance Needed**

- Additional full-time resources on MUGC South Charleston campus.

**6. Lesson Learned**

- The Annual Assessment Report provides an opportunity to review and assess goals for the previous year, and to make recommendations. This year's assessment report revealed that the counseling program is meeting its student

goals and outcome. The Counseling Program will continue to seek additional full time faculty for the South Charleston campus to assist in delivering the program throughout our service area.

**Marshall University**  
**Assessment of Student Outcomes: Component/Course/Program Level**  
**Component Area/Program/Discipline: Counseling Program**

**Component/Course/Program Level**

Student Outcomes	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Meets admission criteria/requirements	Registrar's Office Program Director Program Faculty Admission Committee	Undergraduate GPA GRE score Miller Analogy Test Narrative & Writing Sample	Minimum 2.75 Minimum 800 Minimum 40	Screening of Applicants Screening of Applicants Screening of Applicants Screening of Applicants	Accept or deny Accept or deny Accept or deny Accept or deny
Thinks critically, logically and creatively about the counseling profession	Program Faculty Course Instructors	Narrative & Writing Sample Successful completion of Coun. 600 (tests, assignments, etc.)	Admission to degree program Course grades and continued progress	Monitor continuous progress through degree program	Monitor continuous progress through degree program
Understands history of counseling profession, theories, developments, values and practitioners that have influence the profession	Program Faculty Course Instructors	Successful completion of Coun. 602, Coun. 603 (tests, presentations, etc.) Class performance	Course syllabi requirements Course grades and continued progress	Monitor continuous progress through degree program	Monitor progress
Communicates effectively, both orally and in writing with respect their clients, work setting and other professionals involved in the counseling profession	Program Director Program Faculty Course Instructors	Successful completion of Coun. 604, Coun. 605 & Coun. 607, Edf. 621 & Coun. 631 Group project Treatment plans Research & writing skills	Course grades Successful completion of: Group demonstration Treatment plans Research paper/project	Monitor continuous progress through degree program Provide feedback in a timely manner	Monitor progress

Evaluates social and psychological influences related children, adolescents and adults	Program Faculty Course Instructors	Successful completion of Practicum Clinical Supervision Treatment Plans Comprehensive assessment/checkout	Course grades Successful completion of: Video demonstration Case study Comprehensive exam	Monitor continuous progress through degree program Provide written feedback on comprehensive assessment	Continue to monitor and solicit feedback from graduates and potential employers
Recognizes, applies and solves problems in counseling through the use of effective use of formal and informal inquiry	Program Faculty Course Instructors	Successful completion of Internship Treatment Plans Case studies Supervision feedback Praxis II test	Course grades Successful completion of: Internship Notebook Passing scores on Praxis II Test for counselor education graduates	Monitor continuous progress through degree program Provide written feedback on Internship Notebook Provide feedback from Internship site supervisor	Continue to monitor student feedback surveys Continue to monitor employer feedback survey