STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: DR. MICHELE GAROFALO, ASSISTANT CHAIR, DEPARTMENT OF COUNSELING
DATE: SEPTEMBER 30, 2014

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

- All direct and indirect data collected are being stored on a secure electronic database.
- All direct and indirect data collected are also stored in paper form.
- Samples of student work are stored in the Counseling department files (Student Records Room – Ballston Academic Center).

PLEASE REFER TO THE FOLLOWING LIST TO DEFINE THE COMMON ACRONYMS FOR PROFESSIONAL ORGANIZATIONS IN THIS REPORT:

CACREP: Council of the Accreditation of Counseling and Related Educational Programs
NCATE: National Council for the Accreditation for Teacher Education
NBCC: National Board for Certified Counselors
ACA: American Counseling Association
ASCA: American School Counselor Association
VCA: Virginia Counselors Association
VSCA: Virginia School Counselors Association

This report will address all programs in the Department of Counseling: School and Clinical Mental Health/Pastoral Counseling programs. The decision to combine all programs in one report was made in consultation with the Associate Dean, School of Education and Human Services, and the Executive Director of Institutional Effectiveness. Throughout the report each program will be identified and specifics for that program will be discussed for all learning outcomes.

EXECUTIVE SUMMARY

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Year of Next Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the knowledge and skill base required for professional counselors as</td>
<td>2010-2011</td>
<td>2014-2015</td>
</tr>
<tr>
<td>outlined in the core content areas identified by the Council of the Accreditation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Year: 2013-2014
Program: Counseling

Related Educational Programs (CACREP) and the national Counselor Exam (NCE): Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career & Lifestyle Development; Appraisal; Research & Program Evaluation; and Professional Orientation & Ethics.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Effectively conduct individual counseling and group counseling sessions</td>
<td>2010-2011</td>
<td>2014-2015</td>
</tr>
<tr>
<td>3. Apply American Counseling (ACA) and American School Counselor Association (ASCA) ethical and professional standards.</td>
<td>2010-2011</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

Describe how the program’s outcomes support Marymount’s Mission, Strategic Plan, and relevant school plan:
The University Mission, Strategic Plan, School of Education and Human Services Strategic Plan, and the Mission of the Department of Counseling emphasize academic excellence at the graduate level as well as thorough training of students so that they may become effective professional counselors. The Counseling program outcomes address academic excellence and development of student skills so that graduates of the Clinical Mental Health, Pastoral, and School Counseling programs are competent and qualified professional counselors.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:

**Strengths:** The evaluations from On-Site Supervisors at Internship sites, NCE scores, School Counseling Student Survey, and portfolio assessments provide a wealth of information addressing strengths in the following areas:

**School Counseling program:** knowledge and counseling skills; consulting, coordinating and classroom skills; individual and group counseling skills; general personal and professional characteristics. Individual counseling skills, knowledge/preparation, sensitivity to diversity, ethical judgment, professionalism, dedication, and commitment are consistently mentioned as strengths of students.

**Clinical Mental Health/Pastoral Counseling programs:** Position knowledge, supervisory relationship, professionalism, ethical judgment, conceptualization skills, intake, individual counseling, and group counseling. Ethical judgment, commitment, rapport building, and professionalism are consistently mentioned as strengths of students.

**Challenges:**

**School Counseling Program:** While the Department of Counseling does a satisfactory job of preparing students to effectively manage classrooms and conduct consultations with parents, it would be beneficial to provide more instruction on classroom management and consultation with parents.
Clinical Mental Health /Pastoral Counseling Programs: While it is clear that the Department of Counseling does a satisfactory job of preparing students to effectively conduct groups, it would be important to provide more opportunities to strengthen skills in the area of working with “challenging” clients.

Planned Improvements for 2014-2015:

School Counseling Program:
(Learning Objective # 1)

• The topic of classroom management will be more thoroughly addressed in CE 561- Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling and CE 599S- Internship Seminar, School Counseling. Additional readings will be assigned, more time will be devoted to this topic in class discussions, and role play situations will be carried out to help prepare students.
• Speakers and/or field trips will be utilized to strengthen students’ skills in the area of classroom management.
• Students will be encouraged to observe classroom teachers and their On-Site Supervisors during the Practicum and Internship experiences in order to acquire classroom management skills/strategies.
• The topic of consultation with parents will be more thoroughly addressed in CE 522S- Individual Counseling; CE 561- Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling; and CE 599S --Internship Seminar, School Counseling. More strategies will be presented and practiced through additional role plays.
• University Supervisor for Practicum and Internship will encourage On-Site Supervisors to provide more opportunities for students to consult with parents.
• CE 529 Psychopathology of Childhood and Adolescence-Diagnosis and Treatment: Course curriculum will be reviewed and refined to include more opportunities for case examples and techniques for treatment to be included.
• CE 500- Research Methods: Curriculum will be reviewed to determine if there are ways to assist students in comprehension and meeting the challenges presented by this course.
• CE 510- Tests and Measurements: Curriculum will be reviewed to determine strategies for including practice in assessments used in schools. Ways to incorporate more practical applications for school counselors will be explored.
• The issue of adding more interactive and experiential activities will be discussed with the faculty in the Department of Counseling. Ideas will be generated for ways to incorporate these activities into the curriculum.
• The curriculum in CE 561 and CE 597S will be structured so that additional class time will be spent addressing the development of data collection and analysis. Students will be given opportunities to practice data collection and analysis.

Learning Objective # 2
On-Site Supervisors will be encouraged to provide more opportunities for student interns to conduct consultations with parents.
Consultations with parents will be addressed in CE 522S. Additional role plays and assignments will be incorporated into the curriculum.
Faculty will continue to provide opportunities for students in the School Counseling program to refine their individual and group counseling skills through course work in CE 522 (Counseling for Individuals) and CE 523 (Group Counseling).
During the Practicum and Internship Seminar classes, counseling skills and consultations will be discussed. Audio tapes of counseling sessions with clients will be presented to class for discussion. Professor and classmates will provide feedback to assist in developing and refining counseling skills.

Learning Objective # 4
• School Counseling alumnae who are employed as School Counselors will be invited to share their portfolios and give advice to current students regarding the development of the portfolio, job market, and job search strategies.
• A counselor from the Career Center will speak to Interns about compiling a resume/cover letter, job search strategies, and interview techniques.
• Interns will be given extensive written material to include research articles on the job search as well as a variety of sample questions. These sample questions will be addressed through role plays in the School Counseling Internship Seminar.
• Interns will be required to conduct a simulated interview with Principal or Director of Counseling at their Internship site.
• ASCA and ACA Legal Standards will continue to be addressed in all courses. Special emphasis will be placed on analysis and application of these standards in the School Counseling Practicum and Internship Seminars.
• A presentation from a professional in the field (ASCA Representative) will speak to School Counseling students on the topic of professionalism, ethical, and legal issues. Note: This occurs each year in CE 560 and will continue in the future.
• The faculty will continue to refine the rubric for evaluation of portfolios.

Clinical Mental Health/Pastoral Counseling Programs:

Learning Objective # 1
The Clinical Mental Health/Pastoral Counseling programs will continue to refine courses and clinical experiences to insure that students continue to be able to apply the necessary knowledge and skill base required for professional counselors. The following suggestions will be discussed with the faculty and implemented as appropriate:
The topic of increasing student’s comfort level with “challenging” clients will be addressed in greater depth in CE 522C- Counseling for Individuals. Additional lecture will be added on the topic and students will be given more opportunities to role play situations with “challenging” clients and receive feedback from professor and classmates.

The topic of “challenging” clients will be addressed in CE 597C-Practicum, Clinical Mental Health Counseling/Pastoral Counseling and CE 599C- Internship, Clinical Mental Health Counseling/Pastoral Counseling. Additional roles plays will be added along with strategies for dealing with such clients.

The multicultural perspective will continue to be addressed in CE 551-Multicultural Counseling. In addition, students will be encouraged to develop sensitivity through discussion/projects in all counseling courses.

**Learning Objective #2**

- Faculty in the Department of Counseling will continue to provide opportunities for students in the Clinical Mental Health/Pastoral Counseling programs to refine their individual and group counseling skills through course work in CE 5ss (Counseling for Individuals) and CE 523 (Group Counseling)
- During Practicum and Internship Seminar classes counseling skills and consultations will be discussed. Audio tapes of counseling sessions with clients will be presented to class for discussion. Professor and classmates will provide feedback to assist in developing and refining counseling skills.

**Learning Objective #4**

- The topic of licensure and job opportunities will continue to be thoroughly discussed in the Internship Seminar.
- Clinical Experiences Coordinator will continue to offer group and individual sessions on the topic of licensure
- The professors of the Internship Seminars will address the job search in greater detail in the Internship Seminar.
- ACA Ethical Standards will continue to be addressed in each course with special emphasis on application and analysis occurring during the Clinical Mental Health/Pastoral Counseling Practicum and Internship courses. Professional, ethical, and legal compliance will continue to be discussed to insure that students are able to analyze and apply these concepts.

**Combined planned improvement for Clinical Mental Health/Pastoral AND School Counseling Programs 2014-2015:**

**Learning Objective # 3**

- The Department of Counseling will continue to focus on ethical, legal, and professional issues in all courses for all students in the School and Clinical Mental Health/Pastoral Counseling programs.
• The Department of Counseling will continue to provide information to students regarding membership in professional organizations at Orientation and throughout the School and Clinical Mental Health/Pastoral programs via the graduate counseling list serv and in all courses.
• The Department of Counseling will continue to promote students’ participation in professional conferences. A team of professors and students will continue to work together to encourage participation in research/presentations and attendance at professional conferences.
• Chi Sigma Iota (Graduate Student Counseling Honor Society) will also be involved in promoting student participation in professional conferences.
• Students in the School and Clinical Mental Health/Pastoral Counseling programs will be required to attend a minimum of one professional development activity in both the Practicum and Internship experiences.
• The Department of Counseling will continue to explore and plan a presentation for faculty and students on the topic of ethical and legal issues. *Note: In the spring of 2013, The Department of Counseling sponsored an in-service for full-time and adjunct faculty on the topic of ethical and legal issues. The presenter was Ms. Nancy Wheeler (attorney and legal consultant for ACA) The goal will be to organize and implement additional presentations on this topic in the future for students and faculty.
• During monthly Department of Counseling meetings, faculty members will continue to discuss strategies for promoting ethical, legal, and professional behavior among all counseling students.

Combined planned improvements for Clinical Mental Health/Pastoral AND School Counseling Programs (2014-2015) (Learning Objective # 4)
• The Counseling Department will explore the possibility of presenting a career event for students that would include presentations from alumnae who are professional counselors and school counselors. The goal would be to present this career event during the 2015-2016 academic year.
• The Counseling Department will explore the possibility of presenting a training for students and faculty on the topic of ethical/legal issues. The goal would be to present this program during the 2015-2016 academic year.
PLANNED IMPROVEMENTS FROM PREVIOUS REPORT (2010-2011) ARE LISTED IN CHART BELOW:

Describe how the program implemented its planned improvements from last year:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Planned Improvement</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the knowledge and skill base required for professional counselors as outlined in the core content areas identified by the Council of the Accreditation of Counseling and Related Educational Programs (CACREP) and the National Counselor Exam (NCE): Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career &amp; Lifestyle Development; Appraisal; Research &amp; Program Evaluation; and Professional Orientation &amp; Ethics</td>
<td><strong>Clinical Mental Health/Pastoral Counseling Program:</strong> 1c. The topic of managing “difficult” clients will be addressed in greater depth in CE 522C-Counseling for Individuals. Additional lectures will be added on the topic and students will be given more opportunities to role play situations with “difficult” clients and receive feedback from professor and classmates.</td>
<td><strong>Clinical Mental Health/Pastoral Counseling Program</strong> 1c. Improvement was completed (2013/2014) Additional lectures were added to CE 522C on the topic of “difficult” clients. Students were given more opportunities to role play situations with “difficult” clients and received feedback from professor and classmates.</td>
</tr>
<tr>
<td></td>
<td>2 c. The topic of “difficult” clients will be addressed in CE 597C-Practicum, Clinical Mental Health Counseling/Pastoral Counseling and CE 599C-Internship, Clinical Mental Health Counseling/Pastoral Counseling. Additional role plays will be added along with strategies for dealing with such clients.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3c. The topic of group facilitation will continue to be addressed in CE 523C- Group Counseling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4c. On-Site Supervisors will be encouraged to</td>
<td></td>
</tr>
<tr>
<td>Academic Year: 2013-2014</td>
<td>Program: Counseling</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>provide more opportunities for students to facilitate groups to help strengthen their skills rather than groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Display a satisfactory command of the knowledge and skill base required for professional counselors as outlined in the core content areas identified by the Council of the Accreditation of Counseling and Related Educational Programs (CACREP) and the national Counselor Exam (NCE): Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career & Lifestyle Development; Appraisal; Research & Program Evaluation; and Professional Orientation & Ethics.

**Note:** Planned Improvements and Update Columns (Items 1s-10s) are based on Outcome # 1 for the School Counseling Program. (S) designates school counseling program.

<table>
<thead>
<tr>
<th>School Counseling Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(s). The topic of classroom management will be more thoroughly addressed in CE 561-Practices of School Counseling; CE 597S-Practicum Seminar, School Counseling; and CE 599S-Internship Seminar, School Counseling. Additional readings will be assigned, more time will be devoted to this topic in class discussions, and role play situations will be carried out to help prepare students.</td>
</tr>
<tr>
<td>2(s). Speakers and/or field trips will be utilized to strengthen students’ skills in the area of classroom management.</td>
</tr>
<tr>
<td>3(s). Students will be encouraged to observe classroom teachers and their On-Site Supervisors during the Practicum and Internship experiences in order to acquire classroom management skills/strategies.</td>
</tr>
<tr>
<td>4(s). The topic of consultation with parents will be more thoroughly addressed in CE 522S-Individual</td>
</tr>
</tbody>
</table>
Academic Year: 2013-2014  
Program: Counseling

<p>| 5(s) | Counseling; CE 561-Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling; and CE 599S-Internship Seminar, School Counseling. More strategies will be presented and practiced through additional role plays. | More time was devoted to consultation in CE 522S. Additional role plays and discussion were added. In Practicum and Internship, more time was devoted to discussions on strategies for consulting with parents. |
| 6(s) | University Supervisors for Practicum and Internship will encourage On-Site Supervisors to provide more opportunities for students to consult with parents. | 5(s). Improvement was completed (2013/2014) University Supervisors encouraged On-Site Supervisors to provide more opportunities for students to consult with parents. Students also added consultations with parents to their goals for Practicum/Internship. These goals were accomplished. |
| 7(s) | More focus on school based assessments will be included in CE 510-Testing and Assessment. | 6(s). Improvement was partially completed (fall 2013) A survey of school based assessments used in local school systems has been conducted. The information was passed along to the professor of CE 510 who has begun to incorporate discussions of these assessments with students in class. However, students have not had the opportunity to practice administering these school based assessments. Discussions with professor will continue to explore ways to provide opportunities for students to practice administering and scoring these assessments. |
| 7(s) | CE 500-Research Methods will be taken at the | 7(s). Improvement was completed (fall 2012) CE 500 has been moved to the second semester of the sequence of courses for school counseling students. |</p>
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program: Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td></td>
</tr>
</tbody>
</table>

- **Beginning of the sequence of courses for School Counseling students.**

- **8(s).** CE 551 - Multicultural Counseling will be taken at the beginning of the School Counseling program.

- **9(s).** CE 530 - Career Counseling will focus more on strategies to be utilized in the elementary school.

- **10(s).** The 20 hour research requirement will be more thoroughly discussed at Orientation and throughout the program. A more complete description will also be included in the School Counseling Handbook.

**Clinical Mental Health/Pastoral Counseling Program AND School Counseling Program**

1. **Improvement was completed (fall, 2014; spring, summer, fall 2014)**

   Students in the Clinical Mental Health/Pastoral and School Counseling programs continued to refine their individual and group counseling skills through course
<table>
<thead>
<tr>
<th>Academic Year: 2013-2014</th>
<th>Program: Counseling</th>
</tr>
</thead>
</table>

### School Counseling Program

1. Faculty in the Department of Counseling will continue to provide opportunities for students in the Clinical Mental Health/Pastoral and School Counseling programs to refine their individual and group counseling skills through course work in CE 522 (Counseling for Individuals) and CE 523 (Group Counseling) and during the Practicum and Internship. Role plays of counseling and consultation sessions will continue to be incorporated in these classes.

### Clinical Mental Health/Pastoral Counseling Program

Clinical Mental Health/Pastoral Counseling Program AND School Counseling Program

1. Improvement was completed (spring, summer, fall 2013 and spring, summer, fall 2014)

The topic of ethical, legal, and professional issues was addressed in great detail in all courses in the Clinical Mental Health/Pastoral and School Counseling programs.

### Work in CE 522, CE 523

Role plays of counseling and consultation sessions were required assignments. Students were given feedback on their skills from professor and classmates.

During the Clinical Mental Health/Pastoral and School Counseling Practicum and Internship, students were required to present tapes of individual counseling sessions with clients and then received feedback from the professor and classmates during Internship Seminar.
### 3. Apply American Counseling Association (ACA) and American School Counselor Association (ASCA) ethical and professional standards.

**Note:** Planned improvements and update columns (Items 1-7) are based on Outcome # 3 for the Clinical Mental Health/Pastoral Counseling Program AND School Counseling Program.

| 1. The Department of Counseling will continue to focus on ethical, legal, and professional issues in all courses for all students in the School and Clinical Mental Health/Pastoral Counseling programs. | 2. Improvement was completed (spring, summer, fall 2013 and spring, summer, fall 2014)  
All new students were provided with membership information for ACA, ASCA, VCA, VSCA, and NBCC. These materials were provided in the Orientation packet and were also discussed at Orientation. Membership was strongly encouraged. School Counseling students are required to join ASCA and obtain professional liability insurance when they begin their Practicum in School Counseling and continue with membership as they complete the Internship. Students in the Clinical Mental Health/Pastoral Counseling program are required to join ACA and obtain professional liability insurance through ACA for Practicum and Internship. Throughout their programs, students are reminded of professional development events and professional memberships by professors and announcements are also placed on the graduate student counseling list serv. |
|---|---|
| 2. The Department of Counseling will continue to provide information to students regarding membership in professional organizations at Orientation and throughout the School and Clinical Mental Health/Pastoral Counseling programs via the graduate counseling list serv and in all courses. | 3. Improvement was completed (spring, summer, fall 2013 and spring, summer, fall 2014)  
Throughout 2013/2014 students were encouraged to present and completed presentations at ACA, ASCA, VACES, ACES, VCA, and VSCA conferences. In addition, students and professors presented together at ACA, ASCA, ACES, and VSCA. Students in all counseling programs are required to complete a 20 hour research requirement which requires working with a faculty member on research/presentation at conferences. |
| 3. The Department of counseling will continue to promote students’ participation in professional conferences. A team of professors and students will continue to work together to encourage participation in research/presentations and attendance at professional conferences. | |
4. Chi Sigma Iota (Graduate Student Counseling Honor Society) will be involved in promoting student participation in professional conferences.

5. Students in the School and Clinical Mental Health/Pastoral Counseling programs will be required to attend a minimum of one professional development activity in both the Practicum and Internship experiences.

6. The Department of Counseling will continue to explore and plan an in-service for faculty and students on the topic of ethical and legal issues. The goal will be to conduct this presentation in the very near future (during the 2013-2014 academic year).

4. Improvement was completed (spring, summer, fall 2013 and spring, summer, fall 2014)

Chi Sigma Iota sponsors one or two educational seminars per year and students are encouraged to participate in the organizing of these events. In addition, all students are encouraged to attend educational seminars sponsored by Chi Sigma Iota.

5. Improvement was completed for Internship in the Clinical Mental Health/Pastoral Counseling program and School Counseling program. (spring, summer, fall 2013 and spring, summer, fall 2014)

All students in Clinical Mental Health/Pastoral and School Counseling programs were required to attend a minimum of one professional development activity during their Internship.

Students in the School Counseling Practicum were required to attend one professional development activity during the Practicum.

*Improvement was not completed for Clinical Mental Health/Pastoral Counseling programs for Practicum. This requirement will be added for 2014-2015.

6. Improvement was partially completed (spring 2013)

A seminar was provided for all full-time and adjunct faculty members on the topic of ethical/legal issues in
<table>
<thead>
<tr>
<th>Year</th>
<th>2013-2014 Academic Year</th>
<th>Program: Counseling</th>
</tr>
</thead>
</table>

7. The Department of Counseling faculty members will continue to discuss this issue in monthly Department of Counseling meetings in order to design strategies for promoting ethical, legal, and professional behavior among all counseling students and faculty.

Clinical Mental Health/Pastoral Counseling Program
1c. The topic of licensure and job opportunities will continue to be thoroughly discussed in the Internship Seminar course.

supervision. Ms. Nancy Wheeler, attorney, author, and legal consultant to ACA presented the program which was held at Marymount University.

A presentation for students on the topic of ethical and legal issues was not presented; however, the goal is to present a program during the 2014-2015 academic year.

7. Improvement was completed (spring, summer, fall 2013 and spring, summer, fall 2014)

The Department of Counseling faculty members discussed this issue at several Department of Counseling meetings and explored strategies for promoting ethical, legal, and professional behavior among counseling students and faculty. During Student Reviews, these topics are discussed in relation to student concerns. As part of the Student Review process, students are required to carry out remediation plans that include specific assignments to help them understand the importance of compliance with ethical, legal standards and professionalism.

Clinical Mental Health/Pastoral Counseling Program
1c. Improvement was completed (spring, summer, fall 2013 and spring, summer, fall 2014)

Professors in the Internship Seminar discuss the topic...
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program: Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2c.</strong> The Clinical Experiences Coordinator will continue to offer group and individual sessions on the topic of licensure.</td>
<td></td>
</tr>
<tr>
<td><strong>3c.</strong> The Counseling Department will explore the possibility of presenting a career day for students that would include presentations from alumni who are professional counselors. The goal would be to present this career day during the 2013-2014 academic year.</td>
<td></td>
</tr>
<tr>
<td><strong>4c.</strong> The professors of the Internship Seminars will address the job search in greater detail in the Internship Seminar.</td>
<td></td>
</tr>
</tbody>
</table>

**School Counseling Program**

1s. School Counseling alumnae who are employed as School Counselors will be invited to share their portfolios and give advice to current students of licensure and job opportunities during class. Guest speakers are invited to class to discuss the topic. Student questions are discussed and resources are provided to assist in licensure process and job search.

2c. **Improvement was completed (spring, summer, fall, 2013 and spring, summer, fall 2014)**

   The Clinical Experiences Coordinator continues to offer group and individual sessions on the topic of licensure. Questions are answered and resources are provided to assist in the licensure process.

3c. **Improvement was not completed**

   Career was discussed; however, the program was not implemented. The Faculty in the Department of Counseling plan to implement this program in 2015.

4c. **Improvement was completed (spring, summer, fall 2013 and spring, summer, fall 2014)**

   Professors of the Internship Seminar allot time in class to discuss the job search. Strategies are suggested and resources are provided. Student questions are discussed regarding the job search.

**School Counseling Program**

1s. **Improvement was completed (spring 2013 and spring 2014)**
| 2s. | A counselor from the Career Center will speak to Interns about compiling a resume/cover letter, job search strategies, and interview techniques. |
| 3s. | Interns will be given extensive written materials and internet sources to include research articles on the job search as well as a variety of sample questions. These sample questions will be addressed through role plays in the School Counseling Internship Seminar. |

School Counseling alumnae came to the Internship Seminar class and shared their portfolios and gave advice to current students regarding the development of the portfolio, job market, and job search strategies. They responded to questions and provided suggestions. Alumnae were school counselors employed by Fairfax County Public Schools, Prince William County Schools, and Loudoun County Schools.

2s. **Improvement was completed (fall 2013 and is scheduled for Dec. 2014)**

Counselor from the Career Center (Carin Ursey) came to the Internship Seminar class and did a presentation on compiling a resume/cover letter, job search strategies, and interview techniques. As a follow up to the presentation, many students met individually with Ms. Ursey in order to get feedback and suggestions on their resumes. Professor of the Internship Seminar continued to follow up and facilitated discussions on these topics throughout the remainder of the Internship.

3s. **Improvement was completed fall, spring 2013 and spring, fall 2014**

Each Intern was given a job search folder that included extensive written materials and internet sources that included research articles, job search strategies, interview strategies, and sample questions. Role plays were conducted in class so that students could respond to interview questions and
| 4. Analyze current trends in the job market, self-marketing strategies, and professional, legal, and ethical compliance. | 4s. Interns will be required to conduct a simulated interview with Principal or Director of Counseling at their Internship site. | receive feedback.  
4s. Improvement was completed spring 2013 and spring 2014)  
All Interns were required to schedule and complete a simulated interview with Principal or Director of Counseling at their Internship site. This is a required assignment. Following the interview, Interns share their experience with classmates in the Internship Seminar. Similarities/differences regarding questions and preferred responses are discussed. |
|---|---|---|
| Note: Planned improvements and update columns (Items 1c-4c) are based on Outcome # 4. C designates Clinical Mental Health/Pastoral Counseling Program. | 5s. The faculty will continue to refine the rubric for evaluation of portfolios. | 5s. Improvement was partially completed (spring 2013 and spring 2014)  
The faculty have discussed the rubric; however, no refinements have been made. Faculty will continue to explore other models of a rubric to evaluate portfolios. |
|  | | |
| Note: Planned improvements and update columns (Items 1s – 5s)  
S designates School Counseling Program | | |
Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report: (List each recommendation and provide a specific response to each).

1. **Recommendation**: For Learning Outcomes, displaying a “satisfactory command” of knowledge likely doesn’t appropriate reflect the true rigor of student learning at the graduate level. Therefore, more “Bloom appropriate” verbs such as “analyze,” “apply,” and “integrate” should be used.

   **Response**: This recommendation was implemented and the following objectives were changed to reflect “Bloom appropriate” verbs:

   **Objective # 1. Apply**: Display a satisfactory command of the knowledge and skill base required for professional counselors as outlined in the core content areas identified by the Council of the Accreditation of Counseling and Related Educational Programs (CACREP) and the national Counselor Exam (NCE): human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career & Lifestyle Development; Appraisal; Research & Program Evaluation; and Professional Orientation & Ethics.

   **Objective # 4: Analyze**: Demonstrate an understanding of current trends in the job market, self-marketing strategies, and professional, legal, and ethical compliance.

2. **Recommendation**: The “performance standard” section needs to have goals clearly stated. For example, the Intern evaluation uses a five-point scale. What is the mean (or frequency of “4s” and “5s”) expected such that the objective would be met? Rather than just reporting the results, report the expectations of successful student performance.

   **Response**: Expectations of successful student performance on the Intern evaluation have been included in this report. For the Clinical Mental Health/Pastoral Counseling Intern Evaluation: Students are expected have eight scores of 3 or higher in order for the objective to be met. This would reflect 80% of scores were 3 or higher.

   For School Counseling Intern Evaluation: Students are expected to have thirty scores of 3 or higher in order for the objective to be met. This would reflect 80% of scores were 3 or higher.
Learning Outcome 1: Apply the knowledge and skill base required for professional counselors as outlined in the core content areas identified by the Council of the Accreditation of Counseling and Related Educational Programs (CACREP) and the National Counselor Exam (NCE): Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career & Lifestyle Development; Appraisal; Research & Program Evaluation; and Professional Orientation & Ethics.

Is this outcome being reexamined? X ☐ Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

School Counseling Program:

Based on the assessment of this outcome, it is evident that school counseling students are able to apply the knowledge and skill base required for professional school counselor.

National Counselor Exam (NCE) scores indicate that all students scored above the national mean in the following areas: Human Growth and Development; Social & Cultural Foundations; Helping Relationships; Group work; Career & Lifestyle Development; Appraisal; Research & Program Evaluation; and Professional Orientation & Ethics.

School Counseling Student Survey comments recognized the following content areas as strengths: Foundations and practices of school counseling; individual and group counseling skills; human growth and development; career, multicultural counseling; family dynamics and treatment; ethical issues in counseling. Additional strengths listed by students in the school Counseling Student Survey include: CACREP accreditation; supportive, responsive, and knowledgeable professors; job search information and strategies; training in the ASCA National Model; full year Internship; collaborative projects and experiences; practical approach; supervision received; and cohort style.

School Counseling Student Survey comments recommended the following areas for strengthening: Research Methods and Designs: While this was a course that received lower ratings, the comments indicated that the course content/nature of the course is difficult for students and no specific suggestions were given for improvement. Diagnosis and Treatment: Responses indicated that it would be helpful to incorporate more opportunities to apply the information presented by providing case examples and techniques for treatment. Less lecture was suggested. Comments on the Student Survey also indicated that more practice in developing and analysis of data projects would be useful. More interactive and experiential activities in order to learn to apply concepts was also listed as an area to strengthen. Student surveys suggested that it would be helpful to structure CE 510 so that opportunities would be given to practice administering tests that are used in schools providing more practical applications for school counselors.
Internship Evaluations from On-Site Supervisors recognized the following strengths: knowledge and counseling skills; consulting, coordination, and classroom skills; ability to develop data projects and analyze data; professionalism, use of professional, ethical and legal standards in work; ability to establish effective working relationships with counselees; creativity, communication and collaboration; service project development; and personal commitment and dedication to the profession of school counseling.

Internship Evaluations from On-Site Supervisors recommended the following areas for strengthening: Classroom management and consultations with parents.

**Planned School Counseling program improvements based on assessments:**

The School Counseling program will continue to refine courses and clinical experiences to insure that students develop the necessary knowledge and skill base required for professional school counselors. The following suggestions will be discussed with the faculty and implemented as appropriate:

- The topic of classroom management will be more thoroughly addressed in CE 561- Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling and CE 599S- Internship in School Counseling. Additional readings will be assigned, more time will be devoted to this topic in class discussions, and role play situations will be carried out to help prepare students.

- Speakers and/or field trips will be utilized to strengthen students’ skills in the area of classroom management.

- Students will be encouraged to observe classroom teachers and their On-Site Supervisors during the Practicum and Internship experiences in order to acquire classroom management skills/strategies.

- The topic of consultation with parents will be more thoroughly addressed in CE 522S- Individual Counseling; CE 561- Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling; and CE 599S –Internship Seminar, School Counseling. More strategies will be presented and practiced through additional role plays.

- University Supervisor for Practicum and Internship will encourage On-Site Supervisors to provide more opportunities for students to consult with parents.

- CE 529 Psychopathology of Childhood and Adolescence-Diagnosis and Treatment: Course curriculum will be reviewed and refined to include more opportunities for case examples and techniques for treatment to be included.
Academic Year: 2013-2014 Program: Counseling

- CE 500 – Research Methods: Curriculum will be reviewed to determine if there are ways to assist students in comprehension of material.

- CE 510 – Tests and Measurements: Curriculum will be reviewed to determine strategies for including practice in assessments used in schools. Ways to incorporate more practical applications for school counselors will be explored.

- The issue of adding more interactive and experiential activities will be discussed with the faculty in the Department of Counseling. Ideas will be generated for ways to incorporate these activities into the curriculum.

- The curriculum in CE 561 and CE 597S will be structured so that additional class time will be spent addressing the development of data collection and analysis. Students will be given opportunities to practice data collection and analysis.

Clinical Mental Health/Pastoral Counseling Programs:

Based on the assessment of this outcome, it is evident that Clinical Mental Health/Pastoral counseling students are able to apply the knowledge and skill base required for professional counselors.

National Counselor Exam (NCE) scores indicate that all students scored above the national mean in the following areas: Human Growth and Development; Social & Cultural Foundations; Helping Relationships; Group work; Career & Lifestyle Development; Appraisal; Research & Program Evaluation, and Professional Orientation & Ethics.

Internship Evaluations from On-Site Supervisors indicated the following strengths: Position knowledge, supervisory relationship, professionalism, ethical judgment, conceptualization skills, intake/diagnosis, individual counseling, group counseling, case management, milieu treatment, demonstration of empathy, commitment, and conceptualization skills.

Internship Evaluations from On-Site Supervisors recommended the following areas for strengthening: application of multicultural perspective; comfort level with “challenging” clients.

Planned Clinical Mental Health/Pastoral Counseling program improvements based on assessments:

The Clinical Mental Health/Pastoral Counseling programs will continue to refine courses and clinical experiences to insure that students continue to be able to apply the necessary knowledge and skill base required for professional counselors. The following suggestions will be discussed with the faculty and implemented as appropriate:
• The topic of increasing student’s comfort level with “challenging” clients will be addressed in greater depth in CE 522C- Counseling for Individuals. Additional lecture will be added on the topic and students will be given more opportunities to role play situations with “challenging” clients and receive feedback from professor and classmates.
• The topic of “challenging” clients will be addressed in CE 597C-Practicum, Clinical Mental Health Counseling/Pastoral Counseling and CE 599C- Internship, Clinical Mental Health Counseling/Pastoral Counseling. Additional roles plays will be added along with strategies for dealing with such clients.
• The multicultural perspective will continue to be addressed in CE 551-Multicultural Counseling. In addition, students will be encouraged to develop sensitivity through discussion/projects in all counseling courses.

Assessment Activity

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
<tr>
<td>NCE (National Counselor Exam – 10/19/2013 and 4/12/2014) (Direct)</td>
<td>8 CACREP/NCE areas tested. Total score taken with Pass or Fail.</td>
<td>Scores received from NBCC- School, Clinical Mental Health/Pastoral counseling students. Scores were sent to MU Clinical Experiences Coordinator</td>
<td>54 students took the exam and 50 students passed (score of 91 or higher). All MU students scored above the national mean in each of the following CACREP content areas: Human Growth and Development; Social &amp; Cultural Foundations; Helping Relationships; Group Work; Career &amp; Lifestyle Development; Appraisal; Research &amp; Program Evaluation; and Professional Orientation &amp; Ethics demonstrating satisfactory performance.</td>
</tr>
<tr>
<td>Clinical Mental Health/Pastoral Counseling Programs</td>
<td>5 Point Scale</td>
<td>Evaluations from On-Site Internship Supervisors. On-Site Supervisors mailed or faxed the evaluations to the professor teaching Internship Seminar (CE 599C). In some instances the On-Site Supervisor sent the evaluation (via the Intern) in a sealed envelope to be delivered to the professor. The evaluations were given to the GA in the Dept. of Counseling who compiled the data.</td>
<td>30 On-site Internship Supervisors completed the evaluation. <strong>Overall Average= 4.8 (Excellent)</strong> Data from the Internship Evaluation provided numerical averages in the following areas: Position Knowledge (4.9); Supervisory Relationship (4.9); Professionalism (4.7); Ethical Judgment (4.6); Conceptualization Skills (4.6); Intake, Diagnosis and Treatment Planning (4.4); Individual Counseling (4.4); Group Counseling (4.6); Case Management (3.3); Milieu Treatment (3.4) <strong>Expectations for Successful Student Performance:</strong> Students must achieve 80% (8 scores of 3 or higher) in order for objective to be met. All students achieved 8 scores of 3 or higher. Data from the Internship Evaluation was tabulated and summarized by the Graduate Assistant in the Department of Counseling. Overall averages were computed and written comments were recorded and analyzed. Recommendations/plans for improvement were developed based on the scores and written comments. The Chair and Assistant Chair of the Counseling Dept. and Counseling faculty members developed the recommendations/plans for improvement. • A sample of the Internship Evaluation is included in the Appendix.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
## School Counseling Program

### Internship Evaluation (Indirect)

<table>
<thead>
<tr>
<th>5 Point Scale</th>
<th>5=Outstanding</th>
<th>4=Above Average</th>
<th>3=Average/Adequate</th>
<th>2=Below Average</th>
<th>1=Unsatisfactory</th>
</tr>
</thead>
</table>

Evaluations from On-Site Supervisors. Evaluations were collected by the University Supervisor/Director – School Counseling program during the final site visit/consultation with the On-Site Supervisor. The evaluation results for each Intern were discussed with the On-Site Supervisor and the Intern. Evaluations were hand carried back to campus by the University Supervisor. The evaluations were given to the Graduate Assistant in the Department of Counseling who tabulated the data and compiled the report.

13 On-Site Supervisors completed the evaluation.

**Overall Average = 4.5 (Outstanding)**

Data from the Internship Evaluation provided numerical average ratings in the following categories: Knowledge and Counseling Skills (4.5); Consulting, Coordinating, and Classroom Skills (4.6); Assessment and Appraisal Skills (3.8); General Personal and Professional Characteristics (4.7); and the Degree to which student counselor would Contribute to the overall effectiveness of a school counseling program (4.8).

**Expectations for Successful Student Performance:**

Students must achieve 80% (Thirty scores of 3 or higher) in order for objective to be met. All students achieved thirty scores of 3 or higher.

Data from the Internship Evaluation was tabulated and summarized. Overall average was computed and written comments were analyzed. Recommendations/plans for improvement were developed by Director of the School Counseling program and School Counseling program faculty based on the scores and written comments.

*Sample of the Internship Evaluation is included in the Appendix.*

13 Interns completed the survey.
School Counseling Student Survey (Indirect) | 4 Point Scale | Overall Average of all categories=3.3 (Good) Survey addressed the following content areas: Foundations and Practices of School Counseling (Average of all ratings=3.9); Individual and Group Counseling Skills (Average of all ratings=3.1); Tests and Measurement (Average of all ratings=3.0); Research Methods and Designs (Average of all ratings=2.7); Human Growth and Development (Average of all ratings=3.4); Career Development (Average of all ratings=3.5); Counseling Theory (Average of all ratings=3.4); Diagnosis and Treatment (Average of all ratings=2.7); Multicultural Counseling (Average of all ratings=3.0); Family Dynamics and Treatment (Average of all ratings=3.1); Ethical Issues in Counseling (Average of all ratings=3.5); Effectively conduct individual and group counseling sessions (Average of all ratings=3.7); Apply ASCA and ACA Ethical Standards (Average of all ratings=3.8); Prepared to accept supervision, collaborate, and communicate effectively with peers, professor, students, parents, teachers, and supervisors (Average of all ratings=3.9); Job market and self-marketing strategies (Average of all ratings=3.7)

| 4=Excellent | on their learning experience and skill development during the School Counseling program. |
| 3=Good | The survey was given to the School Counseling Interns during the School Counseling Internship Seminar. Interns were asked to complete the survey anonymously and return it to the professor of the Internship Seminar. |
| 2=Adequate | |
| 1=Unsatisfactory | |
| | Completed surveys were collected by the University Supervisor/Professor of School Counseling Internship. Surveys were given to Graduate Assistant in the Department of Counseling. Surveys were tallied and results were analyzed by computing the average in all categories assessed. The written comments were recorded and included in the analysis. The numeric |
Averages and written comments were used to assess strengths/weaknesses and recommendations for the School Counseling program that are included in this report.

*Sample of School Counseling Student Survey is included in Appendix.

**Interpretation of Results**

**Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):**
Based on all data reported, this learning outcome has been achieved for the School and Clinical Mental Health/ Pastoral Counseling Programs.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

Based on the assessment of this outcome, it is evident that school counseling students are able to apply the knowledge and skill base required for professional school counselors.

National Counselor Exam (NCE) scores indicate that all students scored above the national mean in the following areas: Human Growth and Development; Social & Cultural Foundations; Helping Relationships; Group work; Career & Lifestyle Development; Appraisal; Research & Program Evaluation, and Professional Orientation & Ethics.

School Counseling Student Survey comments recognized the following content areas as strengths: Foundations and practices of school counseling; individual and group counseling skills; human growth and development; career, multicultural counseling; family dynamics and treatment; ethical issues in counseling. Additional strengths listed by students in the school Counseling Student Survey include: CACREP accreditation; supportive, responsive, and knowledgeable professors; job search information and strategies; training in the ASCA National Model; full year Internship; collaborative projects and experiences; practical approach; supervision received; and cohort style.

School Counseling Student Survey comments recommended the following areas for strengthening: Research Methods and Designs: While this was a course that received lower ratings, the comments indicated that the course content/nature of the course is difficult for students and no specific suggestions were given for improvement. Diagnosis and Treatment: Responses indicated that it would be helpful to incorporate more opportunities to apply the information presented by providing case examples and techniques for treatment. Less lecture was suggested.
Comments on the Student Survey also indicated that more practice in developing and analysis of data projects would be useful. More interactive and experiential activities in order to learn to apply concepts was also listed as an area to strengthen. Student surveys suggested that it would be helpful to structure CE 510 so that opportunities would be given to practice administering tests that are used in schools providing more practical applications for school counselors.

Internship Evaluations from On-Site Supervisors recognized the following strengths: knowledge and counseling skills; consulting, coordination, and classroom skills; ability to develop data projects and analyze data; professionalism, use of professional, ethical and legal standards in work; ability to establish effective working relationships with counselees; creativity, communication and collaboration; service project development; and personal commitment and dedication to the profession of school counseling.

Internship Evaluations from On-Site Supervisors recommended the following areas for strengthening: Classroom management and consultations with parents.

**Planned School Counseling program improvements for 2014-2015 based on assessments:**

The School Counseling program will continue to refine courses and clinical experiences to insure that students develop the necessary knowledge and skill base required for professional school counselors. The following suggestions will be discussed with the faculty and implemented as appropriate:

- The topic of classroom management will be more thoroughly addressed in CE 561- Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling and CE 599S- Internship in School Counseling. Additional readings will be assigned, more time will be devoted to this topic in class discussions, and role play situations will be carried out to help prepare students.
- Speakers and/or field trips will be utilized to strengthen students’ skills in the area of classroom management.
- Students will be encouraged to observe classroom teachers and their On-Site Supervisors during the Practicum and Internship experiences in order to acquire classroom management skills/strategies.
- The topic of consultation with parents will be more thoroughly addressed in CE 522S- Individual Counseling; CE 561- Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling; and CE 599S –Internship Seminar, School Counseling. More strategies will be presented and practiced through additional role plays.
- University Supervisor for Practicum and Internship will encourage On-Site Supervisors to provide more opportunities for students to consult with parents.
- CE 529 Psychopathology of Childhood and Adolescence-Diagnosis and Treatment: Course curriculum will be reviewed and refined to include more opportunities for case examples and techniques for treatment to be included.
Academic Year: 2013-2014  Program: Counseling

- CE 500 – Research Methods: Curriculum will be reviewed to determine if there are ways to assist students in comprehension and meeting the challenges presented by this course.
- CE 510 – Tests and Measurements: Curriculum will be reviewed to determine strategies for including practice in assessments used in schools. Ways to incorporate more practical applications for school counselors will be explored.
- The issue of adding more interactive and experiential activities will be discussed with the faculty in the Department of Counseling. Ideas will be generated for ways to incorporate these activities into the curriculum.
- The curriculum in CE 561 and CE 597S will be structured so that additional class time will be spent addressing the development of data collection and analysis. Students will be given opportunities to practice data collection and analysis.

Clinical Mental Health/Pastoral Counseling Programs:

Based on the assessment of this outcome, it is evident that Clinical Mental Health/Pastoral counseling students are able to apply the knowledge and skill base required for professional counselors.

National Counselor Exam (NCE) scores indicate that all students scored above the national mean in the following areas: Human Growth and Development; Social & Cultural Foundations; Helping Relationships; Group work; Career & Lifestyle Development; Appraisal; Research & Program Evaluation, and Professional Orientation & Ethics.

Internship Evaluations from On-Site Supervisors indicated the following strengths: position knowledge, supervisory relationship, professionalism, ethical judgment, conceptualization skills, intake/diagnosis, individual counseling, group counseling, case management, milieu treatment, demonstration of empathy, commitment, and conceptualization skills.

Internship Evaluations from On-Site Supervisors recommended the following areas for strengthening: application of multicultural perspective; comfort level with “challenging” clients.

Planned Clinical Mental Health/Pastoral Counseling program improvements for 2014-2015 based on assessments:

The Clinical Mental Health/Pastoral Counseling programs will continue to refine courses and clinical experiences to insure that students continue to be able to apply the necessary knowledge and skill base required for professional counselors. The following suggestions will be discussed with the faculty and implemented as appropriate:
The topic of increasing student’s comfort level with “challenging” clients will be addressed in greater depth in CE 522C- Counseling for Individuals. Additional lecture will be added on the topic and students will be given more opportunities to role play situations with “challenging” clients and receive feedback from professor and classmates.

The topic of “challenging” clients will be addressed in CE 597C-Practicum, Clinical Mental Health Counseling/Pastoral Counseling and CE 599C- Internship, Clinical Mental Health Counseling/Pastoral Counseling. Additional roles plays will be added along with strategies for dealing with such clients.

The multicultural perspective will continue to be addressed in CE 551-Multicultural Counseling. In addition, students will be encouraged to develop sensitivity through discussion/projects in all counseling courses.
Outcome and Past Assessment

Learning Outcome 2: Effectively conduct individual counseling and group counseling sessions.

Is this outcome being reexamined? X [ ] Yes [ ] No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

School Counseling Program:

Previous reports indicate that students are prepared in these areas and demonstrate effective skills for beginning school counselors. It appears that the coursework and skills development opportunities in individual and group counseling have been effective in developing successful skills for the school counseling students. This is clearly an area of strength. Course work and clinical experiences continued to emphasize these skills. The area of consultation, especially with parents, is an area that could be further refined and strengthened.

Individual and group counseling has consistently been identified as an area of strength. However, it would be important to continue to refine this area to insure that students develop solid individual and group counseling skills. In an effort to develop individual counseling skills, audio tapes of individual counseling sessions are reviewed and extensive feedback is provided in CE 597- Practicum, School Counseling; CE 599- Internship, School Counseling and CE 522- Counseling for individuals. Role plays of counseling and consultation sessions with parents have been incorporated in CE 522- Counseling for Individuals and CE 523- Group Counseling to insure that students’ counseling skills were developed and refined.

Clinical Mental Health/Pastoral Counseling:

All data analyzed indicated that preparation in the areas of individual and group counseling are strengths of the Clinical Mental Health/Pastoral Counseling programs. There is a strong emphasis on practicual application and many opportunities for students to receive feedback and refine and develop their counseling skills.

The Department of Counseling will continue to develop innovative strategies in order to prepare students who are skillful and effective in the areas of individual and group counseling. In CE 522- Counseling for Individuals, students have many opportunities to practice their skills by participating in role plays (in class) and video taping their sessions. In CE 597- Practicum and CE 599- Internship, students also have the opportunity to present audio tapes of sessions with clients and receive feedback from classmates and professor.
## Assessment Activity

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
</tbody>
</table>

### Clinical Mental Health/Pastoral Counseling Program

**Internship Evaluation (Direct)**

- **5 Point Scale**
  - 5=Excellent
  - 4=Very Good
  - 3=Satisfactory
  - 2=Needs Improvement
  - 1=Unsatisfactory

- Evaluations from On-Site Internship Supervisors
  - On-Site Supervisors mailed or faxed the evaluations to the professor teaching the Internship Seminar.
  - In some instances the On-Site Supervisor sent the evaluation (via the Intern) in a sealed envelope to be delivered to the professor. The evaluations were given to the Graduate Assistant in the Dept. of Counseling who compiled the data.

- 30 On-Site Internship Supervisors completed the evaluation.

#### Individual Counseling (4.4) (Very Good)

- Data from the Internship Evaluation provided numerical average ratings in the following categories: Individual Counseling (4.4); Group Counseling (4.6)

#### Group Counseling (4.6) (Excellent)

- Data from the Internship Evaluation was tabulated and summarized by the Graduate Assistant in the Dept. of Counseling.
  - Overall average was computed and written comments were recorded and analyzed.
  - Recommendations/plans for improvement were developed based on the scores and written comments. The Chair of the Counseling Dept. and Counseling faculty members developed the recommendations/plans for improvement.
School Counseling Program

Intern Evaluation (Direct)

<table>
<thead>
<tr>
<th>5 Point Scale</th>
<th>1 = Unsatisfactory</th>
<th>2 = Below Average</th>
<th>3 = Average</th>
<th>4 = Above Average</th>
<th>5 = Outstanding</th>
</tr>
</thead>
</table>

Evaluations from On-Site Supervisors Evaluations were collected by the University Supervisor/Professor for the Internship Seminar during the final site visit/consultation. The evaluation results for each Intern were discussed with the On-Site Supervisor and Intern. Evaluations were hand carried back to campus by the University Supervisor. The evaluations were given to the Graduate Assistant in the Department of Counseling who tabulated the data and compiled the report.

*A sample of the Internship Evaluation is included in the Appendix.

----------------------------------------------------------------------------------------

13 On-Site Supervisors completed the evaluation

Counseling Skills Average= 4.6 (Outstanding)

The following areas were also assessed and have an impact on counseling skills.

Establishes effective working relationships with counselees (Mean rating= 4.9); Approaches counselees in a positive, non-judgmental way (Mean rating= 4.8); Competence in skills related to effective communication with counselees. These skills pertain to listening, verbal following, paraphrasing, and summarization (Mean rating= 4.8); Effectiveness in attaining goals that are identified during counseling (Mean rating= 4.5); Resourcefulness and creativity in counseling techniques (Mean rating= 4.9); Knowledge of and skill in the use of group procedures with the counseling context (Mean rating= 4.1).

Data from the Internship Evaluation was tabulated and summarized. Overall average was computed and written comments were analyzed. Recommendations/plans for improvement were developed by Director of the School Counseling program and School Counseling program faculty based on the scores and written comments.
### School Counseling Student Survey (Indirect)

| 4 Point Scale | Evaluations from graduating Interns focusing on their learning experience and skill development during the School Counseling program. The survey was given to the School Counseling Interns during the School Counseling Internship Seminar. Interns were asked to complete the survey anonymously and return it to the professor of the Internship Seminar. | 13 graduating Interns completed the survey. Overall Average for Individual and Group Counseling Skills= 3.7 (Excellent) Completed surveys were collected by the Internship Seminar Professor. Surveys were given to Graduate Assistant in the Department of Counseling. Surveys were tallied and results were analyzed by computing the average in all categories assessed. The written comments were recorded and included in the analysis. The numeric averages and written comments were used to assess strengths/weaknesses and recommendations. Faculty members in the School Counseling Program used this data to make recommendations for improvement included in this report. |
| 4=Excellent | 3=Good | 2=Adequate | 1=Unsatisfactory |

**Interpretation of Results**

**Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):**

Based on all data reported, this learning objective has been achieved for the School and Mental Health/Pastoral Counseling programs.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

**Strengths:**
Academic Year: 2013-2014  
Program: Counseling

All data analyzed indicated that preparation in the areas of individual and group counseling is a great strength of the School and Clinical Mental Health/Pastoral Counseling programs. On-Site Supervisors commented that students demonstrated very strong individual and group counseling skills.

Opportunities for Improvement:

School Counseling Program: The area of consultation (especially with parents is an area that could be further refined and strengthened.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

This is clearly an area of strength for the School Counseling and Clinical Mental Health/Pastoral Counseling programs; however, it would be important to continue to refine this area to insure that students continue to develop individual and group counseling skills.

Clinical Mental Health/Pastoral Counseling Program Planned Improvements 2014-2015:

- Faculty in the Department of Counseling will continue to provide opportunities for students in the Clinical Mental Health/Pastoral Counseling programs to refine their individual and group counseling skills through course work in CE 522 (Counseling for Individuals) and CE 523 (Group Counseling)
- During the Practicum and Internship Seminar classes, counseling skills and consultations will be discussed. Audio tapes of counseling sessions with clients will be presented to class for discussion. Professor and classmates will provide feedback to assist in developing and refining counseling skills.

School Counseling Program – Planned Improvements 2014-2015:

- On-Site Supervisors will be encouraged to provide more opportunities for student interns to conduct consultations with parents.
- Consultations with parents will be addressed in CE 522S. Additional role plays and assignments will be incorporated into the curriculum.
- Faculty will continue to provide opportunities for students in the School Counseling program to refine their individual and group counseling skills through course work in CE 522 (Counseling for Individuals) and CE 523 (Group Counseling)
- During the Practicum and Internship Seminar classes, counseling skills and consultations will be discussed. Audio tapes of counseling sessions with clients will be presented to class for discussion. Professor and classmates will provide feedback to assist in developing and refining counseling skills.
Outcome and Past Assessment

Learning Outcome 3: Apply ACA ethical and professional standards.

Is this outcome being reexamined? X  Yes  No
If yes, give a brief summary of previous results (including trends) and any changes made to the program.

All of the measures reviewed indicated that students are thoroughly trained in the area of ethical and legal standards outlined by the American Counseling Association (ACA) and the American School Counselor Association (ASCA). This area is consistently mentioned as a strength of the School and Clinical Mental Health/Pastoral Counseling programs. These issues are addressed in every course throughout the programs and all assessments indicate that students leave Marymount University with a solid foundation in ethical decision making and a strong sense of professionalism.

At Orientation, students hear about the importance of professional identity and this message continues as they progress through the counseling programs. All new students are given information regarding membership in professional organizations and are strongly encouraged to join. Professional development of students will continue to be emphasized through the encouragement of research participation and presentations at national counseling conferences (ACA, ASCA, ACES, VCA, VSCA). During the past year, a number of School and Clinical Mental Health/Pastoral Counseling students and faculty presented at the American Counseling Association, American School Counselor Association, Virginia School Counseling Association, Association for Counselor Education and Supervision conferences. In addition, all School Counseling students were required to attend a minimum of one professional development activity during the School Counseling Practicum and Internship. Clinical Mental Health/Pastoral Counseling Interns were required to attend one professional development activity.

It was recommended that the Counseling Department continue to focus on legal and ethical issues in all courses. This focus on ethical, legal, and professional issues has been incorporated into all courses in the School and Clinical Mental Health/Pastoral Counseling programs.

It was recommended that an in-service for faculty and students be presented to cultivate further understanding and awareness. The Counseling Department faculty will continue to discuss the presentation of in-service for faculty and students on the topic of ethical and legal issues with the goal of presenting such an in-service during the 2012-2013 Academic Year. Professional development of students will continue to be emphasized through the encouragement of research participation in national conferences (ACA, ASCA, VCA, VSCA).
### Assessment Activity

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
</tbody>
</table>

#### Clinical Mental Health/Pastoral Counseling Program

**Professional Portfolio (Direct)**

- **3 Point Scale**
  - 3 = Exceeds Expectations
  - 2 = Meets Expectations
  - 1 = Does Not Meet Expectations
- Graduating student Intern portfolios
- Student Interns turned in their Portfolios to the Professor of the Internship Seminar
- Portfolios were evaluated by the professor of the Internship Seminar.
- 30 Portfolios were assessed. 16 portfolios reviewed received a score of 3 (exceeded expectations) and 14 portfolios reviewed received a score of 2 (met expectations) indicating that students are clearly able to apply ACA ethical and professional standards

**Students are expected to have eight scores of 3 or higher (80%) in order for this objective to be met. All students achieved eight scores of 3 or higher.**

Portfolio guidelines and rubric were used to assess the portfolio.

*Portfolio guidelines and rubric are included in the appendix.*

#### Internship Evaluation (Direct)

- **5 Point Scale**
  - 5 = Excellent
  - 4 = Very Good
  - 3 = Satisfactory
  - 2 = Needs Improvement
  - 1 = Unsatisfactory
- Evaluations from On-Site Supervisors
- On-Site Supervisors mailed or faxed the evaluations to the professor teaching the Internship Seminar. In
- 30 On-Site Supervisors completed the Evaluation

In the area of **Ethical Judgment**, Clinical Mental Health/Pastoral Counseling students received an average score of **4.6 (Excellent)**. In the area of **Professionalism**, students received an average score of **4.7 (Excellent)**.
<table>
<thead>
<tr>
<th><strong>School Counseling Program</strong></th>
<th><strong>Internship Evaluations (Direct)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>5 Point Scale</strong></td>
</tr>
<tr>
<td></td>
<td>5=Outstanding</td>
</tr>
<tr>
<td></td>
<td>4=Above Average</td>
</tr>
<tr>
<td></td>
<td>3=Average/Adequate</td>
</tr>
<tr>
<td></td>
<td>2=Below Average</td>
</tr>
<tr>
<td></td>
<td>1=Unsatisfactory</td>
</tr>
</tbody>
</table>
| Evaluations from On-Site Supervisors were collected by the professor of the School Counseling Internship Seminar during the final site visit/consultation with the On-Site Supervisor and the Intern. Evaluations were hand carried by to campus by the professor of the School Counseling Internship Seminar. The evaluations were given to the Graduate Assistant in the Department of Counseling who tabulated the data and compiled the report. | 13 On-Site Supervisors completed the evaluation.  
Data collected assessed professional, ethical and legal standards in work.  
**Average Rating = 4.6 (Outstanding)**  
Data from the School Counseling Internship Evaluation was tabulated and summarized by the Graduate Assistant in the Department of Counseling. Overall average was computed and written comments were analyzed. Recommendations/plans for improvement were developed by Director of the School Counseling Program and School Counseling faculty members.  
*Sample School Counseling Internship Evaluation is included in the Appendix.* |
| School Counseling Student Survey (Indirect) | Evaluations from graduating Interns focusing on their learning experience and skill development during the School Counseling program. The survey was given to the School Counseling Interns during the School Counseling Internship Seminar. Interns were asked to complete the survey anonymously and return. | 13 School Counseling Interns completed the evaluation. Average rating in Ethical Issues in Counseling was 3.5 = Excellent. Average rating in ability to apply ASCA and ACA Ethical Standards was 3.8 (Excellent) |

Completed surveys were collected by the professor of the School Counseling Internship Seminar. Surveys were given to the Graduate Assistant in the Department of Counseling who compiled the results. Surveys were tallied and results were analyzed by computing the average in all categories assessed. The written comments were recorded and included in the analysis. The numeric averages and written comments were used to assess strengths/weaknesses and recommendations for the School Counseling program. The recommendations were developed by the Director of the School Counseling program and School Counseling program faculty members. *Sample of the School Counseling Student Survey is included in the Appendix.*

### Interpretation of Results

**Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):**

Based on the data reviewed this learning outcome has been achieved by students in the School and Clinical Mental Health/Pastoral Counseling programs.

**Program strengths and opportunities for improvement relative to assessment of outcome:**
All of the measures reviewed indicated that students in the School and Clinical Mental Health/Pastoral Counseling programs are thoroughly trained in the area of ethical and legal standards outlined by the American Counseling Association (ACA) and the American School Counselor Association (ASCA). This area is consistently mentioned as a strength of the programs. These issues are addressed in every course throughout the curriculum.

The high ratings by On-Site Supervisors and Interns imply that this is an area of great strength. However, this is an area of extreme importance and the School and Clinical Mental Health/Pastoral Counseling programs will continue to emphasize these areas throughout the training experiences. Professionalism and ethical standards will continue to be addressed in all classes.

Discuss planned curricular or program improvements for this year based on assessment of outcomes.

School AND Clinical Mental Health/Pastoral Counseling Programs Planned Improvements 2014-2015:

- The Department of Counseling will continue to focus on ethical, legal, and professional issues in all courses for all students in the School and Clinical Mental Health/Pastoral Counseling programs.
- The Department of Counseling will continue to provide information to students regarding membership in professional organizations at Orientation and throughout the School and Clinical Mental Health/Pastoral programs via the graduate counseling list serv and in all courses.
- The Department of Counseling will continue to promote students’ participation in professional conferences. A team of professors and students will continue to work together to encourage participation in research/presentations and attendance at professional conferences.
- Chi Sigma Iota (Graduate Student Counseling Honor Society) will also be involved in promoting student participation in professional conferences.
- Students in the School and Clinical Mental Health/Pastoral Counseling programs will be required to attend a minimum of one professional development activity in both the Practicum and Internship experiences.
- The Department of Counseling will continue to explore and plan a presentation for faculty and students on the topic of ethical and legal issues. *Note: In the spring of 2013, The Department of Counseling sponsored an in-service for full-time and adjunct faculty on the topic of ethical and legal issues. The presenter was Ms. Nancy Wheeler (attorney and legal consultant for ACA) The goal will be to organize and implement additional presentations on this topic in the future for students and faculty.*
- The Department of Counseling faculty members will continue to discuss this issue in monthly Department of Counseling meetings in order to design strategies for promoting ethical, legal, and professional behavior among all counseling students.
Learning Outcome 4: Analyze current trends in the job market, self-marketing strategies, and professional, legal, and ethical compliance.

Is this outcome being reexamined? X  Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

While the Counseling Department has done a satisfactory job in helping students understand current trends in the job market and develop self-marketing strategies, there is still opportunity to continue to refine and develop this area.

In the past a support group was formed to address students’ questions and assist them as they pursue licensure as professional counselors. In addition, the Clinical Experiences Coordinator and professors of the Internship Seminars have provided information sessions and individual meetings with students to discuss the issues of licensure and the job search. The possibility of a career day is being explored by the Counseling Department.

School Counseling Program:

- An alumnae panel came to the Internship Seminar class to give advice to current students regarding job search strategies, the job market and to provide support and mentoring.
- The Assistant Director of the Marymount University Career Center came to speak with students in the Internship Seminar and provided instruction on developing resumes/cover letters; job search skills, and the interview process.
- Interns were given extensive written materials that included research articles on the job search as well as a large number of sample interview questions. These sample questions were used in role plays where students had the opportunity to practice their responses to questions.
- The School Counseling Internship Seminar was refined so that additional time was spent addressing the job search and interviewing skills.
- School Counseling Interns were required to arrange and participate in a “simulated” interview with their Principal of Director of Counseling at their Internship site. The Interns were interviewed and received feedback from the Principal or Director of Counseling. Following those sessions, students discussed their experiences during the Internship Seminar.
- Professional, ethical, and legal standards and issues were addressed in every course. During the Practicum and Internship students applied and analyzed these standards and concepts.
Clinical Mental Health/Pastoral Counseling Program:

- The faculty in the Department of Counseling have discussed the idea of a career day for students to include presentations from alumnae who are professional counselors. This idea will continue to be explored with the hope of presenting a career day in the very near future (2014-2015 Academic Year).
- Career options and licensure are discussed in CE 599C-Internship, Clinical Mental Health/Pastoral Counseling.
- Professors of the Internship Seminar (Clinical Mental Health/Pastoral Counseling) have devoted more time to discussions of the job search.
- Professional, ethical, and legal standards and issues were addressed in every course. During the Practicum and Internship students applied and analyzed these standards and concepts.

Assessment Activity

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Mental Health/Pastoral Counseling Programs</strong>&lt;br&gt;Professional Portfolio (Direct)</td>
<td>3 Point Scale 3=Exceeds Expectations 2=Meets Expectations 1=Does Not Meet Expectations</td>
<td>Graduating Student Intern Portfolios&lt;br&gt;Student Interns turned in their portfolios to the Professor of the Internship Seminars. Portfolios were evaluated by professors of the Internship Seminars.</td>
<td>30 Portfolios were assessed. 16 portfolios reviewed received a score of 3 (exceeded expectations) 14 portfolios reviewed received a score of 2 (met expectations) indicating that students are clearly able to apply and analyze ACA ethical and professional standards. In addition the scores indicate that students were able to demonstrate professional, legal, and ethical compliance. Students are expected to have eight scores of 3 (80%) or higher in order for this objective to be met. All students achieved eight scores of 3 or higher. Portfolio guidelines and rubric were used to assess</td>
</tr>
<tr>
<td>School Counseling Program</td>
<td>3 Point Scale</td>
<td>professional portfolio (guidelines in Appendix). The portfolios were turned in to the professor of the School Counseling Internship Seminar.</td>
<td>the portfolio. Portfolios were assessed by the professors of the Internship Seminar.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Portfolio (Direct)</td>
<td>3=Exceeds Expectations</td>
<td>Evaluations from graduating Interns focusing on their learning experience and skill development during the School Counseling program. The survey was</td>
<td>*Portfolio guidelines and rubric are included in the appendix.</td>
</tr>
<tr>
<td></td>
<td>2=Meets Expectations</td>
<td></td>
<td>13 Interns portfolios were reviewed.</td>
</tr>
<tr>
<td></td>
<td>1=Does Not Meet Expectations</td>
<td></td>
<td>9 were rated 3= Exceeds expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 were rated 2= Meets expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolios demonstrated student’s understanding and application of ASCA and ACA Ethical Standards. In addition, students demonstrated their understanding of self-marketing and preparedness for the job search.</td>
<td>Students are expected to have thirty scores of 3 (80%) or higher in order for objective to be met. All students achieved thirty scores of 3 or higher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The portfolios were evaluated by the professor of the Internship Seminar using a rubric that is included in the Appendix.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Portfolio Guidelines and Rubric are included in Appendix.</td>
</tr>
</tbody>
</table>
### School Counseling Student Survey (Indirect)

<table>
<thead>
<tr>
<th>4 Point Scale</th>
<th>Given to Interns during Internship Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>4=Excellent</td>
<td>Interns were asked to complete the survey anonymously and return it to the professor of the Internship Seminar</td>
</tr>
<tr>
<td>3=Good</td>
<td></td>
</tr>
<tr>
<td>2=Adequate</td>
<td></td>
</tr>
<tr>
<td>1=Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

13 School Counseling Interns completed the Survey.

An average rating of 3.7 (Excellent) was given in response to the question: “How well did the program help you to understand current trends in the school counseling job market and develop self-marketing strategies?”

An average rating of 3.8 (Excellent) was given in response to the question: “Based on your Marymount training, how would you rate your ability to apply and analyze ASCA and ACA ethical standards?”

Completed surveys were collected by the professor of the Internship Seminar. Surveys were given to the Graduate Assistant in the Department of Counseling who compiled the results. Surveys were tallied and results were analyzed by computing the average in all categories assessed. The written comments were recorded and included in the analysis.

The numeric averages and written comments were used to assess strengths/weaknesses and recommendations for the School Counseling program that are included in the report. The recommendations were developed by the Director of the School Counseling program and School Counseling program faculty members.

*School Counseling Student Survey is included in
Interpretation of Results

Extent this Learning Outcome has been achieved by students (*Use both direct and indirect measure results*):
Based on the data reviewed, this learning outcome has been achieved for the School and Clinical Mental Health/Pastoral Counseling programs.

Program strengths and opportunities for improvement *relative to assessment of outcome*:

**Clinical Mental Health/Pastoral Counseling Program:**

While the Counseling Department has done a satisfactory job in helping students understand current trends in the job market and develop self-marketing strategies, there is still opportunity to continue to refine and develop this area.

Professors in the Practicum and Internship Seminars have added more discussions on the job search and licensure and will continue to incorporate these discussions in the future.

Professors in the Practicum and Internship Seminars routinely discuss professional, ethical, and legal compliance and will continue to do so in the future. It should also be noted that these topics are discussed and analyzed in every course in the Clinical Mental Health/Pastoral Counseling curriculum. Professors in all courses will continue to address these issues in each course.

Informal feedback received from Clinical Mental Health/Pastoral Counseling Supervisors/Interviewers indicates that students are well prepared for interviews and present themselves as competent professionals.

**School Counseling Program:**

Students in the School Counseling program are given assistance and support in understanding current trends in the school counseling job market and self-marketing strategies.

Students reported that they felt very prepared for the job search process and found the information provided to be informative and helpful.
Informal feedback received from School Counseling Supervisors/Interviewers indicates that students are well prepared for interviews and present themselves as competent professionals.

The job search and interview skills will continue to be an area of focus with many opportunities for students to practice and develop their interview and job search skills.

Students reported that they are well prepared to apply ASCA and ACA ethical standards. This is also documented by Internship Supervisors. Ethical standards and professionalism are addressed in every course with special emphasis on analysis and application occurring during the School Counseling Practicum and Internship. ASCA and ACA Ethical Standards will continue to be addressed and analyzed in all courses.

Discuss planned curricular or program improvements for this year based on assessment of outcome:


School and Clinical Mental Health/Pastoral Counseling Program- Planned Improvements 2014-2015:

- The Counseling Department will explore the possibility of presenting a career day for students that would include presentations from alumnae who are professional counselors and school counselors. The goal would be to present this career day during the 2015-2015 academic year.
- The Counseling Department will explore the possibility of presenting a training for students and faculty on the topic of ethical/legal issues. The goal would be to present this program during the 2015-2016 academic year.

Clinical Mental Health/Pastoral Counseling Program Planned Improvements 2014-2015:

- The topic of licensure and job opportunities will continue to be thoroughly discussed in the Internship Seminar.
- Clinical Experiences Coordinator will continue to offer group and individual sessions on the topic of licensure.
- The professors of the Internship Seminars will address the job search in greater detail in the Internship Seminar.
- ACA Ethical Standards will continue to be addressed in each course with special emphasis on application and analysis occurring during the Clinical Mental Health/Pastoral Counseling Practicum and Internship courses. Professional, ethical, and legal compliance will continue to be discussed to insure that students are able to analyze and apply these concepts.

School Counseling Program Planned Improvements 2014-2015:

- School Counseling alumnae who are employed as School Counselors will be invited to share their portfolios and give advice to current students regarding the development of the portfolio, job market, and job search strategies.
• A counselor from the Career Center will speak to Interns about compiling a resume/cover letter, job search strategies, and interview techniques.

• Interns will be given extensive written material to include research articles on the job search as well as a variety of sample questions. These sample questions will be addressed through role plays in the School Counseling Internship Seminar.

• Interns will be required to conduct a simulated interview with Principal or Director of Counseling at their Internship site.

• ASCA and ACA Legal Standards will continue to be addressed in all courses. Special emphasis will be placed on analysis and application of these standards in the School Counseling Practicum and Internship Seminars.

• A presentation from a professional in the field (ASCA Representative) will speak to School Counseling students on the topic of professionalism, ethical, and legal issues. **Note:** This occurs each year in CE 560 and will continue in the future.

• The faculty will continue to refine the rubric for evaluation of portfolios