

# Counseling Program

## M.S. Ed.

### *Expanded Statement of Institutional Purpose*

#### **Institutional Mission Reference**

As noted in the University Catalogue, the Darden College of Education and the University have mission statements that include a focus upon urban education, the advancement of knowledge and the pursuit of truth, to provide service to the community, and to offer excellence in teaching and in scholarship.

#### **Institutional Goal(s) Supported**

1. To obtain hands-on/practical knowledge in one's discipline, 2. To obtain content and theoretical knowledge in one's discipline, 3. To be able to understand and apply research in one's discipline, 4. To be sensitive to issues of social and cultural diversity, 5. To offer a service to the community, 6. To improve the quality of life of individuals in the Hampton Roads area, and 7. To provide excellence in teaching by faculty.

#### ***Intended Educational (Student) Outcomes, Methods for Assessment, Criteria for Success, Assessment Results, and Use of Results***

#### **Intended Outcome 1**

To have students show basic knowledge in key content areas, including: 1. Counseling theories, 2. Group counseling, 3. Professional issues and ethics, 4. Social and cultural issues, 5. Assessment, 6. Research, 7. Career counseling, 8. Counseling skills

**Method for Assessing Outcome 1 and Criterion for Success:** Successful review of program by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

**Summary of Assessment Data Collected for Outcome 1:** CACREP report will be forthcoming in AY 2003-04; see alternative method listed below.

**Alternate Method for Assessing Outcome 1 and Criterion for Success:** Scores by ODU students comparable to the national average on the national NBCC comprehensive exam.

**Summary of Assessment Data Collected, Alternate Method for Outcome 1:** Our students in the spring administration of the NBCC-affiliated Counselor Preparation Comprehensive Examination scored above the national average in seven of the eight test sections (comparative mean scores are reported below):

Human Growth and Development: ODU, 13.18; National, 11.70

Social and Cultural Foundations: ODU, 12.18; National, 11.03

Helping Relationships: ODU, 14.53; National, 12.57

Group Work: ODU, 12.18; National, 12.74  
Career and Lifestyle Development: ODU, 10.41; National, 9.62  
Appraisal: ODU, 11.71; National, 10.94  
Research and Program Evaluation: ODU, 10.65; National, 9.02  
Professional Orientation and Ethics: ODU, 12.35; National, 12.06  
TOTAL SCORE: ODU, 97.18; National, 89.09

**Use of Assessment Results from Intended Outcome 1 to Improve Academic**

**Program:** Graduate Program Director will review with course instructors comparative results with an eye to improvement.

**Intended Outcome 2**

For students to show proficiency in case conceptualization and client issues.

**Method for Assessing Outcome 2 and Criterion for Success:** Review of culminating project by faculty internship supervisor.

**Summary of Assessment Data Collected for Outcome 2:** Faculty review student projects in internship (case reports with video) and use as one basis for semester grade. Data (internship pass rate = 100%) indicate proficiency.

**Alternate Method for Assessing Outcome 2 and Criterion for Success:** Periodic review of a random sample of students' culminating project in internship class. This review will take place by two advisory board members. Two members will review a random sample of culminating projects of students whose emphasis area is school counseling. Two other advisory board members will review random sample in agency counseling. Final two advisory board members will review random sample in student development counseling in higher education.

**Alternate Method for Assessing Outcome 2 and Criterion for Success:** Evaluation of the case conceptualization skills will be completed by field supervisors. Evaluation completed on rating scale devised by program.

**Summary of Assessment Data Collected, Alternate Method for Outcome 2:** Field supervisor's reports show high ratings for internship performance on the case conceptualization domain. Mean scores (item rating range = 0-6) for the period for the six case conceptualization items on the Site Supervisor Evaluation form are given below (sample N= 14):

- a) Able to articulate personal theory of counseling: 5.7
- b) Able to conceptualize client problems in terms of a consistent, sound, personal theory: 5.4

- c) Able to identify specific techniques for client interventions: 5.7
- d) Able to discriminate when clients need more or less structure for maximum growth: 5.8
- e) Worked from a theory that is well-matched to his/her personality, values, and basic beliefs: 5.5
- f) Demonstrated an openness to information and experiences which appear contrary to his/her personal theory: 5.5

**Use of Assessment Results from Intended Outcome 2 to Improve Academic**

**Program:** Field supervisors' reports, supplemented by narrative comments and personal interviews (with ODU program faculty) serve as one basis for student grades and they are also used to provide feedback for instructional development purposes.

**Intended Outcome 3**

To show proficiency in basic counseling skills with clients.

**Method for Assessing Outcome 3 and Criterion for Success:** Students need to pass the basic Counseling Skills class with a grade of B- or better. Passing this class involves the use of an outside criteria, such as showing mastery of basic counseling skills on Carkhuff scale (mean of 3.0 or higher), or basic skills passed on Ivey's or Egan's criteria.

**Summary of Assessment Data Collected for Outcome 3:** Counseling Skills (633) class component ratings (casework and exam) are reflected in student grades. Additionally, two instructors (Lovell and McAuliffe) with help of ODU's Director of Testing, Evaluation, and Assessment (Zerwas) are engaged in an ongoing research project directed at qualitative assessment of student skills.

**Alternate Method for Assessing Outcome 3 and Criterion for Success:** Successful evaluation by faculty and site supervisors in field placement courses. Faculty will assess students by viewing videotapes and rating the ability of students. Field supervisors will use rating scale provided by program.

**Summary of Assessment Data Collected, Alternate Method for Outcome 3:** See outcome 2 above (videotape is used in most skills and internship classes).

**Alternate Method for Assessing Outcome 3 and Criterion for Success:** Review of random sample of culminating project in internship class. Periodic review of a random sample of students' culminating project in internship class. This review will take place by two advisory board members. Two members will review random a sample of culminating projects of students whose emphasis areas is school counseling. Two other advisory board members will review random sample in agency counseling. Final two advisory

board members will review random sample in student development counseling in higher education.

**Use of Assessment Results from Intended Outcome 3 to Improve Academic**

**Program:** Assessment results, especially ones from research project, influence instructional development, student evaluation, and student admissions criteria.

**Intended Outcome 4**

To review efficacy of all aspects of program.

**Method for Assessing Outcome 4 and Criterion for Success:** Successful review of program by Council on Accreditation of Counseling and Related Programs (CACREP).

**Summary of Assessment Data Collected for Outcome 4:** CACREP report will be forthcoming in AY 2003-04; see alternative method listed below.

**Alternate Method for Assessing Outcome 4 and Criterion for Success:** Ongoing review by students who have graduated program. A mailing will be sent to all students who successfully graduate. Students will rank order items and will be asked for feedback about program.

**Summary of Assessment Data Collected, Alternate Method for Outcome 4:** Survey results from this year's mailing are compared to last year's in the following report:

**I. Summary of Results and Conclusions**

A questionnaire was mailed to 40 graduates of the M.S. Ed. Counseling Program. Responses were received from 17 (= 43% rate of return, compared to a 54% return rate the previous year). These students had completed the Program in Spring, Summer, or Fall 2000. In the questionnaire, the following rating scale was used: 1 = "Unsatisfactory," 2 = "Minimally Adequate," 3 = "Satisfactory," 4 = "Very Good," and 5 = "Excellent." The return of 43% is a decrease from the 54 % of last year (CY 1999) and a slight increase from the 40% of the previous year (AY1997-1998).

A. Overall Results: On a scale of one ("Unsatisfactory") to five ("Excellent") the overall mean across the 71 questions addressing the program as a whole was 3.6, which represents "Satisfactory." The range of average responses on individual items fell between and 4.6. Of the 11 core areas, the strongest was "Internship" with average responses on the eight items falling between 4.1 and 4.6 or "Very good". The weakest was "Research" with the average responses on the five items ranging between 2.6 and 3.9, i.e., from "Minimally Adequate" to "Satisfactory."

B. Lowest-Scored Individual Items: Considering any score below a three (Satisfactory) to be problematic, the following three areas need to be addressed:

1. Item 48, "Uses of computers for data management and analysis" = 2.6
2. Item 66, "Awareness of O.D.U. grants and scholarships" = 2.2

3. Item 67, "Awareness of available assistantships" = 2.6
4. Item 69, "Opportunities to engage in research activities" = 2.9

C. Ratings of the Three Emphasis Areas:

1. School Counseling Track: (4 respondents) The overall mean across 22 items was 3.4 (the lowest of the three areas).

- a. Foundations of School Counseling = 3.6 mean across 6 items
- b. Contextual Dimensions = 3.1 mean across 5 items
- c. Knowledge and Skills = 3.7 mean across 11 items

2. Student Development in Higher Education Track: (4 respondents) The overall mean was 4.0 across 19 items (the highest of the three areas).

- a. Foundations of Student Affairs = 4.1 mean across 7 items
- b. Contextual Dimensions = 3.9 mean across 5 items
- c. Knowledge and Skills = 3.9 mean across 7 items

3. Community Agency Track: (9 respondents) The overall mean was 3.6 across 14 items.

- a. Foundations of Agency Counseling = 3.9 mean across 5 items
- b. Contextual Dimensions = 3.5 mean across 4 items
- c. Knowledge and Skills = 3.3 across 5 items

D. Overall satisfaction with the program is satisfactory, as measured by an overall average of 3.6, down slightly from 3.8 the previous year.

E. The internship experience was again rated highest among content areas at 4.4, up from 4.3 the previous year. The specialty area in College Student Development was also rated highly at 4.0.

F. The area which again requires greatest attention is the School Counseling emphasis area. These items (#72-93) were consistently rated lower than the general items on the core courses.

1. The lowest-rated topic under school counseling was "Consultation," followed by "Contextual Dimensions of School

Counseling," at 3.0 and 3.1 respectively (= at satisfactory) with these two items receiving the lowest rating:

a. "Process and procedures of referring children and adolescents for specialized help" (2.5 = minimally adequate).

b. "Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives" (2.5).

2. Three items that were previously rated very low in the school counseling emphasis were rated much higher. The

three items receiving higher ratings were:

a. "Methods of integrating the guidance curriculum into the total school curriculum." (3.3 versus 1.8 for CY 1999)

b. "The use of counseling and guidance activities and programs by the total school community..." (3.8 versus 1.8 for CY 1999)

c. "Methods of planning and presenting guidance-related educational programs or

school personnel and parents."  
(3.3 versus 2.2 for CY 1999)

G. In contrast to the previous year, the emphasis area in Community Agency Counseling rated 3.6, in contrast to 4.1 the previous year.

1. The lowest-rated item under this category was: "Organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice." (3.0).

2. Written comments reflected some criticism of the Community Agency emphasis area with three comments suggesting course work in using the DSM IV, writing treatment plans, and providing case management.

3. Additionally, written comments suggested the desire for more "hands on" experience particularly with using theories, more thorough evaluation of adjunct faculty, and an increased infusion of ethical considerations into course work.

H. The Research Methods course was again rated lowest among courses, with an overall 3.4, or "Satisfactory." Students again specified their greatest dissatisfaction in the following item: "Use of Computers for Data Management and Analysis" (2.6).

**Alternate Method for Assessing Outcome 4 and Criterion for Success:** Yearly review by outside advisory board members. Board will meet and review goals, basic course work, handbooks, and other program material.

**Summary of Assessment Data Collected, Alternate Method for Outcome 4:**

The advisory board met on 5/4/2000 and provided the following recommendations:

A. Overall:

1. provide greater coverage of and more depth in psychological assessment/testing for graduates, especially for future LPCs (an professional advantage for counselors)
2. emphasize the identity of the counselor, especially the LPC, as distinct and equal to other mental health professionals, and in some areas, superior
3. increase content requirement to sixty hours, in order to complete needed professional competencies, e.g., diagnosis, personality assessment, substance abuse, family systems, program evaluation
4. provide more actual, hands-on experience early and often in the program, especially early in the program; e.g., make sure each course has a "lab" experience associated with it; ensure the theory-to-practice connection is made during the program, not waiting for internship
5. have more interaction between faculty and intern field supervisors, including on-site observation and feedback to students by faculty
6. re-enact the on-campus meeting of internship field supervisors and ODU faculty
7. be more stringent in selection and evaluation of students so that "weaker" students do not "sleepwalk" through the program (graduate with minimal effort)
8. instill a "vision" of counseling early and often so that students are pursuing a profession, not a credential
9. use all core courses to give feedback to weaker, less-motivated students to make

changes or to leave the field

10. make sure that there are strong standards for progress in the program and the "courage" to alert students who are not seeming to be fit for the field at this time

**B. Community Counseling:**

1. make the diagnosis and treatment class (COUN 745) mandatory for community counseling majors
2. include in 745, personality assessment (e.g., MMPI), substance abuse assessment (??), and how to do an EAP (??)
3. emphasize the following in the community counseling course (680):
4. treatment planning, working with managed care, networking, treatment note-writing, advocacy for the counseling profession, development of leadership behaviors and supervision skills, knowing community resources
5. emphasize poverty/socioeconomic class in the Social and Cultural Course, e.g., via immersion experiences and sociological knowledge
6. market the CAS and LPC tracks to current community counselors; market courses for CEUs to currently-practicing counselors through Continuing Education
7. consider establishing substance abuse and family counseling licensure tracks in response to the new licensure
8. have practitioners teach the "clinical" classes or ensure that faculty are working in the field (e.g., 645, 669, 792)

**C. School Counseling:**

1. interns are weak in technology knowledge, e.g., GIS, Discover, and general use of data banks
2. add psychopathology, addictions, and schooling coursework (e.g., one credit each?)
3. divide up internship between elementary and secondary levels, leave out middle school unless student is certain that they want that level
4. have early field experiences in schools, e.g., shadowing during the first semester of the program or soon after
5. have "lab"/application dimension for most/all courses
6. teach students how to work with parents (big issue for counselors)

**C. College Student Counseling:**

1. add a course on the "Contemporary College Student"
2. do early exploration of the field via grad assistantships
3. check out interest and motivation in the field via the 601 class (do career exploration)
4. learn organizational issues, program evaluation, leadership, systems, and organization development
5. learn how to do psychoeducational groups (and how to evaluate them)
6. compete with Virginia Tech to be the other premier Student Affairs prep program in the state, via establishing a cohort admissions, once per year; marketing; having a designated coordinator; strengthening links with community colleges

**Use of Assessment Results from Intended Outcome 4 to Improve Academic**

**Program:**

Alumni and advisory board survey data are used as one basis for ongoing improvement.

**Intended Outcome 5**

To show excellence in teaching by program faculty.

**Method for Assessing Outcome 5 and Criterion for Success:** Yearly teaching portfolio review of non-tenured faculty members.

**Summary of Assessment Data Collected for Outcome 5:**

Peer reviews, Chair's evaluation, and Dean's evaluation are all used to give individual faculty members feedback.

**Alternate Method for Assessing Outcome 5 and Criterion for Success:** Five year review of teaching portfolio of tenured faculty members.

**Summary of Assessment Data Collected, Alternate Method for Outcome 5:**

Peer reviews, Chair's evaluation, and Dean's evaluation are all used to give individual faculty members feedback.

**Alternate Method for Assessing Outcome 5 and Criterion for Success:** Review of quantitative and qualitative evaluations of tenure-track and adjunct faculty.

**Summary of Assessment Data Collected, Alternate Method for Outcome 5:**

Quantitative and qualitative evaluations of tenure-track and adjunct faculty are on file in ELC office.

**Use of Assessment Results from Intended Outcome 5 to Improve Academic Program:**

Assessment of faculty using above methods are used to 1) provide basis for faculty instructional improvement, and 2) provide basis for Chair's recommendations for annual merit increase and continuance. Faculty instructional changes are reported in each subsequent year's annual faculty papers. Chair's recommendations are on file in ELC office.

**Intended Outcome 6**

To provide students with faculty who can provide "cutting edge" knowledge in the field.

**Method for Assessing Outcome 6 and Criterion for Success:** Yearly evaluation of faculty through the Faculty Information Summary.

**Summary of Assessment Data Collected for Outcome 6:** Faculty Information Summaries provide one basis of Chair's evaluation and Dean's evaluation in these regards. Evaluations are on file in ELC office.

**Alternate Method for Assessing Outcome 6 and Criterion for Success:** Generous publication and presentation record as measured through Faculty Evaluation Summary.

**Summary of Assessment Data Collected, Alternate Method for Outcome 6:** Faculty Information Summaries, including publications, provide one basis of Chair's evaluation and Dean's evaluation in these regards. Evaluations are on file in ELC office.

**Use of Assessment Results from Intended Outcome 6 to Improve Academic Program:** Provision for students of faculty who can instruct using "cutting edge" knowledge in the field is insured through above-mentioned practices of on-going evaluation by peers, Chair, and Dean. Subsequent evaluation of faculty response to feedback is part of annual cycle.

**Intended Outcome 7**

Review of students' ability to work effectively in agency and educational settings.

**Method for Assessing Outcome 7 and Criterion for Success:** A survey will be sent to employers of students and they will be asked for feedback about the program (they are not being asked to assess student).

**Summary of Assessment Data Collected for Outcome 7:** employer survey scheduled for mailing October 1, 2001.

**Use of Assessment Results from Intended Outcome 7 to Improve Academic Program:** Survey results will be used as one basis for evaluation in program review cycle.