



COUNSELING PROGRAM

2010 Annual Assessment Report

COUNSELING PROGRAM

It is the mission of the Counseling Program to prepare Professional Practitioners for Clinical Mental Health, Pre-K Schools, Correctional and Marriage/Family and Couple environments.

GRADUATE PROGRAM ASSESSMENT ANNUAL REPORT 2010

Submitted by:

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INTRODUCTION

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfy the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

I. MISSION

The faculty of the Counseling Program are dedicated and committed to the development, delivery and evaluation of all aspects of Professional Counselor preparation. The faculty meets regularly on the 2nd and 4th Wednesdays of each month to assess programmatic issues and initiate revisions and new directions as necessary to provide consistency and excellence in all areas of student and faculty development.

II. PROGRAMMATIC DESCRIPTION

The Master of Arts in Counseling is a 60 hour sequentially planned program of study designed to prepare clinical mental health professionals who possess the knowledge and skills necessary for client services positions in schools, community agencies and institutions of higher education. The Counseling Program offers graduate education by providing a curriculum that blends didactic and experiential course work with an emphasis on mental health and wellness. The Counseling Program is developmental in nature and is based upon a practitioner based training model designed to provide students with a strong foundation in counseling theory, human development, research, human appraisal, cultural diversity and clinical practices.

Students seeking admission to the Counseling Program must have a minimum Undergraduate GPA of 2.75. Students must obtain a minimum combined score of 800 on the Quantitative and Verbal subtests on the GRE (Graduate Record Exam) or 398 scaled score on the MAT (Miller Analogies Test). In 2009-2010 the Counseling Program received 128 applications for admission and 125 students were admitted. The GPA for students admitted during this period averaged 3.59 with an average combined GRE score of 866 or average MAT scale score of 376.

Each student must complete 45 hours of required core coursework, inclusive of an emphasis-specific internship, and select a specialized area of emphasis (Clinical Mental Health, School, Correctional, and Marriage/Family/Couple) which consists of 15 hours of required and elective coursework. (See Sample Plans of Study - Appendix A) This foundation supports the knowledge, skill and understanding developed through concentrated study in a specialized area of counseling. The culminating experience for all counseling students is an intensive clinical practicum and clinical internship experience. Both clinical experiences provide the faculty an opportunity to assess the professional growth and development of counseling students throughout their degree program.

PROGRAM GOALS

The primary goals of the Counseling Program are:

- to prepare counseling students for entry into the mental health profession;
- to prepare culturally competent students who have knowledge and skills necessary for client service positions;
- to provide students with a coordinated, sequential program of study that approximates the accreditation standards espoused by the major accreditation associations of the profession;
- to provide students with experiential course work, clinical and internship experiences reflective of the cultural diversity of their professional community; and
- to provide students with curricular opportunities for self-enhancement, critical thinking, and personal/professional growth.

PROGRAM OBJECTIVES

The program objectives reflect current knowledge and positions concerning professional counseling and development in a pluralistic society as adopted by the American Counseling Association American School Counseling Association and explicit in common-core areas of CACREP (Council for Accreditation of Counseling and Related Educational Programs). Therefore, the student's overall graduate program of study, personal development, 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 application.

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;
- demonstrate knowledge and skills needed to practice effectively and ethically in client services positions in schools, community agencies and institutions of higher education;
- demonstrate competency in providing professional services to people from diverse cultural backgrounds;
- 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 children, adolescents and adults in conjunction with counseling roles in agencies, school, higher education settings, private practice and other settings;
- recognize and solve problems in counseling through the use of effective formal and informal inquiry; and
- utilize, integrate and demonstrate a basic understanding and application of technology in the practice of counseling.

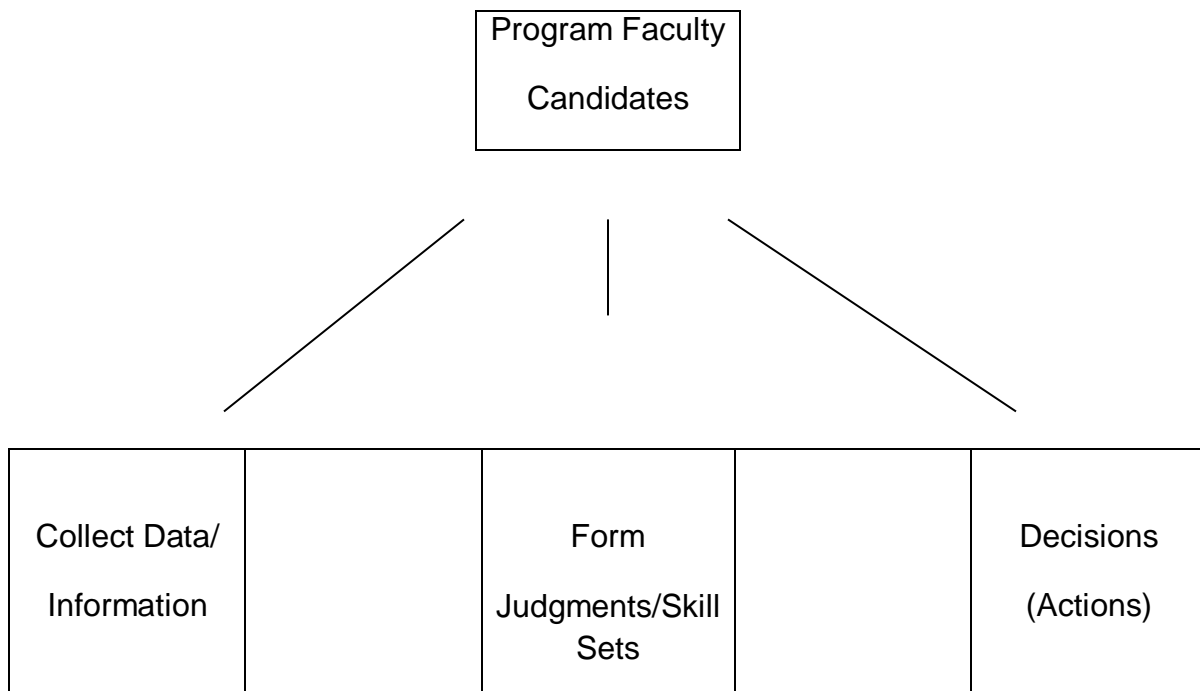
These student performance goals subsume sets of learning objectives which are specific to the counseling program, counseling profession and endorsed by CACREP. CACREP (Council for Accreditation of Counseling and Related Educational Programs) is the national accrediting body for the counseling profession and sets the standards for the training, certification and licensing of counseling professionals.

III. ASSESSMENT PROCESS

ASSESSMENT MODEL

The Counseling Program comprehensively assesses candidate’s professional content and skill development and faculty professional development at critical points (Figure 1). In addition, systematic assessment and review of professional skills application and impact on agency/institutional and PreK-Adult client, student, staff, parent and community-based populations in practicum and internship field-based experiences are completed.

Figure 1: Flow of Decision Making



Relationship to the Conceptual Framework

The conceptual framework for Advanced Programs is based on the theme **Preparing the Experienced Professional as Specialist**. Nine goals and four dispositions form the Advanced Programs framework that has guided the development of the assessment plan.

Program goals and objectives are consistent with the nine goals and four dispositions contained in the conceptual framework and include the following expectations as outcomes for candidates:

- Understand and apply the current knowledge base in a specialization;
- Demonstrate skills in research methodology, problem solving, and critical thinking;
- Demonstrate the attitudes, knowledge and skills necessary to function effectively within the social settings of the school/agency, community, and society as a whole;
- Demonstrate a basic understanding of the application of technology in an area of specialization;
- Demonstrate a basic understanding of human growth and development and apply this knowledge in an area of specialization;
- Demonstrate a comprehensive understanding of children with special needs and the ability to provide assistance within the least restrictive environment;
- Demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction;
- Communicate effectively with a wide variety of constituent groups including school/agency personnel, policy makers, parents, and other community members; and,
- Demonstrate self-direction as an independent, self-confident professional with a commitment to continued professional growth and development and life-long learning.

These goals and objectives also include the required components of the recently revised West Virginia Board of Education Policy 5100.

The content of the graduate Counseling Program is consistent with Marshall University's Mission Statement which emphasizes the enhancement of graduate education, a commitment to expanding the body of human knowledge and achievement through research and creative arts activities, a commitment to society through public service and a commitment to assuring the integrity of the curriculum through the maintenance of credible standards and high expectations for candidate learning and performance. Additionally, this approach is consistent with the Marshall University Mission Statement, which includes providing direct services across non-traditional settings for and with non-traditional students.

DATA MEASURES

The Counseling Program collects data from multiple sources for the purposes of program planning, program development, program improvement and program decision- making. Program/curriculum changes are initiated as indicated by the various evaluations conducted as part of the Assessment Plan. Changes are then systematically monitored to measure their effect on the Counseling Program candidate.

Note: See Appendix B and C for in-depth detail describing the entire candidate assessment measures framework.

PROGRAM VIABILITY

The viability of the Counseling Program is evidenced by ongoing inquiries about the program and requests for delivery of the program in various parts of the State. The Counseling Program is currently being offered in Charleston and Huntington, WV. In addition, Cohort programs have been established in Braxton County, WV for Correctional Counseling and the Teays Valley, Morgantown and Parkersburg areas for Clinical Mental Health Counseling. The field of mental health counseling and school counseling is competitive and enrollment in the program continues to increase, however, resources do not allow for an increase in off-site deliveries at the present time.

STUDENT PERFORMANCE

Student performance in the program is monitored by the requirement that the student maintain minimum GPA of 3.0. Students are encouraged to meet with their advisor immediately upon admission to the program. Students are closely supervised during their clinical practicum and internships. Students experiencing difficulty meet their advisor and if needed, a designated group of faculty (including the advisor) will meet to determine the best way to assist the student.

Students seeking certification as a School Counselor must successfully complete the Praxis II Test for School Guidance Counselors. The test results for the past two test administrations are reflected in Appendix D.

Students who successfully complete the degree program are eligible to sit for the NCE (National Counselor Exam) which is the licensing exam required for counselor licensure. The results for Marshall University Counseling Program students on the latest test administration of the National Counselor Exam from NBCC (National Board of Certified Counselors) are reflected in Appendix D.

Plans for 2010-2011

Based upon feedback received from yearly assessment data, the Counseling Program will:

- Continue to refine assessment process to improve data retrieval and utilization
- The Counseling Program faculty is continuing to prepare the Self-Study documentation required for CACREP accreditation. The faculty will be seeking accreditation in the areas of: Clinical Mental Health, School Counseling and Marriage, Couple and Family Counseling. The faculty continues to insure that all of the current CACREP standards have been incorporated into all required core courses and is in the process updating all courses to include the new 2010 CACREP standards.

Assistance Needed

Continue to seek additional full-time resources on GSEPD South Charleston Campus to fill the school counseling vacancy and assist with state-wide program delivery

Continue to seek assistance/technical assistance in refining program assessment tools and data collection

Lessons Learned

The Annual Assessment Report process continues to provide an opportunity to review and assess goals for the previous year and to make recommendations.

The assessment points inserted throughout the degree program must continue to be refined to make the data collection more easily attainable.

This year's assessment report revealed that the counseling program continues to meet its overall student goals and outcomes. However, additional analysis of data suggests revisions and additions to skill and technique based courses.

Appendix A
Plans of Study

Marshall University Graduate College

Plan of Study: Marriage, Couple & Family Counseling

Plan of Study must be completed by 12th Graduate Credit Hour

STUDENT NAME _____ ID# _____

DATE _____

COURSE #	COURSE TITLE	PREREQUISITE	HOURS	SEMESTER COMPLETED	GRADE
COUN 600	Professional Orientation	*	3		
COUN 574	Social & Cultural Issues	*	3		
COUN 602	Human Development & Adjustment	*	3		
EDF 621	Educational Research & Writing	*	3		
	Adv. Approved Elective	**	3		
COUN 632	Intro. Marriage Couple & Family Counseling	*	3		
COUN 622	Parent Education	*	3		
COUN 603	Counseling Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 605	Theory & Practice of Human Appraisal	COUN 574, 600, 602 & EDF 621	3		
COUN 575	Prevention & Treatment of Addictions	COUN 600 & 603	3		
COUN 636	Couple Counseling	*	3		
COUN 607	Counseling Tech. in Human Relationships	COUN 574, 600, 602 & EDF 621	3		
COUN 604	Group Counseling & Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 631	Diag. & Treat. Planning	COUN 600, 603, 607	3		
COUN 637	Adult & Family Develop. & Transition	*	3		
COUN 606	Career & Lifestyle Development	COUN 603, 604, 605, 607	3		
	Adv. Approved Elective	**	3		
COUN 638	Interventions: Marr., Couple & Fam. Coun	COUN 622, 632, 636, & 637 with a min. grade "B"	3		
COUN 693	Internship MCF Coun	COUN 638 with a min. grade "B"	6		
Total Hours			60		

*No prerequisites required **Check for Prerequisites

My signature below endorses my understanding that I must earn at least 3.0 in both my major and overall Grade Point Average and meet all other catalog requirements in order to graduate.

Student Date

Advisor Date

Department Chair Date

Graduate Dean Date

Marshall University Graduate College

Plan of Study: School Counseling

Plan of Study must be completed by 12th Graduate Credit Hour

STUDENT NAME _____

ID# _____

DATE _____

COURSE #	COURSE TITLE	PREREQUISITE	HOURS	SEM COMPLETED	GRADE
COUN 600	Professional Orientation	*	3		
COUN 574	Social & Cultural Issues	*	3		
COUN 602	Human Development & Adjustment	*	3		
COUN 632	Intro. Marriage Couple & Family Counseling	*	3		
EDF 621	Edu. Research & Writing	*	3		
CIEC 534	Applied Software Class Curriculum Area	*	3		
COUN 603	Counseling Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 605	Theory & Practice of Human Appraisal	COUN 574, 600, 602 & EDF 621	3		
COUN 575	Prev. & Treatment of Addictions	COUN 600 & 603	3		
COUN 675	Legal & Ethical Issues for School Counselors	COUN 600, 603	3		
COUN 607	Counseling Tech. in Human Relationships	COUN 574, 600, 602 & EDF 621	3		
COUN 604	Group Coun. & Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 670	Issues in Sch. Coun	COUN 603, 607	3		
COUN 673	Coun Child., Adoles., & Parents	COUN 600, 603	3		
COUN 606	Career & Lifestyle Development	COUN 603, 604, 605, 607	3		
COUN 631	Diag. & Treat. Planning	COUN 600, 603, 607	3		
COUN 608	Practicum	COUN 603, 604, 605, 607	3		
COUN 672	Org. & Adm. Sch. Coun Programs	COUN 670	3		
COUN 698	School Counseling Internship	COUN 608 & 673 w/min. grade "B"	6		
Total Hours			60		
*Alternative Certification for Non-Education Majors					
CISP 521	Behavior. Char. Except. Children	*	3		
EDF 665 or LS 532	Sociology of American Schools or Human Relations in Pub. Sector	*	3		
Total Hours	*(for non-education majors only)*		66		

*No prerequisites required **Check for Prerequisites

My signature below endorses my understanding that I must earn at least 3.0 in both my major and overall Grade Point Average and meet all other catalog requirements in order to graduate.

Student Date

Advisor Date

Department Chair Date

Graduate Dean Date

Marshall University Graduate College

Plan of Study: Clinical Mental Health Counseling

Plan of Study must be completed by 12th Graduate Credit Hour

STUDENT NAME _____ ID# _____ DATE _____

COURSE #	COURSE TITLE	PREREQUISITE	HOURS	SEMESTER COMPLETED	GRADE
COUN 600	Professional Orientation	*	3		
COUN 555	Crisis Intervention	*	3		
COUN 574	Social & Cultural Issues	*	3		
COUN 602	Human Development & Adjustment	*	3		
EDF 621	Educational Research & Writing	*	3		
	Adv. Approved Elective	**	3		
COUN 632	Intro. Marriage Couple & Family Counseling	*	3		
COUN 603	Counseling Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 605	Theory & Practice of Human Appraisal	COUN 574, 600, 602 & EDF 621	3		
COUN 575	Prevention & Treatment of Addictions	COUN 600 & 603	3		
	Adv. Approved Elective	**	3		
COUN 607	Counseling Tech. in Human Relationships	COUN 574, 600, 602 & EDF 621	3		
COUN 604	Group Counseling & Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 606	Career & Lifestyle Development	COUN 603, 604, 605, 607	3		
COUN 631	Diag. & Treat. Planning	COUN 600, 603, 607	3		
COUN 608	Practicum	COUN 603, 604, 605, 607	3		
	Adv. Approved Elective	**	3		
COUN 630	Intro to Clinical Mental Health Counseling	COUN 603, 607	3		
COUN 691	Mental Health Internship	COUN 608& 631 w/min. grade "B"	6		
Total Hours			60		

*No prerequisites required **Check for Prerequisites

My signature below endorses my understanding that I must earn at least 3.0 in both my major and overall Grade Point Average and meet all other catalog requirements in order to graduate.

Student Date

Advisor Date

Department Chair Date

Graduate Dean Date

Marshall University Graduate College

Plan of Study: Correctional Counseling

Plan of Study must be completed by 12th Graduate Credit Hour

STUDENT NAME _____ ID# _____ DATE _____

COURSE #	COURSE TITLE	PREREQUISITE	HOURS	SEMESTER COMPLETED	GRADE
COUN 600	• Professional Orientation	*	3		
COUN 555	Crisis Intervention	*	3		
COUN 574	Social & Cultural Issues	*	3		
COUN 602	Human Development & Adjustment	*	3		
EDF 621	Educational Research & Writing	*	3		
COUN 556	Death & Grief Coun.	*	3		
COUN 632	Intro. Marriage Couple & Family Counseling	*	3		
COUN 603	Counseling Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 605	Theory & Practice of Human Appraisal	COUN 574, 600, 602 & EDF 621	3		
COUN 575	Prevention & Treatment of Addictions	COUN 600 & 603	3		
COUN 641	Correctional Counseling Seminar	COUN 600 & 603	3		
COUN 607	Counseling Tech. in Human Relationships	COUN 574, 600, 602 & EDF 621	3		
COUN 604	Group Counseling & Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 606	Career & Lifestyle Development	COUN 603, 604, 605, 607	3		
COUN 631	Diag. & Treat. Planning	COUN 600, 603, 607	3		
COUN 608	Practicum	COUN 603, 604, 605, 607	3		
COUN 630	Intro to Clinical Mental Health Counseling	COUN 603, 607	3		
	Adv. Approved Elective	**	3		
COUN 695	Internship Correctional Counseling	COUN 608 & 631 w/min. grade "B"	6		
Total Hours			60		

*No prerequisites required **Check for Prerequisites

My signature below endorses my understanding that I must earn at least 3.0 in both my major and overall Grade Point Average and meet all other catalog requirements in order to graduate.

Student Date

Advisor Date

Department Chair Date

Graduate Dean Date

Appendix B

Programmatic Student Outcomes Assessment Matrix

**Assessment of Student Outcomes
Counseling Program
November 30, 2010**

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. Candidate will meet admission criteria for the program and demonstrate self-understanding.	Admission Committee, Program Faculty, Program Director	Self-Assessment Undergraduate GPA MAT Score GRE Score Plans of Study	Narrative & Writing Sample Minimum – 2.75 Minimum – 398 (raw score of 40) Minimum – 800 (combined Verbal and Quantitative subtests) Successful completion of all coursework	Faculty continues to reconsider provisional admission of students. Initiate pre-admission self-assessment prior to admission.	Revise and administer Self-Assessment to potential degree candidates as a part of the admission process and continue to reduce number of students admitted provisionally.
2. Candidate will demonstrate: improved self-understanding critical thinking an understanding of content knowledge an ability to communicate with diverse populations	Program Faculty Program Director	Overall GPA Clinical Assessments	Maintain an overall minimum of 3.00 Programmatic GPA Excellent/Good Rating Distinguished/Proficient Rating	Faculty will continue to review Clinical Assessments Rating Forms data throughout degree program. Faculty will continue to assess specific course objectives and student outcomes relative to skill and knowledge-based content acquisition.	Develop and administer Self-Assessment when student has completed 24 to 30hrs. to provide feedback on the student's perception of progress as they move through the degree program Faculty will continue

<p>an understanding of appropriate role-Interactions with target populations</p> <p>an understanding of technology applicable to their professional roles;</p> <p>based upon current CACREP, ASCA and ACA standards for counselor training and the profession.</p>					<p>provide increased opportunities for utilization of technology in the delivery of courses.</p> <p>Faculty will develop an admission to candidacy process which will establish an initial benchmark of student progress related to content and skill development.</p>
<p>3. Candidate will demonstrate, recognize, apply and solve problems through the use of effective formal and informal inquiry.</p>	<p>Program Director Program Faculty</p>	<p>Post-Clinical Assessment</p> <p>Praxis II Test (School Counseling)</p> <p>Licensure Exam (NCE) Clinical Mental, Correctional, Marriage/Family/Couple Counseling</p> <p>Employer Survey</p>	<p>Excellent/Good Rating Distinguished/Proficient Rating</p> <p>Pass Score of 585</p> <p>Pass Score</p>	<p>Faculty feels the need to administer continuous Self-Assessment upon students' completion of degree program Maintain assessment rating data throughout the assessment period</p> <p>In addition to Graduate Follow-up Survey, the faculty would initiate a Graduate Survey specific to counseling students.</p>	<p>Faculty will monitor the revised Post Clinical Assessment to be administered upon completion of degree program, for formulation of curricula requirements.</p> <p>Collect Post-Clinical Assessment data Continue to explore the use of Portfolio as a means of more systematically collecting student performance</p>

					<p>information/data at all assessment points in the degree program.</p> <p>Strengthen retrieval of graduate and employer follow-up survey data for programmatic improvement purposes</p> <p>Continue to refine data collection assessments to strengthen program development and to make adjustments to the program when needed</p> <p>Continue to utilize CACREP standards for program development and program improvement</p> <p>Faculty request that questions specific to counseling students be added to employer follow-up survey</p>
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**Course/Outcomes Matrix
Counseling Program
November 30, 2010**

Program's Student Learning Outcomes	Courses Required of All Majors													
	Coun 574	Coun 575	Coun 600	Coun 602	EDF 621	Coun 603	Coun 604	Coun 605	Coun 606	Coun 607	Coun 608	Coun 631	Coun 632	Coun 691,693,695,698
1. Candidate will meet admission criteria for the program and demonstrate self-understanding.	I, R		I, R	I, R	A	I, R	R, A	R, A		R, A	R, A	A	A	A
2. Candidate will demonstrate: improved self-understanding critical thinking an understanding of content knowledge an ability to communicate with diverse populations an understanding of appropriate role-Interactions with target populations an understanding of technology applicable to their professional roles;	I, R, A	I, R	I, R	R	A	R	R, A	R, A	I, R	R	R, A	R, A	R, A	R, A

based upon current CACREP, ASCA and ACA standards for counselor training and the profession.														
3. Candidate will demonstrate, recognize, apply and solve problems through the use of effective formal and informal inquiry.										R, A				R, A

I = Introduced; R = Reinforced; A = Assessed

Appendix C

Praxis Test Information

Program – Counseling

Test: School Guidance and Counseling

	Marshall University		National	
	2008 – 2009	2009 – 2010	2008 – 2009	2009 - 2010
Number of Test Takers	34	23	4184	4235
Highest Score	730	740	800	800
Lowest Score	580	550	250	320
Median Score	670	660	660	660
Pass Rate	100%	95.7%		

Test Sections

- I. Counseling and Guidance
- II. Consulting
- III. Coordinating
- IV. Professional Issues
- V. Taped

Test Category	Institution Average % Correct		State-wide Average % Correct		National Average % Correct	
	2008 – 2009	2009 – 2010	2008 – 2009	2009 – 2010	2008 – 2009	2009 – 2010
I.	74%	74%	75%	74%	72%	73%
II.	81%	78%	81%	78%	78%	80%
III.	74%	77%	76%	74%	72%	73%
IV.	77%	82%	78%	77%	76%	75%
V.	79%	80%	80%	80%	79%	74%

Praxis II Quartile Data

2008 – 2009

Test Category	1 st Quartile	2 nd Quartile	3 rd Quartile	4 th Quartile	5 th Quartile
I.	5 – 15%	10 – 29%	11 – 32%	8 – 24%	34 – 100%
II.	3 – 9%	11 – 32%	13 – 38%	7 – 21%	34 – 100%
III.	5 – 15%	15 – 44%	8 – 24%	6 – 18%	34 – 100%
IV.	6 – 18%	12 – 35%	13 – 38%	3 – 9%	34 – 100%
V.	8 – 24%	10 – 29%	9 – 26%	7 – 21%	34 – 100%

2009 – 2010

Test Category	1 st Quartile	2 nd Quartile	3 rd Quartile	4 th Quartile	5 th Quartile
I.	4 – 17%	9 – 39%	4 – 17%	6 – 26%	23 – 100%
II.	4 – 17%	10 – 43%	5 – 22%	4 – 17%	23 – 100%
III.	3 – 13%	7 – 30%	7 – 30%	6 – 26%	23 – 100%
IV.	1 – 4%	8 – 35%	4 – 17%	10 – 43%	23 – 100%
V.	4 – 17%	7 – 30%	5 – 22%	7 – 30%	23 – 100%

Appendix D
NCE Results

**NCE Exam Results for Marshall University Counseling Students
August 2009 through July 2010.**

Total number of MU examinees: 9
Total number Passing: 7*
Total number Failing: 3*

***One examinee tested twice during this period, failing the first attempt
and passing the second attempt**