

Human Services Counseling B.S.

Expanded Statement of Institutional Purpose

Institutional Mission Reference

The mission of the Human Services Counseling Program is to equip its students with the skills, knowledge, and attitudes which enable them to function well in the demanding and ever-changing profession of human services. This mission is closely aligned with that of Old Dominion University: advancement of knowledge, pursuit of truth, and responsible citizenship. The unique character of the human services profession gives the program a special way of understanding these values; citizenship, or service, to the human services worker is primary. Service delivery is action-oriented, and professional workers are first and foremost practitioners.

Institutional Goal(s) Supported

A key aim of the Human Services Counseling Program is to not only prepare workers with research-based knowledge and generic competencies, but also to help them develop those attitudes of reflectiveness, perseverance and compassion which will serve them well in the practice of human services counseling. Program approval is currently being sought through accreditation from the National Organization of Human Services Educators (NOSHE). Current program standards and competencies are being submitted for evaluation; it is anticipated that a site visitation and review by NOSHE will be set for Spring 2001.

Method Statement:

This assessment report examined intended student outcomes in 10 key knowledge-, skill-, and competency-areas expected of professional human services providers at the bachelor's level.

All Human Services Counseling majors complete a required, 12-credit, regular-grade field-placement experience B COUN 468 Internship in Human Services Counseling B during their final ODU semester. Pre-requisites for the internship are: (1) completion of all other course-work in the major, (2) appropriate academic standing, and (3) faculty approval.

In this project, we used field supervisor ratings of interns to operationalize student outcomes. Field supervisors were non-faculty, professional practitioners in community agency settings, who provided students with 15 weeks of intensive individualized supervision. Field supervisors were in an excellent position to judge the degree to which our students were able to: (a) demonstrate professional knowledge and skills, and (b) apply these in actual work situations. Supervisor evaluations are the accepted standard for assessing practitioner knowledge and skill in human services and counseling-related fields.

Alternate Method:

Exceptions to the use of field supervisor ratings were assessment of **Intended Outcomes #3 (Knowledge of human development theories) and #5 (Knowledge of career development)**. Field supervisors did not always have adequate opportunity to assess student learning in these 2 content areas. Instead, we relied on student self-ratings using our annual student exit assessment (from the previous year) to judge learning outcomes in these areas.

Participants:

Participants in the assessment project were students completing internship during the fall and spring semesters of academic year 2000-2001, with N = 47 main campus students; 29 Teletechnet students; 76 total. Unless otherwise noted below, no significant difference was found between main campus and Teletechnet students for the outcomes examined.

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

Intended Outcome 1

Understand the "change process" and demonstrate how to facilitate change in clients.

Method for Assessing Outcome 1 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected for Outcome 1:

Supervisor impressions based on student=s demonstrated behavior including the following:

- *Students were able to keep responsible control over the direction of client sessions.*
- Among main campus students: 78.6% were rated Above Average (38.1%) or Outstanding (40.5%), with 21.4% meeting average expectations@.
- Among TTN students: 93.1% were rated Above Average (31%) or Outstanding (62.1%), with 3.4% meeting average expectations@ and 3.4% meeting minimal expectations@.
- Total students: 84.5% rated Above Average (35.2%) or Outstanding (49.3%), with 14.1% meeting average expectations@ and 1.4% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students were able to be very aware of the relationship dynamics operating in his or her counseling.*
- Among main campus students: 88.1% were rated Above Average (45.2%) or Outstanding (42.9%), with 11.9% meeting average expectations@.
- Among TTN students: 93.1% were rated Above Average (20.7%) or Outstanding

(72.4%), with 6.9% meeting average expectations@.

- **Total students:** 90.1% rated Above Average (35.2%) or Outstanding (54.9%), with 9.9% meeting average expectations@
- Here, a statistically significant difference was found between student groups ($p < .05$), with TTN students tending to score comparatively better than main campus students.
- *Students were able to discern when clients need more or less structure for maximum growth.*
- **Among main campus students:** 81.8% were rated Above Average (40.9%) or Outstanding (40.9%), with 18.2% meeting average expectations@.
- **Among TTN students:** 88.9% were rated Above Average (40.9%) or Outstanding (63%), with 11.1% meeting average expectations@.
- **Total students:** 84.5% rated Above Average (35.2%) or Outstanding (49.3%), with 15.5% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].

Overall finding for Intended Outcome #1: Criterion for success accomplished.

Use of Assessment Results from Intended Outcome 1 to Improve Academic Program:

Criterion for success for Outcome #1 was met. Overall, greater than 60% of students were highly rated on items pertaining to this area, with about half receiving Outstanding@ ratings from field supervisors. Further, no differences were found between main campus vs. TTN populations.

Use of Assessment Results:

Findings support and confirm the benefits of the program's use of gradually increasing exposure to the change process throughout the course of the major, beginning with field interviews in COUN 341 Introduction; moving to classroom practice in COUN 343 Methods and COUN 444 Psychoeducational Groups; to brief field-based experiences in COUN 344 Career Development and Appraisal; and then extended, Full-time@ field experience in the capstone COUN 468 Internship. It will be recommended to the undergraduate curriculum committee, which currently is reviewing the overall program of study, that such a theory-to-practice sequence be continued, and perhaps expanded.

Intended Outcome 2

Knowledge base and skill development in counseling techniques.

Method for Assessing Outcome 2 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to

this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected for Outcome 2:

Supervisor impressions based on student=s demonstrated behavior including the following:

- *Students were able to create an atmosphere that is conducive to effective helping.*
- Among main campus students: 87% were rated Above Average (37%) or Outstanding (50%), with 13% meeting average expectations@.
- Among TTN students: 93.1% were rated Above Average (10.3%) or Outstanding (82.8%), with 6.9% meeting average expectations@.
- Total students: 89.4% rated Above Average (26.7%) or Outstanding (62.7%), with 10.7% meeting average expectations@.
- Here, a statistically significant difference was found between student groups ($p < .05$), with TTN students tending to score comparatively better than main campus students.
- *Students were able to communicate acceptance and positive regard (to clients).*
- Among main campus students: 89.1% were rated Above Average (32.6%) or Outstanding (56.5%), with 10.9% meeting average expectations@.
- Among TTN students: 96.5% were rated Above Average (17.2%) or Outstanding (79.3%), with 3.4% meeting average expectations@.
- Total students: 92% rated Above Average (26.7%) or Outstanding (65.3%), with 8% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students were able to demonstrate accurate empathy.*
- Among main campus students: 82.6% were rated Above Average (26.1%) or Outstanding (56.5%), with 17.4% meeting average expectations@.
- Among TTN students: 93.1% were rated Above Average (13.8%) or Outstanding (79.3%), with 6.9% meeting average expectations@.
- Total students: 86.6% rated Above Average (21.3%) or Outstanding (65.3%), with 13.3% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students were able to demonstrate the ability to appear genuine (in client-centered relationships).*
- Among main campus students: 91.3% were rated Above Average (23.9%) or Outstanding (67.4%), with 8.7% meeting average expectations@.
Among TTN students: 93.1% were rated Above Average (6.9%) or Outstanding (86.2%), with 6.9% meeting average expectations@. Total students: 92% rated Above Average (17.3%) or Outstanding (74.7%), with 8% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students were able to demonstrate the ability to consistently establish a good working relationship with clients.*

- Among main campus students: 93.3% were rated Above Average (31.1%) or Outstanding (62.2%), with 6.7% meeting average expectations@.
 - Among TTN students: 93.1% were rated Above Average (10.3%) or Outstanding (82.8%), with 6.9% meeting average expectations@.
 - Total students: 93.3% rated Above Average (23%) or Outstanding (70.3%), with 6.8% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- Overall finding for Intended Outcome #2: Criterion for success accomplished.

Use of Assessment Results from Intended Outcome 2 to Improve Academic Program:

Criterion for success for Outcome #2 was met. Overall, greater than 60% of students were highly rated on items pertaining to this area, with about half receiving Outstanding@ ratings from field supervisors. For the most part, no differences were found between main campus vs. TTN populations.

Use of Assessment Results:

(1) Findings in this clinical area again support and confirm the benefits of the program=use of gradually increasing exposure to the change process throughout the course of the major, beginning with field interviews in COUN 341 Introduction; moving to classroom practice in COUN 343 Methods and COUN 444 Psychoeducational Groups; to brief field-based experiences in COUN 344 Career Development and Appraisal; and then extended, Full-time@ field experience in the capstone COUN 468 Internship. It will be recommended to the undergraduate curriculum committee, which currently is reviewing the overall program of study, that such a theory-to-practice sequence be continued, and perhaps expanded.

(2) A statistically significant difference was found between student populations for *ability to create a conducive helping atmosphere*, with TTN students tending to score comparatively better than main campus students. The most likely explanation is that TTN students, compared with more traditionally-aged main campus students with less professional experience, tend to be older, more advanced professionals who already have at least some work experience in the human services counseling field. In this case, results suggest that perhaps providing main campus students with even greater field exposure prior to internship may further enhance their already positive performances. Further examination of this area, and consideration of even greater exposure to the field prior to internship, will be suggested to the undergraduate curriculum committee.

Intended Outcome 3

Knowledge regarding theories of Human Development and how this knowledge can be applied with clients.

Method for Assessing Outcome 3 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected, Alternate Method for Outcome 3: Knowledge regarding theories of human development and applications to clients, based on student ratings of learning gains experienced a course, COUN 448 Intervention & Advocacy With Children, is reflected in the following:

- *Mean rating of learning in this content area = 6.17 (SD=.52) on a Likert-type scale ranging from a high of 7 (Considerable learning gains; Very meaningful/relevant) to a low of 1 (Little or no learning gain; Little or no relevance), where scores of 4 or higher represent positive responses for learning gains and relevance.*

- *Common illustrations of specific examples of learning provided include: Play therapy@, Listening skills with children@, and Developmental stages/theory@*

Overall finding for Intended Outcome #3: Data suggest that learning goals were accomplished, when measured using the available alternative assessment method.

Use of Assessment Results from Intended Outcome 3 to Improve Academic Program:

Using the alternate assessment method, results for Assessment Outcome #3 were positive. Learning in the area of human development and applications to clients was rated very highly. Further, students were able to easily identify examples of learning outcomes from the course, both in the areas of theory [e.g., Developmental stages@] and application of theory to practice [e.g., Listening skills with children@].

Use of Assessment Results:

The main suggestion is to revise future assessment projects in order to gain more empirical evidence of learning outcomes in this area. Further assessment should include opportunities for supervisor observations or other method of judging student learning, in addition to student ratings.

Intended Outcome 4

Knowledge regarding basic case management techniques and how these techniques are used at various social service agencies

Method for Assessing Outcome 4 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to

this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected for Outcome 4:

Supervisor impressions based on student=s demonstrated behavior including the following:

- *Students demonstrated the ability to work (clinically/case mgmt) on their own with minimum supervision..*
- Among main campus students: 86.9% were rated Above Average (30.4%) or Outstanding (56.5%), with 8.7% meeting average expectations@ and 4.3% meeting minimal expectations@.
- Among TTN students: 96.6% were rated Above Average (13.8%) or Outstanding (82.8%), with 3.4% meeting average expectations@.
- Total students: 90.7% rated Above Average (24%) or Outstanding (66.7%), with 6.7% meeting average expectations@ and 2.7% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability ... to apply their knowledge to various (clinical/case mgmt) work situations.*

Among main campus students: 84.4% were rated Above Average (31.1%) or Outstanding (53.3%), with 15.6% meeting average expectations@. \$ Among TTN students: 93.1% were rated Above Average (6.9%) or Outstanding (86.2%), with 6.9% meeting average expectations@.

- Total students: 87.8% rated Above Average (21.6%) or Outstanding (66.2%), with 12.2% meeting average expectations@.
- Here, a statistically significant difference was found between student groups ($p < .05$), with TTN students tending to score comparatively better than main campus students.
- *Students demonstrated the ability to understand the department=s (clinical/case mgmt) role within the larger social services agency organization.*
- Among main campus students: 87% were rated Above Average (41.3%) or Outstanding (45.7%), with 13% meeting average expectations@.
- Among TTN students: 92.9% were rated Above Average (25%) or Outstanding (67.9%), with 7.1% meeting average expectations@.
- Total students: 89.2 rated Above Average (35.1%) or Outstanding (54.1%), with 10.8% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].

Overall finding for Intended Outcome #4: Criterion for success accomplished.

Use of Assessment Results from Intended Outcome 4 to Improve Academic

Program: Criterion for success for Outcome #4 was met. Overall, greater than 60% of

students were highly rated on items pertaining to this area, with about half receiving Outstanding@ ratings from field supervisors. For the most part, no differences were found between main campus vs. TTN populations.

Use of Assessment Results:

(1) Findings in this clinical area once again support and confirm the benefits of the program=s use of gradually increasing exposure to the change process throughout the course of the major, beginning with field interviews in COUN 341 Introduction; moving to classroom practice in COUN 343 Methods and COUN 444 Psychoeducational Groups; to brief field-based experiences in COUN 344 Career Development and Appraisal; and then extended, Full-time@ field experience in the capstone COUN 468 Internship. Again, it will be recommended to the undergraduate curriculum committee, which currently is reviewing the overall program of study, that such a theory-to-practice sequence be continued, and perhaps expanded.

(2) A statistically significant difference was found between student populations for *ability to apply knowledge to work situations*, with TTN students tending to score comparatively better than main campus students. Here again, the most likely explanation is that TTN students, compared with more traditionally-aged main campus students with less professional experience, tend to be older, more advanced professionals who already have at least some work experience in the human services counseling field. In this case, results here, too, suggest that perhaps providing main campus students with even greater field exposure prior to internship may further enhance their already positive performances. Further examination of this area, and consideration of even greater exposure to the field prior to internship, will be suggested to the undergraduate curriculum committee.

Intended Outcome 5

Knowledge regarding theories of career development.

Method for Assessing Outcome 5 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

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

Knowledge regarding theories of career development and applications to clients, based on student ratings of learning gains experienced a course, COUN 344 Career Development and Appraisal, is reflected in the following:

- *Mean rating of learning in this content area = 4.97 (SD=1.22) on a Likert-type scale ranging from a high of 7 (Considerable learning gains; Very meaningful/relevant) to a low of 1 (Little or no learning gain; Little or no relevance), where scores of 4 or higher*

represent positive responses for learning gains and relevance.

- *Common illustrations of specific examples of learning provided include: AMy [professional] interests and abilities@, Available vocational tests@, Résumé, interview, job-seeking skills@, Career resources@, and positive experiences with career course service learning opportunities.*

Overall finding for Intended Outcome #5: Data suggest that learning goals were accomplished, when measured using the available alternative assessment method.

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

Using the alternate assessment method, results for Assessment Outcome #5 were positive. Learning in the area of career development and appraisal tended to receive moderate to moderately high ratings. Further, students were able to identify examples of learning outcomes from the course, especially in the areas of (a) career appraisal [e.g., Available vocational tests@, Career resources@], (b) job-searching skills [e.g., Résumé@, Interview@], and (c) self-development [e.g., Amy professional interests..@].

Use of Assessment Results:

The main suggestion is to revise future assessment projects in order to gain more empirical evidence of learning outcomes in this area. Further assessment should include opportunities for supervisor observations or other method of judging student learning, in addition to student ratings. Second, although ratings were positive, it will be recommended that the course content and its placement within the major continue to be examined, since positive ratings were within the moderate/moderate high range, to see if methods can be found to even further improve satisfaction and outcomes regarding this part of the curriculum. (For example, a service learning component was added in the past several academic years, greatly strengthening learning in the course.)

Intended Outcome 6

Knowledge and awareness of major theoretical orientations in counseling and psychotherapy, and the potential applications with clients.

Method for Assessing Outcome 6 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected for Outcome 6:

Supervisor impressions based on student=s demonstrated behavior including the following:

- *Students demonstrated the ability to articulate their own personal theory of helping.*
- Among main campus students: 79.1% were rated Above Average (41.9%) or Outstanding (37.2%), with 18.6% meeting average expectations@ and 2.3% meeting minimal expectations@.
- Among TTN students: 89.7% were rated Above Average (27.6%) or Outstanding (62.1%), with 6.9% meeting average expectations@ and 3.4% meeting minimal expectations@.
- Total students: 83.3% rated Above Average (36.1%) or Outstanding (47.2%), with 13.9% meeting average expectations@ and 2.8% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability to conceptualize client problems in terms of a consistent, sound, personal theory.*
- Among main campus students: 80.9% were rated Above Average (45.2%) or Outstanding (35.7%), with 16.7% meeting average expectations@ and 2.4% meeting minimal expectations@.

Among TTN students: 93.1% were rated Above Average (31%) or Outstanding (62.1%), with 6.9% meeting average expectations@. Total students: 85.9% rated Above Average (39.4%) or Outstanding (46.5%), with 12.7% meeting average expectations@ and 1.4% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].

- *Students demonstrated the ability to identify the need for a specific (intervention) technique.*
- Among main campus students: 78.6% were rated Above Average (42.9%) or Outstanding (35.7%), with 19% meeting average expectations@ and 2.4% meeting minimal expectations@.
- Among TTN students: 92.8% were rated Above Average (31%) or Outstanding (60.7%), with 7.1% meeting average expectations@.
- Total students: 84.3% rated Above Average (38.6%) or Outstanding (45.7%), with 14.3% meeting average expectations@ and 1.4% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability to work from a theory consistent with their own personality (or professional style), values, and basic beliefs.*
- Among main campus students: 83.3% were rated Above Average (26.2%) or Outstanding (57.1%), with 16.7% meeting average expectations@.
- Among TTN students: 92.6% were rated Above Average (37%) or Outstanding (55.6%), with 7.4% meeting average expectations@.
- Total students: 86.9% rated Above Average (30.4%) or Outstanding (56.5%), with 13% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].

- *Students demonstrated an openness to information and experiences which appeared contrary to their personal theory of professional helping.*
- Among main campus students: 84% were rated Above Average (29.5%) or Outstanding (54.5%), with 13.6% meeting average expectations@ and 2.3% meeting minimal expectations@.
- Among TTN students: 92.6% were rated Above Average (29.6%) or Outstanding (63%), with 7.4% meeting average expectations@.
- Total students: 87.3% rated Above Average (29.6%) or Outstanding (57.7%), with 11.3% meeting average expectations@ and 1.4% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].

Overall finding for Intended Outcome #6: Criterion for success accomplished.

Use of Assessment Results from Intended Outcome 6 to Improve Academic Program:

Criterion for success for Outcome #6 was met. Overall, greater than 60% of students were highly rated on items pertaining to this area, with about half receiving Outstanding@ ratings from field supervisors. Further, no differences were found between main campus vs. TTN populations.

Use of Assessment Results:

Findings support and confirm the content learning-gains in the major regarding theory, theoretical orientations, and the professional tasks of (a) integrating major theories into one=s own consolidated approach to treatment and (b) successfully and consistently applying one=s consolidated approach with clients. Interestingly, here, in the area of knowledge-base (vs. practice skills), no differences were found between main campus, vs. TTN, populations. (It should be noted that learning gains and criterion for success are based on undergraduate-level practice, vs. the more advanced abilities expected of Master=s-level professional counselors.) It will be recommended to the undergraduate curriculum committee, which currently is reviewing the overall program of study, that the emphasis on theory continue throughout all coursework. Further, it will be recommended that adjuncts be assisted and supported to ensure they continue to adequately expose students to various competing theoretical orientations.

Intended Outcome 7

Knowledge of ethics and its implications in professional decision making.

Method for Assessing Outcome 7 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected for Outcome 7:

Supervisor impressions based on student=s demonstrated behavior including the following:

- *Students demonstrated congruence between what they said and what they did when dealing with clients and staff.*
- Among main campus students: 89.4% were rated Above Average (38.3%) or Outstanding (51.1%), with 8.5% meeting average expectations@ and 2.1% meeting minimal expectations@.
- Among TTN students: 93.1% were rated Above Average (17.2%) or Outstanding (75.9%), with 6.9% meeting average expectations@.
- Total students: 90.8% rated Above Average (30.3%) or Outstanding (60.5%), with 7.9% meeting average expectations@ and 1.3% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability to handle confidential information appropriately.*
- Among main campus students: 95.7% were rated Above Average (37%) or Outstanding (58.7%), with 4.3% meeting average expectations@.
- Among TTN students: 96.6% were rated Above Average (13.8%) or Outstanding (82.8%), with 3.4% meeting average expectations@.
- Total students: 96% rated Above Average (28%) or Outstanding (68%), with 4% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated ability regarding professional-situational problem-solving.*
- Among main campus students: 80.4% were rated Above Average (30.4%) or Outstanding (50%), with 17.4% meeting average expectations@ and 2.2% meeting minimal expectations@.
- Among TTN students: 93.1% were rated Above Average (17.2%) or Outstanding (75.9%), with 6.9% meeting average expectations@.
- Total students: 85.3% rated Above Average (25.3%) or Outstanding (60%), with 13.3% meeting average expectations@ and 1.3% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].

Overall finding for Intended Outcome #7: Criterion for success accomplished.

Use of Assessment Results from Intended Outcome 7 to Improve Academic Program:

Criterion for success for Outcome #7 was met. Overall, greater than 60% of students were highly rated on items pertaining to this area, with about half receiving Outstanding@ ratings from field supervisors. Further, no differences were found between main campus vs. TTN populations.

Use of Assessment Results:

(1) Generally, findings support and confirm the learning-gains in the major regarding ethics and professional decision-making, with no differences were found between main campus, vs. TTN, populations. (It should be noted here again that learning gains and criterion for success are based on undergraduate-level practice, vs. the more advanced abilities expected of Master=s-level professional counselors.) It will be recommended to the undergraduate curriculum committee, which currently is reviewing the overall program of study, that the heavy emphasis on ethics continue in COUN 341 Introduction, and the emphasis also continue to be woven throughout all coursework. Further, it will be recommended that adjuncts be assisted and supported to ensure they continue to adequately integrate questions of ethics and professional decision-making into their courses.

(2) It should be noted that nearly 20% of students appeared to meet only average or minimal expectations regarding *professional problem-solving*. In turn, it will be recommended that this area receive even greater attention in COUN 468 Internship seminars; and that more specifically, a learning segment focusing on Chapter 6, Ethical and Legal Issues@, in the course textbook, Human services agencies: An orientation to fieldwork (Alle-Corliss & Alle-Corliss; 1998) be included very early in the internship semester.

Intended Outcome 8

Knowledge and awareness of issues in multicultural counseling.

Method for Assessing Outcome 8 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected for Outcome 8:

Supervisor impressions based on student=s demonstrated behavior including the following:

- *Students demonstrated the ability to communicate respect for their clients.*
- Among main campus students: 91.3% were rated Above Average (30.4%) or Outstanding (60.9%), with 8.7% meeting average expectations@.
- Among TTN students: 93.1% were rated Above Average (6.9%) or Outstanding (86.2%), with 6.9% meeting average expectations@.
- Total students: 92% rated Above Average (21.3%) or Outstanding (70.7%), with 8% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability to treat clients of different gender, age, and cultural backgrounds with respect and understanding.*

- Among main campus students: 95.6% were rated Above Average (35.6%) or Outstanding (60%), with 4.4% meeting average expectations@.
 - Among TTN students: 96.6% were rated Above Average (13.8%) or Outstanding (82.8%), with 3.4% meeting average expectations@.
 - Total students: 95.6% rated Above Average (27%) or Outstanding (68.9%), with 4.1% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
 - *Students demonstrated understanding of, and respect for, all staff and clients alike.*
 - Among main campus students: 83% were rated Above Average (23.4%) or Outstanding (59.6%), with 14.9% meeting average expectations@ and 2.1% meeting minimal expectations@.
 - Among TTN students: 100% were rated Above Average (13.8%) or Outstanding (86.2%).
 - Total students: 89.4% rated Above Average (19.7%) or Outstanding (69.7%), with 9.2% meeting average expectations@ and 1.3% meeting minimal expectations@[and no statistically significant differences were found between main campus & TTN student groups].
- Overall finding for Intended Outcome #8: Criterion for success accomplished.

Use of Assessment Results from Intended Outcome 8 to Improve Academic Program:

Criterion for success for Outcome #8 was met. Overall, greater than 60% of students were highly rated on items pertaining to this area; in fact, about 60% received Outstanding@ ratings from field supervisors on items regarding *multicultural counseling*. Further, no differences were found between main campus vs. TTN populations.

Use of Assessment Results:

Findings support and confirm the content learning-gains in the major regarding awareness and knowledge of multicultural counseling issues. Interestingly, no differences were found among main campus vs. TTN students, in comparison with anecdotal instructor evidence that exposing TTN students B who comprise a wide geographic range and often tend to come from less urban, less diverse locations B to multicultural issues is a particularly difficult pedagogical challenge. It will be recommended to the undergraduate curriculum committee, which currently is reviewing the overall program of study, that the stand-alone course, COUN 346 Diversity Issues in Human Service continue to be required of all majors, and that multicultural counseling concerns continue to be addressed throughout all coursework. Further, it will be recommended that adjuncts be assisted and supported to ensure they continue to weave diversity issues into their coursework.

Intended Outcome 9

Knowledge regarding the basic function and nature of testing and research in the Human Services field.

Method for Assessing Outcome 9 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected for Outcome 9:

Supervisor impressions based on student=s demonstrated behavior including the following:

- *Students demonstrated the ability to communicate via writing professional reports, etc.*
- Among main campus students: 91% were rated Above Average (45.5%) or Outstanding (45.5%), with 9.1% meeting average expectations@.
- Among TTN students: 92.6% were rated Above Average (28.6%) or Outstanding (64.3%), with 7.1% meeting average expectations@.
- Total students: 91.7% rated Above Average (38.9%) or Outstanding (52.8%), with 8.3% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability to select and use appropriate materials as needed.*
- Among main campus students: 84.6% were rated Above Average (32.6%) or Outstanding (52.2%), with 15.2% meeting average expectations@.
- Among TTN students: 93.1% were rated Above Average (20.7%) or Outstanding (72.4%), with 6.9% meeting average expectations@.
- Total students: 88% rated Above Average (28%) or Outstanding (60%), with 12% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].

Overall finding for Intended Outcome #9: Criterion for success accomplished.

Use of Assessment Results from Intended Outcome 9 to Improve Academic Program:

Criterion for success for Outcome #9 was met. Overall, greater than 60% of students were highly rated on items pertaining to this area, with about half receiving Outstanding@ ratings from field supervisors. Further, no differences were found between main campus vs. TTN populations.

Use of Assessment Results:

Findings support and confirm the content learning-gains in the major regarding the basic nature and function of testing and research in the Human Services field. (Here especially, it should be noted that learning gains and criterion for success are based on undergraduate-level practice, which mainly includes understanding tests and testing functions and the ability to work in multi-disciplinary settings, vs. the more advanced abilities expected of Master=s-level professional counselors, and in turn in comparison with other mental health professionals who receive more specialized training in testing and assessment.) It is noteworthy that students often find the 2 assessment courses (testing and research) to be some of the more challenging ones in the major. It will be recommended to the undergraduate curriculum committee, which currently is reviewing the overall program of study, that these apparently successful courses be maintained. Further study should be done before any significant revisions or alterations are made in these courses.

Intended Outcome 10

Demonstrated competency in Service Learning as manifested in the ability to apply counseling skills in the community setting.

Method for Assessing Outcome 10 and Criterion for Success: 60% of student interns will be rated Above Average or Outstanding by their supervisors on items pertaining to this goal on the Supervisor Rating Of Intern form. Appropriate comparisons will be made between interns in the on-campus program and interns in the TELETECHNET program.

Summary of Assessment Data Collected for Outcome 10:

Supervisor impressions based on student=s demonstrated behavior including the following:

- *Students demonstrated the ability to become familiar with department or agency functions and procedures.*
- Among main campus students: 89.3% were rated Above Average (31.9%) or Outstanding (57.4%), with 10.6% meeting average expectations@.
- Among TTN students: 93.1% were rated Above Average (24.1%) or Outstanding (69%), with 6.9% meeting average expectations@.
- Total students: 90.7% rated Above Average (28.9%) or Outstanding (61.8%), with 9.2% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability to meet agency requirements regarding professional appearance.*
- Among main campus students: 87.2% were rated Above Average (31.9%) or Outstanding (55.3%), with 12.8% meeting average expectations@.
- Among TTN students: 96.6% were rated Above Average (20.7%) or Outstanding

(75.9%), with 3.4% meeting average expectations@.

- **Total students:** 90.8% rated Above Average (27.6%) or Outstanding (63.2%), with 9.2% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability to initiate regular consultations with supervisor and/or other staff regarding internship experiences.*
- **Among main campus students:** 82.9% were rated Above Average (19.1%) or Outstanding (63.8%), with 10.6% meeting average expectations@, 4.3% meeting minimal expectations and 2.1% (N=1) did not meet expectations@.
- **Among TTN students:** 86.2% were rated Above Average (24.1%) or Outstanding (62.1%), with 13.8% meeting average expectations@.
- **Total students:** 84.3% rated Above Average (21.1%) or Outstanding (63.2%), with 11.8% meeting average expectations@, 2.6% meeting minimal expectations@, and 1.3% (N=1) did not meet expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated the ability to become involved with office activities, e.g., staff meetings, special projects, etc.*
- **Among main campus students:** 88.9% were rated Above Average (40%) or Outstanding (48.9%), with 11.1% meeting average expectations@.
- **Among TTN students:** 96.5% were rated Above Average (17.2%) or Outstanding (79.3%), with 3.4% meeting average expectations@.
- **Total students:** 91.9% rated Above Average (31.1%) or Outstanding (60.8%), with 8.1% meeting average expectations@
- Here, a statistically significant difference was found between student groups ($p < .05$), with TTN students tending to score comparatively better than main campus students.
- *Students demonstrated the ability to be reliable, punctual, responsible, and follow directions when asked.*
- **Among main campus students:** 80.8% were rated Above Average (19.1%) or Outstanding (61.7%), with 14.9% meeting average expectations@ and 4.3% meeting minimal expectations@.
- **Among TTN students:** 93.1% were rated Above Average (13.8%) or Outstanding (79.3%), with 3.4% meeting average expectations@ and 3.4% meeting minimal expectations@.
- **Total students:** 85.5% rated Above Average (17.1%) or Outstanding (68.4%), with 10.5% meeting average expectations@ and 3.9% meeting minimal expectations@ [and no statistically significant differences were found between main campus & TTN student groups].
- *Students demonstrated an approach that took full advantage of available opportunities to facilitate learning, e.g., reviewed office literature, visited other programs, etc.*
- **Among main campus students:** 85.1% were rated Above Average (31.9%) or Outstanding (53.2%), with 10.6% meeting average expectations@ and 4.3% meeting minimal expectations@.
- **Among TTN students:** 93.1% were rated Above Average (20.7%) or Outstanding (72.4%), with 6.9% meeting average expectations@.
- **Total students:** 88.1% rated Above Average (27.6%) or Outstanding (60.5%), with 9.2% meeting average expectations@ and 2.6% meeting minimal expectations@ [and no

statistically significant differences were found between main campus & TTN student groups]

- *Students demonstrated adequate preparation for meetings.*
- Among main campus students: 90.9% were rated Above Average (29.5%) or Outstanding (61.4%), with 9.1% meeting average expectations@.
- Among TTN students: 92.3% were rated Above Average (19.2%) or Outstanding (73.1%), with 7.7% meeting average expectations@.
- Total students: 91.4% rated Above Average (25.7%) or Outstanding (65.7%), with 8.6% meeting average expectations@ [and no statistically significant differences were found between main campus & TTN student groups].

Overall finding for Intended Outcome #10: Criterion for success accomplished; with potential areas for attention noted.

Use of Assessment Results from Intended Outcome 10 to Improve Academic Program:

Criterion for success for Outcome #10 was met. Overall, greater than 60% of students were highly rated on items pertaining to this area; in fact, about 60% actually received Outstanding@ ratings from field supervisors on the various items regarding this area. For the most part, no differences were found between main campus vs. TTN populations.

Use of Assessment Results:

(1) Generally, findings support and confirm the abilities of most students to: (a) successfully enter, become integrated into, and thrive in a field-based work experience; (b) demonstrate adequate basic work habits such as punctuality and preparedness; and (c) take initiative, seek out involvements, and maximize their field-based learning opportunities. Therefore, for the most part, the sequence of field interviews conducting early in the major; career development experiences and brief service learning midway in the major; and then extended internship, appears to adequately prepare most students for positive learning outcomes. It will be recommended to the undergraduate curriculum committee, which currently is reviewing the overall program of study, that this sequence be continued or even expanded within the major.

(2) However, some Ared flags@ also appear in this assessment area: It should be noted that: (a) about 20% of students met only average or minimal standards for basic work habits such as punctuality and reliability; (b) about 10 - 15% of main campus students met only average or minimal standards for initiating consultations with supervisors, contacts with staff, and becoming involved in office activities; and (c) up to 15% met only average or minimal expectations for full immersion in the internship learning experience. Here, assessment results will be used to examine ways to better support and challenge this portion of students to demonstrate more effective work habits, become more self-initiating in field sites, and to take fuller advantage of field-based learning opportunities.

- First, it will be recommended that these issues be addressed earlier on in the program,

for example in the Introduction, and the Career Development and Appraisal, courses.

- Second, it will be recommended that the mandatory orientation for internship be expanded or strengthened to include more about professionalism; ambivalence and issues associated with initiative-taking; and attitudes for self-directed learning

- Third, it will be recommended that the COUN 468 Internship seminar address these issues early on, for example, by focusing on Chapter 3, How to Make the Most of Your Agency Experience@, in the course textbook, Human services agencies: An orientation to fieldwork (Alle-Corliss & Alle-Corliss; 1998), during the first class meetings.

The goal would be to bring all students in the major up to a high level of professionalism and service learning.

(3) Further, a statistically significant difference was found between student populations for *ability to become involved with office functions*, with TTN students tending to score comparatively better than main campus students. Here again, the most likely explanation is that TTN students, compared with more traditionally-aged main campus students with less professional experience, tend to be older, more advanced professionals who already have at least some work experience B in the human services counseling field or elsewhere in the world of work. In this case, results here, too, suggest that perhaps providing main campus students with (a) even greater field exposure prior to internship, and (b) even greater classroom support, may further enhance their (mostly) already positive performances. Further examination of this area will be suggested to the undergraduate curriculum committee.